# GRAYS HARBOR COLLEGE



**Year-Seven Self-Evaluation Report**
**February, 2019**

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# Year-Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Submitted February 2019

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# Please Note:

This electronic version of the document contains links to supporting evidence. The writing team has made every effort to ensure all links work at the time of posting, and many links point to PDF files that have been published along with the document. However, some links are to secured sites, such as the GHC intranet and the WA State Board for Community and Technical College internal site, which may require credentials or may not work if the reader is reading the report from somewhere other than the Grays Harbor College campus.

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# Introduction

## Section I: Institutional Overview

### COLLEGE HISTORY

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. Among the oldest two-year community colleges in Washington State, Grays Harbor College (GHC) will mark its 90th year in 2020. The college operated as a private institution until 1945, when the Aberdeen School District assumed control and provided financial stability.

In 1967, the State Legislature created the public community college system and designated the service area for Grays Harbor College.

In 2016, GHC offered its first Bachelor of Applied Science degree program, expanding offerings which previously included associate's degrees, undergraduate certificates, high-school completion options, pre-college skills, community education, and contract training.

### GEOGRAPHY AND POPULATIONS SERVED

GHC serves College District 2, which includes Grays Harbor and Pacific counties in southwestern Washington, Washington Legislative Districts 19 and 24. Within this 3,000-square-mile district, numerous rural communities combine for a total population of approximately 94,000 people. For comparison, the population of the combined Olympia, Tumwater, & Lacey metropolitan area was 118,000 as of the 2017 American Community Survey.

*Grays Harbor College and education center locations.*

In keeping with the college's commitment to open access throughout the service area, in addition to the Aberdeen campus, the college operates two community education centers in the two-county district. These include the Riverview Education Center (REC), which is in a college-owned building in Raymond that was renovated in 2001, and the Columbia Education Center (CEC) 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.

Grays Harbor and Pacific counties are mostly rural and traditionally have relied heavily on the fishing and timber industries. The region has been heavily affected by the decline of these industries and the recent recession.

Since 2009, the population of individuals from 18 to 24 years old has declined in both Grays Harbor and Pacific counties. The Washington Office of Financial Management predicts that the total population of Washington state will increase dramatically between 2017 and 2030 (over 1 million individuals, representing 10.6% growth). During the same period, the population of Grays Harbor and Pacific Counties is predicted to grow slightly, at only a 3.4% growth rate.

Grays Harbor and Pacific counties are also home to several Native American nations, including the

Quinault, Chehalis, Shoalwater Bay, and Chinook Indian Nations. Many members of the Grays Harbor and Pacific County communities are employed by Nation-owned businesses.

GHC provides educational opportunities at Stafford Creek Correctional Center (SCCC), which is located in the service area. Students at SCCC are able to complete their high school equivalency and earn certificates in several professional/technical fields, such as carpentry, welding, and business. Due to a recent change in state law, GHC now offers an Associate in Applied Science in Business Management at SCCC.

With the college's geographic coverage of two rural counties, online courses address the travel difficulties many students have in getting to the college's physical sites. In addition to geographic challenges, many area populations face conflicting demands for their time (for example: day care, family, and jobs, often with varying or un-predictable schedules.)

Online courses are part of GHC's efforts to ensure higher education is available to all who need and deserve the opportunity. GHC was an early adopter of remote instruction methods such as videotaped telecourses, ITV, and online delivery. GHC's Associate in Arts–DTA, a degree which transfers to nearly any four-year institution in Washington, can be completed completely online.

## DEMOGRAPHIC PROFILE

GHC serves a broad student body. In 2017–18, GHC had 4,339 unique students. Annually, approximately 20% of GHC's unique students attend from Stafford Creek Correctional Center (SCCC). An additional 20% of 2017-18 students only enrolled in community education.

When looking at Academic Transfer, Vocational, and Transitions students and including Running Start[1], but excluding SCCC students (who are all male) and Community Education students, the student population skews female (59% vs. 41%.) The median age for this population is 24. This core population tends to be full time, with between 60–75% of that group attending full time. This is due in part to the economic conditions in GHC's service area. Many students attend full time in order to qualify for full financial aid.

When disaggregated by race/ethnicity, this core population of Academic Transfer, Vocational, and Transitions students closely resembles the population breakout of the two-county service area when compared to the most recent American Community Survey estimates.

GHC's population of Running Start[1] students has grown over the past four years, from 206 students representing 166 annualized FTEs in 2014–15 to 267 students representing 217 annualized FTEs in 2017–18. The academic year of 2018–19 will be larger still with 292 Running Start students enrolled in fall 2018, already accounting for 243 quarterly FTEs.

| 2017-18 Transfer, Vocational, & Basic Skills students, including Running Start (excludes Stafford Creek and community education students) | |
|---|---|
| Unique Students | 2,644 |
| % Female | 59% |
| % Full Time | 64% |
| % Receiving Need-Based Assistance | 40% |
| % Historically Underrepresented Students of Color | 30% |
| Median Age | 23 |
| Median Age w/o Running Start | 25 |
| % First Generation w/o Running Start | 31% |

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[1] A program in Washington state allowing high school juniors and seniors to attend college and receive credit towards high school classes.

# Section II: Basic Institutional Data Form

## INSTITUTIONAL INFORMATION

**Name of Institution: Grays Harbor College**
Physical and mailing address: 1620 Edward P Smith Drive, Aberdeen, WA 98520
Main phone number: 360-532-9020
Country: United States

**Chief Executive Officer: Dr. James Minkler, President**
Phone: 360-538-4000
E-mail: jim.minkler@ghc.edu

**Accreditation Liaison Officer: Kristy Anderson, Chief of Institutional Effectiveness, Research & Planning**
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**Chief Financial Officer: Nicholas Lutes, Vice President for Administrative Services**
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E-mail: nicholas.lutes@ghc.edu

## INSTITUTIONAL DEMOGRAPHICS

**Institutional Type:** Comprehensive
**Degree Level:** Associate, Applied Baccalaureate
**Calendar Plan:** Quarter
**Institutional Control:** State, Public

# STUDENT ENROLLMENT DATA

*Data Form Table 1 - Full Time Equivalency for All Students, All Locations*

| FTE | Fall 2017 | Fall 2016 | Fall 2015 |
|---|---|---|---|
| Undergraduate[2] | 1095 | 1100 | 931 |
| Unclassified | 412 | 475 | 540 |
| **Total** | **1507** | **1576** | **1471** |

*Data Form Table 2 - Unique Student Headcount (All Locations)*

| Headcount | Fall 2017 | Fall 2016 | Fall 2015 |
|---|---|---|---|
| Undergraduate | 1294 | 1279 | 1070 |
| Unclassified | 677 | 694 | 734 |
| **Total** | **1971** | **1973** | **1804** |

FTE and Headcount are calculated using IPEDS methodology, where a full-time student equals 1 FTE regardless of credits taken, and a part time student equals 0.335737 FTE regardless of credits taken.

Undergraduate students are those who have indicated a degree seeking intent. Unclassified students are those who have not indicated a degree seeking intent.

# INFORMATION ABOUT FACULTY

In 2017-18, Grays Harbor College reported the following faculty numbers through the IPEDS system:

- 44 full-time faculty with tenure
- 13 full-time faculty on tenure track
- 12 full-time instructional staff on an annual contract
- 43 part-time employees whose assignment is primarily instruction

No ranking system exists for faculty. The full-time instructional staff with an annual contract are primarily the instructors at the Stafford Creek Corrections Center.

*Data Form Table 3 – Full-Time Faculty by Highest Degree Earned*

| < Associate | Associate | Bachelor | Masters | Specialist | Doctorate |
|---|---|---|---|---|---|
| 1 | **3** | **1** | **47** | **4** | **13** |

*Data Form Table 4 – Full-Time Faculty Mean Salary and Years of Service*

| Mean Salary | Mean Years of Service |
|---|---|
| $59,458 | **13** |

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[2] Undergraduate Students = Degree Seeking Students from fall Quarter IPEDS cohort. Fall 2018 data was not final at the time this report was compiled.

# FINANCIAL INFORMATION

Requested financial documents can be found in Appendix A.

Additionally, four years of public audited financial statements are available on the college's website.

# NEW DEGREE/CERTIFICATE PROGRAMS

The following degrees have been submitted for approval to the Washington State Board for Community and Technical Colleges. They are options for the existing Associate in Arts – DTA degree, and not completely new degrees.

- Associate in Arts – DTA – Biology
- Associate in Arts – DTA – Construction Management
- Associate in Arts – DTA – Math Education

# DOMESTIC OFF-CAMPUS DEGREE PROGRAMS AND ACADEMIC CREDIT SITES

Grays Harbor College has five off-campus sites within the United States where degree programs and academic credit coursework is offered. They are:

- **Riverview Education Center (REC)**, 600 Washington Ave., Raymond, WA 98577
- **Columbia Education Center (CEC)**, 208 Advent Ave. SE, Ilwaco, WA 98624
- **SATSOP Business Park (SATSOP),** 150 Technology Way, Elma, WA 98541
- **The Evergreen State College (TESC),** 2700 Evergreen Pkwy NW, Olympia, WA 98505

GHC also provides education services at the local corrections facility:

- **Stafford Creek Corrections Center (SCCC)**, 191 Constantine Way, Aberdeen, WA 98520

*Data Form Table 5 – Programs and Academic Credit offered at off-campus sites within the US for 2017-18*

| Location | Degree Programs | Data Year | Academic Credit Courses | Unique Student Headcount | Faculty Headcount |
|---|---|---|---|---|---|
| SCCC | Associate in Applied Science in Business Management | 2017-18 | 201 | 384 | 12 |
| REC | Coursework applicable to the Associate in Arts DTA and Associate of Applied Science in Business Technology can be completed, but not the entire degree.* | 2017-18 | 16 | 35 | 9 |
| CEC | | 2017-18 | 13 | 12 | 6 |
| SATSOP | Certificate in Commercial Transportation and Maintenance | 2017-18 | 15 | 25 | 1 |
| TESC | Some coursework for the Associate in Arts – DTA Tribal Program takes place on TESC Campus. | 2017-18 | 10 | 26 | 6 |

* Some general education coursework (English, math, etc.) for the Associate in Arts – DTA is available at both the Riverview and Columbia Education centers. Beginning in 2018-19, all subject-specific coursework for the Associate of Applied Science in Business Technology is offered at both the Riverview and Columbia campuses. For both degrees, the remaining general education and related instruction coursework can be completed online or at the Aberdeen campus.

## DISTANCE EDUCATION

Grays Harbor College offers 3 distance education programs offering 10 different degrees or certificates, as noted in the table below. Student enrollment counts are unique students enrolled in the program during 2017-18.

*Data Form Table 6 – Distance Education Programs and 2017-18 Enrollment*

| Name of Site | Physical Address | Degree/Certificate Name and Level | Program Name | 2017-18 Student Enrollment | On-Site Staff | Co-Sponsor |
|---|---|---|---|---|---|---|
| Grays Harbor College | 1620 Edward P. Smith Drive, Aberdeen WA 98520 | Associate in Arts, Direct Transfer Agreement (AA – DTA) | Associates in Liberal Arts | 853 | Yes | n/a |
| Grays Harbor College | 1620 Edward P. Smith Drive, Aberdeen WA 98520 | Certificate of Completion in Medical Office Admin Support | Medical Office Administrative Support | 2 | Yes | n/a |
| Grays Harbor College | 1620 Edward P. Smith Drive, Aberdeen WA 98520 | Associate of Applied Science Early Childhood Education | Early Childhood Education | 8 | Yes | n/a |
| Grays Harbor College | 1620 Edward P. Smith Drive, Aberdeen WA 98520 | Certificate of Completion in Early Childhood Education | Early Childhood Education | - | Yes | n/a |
| Grays Harbor College | 1620 Edward P. Smith Drive, Aberdeen WA 98520 | Certificate of Achievement in ECE, Administration | Early Childhood Education | - | Yes | n/a |
| | | Certificate of Achievement in ECE, Family Child Care | | - | Yes | |
| | | Certificate of Achievement in ECE, General | | - | Yes | |
| | | Certificate of Achievement in ECE, Infants & Toddlers | | 6 | Yes | |

| Name of Site | Physical Address | Degree/Certificate Name and Level | Program Name | 2017-18 Student Enrollment | On-Site Staff | Co-Spons or |
|---|---|---|---|---|---|---|
| | | Certificate of Achievement in ECE, Initial State Certificate | | - | Yes | |
| | | Certificate of Achievement in ECE, School-Age Care | | - | Yes | |

Counts are based on students stated intent, and the student record can only hold one program code. If a student's program of interest has multiple degree levels, they tend to indicate the higher degree. This may be why enrollment for the certificates of achievement is so low.

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

Grays Harbor College currently does not offer any academic courses or programs at sites outside the United States.

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# Chinookan Sunset

David Franklin

2006

Washington State Arts Commission

Art in Public Places Program

In partnership with

Grays Harbor College

WSAC #2005.020.000

Lobby of Manspeaker Building, GHC Aberdeen Campus

# Preface

In accordance with the Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year-Seven Report represents a comprehensive review and analysis of Grays Harbor College and its ongoing efforts to fulfill the college's mission and core themes.

During the current accreditation cycle, Grays Harbor College submitted its Year-One Report in March 2012 and its Year-Three Report in March 2014 and had a virtual visit from peer evaluators that spring. Since that time, the college has submitted ad hoc and special reports relating to recommendation 2 and recommendation 4 discussed below. Most recently, the college submitted an ad hoc report in spring 2018 as requested to follow up on the initial candidacy granted by NWCCU for the Bachelor of Applied Science in Organizational Management (BAS-OM). In a letter dated July 27, 2018, Grays Harbor College was notified that the Commission accepted its ad hoc report and granted the college accreditation at the baccalaureate level, based on the implementation of the Bachelor of Applied Science degree program in Organizational Management, effective September 1, 2016.

# Section I: Update on Institutional Changes

In 2015, Grays Harbor College reached 85 years of service to Grays Harbor and Pacific counties, a milestone celebrated by the college and the community. Learning from its experiences as a member of the Achieving the Dream Network (2011-2015)—thanks to a four-year College Spark grant—Grays Harbor College is learning to appreciate evidence-based practice and to embrace continuous improvement as necessary tools to ensure student learning and student achievement in an environment of diminishing state resources. To this end, the college has moved toward a more structured, comprehensive, and participatory planning process that organizes its work around fulfilling the mission, vision, and values of the college, it has expanded program offerings to meet community needs, and it has emphasized decision-making based on student achievement and student learning.

Grays Harbor College has four core themes—academic transfer, workforce preparation, transitions (basic skills), and service to community—which, taken together, make up the mission of the college:

> Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.

The core themes are student-focused and evaluate learning, achievement, and engagement as defined by the indicators on the core theme scorecard. The college relies on assessment results from its core theme indicators and an evaluation of its support efforts to aid in decision-making at both the operational and strategic levels.

The Grays Harbor College values—access to educational opportunities; success for students, faculty and staff; excellence in programs, practices, and principles; respect for diversity of people, ideas, culture, and

the environment; and effective and efficient use of resources—serve to support the core themes and help provide a practical and results-focused framework upon which core theme implementation rests.

The core themes are, appropriately, the primary focus of the college and of this report as they reveal the outcomes of the college's effort to impact student learning, student achievement, and community engagement. However, in this section, major institutional changes are discussed in terms of college values, in an attempt to provide the reader with a context for the improvement efforts implemented in recent years in support of the institution's ongoing quest for mission fulfillment.

A brief overview of the institutional changes that have occurred at Grays Harbor College since 2012 are presented in this chapter. Improvement efforts, based on the core themes, will be discussed or expanded upon in chapter 4.

# VALUE: ACCESS TO EDUCATIONAL OPPORTUNITIES

As the only brick-and-mortar institution of higher education in Grays Harbor and Pacific counties, Grays Harbor College takes seriously its responsibility to provide for the educational needs of its district. Grays Harbor College offers programs and services that allow students to prepare for a four-year degree, seek jobs in the community, and learn fundamental skills necessary for daily life. Moreover, Grays Harbor College has recently added three Bachelor of Applied Science degrees, to allow for local access to baccalaureate options.

## NEW ACADEMIC PROGRAMS

To continue to meet the needs of the rural communities it serves, since 2011, Grays Harbor College has added to its program offerings with three Bachelor of Applied Science (BAS) degrees—a new level of degree for the college—two new associate degrees, and three new certificates. The upper-division BAS degrees provide much-needed four-year options for place-bound students in Grays Harbor and Pacific counties.

### *BACHELOR OF APPLIED SCIENCE DEGREES*
- Bachelor of Applied Science Degree in Organizational Management (BAS-OM) – Approved December 2015
- Bachelor of Applied Science Degree in Forest Resources Management (BAS-FRM) – Approved February 2016
- Bachelor of Applied Science Degree in Teacher Education (BAS-TE) – Approved September 2016

### *ASSOCIATE DEGREES*
- Associate of Applied Science Degree in Medical Assistant – Approved July 2017
- Associate of Applied Science Degree in Early Childhood Education – Approved April 2018

### *CERTIFICATES*
- Certificate of Achievement in Introduction to Human Services – Approved March 2014
- Certificate of Achievement in Energy and Innovation Entrepreneurship – Approved March 2014
- Certificate of Completion in Commercial Food Preparation and Service – Approved June 2015
- Certificate of Achievement in Baking and Pastries – Approved June 2015
- Certificate of Achievement in Meat, Poultry, and Seafood Preparation – Approved June 2015
- Certificate of Achievement in Basic Food Services – Approved June 2015

The college is particularly satisfied with these new programs because they have strong ties to other educational and community organizations in the service district. For example, the Associate of Applied Science Degree in Medical Assistant is a collaboration between Grays Harbor College and the Twin Harbors Skills Center. Year one of the cohort includes high school seniors, and Grays Harbor College students. In year two, the students all enrolled in Grays Harbor College. The program's first cohort began in the fall of 2017 with eleven GHC students and eleven high school students. This collaborative approach represents a unique way of serving students in Washington State and the college hopes to



Students of the Bachelor of Applied Science in Forestry Management Program. Students pictured above will be the first graduating class, June 2019.

make it a model for additional programs in the future. In the fall of 2018, Grays Harbor College added a second cohort to meet community demand. This second cohort included fifteen GHC students and four high school students.

## STRATEGIC ENROLLMENT MANAGEMENT

The Strategic Enrollment Management (SEM) Committee was formed by the president in 2016 in response to declining enrollments. The committee is charged with researching and promoting strategies that address enrollment issues, while supporting student success. This includes increasing community access to educational opportunities and college programs. Three early accomplishments in the area of enrollment management were an increased understanding of who the college serves and where local achievement gaps exist, increased outreach to Hispanic and Latino communities through creating a bilingual recruiter position, and identification of the need for alternative pathways for students seeking high-demand at-capacity programs (e.g., Nursing and Welding Technology). The work of the committee, which is co-chaired by the Associate Dean of Enrollment Services and the Director of Institutional Research and Reporting, has also resulted in increased access to enrollment and student demographic data via an Enrollment Management Reporting Hub available on the college intranet.

As detailed in the 2017-2018 Strategic Action Plan, another area of significant focus for the SEM Committee has been support of the college core's themes through retention efforts. A major piece of this work has been a focus on changes in Financial Aid. These changes, such as the pre-award letter (see chapter 4, standard 4.A.5), are proving to be particularly beneficial in providing access for students, both at initial registration and as they move through their degrees. Grays Harbor and Pacific counties have some economic challenges, and financial aid is a key component in many students' decisions to come to college. The increased capacity to process financial aid is key to supporting the academic transfer and workforce preparation core themes. Work on increasing capacity in high-demand programs, such as Automotive Technology, is also a retention issue. A student who cannot get into the program he or she wants is more likely to leave the college. Increasing capacity in these high-demand programs broadens the pipeline, so more students can move through. In the past, most of the automotive technology classes

had been offered in the morning. To increase capacity in this program, a second set of first-year classes was offered in the afternoon, beginning in fall 2018. This work is a collaborative effort between the SEM Committee and the workforce preparation core theme.

## GROWTH IN PACIFIC COUNTY

The service region for Grays Harbor College is College District 2, comprised of Grays Harbor and Pacific counties, yet access to educational opportunity has not been equally made available to both counties. While the campus in Aberdeen is within a thirty-minute driving time to most parts of Grays Harbor County, the commuting times to most parts of Pacific County are much longer. To some extent, given the rural nature of both counties, and the low population density of Pacific County, the inequity in accessibility is understandable. The two rural centers in Pacific County offered many student services including student access to computer labs and WiFi. However, the selection of courses offered through the center that could be applied to an associate's degree was minimal. One strategy to address the need to offer access to Pacific County students seeking academic transfer courses was to encourage students to consider the online Associate of Arts Direct Transfer Agreement degree. However, this option was not viable for all students, as some students did not want to take classes online, and some areas of Pacific County do not have access to high-speed internet in their home, the online offerings were only able to offer access to a percentage of the population.

Community input was gathered at forums held at GHC's Riverview Education Center (REC) in north Pacific County and at GHC's Columbia Education Center (CEC) in south Pacific County in the fall of 2016 and spring of 2018. From this input, it was clear the community desired to have more academic transfer classes offered locally. These are credit-bearing transfer classes that can also be taken as Running Start classes. Running Start is a Washington program for K-12 students where college classes can be taken for credit towards both high school and college degrees. Community members also wanted more community education classes, especially those benefitting senior citizens. Informed by this feedback, GHC has increased its access to educational opportunities in Pacific County. Since winter 2017, the inventory of college-level courses offered at the centers has increased, and in fall 2018 there were sections of English, political science, psychology, and math offered at each of the centers, that met the general education requirements for GHC's Associate in Arts degrees.

The Pacific County Running Start headcount has gone from 13 in Fall Quarter 2013 to 48 in Fall Quarter 2018 (chapter 5, standard B.1, Figure 26). Additionally, Community Education FTE in Pacific County has gone from approximately 5 quarterly FTE in 2015–16 to 22 quarterly FTE in 2017–18. In addition, in support of instruction in these two rural Pacific County centers, technological upgrades in summer 2017 significantly improved the quality of classes delivered over video conference connections (ITV, Zoom) between the two education centers and the Aberdeen campus.

# VALUE: SUCCESS FOR STUDENTS, FACULTY, AND STAFF

## SUCCESS FOR STUDENTS

Success for students is the primary focus of Grays Harbor College's mission and core themes. Changes made to enhance and improve student success and student learning over the septennial cycle are the focus of chapter 4. While a couple of noteworthy changes, focused on student engagement, are mentioned in this section, further discussion and examples of improvement efforts can be found throughout chapter 4, and especially in standard 4.B, addressing GHC's core themes.

### ACADEMIC SUPPORT CENTER

Beginning in fall 2017, GHC expanded the college's tutoring support by adding the Writing Center to the resources available for students who need assistance with their coursework (prior to this time there was a part-time writing desk). At this time, a full-time faculty member was hired to support the center, providing increased hours of service. In the summer of 2018, the Writing Center, along with the existing Learning Center and TRiO tutoring services, were co-located onto the lower floor of the John Spellman Library. Combined, these resources form the Academic Support Center. While TRiO's services are not available to all students, this centralizes the college's three primary in-person tutoring functions into one location, adjacent to the resources of the library and E-Learning.

### STUDENT ENGAGEMENT IN CAMPUS GOVERNANCE

Student Life has made a concerted effort to encourage student engagement in college governance over the last several years, giving students a greater voice in their education. The Associated Students of Grays Harbor College (ASGHC) are represented in the college's Cabinet by the ASGHC President. Student Government Officers and Student Senators are encouraged to participate in pan-institutional strategic planning and core theme teams, to express views on curricular matters, and to take an active role in budgeting student funds. For the last two years, the ASGHC President has served on the Strategic Planning Committee and other students have served on topic-specific committees, including the Diversity Advisory Committee, Technology Advisory Committee, and Strategic Enrollment Management.

## SUCCESS FOR FACULTY AND STAFF

Grays Harbor College believes that the success of its students is directly tied to the success of faculty and staff. To this end, as part of its continuous improvement strategy, the college has been working on building a campus culture that includes increased employee engagement in college processes and decision-making. Administrative changes have brought about opportunities to review and document processes, practices, and policies. At their November 2018 meeting, the Board of Trustees agreed to a policy review schedule. In addition, assessment tools such as a climate survey and a 360-degree evaluation are now used to help enhance the administration's understanding of employee challenges and concerns. These activities have led to better understanding of the communication challenges that exist and the need for continued investment in professional development.

### ADMINISTRATIVE CHANGES

The retirement of long-time GHC President Dr. Ed Brewster as well as two other senior administrators in the summer of 2016 brought significant change to the college's eight-member Executive Team (Figure 1). In fact, four members of the college's current Executive Team have come to Grays Harbor College since Dr. Jim Minkler became President in the summer of 2016. The Vice President of Administrative Services and the Chief Executive of Information Technology came to the college in the fall of 2016; the Vice President of Instruction joined the team in the fall of 2017; and the Vice President of Student Services started in the winter of 2018. Dr. Minkler brought to the college a participatory leadership style and a commitment to living the college's values. Dr. Minkler and the Executive Team are continuously working to engage employees in achieving mission fulfillment; building trust through transparent institutional processes; focusing on educational quality; and supporting the economic vitality of the region through the college's educational offerings and cultural events. Six of the college's Executive Team members report

directly to the President, and the Chief of Campus Operations reports to the Vice President of Administrative Services (Figure 1).

Dr. Jim Minkler
President

Sandy Zelasko
*Assistant to the President*

Nicholas Lutes
*Vice President of Administrative Services*

Dr. Emily Lardner
*Vice President of Instruction*

Dr. Jennifer Alt
*Vice President of Student Services*

Keith Penner
*Chief of Campus Operations*

Darin Jones
*Chief Executive of Human Resources*

Andrew Glass
*Chief Executive of Information Technology*

Kristy Anderson
*Chief of Institutional Effectiveness, Research, & Planning*

## *EMPLOYEE ENGAGEMENT*

In order to encourage college-wide engagement, President Minkler and the Executive Team have taken a number of steps to facilitate employee, student, and community involvement in college decision-making. First, as it relates to changing institutional processes, the president charged the pan-institutional Strategic Planning Committee with monitoring core theme achievement. This committee is made up of representatives from all employee groups as well as the student body and the Board of Trustees. It provides the opportunity for a varied group of individuals from across the college to help facilitate the strategic plan and ensure core theme achievement. Second, the budget process was revised to provide all employees the opportunity to submit budget requests to their Executive Team administrator annually. The Executive Team uses these requests to understand college needs and prioritizes them with the college's annual strategic priorities (2017-2018, 2018-2019) in mind. Third, the President and Executive Team have instituted regular quarterly meetings with faculty, exempt staff, and classified staff to discuss issues of institutional significance. For example, in the winter of 2018, the scorecard, including core theme objectives, core theme indicators, and their ties to the strategic action plan, was the topic for discussion with each employee group. Employees attending these meetings were given the opportunity to ask questions and share ideas about the scorecard indicators and their implications on future action plans.

## 360-DEGREE EVALUATION

During the 2017–18 academic year, the Executive Team began 360-degree evaluations, so that college employees would have the opportunity to provide direct anonymous feedback to senior administrators. Evaluation questions were categorized using the college's values as topic areas and respondents were asked to provide both Likert-scale responses as well as written feedback. Each Executive Team member worked with their supervisor to identify people they would receive feedback from, and all included their direct reports as part of this list. Executive Team members discussed the results with their supervisors (in most cases President Minkler) and used the feedback from the 360-degree evaluation in setting their goals for the upcoming performance evaluation cycle. The 360-degree evaluation process was useful and is being expanded to other exempt employees (direct reports of Executive Team members). In the fall of 2018, members of the Student Services Administrative Leadership Team (SSALT) participated in a 360-degree evaluation.

## CLIMATE SURVEY

The college also implemented its first climate survey in winter 2018, in an effort to better understand faculty and staff views on the college and the support it provides to its learners. The PACE (Personal Assessment of the College Environment) Climate Survey enhanced the information available to the Executive Team by providing employees' opinions on a wide range of topics in areas such as institutional structure, supervisory relationships, teamwork, and student focus. The survey was administered to all full-time employees and part-time employees employed more than 50% time at GHC. Out of 195 employees surveyed, 131 employees responded for a response rate of 67%.

As with the scorecard presentations mentioned above, during spring 2018, the results of the PACE survey, including a presentation of key information, were shared with the college. In meetings with the faculty, exempt employees, and classified staff, employees were given the opportunity to participate in a problem-solving discussion around areas needing improvement. Employees were asked to reflect on the results, and report out what they saw as the strengths GHC could build on and any weaknesses they thought of as important for improvement. For each weakness, they were asked to describe what they thought success or improvement would look like, as well as strategies that would move the college towards improvement.

The results of the employee group discussions were compiled and discussed by the Executive Team at their retreat in the summer of 2018. Using both the PACE survey results and the feedback they received from the college community, the Executive Team developed a plan to work on campus climate. The objectives identified by the Executive Team supports the open and transparent process desired by the administration and help nurture an environment of trust and collaboration that can encourage employee engagement. Executive Team campus climate objectives are:

- Objective #1: Executive Team effectively communicates and shares information to improve employee understanding, decision-making, and trust.
- Objective #2: The organizational structure and policies at GHC are clear and encourage collaboration.
- Objective #3: Decision-making processes at Grays Harbor College are clear and employees are aware of how they can participate.

To address objective #2, the Vice Presidents of Instruction and Student Services are encouraging their teams to collaborate to provide support for learners. Beginning in the fall of 2018, the leadership teams from Student Services and Instruction are meeting together monthly to foster this collaboration. The Executive Team revisits their plan to work on campus climate periodically at their regular meetings.

# VALUE: EXCELLENCE IN PROGRAMS, PRACTICES AND PRINCIPLES

In addition to the new programs discussed above, Grays Harbor College has also modified several of its existing programs to maintain relevancy with industry standards and to facilitate transfer options for students. In addition to revising programs, the college has continuously improved on its assessment efforts by revising its core theme scorecard and expanding its work on desired student abilities (college-wide learning outcomes, described in chapter 4, standard 4.A.3).

## SUBSTANTIVE CHANGES TO ACADEMIC PROGRAMS

### ASSOCIATE DEGREES

- Associate in Technology Degree in Welding (Structural Welding) – Approved September 2014
- Associate in Technology Degree in Welding (Pipe Welding) – Approved September 2014
- Associate in Applied Science Transfer in Nursing – Approved October 2015
- Associate Degree Program in Music Direct Transfer Agreement/Major Related Program – Approved April 2017
- Associate in Technology – Diesel Technology – Approved September 2017
- Associate Degree Program in Nursing Direct Transfer Agreement/Major Related Program – Approved September 2017
- Associate in Technology Degree in Welding (Construction Welding) – Approved June 2018

### CERTIFICATES

- Certificate of Achievement in All Position Pipe Welding – Approved September 2014
- Certificate of Achievement in Open Root Pipe Welding – Approved September 2014
- Certificate of Completion in Practical Nursing – Approved October 2015
- Certificate of Achievement in Log Truck Driving – Approved June 2018

As with the addition of new programs, the changes made to existing programs were made with student and community needs in mind. For example, the advisory committee for the Diesel Technology program observed that diesel mechanics need to be able to test-drive the trucks they are working on. Because of this feedback, the Commercial Driver's License (CDL) certificate was added as a requirement for the Diesel Technology program.

The Grays Harbor College Nursing program reaffirmed its nursing accreditation with the Accreditation Commission for Education in Nursing, Inc. (ACEN) in a letter dated August 5, 2016. Subsequently, the Nursing program has modified their curriculum to align with the State of Washington's Direct Transfer Agreement to facilitate ease of transfer for those seeking to continue their education and streamline their academic progression in nursing. This took effect in fall 2018 (ACEN approval) with the adoption of a three-plus-one curriculum that allows nurses seeking a four-year degree to do more of their work for the degree at Grays Harbor College before transferring to a four-year nursing program. The three-plus-one curriculum

allows recipients of the applied associate's degree in nursing to transfer 3 years of credits directly into a Bachelor of Science in Nursing with just one additional year required.

## ENHANCED FACILITIES & INFRASTRUCTURE

Grays Harbor College completed a new Facilities Master Plan in the spring of 2018, a needed update as facilities infrastructure has changed significantly over the septennial cycle. The college has undertaken a sustained effort to modernize its facility infrastructure to better support student learning in the increasingly technology-dependent modern era. In the fall of 2015, the college opened the Schermer Instructional Building, a new instructional building to house the STEM and health-related programs offered at Grays Harbor College. The 70,000-plus-square-foot building was built to reflect its surrounding environment and meet Silver LEED (Leadership in Energy and Environmental Design) Standards. The building allowed for the relocation of multiple programs from the 300 building, which was more than 60 years old. The new instructional building provides a significant improvement to the space available to the Math and Science programs, with modern classrooms and laboratories with the newest equipment. In addition, the Nursing program was relocated to an area with dedicated lab space for both simulation experiences and clinical examinations in the cadaver lab. Finally, the Art program was also moved and now has spaces that are more expansive for students and faculty to explore the boundaries of artistic expression, without the limitations of a 1950s building.

In addition to the new building, several facilities have been remodeled. The 800 building, which previously housed lecture halls and science labs, has been remodeled to provide updated office space for campus functions while the modernization of the college continues. The building currently houses WorkFirst,



Schermer Instructional Building, opened fall 2015.

Opportunity Grant, and other student workforce support programs, who vacated the 200 building. Information Technology also moved from the 200 building into this space, allowing for greater collaboration and better facilities for prepping and maintaining campus computer equipment.

With the completion of the Schermer building construction project, the Washington state capital budget process necessitated the demolition of the 200 and 300 buildings, which the Schermer building had replaced. Performed during the summer of 2018, this demolition made room in the middle of the Aberdeen campus for the college's planned Student Union Building. Once completed, many of the current residents of the 800 building will relocate, along with a majority of other Student Support Services activities currently housed in the 100 building, to create an improved one-stop-shopping experience for the student body. Current projections for the project place the opening of the new Student Union Building in the 2021-2023 fiscal biennium. All of these changes are in line with the 2018 Facilities Master Plan.

# VALUE: RESPECT FOR DIVERSITY OF PEOPLE, IDEAS, CULTURE, AND THE ENVIRONMENT

Diversity and equity are issues that have received increased focus over the last several years at Grays Harbor College. The Diversity Advisory Committee, the Diversity and Equity Center and other individuals and groups have sought to increase awareness on such things as students in poverty, educational and language barriers for traditionally marginalized groups, and the impact of being a first-generation college student.

## SUPPORT FOR UNDERREPRESENTED STUDENTS

Grays Harbor College serves a student body that includes a high percentage of traditionally underrepresented college students, students who are low-income, first-generation, and/or ethnic minorities (see sidebar in introduction). Poverty, in particular, is an all-encompassing issue for many students at GHC. As such, the college has focused many of its retention efforts on issues affecting underrepresented students, such as first-to-second-quarter retention.

In GHC's Achieving the Dream 2015 Annual Reflection Worksheet (Page 31), the college identified two goals for the 2015–16 academic year. The first goal was to "incorporate an emphasis on student success into the college's success and optimization plans." The second goal was to "mitigate the impacts of poverty on student success for GHC students." A number of initiatives were launched as a result of these goals.

One initiative is the college's Academic Early Warning system (Early Alert), which notifies support staff early in the term when students are struggling academically. This strategy seemed promising early on, but has met with mixed results of late, due to staffing shortages and uneven use. Other efforts to address nontraditional student retention include revisions to new student orientation, allowing students to borrow books or purchase books before their financial aid is distributed, and a "Food for Thought" program that makes nutritious snacks available for students. In addition to these direct-impact solutions, there has been a concerted effort by the college's Diversity Advisory Committee to raise community members' awareness of the challenges underrepresented students traditionally face when starting college.

Based on the data gathered during the college's Achieving the Dream work, GHC also identified the need to close the achievement gap for its Native American students. A decision was made to revitalize the

Native Pathways Degree Program. Revisions were made in both student support services and curriculum development, the results of this effort are covered in in chapter 4, standard 4.A.2. A faculty advisor and a program liaison hired during this time continue to work to improve retention and completion for students in the program.

In fall 2014, Grays Harbor College's Diversity Advisory Committee members applied for and received a Community Foundation grant to bring Donna Beegle, a well-known expert on poverty, to the college. In a partnership with other local educators, a session for the wider community was offered, in addition to the day-long workshop for Grays Harbor College employees. Beegle's workshop was the focus of the spring All-College Day (training day for full-time college employees) at GHC in 2015 and her presentation was a powerful reminder to employees of the reality many students live with daily. Since 2015, the Associated Students of Grays Harbor College (ASGHC) have partnered with Coastal Harvest (a local food bank) to bring food bank services onto the Aberdeen campus at the college. Since the spring of 2018, a food pantry is open to Grays Harbor College students weekly and is centrally located in the Aberdeen campus gymnasium building.

Since 2015, the Grays Harbor College Diversity and Equity Center has moved from a small out-of-the-way hallway to a prominent office in the main student center building known as the HUB (Hillier Union Building). Visibility of the Diversity and Equity Center has increased with this move; however, usage remains sporadic, as there is no full-time staff located in the center. Also in 2015, the Diversity and Equity Center was placed under the supervision of the Director of Student Life and is supported by the Student Life Advisor, who is the Diversity and Equity Center Lead. The connection to Student Life has brought increased student programming around issues of diversity to the college. Beginning in 2017, Grays Harbor College has instituted a quarterly diversity speaker series, where subject-area experts are invited to speak on issues such as Black history, Native American traditions, transgender awareness, women's studies, LGBTQ awareness, and elder abuse.

In fall 2017, GHC hosted the Latinx Youth Summit for the first time. This summit is a joint effort between the Hispanic Roundtable, Centralia College, The Evergreen State College, Grays Harbor College, South Puget Sound Community College, and Saint Martin's University. The Youth Summit exposes high-school students (grades 9–12) and their parents to college and career opportunities. The 2017 summit at GHC hosted over 600 high school students, teachers, and chaperones. The summit allowed Latinx students from within and without the college's service area to visit GHC and served as a reminder to GHC's faculty, staff, and community of lifestyles and cultural experiences that may be different from their own.

Additionally, the Diversity Advisory Committee (DAC) is an increasingly engaged and influential part of the college community. In the fall of 2017, the Diversity Advisory Committee became a part of the institutional strategic planning process. The DAC's objectives and indicators, like those of groups such as the Strategic Enrollment Management Committee, are recognized as essential to supporting core theme achievement. Some of the Diversity Advisory Committee's objectives, identified in 2017–18 and carried into 2018–19, include increasing cultural competency among employees, ensuring college policies and procedures respect diversity across campus and confirming that underrepresented students have success rates in line with the entire student population.

## RESPECT FOR THE ENVIRONMENT

In addition to support for diversity, Grays Harbor College also has a deep appreciation for its environment. Nestled in a community built on growing and harvesting natural resources, the college has continued to support learners interested in environmental sustainability. As noted above, one of the college's new programs is a Bachelor of Applied Science in Forest Resources Management. Ensuring that timber resources remain viable is vital to the local economy. The GHC Biology Department has revived the once dilapidated fish hatchery (aka the Fish Lab). At the Fish Lab, salmon are hatched and released to the wild several times per year by students and community volunteers. Additionally, Biology faculty collaborate with the University of Washington and the Olympic Region Harmful Algae Blooms (ORHAB) organization to allow students to study phytoplankton in the field. Phytoplankton impact shellfish and marine life, another vital part of the costal economies of Grays Harbor and Pacific counties. As discussed in chapter 4, standard 4.B (academic transfer core theme), the science department offers a variety of internships for students in science. Many students who come to GHC with the intent of joining high-demand programs such as Nursing have found a passion for a new career in marine biology or wildlife management.

## VALUE: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effective and efficient use of resources is essential in an environment of shrinking state funding. Grays Harbor College defines resources broadly to include fiscal, human and capital resources. All the changes discussed in this chapter have been considered in one way or another against this backdrop. The college's budget development process, detailed in chapter 3, standard 3.A.4, helps to ensure efficient use of resources by tying budget requests to strategic priorities.

First, Grays Harbor invests in its human resources, as discussed in chapter 2, standard 2.B.3, through professional development. Most recently, an Assessment, Teaching, and Learning (ATL) Council was formed in the fall of 2018 to support faculty development in the areas of curriculum development and outcomes assessment (ATL Council formation and purpose discussed in chapter 4, standard 4.A.3). The ATL Council was proposed jointly by faculty and administrators and unanimously approved by the college's Executive Team.

Second, the college has a record of investing in and effectively and efficiently using capital resources. First, the college has invested significantly in its physical campus over the last 20 years with the building of two major capital projects (the Manspeaker Instructional Building and the Schermer Instructional Building) as well as the remodeling of the 800 building. As part of these projects, campus infrastructure such as water pipes, power, phone, and IT cables has also been upgraded. Additionally, recent upgrading of the IT data center allowed for the merging of 21 physical servers and 29 virtual machines into one server cluster. This allows for more efficient licensing and maintenance as well as lower electricity costs. Other efficiencies have been gained by standardizing office productivity software, allowing for volume licensing and increased familiarity across campus. Upgrades to video conferencing infrastructure allow better collaboration between the Aberdeen campus and Raymond and Ilwaco education centers, allowing more classes to be offered with live instruction at the education centers. Finally, the industrial trades' equipment is used to its capacity by offering both morning and afternoon classes in Welding and Automotive Technology.

Third, Grays Harbor College has invested in new degrees and programs (identified above) and the positions needed to support them over the last several years. Program additions are a calculated decision

made to help stop the decrease in enrollment seen over the last five years (see chapter 5, standard 5.B.1). Full-time faculty positions have been added and retiring faculty have been replaced to support new programs as well as bolster existing program areas (see chapter 4, standard 4.A.5, Table 46). The college's Executive Team is monitoring these programs and the resulting FTE carefully to understand their impact to the college budget.

Finally, recognizing the need to diversify its revenue, the college has increased programs that bring in revenue from sources other than the state allocation. Business and Community Education, which both generate revenue outside of the regular state FTE/tuition process, have been revitalized (see chapter 4, standard 4.B – service to community core theme). A Grant Development Office was established by the Executive Team in the spring of 2017, consisting of one half-time exempt staff (0.5 FTE), to help the college seek additional sources of revenue to fund its budget needs. The Director of Grant Development uses the annual strategic priorities and the identified budget needs to help determine which grants the college should apply to receive. In a year and a half, the Grant Development Office has brought in over $470,000 in grants and in-kind contributions to the college, through small donations and larger awards. Additionally, growth in Running Start, a program where high school juniors and seniors who are ready for college-level work can get both high school and college credit by attending college, has grown over the last several years, bringing in tuition money from the local high schools.

# Section II: Topics Requested by the Commission

In March 2014, after completing its Year-Three Report, Grays Harbor College engaged in a peer evaluation via an off-site virtual visit. Following the peer evaluation, the commission presented four recommendations in the areas of mission fulfillment, hazardous and toxic materials, access to and use of data, and external financial audit. Additionally, when the college was granted candidacy for its Bachelor of Applied Science in Organizational Management (BAS-OM), the commission noted the need to report on the BAS-OM degree via special report in the spring of 2018. Below is a summary of the college's compliance and progress to date on each of the recommendations as well as an update on the college's Candidacy Status regarding the BAS-OM program.

## RECOMMENDATION 1

*The evaluation committee recommends that Grays Harbor College continue to build and develop the process of mission fulfillment with the well-crafted Mission Fulfillment Snapshot as a tool to share with stakeholders and to build an overall system of monitoring improvement of the college's progress moving forward (standard 1.B.2).*

Since its Year-Three Report and virtual visit, Grays Harbor College has revised both the evaluation tools used to monitor mission fulfillment/core theme achievement and the process it relies on to ensure accountability of this work. The college has also developed a dashboard for monitoring mission fulfillment and a mission-fulfillment report that is made available to the community by clicking on a link on the right hand side of the college's mission, vision and values web page.

### EVALUATION TOOLS – THE CORE THEME SCORECARD

Since 2011, Grays Harbor College has had a snapshot for measuring mission-fulfillment, a tool known as the core theme scorecard. The early version of the scorecard relied primarily on data from one data
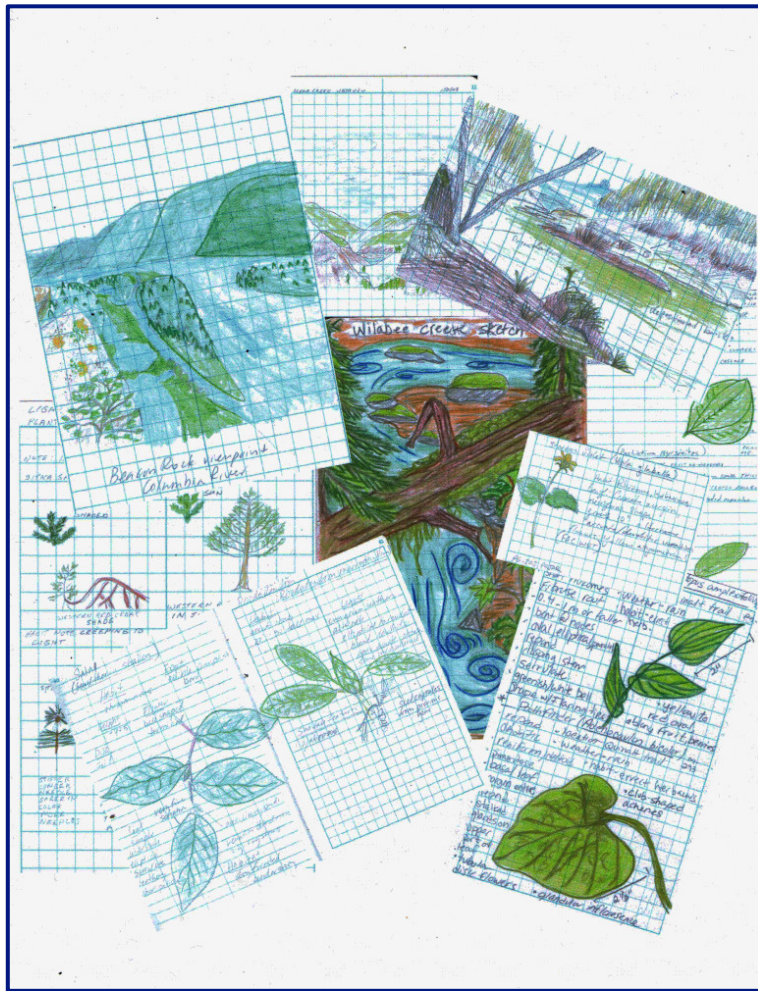
**Forest Ecology**

2018 Ecology Class, Natural Resources – Forest Technology,
collage – hand-sketched field journal notes.
Entry in the 2018 Student Art Contest.

source, the Washington Community and Technical Student Achievement Data, and the college grappled with how to find meaningful indicators for its fourth core theme, service to community. Over the last several years, as the college has sought to more systematically impact the core theme objectives and indicators, it has become apparent that a more diverse set of indicators and supporting data were needed to measure mission fulfillment and inform the actions of the core theme teams. In 2017–18, the core theme leads and their teams identified some additions and changes to the core theme objectives and indicators to help better define and monitor mission fulfillment. At the same time, each of the core theme teams also identified additional data it needed to break down the factors affecting achievement of the targets (e.g., individual course completion rates for academic transfer and program-specific post-college data for workforce preparation).

One of the two main purposes for the revisions to the objectives and indicators was to make the assessment results more informative to the work of the faculty and staff, providing them with actionable data whereby improvements in programs could be made. For example, the transition core theme added the indicators "I-BEST students are retained from fall-to-fall" and "I-BEST students earn degrees" to track and monitor one of the Transition Department's significant projects. The transition core theme team recognized that a significant portion of their students are in I-BEST programs and yet they were not specifically tracking their progress. The team wanted to monitor these students separately from other Transition Department students to make sure the program was having the intended impact and to better understand where there might be opportunities for improvement and/or expansion of this program.

Another crucial reason for modifying and adding to the objectives and indicators for the academic transfer, workforce preparation, and transition core themes was to diversify the data sources and types of data being monitored. The original data was primarily derived from a single source, the Washington

State Board for Community and Technical College (SBCTC) Student Achievement data[3]. This data has many advantages in that it allows the college to benchmark student progress and completions against the average of the other public community and technical colleges in the state. However, the data does not track student achievement or outcomes *after* students leave Grays Harbor College. Over time, the core theme teams and leads came to realize that without this information, they were not getting the full picture of core theme/mission fulfillment. Also, without multiple data sources, the information on the scorecard was somewhat incomplete. To better understand and improve student learning, additional indicators were developed.

To specifically address the gap in post-GHC follow-up information, the team working on the academic transfer core theme added data from the Mutual Research Transcript Exchange (MRTE) to the scorecard. This database allows the college to track students after they transfer with metrics such as time to completion, completion rates, and average credits for students who transfer from Grays Harbor College to four-year institutions. Similarly, indicators were added to the workforce preparation and transitions core themes to track outcomes after program completion. For workforce preparation, the additions include employment and wage data from the Data Linking for Outcomes Assessment (DLOA) files, a database based on information from Washington State Employment Securities. For transitions, the additions focused on transition to postsecondary education for basic skills students at Grays Harbor College. System-wide data on basic education students is provided by the SBCTC in the Basic Education for Adults Outcomes Dashboard, and data from this dashboard is used for some the indicators in the transitions core theme.

The results of the data derived from these new indicators has informed the projects identified for improvement by the core theme teams in their annual strategic action plans (2017-2018 Strategic Action Plan, 2018-2019 Strategic Action Plan). A discussion of each of the core theme objectives, indicators, thresholds and rationale for their inclusion can be found in chapter 1, standard 1.B.2. A discussion of the results realized from the scorecard indicators and how this information impacts practice is found in chapter 4, standard 4.B.1 and 4.B.2.

Another tool GHC has is the Mission Fulfillment Report Dashboard. Using the college's definition of mission fulfillment (see chapter 1, standard 1.A.2), the report and dashboard allow the college stakeholders to understand where GHC is in meeting its mission, both for the college as a whole and by core theme. This past spring, the Strategic Planning Committee mailed the spring 2018 Mission Fulfillment report out to the entire college and the Strategic Planning Committee chairs shared it with the Board of Trustees at their annual retreat in August 2018.

## PROCESS OF MONITORING CORE THEMES

The implementation in 2016 of a pan-institutional Strategic Planning Committee marked a significant shift in the college's approach to realizing and monitoring core theme achievement. Prior to 2016, facilitation of core theme implementation was the largely the responsibility of the Vice President of Instruction (academic transfer, workforce preparation, and transitions) and the Vice President of Student Services (service to community) and monitoring of core theme achievement fell to the Executive Team. This was

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[3] Some of the SBCTC web content will only be available when accessing the web site via a computer within the community college system network.

problematic as these administrators had many competing responsibilities and without consistent oversight, the core themes were sometimes overshadowed by day-to-day operational activities.

In 2016, the president placed a significant emphasis on both the core themes and institutional involvement by identifying a specific group to monitor core theme achievement. Since its formation, the Strategic Planning Committee has developed a number of mechanisms and tools to help strategic planning subgroups track and ensure progress toward the core theme objectives and indicators outlined in the college's core theme scorecard.

Annually, each strategic planning subgroup (four core themes and five topic-specific committees) submits a strategic action plan. The plan is based on the group's objectives and indicators from the strategic plan (these are the same as the scorecard for the core themes) and outlines the actions that are planned for the upcoming year. Quarterly, each subgroup lead provides an accountability report to the Strategic Planning Committee. This includes a written report submitted prior to the strategic planning meeting and a brief discussion with the committee. Team and committee leads report on progress toward the annual action plans and, at the meeting, highlight areas of challenge and/or opportunity. These reports are posted on the Strategic Planning Sub-Committee page of the intranet for the college community to access. Members of the Strategic Planning Committee get the opportunity to ask questions, address challenges, and encourage sub-committee collaboration where interests overlap.

Information from the individual strategic action plans is compiled into a college-wide strategic action plan (2017-2018, 2018-2019) and used to formalize annual strategic priorities for the year. These strategic priorities (2017-2018, 2018-2019) are part of the Executive Team's budget process. The Strategic Planning Committee reports out to the college in a quarterly report, keeping the college informed on the work of the core theme teams and topic-specific groups. Quarterly reports are sent via email and posted to the college's intranet. Additionally, the Strategic Planning Committee chairs provide the Executive Team and the Board of Trustees with an annual report on mission fulfillment.

Engagement among faculty and staff with the core theme and topic-specific groups has increased since the Strategic Planning Committee was charged. Leadership from the Executive Team and other strategic plan sub-committee leads has broadened the efforts around strategic planning. In particular, there are now multiple faculty dedicated to working on each of the four core themes. Documentation and communication of strategic processes, activities, and results has also increased as part of this change and is detailed in chapter 3, standard 3.A.1.

## RECOMMENDATION 2

*The evaluation committee recommends that GHC adopt and publish a policy regarding the safe use, storage, and disposal of hazardous and toxic materials (standard 2.G.2).*

On September 16, 2014, the Grays Harbor College Board of Trustees approved operational policy 525, *Management and Disposal of Hazardous Wastes*. Three accompanying administrative procedures were reviewed by the President's Cabinet and approved by the President at that time:

- Administrative procedure 525.01 describes hazardous waste and materials information and training.
- Administrative procedure 525.02 addresses the guidelines for spill response.

- Administrative procedure 525.03 details the process for hazardous waste disposal.

The policy itself and all related administrative procedures are now published on the Grays Harbor College Operational Policies and Administrative Procedures web page.

After taking this action, Grays Harbor College addressed this recommendation in an ad hoc report to the Commission on October 15, 2014. In a letter dated February 4, 2015, NWCCU notified Grays Harbor College that it accepted the ad hoc report and in doing so found the college was now "substantially in compliance with Commission criteria for accreditation."

Hazardous materials are disposed of annually using licensed contractors, most recently in April 2018. Additionally, Campus Operation staff discuss the hazardous waste policy and its associated procedures annually as part of their ongoing training program. All staff in the department are aware of the policy, as well as the appropriate responses and reporting procedures for the unexpected release and discovery of hazardous materials, and the routine disposal of hazardous waste generated through normal operations. The policy and its associated procedures are reviewed and updated by the Chief of Campus Operations and the Coordinator of Safety and Security as needed and as part of the college's policy review schedule. Policy 525 is scheduled for review in 2019–20.

Since adoption of operational policy 525 and related procedures, Grays Harbor College has had the opportunity to use internal training on disposing of materials appropriately. In 2017, a quantity of mercury was discovered in a disused laboratory storeroom. Campus Operations staff immediately isolated the hazard and contracted for appropriate disposal and testing to ensure all local, state, and federal guidelines were appropriately followed.

As part of continual process improvement, starting in July 2018, Grays Harbor College Campus Operations contracted with Vivid Learning Systems for ongoing computer-based training. Topics include, but are not limited to, laboratory safety; oil spill control, prevention, and countermeasure; hazardous waste management; and environmental management fundamentals. The Vivid Learning Management System (LMS) will be used to track GHC's annual requirement for all staff to review operational policy 525 and related procedures.

## RECOMMENDATION 3

*It is recommended that Grays Harbor College develop a robust system for the collection and analysis of appropriately defined data to fully inform the planning and evaluation process for the institution, its programs and services, as well as core theme objectives and mission fulfillment and that it develop feedback mechanisms that more systematically use assessment data to improve practices and make changes to programs and services in support of mission fulfillment (standards 3.A.3, 4.B.1).*

Since the Year-Three Report in 2014, Grays Harbor College has taken steps to ensure that meaningful data is available to the college, that the data leads to solid information, and that this information gets used to inform decisions that lead to core theme achievement at the strategic and operational levels. In chapter 4, standards 4.B.1 and 4.B.2, for each core theme, the reader will find (1) a discussion of each core theme objective, (2) an analysis of the scorecard indicator results used to assess progress, and (3) a discussion of how the information is being used to implement and evaluate change.

## DATA CAPACITY & ACCESS

Prior to 2013, GHC's Institutional Effectiveness, Research and Planning (IERP) department had one full-time employee, with part-time support. As part of the college's Achieving the Dream plan, the college hired an Executive Team position, Chief of Institutional Effectiveness, Research and Planning (CIERP), to lead the department. A year later, with the replacement of the other exempt position (at that time a Research Support Specialist), the college opted to upgrade the position to Associate Director and eventually Director of Institutional Research and Reporting (DIRR).

One of the major results of the investment in institutional effectiveness is an increased capacity for accessing meaningful data and turning that data into information for decision-making. Increased collaboration between IERP and Information Technology has allowed for development of technology-related tools such as an SQL-based data warehouse and use of SQL Server Reporting Services (SSRS) Software and Tableau Software to share user-friendly interactive data tools with the college community via a Central Reporting Hub on the intranet.

For example, college employees can access weekly enrollment reports via the Enrollment Reporting Hub. Data from the core theme scorecard are also online and available for the entire campus to access. Tableau dashboards allow faculty and staff to examine data around things such as the college's Community College Survey of Student Engagement Data. Faculty and instructional administrators have access to their own Instructional Report Hub, which provides actionable information for class scheduling, program review, and outcomes assessment, along with reports such as class completion rates.

The IERP Office also conducts and facilitates the collection and analysis of qualitative data in support of a deeper understanding of student and college success. Each year, the IERP Office conducts a graduate survey and engages or assists with other qualitative data collection, such as internal student and employee surveys. During the 2016–17 budget cycle, the college allocated $10,000 in ongoing funds to fund and support institutional research tools. This enabled the college to participate in the PACE Climate Survey, done in winter 2018, and to support the data analytics and visualization software Tableau. Results from the graduate survey, PACE Climate Survey, and many other reports are available on the IERP intranet homepage. As reports are produced, they are not only posted to the intranet, but they are shared at college meetings such as Kick-Off, All College Day, the Exempt Team Retreat, and quarterly faculty and staff meetings.

The college work towards core theme and mission fulfillment has benefited from the increased capacity in IERP. In addition to the direct indicators on the core theme scorecard, additional data like the graduate and PACE surveys, provide indirect indicators to supplement the scorecard, and provide additional measures to help guide the college in achieving mission fulfillment.

## APPROPRIATELY DEFINED DATA

With the revamp of the core theme scorecard, GHC built on its involvement with Achieving the Dream to better define the data points used in evaluating mission fulfillment. DIRR and CIERP worked with the core theme teams to help area stakeholders understand the data and to make informed choices about which indicators to include. Indicators in workforce education (i.e. professional/technical programs) are one example of this work. Professional/Technical faculty had concerns that the cohort of workforce students as defined in the Washington Student Achievement Initiative (SAI) did not reflect the realities of the student cohort at GHC. Professional/Technical Faculty and the Dean for Workforce Education worked with

the DIRR to define criteria, including gateway courses, indicating a student had gotten past the waitlist and into the program. This collaborative work resulted in data that faculty felt appropriately identified the cohort of students enrolled in professional/technical programs.

Shortly after her arrival, the CIERP created the Data Custodians Committee, with the approval of the President. Committee membership encompasses areas of the college with data oversight (admissions and registration, human resources, administrative services, the finance office, and instruction) and those involved in data use and management (IT and IR). The group is an advisory and action committee, and since being convened in 2015, the committee has worked to build a communal understanding of the data picture at GHC and to provide in-house guidelines for data entry and use. The Data Custodians group advises the DIRR on gainful employment and IPEDS reporting. Representatives from instruction have brought questions about class coding to the group for discussion and then implementation. The group has also served to disseminate information on data issues and decisions from the various councils and commissions that operate under the State Board for Community and Technical Colleges (SBCTC). The Data Custodians group works closely with the Chief Executive of Information Technology (CEIT) and participates in developing and/or reviewing IT standards when appropriate, such as in the case of the data classification standard. Development of the data classification standard for GHC was a joint project between the CEIT and the Data Custodians to ensure electronic data security for the college.

In winter 2018, the Data Custodians group brought in Autumn Yoke, Policy Associate for Enrollment Policy and Reporting, from the SBCTC to campus to talk about data-coding practice. The presentation was open to all interested parties, and individuals from across campus attended, including several not involved in Data Custodians. After this visit, the Data Custodians group held a debrief and identified several areas of focus for coding review and cleanup, in addition to that being done for ctcLink (system-wide PeopleSoft
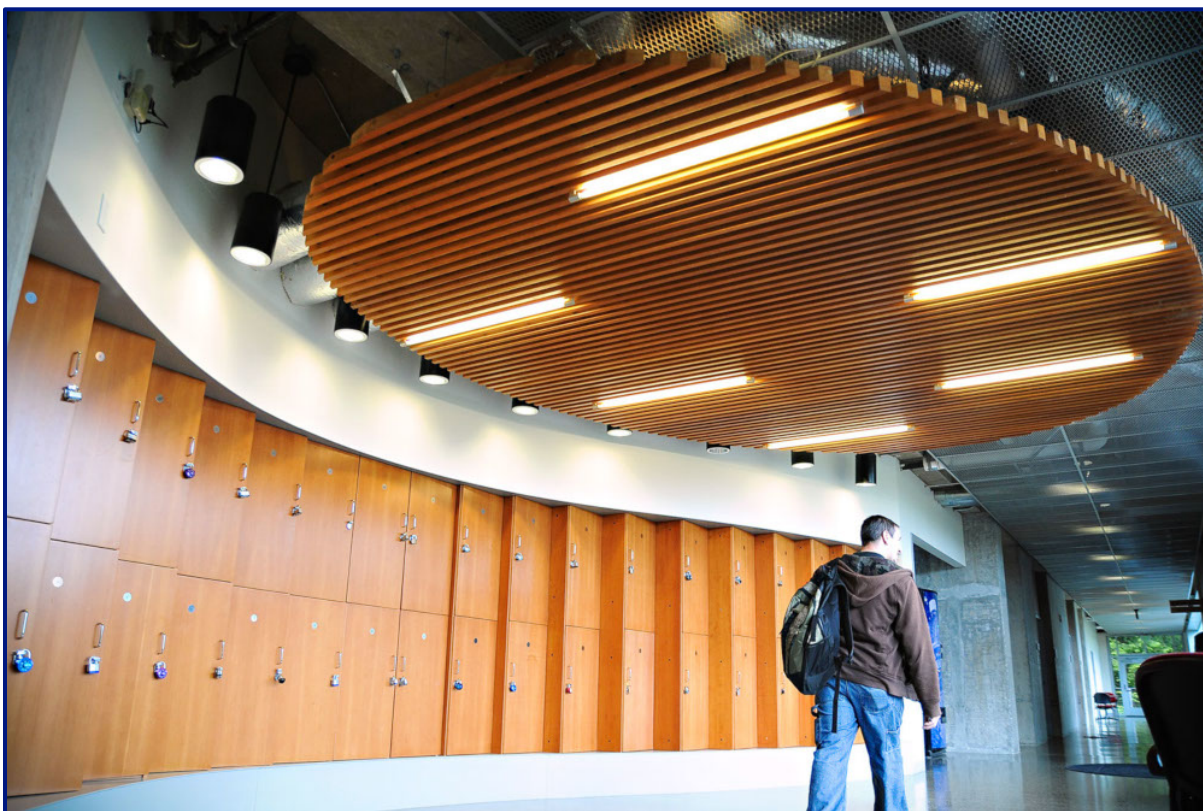
ERP Software implementation). While "clean input" is not the same as "appropriately defined data," ensuring that the college understands what the data in the system means, and the downstream effect of data input, is an important step in allowing the college to produce appropriately defined data for use in the core theme scorecard and other data projects.

Both the CIERP and the DIRR have worked with the college in various ways around data. The CIERP often consults or advises groups developing local surveys. For example, in the fall of 2017, the CIERP worked with student government to refine a survey of the student body. Providing support for the Associated Student President, the CIERP provided guidance on how to revise and refine the survey questions, and later how to understand the results of the survey. When a campus stakeholder submits a data request, the DIRR works with the requestor to understand the context of the issue, and what the requestor really wants to know or the question they are trying to answer. The DIRR helps the requestor refine the research question around what can—and cannot—be obtained from the database. The DIRR works with the requestor to ensure that the research question being answered and the data being provided result in actionable information that can be used in decision-making. Requests that are expected to impact student learning are routinely prioritized and shared.

For example, a request was made around the transition of students from pre-college to college-level English. Through conversation, the requestor was interested in the factors that affected a student's success in college-level English, after taking pre-college English from GHC. Due to this conversation, the cohort of students was narrowed from all students taking college-level English at GHC to students who took both pre-college and college-level English at GHC. The distinction may be subtle, but clearly defining the research question allows for a clear definition of the data and allows the results to fully address the research question.

## USE OF ASSESSMENT DATA TO IMPROVE PRACTICE

With additional research capacity and collaboration between the Data Custodians group and the college community in place, there is increased ability to support assessment activities and evidence-based decision-making. While some individuals and areas have long used data to improve practice, recent processes implemented by the college have increased this activity. Movement toward a data-informed culture of continuous improvement has involved both education and action. Helping employees to see the connection between their work and core theme achievement is an ongoing effort at GHC reinforced at all major institutional events. For example, the subject of the spring 2018 All-College Day was "Making Assessment, Strategic Planning and Accreditation Inclusive AND Useful!" GHC brought in Charlie Blaich (director) and Kathy Wise (associate director) from the Center of Inquiry at Wabash College to facilitate a college-wide discussion of the impact everyone who works at the college has on mission fulfillment.

While the 2018 All-College Day was focused on assessment in the classroom (discussed in chapter 4, standard 4.B.3), GHC has also been working to incorporate data-informed feedback mechanisms in other areas. In 2016–17 the college started a process of non-academic program assessment, or NAPA. This process engages areas outside of instruction in a process of systematic assessment and review around topics of student achievement and/or institutional effectiveness. At the start of the year, program staff are encouraged to develop objectives and determine how they would measure success or progress towards those objectives. At the end of the year, program staff collect data, interpret it, and use it to evaluate the success of their venture, as well as how they will use or adjust the process going forward. Program staff are encouraged to build their NAPA plans each year around a project or improvement they

have already planned on doing in the year ahead, so that the assessment is meaningful and not an additional task. As part of the end-of-year reflection, areas are asked to look ahead to the next year, and determine if they will keep working on the same NAPA projects, or take on new ones as the cycle starts again in the fall.

Like the assessment and implementation of the college's core themes, discussed in recommendation 1 above, the NAPA process and form has been a learning process for the college. Many areas had not had exposure to this kind of assessment cycle before. IERP held workshops in both 2016–17 and 2017–18 to help NAPA area leads understand what was being requested of them. Initial plans and indicators had varying levels of sophistication of measurements. Some areas, such as Student Services, have embraced the NAPA process. In the summer of 2018, CIERP worked with the Student Services Administrative Leadership Team (SSALT) on planning its NAPA process for 2018–19. NAPA plans are on the GHC intranet for all employees to access.

In addition to NAPA, support areas engage in the Lean process when they have a large organizational improvement project that they want to tackle. Faculty and instructional administrators use program review and student learning outcomes assessment (SLOA) to improve practices around student learning. NAPA results, Lean project outcomes, instructional program review, and student learning outcomes assessment results are discussed in chapter 4, standard 4.A of this document and the college's assessment and implementation of its core themes is found in chapter 4, standard 4.B.

## ACCESS, DISSEMINATION, & FEEDBACK

Beginning in 2012–13, five optimization action teams (OATs) were developed. As part of this process, each OAT was requested to report out on how the team knew it had been successful. They were prompted to use data and explain how the data indicated success. The reports tended to be very anecdotal, more a laundry list of achievements than data-informed results.

This was an important learning moment for GHC. It was clear that the college did not have a systematic understanding of how to do assessment around planning.

The NAPA process mentioned above has served as a training ground for data-informed assessment, as has the faculty's course assessment efforts. As the college broadens its use of data, and as more individuals are involved in the college's data-informed strategic planning process, the college needs individuals who are versed in the language of assessment and in writing good indicators that measure progress toward goals. The NAPA process and course assessment efforts are two ways the broader campus community has been involved in those kinds of discussions.

In order to promote the use of assessment to improve practice at the institutional level, the college has implemented a more integrated strategic planning process that encompasses the work of the four core themes and five topic-specific groups (Figure 2). Each of these groups is responsible for a strategic action plan that includes objectives and indicators. For the core themes, these are the indicators on the core theme scorecard; for the topic-specific groups, these are things that will support the college, via its values, in meeting its core themes. With this process, each year each group is responsible for looking at its indicators and determining next steps to continue to move toward its objectives. The Strategic Planning Committee provides the accountability to help ensure that these pan-institutional groups continue to assess and move forward.

*Figure 2 – Strategic Planning Sub-Committee Structure*
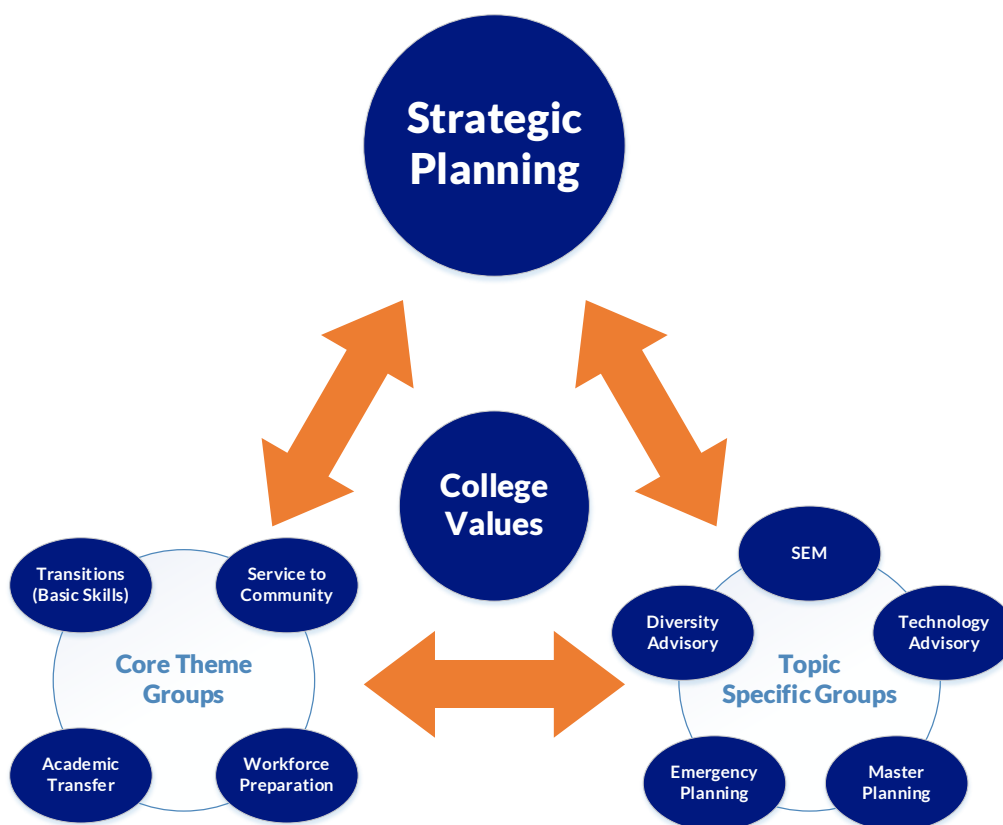


The Strategic Planning Committee and the Executive Team are committed to systematic dissemination and feedback that turns data into actionable information. Each quarter the Strategic Planning Committee puts out a quarterly update to the college regarding planning activities and core theme achievement. Mission fulfillment is discussed at college-wide events and a Mission Fulfillment Report is disseminated to all employees and made available to the public on the college's website. As discussed above under Employee Engagement (under Value: Success), each quarter the Executive teams meets with each employee group (faculty, classified, and exempt). During the 2017–18 academic year, these quarterly meetings were focused on data and information derived from the core theme scorecard (slides) and the PACE climate survey (slides).

## RECOMMENDATION 4

*It is recommended that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter of recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).*

Washington's community and technical colleges historically have been included in the State of Washington's financial statements. Around the time of Grays Harbor College's Year-Three Report in 2014, several Washington State community colleges, including Grays Harbor, were informed that this approach was not adequate to meet NWCCU requirements. As such, the college made arrangements, beginning

with its fiscal year 2014 audit, to contract with the Washington State Auditor's Office (SAO) for its own audit services. Unfortunately, getting on the SAO's schedule, preparing the requisite reports, and setting up a regular place on the SOA's schedule for annual audits took longer than expected. As a result, Grays Harbor College was placed on probation for recommendation 4 in the summer of 2016. However, as of February 15, 2017, the Commission informed Grays Harbor College that it accepted its fall 2016 report and removed the college from probation. The paragraphs that follow detail the specifics of this situation.

In response to recommendation 4 (resulting from the 2014 Year-Three Report), Grays Harbor College submitted an ad hoc report in April of 2015 and was commended in July of 2015 for its "good faith" progress. However, the Commission noted that the college had not yet met the standard and requested that Grays Harbor College submit another ad hoc report by March 2016. The college complied with this request and submitted a second ad hoc report in February 2016. At the time of the report, the college had not yet received the results of its fiscal year 2014 audit. While Grays Harbor College did receive a clean audit with no findings for fiscal year 2014 from the state auditor's office, the 2014 audit was not completed in time to meet the Commission's reporting requirement. As a result of this timing issue, Grays Harbor College was placed on probation and required to submit a special report by October 1, 2016, to again address this recommendation. The college submitted this special report in late August, including a financial statement audit report, the Grays Harbor College fiscal year 2014 financial report, and meeting minutes from the Board of Trustees detailing their discussion of the audit.

In a letter dated February 15, 2017, the Northwest Commission on Colleges and Universities informed Grays Harbor College that it accepted the college's August 2016 special report addressing recommendation 4 of the spring 2014 Year-Three Peer-Evaluation Report addressing the external financial audit. The Commission removed the probation for Grays Harbor College.

In April 2017, Grays Harbor College submitted to NWCCU its fiscal year 2015 audit as a follow-up to its February report. Since that time, Grays Harbor College has completed its fiscal year 2016 and fiscal year 2017 audits and submitted both of these documents to NWCCU in March 2018. The college is currently—and expects to remain—in compliance with the Commission's recently clarified standard 2.F.7 and eligibility requirement 19, requiring audits be completed within nine months of the fiscal year closing. The college administration and its Board of Trustees value the work of the independent audit process and understand the importance of completing it in a timely manner.

## BACHELOR OF APPLIED SCIENCE (BAS) CANDIDACY STATUS

In 2012, the Washington State Legislature authorized the State Board for Community and Technical Colleges to approve Bachelor of Applied Science (BAS) degree programs offered by community and technical colleges (RCW 28B.50.810). Since that time, many of the Washington community colleges, including Grays Harbor, have developed BAS degree programs.

NWCCU gave its approval for Grays Harbor College to launch candidacy for the Bachelor of Applied Science in Organizational Management (BAS-OM) program in a letter to the college dated December 3, 2015. The first cohort for the program began in fall 2016 and graduated in June 2018. As part of granting candidacy for Grays Harbor College to offer baccalaureate-level degrees, the Commission requested the college submit an ad hoc report without visit for the BAS-OM program (its first BAS degree) in the spring of 2018. The ad hoc report, designed to update NWCCU on the implementation of the BAS-OM program, was submitted in February 2018. Following the June 2018 meeting, the Commission accepted the spring 2018

ad hoc report and granted accreditation at the baccalaureate level in a letter dated July 27, 2018 (accreditation effective , based on the implementation of the Bachelor of Applied Science degree program in Organizational Management.

Since getting initial approval for the BAS-OM program (prospectus) in 2015, GHC has added two additional BAS programs in Teacher Education and Forest Resources Management (Table 1). The latter two BAS programs were in partnership with Centralia College and Green River College, respectively.

However, as of fall 2019, the partnership with Centralia for the BAS-TE has been dissolved and each college will, with SBCTC approval, offer their own program. GHC completed a minor change notification on this in December 2018.

*Table 1 – Bachelor of Applied Science Prospectus and Approval Letters*

| Program | Prospectus | Approval Letter |
|---------|-----------|-----------------|
| Organizational Management | BAS-OM Prospectus | BAS-OM Letter – December 3, 2015 |
| Forestry Resource Management | BAS-FRM Prospectus | BAS-FRM Letter – February 8, 2016 |
| Teacher Education | BAS-TE Prospectus | BAS-TE Letter – September 14, 2016 |

The BAS programs at Grays Harbor College meet the needs of local students in the college's two-county service region. They provide opportunities for residents to pursue education without leaving their jobs, families and homes. Bachelor of Applied Science degrees are application-based rather than theoretical degrees, designed to connect projects and practical learning to future career situations and prepare students for real-world jobs. Unlike other baccalaureate degrees, they also build off Applied Associate of Science or Applied Associate of Technology degrees with a strong workforce component.



GHC's first BAS graduates (from left to right): Autumn Taylor, Eddie Yee, Rob Burton, Barb Crowell, Kaylie Padilla, Bethany Barnard, Lisa Rooker, Jennifer Clifford (kneeling), Stephanie Hollandsworth, Mandy Paige, and Dr. Chris Portmann.

# Frequently Referenced Items in Preface

- Executive Team
- 2017-2018 Core Theme Scorecard
- PACE Climate Survey Results
    - Presentation of key findings
    - Feedback from problem-solving discussions
    - Executive Team Plan for Campus Climate
- Strategic Planning & Mission Fulfillment  (intranet)
    - Mission Fulfillment Dashboard
    - Strategic Planning Committee
    - Strategic Planning Sub-Committee
- Central Reporting HUB
- BAS-OM Approval Letter (July 27, 2018)

Barb Crowell is proof that it's never too late to pursue your dreams. Barb's first crack at College was in the late 70s. She graduated from GHC with an Associates of Science and transferred to St. Martin's University in Olympia to follow a close friend into the Civil Engineering department.

Barb ended up dropping out. She walked away from college in 1982, and went on to find love and get married, own her own business, and raise three wonderful, kindhearted boys with her husband. But not getting her bachelor's degree was always a regret in the back of her mind.

The 2008 recession had hit Barb's business hard, and by chance she applied to work at Grays Harbor College in the kitchens. It was in the back of her mind that she could return to college and get an education in business management, but working full time didn't leave a lot of time to study and travel. "I looked at online classes, but nothing just seemed to click," she said.

Then, in 2016 GHC announced their new Bachelors of Applied Science in Organizational Management (BAS-OM) program. Designed for working adults, with classes three times a week in the evenings, Barb knew immediately that it was the perfect program for her. She could still work, do homework between her job and class, and then attend her lessons at night.

Going back to college was a culture shock for Barb. Computers existed when she first went to school, but there were no laptops, cell phones, or apps back then. The internet as we know it didn't exist, and research was done using books and the Dewey Decimal System. Nowadays, Canvas is used to facilitate learning, and there are thousands of online resources, and Barb had to learn how to use all of them from scratch.

The instructors at GHC, though, were her saviors. "They are just so great," she said. "They went above and beyond to help me learn. Chris Portmann (Social Sciences Faculty), especially, he made me feel so much more confident. He always took time to remind me how much I'd grown. He's just really such a confidence builder, and I needed it because I've never been very confident in myself. It's been really good for me. My friends, family, and coworkers, too. They've been behind me all the way, cheering me on."

"Just being here in this program has been a huge achievement for me. It was something that I thought I would always just be dreaming about, but then this program came along, and it was like, thank you, you know? It's such an awesome feeling to hear people say, 'we're so proud of you.' Grays Harbor College has changed my life. They made me believe that I can do anything I want as long as I put my mind to it."

Right now, Barb is in the process of applying for the Master's program in Nonprofit Administration at Evergreen State College. Inspired by a close friend's journey, she plans to use the knowledge gained from GHC to open a non-profit support center where families and kids struggling with suicidal thoughts or the loss of someone close to them can get support here on the Harbor. "It makes a huge difference to study what you enjoy rather than studying something that you don't get. I would say to my past self, to that person who was a lost soul, to never give up. To take time to discover what you really want to do, and then do it. Because that young girl, that younger me, was lost, confused, and just there for the wrong reasons. But look at me now."
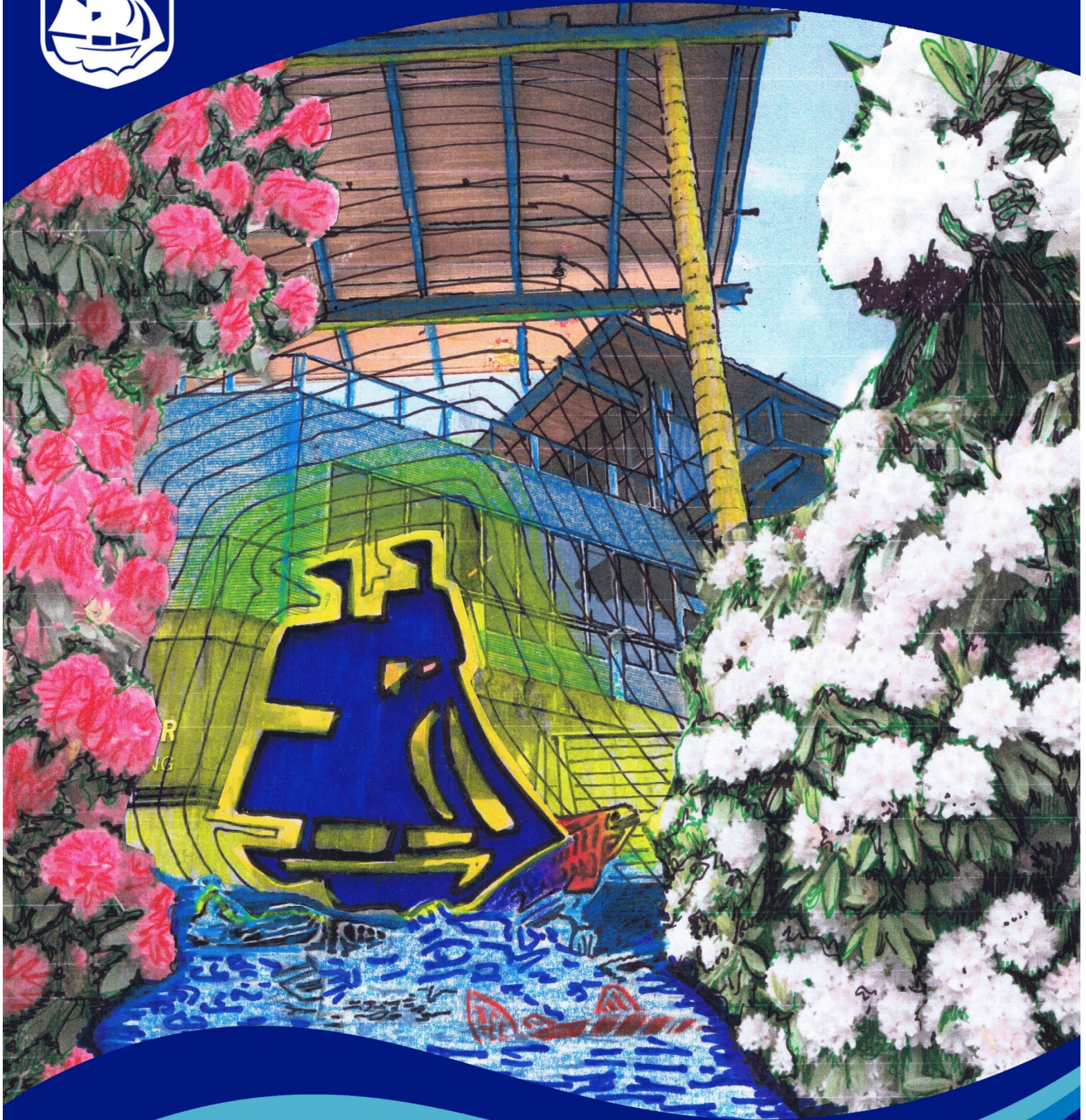
# Studentship

Dylan Weber, BAS-Teacher Education,
collage of photos with sharpie & colored pencil.
2nd place winner in the 2018 Student Art Contest.

# Chapter One: Mission, Core Themes and Expectations

## Section I: Eligibility Requirements 1, 2, and 3

### ELIGIBILITY REQUIREMENT 1: OPERATIONAL STATUS

| E.1 | *The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.* |
|-----|---|

Grays Harbor College, a two-year community college, first opened for students on September 28, 1930, after receiving a charter from the State of Washington. The first graduating class in 1932 had 51 students. The college has been in continuous operation since that time.

Nearly 400 students applied for graduation in spring 2018, including graduates from the first cohort of the Bachelor of Applied Science degree in Organizational Management program. In fall 2018, there are 1870 students enrolled academic transfer, vocational, and transitions programs, with a further 344 students enrolled through Stafford Creek Corrections Center pursuing high school equivalency or vocational certificates.

### ELIGIBILITY REQUIREMENT 2: AUTHORITY

| E.2 | *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.* |
|-----|---|

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.

In 2012, the Washington State Legislature passed E2SHB 2483, authorizing the State Board for Community and Technical Colleges to approve all applied bachelor's degree programs offered by community and technical colleges (RCW28B.50.810).

On April 21, 2015, the Grays Harbor College Board of Trustees approved changes to policy 301 to authorize GHC to offer bachelor of applied science degrees. As mentioned in the preface, GHC's ability to offer bachelor of applied science degrees was confirmed by the Commission in June 2018.

# ELIGIBILITY REQUIREMENT 3: MISSION AND CORE THEMES

| | |
|---|---|
| **E.3** | *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.* |

Community colleges serve their communities in a variety of ways, and the current mission of Grays Harbor College reflects this. The mission reflects the college's commitment to serving the educational interests of its students regardless of their higher education goals. This mission statement was developed in 2008 through an inclusive process allowing college constituencies the chance for review and revision. As part of this process, the college mission was revised to reflect clearly the college's four core themes: academic transfer, workforce preparation, basic skills, and service to community. The GHC Board of Trustees adopted the final version in May 2009 and included it in its operational policy 106. The mission, vision and values were reaffirmed by the Board of Trustees as part of policy review and revisions in 2011 and November 2018.

> **Mission Statement:** Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.

Following the board's approval in 2009, the accreditation steering committee, with detailed input from the Instructional Council and Division Chairs group, used the newly revised vision, mission and values to further develop the four core themes with their attendant objectives and indicators, which would provide the structure for the 2011 self-study process. Finalized core theme objectives and indicators were reviewed by the Board of Trustees in November 2009 in preparation for its next accreditation cycle beginning in 2011. From the beginning of the septennial cycle through 2015, the college's work toward core theme achievement was separate from its strategic planning process. This created challenges in encouraging collaboration across divisions and in ensuring the support needed for core theme achievement. Many, particularly those who did not have direct classroom interaction with students, could not easily see their role in mission fulfillment.

After feedback from the 2014 Year-Three Report, the objectives and indicators were updated in an effort to increase their value to the college in measuring student learning, student achievement, and community engagement.

With the changes in the Executive Team that began in July 2016, discussion of potential changes to the mission and core themes ensued. Ultimately, the mission and core themes were left unchanged, as they were determined to comprehensively represent the purpose of the college. In order to help all employees and students see themselves in the work of the college, core theme implementation was brought under the umbrella of the newly charged Strategic Planning Committee. The Strategic Planning Committee oversees four core theme teams and five topic-specific committees. As part of their work, the Strategic

Planning Committee reaches out and communicates regularly with the college to promote engagement. This is done through quarterly reports emailed out to the college and with a presence at other informational meetings throughout the year. The structure and workings of the Strategic Planning Committee are discussed in more depth in chapter 3.

Although the four core themes of the mission remain unchanged from the 2012 Year-One Report, the objectives and indicators have continued to be discussed and refined. As discussed in the preface of this document (recommendation 1), between 2016 and 2018, objectives and indicators were revised to diversify the data sources used, allowing for triangulation of data, and to make the indicators more meaningful to those implementing the college's strategic action plans. The board of trustees reviewed the updated objectives and indicators during their April 2018 meeting. **The discussion of each core theme in standard 1.B. of this chapter includes:**

> ### From Basic Skills to Transitions
>
> Over the course of the septennial cycle, new state and federal standards regarding Basic Education for Adults (BEdA), in conjunction with the Workforce Innovation and Opportunity Act (WIOA), have changed the philosophy and expectations undergirding this core theme. While GHC has retained the original core theme title of basic skills in its mission statement, work in this area is now referred to as "transitions."

1. **an overview of the core theme,**
2. **key objectives that constitute fulfillment of the core theme,**
3. **indicators that comprise measurable means of gauging achievement of objectives, and**
4. **a rationale for the inclusion of the particular set of indicators chosen and their thresholds.**

Indicator results, an analysis of the results, and a discussion of the use of results for each core is provided in chapter 4, standard 4.B1 and 4.B.2.



GHC's graduating class of 1932, first in the college's history.

# Section II: Mission (Standard 1.A)

*The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.*

## MISSION STATEMENT (STANDARD 1.A.1)

| **1.A.1** | *The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.* |
|---|---|

The mission of Grays Harbor College is to provide 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 on postings and information screens across campus. The mission is discussed at college events, including All-College Day, exempt staff meetings, classified staff meetings, and more.

The core themes, objectives, and indicators presented in this report express the mission 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, and indicators were adopted following collaborative work among all college constituencies. They have continued to be refined, as discussed throughout this document, in the spirit of continuous improvement. While it may seem the evolution of the core theme scorecard is discussed extensively, this is because setting on meaningful, verifiable indicators that are widely agreed upon has been a significant accomplishment for the institution.

## ARTICULATION OF ACCEPTABLE THRESHOLD OF MISSION FULFILLMENT (STANDARD 1.A.2)

| **1.A.2** | *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.* |
|---|---|

Fulfillment of the college mission at the aggregate level is defined by the Strategic Planning Committee as the college *exceeding* (green) or *meeting* (yellow) the threshold for at least 70% of the indicators being measured on the core theme scorecard.

The Strategic Planning Committee selected 70% as the overall threshold for mission fulfillment. The committee wanted a goal that set an attainable bar for achievement, but also left room for the core theme leads and teams to select some "stretch" goals that would challenge the college to continuously improve. For this reason, it is important that the college monitor its achievement on the individual core themes and their indicators, in addition to the overall level of core theme achievement. Indicators are used to identify areas for improvement and are a key factor in determining what goes into the annual strategic action plan.

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. This is articulated in the college's mission statement.
- *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 for each indicator.
  - An indicator is *exceeding* the threshold (green, ▲) if the rate or number realized by GHC is clearly above[4] the threshold for that indicator.
  - An indicator is *meeting* the threshold (yellow, ◆) if the rate or number realized by GHC is close to the threshold for that indicator, generally within +/- 2%, depending on the indicator. This allows for a margin of error.
  - An indicator is *not meeting* the threshold (red, ▼)) if the rate or number realized by GHC falls below[4] the threshold and outside the margin of error for "*meeting*."

The Strategic Planning Committee's 2017–2018 Mission Fulfillment Report found that the college is currently fulfilling its mission with 83% of its indicators resulting in a status of *exceeding* (green) or *meeting* (yellow), exceeding the minimum threshold of 70% (Figure 3).

*Figure 3 – Percentage of Indicators from 2017-18 Scorecard by Achieved Status*

## Achievement of Mission Fulfillment:



- Exceeding
- Meeting
- Not Meeting
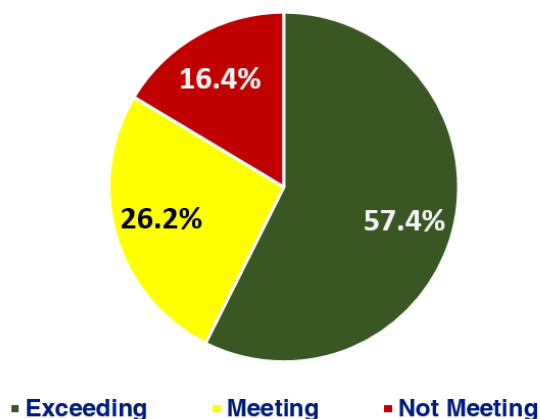
Additionally, the individual core theme fulfillment rates ranged from 78% (academic transfer) to 88% (community service), which puts all four core themes over the minimum threshold (Figure 4). These results, along with annual achievements, were shared with stakeholders in the Spring 2018 Mission Fulfillment Report.

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[4] Transfer indicators 2.3–2.6 deal with time spent/credits taken, so exceeding/not meeting are opposite from other indicators: *exceeding* means the GHC score is smaller than the threshold (took less time than comparison group), and *not meeting* is a number larger than the threshold (took more time than comparison group).

**Achievement by Core Theme**
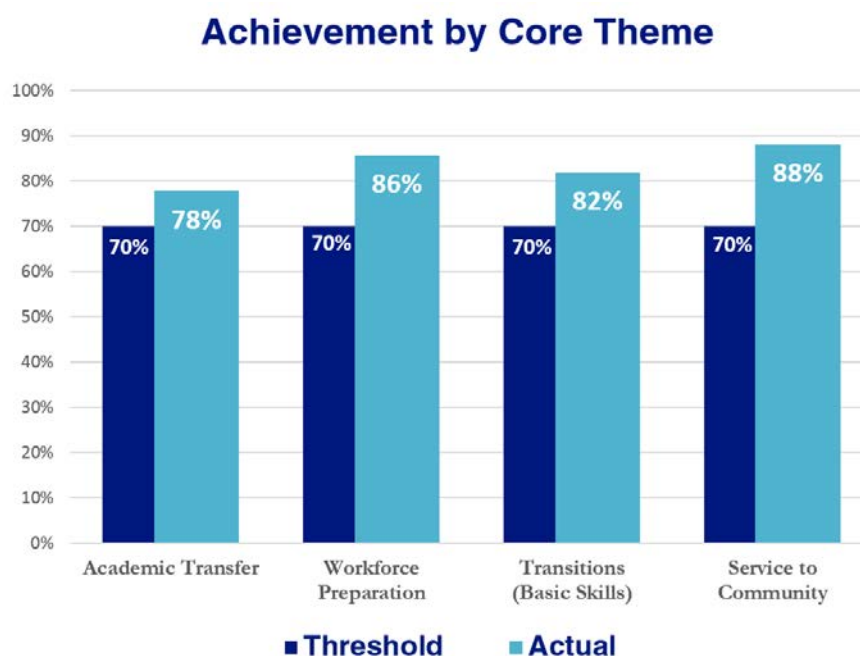
Indicators on the core theme scorecard are updated annually, and the Strategic Planning Committee reviews that data as it becomes available. To review progress on the core themes in between scorecard updates, the Strategic Planning Committee meets quarterly with the core theme team leads. During these meetings, the Strategic Planning Committee receives updates from the core theme teams on the progress of the strategic action plans, and provides feedback on the work that is being done to move the indicators, and its connection to strategic priorities and mission fulfillment. The Strategic Planning Committee co-chairs are both members of the GHC Executive Team and give weekly "strategic updates" to the Executive Team. The Board of Trustees generally receives an update on some aspect of the strategic plan/core themes at each of their meetings. This ongoing review of core themes, objectives, indicators, and thresholds provides a framework where multiple entities have the opportunity to assess data and outcomes and monitor mission fulfillment. The Strategic Planning Committee reports on mission fulfillment and related achievements in the spring, and provides updates throughout the year as indicator data becomes available.

The core themes are also supported by five pan-institutional topic-specific committees addressing the topics of strategic enrollment management, technology, master planning, emergency planning, and diversity and equity. These groups provide additional capacity by supporting the infrastructure underlying student learning, student achievement, and service to community. Using the college's values as a guide, these groups help the college to function efficiently and effectively. Like the core themes, each topic-specific committee has a strategic action plan that contributes to the college's overall strategic plan. These plans guide continuous improvement and assist the work toward mission fulfillment.

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

## CORE THEMES (STANDARD 1.B.1)

| 1.B.1 | *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.* |
|---|---|

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

- Academic transfer
- Workforce preparation
- Transitions (basic skills)
- Service to community

These core themes represent GHC's purpose as a comprehensive community college dedicated to serving the diverse needs of this large rural district and 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.

## CORE THEME OBJECTIVES (STANDARD 1.B.2)

| 1.B.2 | *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.* |
|---|---|

Core theme objectives and indicators, which were relatively unchanged from the Year-One Report to the Year-Three Report, have evolved over the last three years. As discussed under recommendation 1 in the preface of this document, revisions were made to diversify data sources and to make the indicators more meaningful to those working with the data. The Director of Institutional Research and Reporting worked with the four core theme leads and their groups to identify indicators that would provide meaningful and reliable information for assessment of the core theme objectives and decision-making. In addition to the indicators, other data is also used to help inform the specific action in relation to the core themes.

While the 2012 version of the core theme scorecard[5] relied almost exclusively on Washington State Board for Community and Technical Colleges (SBCTC) Student Achievement Initiative data[6], the current iteration of the scorecard has multiple data sources. These data sources will be discussed below along with the indicators selected, the rationale for inclusion, and a brief explanation of the thresholds selected. The results from each indicator as well as the indicator's connection to the college's strategic plan will be covered in chapter 4, standard 4.B.1 and 4.B.2.

Some of the thresholds detailed on the following pages remain static while others fluctuate from year to year. Due to the availability of system-level data for the Washington community and technical colleges,

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[5] See the

[6] Some of the SBCTC web content will only be available when accessing the web site via a computer within the community college system network.

many of GHC's indicators compare a cohort of GHC students against a similar cohort combined from all community and technical colleges in Washington state. In these cases, the threshold is the measurement of the indicator on the comparison cohort. These thresholds will change from year to year as the performance of the comparison cohort changes. The following sections detail which indicators have thresholds that are static or are expected to change between years.

## DATA YEAR VS. SCORECARD YEAR

The most recent data year showing on the 2017–18 GHC core theme scorecard is 2016–17. In general, the data on the scorecard is categorized with the year the data was generated or became available (in terms of multi-year indicators), while the scorecard is named for the year where the data was used.

For the current version of the scorecard, dated 2017–18, the most recent year of data available was 2016–17. GHC is currently compiling data for the 2018–19 scorecard, which will use data from 2017–18.

Because the scorecard contains lagging indicators, core theme and topic-specific committees often supplement the direct indicators on the scorecard with indirect indicators, formative data that helps to determine if the strategies and activities from the action plan are moving the needle in the desired direction.

## INDICATORS FOR BAS PROGRAMS

The scorecard does not currently contain indicators that reflect GHC's Bachelor of Applied Science (BAS) Programs. While the college uses data to track and understand students in the individual programs, no specific scorecard indicators have been developed that encompass all three diverse programs. As the new septennial cycle starts in 2019-20 with a review of the mission and core themes, members of the workforce preparation core theme will be involved in that process, and develop indicators around GHC's BAS programs, as appropriate to the resulting mission and core themes.

> ## Core Theme Threshold Tables
>
> The following pages contain tables detailing the threshold values for core theme objectives and indicators for the last 3 years.
>
> Each table contains the indicators for one objective for a specific core theme. For example, Table 2 contains the indicators and thresholds for objective 1 of the transfer core theme.
>
> For each indicator covered by the table, there are columns for each of the three most recent data years detailing the threshold for that indicator for that year.
>
> Some thresholds remain the same over time (e.g., Transfer 1.7 and Workforce 2.1) while some change year to year (e.g., Transfer 1.1 and Transitions 1.5). The reasons why individual thresholds change annually are discussed below, but in general, it is because that indicator uses a comparison group to set the threshold, and the performance of the comparison group also changes year to year.
>
> For more context on the thresholds, please see the .

## CORE THEME 1: ACADEMIC TRANSFER

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. There are two objectives for the academic transfer core theme:

- Objective 1: Students demonstrate high rates of progress and completion.
- Objective 2: Transfer students are successful in baccalaureate programs.

## OBJECTIVE 1 – STUDENTS DEMONSTRATE HIGH RATES OF PROGRESS AND COMPLETION

This objective looks at both transfer students and students in transfer courses and evaluates their progress in meeting their educational goals, the course outcomes, and the college's desired student abilities.

*Table 2 – Indicators and Thresholds for Academic Transfer, Objective 1*

| | Indicators | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Academic Transfer** | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion** | | | | |
| **1.1** | Transfer students successfully complete the highest pre-college math course in a year at or above the system average. | **14%** | **14%** | **13%** |
| **1.2** | Transfer students successfully complete both pre-college math and quantitative reasoning within the same academic year at or above system average. | **21%** | **21%** | **22%** |
| **1.3** | Transfer students successfully complete quantitative reasoning in a year at or above system average. | **20%** | **20%** | **20%** |
| **1.4** | Transfer students successfully complete the highest pre-college writing course in a year at or above the system average. | **5%** | **5%** | **4%** |
| **1.5** | Transfer students successfully complete both pre-college and college level writing within the same academic year at or above system average. | **36%** | **39%** | **39%** |
| **1.6** | Transfer students successfully complete course outcomes. | **80%** | **80%** | **80%** |
| **1.7** | Graduating students indicate, on a scale of 1 to 5, that their GHC experience "(4) helped them quite a bit" or "(5) helped them significantly" to achieve college-wide learning outcomes. | **See Values in 1.7.A–1.7.E** | | |
| **1.7.A** | Critical thinking. | **4.00** | **4.00** | **4.00** |
| **1.7.B** | Literacy skills. | **4.00** | **4.00** | **4.00** |
| **1.7.C** | Information use. | **4.00** | **4.00** | **4.00** |
| **1.7.D** | Competency in discipline. | **4.00** | **4.00** | **4.00** |
| **1.7.E** | Social and personal responsibility. | **4.00** | **4.00** | **4.00** |
| **1.8** | Transfer students earn degrees and certificates at rates higher than the system average. | **11%** | **12%** | **12%** |

Three different data sources are used to measure how well the college meets this objective: student achievement initiative indicator data, course completion data, and student survey results.

### Student Achievement (SAI)

Indicators 1.1–1.5 in Table 2 are based on data in the Student Achievement Initiative database developed by Washington's State Board for Community and Technical Colleges (SBCTC). Research and best practices show that students who achieve key milestones are more likely to complete their degree or certificate. GHC focused on these indicators as math and English are foundational for many other classes, and the transition from pre-college to college-level can be a barrier for many students. The threshold values for these indicators are benchmarks of the system average—that is, the percentage of students with a transfer intent from all colleges in the state's community and technical college (CTC) system who achieved the milestone defined in the indicator. The thresholds for these indicators change from year to year as the system average is recalculated annually. Note that the denominator for these values is *all* students with a transfer intent and is not limited to students who have not earned the SAI point. This results in the thresholds and realized rates being lower than one might expect.

Indicator 1.8 monitors degree and certificate completion for transfer students. Like 1.1–1.5 above, this metric is based on statewide research from the Student Achievement Initiative, and the benchmark is set as the percent of all Washington CTC students with a transfer intent attaining the achievement indicator. External and internal research shows that students who complete their associate's degree prior to transfer are often more successful at 4-year institutions. Making sure students are completing their degree prior to transfer is an important step in helping them succeed once they leave GHC.

## Course Completions

Indicator 1.6 is based on Grays Harbor College course completion data. It looks at the percentage of students in transfer courses earning a grade of C or higher, or a grade of P (passing). Stakeholders of the academic transfer core theme thought this measure was critical to monitor whether or not students are meeting course outcomes. This was partly prompted by equity data showing that historically underrepresented students of color had lower pass rates than historically overrepresented students. Due to work GHC faculty have done to revise, update, and integrate course learning outcomes into coursework and assessments, the faculty identified final course grades as a good indicator for course outcome achievement at this time. Simultaneously, GHC has also initiated a process for engaging in an ongoing review of the relationship between course outcomes and assignments. The threshold of 80% was chosen by representatives from the academic transfer core theme. Ideally, 100% of students would complete 100% of courses. A threshold of 80% is seen as a reasonable level of expected achievement at the aggregate level. In fall 2018, the Outcomes Assessment Committee began examining student course evaluation data to complement course completion data.

## Graduate Survey

Data for indicator 1.7 is gathered annually on GHC's graduate survey. Graduating students are asked about the extent to which they are aware that the college's desired student abilities (DSAs) play an important role in their GHC education. DSAs are GHC's college-wide learning outcomes, and are important in that they help to define what every GHC student earning a degree or 45-credit certificate will learn. This indicator gauges student perception of the college-wide learning outcomes. Students are asked, "To what extent did your experience as a student at GHC help you to achieve each of the college-wide student learning outcomes?" Answer options on the survey are presented as a Likert-type scale. Details are in Figure 5. The threshold for this indicator is set at 4.0, which translates to a minimum level of "helped quite a bit." The college sees this indicator as a starting

*Figure 1 – SLO Survey Question Likert Scale and Response Values*

**Student Learning Outcome Answer Options and Point Values:**

(5) – Helped significantly

(4) – Helped quite a bit

(3) – Neutral

(2) – Helped a little

(1) – Did not help at all

place for assessing desired student abilities. Further work by the Outcomes Assessment Committee began in spring 2018 and is anticipated to add a layer of robustness to this measure by engaging faculty in conversations about what the DSAs look like across the curriculum and in the context of college-wide rubrics.

Success of students in academic transfer must not only be measured as student progress while in the program (SAI) or possession of DSAs upon graduation, but actual success in baccalaureate programs after having transferred.

*Table 3 – Indicators and Thresholds for Academic Transfer, Objective 2*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Academic Transfer** | | | | |
| **Objective 2: Transfer students are successful in baccalaureate programs** | | | | |
| **2.1** | The rate of BA completion for GHC transfer students is similar to students native to the 4-year institution. | **71%** | **67%** | **68%** |
| **2.2** | The rate of BA completion for GHC transfer students is similar to transfer students from other CTCs | **43%** | **44%** | **47%** |
| **2.3** | GHC transfer student's average time to BA completion is similar to students native to the 4-year institution. | **8.68** | **8.33** | **8.31** |
| **2.4** | GHC transfer student's average time to BA completion is similar to transfer students from other CTCs | **8.24** | **8.24** | **8.25** |
| **2.5** | The average number of credits for GHC transfer students is similar to students native to the 4-year institution. | **103.81** | **100.42** | **100.08** |
| **2.6** | The average number of credits for GHC transfer students is similar to transfer students from other CTCs | **96.67** | **96.72** | **96.77** |

## Mutual Research Transcript Exchange (MRTE+)

A critical data source to measure transfer success of students enrolled in baccalaureate programs who transferred from community colleges is found in the Mutual Research Transcript Exchange (MRTE) database. MRTE is supplied by the State Board for Community and Technical Colleges and contains information on students who attend any of Washington State's public 2- or 4-year colleges. The database allows colleges to track former students as they progress further in their postsecondary education. Since many GHC students who transfer move to another in-state college or university, this allows comparison of the performance of GHC transfer students to students who are native to the 4-year institution and to students from other Washington State community and technical colleges who transfer to the 4-year institution. Indicators 2.1–2.6 use data from MRTE.

As with the SAI data mentioned above, threshold values for these metrics are set by quantifying the performance of the students native to the institution and students who transfer from other Washington community and technical colleges in the same way the data on GHC students is quantified. Like the Student Achievement Initiative indicators, thresholds for these indicators change annually as comparison data changes.

Doing so allows these groups to serve as benchmark groups. Comparisons to these to populations allow GHC to assess the performance of transfer students to make sure the college is adequately preparing GHC transfer students for study at 4-year institutions.

# CORE THEME 2: WORKFORCE PREPARATION

A second key element of GHC's mission is the preparation of students who intend to enter the workforce after achieving their educational goals at the college. The workforce preparation core theme has three objectives:

- Objective 1: Students demonstrate high rates of progress and completion.
- Objective 2: Students are successful in employment.
- Objective 3: Stafford Creek students demonstrate high rates of progress and completion in workforce programs.

## OBJECTIVE 1: STUDENTS DEMONSTRATE HIGH RATES OF PROGRESS AND COMPLETION

This objective evaluates workforce students' progress through degree requirements, with the goal of program completion. While many measures of progress are available, workforce faculty chose to focus on two: students meeting course outcomes and obtaining degrees or certificates.

*Table 4 – Indicators and Thresholds for Workforce Preparation, Objective 1*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Workforce Preparation** | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion** | | | | |
| 1.1 | Workforce students successfully complete course outcomes. | 80% | 80% | 80% |
| 1.2 | Workforce students earn workforce degrees and certificates (AT, AAS, AAS-T, CC and CA). | 60% | 60% | 60% |

## Course Completions

Indicator 1.1 for workforce preparation is the same as transfer indicator 1.6, keying off of Grays Harbor College's course completion data. It looks at the percentage of students in workforce courses earning a grade of C or higher, or a grade of P (passing). This indicator was selected by workforce preparation stakeholders for much the same reason as in academic transfer, to monitor attainment of course outcomes. Due to the work GHC faculty have done to revise, update, and integrate course learning outcomes into coursework and assessments, final course grades made a good indicator for this measure at this time. Simultaneously, GHC has also initiated a process for engaging in an ongoing review of the relationship between course outcomes and assignments. The target of 80% carries over from the transfer core theme.

## Program Completions

Workforce preparation indicator 1.2 is focused on the completion of degrees and certificates. This was another indicator selected by workforce faculty who see program completion as both an indicator of student success and vital to the health of their programs. The threshold of 60% was chosen based on consideration of historical data and a report by the American Association of Community Colleges. Career technical faculty concurred that 60% would be slightly above the historical rate of GHC completers, above the same-institution completion rate for full-time students in the AACC report (figure 1, page 5), and a reasonable stretch goal to aim at for improvement. The indicator is based on a cohort model and tracks

students in workforce programs who were enrolled in a workforce program "gateway course" during the data cohort year.

Due to the way GHC's student management system works, students are coded with a program code based on the intent stated when they register, but may not ever take a course specific to that program. To make sure the data only included students who were actually enrolled in the program, each workforce preparation subject area identified a gateway course or set of courses that served as the entry point to the program. Students who had taken the identified courses could be considered "in the program."

## OBJECTIVE 2: STUDENTS ARE SUCCESSFUL IN EMPLOYMENT

This objective assesses workforce students' post-GHC outcomes, an essential element of success for workforce programs. Similar to transfer faculty interest in the performance of students after they leave GHC for a 4-year institution, these indicators look at the success of workforce students after they leave GHC. Employment within a reasonable timeframe and an increase in wages are two ways to understand how GHC workforce students do after completing workforce programs. These indicators help monitor that GHC is adequately preparing students for the workforce, and honors the value of success for students, even after the student has left GHC.

*Table 5 – Indicators and Thresholds for Workforce Preparation, Objective 2*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Workforce Preparation** | | | | |
| **Objective 2: Students are successful in employment** | | | | |
| **2.1** | Workforce program completers are employed. | **50%** | **50%** | **50%** |
| **2.2** | Workforce program completers earn wages that are higher than program leavers. | **15%** | **15%** | **15%** |
| **2.3** | Workforce program completers earn wages that are higher than the wages they were earning pre-college. | **15%** | **15%** | **15%** |

## Data Linking for Outcomes Assessment (DLOA)

Data for these indicators comes from the Data Linking for Outcomes Assessment (DLOA) database provided by the State Board for Community and Technical Colleges (SBCTC), a match between GHC students and Washington State Employment Securities data that allows colleges to track de-identified students up to 3 quarters (9 months) after completion. The threshold of 50% was decided by workforce faculty based on consideration of historical data, and the context of the data. While this rate may seem low, it considers the higher unemployment rates in Grays Harbor and Pacific counties. The DLOA data has some limits. It only includes employment from Washington and Oregon, it does not include self-employed individuals, and only reports on the student's employment status 9 months after leaving GHC. Within this context, 50% was determined to be a reasonable threshold. Wage-increase thresholds for 2.2 and 2.3 were set by workforce faculty in consultation with the Director of Institutional Research & Reporting to determine a percent increase that was greater than inflation, but also accounted for the broad potential earning levels of the various workforce degrees.

Faculty at Stafford Creek Corrections Center are also interested in the progress of their students through their educational programs and completion of their programs, a task often made challenging by the particular circumstances surrounding education in a corrections center.

*Table 6 – Indicators and Thresholds for Workforce Preparation, Objective 3*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Workforce Preparation** | | | | |
| **Objective 3: Stafford Creek students demonstrate high rates of progress and completion in Workforce programs.** | | | | |
| **3.1** | Stafford Creek workforce students in one-quarter programs earn certificates of achievement. | **65%** | **65%** | **65%** |
| **3.2** | Stafford Creek workforce students in multi-quarter programs earn certificates within 150% of time. | **65%** | **65%** | **65%** |

Indicators 3.1 and 3.2 in Table 6 are for students from the Stafford Creek Corrections Center (SCCC). These indicators are focused on getting students to complete one-quarter and multi-quarter programs. They parallel the indicators around completion for on-campus workforce students.

Thresholds for both indicators were set by SCCC faculty, based on their internal goals for student success and considering historical data. The threshold for 3.1 was set slightly higher than workforce indicator 1.2 because SCCC faculty wanted to see more students attaining certificates and job readiness skills. In addition to measuring program completion for students, indicator 3.2 allows SCCC faculty to ensure they are running the right programs for students, and to inform discussions and decisions about curriculum updates and revisions.

While the Stafford Creek indicators echo those for students attending on the Aberdeen campus, they need to be different due to factors that are beyond the control of students and faculty. While a student may miss a bus to the Aberdeen campus, a corrections facility student may not be able to get to class due to a lockdown situation at the facility. This can have adverse effects on a student's time to completion.

## CORE THEME 3: TRANSITIONS (BASIC SKILLS)

A third component in GHC's mission is providing instruction for adults in the community whose skills are not ready for college-level coursework. Broadly, this area encompasses English language acquisition (ELA), high-school completion, some pre-college coursework, and other academic skills. Transitions, as the name implies, is about the transition of students from pre-college-level skills into success in college-level courses.

There are three objectives for the transitions core theme:

- Objective 1: Students demonstrate high rates of progress and completion.
- Objective 2: Students demonstrate high rates of achievement.
- Objective 3: Stafford Creek students demonstrate high rates of progress and completion in basic skills.

*Table 7 – Indicators and Thresholds for Transitions, Objective 1*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Transitions** | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion** | | | | |
| 1.1 | Transitions students earn credentials (HS Diploma, GED or HS Completion). | 8% | 6% | 8% |
| 1.2 | Transitions students make the transition to post-secondary coursework. | 17% | 16% | 16% |
| 1.3 | ELA Students enroll in classes outside of ELA. | 15% | 15% | 15% |
| 1.4 | I-BEST students are retained from fall-to-fall. | 50% | 50% | 50% |
| 1.5 | I-BEST students earn degrees. | 15% | 22% | 18% |

## Basic Education for Adults (BEdA) Dashboard

Transitions indicators 1.1, 1.2, and 1.5 use data from the Basic Education for Adults (BEdA) Outcomes Dashboard[7] provided by the State Board for Community and Technical Colleges. This dashboard provides data both for GHC and for the Washington Community and Technical College system as a whole.

Thresholds for indicators 1.1, 1.2, and 1.5 are the percentage of all BEdA students across the Washington State CTC system who reach the milestone for that indicator during the cohort year. Therefore, as with SAI-based indicators on the transfer portion of the scorecard, these thresholds will change from year to year as conditions across the state change.

Indicator 1.1 measures the percentage of federally reportable transitions students with a high school completion goal who earned a GED or high school diploma during the academic year. High school completion is a major component of the mission of transitions programs, and important to GHC as Grays Harbor and Pacific counties have lower high school completion rates when compared to all of Washington state[8]. It is important to understand the factors that are a positive influence in helping students earn a credential as well as identifying the obstacles and challenges for students who do not achieve this goal. It is also important to determine if there are administrative procedures that can be changed that will improve the results.

Transition indicator 1.2 measures the percentage of federally reportable basic skills students who have taken any Transitions Department class and also take a course related to any GHC degree or certificate. New WIOA and state expectations and performance measures emphasize the importance of transitions students moving on to postsecondary programs.

Indicator 1.5 represents the percentage of basic skills students in I-BEST programs who complete their degree or apprenticeship across the entire community and technical college system in Washington. The primary goal of I-BEST is to enhance the success of students by providing reading, writing, and math support using contextualized curriculum relevant to the specific I-BEST program while students

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[7] This dashboard is hosted by SBCTC and will only be available while on the college network.
[8] American Community Survey, Educational Attainment using 2012–2016 5-Year Estimates.

concurrently enroll in specific college-level programs. It is important to evaluate data that will inform whether GHC's I-BEST programs are meeting that expectation.

## Data Warehouse

Indicators 1.3 and 1.4 are based on locally obtained data from the GHC Data Warehouse.

Indicator 1.3 looks at students who have taken ELA (English Language Acquisition) classes and who also take a course outside of ELA coursework. This could be a course related to high school completion or a course related to a GHC certificate or degree program. GHC transitions staff see ELA as the first step towards a postsecondary education; measuring movement into college-track courses helps evaluate how the college is doing meeting this goal. The threshold was set as a stretch goal by GHC transitions faculty after a review of historical data.

Indicator 1.4 measures the fall-to-fall retention rate of students enrolled in an I-BEST class. Persistence of I-BEST students is the first step on getting them to completion and was deemed important for GHC faculty to monitor. The threshold was established after a review of the data by all I-BEST instructors and an analysis by each instructor relative to his or her own I-BEST program.

## *OBJECTIVE 2: STUDENTS DEMONSTRATE HIGH RATES OF ACHIEVEMENT*

*Table 8 – Indicators and Thresholds for Transitions, Objective 2*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Transitions** | | | | |
| **Objective 2: Students demonstrate high rates of achievement.** | | | | |
| **2.1** | Transitions students make significant skill level gains. | **47%** | **47%** | **47%** |
| **2.2** | Transitions students post-test at higher rates than the system required rate. | **50%** | **50%** | **50%** |

## Washington Adult Basic Education Reporting System (WABERS)

As with other indicators looking at student progress through programs and ultimately completion, transitions indicators 2.1 and 2.2 look at milestones within the transitions programs. For indicator 2.1, significant gains are an important performance measure of transitions programs and also contribute SAI points. The threshold for transitions indicator 2.1 comes from an annual target set by the SBCTC.

Indicator 2.2 measures the percentage of transitions students that complete at least 45 hours of instruction and who complete a CASAS post-test that measures skill improvement. Since the post-test criterion is 45 hours of instruction, this indicator is an important measure of attendance and retention of students which contribute to student success. The 50% threshold was set for 2014–15 by the SBCTC and carried forward by GHC transitions faculty who found it a reasonable goal.

Data for both of these indicators come from reports generated by the SBCTC. These reports are generated as part of the Washington Adult Basic Education Reporting System (WABERS).

## OBJECTIVE 3: STAFFORD CREEK STUDENTS DEMONSTRATE HIGH RATES OF PROGRESS AND COMPLETION IN TRANSITIONS

Indicators 3.1–3.4 are specifically for Stafford Creek Corrections Center students. These indicators, like those for other transitions students, are focused on students achieving skill level gains.

*Table 9 – Indicators and Thresholds for Transitions, Objective 3*

| Indicators | | 2014–15 Threshold | 2015–16 Threshold | 2016–17 Threshold |
|---|---|---|---|---|
| **Core Theme: Transitions** | | | | |
| **Objective 3: Stafford Creek** | | | | |
| **3.1** | Stafford Creek basic skills students make significant skill level gains. | **47%** | **47%** | **47%** |
| **3.2** | Stafford Creek basic skills students post-test at higher rates than the system-required rate. | **50%** | **50%** | **50%** |
| **3.3** | Stafford Creek ELA students make skill level gains in the ELA curriculum. | **50%** | **50%** | **50%** |
| **3.4** | The average elapsed time for a SCCC HSE student testing at level HSE2 and earning a GED is less than 3 quarters. | **65%** | **65%** | **65%** |

Thresholds for indicators 3.1–3.4 were set by Stafford Creek faculty, after reviewing historical data pulled from the WABERS system.

Indicators 3.1 and 3.2 are mirrors of those for the Aberdeen campus transitions students and for the same reasons: it is important to monitor the progress of students through the transitions sequence to ensure timely progress. The thresholds of 47% and 50% were reviewed by SCCC faculty and found to be relevant to their student population as well.

Indicator 3.3 measures the success of English Language Acquisition. SCCC faculty feel this is important to ensure ELA students are able to communicate and maneuver safely within the corrections system.

Indicator 3.4 runs parallel to transitions indicator 1.1: "students earn high school credential." This indicator is important to show students at a pre-college level are able to complete their GED quickly, thus enabling them to move to college-level programs within the prison setting. The 65% threshold for 3.4 was originally intended to be a stretch goal, but practice has proven the threshold is too high considering the special circumstances surrounding SCCC students. This is discussed more in the outcomes and results section in chapter 4, standard 4.B.2, transitions core theme.

## CORE THEME 4: SERVICE TO COMMUNITY

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. This is a broad area, covering programs such as community education, contract training, athletic events, arts events, and lecture events.

As the only institution of higher education in the two-county area, GHC takes 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 curricular and extracurricular 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.

While the data collection in this section is not as sophisticated or statistically valid as that of the academic transfer, workforce preparation and transitions core themes, this data represents a significant effort to understand and quantify community engagement at GHC. The service to community core theme will build on this data in the future. In order to capture the diverse nature of that population and their expected benefits from the college, four objectives are needed to adequately encompass service to community:

- Objective 1: Faculty, staff, and students demonstrate service to Grays Harbor and Pacific counties.
- Objective 2: Grays Harbor College presents meaningful educational and culturally enriching events on campus.
- Objective 3: GHC promotes lifelong learning and personal enrichment to community members through community education.
- Objective 4: GHC provides short-term/customized training that meets the professional development needs of Grays Harbor and Pacific counties.

Indicators were chosen because they evaluated the satisfaction of the community with events offered by GHC or monitored the number of such events and the extent of participation. As mentioned above, these indicators are a first step in understanding how the community engages with GHC. Satisfaction with events is a measure of how the community feels about what GHC is offering in this area. The college wants to have programs and events that are meaningful and useful to all members of its service area.

The number of events held is important as it plays into the college value of effective and efficient use of resources. Paired with satisfaction, these indicators can help the college gauge whether that is an area to continue committing resources. Thresholds for number of events were based on historical data, where available, considering the desired amount of growth, if any.

The core theme team for service to community decided upon 90% as the threshold for satisfaction.

### GHC Community Survey

Although there appear to be many objectives and perhaps an abundance of indicators for this core theme, the measurement of the entire core theme is greatly simplified by administrating the community survey via Survey Monkey for all four of the objectives and many of their indicators. The last administration of the survey in the winter of 2018 yielded 1059 responses, 16% which were GHC employees. Since this was the first administration of the survey, it is being used as a baseline to help establish thresholds for subsequent surveys.

### Staff Data

For objectives 3 and 4, counts of trainings and participants are provided by staff from those areas based on information they track for their programs.

> ## Single Data Year
>
> Note that unlike prior tables, Table 10 through Table 13 are limited to one year of data. The community satisfaction survey—which provides a large portion of data for this core theme—was administered for the first time in winter 2018. This means that there is no historical data for a majority of the indicators. The decision was made to limit reporting to one year of indicators rather than have tables with significant missing data.

## OBJECTIVE 1: FACULTY, STAFF AND STUDENTS DEMONSTRATE SERVICE TO GRAYS HARBOR AND PACIFIC COUNTIES.

Objective 1 measures the amount of outreach college stakeholders had into the community, as opposed to how much the community engaged with the college.

*Table 10 – Indicators and Objectives for Service to Community, Objective 1*

| Indicators | | 2016–17 Threshold |
|---|---|---|
| **Core Theme: Service to Community** | | |
| **Objective 1: Faculty, staff and students demonstrate service to GH and Pacific Counties.** | | |
| **1.1** | Number of faculty and staff participating in community service activities. | **50** |
| **1.2** | Number of community service events participated in by student clubs, organizations, and athletics. | **15** |

## OBJECTIVE 2: GRAYS HARBOR COLLEGE PRESENTS MEANINGFUL EDUCATIONAL AND CULTURALLY ENRICHING EVENTS ON CAMPUS.

The college serves as a center for the arts in its service area, offering public lectures, artistic performances, gallery showings, and other events. Satisfaction of the community with these events is an important metric to determine if GHC is serving its community.

*Table 11 – Indicators and Objectives for Service to Community, Objective 2*

| Indicators | | 2016–17 Threshold |
|---|---|---|
| **Core Theme: Service to Community** | | |
| **Objective 2: Grays Harbor College presents meaningful educational and culturally enriching events on campus.** | | |
| **2.1.A** | Number of Bishop Center events | **30** |
| **2.1.B** | Satisfaction with Bishop Center events | **90%** |
| **2.2.A** | Number of on-campus gallery exhibits | **6** |
| **2.2.B** | Satisfaction with on-campus gallery exhibits | **90%** |
| **2.3.A** | Number of library events | **2** |
| **2.3.B** | Satisfaction with library events | **90%** |
| **2.4.A** | Number of lectures | **10** |
| **2.4.B** | Satisfaction with lectures | **90%** |
| **2.5.A** | Number of athletic events | **55** |
| **2.5.B** | Satisfaction with athletic events | **90%** |
| **2.6.A** | Number of on-campus community events | **80** |
| **2.6.B** | Satisfaction with on-campus community events | **90%** |

*OBJECTIVE 3: GHC PROMOTES LIFELONG LEARNING AND PERSONAL ENRICHMENT TO COMMUNITY MEMBERS THROUGH COMMUNITY EDUCATION.*

Community education is one of the ways GHC serves both of the counties in its service area. By breaking out the indicators across Grays Harbor and Pacific counties, the college examines how it is serving all parts of its rural district.

*Table 12 – Indicators and Objectives for Service to Community, Objective 3*

| Indicators | | 2016–17 Threshold |
|---|---|---|
| **Core Theme: Service to Community** | | |
| **Objective 3: GHC promotes lifelong learning and personal enrichment to community members through community education.** | | |
| **3.1.A** | Number of classes offered – Grays Harbor County | **40** |
| **3.1.B** | Number of classes offered – Pacific County | **30** |
| **3.2.A** | Number of enrollments – Grays Harbor County | **500** |
| **3.2.B** | Number of enrollments – Pacific County | **200** |
| **3.3** | Satisfaction of class participants | **90%** |

*OBJECTIVE 4: GHC PROVIDES SHORT-TERM/CUSTOMIZED TRAINING THAT MEETS THE PROFESSIONAL DEVELOPMENT NEEDS OF GRAYS HARBOR AND PACIFIC COUNTIES.*

Business contract training is another way GHC serves both Pacific and Grays Harbor counties. As with community education, the college wants to understand how it is serving all areas of its district.

*Table 13 – Indicators and Objectives for Service to Community, Objective 4*

| Indicators | | 2016–17 Threshold |
|---|---|---|
| **Core Theme: Service to Community** | | |
| **Objective 4: GHC provides short-term/customized training that meets the professional development needs of Grays Harbor and Pacific Counties.** | | |
| **4.1.A** | Number of Trainings – Grays Harbor County | **10** |
| **4.1.B** | Number of Trainings – Pacific County | **4** |
| **4.2.A** | Number of Participants – Grays Harbor County | **200** |
| **4.2.B** | Number of Participants – Pacific County | **20** |
| **4.3** | Satisfaction of participant results | **90%** |
| **4.4** | Satisfaction of employers | **90%** |

## CONCLUSION

Grays Harbor College strives to develop a culture of evidence-based decision-making by aligning all planning around the institution's mission and core themes. As part of this effort, the college incorporates Student Achievement Initiative (SAI) data, information from Washington State Employment Securities and transfer colleges, and data from other sources into the essential indicators to 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. Student learning outcomes data for the core themes are assessed by course completion and student feedback at this point; however, efforts are underway by the Outcomes Assessment Committee to more fully engage faculty in these discussions at the institutional level. Information from Employment Securities and universities provide an external feedback mechanism for measuring mission fulfillment.

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). A minimum threshold of 70% of indicators at or above achievement define overall mission fulfillment. However, individual indicator results are regularly reviewed to determine opportunities for improvement. This information is monitored and applied to the college's strategic planning process by the core theme teams and Strategic Planning Committee.

# Frequently Referenced Items in Chapter 1

- 2017-2018 Core Theme Scorecard
- GHC Vision, Mission, and Values

Operational Policy 106  – Vision, Mission, Values, and Core Themes

# Student Stories: Kennedy Wharton

When Kennedy was a little girl, she was mesmerized by the world of college basketball. Someday, she wanted to play with the big girls. But as a big girl, her huge university made her feel lost and invisible, and she had to leave at the end of her first year to find a new path.

Kennedy continued to train over that summer, and one day she got a call from Grays Harbor College asking if she was interested in coming to play basketball. The individual attention and small classes turned everything around.

On her very first day, Kennedy was approached by TRiO staff at the student athlete barbeque, and they assured her that she could come to them anytime. "Thanks to TRiO, I learned how to be responsible and how to communicate. They helped me get a job at GHC as a groundskeeper, and when I needed something, Jeannette gave me the name of the person I needed to talk to but made me do the actual footwork myself. I'm not shy, but she helped me grow out of my shell and stop taking the back seat in my own life."

There was one time when money became a problem. Kennedy had overlooked a fee that her grants and loans didn't cover, and at the end of the semester she realized this and started to panic. "I thought that I'd end up having to quit and go back home because I just didn't have the money," Kennedy said. Jan Jorgenson in the Foundation office had her back, though. Kennedy wrote an essay explaining her situation, and Jan found her an anonymous donor that not only covered her fee, but gave extra to help her with her rent and groceries. "It felt so unreal. The people at Grays Harbor fought for me. I was like, whoa."

Kennedy remembers a biology class with Dr. Amanda Gunn especially fondly. "Everybody knows that biology is hard," she lamented. "But Amanda made it easy. She taught me how to read articles and break them down so that they make sense. She took us outside, too, where we got to interact with the environment. That's someone who takes their job to a higher level. She made biology easy and fun. She didn't make me feel like because of my background or because I play sports, I couldn't learn. She didn't look at me in any judgmental type of way. That's a good teacher."

"You know how you feel when you complete a puzzle? That's what it felt like, going to Grays Harbor," Kennedy said. "I could talk to anybody if I needed something, even the teachers and staff. My other college wasn't like that at all. It was a blessing. At GH there are like 20 kids per class. The teachers know your name. If you didn't take a quiz, they'd let you know you forgot to. It's very personal."

Kennedy ranked third from the top in the Northwest Athletic Conference (NWAC), and helped lead the Southwest Division team to victory. In 2016, she graduated and transferred to UNLV, where she was finally selected to play for a Division I team. Kennedy is currently studying for her Master's in Pediatric Medicine.

"I love Grays Harbor," Kennedy said. "I always tell people, 'THAT IS THE SCHOOL.' You come in there with the right mindset, you're gonna get every opportunity you ever hoped for."
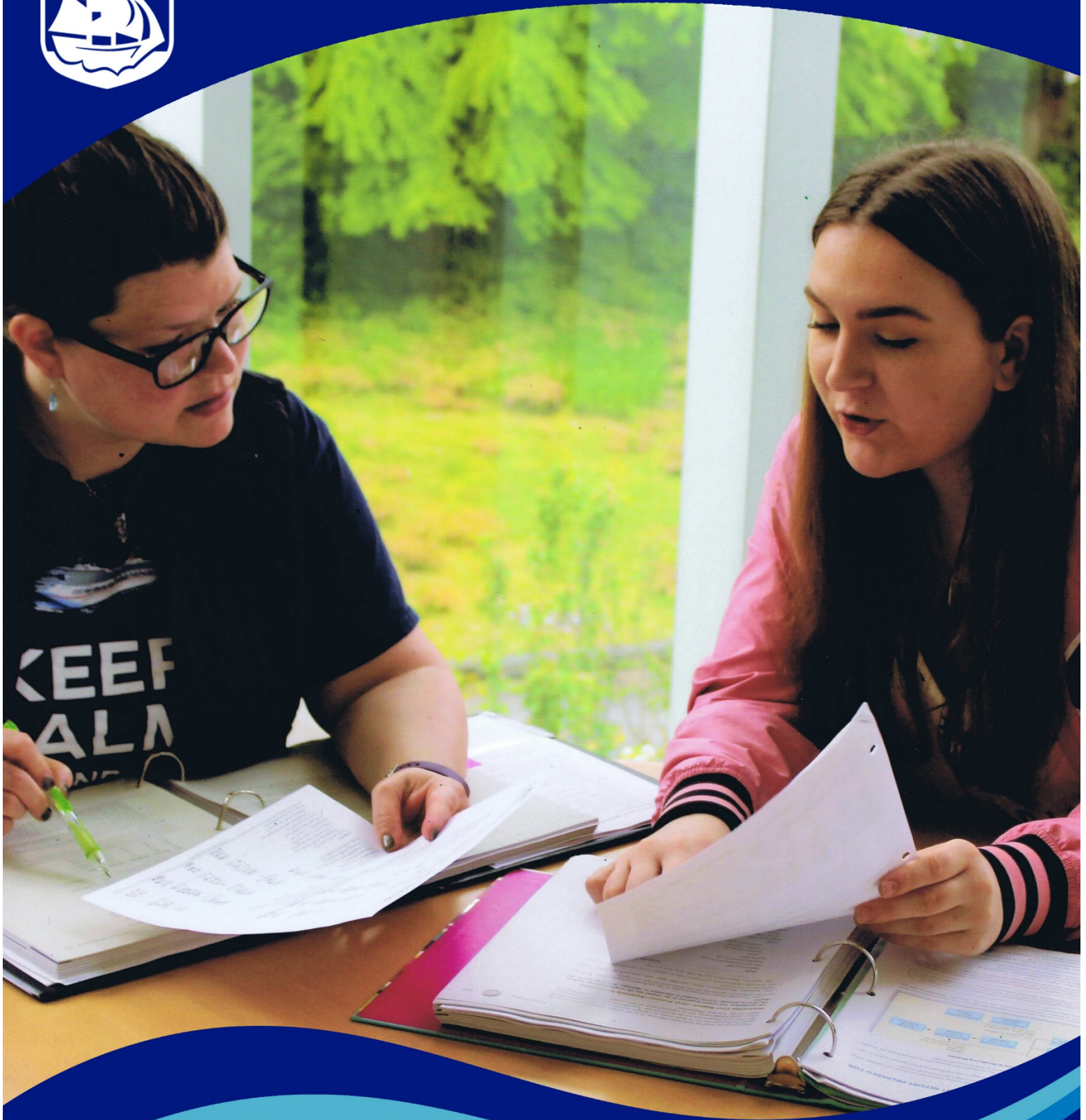
**Chapter 2: Resources and Capacity**

**Keep Calm and Study On**
Rachel Wiechelman, Business,
digital photography.
Entry in the 2018 Student Art Contest.

# Chapter Two: Resources and Capacity

*By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.*

# Section I: Eligibility Requirements 4 through 21

## ELIGIBILITY REQUIREMENT 4: OPERATIONAL FOCUS AND INDEPENDENCE

| E.4 | *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.* |
|---|---|

Grays Harbor College is a public, comprehensive community college that offers associate degrees, bachelor of applied science 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.

In accordance with the Washington Administrative Code (WAC 132T) and Revised Code of Washington (RCW 28B.50) Grays Harbor College receives authority to operate and award degrees from the Washington State Board for Community and Technical Colleges (WA SBCTC). As a state government entity, GHC is also subject to rules, regulations, and policies established by other state agencies, boards, and commissions.

While acknowledging oversight from SBCTC and other state agencies, Grays Harbor 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

| E.5 | *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.* |
|---|---|

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. Operational policy 406 covers non-discrimination and harassment, policy 634 has provisions for holidays of faith and conscience, and policy 653 covers non-discrimination in recruiting and hiring.

# ELIGIBILITY REQUIREMENT 6: INSTITUTIONAL INTEGRITY

| E.6 | *The institution establishes and adheres to ethical standards in all of its operations and relationships.* |
|-----|-----|

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. Fair treatment of students is guaranteed in the college's operational policies and procedures, specifically policies 401 (open admission), 406 (non-discrimination), 407 (student rights and responsibilities), and 415 (reasonable accommodations). These policies are publicly available via the GHC website.

# ELIGIBILITY REQUIREMENT 7: GOVERNING BOARD

| E.7 | *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.* |
|-----|-----|

The Grays Harbor College Board of Trustees, as the governing board, establishes broad institutional policies while investing the college President with 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. College operational policies 103 and 104 cover ethics for the Board of Trustees.

# ELIGIBILITY REQUIREMENT 8: CHIEF EXECUTIVE OFFICER

| E.8 | *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.* |
|-----|-----|

College President Dr. James Minkler was appointed by the Board of Trustees to execute and administer the policies of the college as his full-time responsibility. Neither Dr. Minkler 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

| E.9 | *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.* |
|---|---|

In addition to the President, the college administration is led by the Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, Chief Executive of Information Technology, Chief Executive of Human Resources, Chief of Institutional Effectiveness, Planning, and Research, and Chief of Campus Operations (included in the Administrative Services organizational chart). With the Director of Public Relations and the Executive Director of the GHC Foundation/Director of College Development, these positions make up the President's direct reports. Additional information on credentials for the Executive Team and other exempt staff can be found in the faculty and administration section of the college catalog (page 182, 2018–19). Resumes for Executive Team members are linked under standards 2.A.9-11. The Executive Team meets weekly and works collaboratively to facilitate communication and provide leadership across all areas of the college overseeing processes and procedures that fulfill the college's mission and core themes.

# ELIGIBILITY REQUIREMENT 10: FACULTY

| E.10 | *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.* |
|---|---|

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 qualifications. Regular evaluation of all GHC faculty is required by Article VIII of 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 PROGRAMS

| E.11 | *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.* |
|---|---|

The content and rigor of all educational programs are consistent with the college's mission and core themes. All courses and programs/degrees have clearly identified student learning outcomes that relate to or stem from college-wide learning 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

| E.12 | *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.* |
|---|---|

GHC's baccalaureate programs follow the Washington State guidelines as maintained by the State Board for Community and Technical Colleges, and include a minimum of 60 quarter hours of general education courses, distributed according to the SBCTC guidelines. Each one of GHC's bachelor of applied science programs also contains a planned program of specialization.

The college's transfer associate degrees include substantial and coherent general education requirements that align with Washington State's Intercollege Relations Commission (Intercollege Relations Commission (ICRC) Handbook). 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

| E.13 | *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.* |
|---|---|

The John Spellman Library provides consistent access to information resources for all students in all programs, regardless of campus sites or modality. In cooperation with faculty, library personnel maintain the currency, depth, and breadth of all materials, whether physical or electronic. Inter-Library Loan is also available, allowing GHC students and faculty access to even more information resources.

# ELIGIBILITY REQUIREMENT 14: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

| E.14 | *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.* |
|---|---|

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

| E.15 | *The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.* |
|---|---|

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 Article III, section 2 of the faculty collective bargaining agreement and in operational policy 407 regarding student rights and responsibilities.

# ELIGIBILITY REQUIREMENT 16: ADMISSIONS

| E.16 | *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.* |
|---|---|

Admission information is published prominently on the college website as well as in the college catalog(beginning page 16, 2018–19 catalog). Operational policy 401 and WAC 131-12-010 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

| E.17 | *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.* |
|---|---|

Grays Harbor College publishes and maintains a website as well as a 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 (2018–19 catalog, page 182), a student code of conduct, student rights and responsibilities, tuition and fees, refund policies and procedures, financial aid, and the academic calendar. The catalog PDF linked above is available online via the academic catalog webpage.

# ELIGIBILITY REQUIREMENT 18: FINANCIAL RESOURCES

| E.18 | *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.* |
|---|---|

Grays Harbor College funding is derived from several sources, but primarily from state allocations based upon FTE enrollment targets and specific programs operated by the college. The Finance Division of WA 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 and contract training, 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 college units (via each chief and vice President) and reviewed by the Executive Team (standard 2.F.2, and chapter 3, standard 3.A.4). The Executive Team also reviews requests for new positions and new expenditures brought forward by college 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 22 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 specialized programs benefiting the unemployed. With a somewhat healthier economy and shifting demographics, enrollment has been below GHC's FTE target as set by the Washington State Board for Community and Technical Colleges. Although the fall 2018 enrollment has increased when compared to the fall 2017 enrollment, it is still below the state allocated quarterly FTE target, which could have a negative impact on the state allocation going forward. Some of this impact is likely to be mitigated by low enrollment statewide during 2018-19.

Operational policy 530 specifies the college is to maintain a minimum of 10% of the prior year's operational budget in reserves. As of the end of the last fiscal year, reserve balances were significantly higher than the 10%. However, in an effort to increase enrollments, most of the discretionary money the college has traditionally counted on during the year has been encumbered in supporting the new positions necessary to run the new programs. If the addition of the new programs fails to increase or at least stop the decrease in enrollments, the funding will not be adequate to sustain the college at the current level for 2019–20. This is also dependent upon the statewide allocation model and decisions that will be made at that level.

The GHC Executive Team has been evaluating the risks and looking at areas for possible cuts should these efforts not produce the desired growth, or the statewide allocation is decreased. A college-wide planning session in 2015-16 collected ideas around budget reduction, and those ideas have been informing current planning efforts around long-term financial stability and potential expenditure reductions.

## ELIGIBILITY REQUIREMENT 19: FINANCIAL ACCOUNTABILITY

| E.19 | *For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered* |
|---|---|

|  | *annually in an appropriate and comprehensive manner by the administration and the governing board.* |
|---|---|

As discussed above in the preface under "Topics Requested by the Commission" (Recommendation #4), Grays Harbor College is in compliance with the financial accountability requirement, as the college receives timely annual financial audits each year by the State of Washington. Results from the audit, including findings and the management letter, are considered annually by the administration and the Board of Trustees. The most recent audit for 2016–17 concluded in March 2018, within nine months after the close of the fiscal year. The Board of Trustees was informed of the audit results as part of the president's report during the March 2018 board meeting.

## ELIGIBILITY REQUIREMENT 20: DISCLOSURE

| **E.20** | *The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.* |
|---|---|

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

| **E.21** | *The institution 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 institution 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.* |
|---|---|

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 (2.A.1–3)

| **2.A.1** | *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.* |
|---|---|

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 (Table 14) 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 procedures as well as operational policies. Input is sought from President's Cabinet before the Board of Trustees adopts new or revised policies.

*Table 14 – Members of President's Cabinet, 2018-19*

| Name | Title |
| --- | --- |
| Jennifer Alt | Vice President of Student Services |
| Kristy Anderson | Chief of Institutional Effectiveness, Research, and Planning |
| Jennifer Barber | Faculty Representative |
| Andrew Glass | Chief Executive of Information Technology |
| Ellis Graham | Classified Staff Representative |
| Matt Holder | Classified Staff Representative |
| Darin Jones | Chief Executive of Human Resources |
| Randy Karnath | Classified Staff Representative |
| Emily Lardner | Vice President of Instruction |
| Nick Lutes | Vice President of Administrative Services |
| Mitch Margaris | Student Government President – Associated Students of GHC |
| Jim Minkler (Chair) | President |
| Keith Penner | Chief of Campus Operations |

The Executive Team makes available flow charts for all of the college's major governance and decision-making processes on the college intranet. Processes include governance and decision-making hierarchy, budget development process, curriculum approval process, and others.

The Instructional Council (operational policy 302 and related procedures) is responsible for curriculum decisions, and includes voting and non-voting members. Voting members are faculty division/department chairs and the deans of Workforce, Nursing, Transitions, and Stafford Creek Corrections Center. Non-voting members include the deans for Library and Enrollment Services, the Coordinator for Business and Workforce Development, and a faculty counselor.

Numerous other college 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. Members of the Associated Student Body government serve on numerous committees  around the college.

Employee responses to the PACE climate survey also indicate that staff, faculty, and administrators feel that they can influence the direction of the organization, and that their work relates to and is guided by institutional policies. Overall, 191 employees were invited to participate in the PACE survey, and 138 employees responded. After removing answers which indicated no opinion (by responding "neither satisfied or dissatisfied"), employees generally felt aware of and engaged with the governance structure of the college.

When asked about the extent to which institution-wide policies guided work (question 29), 87% of responses (67 out of 77) indicated satisfied or very satisfied. Likewise, when asked about the extent to which work was guided by clearly defined administrative processes (question 44), 74% of responses (65 out of 88) indicated satisfied or very satisfied.

When asked about their satisfaction with the extent to which they are able to appropriately influence the direction of this institution (question 15), 65% of responses (53 out of 81) indicated satisfied or very satisfied. For reference, 35 selected neither satisfied nor dissatisfied. When expanded by employee category, individuals identifying as administration (N=27) felt most involved (77% satisfied or very satisfied), with 58% of faculty (N=41) and 61% of classified staff (N=23) reporting satisfied or very satisfied.

The responses to these questions indicate that understanding of institutional policy and decision making is understood, but that there is opportunity for improvement on increasing involvement opportunities for all employees, but especially classified staff and faculty.

| 2.A.2 | *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.* |
|---|---|

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.

| 2.A.3 | *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.* |
|---|---|

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, Strategic Planning Committee meetings, Executive Team meetings, President's Cabinet meetings, Instructional

Council meetings, and the student services administrators' leadership team meetings. 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.

## GOVERNING BOARD (2.A.4–8)

| 2.A.4 | The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood. |
|---|---|

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 15) according to state law (RCW 28B.50.100). 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 approximately 10 years total. Occasionally, appointments are made for more than two terms, and although this is not a common practice, it was true of two trustee members who recently left the board. None of the trustees have contractual, employment, or financial interests in GHC.

*Table 15 – GHC Board of Trustees*

| Trustee | Residence | Original Appointment | Term Ends |
|---|---|---|---|
| Paula Ackerlund | Aberdeen | 2018 | 2023 |
| Astrid Aveledo | Ocean Shores | 2018 | 2023 |
| Arthur Blauvelt | Montesano | 2011 | 2021 |
| Harry Carthum | Aberdeen | 2015 | 2020 |
| Denise Portmann | Raymond | 2011 | 2020 |

| 2.A.5 | The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole. |
|---|---|

The Board of Trustees acts only as a committee of the whole (operational policy 104) and has responsibility for the governance of policy for the college.

| 2.A.6 | *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.* |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

College operational policies include policies which pertain to the responsibilities and authority of the Board of Trustees (section 100, Board policies); and policies which govern all of the operations of the college (sections 200 through 700). The board regularly reviews, revises, and adopts all operational policies for the college.

GHC is currently on a three-year cycle to review all of the current board policies and procedures (Table 16).

*Table 16 – Operational Policy Three-Year Review Cycle*

| Policy Series | Subject Area | Review Timeframe |
|---------------|------------------------------------|------------------|
| 100 | Board Policies | |
| 200 | Administration | 2018-19 |
| 300 | Instruction | |
| 400 | Student Services / Activities | |
| 500 | Business and Non-Instructional | 2019-20 |
| 600 | Faculty and All Personnel | |
| 700 | Classified Personnel | 2020-21 |

| 2.A.7 | *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.* |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The Board of Trustees is charged with the authority to hire a President (policy 105), 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 operational policy. The Board of Trustees follows guidelines from WA SBCTC in the formal annual performance evaluation of the CEO. The last evaluation of the college President was completed in June 2018 and included a 360-degree evaluation.

| 2.A.8 | *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.* |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------|

The Board of Trustees establishes annual group and individual goals and assesses those once a year, normally at a retreat in the summer.

The board's most recent evaluation of itself was conducted on August 6, 2018 during the board's summer work session. Members of the Board of Trustees, the Executive Team, the faculty president, the classified staff representative, and the associated students president were asked to complete the Board evaluation survey. All of these individuals are regular attendees of Board of Trustees meetings. Board evaluation results were categorized into board organization, advocating for the college, and standards for college operations and discussed. The outcomes of the board's discussion included a list of improvement actions, a list of board member roles, and identified goals for both the Board of Trustees and the President.

Table 17 details the Board of Trustees self-evaluation schedule for the next septennial cycle.

*Table 17 – Board of Trustees Self-Evaluation Schedule*

| Year | Determine Data Collection /Info. Input Methodology | Gather Data/ Seek Input | Conduct Board Evaluation |
|---|---|---|---|
| 2019 | May Board Meeting | June | Summer Retreat |
| 2020 | May Board Meeting | June | Summer Retreat |
| 2021 | May Board Meeting | June | Summer Retreat |
| 2022 | May Board Meeting | June | Summer Retreat |
| 2023 | May Board Meeting | June | Summer Retreat |
| 2024 | May Board Meeting | June | Summer Retreat |
| 2025 | May Board Meeting | June | Summer Retreat |
| 2026 | May Board Meeting | June | Summer Retreat |

# LEADERSHIP AND MANAGEMENT (2.A.9–11)

| 2.A.9 | *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.* |
|---|---|
| 2.A.10 | *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.* |
| 2.A.11 | *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.* |

The college employs an appropriately qualified President as the chief executive officer. The current President has served the college full-time since July 2016. The President does not serve as the chair of the Board of Trustees.

## GRAYS HARBOR COLLEGE PRESIDENT

James Minkler, PhD, was appointed GHC President on July 1, 2016. Most recently, Dr. Minkler was Vice President of Learning and Chief Academic Officer of Spokane Falls Community College. Dr. Minkler's other career experience includes District Academic Service Officer and Dean of Instruction for Social Sciences, Philosophy and Transfer Education, all with the Community Colleges of Spokane. He earned his Doctorate of Philosophy in Higher Education Administration at the University of Idaho, Master of Arts in Philosophy at University of Idaho, and Bachelor of Arts in History and Philosophy at University of Idaho.

## EXECUTIVE TEAM

The overall leadership of Grays Harbor College is vested in the President's Executive Team (Table 18). Together, the Executive Team oversees the operational areas of the college. These officers have appropriate qualifications for their respective positions. The Executive 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.

*Table 18 – GHC Executive Team*

| Individual / Position | Education / Prior Experience |
|---|---|
| **James Minkler, Ph.D.** President | • Bachelor of Arts in History & Philosophy, University of Idaho.<br>• Master of Arts in Philosophy, University of Idaho.<br>• Doctorate of Philosophy in Higher Education Administration, University of Idaho. |
| | Vice President of Learning & Chief Academic Officer, Spokane Falls Community College. |
| **Emily Lardner, Ph.D.** Vice President of Instruction | • Bachelor of Arts in English, Augustana College.<br>• Master of Arts in English, University of Michigan.<br>• Doctorate in English, University of Michigan. |
| | Director of the Washington Center for Improving Undergraduate Education, The Evergreen State College. |
| **Jennifer Alt, Ph.D.** Vice President of Student Services | • Bachelor of Arts in Sociology and Psychology, CSU Stanislaus.<br>• Master of Arts in Education, School Counseling Concentration, CSU Stanislaus.<br>• Doctorate in Educational Leadership, Higher Education Emphasis, University of Nevada. |
| | Dean of Student Services at Sierra Joint Community College District in Rocklin, California. |
| **Nicholas Lutes** Vice President of Administrative Services | • Bachelor of Arts in Political Science & International Affairs, Florida State University. |
| | Operating Budget Director, Washington State Board for Community & Technical Colleges. |
| **Darin Jones, M.H.R.** Chief Executive of Human Resources | • Bachelor in Sociology, Utah State University.<br>• Master in Human Resources, Utah State University. |
| | Chief Human Resources Officer, Westminster College, Salt Lake City, Utah. |
| **Andrew Glass, M.B.A.** Chief Executive of Information Technology | • Bachelor of Arts in Business Administration, Human Resources concentration, Western Washington University.<br>• Master of Business Administration in Organizational Leadership, Brandman University. |
| | Director of Information Technology Integration, Pierce College, Washington. |
| **Kristy Anderson, M.P.A.** Chief of Institutional Effectiveness, Research, & Planning | • Bachelor of Arts in Political Science, Public Administration emphasis, Western Washington University.<br>• Master in Public Administration, Evergreen State College, Washington. |
| | Director of Planning, Assessment, & Research, College of the Siskiyous |
| **Keith Penner** Chief of Campus Operations | • Uncompleted degree, Brock University, St. Catharine's, Ontario. |
| | General Manager, Columbia University Bookstore, Columbia University, New York, New York. |

In addition to the Executive Team, Grays Harbor College maintains a sufficient number of qualified administrators at all levels to carry out the mission of the college. In concert with the Executive Team, deans and directors engage in planning, assessment, and evaluation, as well as policy development and implementation.

The members of Executive Team and their relationship with the rest of the college are visually demonstrated by the links for the following organizational charts: President's direct reports; Exempt; Vice President of Instruction; Vice President of Student Services; Vice President of Administrative Services; Chief Executive of Information Technology; Chief Executive of Human Resources; and Chief of Institutional Effectiveness, Planning, and Research.

Credentials of administrative staff can be found in the faculty and administration section of the college catalog (page 182, 2018–19).

# ACADEMICS (2.A.12–14)

| **2.A.12** | *Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.* |
|---|---|

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 324, and they 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 throughout the negotiated agreement with GHC Federation of Teachers #4984.

| **2.A.13** | *Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.* |
|---|---|

Grays Harbor College has established the John Spellman Library 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 Grays Harbor and Pacific counties. Policies regarding access to and use of library information resources are found in operational policy 308 and on the library web pages.

Access to the library's expanding selection of electronic resources is provided to both local and remote users via the internet, and library staff routinely send physical materials to off-site education centers or to home addresses when the need arises. The library also supports Inter-Library Loan, available to students, faculty, and staff, which allows the library to extend available offerings beyond the local collection.

| **2.A.14** | *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.* |
|---|---|

Grays Harbor College maintains, publishes, and follows policy 317, Transfer Rights and Responsibilities, which clearly delineates student and college rights and responsibilities for the transfer of credit. The Transfer Credit Policy is made available on the college website for students.

The Inter-College Relations Commission (ICRC) in Washington State maintains the ICRC Handbook which sets the policy for the direct transfer agreements between the community college system and all public baccalaureate institutions, and all but two of the private baccalaureate institutions in the state (last revised in 2017). The ICRC policy is referenced in the GHC Catalog under the heading "Transfer Policies and Procedures" (pages 28–30, 2018–19).

# STUDENTS (2.A.15–17)

| 2.A.15 | *Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.* |
|---|---|

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. These policies include students' rights and responsibilities, standards, appeals, student activities, and other policies relevant to students.

An annual notice is actively distributed via email in fall quarter to all enrolled students and the content is posted on the GHC website. Students are also provided information in the annual notice of how to request paper copies of this information should they so desire. This notice covers all federal requirements including:

- General disclosures (pursuant to 34 C.F.R. 668.41(d)) for enrolled or prospective students.
- The institution's Annual Security Report (pursuant to 34 C.F.R. 668.46(b)).
- The institution's Equity in Athletics Report (pursuant to 34 C.F.R. 668.47) for enrolled students, prospective students, and the public.
- Family Educational Rights and Privacy Act of 1974 (FERPA) disclosures (pursuant to 34 C.F.R. 99.7), 34 C.F.R. 668.41(c).

The student rights information webpage has links to much of this content and is included in the annual distribution to all students. Additional information on students' rights and responsibilities are published in the Student Handbook, available on the GHC website.

This distribution is accomplished through the following actions:

1. An email is sent annually to all students with the required consumer information disclosures, a description of the disclosures, how the student can access the information and if there is access on the website, an exact electronic address with a statement that the institution will provide a paper copy upon request. This email is distributed every year during fall quarter, no later than October 1.
2. A link to the content in the annual notice is included in the mandatory online new student orientation. This ensures that students who enroll after October 1 for subsequent terms receive the disclosure information.
3. Links to the content in the annual notice are located on the GHC website for the general public and prospective students to view. Paper copies will be provided upon request.

| 2.A.16 | *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner.* |
|---|---|

Grays Harbor College is an open admissions college and in accordance with its mission, operational policy 401, and WAC 131-12-010 admits anyone who is competent to profit from the curricular offerings of the college. Admissions processes are laid out in the college catalog (beginning page 16, 2018–19) and the college's website as well as in departmental manuals. College-wide admission is automatic for all applicants who are either eighteen years of age or older, have completed high school or the equivalent, or have qualified for admission under the Running Start program. (Running Start is a program in Washington where high school juniors and seniors can enroll in college courses and earn credit towards both their high school diploma and a college degree or certificate.) College admission is generally granted within one week of the student's application. For new students, the college website contains information on placement testing, and situations where placement testing is not required. Faculty are involved in deciding how students are placed based on their test scores.

Admitted students must maintain satisfactory academic progress in compliance with the college's scholastic standards defined in operational policy 405 and related procedure 405.01. Student records are checked quarterly within one day of grade posting and students are notified of any negative change in their academic status via email and postal mail. Students facing academic suspension or dismissal are granted the ability to appeal their dismissal to a committee, which also reviews financial aid appeals. Students are able to combine their appeals into one submission if they are appealing both financial aid and academic suspensions.

Additionally, admission may be revoked for students based on violations of the college's code of conduct, as outlined in operational policy 407 and WAC 132B-120-020. Students whose admission has been revoked due to a conduct violation must request readmission via the Vice President for Student Services. In addition, readmission to the college may be denied due to an outstanding debt remaining from a previous period of enrollment. Policies regarding academic warning, including the appeals process, are available both through the advising website and the college catalog (pages 26 and 27). Additionally, policy regarding satisfactory academic progress related to financial aid is available in the Satisfactory Academic Progress (SAP) Handbook, published on the financial aid webpage. Some programs, such as Commercial Transportation Management, include additional standards for safety or professional conduct. These requirements are contained in the relevant program handbook. Students are required to sign statements indicating that they understand these requirements. Students not meeting the program requirements retain their admission to the college but are unable to continue in these programs.

The Medical Assisting, Nursing, and Bachelor of Applied Science programs utilize a program-specific selective admissions process which evaluates students based on grades in prerequisite coursework. The Bachelor of Applied Science programs also utilize an essay and in-person interview. The program-specific admissions policies are described in the handbooks and information packets for each program, which are available to current and prospective students in paper form as well as on the program websites. In addition to program-specific admissions requirements, each of the selective admissions programs also

have program-specific academic standards policies published in their handbooks. Students who do not meet the program-specific academic standards policies are unable to continue within the program but retain their admission to the college as a whole. Readmission to a selective admission program is subject to the approval of the program faculty.

| 2.A.17 | *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.* |
|---|---|

Grays Harbor College clearly outlines and publishes policies and procedures that govern student activities and co-curricular programs in operational policies around student involvement in governance (policy 402, and procedures 402.02 and 402.05) and budget for student activities (policy 409, and procedures 409.01, 409.02, and 409.03).

The college values the involvement of students in the policy decision-making process and can be exhibited by student involvement in Board of Trustees meetings, hiring committees, tenure committees, representation at President's Cabinet meetings, and various college-wide committees. This includes but is not limited to the Strategic Planning Committee, core theme committees and topic-specific committees when appropriate. Co-curricular programs provide students with the opportunity to enhance their academic experience beyond the classroom. The college requires an employee of the college to advise co-curricular programs as outlined in procedure 402.02. The college and the Associated Students of Grays Harbor College collaborate on funding co-curricular programs as outlined in procedure 409.01. Faculty, staff, and students provide input and guidance on this process. Staff club advisors work with their organizations to develop their budget requests.

At this time, there are no student publications nor are there any direct policies relating to student publications or student media.

# HUMAN RESOURCES (2.A.18–20)

| 2.A.18 | *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.* |
|---|---|

Policies pertaining to Human Resources (operational policies 601–701) are available on the college website to all employees and other constituents. These policies are reviewed and updated on a regular basis (Table 16). In addition, policies regarding employment practices and requirements are contained in the collective bargaining agreements with the GHC Federation of Teachers #4984 for faculty and with the Washington Public Employees Association for classified staff, and in the standard exempt contract.

The college regularly reviews operational policies and updates them as needed. Updated policies are reviewed by the President's Cabinet and approved by the Board of Trustees before being published on the college website. Periodic newsletters are sent out from the GHC Human Resources office to update the college community to changes in policies, procedures, and state and federal laws.

| 2.A.19 | *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.* |
|---|---|

New employees are provided with training on a number of college policies, including harassment and discrimination, ethics, purchasing, and safety. Supervisors ensure that all employees are apprised of their employment expectations and their rights and responsibilities on certain subjects: when and how they will be evaluated, opportunities to apply for promotion, and conditions surrounding termination of employment, whether initiated by the college or by the employee. Policies regarding rights, responsibilities, and evaluations are included in the classified staff contract, the faculty contract, the annual exempt contract, and sections 600 (all staff) and 700 (classified staff) of the operational policies.

| 2.A.20 | *The institution ensures the security and appropriate confidentiality of human resources records.* |
|---|---|

Employee records are secure and confidential (policy 617). All Human Resources records are stored in a locked file room that is only accessible by Human Resources staff. Medical records are kept separate from personnel files in that same locked file room. Policies regarding institutional integrity are integrated throughout the board and operational policies.

# INSTITUTIONAL INTEGRITY (2.A.21–26)

## PUBLICATIONS

| 2.A.21 | *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.* |
|---|---|

GHC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. Through the college website, ghc.edu, the college communicates its academic intentions, programs, services, to students and the public, and demonstrates that its academic programs can be completed in a timely fashion. The accuracy and integrity of college publications are the responsibility of relevant area experts throughout the college.

The college catalog is reviewed and updated annually, and contains course and credit information on all of the college's degree and certificate programs. The catalog is available online in a searchable and printable PDF document, and printed copies are available upon request.

## ETHICS

| 2.A.22 | *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.* |
|---|---|

| 2.A.23 | *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.* |
|---|---|

College policies clearly address standards of ethics, conflicts of interest, and other expectations for the Board of Trustees and all college employees. The Washington Ethics Law, Revised Code of Washington, Chapter 42.52, applies to all state employees. It governs the actions and working relationships of members of the Board of Trustees and of all employees at Grays Harbor College. Board members and employees shall perform in accordance with this law in their dealings with fellow employees, suppliers, government representatives, the media, and other individuals with whom they have professional relationships that are associated with their responsibilities to Grays Harbor College. Grays Harbor College operational policies 103, 104, and 655 detail these expectations for the Board of Trustees and college employees.

Each member of the Board of Trustees and all employees of Grays Harbor College are expected to place the interests of the college above individual self-interests. When there are questions with regard to the meaning of the Washington Ethics Law and an individual's self-interests, board members and employees are expected to resolve them in favor of good, ethical judgment and in keeping with the basic principle that their position of trust may not be used for personal gain or private advantage.

The college adheres to ethical standards in all its operations and relationships, ensuring institutional integrity. It is governed and administered with respect for individual rights in a fair and nondiscriminatory manner according to its mission, vision and values. 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 collective bargaining agreements. These documents also cover the filing of complaints or grievances. Operational policy 603 covers complaints for non-represented staff, and procedure 406.01 covers Title IX complaints. Additional information for exempt employees is covered in the annual exempt contract.

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 operational policies and procedures (600 series) or in Washington State law.

Annual notices to employees also include information on the Washington State Whistleblower program.

## INTELLECTUAL PROPERTY

| 2.A.24 | *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.* |
|---|---|

Grays Harbor College is committed to complying with all applicable laws regarding intellectual property, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The college's policy regarding intellectual property with respect to faculty work product is stated in Article III, Section 4 of the faculty contract.

Operational policy 314 and corresponding procedure 314.01, along with Article III, Section 4 of the faculty collective bargaining agreement, provide detailed guidelines for students, faculty, and all employees of the college. The college has assigned the Associate Dean of Library, e-Learning, and Learning Support Services to serve as the copyright officer.

For students, copyright and plagiarism are addressed in the catalog (page 27), and a statement is included in the syllabus template used to build all course syllabi. Additional information for students is provided in the academic integrity section of the Student Handbook.

## REPRESENTATION OF ACCREDITATION STATUS

| 2.A.25 | *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.* |
|---|---|

Accreditation status is clearly stated, as appropriate, and is never assumed for the future.

The college maintains a web page explaining the current accreditation status without speculation on future accreditation actions or status. Access to past accreditation reports can also be found on the college accreditation web page.

## CONTRACTUAL AGREEMENTS

| 2.A.26 | *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.* |
|---|---|

Grays Harbor College has adopted competitive procurement standards. Operational policy 507 and procedure 516.01 set forth standards for contracts entered into by the college with external entities for products or services performed on its behalf. These standards include clearly defining the scope of work, conflict management and severability, nondiscrimination, indemnification, harmless and personal liability clauses, payment and invoicing, and insurance requirements, among other things. The Assistant Attorney General of the State of Washington assigned to Grays Harbor College reviews and approves contracts for goods and services entered into by the college. College employees responsible for negotiating contracts for the college receive training on contract management through the State of Washington learning management system. Approval processes for contracts entered into by the college require the Vice President for Administrative Services to sign final contracts, ensuring that the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's standards for accreditation. Individuals who make purchases for the college must abide by the purchasing guidelines.

## Academic Freedom & Responsibility (2.A.27–29)

| 2.A.27 | *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.* |
|---|---|
| 2.A.28 | *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.* |

One of the colleges' five values is the respect for the diversity of people, culture, ideas, and the environment. GHC is committed to providing an academic environment for open and respectful examination of the diversity of ideas.

Operational policy 205 addresses academic freedom for college employees and students, and it 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. Policy 308 addresses intellectual freedom in the curation of the library collection.

| 2.A.29 | *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.* |
|---|---|

Operational policy 314 and related procedure 314.01 address appropriate use of copyrighted materials by all members of the college community.

For students, copyright and plagiarism are addressed in the college catalog (page 27), and a statement is included in the syllabus template used to build all course syllabi. Additional information for students is provided in the academic integrity section of the Student Handbook.

## Finance (2.A.30)

| 2.A.30 | *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.* |
|---|---|

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. As stipulated in operational policy 101, the Board of Trustees is responsible for the policies, operations, and fiscal integrity of the GHC district. Specific policies cover business operations and

delegation of authority (501), accounting and budgeting (503), cash control and cash management (504, 504.01), and the emergency fiscal reserve (530).

Additionally, fundraising is covered with policy 207, and finances for the associated students is covered in procedure 409.01.

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

## INTRODUCTION (2.B.1–4)

| **2.B.1** | *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualification, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflects duties, responsibilities, and authority of the position.* |
|---|---|

The college is staffed with qualified personnel to successfully meet its operational and support responsibilities. All staff have clearly stated job descriptions or collective bargaining agreement articles that accurately reflect the duties, responsibilities, and levels of authority assigned to each position. The college has stated criteria in policy and procedure that set forth the process governing the recruitment and selection of college employees. Operational policy 653 and procedure 653.01 along with Article VII of the faculty collective bargaining agreement and Article 4 of the classified staff collective bargaining agreement explain the procedures for recruiting and hiring of college employees.

Other operational policies that touch on specific elements of recruiting and hiring are polices on anti-nepotism (607), persons of disability (610), employee qualifications (613, 613.08), background checks (617.01), AIDS/HIV status (632), and re-employment (652).

| **2.B.2** | *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.* |
|---|---|

College employees are evaluated regarding their work duties and responsibilities on a regularly scheduled basis. Information regarding the evaluation of classified staff is found in Article 6 of the classified staff collective bargaining agreement. Information regarding the evaluation of faculty is found in Article VIII of the faculty collective bargaining agreement. Exempt employees are evaluated at least every other year using the exempt performance appraisal form. College executives receive feedback through a 360 assessment and use this feedback as part of their evaluation process.

| **2.B.3** | *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.* |
|---|---|

GHC supports professional development for all staff, including faculty, classified, and exempt employees.

The classified Staff Development and Training Committee (SDTC) supports classified training and professional development, as well as providing 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 classified staff collective bargaining agreement as well as operational policy 701 and corresponding administrative procedure 701.01.

Staff Training for Technical and Community Colleges (STTACC) is a state-wide organization promoting training and leadership of classified staff in Washington state. GHC has traditionally had one of the highest participation rates in the state for classified Staff who attend the annual STTACC conference, with 8 to 10 classified staff attending every year (Table 19). GHC staff members also regularly sit on the board, with 3 GHC members serving in both 2017–18 and 2018–19.

*Table 19 – Number of classified employees receiving educational cost assistance and sent to STAACC conference*

|  | 2014–15 | 2015–16 | 2016–17 | 2017–18 |
|---|---|---|---|---|
| Employees helped with training or degrees | 7 | 7 | 7 | 9 |
| STAACC attendees | 10 | 7 | 11 | 11 |

In spring 2017, SDTC reported to the Board of Trustees that between fall 2012 and spring 2017, SDTC paid out $11,000 in training or development funds. A total of 21 individual employees had received funding; 17 were still employees of GHC at the time of the presentation. Eight employees received bachelor degrees, 2 received associate degrees, 6 were still working towards degrees, and 3 employees had been promoted to exempt positions.

Exempt staff are encouraged to attend statewide council and commission meetings and other professional development opportunities 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.

Historically, faculty professional growth and development needs and opportunities were identified in individual professional growth plans. As funding is available, the college also 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 collective bargaining agreement. Each spring, the Washington State Board for Community and Technical Colleges (SBCTC) hosts the Assessment, Teaching, and Learning (ATL) conference. Instruction has regularly sent a team of faculty to the event, with 2017–18 seeing the largest group attending from GHC in recent years.

Beginning in 2017–18, faculty leaders received stipends to facilitate collaborative professional development tied to the core themes. In the fall of 2018, the Executive Team approved a proposal to create an Assessment, Teaching, and Learning (ATL) Council to support faculty professional development. The new ATL Council is supporting several Faculty Inquiry Groups (FIGs) this year on topics such as equity and inclusion, e-learning quality, writing literacy, quantitative literacy, information literacy, and new faculty on-boarding.

Faculty Excellence awards are given annually to faculty through a peer-review process. Eligible faculty include classroom instructors, counselors, and librarians from GHC's Aberdeen campus, education centers, or Stafford Creek Corrections Center (SCCC). Awards are given both for proposed work and in recognition of work already accomplished. These awards are explicitly separate and not intended to

supplant normal professional development funds. Article XV of the faculty collective bargaining agreement covers Faculty Excellence awards.

Past Faculty Excellence awards have funded advanced in-discipline training, conference attendance (including presentation of work), curriculum and program revision work, grant writing, cross-institute collaboration and relationship building, and recognition for service upon retirement.

GHC is a part of a joint project with Centralia College and Lower Columbia College to promote leadership. The ten-month cohort-based Leadership Development Program (LDP) is a series of interactive lectures addressing topics such as leadership styles, teamwork, communication, conflict resolution, and problem solving. In addition to learning about leadership, participants network with other individuals from their college, as well as individuals from the other two participating colleges. As part of the program, the team from each college completes a service project. GHC team projects have tackled food insecurity, wellness awareness, community building across the college, and after-hours, one-on-one registration assistance.

Grays Harbor College provides focused training each year at All-College Day. Topics for this training day have included discussions on poverty, strategic enrollment management, and assessment processes.

Supervisor training has covered a broad array of topics relevant to being a supervisor at the college, covering topics such as an overview of supervisor responsibilities, collective bargaining, payroll, benefits, and leave, to service and support animals.

All college employees receive training on state ethical standards, Title IX, and safety and security.

| **2.B.4** | *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic polices, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.* |
|---|---|

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. 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 qualifications. Faculty are employed in accordance with college academic and human resources policies as well as with the faculty labor contract, as referenced in 2.B.1. When vacancies arise, or student interest warrants it, the Vice President for Instruction meets with Division Chairs and the Instructional Management Team to review the number of full-time faculty and produce a prioritized list of positions.

# FACULTY (2.B.5–6)

| **2.B.5** | *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.* |
|---|---|

Faculty workload and responsibilities are defined in Article IV of the collective bargaining agreement. 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.

| | |
|---|---|
| **2.B.6** | *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.* |

Faculty fall into three categories: tenured, tenure track, and non-tenure track. The evaluation process for these three groups differs slightly, as described below. 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.

A comprehensive post-tenure evaluation occurs at least once during each five-year period of service. The post-tenure evaluation process for professional/technical program 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 in a conversation between the faculty member and the appropriate administrator. 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



**Your Dreams are Within Your Grasp**
Wesley Hager, Learning Center, pencil drawing.
Entry in the 2018 Student Art Contest.

- 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.

Tenure-track faculty are evaluated over a three-year period by a tenure committee. In addition to the probationer, the committee consists of three faculty, one administrator, and one student representative. Faculty members on the committee are elected by vote at a meeting of tenured faculty. Each quarter (fall, winter, and spring), the probationer is observed by at least two members of the tenure committee, who produce written reports. Additionally, the entire committee reviews student evaluations from all sections taught by the probationer each quarter. These observations are put into the quarterly report, which is reviewed and signed by the probationer and all members of the tenure committee. Additionally, the probationer writes a self-report annually. This tenure process allows for potential problems to be addressed and for the committee to observe how the probationer responds to feedback. The committee votes annually on continuing the tenure process and ultimately on recommending tenure for the probationer. Peer faculty are a vital and central part of this process, and student voices are heard both from quarterly evaluations and the student representative on the committee. More information is available in the GHC Tenure Handbook and Article VIII of the faculty contract.

All non-tenure track 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 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, non-tenure track faculty are evaluated by students.

# Section IV: Educational Resources (Standard 2.C)

| 2.C.1 | *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.* |
|---|---|

Consistent with its mission, Grays Harbor College offers students quality and rigorous learning experiences that fully prepare them to achieve both educational and employment goals. Programs culminate in a range of workforce certificates and degrees that meet community and employer needs as well as academic transfer degrees. Workforce certificate and degree programs, as well as transfer degrees, are designed so that students can achieve clearly defined learning outcomes within recognized fields of study.

GHC maintains quality and rigor in its transfer degrees through articulation agreements with Washington State baccalaureate institutions and by participating in major statewide articulation and transfer councils and committees. All transfer degrees are accepted by Washington public baccalaureate institutions because of the college's membership in the Washington State Intercollegiate Relations Commission (ICRC), a statewide council that coordinates transfer articulation. GHC's most recent ongoing articulation review (OAR) was completed in 2016–17, and recommendations from that review were implemented in 2017–18.

GHC maintains quality and rigor in its workforce certificates and degrees through a variety of program review mechanisms, including the use of advisory groups, review of success data, and participation in employer, K-12, and statewide consortiums and committees.

GHC's library, e-learning, and tutoring services meet the distance education policy requirements. Enrollment in online courses is expanding, not contracting, and the recent consolidation of tutoring with library and e-learning services will strengthen combined efforts to allow faculty to ensure curricula contain the necessary information skills and academic rigor for successful graduates for all modalities of instruction. The Associate Dean for Library, E-Learning, and Learning Support Services either conducts or contributes to evaluations of online instruction, using a rubric as a standard to ensure these goals are met in GHC's online courses. Past practice ensured appropriate faculty training was provided, and transitioning these practices into formal policies is under way.

These services and resources are available both in place at the GHC Aberdeen campus and electronically anywhere via the online catalog, chat reference 24/7, links to the library, as well as tutoring in online classrooms. The collection of information resources itself has expanded to heavily favor electronic books, streaming media, and journals—thus allowing all faculty in any modality to incorporate use of such resources into their student expectations.

The Associate Dean for Library, E-Learning, and Learning Support Services is a member of the Instructional Council, Instructional Management Team, and Division Charis and routinely participates in construction of course schedules, thus ensuring those combined services are appropriate for the offered curricula. GHC's E-Learning Coordinator assists faculty to design course delivery in line with such recognized standards as Quality Matters. Personnel in library, e-learning, and learning support services participate in state-level councils of the Washington Community/Technical College system. Participation in these groups gives the college access to faculty training such as *Accessibility 101* and *Applying the QM Rubric*.

| **2.C.2** | *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.* |
| --- | --- |

GHC has identified and expected course, and program/degree learning outcomes. A space for course outcomes is provided in the master course syllabi template. Additionally, course descriptions and outcomes and program and degree learning outcomes are published on the GHC website.

| **2.C.3** | *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.* |
| --- | --- |

Grays Harbor College awards academic credits and degrees based on documented student achievement. This process is guided by practices that are in alignment with accepted higher education learning outcomes and content equivalencies, as well as credit-hour standards (operational policy 321). All grades, courses, learning outcomes, certificates, and degrees are recognized by the SBCTC and the state's public and private baccalaureate institutions as specified in the Direct Transfer Agreements (DTAs) and as outlined in the Intercollege Relations Commission (ICRC) Handbook.

| **2.C.4** | *Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.* |
| --- | --- |

Degree programs at Grays Harbor College are based on a combination of the requirements for transfer and/or success in the workforce, and reflect the major knowledge, skills, and attitudes necessary to excel in the field of study. Degree content is designed by subject-matter experts and is approved by the Instructional Council. Professional/technical programs are further reviewed by professionals in the field and approved by the State Board for Community and Technical Colleges. Detailed information about each degree offered is available on the college web page.

Admission and graduation requirements are published online and in the annual college catalog (pages 16–19 and 25–31).

| **2.C.5** | *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.* |
| --- | --- |

Faculty responsibilities are defined in the collective bargaining agreement and include curriculum development and preparation. This includes provisions to encourage innovative curriculum development that is substantially new and/or different on three fronts: instructional methodologies, support of the college strategic plan, and assessment of changing needs related to industry or occupational standards and the instructional review process. These responsibilities are outlined in Article IV A.1.a and Article XII, Section 4.6 of the collective bargaining agreement.

Tenured faculty are expected to participate as members of screening committees formed to evaluate the qualifications of full-time faculty applicants.

Faculty responsibilities also include assessment of students and documentation of outcome assessment. Faculty assess student mastery of course-level, program and degree-level outcomes on a systematic basis. See Article IV, Section 1.A.1.c of the collective bargaining agreement. Through their divisions and departments, faculty review existing course descriptions, course prerequisites, and course outcomes on a regular basis. New courses and programs, along with other changes to the curriculum, are approved by

the Instructional Council, which includes faculty chairs of each division and department and instructional deans from Workforce, Nursing, Transitions, and Stafford Creek (defined in operational policy 302).

| 2.C.6 | *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.* |
| --- | --- |

Library faculty work with their classroom colleagues to help them attain such learning goals. Not only is Library 101 offered as a stand-alone class, but many faculty also have a librarian meet the class to ensure the students have a good working knowledge of the library's resources. These visits help ensure students have the needed skills to allow integration of appropriate research into the class's requirements to meet the information literacy DSA. Links within Canvas lead easily into library resources and allow convenient access to students in all modalities—on the ground at the Aberdeen campus or in online and hybrid modalities for all campuses.

| 2.C.7 | *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.* |
| --- | --- |

Grays Harbor College recognizes the value of prior experiential learning assessment and the value of moving students in an accelerated pace to achieve their educational goals. To receive experiential learning credit, students must demonstrate competency of certain course learning outcomes through written documentation and/or performance testing to ensure that they have met the course outcomes for which they are requesting credit. All requests for credit via prior experiential learning are forwarded to the Vice President for Instruction, who consults with the relevant faculty to review and receive the recommendation for credit. Credit is awarded upon recommendation of the faculty and approval of the Vice President for Instruction.

Information regarding prior learning credit is posted on the college website and in the catalog (2018-19, page 30). Guidance on the awarding of prior learning credit can be found in GHC operational policy 319 and related procedure 319.01. The Washington State Board of Community and Technical Colleges policy manual, Chapter 4, appendix D also provides guidelines for prior learning assessment.

Credit may be granted for vocational or professional/technical education taken in proprietary colleges, military service schools, or for verifiable journeyman-level work experience. Students may also earn credit by examination, allowing them to demonstrate college-level achievement through programs such as Advanced Placement (AP) courses in the high school.

| 2.C.8 | *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.* |
|---|---|

Grays Harbor College is guided by clear published policies and processes regarding the acceptance of credit from accredited college and universities. Grays Harbor College ensures that accepted credit is of high academic quality, is appropriate for programs, and is equivalent to Grays Harbor College credit offerings. Articulation agreements and direct transfer agreements (DTAs) exist between select institutions, providing student ease of credit transfer.

Grays Harbor College participates in the Washington State Community and Technical College Inter-College Reciprocity Policy. This reciprocity agreement establishes that when a student meets communications skills, quantitative skills, diversity requirement, or a distribution requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree.

Grays Harbor College provides clear, accurate, and current information about transfer admission requirements, deadlines, and degree requirements. This information can be found on the college website and in the college catalog (page 29-30, 2018-19). Students have the responsibility to initiate the transfer process and gather appropriate documentation as needed.

# UNDERGRADUATE PROGRAMS (2.C.9–11)

| 2.C.9 | *The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support programs goals or intended outcomes.* |
|---|---|

GHC's baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education representing an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences, intended to help students develop depth and breadth of intellect and to prepare them for productive lives of work, citizenship, and personal fulfillment.

## APPLIED BACCALAUREATE DEGREES

GHC's baccalaureate programs follow Washington State guidelines established by SBCTC requiring a core of 60 quarter credits in general education distributed across communication, quantitative and symbolic reasoning, humanities, natural sciences, and social sciences.

Table 20 through Table 22 below show how each BAS program meets the general education guidelines put forth by SBCTC:

*Table 20 – Requirements for Bachelor of Applied Science Forest Resource Management (BAS-FRM)*

| SBCTC guidelines | GHC BAS-FRM |
|---|---|
| Communication Skills (10 credits) | ENGL& 101 and ENGL& 235 (10 credits) |
| Quantitative/Symbolic Reasoning skills (5 credits) | MATH& 107 (or higher) (5 credits) |
| Humanities (10 credits) | SPCH 101 Intro to Public Speaking (5 credits) |
| | BASF 311 Environmental Decision Making (5 credits) |
| Natural Sciences (10 credits) with at least 5 credits in physical, biological, and/or earth science; shall include at least one lab course | BIOL& 160 or BIOL& 211 (5 credits) |
| | CHEM& 121 or CHEM& 161 (5 credits) |
| Social Sciences (10 credits) | PSYC& 100 or SOC&101 (5 credits) |
| | BASF 333 International Forestry (5 credits) |
| Additional general education courses (15 credits) in any of the areas above | GEOL& 101 or EARTH 102 (5 credits) |
| | BASF 400 Forest Practices Law and Policy (5 credits) |
| | BASF 422 Natural Resource Economics (5 credits) |

*Table 21 – Requirements for Bachelor of Applied Science in Organizational Management (BAS-OM)*

| SBCTC guidelines | GHC BAS-OM |
|---|---|
| Communication (10 credits) | ENGL& 101 (5 credits) |
| | ENGL 304 Advanced Business Writing (5 credits) |
| Quantitative/Symbolic Reasoning (5 credits) | MATH& 146 (5 credits) |
| Humanities (10 credits) | SPCH 101 Intro to Public Speaking (5 credits) |
| | Humanities elective (5 credits) |
| Natural Sciences (10 credits) with at least 5 credits in physical, biological, and/or earth science; shall include at least one lab course | Natural Science w/ lab elective (5 credits) |
| | Natural Science elective (5 credits) |

| SBCTC guidelines | GHC BAS-OM |
|---|---|
| Social Sciences (10 credits) | BASM 302 Introduction to Leadership (5 credits) |
| | SOC 306 Organizational Behavior (5 credits) |
| Additional general education courses (15 credits) in any of the areas above | SOC 403 Organizational Communication (5 credits) |
| | SOC 405 Legal and Labor Issues (5 credits) |
| | BASM 407 Professional Ethics (5 credits) |

*Table 22 – Requirements for Bachelor of Applied Science in Teacher Education (K-8) (BAS-TE)*

| SBCTC guidelines | GHC BAS-TE |
|---|---|
| Communication (10 credits) | ENGL& 101 (5 credits) |
| | ENGL& 102 or ENGL& 235 (5 credits) |
| Quantitative/Symbolic Reasoning (5 credits) | MATH& 107 or MATH 131/132 or MATH& 146 (5–10 credits) |
| Humanities (10 credits) | SPCH 101 Intro to Public Speaking (5 credits) |
| | ENGL 208, 209, 233, 244, or 252 (literature) (5 credits) |
| Natural Sciences (10 credits) with at least 5 credits in physical, biological, and/or earth science; shall include at least one lab course | Natural Science with lab elective (5 credits) |
| | ENVS& 100 (5 credits) |
| Social Sciences (10 credits) | PSYC& 100 or SOC& 101 (5 credits) |
| | POLS& 202 (5 credits) |
| Additional general education courses (15 credits) in any of the areas above | MUSIC 100, MUSC& 105, or MUSIC 131 (5 credits) |
| | ECON& 202 (5 credits) |
| | ART& 100, ART 101, ART 104 or ART 251 (5 credits) |

## DIRECT TRANSFER AGREEMENT (DTA) ASSOCIATE DEGREES

GHC's transfer associate degrees include general education requirements in relation to communications, humanities and fine arts, mathematical and natural sciences, and social sciences.

Students enrolled in GHC's general transfer degree program (Associate of Arts) are expected to complete the core general education presented in Table 23 below. Courses satisfying these requirements comply with standards developed by Washington State's Intercollege Relations Commission (Intercollege Relations Commission (ICRC) Handbook). These courses have been approved by GHC's Instructional Council and represent the breadth associated with a liberal arts education.

*Table 23 – GE Core for Associate of Arts (Direct Transfer Agreement) Degree*

| General Education (distribution requirement) | Minimum credits |
|---|---|
| Communication | 10 credits; 5 credits must be ENGL& 101 |
| Quantitative | 5 credits of college-level math |
| Humanities | 15 credits from at least 3 disciplines |
| Social Sciences | 15 credits from at least 3 disciplines |
| Natural Sciences | 15 credits from at least 2 disciplines |
| Electives | 30 credits |

General education requirements for Associate of Arts, Major-Related Programs in business, music, and pre-nursing generally follow the pattern outlined in Table 23, but with more limited distribution course options. These degree requirements are intended to prepare students to enter specific majors when they transfer; the requirement to earn additional general education credits parallels that for students who begin at the receiving baccalaureate institution.

## SCIENCE TRANSFER TRACKS

GHC offers two statewide degree programs for science transfer students. These degrees are heavily weighted towards lower-division math and science courses so students are able to meet prerequisites and enroll and succeed in upper-division math and science courses after transfer to a 4-year institution. As with other major-specific transfer degrees, these transfer-degrees parallel the course-taking patterns for students beginning their studies in baccalaureate institutions. Students entering into math and science majors are expected to complete additional general education requirements as juniors and seniors.

Associate of Science – Transfer Track 1 (Table 24) is for students intending to major in biological sciences, environmental sciences/resource sciences, chemistry, geology, and earth science. Associate of Science – Transfer Track 2 (Table 25) is for students intending to major in engineering, computer science, physics, and atmospheric sciences.

*Table 24 – GE Core for Associate of Science – Transfer Track 1*

| General Education (distribution requirement) | Credits |
|---|---|
| Communication | 5 credits – ENGL& 101 |
| Quantitative | 10 credits |
| Humanities | 5 credits |
| Social Sciences | 5 credits |
| Additional Humanities or Social Sciences | 5 credits |
| Natural Sciences | 45–50 credits |
| Electives | 10–15 credits |

*Table 25 – GE Core for Associate of Science – Transfer Track 2*

| General Education (distribution requirement) | Credits |
|---|---|
| Communication | 5 credits – ENGL& 101 |
| Quantitative | 10 credits |
| Humanities | 5 credits |
| Social Sciences | 5 credits |
| Additional Humanities or Social Sciences | 5 credits |
| Natural Sciences | 25 credits |
| Remaining Credits | 35 credits to be determined with the help of an advisor based on requirements of the specific discipline at the baccalaureate institution the student selects to attend (per ICRC guidelines for this degree) |

## APPLIED ASSOCIATES, APPLIED SCIENCE TRANSFER, AND CERTIFICATES

GHC's professional/technical Associate in Applied Science (AAS) degrees, Associate in Applied Science – Transfer (AAS-T) degrees, and certificate programs of forty-five (45) or more quarter hours require industry-based skills courses along with the general education/related instruction in communication, computation, and human relations identified in Table 26 (AAS and Certificates) and Table 27 (AAS-T).

*Table 26 – GE Core for Associate of Applied Science (AAS) Professional/Technical Degrees and Certificates (45 Credits or more)*

| General Education (distribution requirement) | Minimum Credits |
|---|---|
| Communication | 5 credits – ENGL& 101 |
| Quantitative | 5 credits |
| Human Relations | 3 credits |

*Table 27 – GE Core for Associate of Applied Science – Transfer (AAS-T) Professional/Technical Degrees*

| General Education (distribution requirement) | Minimum Credits |
|---|---|
| Communication | 5 credits – ENGL& 101 |
| Quantitative | 5 credits |
| Sciences, Social Sciences, or Humanities | 10 credits |

| 2.C.10 | *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for these programs.* |
|---|---|

The General Education components of GHC's baccalaureate programs and transfer associate degrees, which take the form of the courses referenced in Table 23 through Table 27 above, have identifiable and assessable learning outcomes. These course-level learning outcomes are published on the website. A section for learning outcomes is provided in the syllabus template for all courses.

| 2.C.11 | *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.* |
|---|---|

All professional/technical degree programs are guided by a comprehensive set of assessable student learning outcomes. All degrees or certificates of 45 credits or more require a core of related instruction in communications, computation, and human relations. Related instruction courses are taught by faculty with expertise in the areas—mainly full time GHC faculty who also teach transfer courses in the subject area. 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 skill standards that prepare students for national certification and licensing exams. Health programs are accredited through professional organizations with rigorous standards and requirements.

## GRADUATE PROGRAMS (2.C.12–15)

Standards 2.C.12–2.C.15 are not applicable to Grays Harbor College.

## CONTINUING EDUCATION AND NON-CREDIT PROGRAMS (2.C.16–19)

| 2.C.16 | *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.* |
|---|---|

The college's Business Contract Training and Community Education (BCTCE) programs support the institution's mission "to provide meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community" by providing access to educational opportunities with respect for diversity of people, ideas, culture and the environment. As stipulated by operational policy 303, contract training and community education also offer diverse community programs that are not typically addressed by traditional academic programs.

In the area of workforce preparation, BCTCE coursework provides opportunities for students to stay up to date with training for a job they currently hold, to excel and advance professionally in a career, and to gain industry certification. Also in this core theme, business contract training provides both small and

large businesses with executive and employee training to strengthen local businesses, help drive economic vitality, and address the technical skills gap in the regional workforce.

As part of the mission to provide cultural enrichment, and the core theme of service to community, GHC offers community education courses in art, foreign language, computer skills, exercise, and other areas of personal interest and growth.

| **2.C.17** | *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.* |
|---|---|

GHC maintains direct responsibility for the academic quality of its Business Contract Training and Community Education (BCTCE) programs and courses. Approval of credit-bearing courses occurs through the college's academic governance structure. Courses offered for academic credit are approved by the Instructional Council, and student learning is assessed with appropriate faculty involvement. The quality of contract training and community education offerings is evaluated by the participants using a five-point Likert scale, with five being the highest score. BCTCE staff review each evaluation and communicate with instructors regarding scores. Informal conversations with participants outside of classes are routinely initiated by BCTCE staff, both proactively and reactively. Such conversations often provide insights into a participant's goals, opinions, and challenges that may not have been captured on end-of-course evaluations forms. Program managers provide formal and informal evaluation data to instructors through email, in-person conversations, and face-to-face meetings. Instructors provide feedback to management through instructor support evaluations, informal conversations, and instructor meetings.

Community education requires all instructors to have at least one year of current content experience and possess any applicable credentials or degrees for the content area they plan to teach. Additionally, all must have strong communication skills. All instructors are required to submit a written job application, pass a background check, and interview prior to any instruction. Program managers observe instructors in the classroom when possible.

| **2.C.18** | *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.* |
|---|---|

GHC is approved by and follows the guidelines of the Washington State Office of Superintendent of Public Instruction to offer and verify continuing education courses which meet teacher professional clock hour credit certification needs. GHC does not currently offer any courses that award continuing education units (CEUs) in other areas.

| **2.C.19** | *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.* |
|---|---|

Course records are maintained in the enrollment management solution (CampusCE) and the HP 3000, the college's information management system. BCTCE publishes a quarterly schedule of all courses and programs offered. Program review reports are conducted and submitted annually.

All hardcopy community education records and registration forms are stored in a locked file cabinet that is only accessible by community education staff. Any financial information recorded on a registration form is destroyed immediately after being processed. Online registrations are processed through a secure third-party vendor. All online account information is only accessible through a secure login by a community education administrator.

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

## LEARNING SUPPORT (2.D.1)

| **2.D.1** | *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.* |
|---|---|

The GHC Learning Center was created over 15 years ago. Up to that time, tutoring was available but lacked an organized and deliberate strategy. Addressing this problem was one of the objectives of a Higher Education Act Title III grant that was received from 2004–2009, the overall focus being student progress and success.

Originally the Learning Center's tutors covered all subjects; with specialized staff added to strengthen efforts for writing. In September 2017, a separate Writing Center was established in the Manspeaker building at the north end of campus. Since the Learning Center was in the Schermer building at the south end, this resulted in an obvious disconnect.

During 2017–18, a committee studied student surveys from the previous two years and also longitudinal changes in GPAs of a cohort of students who had been required to use one or both of the centers. These data led to the recommendation to consolidate the two centers into the centrally located Spellman Library building, alongside the Library, TRiO and E-Learning, which were located there already. This was done in summer 2018, creating the Academic Support Center.

The GHC Learning Center provides a variety of academic resources. The Learning Center is open 44 hours during the week, Monday through Friday, providing students at the Aberdeen campus with access to in-person peer tutoring services in subjects such as math, sciences, and social sciences. Students whose schedules do not match the Learning Center's hours can request tutoring on an individual basis. 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 GHC Writing Center provides support for students working on writing assignments at any level and in any area, through individual tutoring, through drop-in appointments, and through a credit-bearing Writing Lab course (ENGL 100L).

For distance learners and other students not on the Aberdeen campus, or those whose time constraints do not meet scheduled open hours, GHC is a member of the multi-disciplinary eTutoring Consortium. The consortium provides free online tutoring in a variety of subjects. Certain subjects have tutors available for live chat, while others offer a message-board system. Another online learning tool, ModuMath, provides practice relevant to the curricula of all of the college's developmental math courses.

GHC's Early Alert program, piloted in 2009 and still active, is designed to identify students who are not succeeding early in the quarter due to attendance or academic issues. The program solicits referrals from faculty, including those teaching online and at the Pacific County campuses.

The college requires all new students to attend an online orientation, addressing topics such as financial aid, e-learning, and the Learning Center. The orientation program, which has formerly been in person and only recently switched to online, has received positive reviews from students and staff. Online orientation is delivered in modules considered "just-in-time" information throughout a student's enrollment period to the end of their first quarter at the college. This was designed in an effort to avoid a data dump of information on students in one orientation session. Instead, they receive information as they need it and when it may be most useful.

The college also administers two federal TRiO Student Support Services (SSS) grants. The first has been continuously administered since 2005 and provides academic assistance, transfer planning, college visits and tours, cultural events, assistance with scholarship applications, and other services designed to augment the ability of students to adapt to academic culture, be academically successful, and successfully transfer to a bachelor's degree program. The TRiO SSS program provides support to 160 students annually. The TRiO STEM grant was first awarded in 2015–16 to serve an additional 120 students. This grant provides similar services targeted and contextualized specifically to students preparing for careers and future study in the sciences, technology, engineering, and math fields.

# SAFETY AND SECURITY (2.D.2)

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| **2.D.2** | *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, Campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.* |

A college-wide safety committee (operational policy 519.02) meets monthly to review safety and security issues and to provide input on emergency procedures and training opportunities. The Safety and Security Coordinator, 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, safety and security policies and procedures, and disclosure requirements.

This information is published on the safety and security webpage and in the Student Handbook. Crime statistics for both Aberdeen campus and the education centers are posted on the GHC Clery Reporting page. Additionally, links to the Clery reports are now emailed to students annually, prior to October 1. The information is also a part of the mandatory new student orientation, for students who enroll after October 1. The safety committee also reviews the college's campus safety report annually.

The college regularly holds drills for fire/evacuation (policy 519.01), and other security and safety issues such as earthquakes.

A college-wide Risk Management Committee meets quarterly. Currently chaired by the Chief Executive of Human Resources, committee is tasked with developing a culture of enterprise risk management in addressing and managing the full spectrum of risk associated with the operation of the college. The committee is comprised of individuals from different areas of campus to bring knowledge and insights of area specific programming. The committee works to identify and prioritize risks to the college. Once risks have been identified, efforts are made to address the risks through policy and practice review and revision, training, and insurance.

One student-focused result of these discussions is in the handling of athletics camps for the college. All camps now have a formal approval process. Camp leaders are required to complete training on youth safety and Title IX. Participants must sign waivers and be insured. Improvements have also been made in coordinating the scheduling of camps with other offices on campus.

Other areas of the college community have also worked toward making adjustments to address risks identified by the committee.

To address student behavioral concerns, the college has a Behavioral Intervention Team (BIT) which is comprised of the Vice President for Student Services (VPSS), the Director of Student Life, a counselor, and the Safety and Security Coordinator. Faculty, staff, and students are able to report concerning behaviors in person to any member of the BIT or via the behavioral concern report form on the GHC website. This behavioral concern report is designed to enable faculty, staff, and students to voluntarily report "red flag behaviors" that may raise concerns. The report provides a mechanism for responding to individual situations and over time will reveal patterns of concerning behavior of specific students. It provides a

standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. Once the report is received, the BIT meets as soon as possible to review the details of the report, discuss a risk assessment, and make a formal recommendation on how to proceed with the concerning conduct.

## ADMISSIONS (2.D.3)

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| **2.D.3** | *Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.* |

GHC's recruitment, admission, and completion policies reflect the philosophy of an open-admission institution that values its four core themes of academic transfer, workforce preparation, basic skills, and service to community. This is reflected in operational policy 401, based on WAC 131-12-010.

As a comprehensive community college, individuals of all educational levels can benefit from GHC's educational offerings. There are opportunities for adults without a high school diploma who would benefit from the college's Transitions programs, to traditional college-aged students interested in both academic/transfer degrees and workforce preparation. The college also provides continuing education opportunities through community education and business contract training.

For students pursuing a workforce or academic credential, the college provides a Welcome Center that serves as a one-stop location for information on financial aid, admissions processes, and registration functions. Students receive help completing financial aid requirements as well as admissions applications. Entry advisors located in the student support center provide key enrollment information, review placement test scores, guide students in initial program selection, and assist with selecting the courses for the first quarter. New students are assigned to a faculty advisor upon completion of entry registration and must complete an academic plan with that advisor prior to being allowed to register for subsequent quarters. A comprehensive online orientation is mandatory for all new students, and the material remains available for students to review as questions arise.

For students pursuing studies in English Language Acquisition or wanting to complete a high school equivalency, the Transitions Department serves as a central location for skill-level evaluation, enrollment, orientation, and scheduling classes. The Transitions faculty, dean, and program supervisor serve as both entry and ongoing advisors for these students. In this advisory role, they assist each student with enrollment every quarter.

Advising and orientation are not needed for students in community education or contract training situations.

## ELIMINATION OF PROGRAMS (2.D.4)

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| **2.D.4** | *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.* |

Elimination of programs does not occur frequently. 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).

Provisos ensuring students' anticipated needs are being met during an elimination of a program are also addressed in Article XI, Reduction in Force of the faculty contract agreement.

## PUBLICATIONS AND INFORMATION (2.D.5–6)

| 2.D.5 | *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.* |
|---|---|

Grays Harbor College publishes and maintains a website as well as an online general catalog, also available as a downloadable file. Through the website and catalog, students, prospective students, and the larger community can access current and accurate information regarding institutional mission and core themes, entrance requirements and procedures, grading policies, academic programs (including required sequences and suggested academic plans), learning outcomes (course, and program/degree), rules and regulations for conduct, student rights and responsibilities, tuition and fees and other program costs, refund policies and procedures, financial aid, and the academic calendar. Qualifications of full-time faculty and administrators are all available to students and other stakeholders on the GHC website and in the GHC catalog (page 182).

| 2.D.6 | *Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.* |
|---|---|

The college currently has three programs that require licensure or certification. The Nursing Program Information Packet and Nursing Program Handbook, available at the Nursing program website, provides information on eligibility requirements for licensure (packet, page 18; handbook, page 27) and includes a link to a site for job opportunities and salary expectations.

The Medical Assistant Program Handbook, available to students via the program webpage, also contains information on employment outlook and certification requirements for medical assistants (page 13).

Likewise, information on obtaining the initial teaching certificate is contained in the handbook for the BAS in Teacher Education (page 20). The handbook is available via the BAS-TE program website.

# RETENTION OF RECORDS (2.D.7)

| 2.D.7 | *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.* |
|---|---|

Student records are maintained in accordance with operational policy 403 and procedure 403.01. Students are further advised of their FERPA rights via annual student rights notices, the student handbook, and the college catalog (page 191). Only authorized personnel have access to the student data system.

Beginning in 2007, enrollment documents are stored within a secured electronic document imaging system utilizing the Singularity software product, which 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. Documents for other offices are stored in secured file cabinets or in secured rooms with controlled access. The college follows records retention guidelines outlined by the State of Washington for all records, whether paper or electronic. The college is in the process of implementing a new document imaging system to replace the current Singularity software, which has reached end of life per the software vendor. This project is expected to encompass all student records by the end of the 2018–19 academic year with initial adoption by the Financial Aid Office and conversion of enrollment documents planned to be completed by the end of winter 2019.

The college's student record system, CEI Plus, is maintained by the Washington State Board for Community and Technical Colleges. The student record system is utilized to manage and store student registration, admission, biographical, and transcript data. CEI Plus is maintained off-site with daily backups.

Internal data requests that involve personally identifiable information (PII) must be made to Institutional Research through a formal data request process. Requested data must be pertinent to job duties and may require approval by a supervisor, depending on the requestor's position. Due to GHC's small size, certain combinations of demographic information may result in small enough groupings that a student or faculty could be personally identified. In these cases, numbers are suppressed to protect confidentiality.

# FINANCIAL AID (2.D.8–9)

| 2.D.8 | *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.* |
|---|---|

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. Students are able to access information about these programs through the college catalog (pages 19–22, 2018–19), on the Financial Aid web page, and in person.

Information available covers general financial aid information including types of aid available, award information including conditions of receiving an award, and satisfactory academic progress (also in operational policy 410 and procedure 410.01), and student rights and responsibilities.

Grays Harbor College was selected for a Department of Education program review, which was conducted in person in March 2018. The review covered general campus compliance with Title IV regulations around consumer information, fiscal management, and general administration of Title IV funds. Upon receipt of the findings, Grays Harbor College implemented changes based on recommendations made by the reviewers.

These changes included improved communication with students, staff, and the public about required consumer information notifications and the Financial Aid process as a whole. The Financial Aid Department is also in the midst of implementing policy and procedural changes to provide a more efficient and streamlined process for students who are applying for financial aid funding.

| 2.D.9 | *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.* |
|---|---|

The institution notifies students of any repayment obligations in writing. Students complete federally mandated entrance and exit counseling through the Department of Education website, which highlights student's repayment obligations and options. Holds are placed on the records of students who have not completed the exit counseling process. BankMobile, the college's service provider for distribution of funds, provides financial literacy information on their website.

The Financial Aid Office monitors the loan default rate regularly. The college contracts with Student Connections Borrower Connect outreach services through Loan Science SC, LLC. This third-party provider reaches out to former students in order to assist them with applying for forbearance, deferral, or income-based repayment plans in order to reduce the college's loan default rate. The seven most recent default rates are noted in Table 28 below.

While no formal internal loan default management plan currently exists, part of the Financial Aid Office plan for 2019–20 is to create a formalized internal plan with actions and objectives that are monitored annually. The plan will include how GHC uses the outreach services, the effectiveness of the services, and any changes that might need to be made to those services.

*Table 28 – Financial Aid Default Rates, 2008-09 to 2014–15*

| Cohort Years | | | | | | |
|---|---|---|---|---|---|---|
| **2008–09** | **2009–10** | **2010–11** | **2011–12** | **2012–13** | **2013–14** | **2014–15** |
| 20% | 22% | 27% | 26% | 27% | 25% | 26% |

*Note. Cohort year is the year the student entered repayment status. Students are tracked for three years from the point of entering repayment before default rates are calculated. Data for 2014–15 is the most current data available under this system.*

# SUPPORT SERVICES (2.D.10–14)

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| **2.D.10** | *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.* |

Academic advising is provided by both faculty and counseling/student support center staff. The Student Support Center (SSC) provides first quarter registration and advising for new and returning students. As part of the first quarter registration process, students are assigned to a permanent faculty advisor who helps students develop and stay on an academic plan. An Advising Committee composed of faculty, staff, and administration meets monthly to coordinate faculty advising. The SSC provides advising support during summer, winter, and spring breaks when faculty advisors are not on campus and also provides drop in advising throughout the quarter for general questions. The first quarter registration process and SSC advising role is coordinated by the SSC team at weekly meetings as well as quarterly first quarter registration specific meetings.

Training is provided to all new advisors, often during Kick-Off week, and all advisors are provided with regularly updated information via email or general meetings. Resources provided during training include an orientation brief, notes on technology tools, and the advising manual. Additional advising resources are also available on the college intranet.

Details on advising and educational planning are provided to students via the catalog (page 32–33, 2018–19). Students provide evaluation of advising services through the student services survey and the survey of graduating students. Requirements for degrees are also published in the catalog (beginning page 40, 2018–19) and transfer assistance is provided by the counseling/student support center office, TRiO, and advisors.

| | |
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| **2.D.11** | *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.* |

Student Life oversees GHC's co-curricular programs. These programs provide meaningful out-of-classroom opportunities that make for solid educational experiences. Staffed by two full-time employees, Student Life is responsible for providing administrative support, guidance, and oversight to the college activities board, student government, and student clubs. In fall 2017, there were 11 active campus organizations with 125 active members. 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 2017–18, a leadership course for credit, HUMDV 140, was offered to student leaders and other interested students. The Student Life Office provides support for the Diversity and Equity Center, which is located in the same building and provides programming, resources, and physical space to assist students and student clubs in exploring issues of diversity, equity, and inclusion.

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 Board of Trustees meetings and is on the agenda to report on activities and to provide a student perspective on issues.

Operational policies cover student involvement in governance (402, 402.01, 402.03, 402.04, and 402.05), campus speakers (408), and budgets for student activities (409, 409.01, 409.02, 409.03).

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| **2.D.12** | *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.* |

GHC's auxiliary services include both food service and a bookstore at the Aberdeen campus, as well as the Bishop Center for the Performing Arts. Food service is available to students from 7:30AM to 2:30PM. Renovations of the kitchen and cafeteria areas (now called Charlie's Café) and the Fireside Room (now housing Timber 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. No food services are provided at other campus sites (Stafford Creek Corrections Center excluded).

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 bookstore staff work to provide efficient and supportive bookstore services to the off-site education centers as well. Students can order textbooks by phone and the books will be shipped to them; recently the bookstore has initiated a textbook rental service as well. In 2017–18, a joint effort between Financial Aid and the bookstore allowed students to use their Financial Aid awards at the bookstore prior to disbursement.

The Bishop Center for Performing Arts is GHC's third auxiliary service. In addition to being a performance venue for a variety of artists the Bishop Center also provides a space for student learning in the performing arts. Theater arts classes are held in the Bishop Center, an annual Jazz festival involves local junior high, high school, and GHC Students, and one act plays written and directed by GHC Students are performed every spring. Annual drama and musical productions routinely involve current GHC students and staff, providing additional learning opportunities for students, as well as cultural enrichment for the community.

Rental of space by auxiliary services is covered in operational policy 512.

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| **2.D.13** | *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid rewards for students participating in co-curricular programs are consistent with those for other students.* |

The college provides the opportunity for student athletic participation on 10 different sports teams. GHC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) for all sports, with the exception of wrestling, which falls under the National Collegiate Wrestling Association (NCWA) for

men and the Women's Collegiate Wrestling Association (WCWA) for women. The mission of the college, NWAACC, WCWA, and NCWA are compatible. Student athletes follow the same procedures for admission, financial aid, and progression 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, WCWA, and NCWA eligibility requirements for athletic competition.

Policies and procedures for coaches to follow are detailed in the GHC Athletic Department Coaches Procedures Manual.

The GHC Athletic Department supports the college mission and Strategic Enrollment Management plan through student-athlete enrollment in all core theme areas, bringing diversity to campus, and serving as a connection to the community and alumni.

Financial responsibility starts at the beginning of the academic year with the coach of each sports program completing a budget projection. GHC Athletics has created a budget analysis form to assist with this project (page 10 and 11). All of the expenses of the programs are listed, and revenues budgeted for program through the institution, or student activities are compared against the expenses. Any shortfalls in the program need to be recovered through fundraising efforts. Coaches are encouraged to work with the GHC Foundation in these efforts.

| 2.D.14 | *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.* |
|---|---|

To verify identity in distance education, the college collects social security numbers (SSNs) from students via the application process at the time of admission. That contact information is used to provide students with a secure means to access online courses and is not accessible to anyone else. Students receive a MyGHC login, linked on their unique student ID number, when enrolled for classes. Students log on using this MyGHC username and password to access course information. 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.

MyGHC logins use Microsoft's Active Directory platform, which has stronger security than prior systems. This also allows the use of Active Directory to control the Canvas logins, rather than the Canvas-only login method the college had used previously.

Instructors of fully online courses use a variety of methods to ensure student identity in connection with evaluation processes such as assignments, quizzes, and exams. Examples include use of written assignments and discussions to develop a sense of student voice and writing style. Some fully online courses, including math and accounting courses, rely on in-person proctoring to verify student identify. This proctoring can be done in GHC's testing center, in the library for evenings and weekends, and for truly distant students through facilities close to their location such as public and school libraries.

# Section VI: Library and Information Resources (Standard 2.E)

| **2.E.1** | *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.* |
| --- | --- |

The John Spellman Library's mission statement speaks directly to the mission and core themes of the college:

> **LIBRARY MISSION:** 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 library staff (one administrator, one full-time faculty librarian, two 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.

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 procedure 308.02). Access to electronic resources is provided to both local and remote users via the web, and library staff routinely send physical materials to Pacific County campuses or to home addresses when the need arises. The library also supports Inter-Library Loan, available to all students, faculty, and staff, which allows the library to extend available offerings beyond the local collection.

Services include reference assistance both at the reference desk in the main library and via electronic means (chat and email). Reference services are also provided over the phone. Membership in Online Computer Library Center's (OCLC) QuestionPoint national cooperative means that professional librarians 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, and small tables. Open-access computers are available in the library, with laptops available for use within the facility. The library also has a collection of Chromebooks which students can check out for an entire quarter. As part of the wireless campus, the facility also hosts access to the internet from students' personal computers.

Tutoring has been administratively placed under the Associate Dean for Library, e-Learning, and Learning Support Services. Effective June 30, 2018, both tutoring centers were physically relocated to the library building. This means hours of availability for in-person tutoring can expand to any time the library is open. The improved coordination between the faculty and staff of library, e-learning, and learning support

services (the Academic Support Center) will also contribute to strengthening all three of those services, including to those students and faculty at a distance.

Lastly, 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. In this way, the library engages with the service to community core theme.

The library is open 62 hours per week, Monday through Saturday. The Aberdeen campus open computer lab is open Sundays, thus allowing students 7-day access to on-campus computers between the two facilities.

| 2.E.2 | *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.* |
|---|---|

The library's planning is consistently guided by data that include feedback from constituents. Input from users is gathered as librarians 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 gathered and analyzed as part of the decision-making process regarding subscriptions. Faculty input into selection of resources is both welcomed and solicited. Depending on funding, librarians 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 Learning Support sits on both the Instructional Council and Instructional Management Team, and attends Division Chairs meetings, 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 Washington State Board for Community and Technical Colleges, 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.

The policy for collection development can be found on the library's website.

| 2.E.3 | *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its program and services, wherever offered and however delivered.* |
|---|---|

Instruction in information skills to support the core themes of academic transfer, workforce preparation, and transitions (basic skills) is the single most important activity of the library. 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. Librarians focus on

teaching information literacy, guiding students in their research skills rather than providing sources or answers.

Instruction for information skills related to library services is provided by the tutorials and research guides available on the library's website. It is also aided by classroom faculty in the design and implementation of their web-based curricula and in the fundamental design of both the library website and the library catalog interface as effective teaching tools. The library hosts a closed reserve function and has expanded this into the electronic realm to better serve remote students and classes. The college's adoption of the Canvas Learning Management System for class support has provided an additional avenue for incorporation of information skills instruction into classes both face-to-face and online. Canvas provides a space for individual students to keep assignments organized, as well as providing a place for students to collaborate outside the classroom.

Information literacy is one of GHC's Desired Student Abilities. The draft information literacy rubric is being used by faculty during 2018–19 to inform their work with the Transparency in Learning and Teaching (TILT) framework. The rubric will be reviewed and revised based on student work in the spring. Additionally, there is a Faculty Inquiry Group (FIG) working with and discussing the outcomes of the Information Literacy Desired Student Ability.

| **2.E.4** | *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.* |
| --- | --- |

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 the librarians. Faculty also forward comments they hear from their own students and alert the librarians 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 that library efforts have had on student learning and the effect those efforts continue to have in their lives after GHC. No recognized, standardized instrument currently exists, but GHC librarians continue to participate in state and local conversations about this issue. Also, the wide adoption of the Canvas 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.

With the combination of the Learning Center, Writing Center, and TRiO into a centralized learning support services unit on the lower level of the library, a new method of usage tracking was implemented for the 2018–19 academic year.

Security is assured in several ways. Ensuring secure password access to databases is subject to continual re-evaluation as the library brings on new e-services to ensure compliance with both contracts and copyright law. To assure physical security to staff, at least two people are scheduled to be on duty at all times. The main collection—both information materials and equipment—uses electronic security tape to reduce loss. Security of art displays is a challenge, since continuous supervision is impossible. Automatic locks on the external doors help ensure that the building is secure outside the library's hours. In addition,

this issue 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)

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| **2.F.1** | *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payments of future liabilities.* |

Operational policy 503 directs the establishment of a proper accounting and financial control system, along with the creation of a budget of revenues and expenditures.

Administrative Services houses the college's business functions, including central accounting, accounts payable, accounts receivable, travel and other employee reimbursements, grant and contract accounting, purchasing and receiving, contracting, payroll verification (payroll is processed in Human Resources), all aspects of facility and campus maintenance and operations, motor pool, security, parking, custodial, grounds, and auxiliary services (bookstore, food service, and the Bishop Center).

GHC demonstrates fiscal stability, in keeping with policy 504, Cash Control, and more specifically defined in procedure 504.01, Cash Management, with sufficient cash flow reserves to support college programs and services. As a publically funded institution, GHC receives over 50 percent of its operational revenues through state appropriations. These annual funds must be spent within the fiscal year specified by the legislature. The state legislature is also responsible for setting tuition levels and some of the local reimbursement rates used for the Running Start program.

The college combines state funding with revenues collected annually from fees charged to students related to the cost of attendance (tuition, course fees, third-party payments for attendance), along with revenue derived through contractual arrangements to support college operations. Risk is also managed appropriately to ensure financial stability. SBCTC and the State of Washington have emergency funds available for high-dollar-amount emergency repairs or maintenance. Accumulated reserves are managed according to anticipated long-term obligations and short-term operating pressures. The Board of Trustees has approved setting aside an operating reserve equal to 10 percent of the annual operating budget (policy 530). Finally, the college participates in a self-insurance liability program through the State of Washington. Additional commercial policies are purchased through the state to protect assets not covered under the self-insurance program. For a discussion of GHC's efforts to sustain and grow programs with an eye towards fiscal stability (also relevant for 2.F.2), see chapter 5, standard 5.B.1.

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| **2.F.2** | *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.* |

The college engages in resource planning that includes consistent periodic analysis of all annual revenue streams, including enrollment projections and tuition-related impacts, evaluation of state appropriations and potential allocation levels to the college, projection of ongoing grants and other non-tuition funding. Federal and state funding such as Perkins, WorkFirst, Worker Retraining, and Adult Basic Education are distributed through SBCTC, and dollars allocated are determined in advance. A significant source of non-

tuition revenue are the fees collected in lieu of tuition from K-12 school districts within GHC's service area for Running Start enrollments (the state's dual enrollment program for high school students).

The Strategic Enrollment Management Committee was created in fall 2016 and reports to the Strategic Planning Committee. The recommendations for the Strategic Enrollment Management Committee are taken into consideration by the Strategic Planning Committee as they establish their college-wide priorities for the coming year. Budget discussions guided by these strategic priorities at the Executive Team level take into account the crucial role that enrollment has in regards to impact on the budget.

In the spring of 2018, the Marketing Subcommittee of the Strategic Enrollment Management Committee was formed to help effectively reach target populations of potential students to help grow enrollments and increase revenues.

Budget requests for additional funding tied to mission, core theme and value fulfillment from all departments are submitted in November of each year for the upcoming academic year. As part of the budgeting process and with the college-wide priorities identified by the Strategic Planning Committee, the Executive Team prioritizes a list and matches with available resources either from state funding or other revenues. If funds are not identified, the prioritized list is shared with GHC's Director of Grants Development, the Grays Harbor College Foundation, and other foundations to be matched up with possible donors.

## BUDGET DEVELOPMENT & FINANCIAL INFORMATION (2.F.3–4)

| 2.F.3 | *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.* |
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Section 500 of the GHC operational policies contains guidelines and process for financial planning and budget development. Policy 503 stipulates that the GHC President is directed by the Board of Trustees to establish and control a proper accounting system and develop a proposed budget of revenues and expenditures for each ensuing fiscal year and to present it to the trustees for their approval. The budget is created by the college's Executive Team. The team is responsible for deliberating and prioritizing budget decisions. Decision points are provided through various departmental and committee requests.

The college budget development process begins in fall quarter, continues through winter, and ends in spring quarter. The initial exercise examines faculty turnover anticipated in the coming year (i.e., retirements) and the need to refill tenure-level positions. Concurrent with this examination, departments and college committees are tasked with developing budget requests. Staff at all levels can suggest or submit budget requests to their supervisors, who work with the relevant Executive Team member to craft and finalize the proposal. Budget requests are categorized in three ways:

- **Maintenance 1** – must-fund increases due to changes outside of college control (e.g., increases in electricity rates).
- **Maintenance 2** – increases that will not change services provided, but will improve the way the service is delivered (e.g., splitting responsibilities currently held by one employee between this employee and a new employee).

- **Policy** – changes that will provide a new service or dramatically redesign current service delivery to accomplish a stated policy goal (e.g., adding an optical imaging system to improve storage capacity).

College budget requests are compiled during the fall and winter quarters. Requests are examined and prioritized by the college's Executive Team during the winter and spring quarters, using the priorities established by strategic planning efforts. The level of available revenues is developed beginning with the new calendar year and is closely correlated to the timing of the state of Washington budget process (which traditionally runs from January through April). This includes recommendations for changes in student fee levels. Final recommendations for budget decisions are made and forwarded to the Board of Trustees during the spring quarter, for their review and approval.

The budget-planning process explained in greater detail in chapters 3 (standard 3.A.4), 4 (standard 4.A.5), and 5 (standards 5.B.1-3) does include interactions from constituencies from all levels of the college's organization. The interactions occur within the organizational unit, as well as through participation in work groups established to address mission fulfillment, core theme objectives, and other specific topics (e.g., enrollment management, facility master planning). College-wide strategic priorities (2017-18 strategic priorities, 2018-19 priorities) are identified by the Strategic Planning Committee and provided to the Executive Team for use in developing the upcoming year's budget to be presented to the Board of Trustees. Each year, the board has two readings of the budget, taking action to approve the budget at the second reading.

| **2.F.4** | *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.* |
|---|---|

The college fiscal operations are governed by State of Washington rules and regulations. The primary source for those guidelines are contains in the Statewide Administration and Accounting Manual (SAAM). As well as working within state guidelines, the college reports its fiscal status annually through a comprehensive financial report, which is done for audit and accreditation purposes and reflects the college's fiscal position within all Governmental Accounting Standards Board (GASB) requirements.

GHC ensures timely and accurate financial information through its accounting system. Financial functions are centralized in the business office on the Aberdeen campus. The Assistant Dean of Financial Services/Controller reports to the Vice President for Administrative Services. Accounting functions are managed through an integrated legacy financial management system (FMS) which was internally developed for Washington community and technical colleges and is common across the majority of SBCTC institutions. The Financial Management System (FMS) maintains all required accounting data for state reporting, but can also support customized local reports. The FMS provides timely and accurate information by supporting multiple reporting options for use by program managers and business office personnel. 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. Internal control is covered under operational policy 526, cash control is covered under policy 504 and the three related procedures (504.01, 504.02, and 504.03).

# CAPITAL BUDGETS *(2.F.5)*

| 2.F.5 | *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for education purposes.* |
|---|---|

Responsibility for capital projects and facilities is delegated by the Board of Trustees to the President in operational policies 501, 503, and 506. Long-range capital planning is carried out through the GHC facilities master plan, normally updated every 10 years. Previously updated in 2007, the master plan was reviewed, updated, and passed by the Board of Trustees in spring 2018. Requests for state capital funds follow a comprehensive and competitive process managed by SBCTC (see page 8 of the master plan). 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.

The Master Planning Committee provides quarterly reports to the Strategic Planning Committee. The Strategic Planning Committee has the expectation that any capital planning or budgeting will reflect mission fulfillment and be relevant to the core theme objectives and college values.

In addition to requesting state allocation of capital funding, GHC can request authority for local capital project funding through the state via a Certificate of Participation (COP). Requiring legislative approval, the state issues bonds, and the proceeds can be used to fund construction or acquisition of facilities. Acceptance of this funding obligates the college to repay the certificate over a 20-year period. (This is unlike state allocated capital funding, where the debt obligation is paid centrally by the state). Prior to COP approval, the college's overall fiscal position would be vetted by SBCTC and the State Treasurer to ensure stable debt repayments.

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 Assistant Dean of Financial Services/Controller and the Chief of Campus Operations to provide coordination of payments, solution of problems, and attainment of necessary deadlines, as well as to address questions. Capital appropriates from the last two bienniums are available in Appendix A.

# AUXILIARY ENTERPRISE *(2.F.6)*

| 2.F.6 | *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.* |
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The college operates three auxiliary services in addition to the college's normal educational operations. The bookstore, food service, and the Bishop Center for the Performing Arts are each designated as stand-alone functions with annual goals for operating revenues to exceed operating expenses.

Each auxiliary enterprise at GHC has a separate designated fund, as stated under RCW 43.88.195. 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. Policies and procedures involving auxiliary services can be found under section 500 of the GHC operational policies and procedures manual. Specific operational policies pertaining to the financial relationship between GHC general operations and the specific auxiliary enterprise include vending on campus (509), business enterprise rental rates (512), sales of goods and services (518), and textbook sales (522).

Wunderland Childcare, which operates out of the 1400 building, is a separate business and not an auxiliary enterprise of Grays Harbor College.

## ANNUAL EXTERNAL FINANCIAL AUDIT (2.F.7)

| 2.F.7 | *For each year of operation, the institution undergoes an annual financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.* |
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At the close of each fiscal year, the college prepares a comprehensive financial report which serves as the baseline for the annual external financial audit conducted by the State Auditor's Office (FY 2017 Financial Statement Audit). The details of the financial report and the annual audit are shared with the Executive Team and governing board through exit interviews and formal discussions held at regular board meetings, as noted on Board of Trustees minutes from March 2018 and March 2017. Policy 526, Internal Control, designates that the Vice President for Administrative Services serves as the college's designated Internal Control Officer (ICO). As such, the ICO assures that the annual financial audit is conducted and the results are shared with the college and Board of Trustees.

As stated previously in the preface in regards to the college's response to Recommendation 4 from the Year-Three Evaluators Report, the college has succeeded in addressing the recommendation as evidenced by the letter from the NWCCU dated February 15, 2017. GHC is committed to undergoing an annual financial audit by professionally qualified personnel in accordance with generally accepted auditing standards in a timely manner, to be completed no later than nine months after the end of the fiscal year.

## FUNDRAISING ACTIVITIES (2.F.8)

| 2.F.8 | *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.* |
|---|---|

GHC has authorized two organizations to conduct fundraising activities on behalf of the college: the Grays Harbor College Foundation and the Choker Club, GHC's athletic booster club.

The Grays Harbor College Foundation was incorporated in 1963 for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits in connection with GHC. The agreement between the college and the foundation was updated in 2000. The foundation provides significant scholarship support to GHC students and contributes funds to the college for special projects and events. The foundation Board of Directors establishes policy and annual goals, oversees fiduciary responsibilities and business affairs, and oversees the management of the endowment and investments. The foundation conducts a fiscal audit every year by an external auditor, in keeping with general accounting practices. The Grays Harbor College Foundation has an Executive Director whose salary is split between the foundation and Grays Harbor College. The Executive Director reports to the foundation Board as well as to the GHC President. The GHC President and a GHC Board of Trustee member have ex-officio membership on the foundation Board, which meets once per month. The GHC Business Office also has representation at the foundation Board meetings, as well as providing accounting support.

The Choker Club supports athletic teams and student athletes through memberships, an annual golf tournament, dinners, and other activities. The Choker Club also is overseen by a board which is assisted by the GHC Business Office. The Choker Club was incorporated in 1979.

In addition to the Foundation and the Choker Club, GHC student clubs, although not formally organized as fundraising entities, also engage in fundraising activities to support their programming and activities. Each organization maintains a separate account with the college. Disbursements from these accounts are made in accordance with operational procedure 409.01, and vending by student organizations is covered in policy 509.

# Section VIII: Physical and Technical Infrastructure (Standard 2.G)

## PHYSICAL INFRASTRUCTURE (2.G.1–4)

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| **2.G.1** | *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.* |

As a comprehensive 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.

The campus in south Aberdeen was 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.

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. Most of the original 1950s-era buildings have been retired and replaced. Only two of the original buildings still stand: The Hillier Union Building (100 building) is scheduled to be replaced between 2021–2023, subject to capital appropriations at the state level, and the gymnasium (500 building) is still functional through careful maintenance and prudent use of capitals funds.

The quality and maintenance level of available space is routinely analyzed through an impartial process by a staff architect from the SBCTC. The last analysis of GHC's infrastructure was done in 2017. Buildings are rated on a scale of 146–750 points, with lower numbers representing a building in superior condition. The analyst reported that GHC buildings have a weighted average of 252 points, as compared to a system average of 261 points (page 150). Overall, GHC's facilities rank as adequate.

Consistent with GHC's Master Plan, buildings with the highest (worst) scores were removed from use by the college and were scheduled for demolition (200 and 300 buildings were demolished in August 2018) or surplus (the Whiteside building was sold as of December 2018).

| 2.G.2 | *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.* |
|---|---|

The Safety and Security Coordinator is the contact for the college's Hazard Communication Program, which is required by the Washington Industrial Safety and Health Act (WISHA, RCW 49.17). 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. GHC ensures compliance with all local, state and federal laws regarding the handling, storage, and disposal of wastes, enumerated in operational policy 525 and specifics are detailed in procedures 525.01, 525.02, and 525.03. See also GHC's response to Recommendation 2 in the preface.

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

| 2.G.3 | *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.* |
|---|---|

GHC creates a new facilities master plan every ten years with intermediate updates in a manner consistent with the college's mission and core themes. The most recent update was completed in December 2017, and approved by the board in March 2018. 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 architectural firm with experience in educational environments to prepare the plan and manage the process of its development and evaluation. The plan articulates six goals:

1. Create a universally accessible campus that places emphases on clear circulation and ease of movement.
2. Facilitate the advancement in education through modern building infrastructure and learning space design (achieved through the labs, classrooms, offices, and supporting spaces).
3. Prioritize the safety and security of the Aberdeen campus with new access roads for fire and emergency services.
4. Create an all-encompassing campus for students that includes housing, dining, and learning services.
5. Embrace the expansion and future needs of the Aberdeen campus with potential building locations of academic buildings.
6. Health and wellness of students and faculty with health services and recreation facilities on the Aberdeen campus.

Current campus buildings are described in Table 29 below.

*Table 29 – Specification of Existing Campus Buildings 2018-19*

| Building | Function | Size (gsf) | Built | Improved |
|---|---|---|---|---|
| 100 - Hillier Union Building (HUB) | Bookstore, student services, food services *scheduled for replacement in 2021–2023* | 22,882 | 1957 | 1964, 1993, 2009, 2012, 2013, 2015 |
| 500 Building | Gym, fitness, weight training | 18,815 | 1957 | 1964, 2001, 2013 |
| 700 - Jon V. Krug Building | Carpentry, maintenance, emergency operations center | 23,305 | 1971 | 2006, 2010 |
| 800 Building | Classrooms, WorkForce funding programs, IT | 18,240 | 1971 | 2010, 2012, 2014, 2016 |
| 1400 Building | Childcare center | 6,246 | 2010 | |
| 1500 - John Spellman Library | Library, media technology, art gallery, TRiO programs | 25,155 | 1966 | 2003 |
| 1600 - Bishop Center for Performing Arts | Auditorium, seating for 440 | 12,825 | 1974 | 2003 |
| 1700 - John M. Smith Aquaculture Center | Fish hatchery, lab | 3,855 | 1984 | 1997, 2015 |
| 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 |
| 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 (*leased to WSU*) | 1,792 | 1998 | |

| Building | Function | Size (gsf) | Built | Improved |
|---|---|---|---|---|
| 2600 - Columbia Education Center (Ilwaco) | Classroom, administration | 6,342 | 2006 | |
| 2700 - Grounds Shed | Sand, gravel, equipment | 1,945 | 2010 | |
| 4000 – Eugene D. Schermer Instructional Building | Classrooms, labs, meeting rooms | 70,350 | 2015 | |

Throughout the development of the master plan, mission, core themes, and long-range educational and financial plans were considered. Every design charrette included a storyboard with mission, vision, and values as the core criteria by which all proposals were to be evaluated. Storyboards were present at all development meetings, and contained the mission, vision, and values.

The approach to ensuring consistency with mission, vision, values, and core themes is outlined on page 15 of the master plan document.

Every component of the master plan was linked directly back to a core theme, or the overall mission, vision, and values of the college. To ensure that Grays Harbor College is a catalyst for positive change (noted on page 8 of the master plan), the following were included:

- **Student Housing.** There is a lack of safe, affordable, convenient housing stock in the vicinity of the college. By locating housing on campus, students will have additional opportunity to access educational programs. This will help local students with housing insecurities, but also students who come to GHC from outside our service area.
- **A Longhouse.** The college's service area has a strong Native American cultural heritage, and although the college has programs to serve this community, the physical infrastructure lacks a representation of this heritage. Planning for a longhouse that draws upon the cultural traditions of the area is an inclusive action.

GHC's mission and core themes were the core of the master plan. The plan includes opportunities for expansion specifically addressing each core theme (page 57 of the master plan):

- **Academic Transfer.** Additional space is allocated for a future academic building and replacement of the fish lab.
- **Workforce Preparation.** Additional space is allocated in a new Student Services/Instructional Building for a culinary arts program, as well as an expansion of the diesel shop.
- **Basic Skills.** Additional space will be available through renovation of existing buildings as new areas are constructed. The current 2000 and 800 buildings will be the first to be redeveloped in this manner.
- **Service to community.** An expansion of the existing Bishop Center and Childcare Center.

The potential to expand athletic facilities is also included in the master plan. Although athletics is not a core theme, by engaging students and providing campus involvement for a significant portion of the population it does support each of the four themes.

The master plan, in and of itself, does not include a financial plan. The buildings and infrastructure improvements will be funded in a variety of sustainable methods, as is most appropriate for each item. Renovations and construction of academic buildings will be financed through the state capital budget, and

have no significant impact on the college's operating budget. Non-collegiate buildings would be funded by outside entities. The college does not anticipate any significant financial stake. Buildings and infrastructure improvements that do not qualify for state funding will only commence if and when a sustainable funding source is identified. Expansion to the daycare facility would be a self-supporting enterprise. Athletic building improvements would be financed through a capital campaign.

| 2.G.4 | *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.* |
|---|---|

Each year the college compiles and prioritizes departmental equipment needs. Prioritization begins first by identifying equipment needed to support Instructional efforts. Equipment priorities are considered in the development of the annual budget. As well, the college's grant operations are continuously exploring one-time funding options available to fund one-time equipment needs.

When making purchasing decisions, GHC strives to ensure that equipment purchased is of high quality, with a projected life cycle adequate to the need. Often major equipment purchases result from one-time funding initiatives, capital project funding, or special funding from the SBCTC through legislative allocation.
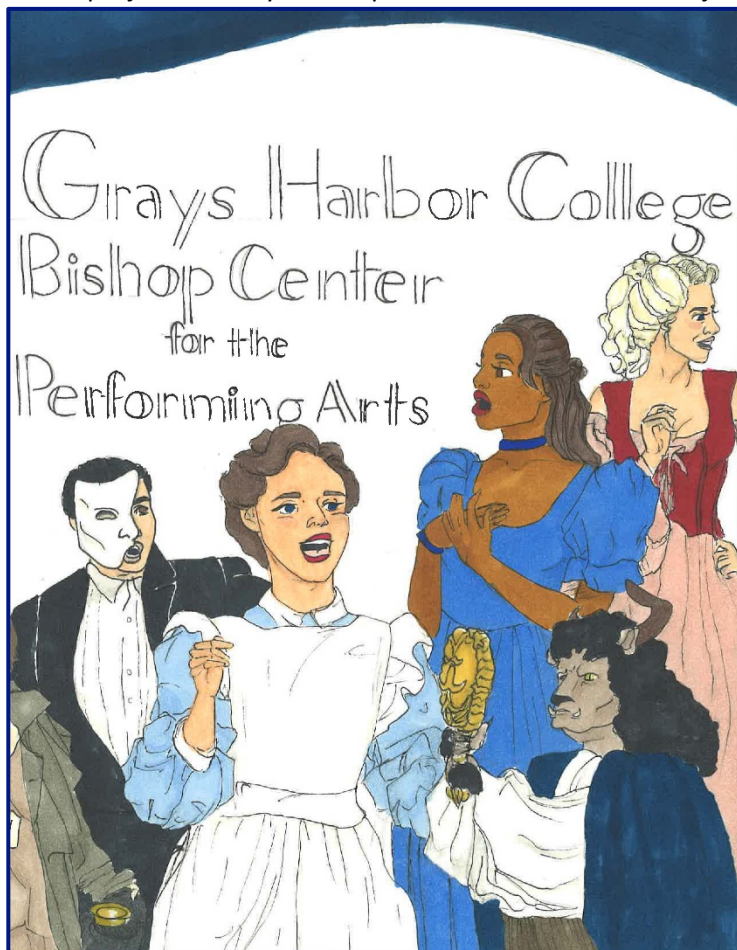


**All Thanks to Brad Duffy**
Kendall Cavin, Associate in Arts, marker and ink.
Entry in the 2018 Student Art Contest.

The most equipment-intensive of the college's instructional programs is the Instructional Technology division, consisting of the Automotive, Welding, Carpentry, and Diesel Technology programs. The 2017 and 2018 Industrial Technology Division Budget Proposals each include a replacement plan for equipment ranging from 12 to 30 years. Proposals detail how the request relates to student success in the program, and include requests for both core equipment and extra equipment to increase the depth of the program.

These requests are fulfilled as time and opportunity permit, through a variety of funding sources. The funding sources include the college operating budget, state-designated workforce technology funding and grants, as well as grants from the Grays Harbor College Foundation and other community foundations. Page 8 of the 2017 budget

proposal addresses the requests of Carpentry Technology in particular. In the fall quarter of 2017, a wide belt sander was obtained through the generosity of the Grays Harbor Community Foundation for the Carpentry Technology program, while a forklift was purchased through the college operating budget.

# TECHNOLOGY INFRASTRUCTURE (2.G.5–8)

## MANAGEMENT AND OPERATIONS

| **2.G.5** | *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.* |
|---|---|

The Information Technology (IT) department provides service-oriented support of information and technology to assist in the academic mission of the college. The IT department mission is to provide students, faculty, and staff with current technology, and support for technology, that will increase the ability to learn, teach, and administer at the college. GHC and IT have responded to the growing dependence on technology and the associated increase of customer expectations for capacity, availability, reliability, and access by adding additional end-user technologies, expanding backend infrastructure, and increasing network coverage.

Since 2014, GHC has increased end-user devices 40% throughout the Aberdeen, Raymond, and Ilwaco campuses. The increase is demonstrated through the outfitting of multiple classrooms and the library with laptops and laptop carts that support instructional need, adding additional computer labs, and deploying new devices as new faculty and staff positions are developed and filled.

To support the end-user computing environment, GHC recently upgraded the data center to a 4-Node Hyper-Converged Infrastructure. This allows the virtualization and merging of 21 physical machines and 29 virtual machines into one server cluster. Long-term cost savings are achieved by reducing physical hardware and licensing costs and by a significant reduction in electricity usage. Improved speed and flexibility in deploying new servers and services supports current and future academic programs and operational functions.

GHC has internet access at the Aberdeen, Raymond, and Ilwaco campuses, with service provided by the Washington State K-20 network. In 2010–11, the Aberdeen campus wide-area network connection increased from 10Mbps of bandwidth to 100Mbps. With a demonstrated increase in bandwidth demand, in 2014, the Aberdeen campus bandwidth increased from 100Mbps to 1Gbps and the Pacific County campuses increased from 10Mbps to 100Mbps. Additionally, the main distribution facility moved to a new location and the college local-area network infrastructure upgraded to a 10Gbps fiber backbone between all buildings. Network security includes firewalls and other security devices based on Washington State Office of the Chief Information Officer (WSOCIO) security standards.

The network upgrade in 2014 allowed for rapid expansion of the wireless infrastructure (wifi), concentrating in the public areas of every building. The wifi was initially restricted to 3Mbps of bandwidth for all users. In 2016, based on evaluating usage, the bandwidth was increased to 20Mbps, and ultimately to 30Mbps to accommodate the assessed need. In 2015–16, additional wireless access points (APs) installed throughout all buildings gave complete coverage inside all campus buildings. As classrooms are

outfitted with additional technology demanding wireless connections, additional APs are deployed inside those classrooms in order to handle the increased wireless load.

As part of the core network improvements, the college's antiquated phone system was upgraded to a modern network-based Voice over IP (VoIP) system. In 2016, IT piloted a unified communication systems distribution, which brought utilities such as instant messaging, voicemail-to-email, audio, web and video conferencing, and desktop sharing to faculty and staff. Virtual private networking provides faculty and staff secure access to internal resources from offsite locations.

All computing devices deployed have industry-standard productivity and collaboration software. The standardization allows for effective use of monetary resources by leveraging volume purchases and licensing agreements. Efficiencies are gained by standardization for both end-users and IT, as familiarity with the software increases and troubleshooting decreases. GHC provides faculty and staff with Microsoft Exchange email and Office 365 for Education accounts to students. This provides students the same productivity and collaboration software available on campus as well as official college email accounts to foster communication between the college and students. GHC also provides a streamlined printer sharing environment and centralized file services, allowing students and faculty to access resources and collaborate across devices throughout the Aberdeen campus.

## FACULTY AND STAFF INSTRUCTION AND SUPPORT

| 2.G.6 | *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.* |
|---|---|

The IT department staffs a help desk that averages 11 hours per workday to assist with the troubleshooting of hardware and software issues for students, faculty, and staff. For efficient and effective use of resources, the help desk is the central point of contact for all technology needs. IT currently supports approximately 1400 computing devices on the Aberdeen, Raymond, and Ilwaco campuses, spread across all college departments; 26 computer labs or spaces with six or more computers; and 60 classrooms. Additionally, at the Stafford Creek Corrections Center (SCCC), the college has deployed 6 servers, 81 desktops, 140 laptops, and 91 virtual desktop terminals, which support a variety of academic programs.

IT regularly offers faculty and staff trainings on technologies deployed throughout campus, including productivity and collaboration software, internal applications, VoIP telephony, and classroom equipment. These trainings assist with the efficient and effective use of resources by helping to improve end-user familiarity with software and systems while decreasing needed IT support. Topical trainings are generally offered multiple times to allow for participation from all departments. GHC IT also provides a quarterly newsletter to faculty and staff with tips and guides on security, desktop computing, service announcements, email security warnings, and more. Newsletters remain available on the college intranet for future reference.

The State Board for Community and Technical Colleges (SBCTC) Information Technology Division (ITD) provides information technology services and support to Washington's 34 community and technical colleges. ITD develops, acquires, and supports a suite of college administration applications, including financial aid, payroll/personnel, financial management, and student management systems for use by the

colleges. SBCTC is updating the aged administrative systems and is in the deployment stage of a new Enterprise Resource Planning system, ctcLink, for all 34 colleges.

## STUDENT INSTRUCTION AND SUPPORT

All classroom instructional desks are equipped with a computing device, document camera, and projectors that support teaching and learning. This allows for visual presentations, web browsing, video streaming, DVD playing, and other teaching requirements. Several classrooms on all campuses support remote teaching, allowing students and instructors to connect and collaborate.

Students have access to over 600 computers located in general purpose computer labs, classrooms, and the library, which provide a suite of computer software applications. GHC also has specialty labs including the advanced technology lab, the Writing Center, Geographic Information Systems lab, music and keyboard lab, and the Learning Center. These labs have specialized software and advanced technology and services that allow students to engage and develop quality work for their academic requirements. The main computer lab, advanced technology lab, Writing Center, and Learning Center include staff to offer individual support and assistance. The main lab is open approximately 60 hours a week, including five hours on Sunday, to support the needs of students.

## E-LEARNING INSTRUCTION AND SUPPORT FOR FACULTY AND STUDENTS:

The E-Learning Coordinator offers both workshops and individual assistance to anyone taking or teaching online classes. Use of the technology is included in the New Student Orientation, and advice about succeeding in online instructional environment is included in the eLearning web page. For all users, "help" links are embedded in the Learning Management System's sidebar, plus links to email, phone, and in-person support are available both internally and externally to the LMS. During the academic terms, these contact methods are monitored evenings and weekends as well. Beyond the E-Learning Coordinator, base-level support is also available in the Library, Learning Center, and Writing Center.

Faculty and student input into modifying training and support systems are used to continually improve such systems—during the 2018–19 academic year, for example, the Faculty Interest Group for Online Teaching has as its primary goal the creation of faculty professional development opportunities for such improvements.

| **2.G.7** | *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.* |
|---|---|

The Chief Executive of Information Technology (CEIT) serves as a member of the college's Executive Team, ensuring that IT is engaged in initiatives across the college. This allows IT to be part of project-planning efforts and to evaluate, integrate, and support the best technology solutions. The CEIT serves as an active team member in the Washington State Community College Information Technology Commission (ITC). This level of participation allows the college and the IT department to be in alignment with statewide system planning.

The CEIT chairs the Technology Advisory Committee, whose membership includes constituents across the college, including students, faculty from academic transfer, workforce, and transitions, and staff. The committee acts as a recommending body for the strategic direction and implementation of information technology within the college as it relates to the strategic plan and mission fulfillment. The committee

solicits college technology needs, ideas, and feedback regarding the current and future state of information technology and uses that information to develop and endorse the Information Technology Plan.

In 1998, the students voted to assess a technology fee to move student technology initiatives forward. Since then, technology fee funds have funded the replacement computers in the student computer labs, added online databases to the library, supported student-focused positions, and driven new technology on campus when funding is available. The Technology Fee Committee is student chaired and is made up of three students from student government, an activities board student, a student club representative, a student senator, the Vice President of Student Services, and a faculty member. The chair of the committee is selected by the committee. The Director of Student Life, a financial business office staff member, and the CEIT serve in non-voting supporting roles.

The Technology Fee Committee reviews and makes funding determinations on formal funding requests submitted by the student body, faculty, and staff. Generally, the committee requests a presentation from the requestor so they fully understand the need, depth, and impact of their funding decisions.

| **2.G.8** | *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.* |
|-----------|------------------|

GHC strives to replace technology on a recurring schedule to ensure that students, faculty, and staff possess the equipment needed to succeed and complete their assigned course of study or job responsibilities effectively and efficiently. In order to ensure uniformity and that the college and IT department are operating in a fiscally responsible manner, IT has developed standards for employee workspaces, classrooms, and conference room configurations and the hardware and software standards.

IT has developed a technology replacement plan to ensure that computing, infrastructure, telephony, classroom, and media technology equipment is kept current with accepted industry standards and future capabilities to enable mission fulfillment.

# Frequently Referenced Items in Chapter 2

- College CatalogCollege Catalog
- Negotiated agreement with Grays Harbor College Federation of Teachers Local #4984 (2016-2019)
- Negotiated agreement with Washington Public Employees Association Higher Education (WEPA) (2016-2019)
- Example exempt contract

# Requested Evidence

The table containing requested evidence is in Appendix C.

# Student Stories: Kim Smith

"Show up every day, on time, ready to work a full shift, sober and with a positive attitude." Those are the values Kim Smith lives by.

Kim joined the Army Reserves in order to pay her way through college. She earned her Bachelor of Arts in Sociology followed by her Master's in Social Work. From 1996 to 2006 Kim served in the Air Force as a social worker. In 2006, she started a business traveling the world doing behavioral health consulting for deployed military personell.

"Social work was very cerebral," Kim said of her former job, "but I wanted something tactile. I loved working with my hands, and I also loved working with wood." So, she enrolled in the Carpentry Tech program at GHC.

The small-town college environment at GHC was new and welcome. "At other colleges, I had some instructors who actually slammed the door in my face," Kim recalled. "But at GHC, all of the professors were available to assist you, and they never threw a whole bunch of stuff at you expecting that you'd be able to self-direct."

Carpentry professor Adam Pratt especially made an impression on her. "He worked hard to understand each student's learning style, and crafted his approach for each student. He was very patient, and believed on allowing you to make mistakes. He also never judged anyone based on their background."

The Carpentry program at GHC works directly on a project for the community: the construction of a canoe house at YMCA Camp Bishop, and Kim was a part of it from the beginning. She learned how to lay a concrete foundation and how to frame a project from the ground up. The canoe house project has helped create something for the children of Grays Harbor to enjoy for decades.

When Kim was tasked with creating a career goal for herself, she thought back to a time when she'd had difficulty commissioning a fence for her yard. She had reached out to eight contractors but only one of them returned her call. Even after reaching an agreement, it took three months for the project to be completed. Grays Harbor's residents



desperately needed a homegrown company that could handle small projects. "A lot of the bigger construction companies were traveling to I-5 to work, or these projects were too small for them," Kim recalled. "I could fill that niche, help people while they're also helping me. I fell in love with this community. I wanted to give something back."

Kim now works as a social worker part time, and almost full time in her new company, Collegiate Construction. Eventually, she wants to focus exclusively on Collegiate, the company that she built from scratch with what she learned at GHC. Her employees, all GHC graduates or current students, "show up every day, on time, ready to work a full shift, sober and with a positive attitude," Kim emphasized. "I wanted them to have the same training I did. I want them to be successful."

Kim sees a bright future for herself and Collegiate Construction. She plans get involved in Habitat for Humanity, and hopes to also link up with the Aberdeen Revitalization project.
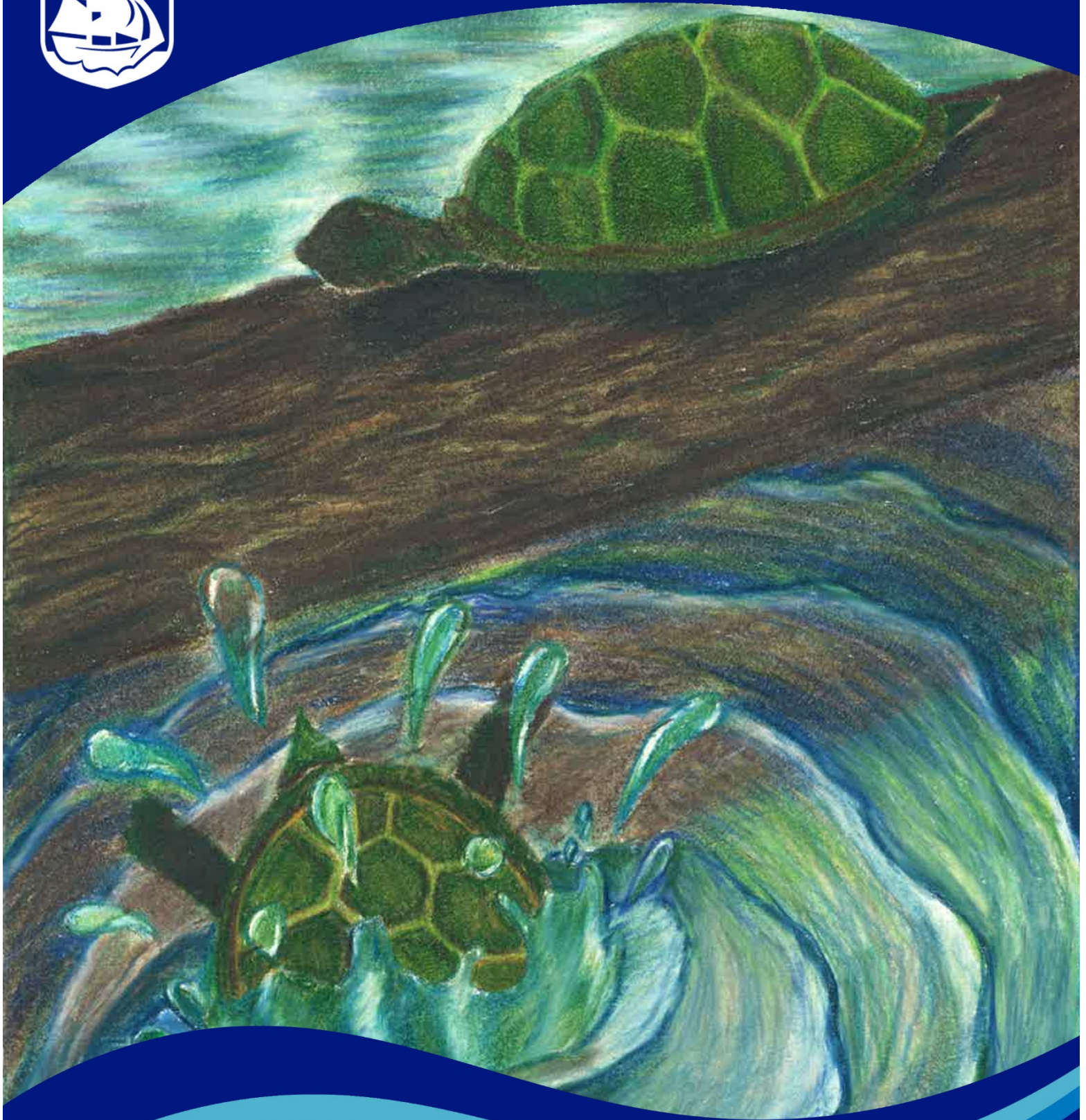
Chapter 3: Institutional Planning

## Lakeside Afternoon

Brooklynn Graham, Pre-Med,

colored pencil on paper.

3rd place winner in the 2018 Student Art Contest.

# Chapter Three: Institutional Planning

*The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.*

## Section I: Institutional Planning (Standard 3.A)

### PLANNING IS ONGOING, INTEGRATED, COMPREHENSIVE, AND INVOLVES THE COLLEGE (3.A.1)

| 3.A.1 | *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.* |
|---|---|

Grays Harbor College has a comprehensive planning process that begins with the development of the college vision, mission, values, and core themes, followed by the development of indicators to measure progress and success toward mission fulfillment. This process is led by a Strategic Planning Committee composed of students, staff, faculty, administrators, and members of the Board of Trustees.

The Strategic Planning Committee (SPC) (Table 30) oversees institutional planning at Grays Harbor College. The committee is charged with three primary functions: (1) Monitor core theme achievement; (2) integrate the work of topic-specific institutional-level planning processes with strategic planning; and (3) prepare the college to engage in the next strategic planning cycle. The committee is made up of 6 members of the college's Executive Team (including the two chairs), 3 faculty, 2 exempt staff, 3 classified staff, 1 student, and 2 members of the Board of Trustees. Faculty, exempt staff and classified staff were initially appointed by the President and are replaced every three years (or as needed) by volunteers with the SPC selecting, if multiple people volunteer. Students are selected to serve by the Student Government Officers and the Board of Trustees selects its representatives.

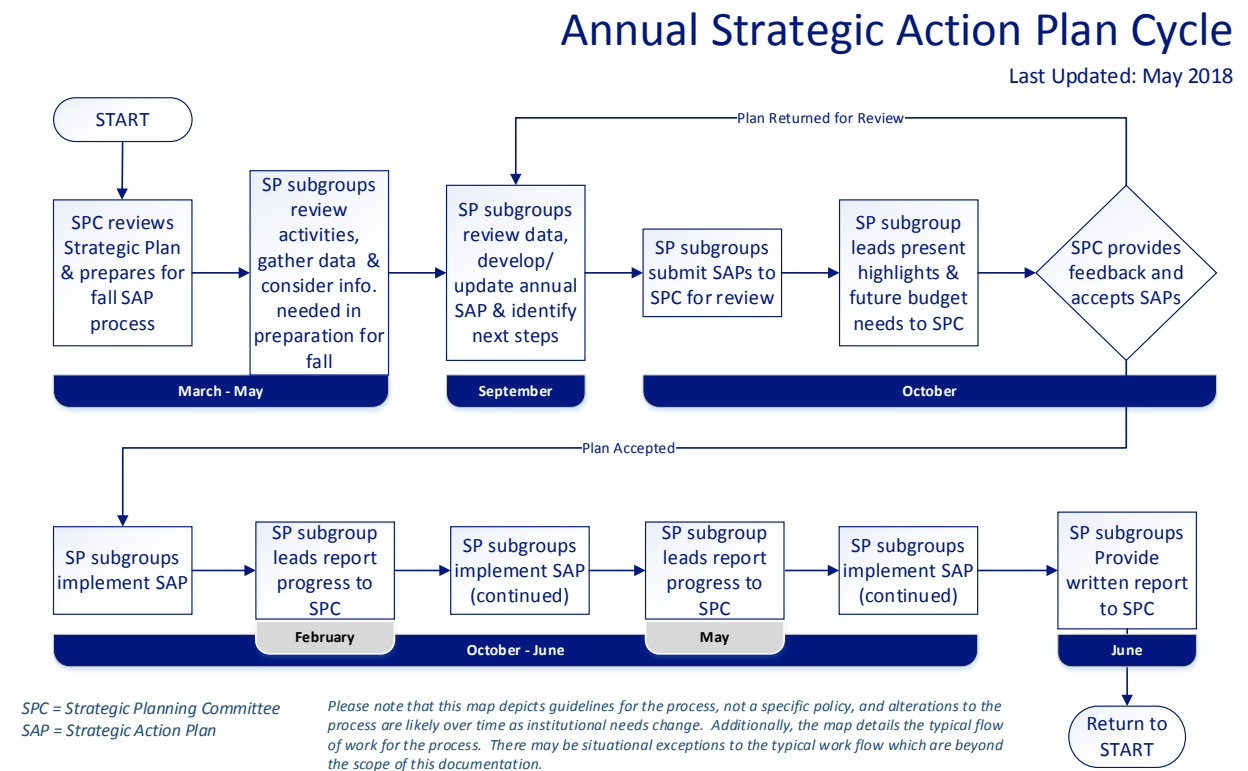*Table 30 – 2018-2019 Strategic Planning Committee Membership List*

| Name | Title |
| --- | --- |
| Jennifer Alt | Vice President of Student Services |
| Kristy Anderson (chair) | Chief of Institutional Effectiveness, Research, and Planning |
| Jennifer Barber | Faculty - English Language Acquisition (ELA) |
| Harry Carthum | Member of the Board of Trustees |
| Kristi Sonmore | Program Coordinator – Financial Aid |
| Darin Jones (chair) | Chief Executive of Human Resources |
| Randy Karnath | Maintenance Mechanic – Campus Operations |
| Emily Lardner | Vice President of Instruction |
| Nick Lutes | Vice President of Administrative Services |
| Mitch Margaris | Student Government President – Associated Students of GHC |
| Chandra Miller-Starks | Faculty – Human Services |
| Jim Minkler | President |
| Diane Muir | Faculty - History |
| Denise Portmann | Member of the Board of Trustees |
| Jerad Sorber | Associate Dean for Enrollment Services |
| Marjie Stratton | Program Coordinator – Workforce Education |
| Aaron Tuttle | Director of Student Life |

The first two functions or charges of the Strategic Planning Committee are fulfilled as the committee meets quarterly with core theme and topic-specific committee leads to receive accountability reports (report template) and provide feedback on the work being done in each of these areas. In the fall, core theme and topic-specific committee leads share their annual strategic action plans2017-2018 Strategic Action Plan2018-2019 Strategic Action Plan). In subsequent quarters, leads meet with the Strategic Planning Committee to provide updates on the progress toward plan implementation throughout the year. Updates include both written reports, which are posted on the strategic planning sub-committee intranet site, and in-person conversations between the leads and the Strategic Planning Committee. Using the annual strategic action plan cycle as a guide, the SPC oversees the planning process timeline, including the tracking and reporting of current progress, current plan mission fulfillment, and future planning efforts.

In addition to the institutional-level efforts to implement strategic planning described briefly above and elaborated upon later in this chapter, individual departments, units, faculty, and staff integrate the strategic plan and mission fulfillment with their daily work in a variety of ways. First, departmental planning is aligned with mission fulfillment. Non-instructional program assessment plans (NAPAs) identify with the college's values and/or core themes (chapter 4, standard 4.A.2 – Table 38) and instructional-program review (chapter 4, standard 4.A.2 – Table 40) supports core theme achievement by asking faculty

to reflect on indicators on the core theme scorecard in the context of their program/department. Second, individual employees are encouraged to align their work with mission fulfillment as a part of the performance evaluation processes. The Classified Staff Evaluation Form and the Exempt Employee Evaluation Form each reference the college mission and ask employees to consider their position in light of the college mission and mission fulfillment. In addition, in the 2017–18 academic year, senior administrators participated in a 360 assessment, which focused on assessing each administrator's work in the context of the college's values. Senior administrators used the results of their 360 assessments to help guide the development of their individual professional development plans. Finally, as discussed further in standard 3.A.4, the college's annual budget development process includes a budget request form (used for additions and/or changes to the budget) which ties budget requests to strategic priorities (2017-2018 Strategic Priorities, 2018-2019 Strategic Priorities). Divisions and departments seeking funds are asked, in question four, to explain how their request ties to the institutional priorities of the college.

*Figure 6 – Strategic Action Plan Flowchart*

## Annual Strategic Action Plan Cycle

Last Updated: May 2018

START

SPC reviews Strategic Plan & prepares for fall SAP process

SP subgroups review activities, gather data & consider info. needed in preparation for fall

**March - May**

SP subgroups review data, develop/ update annual SAP & identify next steps

**September**

SP subgroups submit SAPs to SPC for review

SP subgroup leads present highlights & future budget needs to SPC

SPC provides feedback and accepts SAPs

**October**

Plan Returned for Review

Plan Accepted

SP subgroups implement SAP

SP subgroup leads report progress to SPC

**February**

SP subgroups implement SAP (continued)

**October - June**

SP subgroup leads report progress to SPC

**May**

SP subgroups implement SAP (continued)

SP subgroups Provide written report to SPC

**June**

Return to START

SPC = Strategic Planning Committee
SAP = Strategic Action Plan

*Please note that this map depicts guidelines for the process, not a specific policy, and alterations to the process are likely over time as institutional needs change. Additionally, the map details the typical flow of work for the process. There may be situational exceptions to the typical work flow which are beyond the scope of this documentation.*

## EVOLUTION OF STRATEGIC PLANNING

In the 2005–06 academic year, the college engaged a consultant to help facilitate strategic planning activities at the college. At the beginning of that year, the Strategic Planning Committee was formed with representation from administration, faculty, and staff. Ultimately, 124 full-time employees participated in the strategic planning process that year. The work done that year included an environmental scan and S.W.O.T. analysis to understand where the college was at that time. The college then engaged in a series of workshops and meetings to identify where the college wanted to be at different points in the future. This was followed by a college-wide planning process to figure out how the college might reach the goals

set and determine aspirations for the future. During this process, the college also developed an assessment methodology to measure progress toward achieving the college goals and vision.

In preparation for the 2011 comprehensive accreditation report, the core themes were identified and a set of objectives and indicators were developed to measure success for each core theme. The core themes are derived from the mission statement and center around the four main functions of the college: transfer education, workforce preparation, basic skills, and service to community. The core themes have remained the same since 2011; however, some of the objectives and indicators have evolved over time. This evolution occurred gradually as the college has gained capacity to access more meaningful data and information about core theme achievement.

In the 2012–13 academic year, a group of college employees went to an adult student recruiting conference. This group of employees came back enthused about what they learned and planned to roll their ideas out primarily in the student services area. The Executive Team at the time liked what this group was proposing and decided to take it to the wider college community. From these efforts, the Optimization Action Teams or OATs were developed. The OATs worked for three years to make improvements at the college in their assigned focus areas of: (1) communication; (2) admissions, and entry services; (3) instruction; (4) technology; and (5) institutional effectiveness. Over 90 employees including faculty, staff, and administration participated on these optimization action teams. During this time, the college had a planning committee that oversaw the college's optimization plan. The optimization plan encompassed the support mechanisms of the college, but did not include the college's efforts around its core themes. Core themes were the responsibility of the Executive Team, with the bulk of the responsibility falling to the Vice President of Instruction.

While there were a number of accomplishments that came out of the Optimization Action Teams' plans and work on the core themes moved forward, the separation of these two efforts under two different organizational structures made collaboration challenging. Groups were often not aware of what other groups were working on, and the work of teaching and learning was seen as separate from the rest of the institution. The Optimization Action Teams concluded their work in June 2016 with a final report.

In fall 2016, the president developed a Strategic Planning Committee charter. The charter established a single institution-wide committee responsible for all aspects of institutional planning at Grays Harbor College. The committee's three primary responsibilities, described above, are, in brief, to develop the college's strategic plan, to champion its implementation, and to monitor its results. As part of this work, the Strategic Planning Committee is the champion for institutional effectiveness in that it promotes a culture of assessment and encourages evidence-based decision-making throughout the college. The committee is led by the Chief of Institutional Effectiveness, Research, and Planning and the Chief Executive of Human Resources; the committee reports to the college's Executive Team and President.

Prior to 2016, the core themes had been driven by the Vice President of Instruction (academic transfer, workforce preparation, and basic skills) and the Vice President of Student Services (service to community). In 2016, the core theme planning structure was reorganized, with each core theme assigned a lead to move it forward. Each lead has a team or a set of teams that he or she works with to advance the core theme objectives. The core theme teams report to the Strategic Planning Committee quarterly.

During the process of creating the Strategic Planning Committee, and in reviewing the work of the OATs, it became clear that there were areas of focus that did not clearly fit into a single core theme. College

leadership also received feedback from individuals (mainly outside of instruction) who could not clearly see themselves in one of the core themes. Five topic-specific groups were formalized to help address this: the Diversity Advisory Committee, the Incident Command Response Team (Emergency Planning Committee), the Technology Advisory Committee, the Master Planning Committee, and the Strategic Enrollment Management Committee. The charge to these groups was to more closely align and support their efforts with those of the core theme teams. Each topic-specific group has a lead or leads that report to the Strategic Planning Committee. Together the core theme and topic-specific groups along with the Strategic Planning Committee represent institutional planning at Grays Harbor College (Figure 7).

*Figure 7 – Strategic Planning Sub-Committee Structure*



Creating an overarching, institution-wide planning committee has resulted in improved collaboration, greater college engagement, and increased accountability. As mentioned above, each core theme and topic-specific group submits an annual strategic action plan. The annual action plans combine to become the chapters of the college's annual strategic action plan, the yearly plan of strategies and activities in support of the college's long-range 2013-2020 Strategic Plan which focuses on core theme achievement. The Strategic Planning Committee develops annual strategic priorities from the strategic action plan and the college uses those priorities to guide its work and inform budget development for the upcoming year. The annual action plan identifies the objectives and indicators that each strategic sub-group (core theme or topic-specific committee) intends to work on for the year and outlines a plan for how the group intends to make progress toward its indicators. The core theme objectives and indicators are reported on the core theme scorecard as well as in the strategic action plans. Core theme and topic-specific leads submit a quarterly accountability report to the Strategic Planning Committee. The leads also meet with the

committee quarterly to share progress, challenges, and places where they have identified crossover with the other efforts of other groups. Leads from all nine strategic planning sub-groups (core theme and topic-specific groups) are on hand for these discussions and get to hear about the work on the other teams.

As GHC looks forward to the next planning cycle, the Strategic Planning Committee and Executive Team are mindful of the feedback that the current core themes do not easily or intuitively encompass all college employees. Should the next planning cycle result in a new mission and new core themes, these groups will work to ensure they are broadly applicable to all college stakeholders while continuing to focus on student success and achievement. The SPC is currently developing a plan to engage the college community in a review of the mission, vision, values, and core themes beginning in the fall of 2019.

## PLANNING IS BROAD-BASED (STANDARD 3.A.2)

| 3.A.2 | *The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.* |
|---|---|

The comprehensive planning process at Grays Harbor College is guided by a pan-institutional Strategic Planning Committee and is carried out by all nine strategic planning sub-committees. As discussed in standard 3.A.1 above, the Strategic Planning Committee contains individuals from across the college: faculty, staff, and administrators, as well as representatives from the Associated Student Body government and GHC Board of Trustees. The Strategic Planning Committee includes a faculty representative from each of the three major instructional divisions, Academic Transfer, Workforce and Transitions. The Vice President of Instruction, who supervises the Dean for Corrections Education and the Associate Dean for Library, e-Learning and Learning Support Services, serves on the Strategic Planning Committee and gives voice to these areas. The Associate Dean for Enrollment, who supervises the college's educational centers, serves on the Strategic Planning Committee and provides representation for educational center/Pacific County interests, as do others, including the President, Vice President of Instruction, and Board of Trustees. With over 100 employees serving on one or more of the college's strategic sub-committees (Membership List), engagement with core theme achievement has grown since 2016. While the OATs (discussed above) were popular among faculty and staff, core theme participation prior to 2016 was limited. The growing awareness of core theme efforts that resulted from integrated planning has helped to move the core theme work forward at Grays Harbor College (core



2017–18 Strategic Planning Committee and Strategic Planning Sub-Committee Leads

theme work discussed in chapter 4, standard 4.B1 and 4.B.2). The engagement helps to create transparency in the institution's planning and budgeting processes and should serve as a springboard to

promote and encourage participation in the review and revision of the mission, vision, values, and core themes during the 2019–20 academic year (year-one of the accreditation cycle).

Each core theme lead (Table 31) works with a team or teams, who in turn work to develop and implement strategies and activities designed to improve progress toward the core theme objectives, as measured by the core theme indicators. Current areas of focus include movement of students from pre-college to college level in math and English, student learning support services, course completion, and program development, among others. Information on the strategies and activities identified by each team and how they connect to the core theme is found in the annual strategic action plan2017-2018 Strategic Action Plan2018-2019 Strategic Action Planand the progress and results of these efforts are discussed in chapter 4, standard 4.B.1 and 4.B.2.

*Table 31 – Core Theme Leads*

| Core Theme Name | Core Theme Number | Lead |
|---|---|---|
| Academic Transfer | Core Theme 1 | Dr. Emily Lardner, Vice President of Instruction |
| Workforce Preparation | Core Theme 2 | Dr. Lucas Rucks, Dean for Workforce Education |
| Transitions (Basic Skills) | Core Theme 3 | Diane Smith, Associate Dean for Transitions Programs |
| Service to Community | Core Theme 4 | Lisa Smith, Executive Director GHC Foundation/Director of College Development |

The comprehensive planning process also includes the formalization of five topic-specific committees: Diversity Advisory, Incident Response and Command (Emergency Preparedness), Master Plan, Technology Advisory, and Strategic Enrollment Management. Each of these committees is led (Table 32) by one or more college employees and—like the core theme teams—is composed of staff, faculty, and administrators. Three of the committees—Diversity Advisory, Technology Advisory, and Strategic Enrollment Management—include active student participation from their student committee members. Topic-specific groups develop objectives and indicators for the year then identify and implement strategies to create improvement in these areas.

*Table 32 – Topic-Specific Committee Leads*

| Topic Specific Committee | Lead(s) |
|---|---|
| Diversity Advisory Committee | Jennifer Barber, Faculty, English Language Acquisition <br> Kathy Barker, Faculty, Reading |
| Information Technology Advisory Committee | Andrew Glass, Chief Executive of Information Technology |
| Incident Response and Command Team (Emergency Preparedness Committee) | Keith Penner, Chief of Campus Operations |
| Strategic Enrollment Management Committee | Matt Edwards, Director of Institutional Research and Reporting <br> Jerad Sorber, Associate Dean for Enrollment Services |
| Master Plan Committee | Nick Lutes, Vice President of Administrative Services <br> Keith Penner, Chief of Campus Operations |

By their nature, the topic-specific groups are diverse and bring together people from across campus. Opportunities to participate in the work of these groups extends beyond the committee membership, as

several of the teams regularly engage the college and/or invite the college to hear about their work. For example, several sessions were held to involve the college community in the facilities master plan. The Strategic Enrollment Management Committee reports periodically to the Board of Trustees and has enrollment data available to the college on the college's intranet. Additionally, the Diversity AdvisoryCommittee has reached out to the college with specific questions on the student engagement and employee climate surveys.

The college community receives information about the work being done in the comprehensive planning process through quarterly reports from the SPC, which are distributed via email to employees and posted on the strategic planning portion of the college's intranet. In addition to serving on core theme and/or topic-specific groups, employees are also encouraged to participate in the planning process by providing ideas and insights at various meetings throughout the year including Board of Trustee meetings, Executive Team meetings, quarterly employee group meetings, department meetings, and GHC's college-wide professional development day (All-College Day).

At the winter 2017 All-College Day, strategic planning was featured with a strategic planning video created by the Strategic Planning Committee to help the college community to see the value in having a long-range planning process and to understand the next steps the college was taking in strategic planning.

At the 2018 All-College Day, all employees were engaged in a discussion around the day's theme: "Making Assessment, Strategic Planning, and Accreditation Inclusive AND Useful!" They were asked to consider questions about how their work contributes to student learning and is guided by assessment activities. This was followed up during the spring of 2018 at the President's quarterly meetings with faculty, classified staff, and exempt employees where each group was provided a presentation with an update on the college's core theme scorecard and asked to consider a set of questions, including:

- *How does your work connect to the scorecard and mission fulfillment?*
- *How can you help other people around you connect their work to the scorecard and mission fulfillment?*
- *How can we engage everyone in the college community in the strategic planning process and, more importantly, get them focused on and working toward mission fulfillment?*
- *How can we ensure that the work we are doing will move us toward mission fulfillment?*

Employee feedback from these meetings was generally positive. Classified staff especially noted the difficulty they sometimes had connecting with the core themes, and they appreciated that the meetings provided them the opportunity to better understand the scorecard and how their work relates to the core themes and mission fulfillment.

As part of the data collected through the Personal Assessment of the College Environment (PACE) Climate Survey, conducted in the winter of 2018, employees had the opportunity to weigh in on the college's strategic planning process. Out of 195 employees surveyed, there were 131 responses, a 67% response rate. Seventy-six percent of all respondents (88 out of 131) indicated that they were satisfied or very satisfied with "the extent to which the actions of this institution reflect its mission." Only 6% of respondents indicated they were dissatisfied or very dissatisfied.

Taking out those who offered no opinion (by indicating "neither satisfied or dissatisfied"), employees were generally favorable to survey questions that spoke to strategic planning and institutional engagement:

- 80% satisfied with the extent to which continuous quality improvement is based on informed decision-making (N = 79).
- 83% satisfied with the extent to which the institution effectively uses its financial resources to maximize the achievement of educational objectives (N= 69).
- 80% satisfied with the extent to which they have the opportunity to express their ideas in appropriate forums (N= 74).
- 77% satisfied with the extent to which they have access to the data and performance results needed for operational effectiveness, planning and improvement (N = 79).

The concern, of course, with these data is that there is still a considerable number expressing no opinion. The Strategic Planning Committee is committed to continuing to work on engagement of the college community in institutional planning efforts. Without prior data, it is difficult to know where things stand in relation to past efforts, but this data will serve as a baseline for evaluating future performance.

# PLANNING IS INFORMED BY APPROPRIATELY DEFINED DATA (STANDARD 3.A.3)

| **3.A.3** | *The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.* |
|---|---|

Data used in the strategic planning cycle (both in development and in evaluating progress toward objectives) include institutional benchmarks, student success indicators, environmental and economic trends, financial analysis, human resources data, and core theme indicators. The college's commitment to evidence-informed decision-making is demonstrated through the upgrade of the Director of Institutional Research and Reporting position in the office of Institutional Effectiveness, Research, and Planning in July 2015. Working in collaboration with staff from the Information Technology Department, significant progress has been made in improving the quality and quantity of data available for analysis.

Each core theme and topic-specific group has identified indicators that provide a means to analyze and evaluate fulfillment of Grays Harbor College's mission. When evaluating objective achievement, core theme teams compare indicator data with state and national benchmarks, norms, and year-to-year trends. These comparisons provide a local and national context to determine the effectiveness of the college in achieving its core theme objectives and to assist with planning actions for improvement.

The core theme indicators are summarized in the core theme scorecard. The scorecard provides a demonstrable way for Grays Harbor College to define and exhibit mission fulfillment. Each core theme consists of a number of objectives. Each objective encompasses a number of specific indicators. Together, the core themes, along with their objectives and indicators, comprise mission fulfillment. At the aggregate level, the college looks to have a minimum of 70% of its indicators achieving (yellow on the scorecard) or exceeding (green on the scorecard) at any one time. See chapter 1, standard 1.A.2, for a more in-depth explanation of how mission fulfillment is measured.

The information from the scorecard also provides a way for college faculty and staff to identify specific areas for improvement. Core theme and topic-specific leads use this information to inform the development of their strategic action plans. Strategic Action Plans are established to affect needed improvements and the indicators on the scorecard are again consulted to determine if the planned effort

affected the anticipated outcomes. Topic-specific committees may also develop additional data-informed indicators to help them identify areas needing improvement and then develop plans to affect improvements. These indicators are showcased in the annual action plans developed by each topic-specific committee.

As part of the process to make "actionable" the data contained in the scorecard, the Director of Institutional Research and Reporting (DIRR) works with representatives from the core themes to explain and refine the indicators. As an example, workforce faculty defined "gateway" courses for their programs as criteria to identify students who were enrolled in the program, instead of looking at all students who had expressed an interest in the program. This made the indicator data more relevant and meaningful to the workforce faculty who would be using it. The indicators were designed in a way that the data could be disaggregated, and each program would be able to look at data for its students, and understand how it contributed to the overall indicator.

Similarly, discussions were had with the Vice President for Instruction and the Dean for Education at Stafford Creek regarding metrics for Stafford Creek Corrections Center. Out of this discussion came the decision to look at student progress through a sequence and through completion of the sequence. The group worked to find indicators that followed the spirit of indicators for Aberdeen-campus students, but took into account the unique circumstances of correctional facility students and provided usable data for the instructional staff to use in decision-making and evaluation.

In addition to the college's core theme scorecard, which provides overall indicators of achievement, a number of other dashboards, reports, and other information are available to provide actionable information for the strategies and activities found in the strategic action plans. For example, all employees can access data about student engagement as results from the last four community college surveys of student engagement over ten years using the dashboards on the CCSSE section of the GHC Survey Reporting Hub on the IERP intranet site. This information is currently being used by those in the academic transfer core theme who are looking at tutoring services and by the Diversity Advisory Committee. Other reports available for developing operational strategies and actions include the graduate survey, instructional reports such as completion and fill rates, FTE and enrollment management information, and student demographic data. This data is essential to support the work of the strategic plan, as the core theme indicators can identify opportunities for improvement but, alone, they are often not enough to determine how to impact the outcome.

## PLANNING GUIDES RESOURCE ALLOCATION (STANDARD 3.A.4)

| 3.A.4 | *The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.* |
|---|---|

Grays Harbor College's strategic plan has institution-wide impact and influence. Decisions, starting with those at the Executive Team level, take into consideration the core themes and college values. As part of the annual strategic planning cycle, the Strategic Planning Committee works with core theme teams and topic-specific committee leads to create an annual list of strategic priorities (2017-2018 Strategic Priorities, 2018-2019 Strategic Priorities). These priorities are then referenced by the Executive Team during their regular decision-making discussions and more formally during the annual budget

development process, where the team makes a conscious effort to make sure resources are allocated in support of mission fulfillment.

For example, work began in 2016–17 to systematically incorporate considerations of mission fulfillment and strategic planning into budget appropriation decisions. Both the 2018–2019 Fiscal Year Budget Request Form and the 2019–2020 Fiscal Year Budget Request Form required each request to articulate how the issue or obstacle driving the budget request would influence the college's ability to accomplish its mission, vision, and values; core themes; and strategic priorities (question 4). The request form also required measurement indicators that could be used to measure the magnitude of the issue and progress towards a solution or appeasement of the issue (question 5). In this way, the budget request and allocation cycle works toward mission fulfillment and towards the institution's strategic priorities, as well as collection and evaluation of data appropriate to the issue at hand to inform decision-making (2017-2018 Budget Requests, 2018-2019 Budget Requests).

As illustrated in Figure 8, the budget request cycle is a multi-step process. After each request is generated, it is reviewed both at the departmental and executive level; it is considered and ranked in priority in light of the core themes, values, and strategic priorities as defined in the annual strategic action plan; and it is approved based on ranking. This is an annual cycle, which starts in fall quarter. The budget request timeline (Figure 9) breaks the process out by month.

*Figure 8 – Budget Request Flowchart*
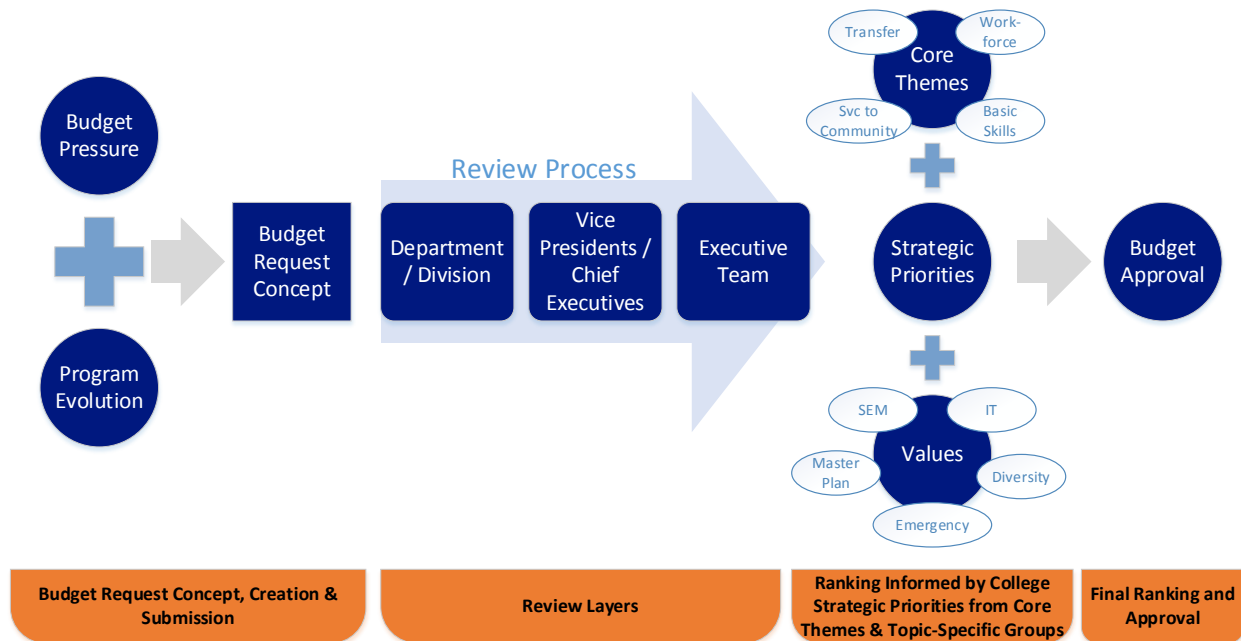
*Figure 9 – Budget Request Timeline*

| September - December | | January - February | March - April | May - June |
|---|---|---|---|---|
| **By end of October:** Determine faculty & staff vacancies due to retirement and determine organizational needs for replacement | **By end of November:** Departments, divisions, core theme, & topic-specific groups submit programmatic budget requests to VPs & Chiefs | **By start of January:** 1) Begin initial review & rank of budget requests<br><br>2) Initial projection of state allocation and local revenues | **By start of March:** 1) Preliminary ranking of budget requests<br><br>2) Second projection of state allocation and local revenues | **By end of April to end of May:** 1) Present draft fees for BOT discussion 2) Present final budget, tuition, & local fees for BOT approval |

As is explained in the annual budget report (2017-2018 budget report, 2018-2019 budget report), each year, the prioritized list of funding requests (requests which go beyond the usual maintenance costs), may be funded by state support allocations or locally generated revenue (e.g., tuition and/or fees), if there is any of this type of funding available. However, the prioritized list often exceeds the amount of funding available from these sources. The remainder of the prioritized list, not funded by the anticipated annual allocation, is used to inform grant-writing requests, is shared with legislators at the state and national levels, and is shared with the college and community foundations and possible donors. With all budget requests tied to mission, core themes, and GHC values, (chapter 5, standard 5.B.2, Table 71 and Table 72), fulfillment of mission is at the heart of all budget allocation and fundraising processes.

# PLANNING INCLUDES EMERGENCY PREPAREDNESS (STANDARD 3.A.5)

| 3.A.5 | *The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.* |
|---|---|

Primary responsibility for emergency planning at Grays Harbor College is held by the Incident Response and Command Team (IRCT), also known as the Emergency Preparedness Committee, which is led by the Chief of Campus Operations. The team plans and directs disaster response and crisis management activities, provides disaster preparedness training, schedules drills, and prepares emergency plans and procedures for natural (e.g., fires, floods, earthquakes), wartime, or technological disasters (e.g., nuclear emergencies or hazardous materials spills), and hostage situations. Emergency planning at Grays Harbor College involves seven components: structure; plans; outreach, communications, and training; partnerships and established agreements; response; recovery; and preparedness initiatives.

In addition to the Chief of Campus Operations, IRCT membership includes the Chief Executive of Information Technology, Director of Student Life, Coordinator of Safety and Security, Coordinator of Campus Operations, and Coordinator of Veterans and Testing. The team reports to the Strategic Planning Committee to ensure integration with other college activities. Other staff members are involved as their specialty or situations necessitate. Core IRCT team members have all undergone the trainings listed in Table 33 below and several members have received additional certifications including "train the trainer" credentials.

*Table 33 – Training for Core Incident Response and Command Team Members*

| Training | Title | Topics Covered |
|---|---|---|
| ICS 100 | Introduction to Incident Command System (ICS) | The history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). |
| ICS 200 | Incident Command System for Single Resources and Initial Action Incidents | Training on and resources for personnel who are likely to assume one of the major supervisory position within the ICS. |
| ICS 300 | Intermediate Incident Command System for Expanding Incidents | ICS-300 provides training and resources for personnel who require advanced knowledge and application of the ICS. This course expands upon information covered in the ICS-100 and ICS-200 courses. |
| CERT | Community Emergency Response Team | Educates volunteers about disaster preparedness for the hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. CERT offers a consistent, nationwide approach to volunteer training and organization that professional responders can rely on during disaster situations, which allows them to focus on more complex tasks. Through CERT, the capabilities to prepare for, respond to, and recover from disasters is built and enhanced. |
| CPR | Cardiopulmonary Resuscitation | CPR training provides and understanding and the ability respond to an individual exhibiting signs of cardiac arrest. |
| First Aid | First Aid Training | Red Cross First Aid Training is designed to help non-medical professionals provide assistance in times of crisis. Training provides an understanding of first aid best practices for a wide range of conditions. |

The Coordinator of Safety and Security, a core member of the IRCT, oversees GHC's emergency planning activities. They attend (sometimes in a lead role) meetings of the IRCT, conduct training, manage fire drill activities, consult on safety issues and practices, and provide best practice information through community relationships and connections with local and state emergency management officials and peers. This person is one of the key communication specialists providing safety and emergency management information to the college's safety committee, managers, and Executive Team, and one of the primary users of the GHC Alert messaging system informing the college community of immediate threats.

Emergency planning activities include maintaining the emergency action plan (available to faculty and staff on the intranet), the development and distribution of GHC emergency procedures posters, and identifying monthly training topics (e.g., medical emergencies and fire and fire response) distributed by email with supporting materials. College emergency plans are maintained and updated by the Coordinator of Safety and Security.

Business continuity plans are imbedded in the emergency action plan and the technology plan. These plans include the backup of college data and redundancy in cloud-based servers to allow remote and multi-location access to critical programs and information. The plans also include guidelines for closure

and relocation of critical buildings and services needed to continue business operations. Disaster preparation plans are contained within the emergency action plan as well.

In cases where a significant event occurs which requires Grays Harbor College to close facilities for an extended period of time, the college Executive Team would determine the extent of the interruption and identify the needed adjustments to the instructional calendar.

Students affected by a change in the instructional calendar would be informed of the via the same communication channels as used for other emergency events. Specifically, a combination of text messaging, social media, news media and LMS messages would be used to inform students of the change in instructional activities.

Should the event be limited to a single building on the Aberdeen campus, classes will be moved elsewhere on campus, using excess capacity in other buildings. Instructional activities would take priority over all other scheduled events.

Physical infrastructure at GHC has redundant functionality for most utilities, including electricity and potable water. In 2015, the IT backbone was completely reconstructed, enhanced, and hardened, and the new instructional building (Schermer Instructional Building) was built to address the current understanding of seismic risk. The college's master plan includes or incorporates several future enhancements to the college's physical infrastructure, including secondary ingress/egress to the Aberdeen campus, enhanced emergency vehicle access, and increased redundancy for potable water. Current capital construction projects include the creation of an Emergency Coordination Center, designed in conjunction with GHC's local emergency management agencies, as well as designing the replacement of an aging student center with a new Student Services Instructional Building (SSIB). The new SSIB, like the Schermer Building, is being designed to address the current understanding of seismic risks.

Emergency planning also involves outreach, communication, and training. Safety and Security, Campus Operations, IRCT, and the safety committee facilitate college-wide emergency preparedness and safety training. Safety training is a component of employee orientation conducted with all new employees by our Safety and Security Coordinator. This includes basic safety and emergency preparedness training. GHC holds periodic emergency drills, including fire, earthquake, and active shooter/armed intruder drills throughout the year.

Additionally, the college utilizes several computer-based tools to inform, educate, and manage aspects of emergency management throughout the college. These tools include GHC Alert, an integrated messaging system that lets students and employees know of immediate threats simultaneously via text, email, phone, public message screens, and campus computer screens. Outreach occurs through brochures, posters, email trainings, presentations at New Student Orientation, quarterly Student Success sessions, and All-Campus Day, as well as through several websites.

The college maintains partnerships and established agreements with a number of agencies, in both Grays Harbor and Pacific counties. The City of Aberdeen Police Department provides primary assistance to GHC for law violations and emergency response. Representatives from GHC regularly participate in county and regional emergency management planning meetings and programs.

Emergency planning also involves response and recovery. To facilitate response, GHC utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) framework for handling

ongoing, college-wide emergencies and their aftermaths. It also uses Clery guidance on timely warnings. The annual security report (Clery Report) provides information about timely warnings.

As mentioned above, Grays Harbor College upgraded its data center in 2015, with disaster recovery and continuity of operations in mind. An investment was made into software and hardware that allows for systems operation, even in the event of significant hardware failure. In the event of a catastrophic event in which data restoration is required, the college has automated daily onsite backups of critical servers and data as well as offsite backup to a distributed cloud storage provider ensuring high availability for data and systems recovery.

# Frequently Referenced Items in Chapter 3

- 2013-2020 Strategic Plan
- Strategic Planning Committee Charter
    - o  Annual Strategic Action Plan2017-2018 Strategic Action Plan
    - o  2018-2019 Strategic Action Plan
- Annual Strategic Priorities
    - o  2017-2018 Strategic Priorities
    - o  2018-2019 Strategic Priorities
- Budget Development Process
- Annual Budget Report
    - o  2017-2018 budget report
    - o  2018-2019 budget report
- Budget Requests
    - o  2017-2018 Budget Requests
    - o  2018-2019 Budget Requests
- Emergency Action Plan

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Tracie grew up in Grays Harbor, her father a log scaler and a fisherman, and her mother, in her own words, "queen of the water." "Nobody ever talked to me about college," Tracie said. "I didn't have a plan. You grow up here and you just expect to be a logger, a fisherman, a nurse, a housewife. That's what I grew up with. I just didn't really have a plan. I didn't know that there was this big, shiny world out there."

Her senior year, Tracie fell into depression and walked out of high school. She landed a job that paid well, letting her tour the country running auctions and developing training programs, but Tracie's colleagues and employees saw that she could be more. They all told her "Tracie, you're supposed to do something other than just making other people a bunch of money."

The only thing that had ever made an impression on Tracie, the only job she even really wanted, was to be a scientist, working with animals and the outdoors. One time, as a little girl, she had caught a glimpse of a sturgeon surging out of the Chehalis River. It sparkled in the sun as it arced through the air, and she stopped in her tracks, transfixed. That vision had stayed with her all this time. But how could a high school dropout become a scientist? Tracie didn't think that she had what it took.

One day, Tracie broke her arm, and sitting there in a cast was when she finally decided to make a change. She walked into Grays Harbor College, terrified and utterly lost. Staff set her down to take the GED evaluation test, and she felt like a mess. Even worse, she realized right then that she couldn't do basic arithmetic. "My whole life was in Excel up until then," she said, "I was handling millions of dollars a day, but I couldn't even add fractions."
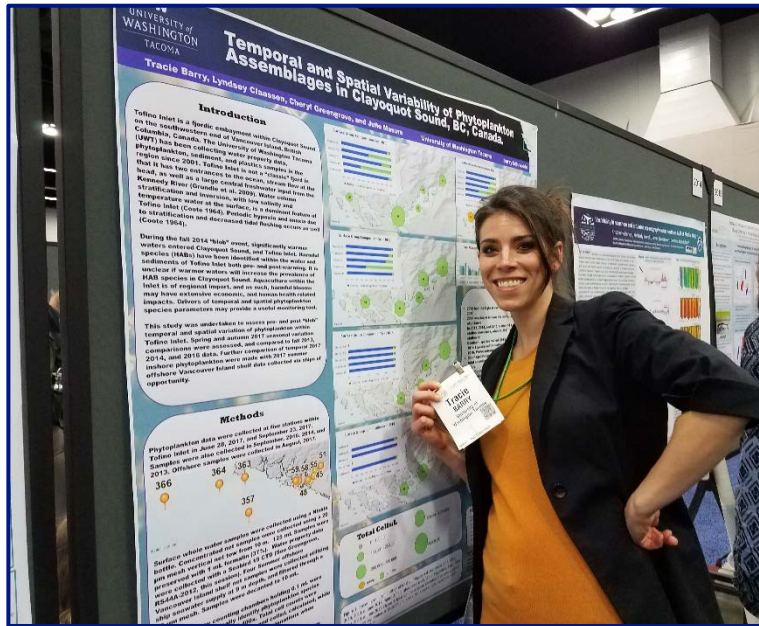
But she'd decided on her path, and she persisted. She placed into college reading and writing classes, but not in math. "So, they got me into this High School 21 program, which was the coolest thing that's ever happened to me," she said. The HS21 program introduced Tracie not just to young people, but to mothers, fathers, and grandparents, all of whom wanted the same thing she did: a high school diploma. "I know I'm not stupid, but there were things I just couldn't do. I don't ever remember writing a research paper in high school," she said. "And we were all struggling with the same things. I'm so proud of what we did together. I'm proud to be a dropout. To break that stigma. I can be a face for people that had a different path for their lives. We don't have to fit into society's boxes to succeed."

Tracie graduated with her GED in 2014, and was the keynote speaker for her class. She went straight into college classes from there. Tracie earned the Math and Science Student of the Year Award. She started taking physics courses, and as she did, the world opened up to her. "Learning all of this math, and the mechanisms behind everything," she said, "I couldn't go back to the way I was. How I saw the world started to change."

Then, Tracie got her big break. Oceanography scientists from the University of Washington

invited Tracie to be one of the first two community college students ever to participate in a research expedition aboard the naval research vessel, the Thomas G. Thompson. Tracie's application was sponsored by Dr. Monica Baze (GHC Biology faculty), and she was accompanied on the trip by Julie Nelson (GHC Chemistry faculty). Being out on the ocean, surrounded by science 24/7, changed her life in ways that she still finds hard to explain.

Science even touched her in her daily life. She took a job bartending in Westport, and her classmates came out to study with her. Fisherman and neighbors began to bring her parasites and strange things that they'd found, asking for explanations. "I preserved them," she laughed, "and now I have this incredibly odd catalogue of fish parasites from the Pacific Ocean. This collection of oddities that came from right on our beach." Tracie began to find her way. "Grays Harbor is part of that rural America that often feels excluded from science, but it's because we're not taking the time to take science back out there to the people that matter. I think that's really offered me a unique spot in the world, having these close ties to this fishing community. They trust me because I'm the friendly neighborhood bartender! I bring my scientist friends out to Westport to go walk on the beach. People are still coming up to me saying, "Tracie, look at this!" Or, "guess what we saw!"

Since then, Tracie has worked with the ORHAB (Olympic Region Harmful Algal Bloom) partnership studying phytoplankton in Grays Harbor, volunteered on NOAA's largest research vessel, the *Bell M. Shimada*, presented research at the 2018 Ocean Sciences conference, the 2018 Undergraduate Research Program conference in Seattle, the University of Washington Tacoma Undergraduate Research Symposium, the 2018 Asociation for the Sciences of Limnology and Oceanography (ASLO) summer conference, taught an organic chemistry workshop, and was named an Association for Women in Science scholar twice.

It might be understandable if Tracie saw her time at Grays Harbor College as a stepping stone to greater things, but that isn't the case at all. "This place has always felt like home," Tracie says. "I swear I'm at GHC all the time. These are the people that I trust, and trust me, and we're all kind of in this together. You think that at a community college, they're just trying to push you through classes so that you can move on, but that is not the case here at all. Grays Harbor College isn't just some shiny thing up on the hill.



"Well, okay GHC does shimmer," Tracie amended, laughing. "But we're a group of passionate people that are running back into the community and sharing those passions with everyone. I'm going to come back to Grays Harbor permanently," Tracie continued, "and do work focusing on climate change, and phytoplankton and nutrient loading. And of course, work with policy. We don't have a lot of voices for the fisherman. When everybody thinks of fisherman they think that we're out here indiscriminately netting the ocean, and it's this unfortunate misconception, and I want to bring those fisherman voices back, and bring those logging voices back. People out here, and they have these incredible stories to tell, and this incredible connection with nature."

"I'm so proud to be a Grays Harbor alum," said Tracie. "It changed my life, and it can change your life, too."
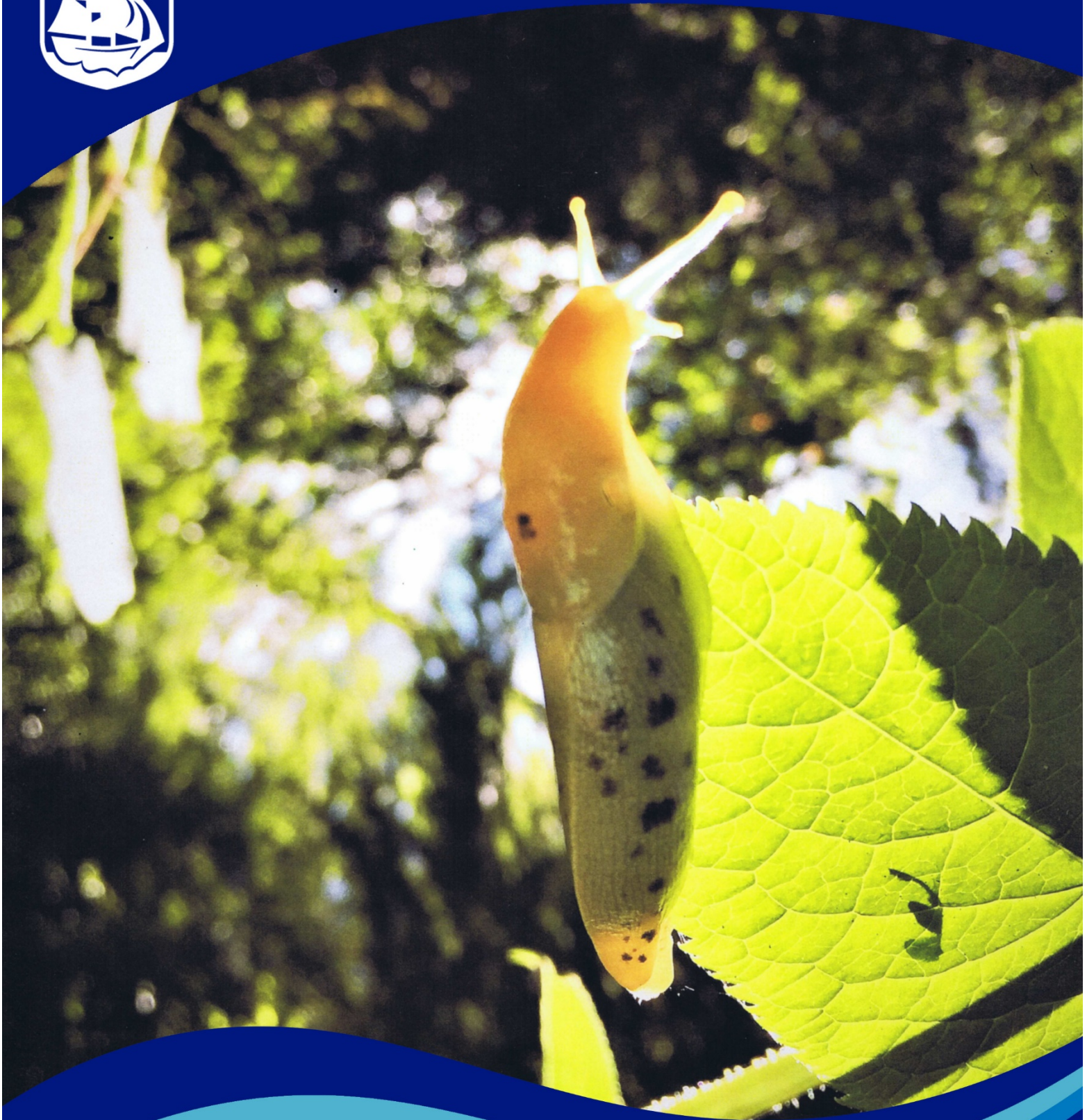
**Chapter 4: Core Theme Planning, Assessment, & Improvement**

Chapter cover:

# The Nature of Things

Paige Pierog, Education,
photography.
Entry in the 2018 Student Art Contest.

# Chapter Four: Core Theme Planning, Assessment, & Improvement

## Section I: Eligibility Requirements 22 and 23

### ELIGIBILITY REQUIREMENT 22: STUDENT ACHIEVEMENT

| | |
|---|---|
| **E.22** | *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.* |

GHC identifies and publishes expected student learning outcomes for all degree and certificate programs. These outcomes can be found by selecting a degree or certificate from the Degrees and Certificates web page of the college's website. The college publishes course outcomes, along with course descriptions on the Course List page of the college website, which can be found on the left-hand side of the Academic Catalog main page. GHC's syllabus template includes a place for faculty to identify course-based learning outcomes.

Faculty engage in assessing course, program/degree, and college-wide learning outcomes (as discussed in standard 4.A.3). In support of these efforts, instructional divisions engage in program review (as discussed in standard 4.A.2) to insure all student populations are accessing educational opportunities and achieving the expected results. Additionally the college measures its institutional outcomes via its core theme objectives and indicators.

### ELIGIBILITY REQUIREMENT 23: INSTITUTIONAL EFFECTIVENESS

| | |
|---|---|
| **E.23** | *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.* |

Grays Harbor College has a systematic institutional-level planning process where mission fulfillment and core theme achievement are an integral part of strategic planning and are measured annually through the college's core theme scorecard. Grays Harbor College has revised both the evaluation tool used to monitor core theme achievement (the core theme scorecard) and its process for ensuring accountability of this work. With these changes, the college has been able to systematize its planning, which allows for data-

informed decisions and college engagement. The strategic planning process drives institutional planning, including core theme achievement, strategic enrollment management, master planning, and other critical institutional processes. Additionally, the strategic planning process informs the college's budget process and provides guidance for departmental planning and assessment activities such as non-academic program assessment (NAPA) and instructional program review. Members of the Executive Team monitor internal and external environments of the college. Several members of the Executive Team, including the President, serve on the Strategic Planning Committee and, as appropriate, share regional and educational changes likely to impact the college and its plan.

The indicators used to monitor core theme achievement have been crafted by the core theme leads and their teams to provide meaningful information about student learning, student success and community engagement. Because of their investment in the data, these teams, made up primarily of faculty, along with their leads, understand and monitor their indicators. The Strategic Planning Committee and the college leadership (Executive Team and Board of Trustees) also review core theme scorecard results regularly and consider mission fulfillment annually in the continuous assessment of institutional outcomes. The core theme scorecard and the strategic priorities routinely appear on institutional, topic-specific, departmental, and employee group meeting agendas across the college; they are discussed at college-wide professional development days and by the Board of Trustees. Additionally, information about strategic planning, core theme implementation, and mission fulfillment are shared in a quarterly report by the Strategic Planning Committee via email and posted to the strategic planning intranet site. Both the core theme scorecard and the mission fulfillment dashboard are available electronically via the intranet so that all employees can access them at any time. Because of this information sharing, many members of the college community have an awareness of the core themes and know at least some of the related objectives and indicators. In the 2018 PACE climate survey results, 80% of those expressing an opinion[9] (Custom Report, Question #13, n=74) reported that they were satisfied with the extent to which "continuous quality improvement is based on informed decision-making." Additionally, 91% of those expressing an opinion (Main Report, Question #1, n=105) indicated they were satisfied that "the actions of this institution reflect its mission." Also, 97% of those expressing an opinion (Custom Report, Question #20, n=108) indicated that they take "personal responsibility for the success of the college in meeting its mission. The Mission Fulfillment Report is posted on the left-hand side of the college's Vision, Mission, and Values web page and is available for public review.

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[9] As noted in Chapter 3, there are a significant number who offered a response of "neither" satisfied nor dissatisfied to many of the PACE Questions. Non-responses such as "neither" are not included in percentages given but do indicate that the college has further work to do engaging employees. The "n" or number of respondents is given for each questions to help the reader understand how many respondents indicated an opinion.

# Section II: Core Theme Planning (Standard 3.B)

## CORE THEME AND INSTITUTIONAL PLANNING (STANDARDS 3.B.1)

| **3.B.1** | *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.* |
|---|---|

The four core themes of academic transfer, workforce preparation, basic skills, and service to community form the framework of GHC's 2013-2020 Strategic Plan, which guides the selection of the college's programs and services.

The current four core themes map directly onto the mission statement. In the years since the themes were chosen, the GHC community has grown in its capacity to engage in assessment and planning. In academic year 2015–16, there was discussion about changing the core themes to better align with the work of the entire college; however, it was determined that such a change should wait until after the conclusion of the septennial cycle, at which time the vision, mission, values, and core themes could be discussed as part of a holistic, collaborative planning process. In the interim, core theme achievement was moved under the strategic planning process along with five topic-specific workgroups, to provide the whole-college approach that the college community was seeking. While it is expected that in the next set of core themes, there will be more integration between direct learning activities and support services, the current system is sufficient to positively impact student learning, student success, and community engagement. As discussed in chapter 3, the college has a seven-year strategic plan (2013–2020) that guides annual strategic priorities (2017-2018 Strategic Priorities, 2018-2019 Strategic Priorities) and annual strategic action plans (2017-2018 Strategic Action Plan, 2018-2019 Strategic Action Plan) from each core theme team and topic-specific group.

## CORE THEME PLANNING AND PROGRAMS/SERVICES (STANDARDS 3.B.2)

| **3.B.2** | *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.* |
|---|---|

Annual strategic action plans are developed or revised by the core theme and topic specific leads and their teams each year, as depicted in the Annual Strategic Action Plan Cycle, reviewed by the Strategic Planning Committee, and implemented by the core theme and topic-specific teams in support of the strategic plan. Each committee's strategic action plan identifies strategies it will employ to meet its objectives and help to move its indicators. The objectives and indicators for the core themes are taken from the core theme scorecard, the tool used to evaluate mission fulfillment. As part of these strategies, new programs and services are recommended by the strategic planning subgroups (core theme and topic-specific committees) to the Strategic Planning Committee. The Strategic Planning Committee identifies annual priorities to help meet the strategic plan and identifies the needs it will support based on those priorities. These recommendations and identified priorities are used to inform and prioritize the budget requests that individual Executive Team members submit as part of the annual budget cycle.

# CORE THEME PLANNING AND USE OF APPROPRIATELY DEFINED DATA (STANDARD 3.B.3)

| | |
|---|---|
| **3.B.3** | *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.* |

Core theme planning and assessment activities at Grays Harbor College are informed by the collection of relevant data. Indicator development is a collaborative process between faculty, staff and the Institutional Effectiveness, Research, and Planning (IERP) Department. The resulting data is shared with faculty and staff whose task is to monitor and plan how the college can improve in each one of its mission areas (core themes). The Strategic Planning Committee helps guide the work of those involved in core theme assessment and the other planning components of the college to monitor, provide resources, and communicate results throughout the college community.

## HISTORY OF INDICATOR DEVELOPMENT

From 2011 to 2015, Grays Harbor College, along with 15 other two-year institutions in the state of Washington, was an "Achieving the Dream" college. Achieving the Dream (ATD) institutions implemented the ATD student-centered model of institutional improvement. They developed behaviors leading to a culture of evidence in which data and inquiry informed broad-based institutional efforts to close achievement gaps and improve student outcomes overall. ATD colleges in Washington State adopted Student Achievement Initiative (SAI) measures as the basis for determining the success of strategies implemented to increase student success and completion. As part of the ATD initiative, GHC adopted the SAI measures as well, for both the ATD work and core theme assessment.

The underlying measure for three of the four core themes, in general terms, is student success. Students whose intentions are academic transfer, earning a workforce certificate or degree, or transitioning through basic skills all want to be successful in their endeavors. For these three core themes, the data for measuring student success comes from, if not the same sources, then similar sources. And, while the Student Achievement Initiative data was a start down the road to understanding and measuring mission fulfillment, the college has continued to improve upon these initial assessment measures over the last four years. Data for measuring the fourth core theme, service to community, has proved to be challenging; ultimately, it has been determined that data for this indicator should come directly from those the college serves: employees, students, and community members.

## CURRENT PRACTICE

Based on NWCCU recommendations from its Year-Three Report in 2014, GHC has given significant attention to its scorecard over the last four years. In particular, the college has reviewed its indicators and revised them to provide faculty and staff with meaningful, actionable data that can be used to guide planning efforts aimed at improving student learning as well as improved service to the community. For the NWCCU Year-Three Evaluation in 2014, the college had focused on the use of Student Achievement Initiative (SAI) points (described above). Although the data provided information that was directly tied to student success and allowed for comparisons with other community and technical colleges in the state, the heavy reliance on the SAI data alone proved to be too limiting. Since the fall of 2016, faculty and

support staff have been involved in ongoing conversations about the indicators needed to provide a more comprehensive picture of how well the college is achieving its objectives. In the process, it became apparent that some of the objectives needed to be revised and additional indicators added in order to get the information needed to fully monitor mission fulfillment.

The conversations that resulted in the changes to the core theme scorecard indicators are a sign of engagement: as more people become involved in the work of assessing the core themes, more people become involved in deciding the kind of data needed as the basis for meaningful evaluations. Explanations of the data that guides the core themes is summarized in chapter 1, standard 1.B. The updated 2017–18 core theme scorecard along with an explanation of how the indicators were derived was shared with all employee groups during the winter of 2018. All core theme indicators have been evaluated for usefulness in understanding student learning, student achievement, and community engagement. And while some, such as the newer Stafford Creek Corrections Center measures, still need some work, for the most part the indicators are yielding actionable information for decision-making. Additionally, taken together, the indicators give the College a sense of overall achievement as reflected on the mission fulfillment dashboard.

The indicators on the core theme scorecard help the college to identify areas of improvement and well as strengths upon which it can build. Each indicator is covered in chapter 1, standard 1.B, including a rationale for why each indicator was selected and a discussion of how the thresholds were developed. This data is central to the college and is monitored regularly by the core theme teams and the Strategic Planning Committee. Mission fulfillment, based on the results of the core theme scorecard, is reviewed annually by the Executive Team and Board of Trustees.

While creating a scorecard that is meaningful has not come quickly or easily to Grays Harbor College, the college is at a point where the core theme team leads are now generally comfortable that the indicators tell them what they need to know to make decisions that can inform the strategic action plans and positively impact their results.

## ADDITIONAL DATA TO SUPPORT SCORECARD FINDINGS

As critical as the core theme scorecard is to identifying areas of improvement at Grays Harbor College, scorecard data alone does not provide the necessary diagnostic information needed to inform every situation. When a particular indicator is identified for strategic action, additional data is often needed to understand what is affecting the indicator and how the results can be improved. Indicators may be selected for strategic action because of a challenge seen in the core theme scorecard data (as indicated by red or yellow) or because of an opportunity for improvement (in the case of those in green). Once selected, the process is the same. The team discusses the impact they hope to have on the indicator and identifies specific strategies, actions, and individuals to work on the issue. In the process of determining how best to impact the indicator data from the core theme scorecard, additional data is often needed to understand the challenges or opportunities and determine the best course of action. For these situations, the college has a number of both qualitative and quantitative data and information resources that it maintains and makes available in support of continuous improvement. The following are some examples of data and reports that can be accessed by the strategic planning sub-committees (core theme and topic specific committees) and others when building and monitoring the strategies and activities that support changes identified in the strategic action plans.

## QUALITATIVE DATA

Grays Harbor College has a history of engaging students and staff to provide feedback and information on college goals. As shown in Table 34, the college regularly surveys both students, faculty, and staff to solicit data in areas such as student and employee engagement, student experience, and college capacity. Survey information is available to staff and employees via the Survey Results intranet site.

*Table 34 – Cycle of Research Tools & Assessment Processes Supporting Institutional Improvement*

| Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 |
|---|---|---|---|---|---|
| CCSSE | | ATD Principles Assessment Survey | CCSSE & ATD Principles Assessment Survey | ATD Principles Survey | |

| Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 |
|---|---|---|---|---|---|
| CCSSE & CCFSE | PACE | *High-Level Data for 2020-2027 Strategic Plan* | *CCSSE* | *PACE* | *TBD* |

Additionally, students provide qualitative feedback in regards to meeting their goals using the graduate survey, which is taken every year by the graduating class (Table 35). The survey asks students whether they think their time at GHC helped the student meet the college's desired student abilities (DSAs). DSAs are the transfer degree and college-wide learning outcomes and are included as part of the institutional outcomes measured on the core theme scorecard. In 2018, 49% of the graduating class responded (193 out of 391 graduates). This is slightly lower than past years, which have averaged about 55%. In the most recent survey (2018), most respondents (96%, Question #2) indicated completion of a two-year degree, sometimes in combination with a certificate. The overwhelming majority of respondents (94%, Question #5) indicated that they had achieved their educational goals at GHC. The Graduate Survey also asks students about the college's DSAs (see results in Figure 12 below under Desired Student Abilities).

*Table 35 – GHC Graduate Survey Results for 2014-2018*

| Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| Grad Survey | Grad Survey | Grad Survey | Grad Survey |

With the help of the IERP department, the GHC Associated Student Body government administers a survey to the GHC student body each year (Table 36). The survey is conducted via e-mail using survey monkey[10]. (Note: The survey does not include Stafford Creek Corrections Center students.) The survey addresses the issues and challenges students face. The 2016-17 survey addressed student interest in a Wellness Center. The 2017-18 survey had relevance for at least one of the objectives in all four of the core themes, particularly regarding the core theme of service to the community, and information on the use of student support services such as the tutoring center. A total of 321 students participated in the 2017-18 survey.

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[10] The survey was not administered to students at the Stafford Creek Corrections Center.

Student input gained from the survey informed the strategic enrollment management plan as well as the 2018 GHC master plan, both of which inform the overall GHC strategic planning process. Survey data also informed the academic support services decision (spring 2018) to centralize tutoring services in the library.

*Table 36 – Associated Students of Grays Harbor College Annual Survey Results*

| 2016-17 | 2017-18 | 2018-19 |
|---|---|---|
| Associated Students of GHC Survey | Associated Students of GHC Survey | *Associated Students of GHC Survey* (*planned for Feb 2019*) |

Another important qualitative data set derived from student input and utilized by faculty, student services staff, and administrators is the Community College Survey of Student Engagement (CCSSE). GHC has administered the CCSSE every three years since 2005. Data from past and current surveys are available in a set of interactive CCSSE Tableau Dashboards on the college's intranet. Employees can see how results have changed on specific questions over time. Faculty and staff are encouraged in a variety of ways to view the results of the CCSSE: they are shared with faculty and staff at different meeting venues, workshops are held to introduce staff to the Tableau tool, and IERP staff often recommend them. Two of the academic transfer core theme sub-groups (professional development and academic support services) are using CCSSE data to guide their work as is the Diversity Advisory Committee.

In the spring of 2017, GHC also exercised the option to survey faculty with the Community College Faculty Survey of Student Engagement. This survey elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and how they spend their professional time outside of the classroom. This survey is offered as a companion to the student survey should colleges wish to survey the faculty. GHC received the results of the faculty survey, which allowed the college to compare that with the results of the student data. The data from both surveys has helped shape the strategic goals for faculty development for 2018–19, with the aim of generating college-wide discussions about student engagement and the link between engagement and student success, particularly for those students least likely to be successful.

In the winter of 2018, GHC conducted an online survey to assess its effectiveness in fulfilling its mission in regards to service to community. The survey was distributed to individuals (including college employees, students and community members) who had volunteered their contact information or who follow social media for various GHC-sponsored programs/services that engage the community. Programs/services evaluated in the survey included Bishop Center for Performing Arts events, fish lab, Aberdeen campus gallery exhibits, library events, lectures, athletic events, community-hosted events on campus, community education, and short-term/contract training. A total of 1,059 individuals responded to the survey, which provided insight on survey participant experiences over the past year.

Results from the Community Survey were analyzed by the service to community core theme team in the spring of 2018. The general comments about GHC indicate that it is a friendly community environment and that the major limitations to participating in more events are due to busy lives and work/school schedules, rather than the program or service offerings. With regards to participant satisfaction, most programs and services ranked above 90%. Choker Athletics had the lowest satisfaction at 86%; consistent communication about sporting events and facility enhancements appear to be drivers that would improve

this satisfaction rating with the community. Overall, to improve upon GHC's service to community, the primary recommendation from the survey is to increase promotions, social media presence, and general advertising of opportunities to participants through a variety of platforms (direct mailers, radio, social media, and the like). GHC is in the preliminary stages of building a marketing plan that will transform strategic objectives into marketing priorities and goals, while outlining how to execute and reach those goals. The Marketing committee met with subject matter experts from each of the core themes to understand the unique needs of marketing to that core theme's target audiences.

A healthy organizational culture is necessary to sustain GHC's commitment to improving student success, student access, and community engagement—a culture that values collaboration, evidence-based decision-making, and assessment linked to improvement. In the spring of 2018, GHC conducted the Personal Assessment of the College Environment (PACE) survey. The purpose of the PACE survey, provided by the National Initiative for Leadership and Institutional Effectiveness (NILIE), is to improve the student experience by gathering input from faculty, staff, and administrators. It gives the college community a voice which can help inform priorities and institutional improvement with a focus on four climate factors: institutional structure, supervisory relationship, teamwork, and student focus. The PACE results were shared with the entire college community as well as the Board of Trustees; the main report and all of the sub-group and qualitative reports from PACE are posted on the college's PACE intranet site where employees can access them. Areas for improvement were discussed among various stakeholder groups, including faculty, exempt staff, classified staff, and the Executive Team. At their summer retreat in 2018, the Executive Team developed a plan to address campus climate based on the PACE survey results and the input from the employee group discussions of the results.

## QUANTITATIVE DATA

Sources that produce numerical data—both those found on the core theme scorecard as well as other relevant data—are routinely used by the college to assess student learning, student success, and community engagement. To help facilitate college access to data, a Central Reporting Hub serves as the go-to location for many college-related reports and is part of the overall Institutional Effectiveness, Research and Planning intranet site.

The Student Achievement Initiative[11] (SAI) data, which was utilized by Achieving the Dream colleges in Washington and distributed by the State Board, provides quantitative assessment data, enabling GHC to compare the "momentum" of its transfer, professional and technical, and transitions students to state benchmarks, as well as other colleges.

The Student Achievement Initiative (SAI) is also the performance funding system for Washington State's system of community and technical colleges. Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree. SAI represents a shift from funding colleges based on the number of students they enroll to also funding them based on meaningful outcomes.

The college incorporates the Washington State Board for Community and Technical College's Student Achievement Initiative (SAI) data into the essential indicators of achievement for the core themes of

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[11] This web page is hosted by SBCTC and portions of its content will only be available while on the college network.

academic transfer and workforce preparation 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. Although the specific category of SAI points utilized may vary due to its appropriateness to a particular core theme, there is a similarity, which allows for consistency among three core themes. The Washington State community and technical college system's SAI has as its principles for measurement the following:

- Performance measures recognize students in all (system wide) mission areas (three of GHC's core themes 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 are valid points in students' educational progress.
- Measures focus on student-achievement improvements that can be influenced by colleges.

Grays Harbor College uses an Enterprise Resource Planning Tool (ERP)—specifically, the Student Management System (SMS)—as the data source for student enrollments (headcount and FTE), as well as student retention, progression, and completion. Data from the college's ERP is pulled into a structured query language (SQL) database server where staff with knowledge of the databases can access and build reports based on the data. Beginning in 2015, through the collaborative efforts of IERP and IT, GHC began moving towards the use of online reports such as data dashboards to make college data more accessible, understandable, and visually compelling. In 2017–18, IERP used Tableau to present enrollment and completion data to department and division chairs in order to make strategic enrollment management decisions. Since that time, this data has been made available to all faculty.

The Financial Management System (FMS) provides budget and revenue data, and in a parallel effort to share budget information, the vice presidents for Administrative Services and Instruction met with all division and department chairs in spring 2018 to share approximate costs of instruction in their areas.

Additional external data supplements college data. The Washington State Board for Community and Technical Colleges supplies several dashboards on a variety of topics (e.g. enrollment, student progress and completion, faculty and staff data, and adult basic education data) and databases for college use. There are two primary databases that provide information on students after they leave or transfer -- the Mutual Research Transcript Exchange (MRTE) and the Data Linking for Outcomes Assessment (DLOA) database. While these databases are de-identified, meaning one cannot determine the identity of an individual student, they do allow the identification of former GHC students. MRTE allows the college to track students who go to other Washington State colleges, down to the transcript level. DLOA uses data from the Employment Securities office to give colleges a picture of student employment 9 months after the student leaves, whether they completed or not. While the scope of these databases is limited (MRTE is Washington only, and DLOA includes Washington and Oregon), they provide additional data sources. GHC supplements data from these sources with information pulled from the National Student Clearinghouse to understand what happens to students once they leave.

# Section III: Effectiveness and Improvement (Standard 4.A)

*The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.*

## SYSTEMATIC COLLECTION AND ANALYSIS OF DATA (STANDARD 4.A.1)

| | |
|---|---|
| **4.A.1** | *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.* |

Grays Harbor College's core theme scorecard is an integral part of strategic planning and drives annual strategic action plans for each of the core themes. It is monitored throughout the year by the core theme leads and the Strategic Planning Committee; it is reviewed annually by the Executive Team and Board of Trustees as part of a conversation about mission fulfillment. With revisions made along the way, the core theme scorecard has been and will continue to be the framework of the college's effort toward continuous improvement and mission fulfillment. In particular, as part of the strategic planning timeline, core theme leads begin preparing data in the spring, first looking at the core theme scorecard and then considering what additional data is needed for their teams to review in the fall. Based on this data and their experiences during the prior year, annual strategic action plans are developed to move the college toward the core theme objectives by improving indicator results. A challenge in this process is the lagging nature of some of the scorecard indicators. Assessment of strategies and activities (i.e. *additional data*) provides more immediate information to supplement scorecard data for core theme decision-making, as noted in standard 3.B.3 above.

Grays Harbor College's core theme scorecard is based on meaningful indicators that assess student learning, student achievement, and community engagement. An explanation of each core theme indicator, the rationale for the indicator, and its threshold values is covered in chapter 1, standard 1.B. The core theme scorecard is made up of a combination of quantitative and qualitative information, as appropriate, to provide a full assessment of each core theme objective. The revisions to the core theme scorecard since the Year-Three report have enhanced their usefulness in three key ways: diversifying the data sources, having faculty and staff involved in identifying what is meaningful information for their work, and gathering qualitative information to help the college better understand the community engagement aspect of the core theme of service to community. A discussion of the revisions to the core theme scorecard is found in the preface under Recommendation 1. Together, the indicator data from the core theme scorecard and the additional data used by the sub-committees combine to provide the evidence needed for pursuing continuous improvement on a regular cycle.

# SYSTEM OF EVALUATION OF PROGRAMS AND SERVICES (STANDARD 4.A.2)

| 4.A.2 | *The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.* |
|-------|----------------------------------------------------------------------------------------------------------------|

In addition to college-wide participation in strategic planning, both instructional and support areas of the college engage at the operational level in program review activities to support institutional effectiveness and core theme achievement. Instructional departments engage in a program review process (see Table 37) to supplement the assessment work that they do around student learning outcomes assessment, which is discussed in standard 4.A.3 below. Additionally, support areas such as units in student services, administrative services, and information technology, participate annually in non-academic program assessment (NAPA). Support areas with an identified need for process improvement can also work with a lean facilitator to improve a process or service in their area.

## INSTRUCTIONAL PROGRAM REVIEW

Faculty at GHC are responsible for evaluating the effectiveness of instructional programs. For programs with independent accreditation and/or licensing standards (e.g. Nursing, Welding), faculty are guided by student performance on required competency exams. In other workforce programs, faculty are guided in their evaluation efforts by feedback from external advisory committees and student employment data. Within other programs and areas of the curriculum, faculty have focused on identifying how course outcomes align with program and degree outcomes. As discussed below in 4.A.3, faculty submitted annual reports documenting this alignment. However, the practice of using external data as part of a systematic review of educational programming was not widespread.

A plan for a more collaborative and systematic educational program review process was developed in 2015-16, but discussions among division chairs, deans and the vice president of instruction in fall 2017 revealed that the plan was never implemented. Consequently, in winter quarter 2018, the Vice President for Instruction and the Instructional Management Team reviewed strategies used by other colleges in our community and technical college system, seeking to identify program review templates that emphasized the role of faculty in leading those reviews.

GHC chose to adapt an instructional program review process used by Spokane Community College(SCC) as part of its accreditation work because of the central role of faculty in that process. The Vice President of Instruction and the Instructional Management Team worked with the template designed for SCC's instructional program review process, they focused on drafting a process that all areas of instruction could use, whether or not they were externally accredited. The Instructional Program Review template was shared with division and department chairs in spring 2018 for discussion and documentation. Program reviews, linked in Table 37, asked faculty to comment on enrollment trends, success rates, and existing prerequisites for courses in their areas. Section III of the program review document, titled "Learning Outcomes – Program and Course Level," asked faculty to describe existing processes for reviewing course outcomes and for ensuring consistency across multiple sections of the same course, including online and hybrid versions of courses. The primary aim of this review, however, was to establish a baseline for designing an educational program review process specific to GHC.

In spite of the heavy work load and the awkward timing, faculty in all divisions participated in this process and provided useful feedback. In particular, faculty in programs with external accreditation pointed to the need to align internal educational program review with those processes. Faculty in programs without external accreditation identified the need to develop more specific processes to make the process meaningful.

Faculty and students helped guide the review of the Bachelor of Applied Science – Organizational Management (BAS-OM) program. Through program review surveys of the first cohort of the BAS-OM students, it was discovered more support services were needed. As a result, a program completion role was created to help these students navigate available resources such as the Writing Center, learning commons (library), and tutoring center. There was also intentional effort with supplementing student services for evening and non-traditional adult learners with a series of monthly workshops focusing on themes of scholarship application, technical writing, resume-writing, preparing for career entry, strengths-based leadership, soft skills, conflict resolution, and career exploration. As this new programming was developed, invitations went first to bachelor degree-seeking students, but soon all students were invited to participate in these workshops.

As seen in Table 37, the program review results for other programs varied as division chairs worked with this template for the first time. Having tested the program review template in 2017–18, the Instructional Management Team (IMT) is revising the template based on faculty feedback, and developing a schedule for program review going forward.

*Table 37 – 2017–18 Program Review Reports*

| Program Review Reports by Instructional Division | |
| --- | --- |
| 2017–18 (initial year of reporting) | 1. Humanities <br> 2. Social Science & PE <br> 3. Science & Math <br> 4. Transitions (Basic Skills) <br> 5. Health Sciences <br> 6. Industrial Technology <br> 7. Stafford Creek Corrections Center |

## ACHIEVING THE DREAM

Grays Harbor College's involvement with the Achieving the Dream Initiative (2011–2015) strengthened the college's commitment to evidence-based decision-making and provided new opportunities for the College to systematically use data and the resulting information in decision-making. The ATD core team spent time reviewing GHC student progress and completion data, considering the results of the college's Principles Assessment Surveys, and identifying relevant information from the best practice reports and research provided by the ATD Network. Grays Harbor College identified several strategies for improving student success, including orientation/first-year experiences, advising, math brush-ups, and Native student outreach. The college's final report (2015 Annual Reflection Worksheet) shows the data used to assess these programs over time. This practice with assessment under ATD set the stage for some of the improvement efforts discussed below.

The Native American Student Outreach Project is one example of assessment leading to intentional change and improvement, through involvement with ATD. As part of its ATD plan, the college decided to work on closing the achievement gap for Native American students by revitalizing its Native Pathways Degree Program (at the time known as the Reservation-Based Degree Program). This included identifying a program coordinator and completion facilitator.

The Native Pathways Program is a direct transfer Associate of Arts (AA) degree. This degree can be transferred to any four-year college or university, in most cases satisfying the general education degree requirements. This is an online degree with a hybrid component, making it truly unique and tailored for the students the college serves. The population of students is primarily but not limited to Native American students.

A benefit of the curriculum is that it provides cultural relevance for GHC students who come from different local tribal sites. Instructors are encouraged to use case studies from the Native Cases Enduring Legacies website in their courses, and students meet on assigned weekends at The Evergreen State College Longhouse for classes and seminars with Evergreen's upper-division Native Pathways students.

Five years ago, student enrollment was at an all-time low with five enrolled. Today, the program has between 25 and 30 enrolled per quarter with a roster of students that numbers 50 or more. The cohort of students includes those who work and parent; they can drop in and out of the program based on work and family lifestyle. The program has been averaging between 2 and 3 graduates per year and is working to improve this statistic.

## NON-ACADEMIC PROGRAM ASSESSMENT

In addition to leading many of the topic-specific strategic-level committees, members of the college's support divisions (i.e., Student Services, Information Technology, Administrative Services, Human Resources, and Institutional Effectiveness, Research and Planning) participate annually in Non-Academic Program Assessment (NAPA) where they are engaged in continuous improvement activities. Programs and departments often align these efforts with the college's values, but in some cases, the programs and departments are also finding ways to connect with the core themes.

NAPA utilizes the basic continuous improvement cycle shown in Figure 10 below, by asking each department to identify 1–3 things that they want to improve upon each year. Once the department identifies the desired outcomes (objectives) for the year, the members determine and set criteria for success (targets), and they develop strategies to achieve their outcomes. During the process, departments measure their progress, and at the end of the year (spring/summer) they review and reflect upon their results.

The IERP office provides support for departments in identifying outcomes, setting measures for success, and collecting data to assess results. Workshops are conducted periodically to support NAPA and resources are available on the intranet under Non-Academic Program Assessment. Additionally, a one-page instruction sheet is sent out a few times per year with reminders to supervisors to work on NAPA.

*Figure 10 – Non-Academic Program Assessment Continuous Improvement Cycle*



**Non-Academic Program Assessment (NAPA) Follows a Continuous Improvement Cycle**

Planning Efforts:
- Mission/Vision/Values
- Strategic Plan
- Unit/Area Plans
- Other

- Continue to assess for improvement (as needed) and/or begin new project
- Select an issue of focus
- Review the existing environment and any relevant data
- Review the assessment results and make needed changes
- Set desired outcome(s) and criteria for success
- Assess the outcome and analyze the evidence
- Develop strategies for improvement and allocate resources
- Implement the activity (and the assessment)

Table 38 provides links to each department's Non-Academic Program Assessment results for 2016–17 and 2017–18. Following the table are narrative examples of a few improvements undertaken and the results that were realized as part of the NAPA process.

*Table 38 – Non-Academic Program Assessment Worksheets*

| Year | NAPA Worksheets by Institutional Area |
|---|---|
| 2016–17 | 1. Administrative Services<br>2. Campus Operations<br>3. Human Resources<br>4. Institutional Effectiveness, Research and Planning<br>5. Instruction<br>6. Information Technology<br>7. President's Office<br>8. Student Services |
| 2017–18 | 1. Administrative Services<br>2. Campus Operations<br>3. Human Resources<br>4. Institutional Effectiveness, Research and Planning |

| Year | NAPA Worksheets by Institutional Area |
|---|---|
| | 5. Instruction |
| | 6. Information Technology |
| | 7. President's Office |
| | 8. Student Services |
| 2018–19[12] | 1. Administrative Services |
| | 2. Campus Operations |
| | 3. Human Resources |
| | 4. Institutional Effectiveness, Research and Planning |
| | 5. Instruction |
| | 6. Information Technology |
| | 7. President's Office |
| | 8. Student Services |

## Featured Follow-Ups

Throughout section 4A, the reader will find *Featured Follow-Ups*, examples of individual and group assessment projects and how the results of those assessment projects have been used to improve student success and/or student learning. These examples are meant to provide the reader with an understanding of the type of work that goes on across the college.

### FEATURED FOLLOW-UP: SUPPORTING STUDENT SUCCESS IN ATHLETICS

As part of their effort to improve student success for student athletes, the GHC Athletics Department has dedicated a portion of their NAPA efforts over the last few years to increasing grades and course completion for athletes through direct student support. Spearheading this effort is the Assistant Athletic Director (AAD), who, prior to becoming the AAD, served as the college's success coach during its Achieving the Dream grant. There were approximately 260 student athletes at GHC in 2017–18, which made up about ten percent of the GHC student body. This is a significant number for the college. Student athletes at GHC are at high risk for stopping out, as they are more likely than the general student body to be from outside of the state and are more likely to fall into the underrepresented student category.

Starting in 2016–17, the Athletic Department began experimenting with ways to get student athletes more engaged and invested in their academic studies. The AAD researched strategies and visited colleges from other states, such as Oregon and California, to identify best practices. Many of the college's student athletes desire to continue their athletic endeavors after GHC by transferring to NCAA & NAIA institutions. This objective identified the need for student athletes to complete certain courses required for transfer within a two-year window and the need to maintain at least a 2.5 GPA. Over the last two years, the Athletic Department has employed several best practices to help students understand and attain their goals.

The Athletic Department instituted a study hall requirement for athletes starting in winter quarter 2017. While initially it was a challenge to get students and coaches to comply, by the 2017–18 academic year,

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[12] 2018-19 NAPAs are in-progress, the final two columns of these reports will not be completed until spring/summer 2019.

the requirement was known by all student athletes and enforced by most coaches. After some experimenting with what would work, it was decided that all new student athletes will be required to attend study hall for at least one hour per day (five hours per week) during their first quarter. After their first quarter, students who have a 3.0 GPA or higher can "earn their way out" of this requirement by successfully completing 24 credits. Students then must maintain at least a 3.0 GPA or return to study hall. Each coach receives a spreadsheet for each week that shows them who attends and who does not. This way, coaches can help to reinforce study hall participation.

In addition to the study hall requirement, several other interventions were developed with the assistance and support of faculty and departments such as TRiO and the Academic Support Center. Many of these interventions are now in place and improving student athletes' academic success; other interventions are scheduled for implementation in the near future. First, in addition to meeting with their academic advisors, all athletes also meet with the Assistant Athletic Director prior to their first quarter to go over the importance of maintaining a 2.5 GPA and completing courses. Second, if students are identified by faculty in the college's Early Alert process as having difficulty in class during the first few weeks of the quarter, the AAD contacts them to find out why they are struggling and to provide assistance to get back on track. Third, if students fall below a 2.5 GPA for the quarter, the Athletic Department checks in on them to find out why the student is struggling and to work with them on what they can change to improve. Finally, in the fall of 2018, the Athletic Department offered a two-credit "boot camp" for new student athletes just prior the beginning of the quarter. This "boot camp" is similar to the college's First Year Experience (FYE) class, but is better tailored to the needs of the student athlete. In the future, the Athletic Department would also like to add math and English brush-ups to help students prepare for placement testing.

Student athlete learning and achievement has already been influenced by these interventions and contribute to success of core theme objective indicators for student success. Results include:

- An increase to the overall quarterly GPA for student athletes from 2.65 in fall 2016 to 2.85 in fall 2017.
- An increase in the percentage of student athletes earning a quarterly GPA of 3.0 from 33% in winter of 2016 to 50% in fall of 2017.
- An increase in the number of graduates from 19 in 2017 to 35 in 2018.

The efforts of the Athletic Department, with ties to approximately 10% of the state-supported student body, have improved student progress and completion, which is an objective of three of the college's four core themes.

## FEATURED FOLLOW-UP: STUDENT ENGAGEMENT THROUGH STUDENT LIFE ACTIVITIES

In support of the core themes and college values, Student Life strives to enhance student learning, increase student achievement and encourage engagement with the college outside of the formal learning environment of the classroom. Over the last two years, the focus of Student Life's non-academic program assessment (NAPA) has been just that, engagement. Staff identified an outcome of increasing the number of participants in selected student activities and events. The results indicated that some events were more successful than others were. Fun events such as Mayhem and Fall Festival saw increased participation while service events such as the Campus Day of Service and the blood drives were less successful. Following the results from Student Life's NAPA, staff looked at what worked and how low-participation events could be improved. To continue growth in events like Mayhem and Fall Festival, Student Life will

continue to engage students in identifying what they would like on campus and provide a variety of offerings to engage different types of students. For the events that saw a decrease in participation, Student Life is going to evaluate the times, dates, marketing, and locations of the events to increase student engagement. A second outcome identified by Student Life was to increase the number of club-sponsored events. As a result of some focused effort, club events went from 36 to 44, increasing the opportunity for student involvement. Following the increase realized as part of its NAPA, Student Life heard from the clubs that requiring each club host a number of events was a large burden on them. Student Life has since looked at ways to incentivize clubs to be more active and host events by examining how they could tie funding or increased recognition to clubs that have greater levels of participation. Continuous improvement around student engagement is an on-going effort for student life.

### *FEATURED FOLLOW-UP: COLLEGE SUPPORT VIA INFORMATION TECHNOLOGY*

Administrative units and areas that provide indirect support for mission fulfillment by supporting the college's values are also engaged in continuous improvement at Grays Harbor College. In fact, NAPA gives these areas a way to track and share their improvement efforts with the college each year. While many areas, such as IT, also have a place in strategic planning, it is often NAPA improvement projects that give front-line staff an opportunity to participate directly in assessment and improvement activities.

As an example, during the 2016–17 academic year, IT and Human Resources (HR) collaborated on a college-wide initiative to move to an online leave-tracking software with the goal of reducing staff hours required to process payroll. IT worked to ensure the technology and reporting infrastructure was in place, while HR focused on internal and external training and the roll-out plan. Together, both IT and HR implemented the new process. It has significantly reduced the number of hours HR spends processing payroll from 40 to 20 hours a month, a 50% reduction. Additionally, HR significantly reduced the number of paper timesheets received from approximately 200 a month to at most 20, a 90% reduction. And, while this does not directly impact the scorecard indicators, faculty and staff compensation is essential to a functioning college.

## LEAN PROCESS IMPROVEMENT EFFORTS

In addition to engaging in the Annual Non-Academic Program Assessment (NAPA) annually, a number of support areas at GHC have also engaged in more comprehensive process improvement efforts using Lean. Lean is a set of tools developed to reduce the waste associated with the flow of materials and information in a process from beginning to end. The goal of Lean is to identify and eliminate non-essential and non-value-added steps in a process to streamline production, improve quality, and improve customer satisfaction. The Chief Executive of Human Resources at GHC is an experienced Lean Facilitator. He has worked with multiple areas of the college, including the Welcome Center, Running Start, Cashiering, Human Resources, and Financial Aid. Some of these projects were more extensive than others, but they all brought about change and improved workflow.

The Welcome Center (Entry Services) in particular has realized a number of significant improvements based on their Lean work. The scope of the Welcome Center Lean Project was the entire process of application and enrollment, beginning with the point of application to the college and ending with the student enrolled in classes with no balance owing.

The team identified several goals for the project, which included moving the first date for summer/fall registration from June to April 1; reducing the average time for a financial aid award to be completed from

6 weeks to 5 weeks; establishing and enforcing earlier payment deadlines; and implementing the Nelnet payment plan option for all students. Efforts were made to implement each of the projects, although ultimately Nelnet was not implemented. As a result of this work, summer/fall registration was moved from mid-June to early May. This Lean project also spawned two other Lean projects: one to streamline the awarding of financial aid and one to move cashiering from the Business Office (in the Schermer Building) to Financial Aid (in the Hillier Union Building). Both projects were successful. The Financial Aid project is discussed under standard 4.A.5.

# ASSESSING STUDENT LEARNING AND STUDENT ACHIEVEMENT (STANDARD 4.A.3)

| | |
|---|---|
| **4.A.3** | *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* |

In addition to the institution-wide assessment of student learning, student achievement and community engagement that occurs with the monitoring and implementation of the core theme scorecard and strategic action plans, and work done by institutional divisions to review their areas, the college's faculty, as a part of their ongoing work, evaluate and engage with student learning and student achievement. Fostering and assessing student learning at the course, program/degree, and college-wide levels are primarily the responsibility of faculty. These processes has evolved significantly over the last several years.

## COURSE-LEVEL OUTCOMES ASSESSMENT

Course-level outcomes assessment at Grays Harbor College is built upon a framework of aligning curriculum and student learning outcomes by ensuring that student work is evaluated based on transparent assignments that have a clear purpose, tasks, and criteria for success. In keeping with the National Institute of Learning Outcomes Assessment (NILOA) principles for effective learning outcomes assessment, this approach focuses on increasing the validity of the outcomes assessment process by connecting it directly with student assignments. The alignment between curriculum and outcomes is central to this work, and outcomes are assessed through student demonstrations of learning. This approach elevates the importance of skillful task design. Students need to be asked to complete "performance tasks"—tasks designed to demonstrate mastery of the outcome before the outcome can be accurately assessed. In this approach to outcomes assessment, faculty engagement in and ownership of the process is central, and the process is designed to yield actionable evidence about student learning which can be discussed within and across divisions, and ultimately used to improve student and institutional performance.

This new way of thinking about outcomes assessment depends upon skillful performance task design in all areas of the curriculum. In order to support faculty in ensuring alignment between outcomes and tasks, in 2017–18, faculty used a template, developed by Dr. Mary-Ann Winkelmes at University of Nevada-Las Vegas for the Transparency in Learning and Teaching (TILT) project, to present a chosen assignment to their students. The transparent assignment template requires faculty to explicitly state the purpose of the task they are assigning and how it relates to course content and to students' future goals, what the task is, and the criteria for assessing the task. Studies done by Winkelmes and others show that when faculty

use the transparent assignment template with two assignments in a single course, student success in that course improves, particularly for first-generation, low-income, and historically underrepresented students. By grounding GHC's approach to outcomes assessment in this research, outcomes assessment at the college becomes more clearly aligned with GHC's agenda for student success.

Grays Harbor College is currently in its second year using the TILT approach to redesign how faculty think about student learning outcomes assessment. At the beginning of the 2017–18 school year, faculty were asked to choose an important outcome in a course they were teaching and design an assignment that could serve as a performance task tied to that learning outcome. Keeping with the theme of building collaboration, faculty were then asked to bring draft assignments to All-Faculty Day in October 2017, where they exchanged them with peers. Dialog about the elements of the assignment—purpose, task, and criteria for success—occurred in cross-divisional discussion groups. At All-College Day in February 2018, faculty had opportunities to discuss their transparent assignments again. Also at All-College Day, the value of assessing student learning outcomes through carefully designed, course-embedded assignments was reinforced by guest speakers Charles Blaich and Kathy Wise, directors of the Wabash Center of Inquiry. Blaich and Wise conducted a workshop for all faculty on the value of authentic assessment and purpose behind using common rubrics. As was the case for Kick-Off and All-Faculty Day, adjunct faculty were offered stipends to attend. Final versions of these transparent assignments and faculty reflections on the use of the assignment for assessment were due at the end of spring quarter 2018 and are available for all faculty to review via a folder on the college's shared drive.

Faculty reflections on the use of the transparent assignment template are promising. Faculty were asked whether the assignment was a good assessment and an accurate indicator of student learning—an initial review of reflections submitted shows the answer is largely yes. A marketing instructor designed a final assignment in which students were to write a paper and give a presentation critiquing an advertisement. In her reflections, the instructor wrote that the assignment was a good indicator of student learning because "*class learning objectives were showcased in student work.*" Faculty were asked what they noticed about using the transparent assignment template. A developmental math teacher, whose assignment focused on students' ability to solve multistep equations, wrote "*I believe this assignment created a good opportunity for review of prior knowledge, practice of productive persistence, and tying to new skills of applying their knowledge which made those that completed the assignment very successful…. It gave students a clear picture of how they would be assessed at the end so they know the expectations of how they would be assessed.*" A psychology instructor wrote that "*the transparent template helped students understand the meaning behind the assignment along with the criteria to be successful. Students earned on average a letter grade higher on the assignment than they did before I used the transparency template.*"

To support and encourage faculty leadership on the alignment of curriculum and learning outcomes, and further the sense of outcomes assessment as a collaborative process, an Outcomes Assessment Committee (OAC) was formed in the winter of 2018 to guide the outcomes assessment process. The college has, for a long time, had an Outcomes Assessment Liaison to support faculty outcomes assessment work. However, this was a single position, not supported by any institutional structure beyond the Vice President's Office. With the creation of a committee to support the work of Outcomes Assessment, the idea was to move outcomes assessment from an "individual" activity to a "collaborative" activity. The OAC includes faculty from all divisions of the college along with key administrators. Members of the 2017–18 and 2018-19 Outcomes Assessment Committee are listed in Table 39.

*Table 39 – Outcomes Assessment Committee (OAC) Membership, 2017-18 and 2018–19*

| OAC Member Name | Title |
|---|---|
| Kristy Anderson | Chief of Institutional Effectiveness, Research, and Planning |
| Dr. Darby Cavin | Faculty - English and Bachelor of Applied Science - Teacher Education; Outcomes Assessment Liaison |
| Brittany Ferry | Faculty - Transitions |
| Dr. Amanda Gunn | Faculty - Biology |
| Melanie Israel | Faculty - Business Management |
| Dr. Jamie Jones | Faculty - English |
| Kayleen Kondrack | Faculty - English |
| Dr. Emily Lardner | Vice President of Instruction |
| Amy Montoure | Faculty - Math |
| Dr. James Neiworth | Faculty – English |
| Carol O'Neal | Associate Dean, Nursing |
| Tim Plagge | Faculty - Biology |
| Dr. Chris Portmann | Faculty – Sociology and Bachelor of Applied Science - Organizational Management |
| Brenda Rolfe-Maloney | Faculty - Psychology |
| Adrienne Roush | Faculty - Library |
| Tom Stearns | Faculty - English; Director Writing Center |
| Aaron Tuttle | Director of Student Life |
| Jeremy Winn | Coordinator, E-Learning |

In winter 2018, the Outcomes Assessment Committee reviewed all the 2017–18 assignments submitted by faculty and assessed them using a rubric keyed to the TILT template. The assessment was conducted in the manner of a standard writing assessment. Each assignment was read by two readers who scored it independently. Once all assignments had been read and scored by at least two readers, the committee discussed the evaluations. The purpose of this assessment was to establish a baseline describing the overall ability of GHC faculty to use the transparent assignment template, including its three key features: task, purpose, and criteria. Based on this comprehensive review of faculty assignments, the OAC determined that faculty were using the transparent assignment template reasonably well.

The OAC recommended that the plan for assessing student learning outcomes for 2018–19 be extended from a single assignment in a course to two assignments in a course, in keeping with the extant research linking the use of the transparent assignment template to increasing student success. The OAC also recommended that faculty be notified by the end of spring quarter 2018 about the plan for 2018–19 so they had the summer to revise assignments and courses. With the hiring of twelve new faculty for fall 2018, the OAC noted the need to be sure new faculty were aware of GHC's method for engaging in

outcomes assessment. The Outcomes Assessment Committee also agreed that the college should send a team of faculty to the statewide 2-1-1 challenge in the summer of 2018 to deepen faculty's understanding of how other colleges in the state system and nationally are using the TILT framework. The 2-1-1 challenge is a statewide opportunity for 28 faculty to test the hypothesis that "transparent assignment design is a low-stakes, high-impact equity and retention strategy." Instructors TILT two of their assignments in one course during one quarter and analyze and share the results. Grays Harbor College has five faculty participating in this challenge during fall 2018.

Additionally, from their review of the transparent assignment templates submitted by faculty as part of the 2017–18 outcomes assessment process, the Outcomes Assessment Committee determined that professional development priorities for 2018–19 should include helping faculty to:

- Identify critical outcomes for courses—outcomes that serve as building blocks for further learning in the field, including subsequent courses or the workplace.
- Align grading/allocation of points with achievement of those outcomes.
- Align instructional efforts and activities with helping students achieve those outcomes, including creating lots of opportunities for students to practice, get meaningful feedback, and improve on their achievement of those outcomes.
- Use the transparent assignment template to present assignments to students

Based on the above recommendations, in June 2018, the Vice President of Instruction sent out an email to faculty with the student learning outcomes assessment process for 2018–19 as well as the rubric used by the OAC for evaluating transparent assignments. During Kick-Off (convocations) in fall 2018, faculty and divisions were asked to identify which course, outcome, and assignments they were going to work on for the year and how course-outcomes and assignments would relate to the three desired student abilities (DSAs) under review in 2018–19: written communication, quantitative literacy, and information literacy.

The plans, methodology, and details of the approach to outcomes assessment for 2018–19 were discussed, reinforced, and practiced several times during Kick-Off week in the fall of 2018, with faculty taking leadership roles in most of the activities. Activities included:

- Presentation by the GHC 2-1-1 group (five faculty from GHC who attended the summer 2018 Statewide 2-1-1 Workshop) on the benefits of TILT, particularly for supporting underrepresented students.
- A summary presentation by two senior GHC faculty who facilitated a course design workshop for new faculty prior to the start of the academic year. Materials for the workshop were adapted from an institute these two faculty attended in January 2018 at The Brown Center for Faculty Innovation and Excellence entitled "Course Design for Essential Learning Institute."
- Small group discussions led by members of the Outcomes Assessment Committee about GHC's approach to assessing course-level and college-wide outcomes in 2018–19: TILTing two assignments in strategically chosen courses, leading into the process of using samples of student work to review and refine college-wide rubrics for assessing written communication, quantitative literacy, and information literacy. The discussion included an outline of the work to be completed by the fall quarter All-Faculty Day (October 5) and the work to be done during the All-College Day in February.

- Large and small group discussions on the use and value of rubrics for evaluating pie (apple and cherry) and evaluating student work, led by Adam Pratt (carpentry faculty), Lucas Rucks (Workforce Dean) and Matt Edwards (Director of Institutional Research and Reporting). At this event, draft rubrics for three DSAs (information literacy, quantitative literacy and written communication) were introduced. (Additional information on the DSAs are discussed in detail below under the Desired Student Abilities section.)
- Division meetings, led by division chairs, to coordinate the assessment work of faculty in each division.

These events included extensive conversations on such topics as:

- Defining "key" outcomes and aligning assignments with course learning outcomes;
- Deliberating about which outcomes are key, especially in introductory courses, including discussions of what students need to know and demonstrate when they move to the next course, transfer, or enter a career; and
- How course-level outcomes contribute to the DSAs.

Going into the second year of this new approach to course-level outcomes assessment, the Vice President of Instruction acknowledged that the College needed a new schedule ensuring all course outcomes will be reviewed on a systematic basis[13]. She explained that a schedule would be developed, but the Outcomes Assessment Committee identified three major tasks that needed to be considered first, to move the College toward meaningful and collaborative assessment. These tasks include:

1. Making sure faculty are clearly designing assignments that ask students to perform in ways that get at the desired outcome;

2. Identifying how the college will measure the impact of course outcomes on the DSAs and ensuring the tools are valid across the curriculum (rubric validity); and

3. Clearly explaining where course-level outcomes assessment and DSAs intersect.

At the All-Faculty Day in October of 2018, faculty had the opportunity to share and receive feedback on their TILTed assignments by engaging in small group activity (Transparent Assignment Charrettes) with other faculty and completing feedback sheets for their colleagues.

While the use of the TILT approach has introduced a new way of looking at course-level outcomes assessment, faculty at GHC have been assessing student learning at the course and program-level since well before this septennial accreditation cycle. Student completion of course-level outcomes has been and continues to be considered the foundation for student learning and student success. Grays Harbor College faculty identify course-level assessment as a significant responsibility; as such, the college has included it in Article IV, Section 1 of the 2016-2019 faculty contract. GHC's syllabus template requires faculty to identify course-based learning outcomes for students. In addition to the syllabus, course outcomes are available to students by selecting a course on the Course List page of the GHC internet.

Faculty at Grays Harbor College have been monitoring course-level outcomes and identifying areas for improvement for more than two decades. The practice of preparing annual outcomes assessment reports

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[13]Explained further in chapter 5, standard 5B2, the Outcomes Assessment Committee has agreed to develop a schedule and guidelines to systematize course and program/degree level student learning outcomes assessment. The OAC will make a recommendation to the Vice President of Instruction in the spring of 2019, with an anticipated implementation of fall 2019.

and documenting individual instructor's use of those assessments to make improvements has evolved over time.

While much work was done in the early years of the septennial cycle around course-level outcomes assessment, as represented in Table 40, both faculty and administrators have come to recognize the need to develop a greater synergy around outcomes assessment and to have course-level assessment impact curriculum change in a broader context, beyond the individual faculty member's classroom. Since 2016, the college has taken steps to move in the direction of a more meaningful and collaborative system of outcomes assessment. Even prior to introducing the TILT framework in 2017, changes were introduced to begin this process.

*Table 40 – 2012–2018 Course-Level Learning Outcomes Assessment Work*

| Year | Course-Level Report Template and Information | Links to Course-Level Reports Grouped by Division |
|---|---|---|
| 2011–12 | • Course Level Annual Outcomes Assessment Instructions<br>• Course Level Annual Outcomes Assessment Template | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2012–13 | • Course Level Annual Outcomes Assessment Instructions<br>• Course Level Annual Outcomes Assessment Template | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2013–14 | • Course Level Annual Outcomes Assessment Instructions<br>• Course Level Annual Outcomes Assessment Template | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2014–15 | Hiatus on Outcomes Assessment Work | |
| 2015–16 | • Course Level Annual Outcomes Assessment Instructions<br>• Course Level Annual Outcomes Assessment Template | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing (Course & Program 2015–2018)<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |

| Year | Course-Level Report Template and Information | Links to Course-Level Reports Grouped by Division |
|---|---|---|
| 2016–17 | • Course Level Outcomes Assessment Process (Grid Format) | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing (Course & Program 2015–2018)<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2017–18 | • Course Level Student Learning Outcomes<br>• Rubric for Transparent Assignments | 1. Business<br>2. Communications<br>3. Counseling<br>4. Health Science<br>5. Humanities<br>6. Industrial Technology<br>7. Math<br>8. Science<br>9. Social Sciences<br>10. Stafford Creek<br>11. Transitions |
| 2018–19 | • Overview of Outcomes Assessment<br>• Individual Faculty Outcomes Assessment Form<br>• Division Outcomes Assessment Form<br>• 211 TILT: Blank Transparency Assignment Template<br>• 211 TILT: Checklist for Designing a Transparent Assignment<br>• 211 TILT: Transparent Assignment Design Template | In Progress – Results Expected End of Spring 2019. |

In 2016–17, beginning with the All-Faculty Day in October 2016, individuals and departments spent considerable time refining their course outcomes to get at the essential learning components and to make them more understandable for students. In many cases, this meant reducing the number of outcomes for the course. For example, the number of outcomes for Introduction to Chemistry was reduced from over sixty to under ten. Reducing the number of outcomes to those that were critical was key to arriving at a number that was manageable for students to comprehend and for faculty regularly assess.

In recognition of the essential role faculty play in assessment student learning, the Faculty Contract Agreement for 2016–2019 contains the inclusion of specific language pertaining to assessment. In July 2016, showing that both faculty and administration had a mutual interest in faculty doing meaningful assessment work, the following verbiage was added to Article IV: Workload and Terms of Employment, Section 1, Responsibilities and Work Week:

> *All faculty are responsible for their individual parts of the college's documentation of outcomes assessment. This responsibility entails:*

a) *Identifying course-level student outcomes for inclusion in master course outlines and course syllabi for every course taught (for courses taught by multiple faculty members, this is a shared responsibility).*
b) *Linking course-level student outcomes to program-level outcomes (for programs taught by multiple faculty members, the development of program-level outcomes is a shared responsibility).*
c) *Linking course- and program-level outcomes to institutional outcomes (or desired student abilities).*
d) *Assessing student mastery of course-level, program-level, and institutional outcomes on a systematic basis.*
e) *Preparing an annual Outcomes Assessment Report that documents the individual instructor's use of outcomes assessment results to improve success in teaching and learning (for courses/programs taught by multiple faculty members, this can be a shared responsibility).*

The steps taken in 2016 to revise outcomes and identify outcomes assessment in the faculty contract created the institutional elements needed for a systematic process of outcomes assessment. However, while the outcomes assessment template faculty used allowed for the systematic tracking of outcomes assessment, reports turned in after the change in the contract's language showed that there was not a uniform understanding of how to measure and analyze outcomes assessment data with an eye towards improvement. In other words, while GHC had created a measurable system of assessment, not all faculty found the plan to be meaningful in the context of their day-to-day work with students.

Limited opportunities for faculty to formally or informally discuss the results of their assessments is seen as a key factor in this challenge. For example, based upon the above agreement, in 2016–17, course-level outcomes were assessed by faculty using a standardized form turned in to the Vice President of Instruction at the beginning of the 2017–18 academic year. While many faculty reported having ongoing informal conversations with colleagues about student learning, opportunities for formalizing collaborative conversations about outcomes assessment and student learning were not as frequent. The requirement to submit an outcomes assessment report directly to the Vice President of Instruction did not create dialog or facilitate improvement beyond the individual. With many single-faculty disciplines, collaboration across faculty can already be a significant challenge. The new approach to course-level outcomes assessment (introduced in 2017–18 and built upon in 2018–19), focusing on transparent assignments, has been designed by the Outcomes Assessment Committee to have a collaborative cross-divisional approach. It also allows faculty to teach and learn from one another.

### *FEATURED FOLLOW-UP: TRANSPARENCY IN ENGLISH 60 FOR EARLY SUCCESS*

English Professor Shiloh Winsor knows that retention is a key part of student success. In English 60, for example, students who stay with the class to the end of the quarter tend to perform well on assignments and tend to be able to perform well at the next level. The trick, though, is keeping students to the end of their first quarter. For his 2017–18 annual course assessment, Professor Winsor changed one of the mid-quarter assignments in his English 60 course using the TILT framework. English 60 is typically a first-quarter experience for students and a student's experience in the course should allow him or her to have the skills and the persistence needed to be successful in subsequent coursework. By applying the TILT framework to redo the assignment, students were provided with a greater scaffolding to work from that included the purpose, task, and criteria for success, as well as an emphasis on the skills students will practice as part of the assignment. According to Professor Winsor, "This particular writing assignment focuses in on the

challenges that students may face to their success in college—roadblocks if you will. It is the initial writing assignment, and its goal is twofold: it gives the students practice with drafting a clear thesis-driven short piece of writing and its subject matter allows them to begin to reflect on the challenges they may face in college."

Students generally did very well with the assignment using the TILT framework. For context, 32% of all students exceeded the content criteria guidelines, a subset of the 74% of students who met or exceeded guidelines in whole or in part. The remaining 26% of students did not quite meet content guidelines. The N was relatively small (17). For students who were not meeting formatting or content guidelines, most had been absent for all or part of the class sessions devoted to formatting and content. In his assessment report, Professor Winsor commented on the results he realized using TILT:

> *"I found that students who were not meeting the formatting guidelines or content specificity generally were missing portions of the process…. I want to repeat this process in total more times, and I hope this will catch these students better."*

> *"I have found that the transparency template is one that I am using for all major assignments that I am creating for my course. I've tried to make use of it for assignments as I revise them, and I am always using it for any newly written assignments. It has helped me to better communicate goals for assignments and has made my assignments throughout classes (and across the writing sequence) more consistent in formatting."*

> *"The primary thing I noticed was that my assignments were almost all "task" and "criteria" based. While these are important features of an assignment because they allow students to know exactly "what" they need to do and how their performance will be evaluated, I've found that this template is forcing me to truly articulate "why" this assignment is being assigned for students and "how" this assignment will be important. I'd like to think I was making this clear to students as I presented assignments in the past, but without writing it down for students, I'm not convinced that I communicated it as well as I could have."*

## FEATURED FOLLOW-UP: TILTING BIOLOGY 100

Biology Professor Dr. Amanda Gunn has already seen results from using the TILT framework in her classes. For her 2017–18 outcomes assessment assignment, Dr. Gunn used the TILT framework to modify an assignment in Biology 100. She found that she made changes that brought clarity for students by challenging her own assumptions. She included information in the TILTed assignment that, in the past, she had just assumed students would know. The result of this was noticeably improved student work that resulted in higher scores on the assignment. Additionally, last spring, Dr. Gunn verbally TILTed her entire Biology 260 class, making clear the purpose, task and criteria for success for each assignment, quiz, and test. Students had "*the best quarter ever*" with higher grades than in the past. The feedback from students was extremely positive, students indicated that they appreciated the clarity. Dr. Gunn noted that the students who struggled in the past were the ones who did not follow directions. By increasing clarity, grading can be based on "*the depth of student understanding*" rather than on "*whether or not they understand the assignment*." Also, assignments can be made more rigorous without affecting student achievement. For 2018–19, Dr. Gunn has revamped all her lesson plans using TILT. Early quizzes show that students are receiving higher scores than in past years.

Sociology and Education Professor Dr. Chris Portmann has also used the results of TILTing one of his assignments in Education 202 (spring quarter 2017) to help improve students' experiences in his classroom. Comparing three discussion (essay) assignments in this Education 202 (Education Practicum) course, Dr. Portmann TILTed the second discussion assignment of the quarter and compared student work to the first and third assignments. The second assignment used the purpose, skills, and criteria for success format of TILT and included a rubric that students could use to understand the expectations of the assignment. The results were that students (N = 13) were very successful in completing the experimental assignment and conveying their understanding of the material in their work. The average grade was in the "A" range. Also, while the difference between the grades on the assignments was not statistically significant (a challenge with small numbers), students very much appreciated the clarity of the TILTed assignment. Dr. Portmann followed up this assignment by asking his Education 202 students to reflect on their experiences. Excerpts from the students' reflections included:

> *"The rubric added into discussion two was very helpful for me and I'm sure other students as well. It was very clear and showed us what kind of grade our work would earn us. I honestly think it works better adding it because when I wrote for your 201 class, I never really new [sic] my work would get me."*

> *"I like this new layout because it lets us know exactly what the professor expects from our work."*

> *"I find the Discussion Two format to be very helpful. In fact, I think it is better than the other formats. It gives students a nudge in the right direction by providing them with a guide for writing their paper."*

> *"Overall, I prefer the discussion two format as it provided me with a good essay foundation by stating what goals would need to be met in order to attain the full 10 points for the discussion."*

Inspired by the positive feedback from students in Education 202, for 2018–19, Dr. Portmann is TILTing the assignments in his Sociology 101 class. As part of this, he has moved from multiple choice to written assignments, has added rubrics to each assignment, and has focused each assignment on meeting one of the course outcomes. Like Dr. Gunn, Dr. Portmann is finding that this approach makes the students, rather than the assignment, the drivers of their learning, which allows them to get more out of each assignment. At the time of writing, scores in fall quarter sociology are about one letter grade higher (average score of 89 verses 79 in the past) for each assignment.

## PROGRAM/DEGREE-LEVEL OUTCOMES ASSESSMENT

Program/degree-level assessment in professional and technical programs is an established process at GHC. Links between course and program/degree outcomes are strong. Professional and technical program/degree outcomes are well defined, responding to external advisory committee input and certification and credentialing requirements.

With transfer degrees, the relationship between program and degree outcomes has been less well defined. Like some of its peer institutions, GHC chose, early in this septennial cycle, to distinguish between program outcomes and degree outcomes. This was done by articulating outcomes for each of the

distribution areas within transfer degrees and designating these as program outcomes. The outcomes for the degree were formed by aggregating all these "program" outcomes. The result for the AA-DTA degree was a set of 16 student-learning outcomes.

In the early years of the septennial cycle, student learning outcomes report forms asked faculty to show alignment from course to program to desired student abilities. In this way, faculty linked course-level outcomes with distribution areas within the transfer degree, then to college-wide outcomes.

In February 2018, at All College Day, the guest speakers reminded faculty of the importance of developing and using shared rubrics for college-wide outcomes. The same principle applied to degree outcomes. Informal discussion with Outcomes Assessment Committee members and Division Chairs suggested that the idea of creating shared rubrics to assess more than a dozen outcomes felt daunting to faculty. Moreover, it wasn't clear that students were following predictable enough pathways to insure they would have opportunities to achieve the wide-ranging set of outcomes that had been developed. Conversation about changing the transfer degree outcomes continued throughout spring quarter 2018.

At the Division Chair retreat in early September 2018, discussion ensued about how many outcomes faculty can reasonably teach for and assess. The general consensus among chairs was that adopting the strategy of aligning transfer degree outcomes with college-wide outcomes, DSA's, would strengthen faculty focus on and student success with a more limited but clearly defined set of learning outcomes. As well, chairs recognized that transfer degrees are designed to prepare students to transfer into majors— in effect, GHC's transfer degrees are intended as lower-division general education preparation for more advanced study in particular areas. To that end, the DSA's outlined the important competencies that students need to succeed across majors.

During Fall Kick-Off, a special meeting of faculty teaching in transfer degree programs and programs leading to transfer courses was held for the purpose of reviewing transfer degree outcomes. Again, the sense of the meeting was that students would be better served if GHC focused on a more limited set of transfer degree outcomes aligned with the DSA's.

The Outcomes Assessment Committee members discussed this change to transfer degree outcomes at its fall meeting, and recommended that a survey of faculty be conducted. Near the end of Fall quarter 2018, a survey was distributed to all full-time faculty. Nearly half (31 of 65) faculty responded, and all but 2 supporting changing the transfer degree outcomes to align with the DSA's. Survey results were shared at the Instructional Council meeting in January 2019 and formally adopted effective for the academic year 2018-19.

While changes in approach are currently underway, transfer faculty have been assessing at the program/distribution area (e.g., Humanities, Math) just as the professional and technical faculty have been assessing their programs (which are synonymous with the degrees). As represented in Table 41, faculty focused on ensuring that students met the outcomes in their program/distribution area (transfer) or degree (professional and technical) using course assessment as the foundation for this program-level review.

*Table 41 – Program/Degree-Level Outcomes Assessment Reports 2011-2014*

| Year | Division |
|------|----------|
| 2011–12 | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2012–13 | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |
| 2013–14 | 1. Humanities & Library<br>2. Social Sciences & PE<br>3. Science & Math<br>4. Transitions & Counseling<br>5. Nursing<br>6. Industrial Technology<br>7. Stafford Creek Corrections Center |

## FEATURED FOLLOW-UP: MATH PROGRESSION FOR NON-STEM MAJORS

While core theme scorecard data show that transfer students in math perform well relative to their peers across the Washington community and technical college system, in recent years, there has been a growing belief among GHC math faculty that Math 98 creates an unnecessary barrier to math completion requirements for non-STEM (Science, Technology, Engineering and Math) majors. A review of success rate data over the last four years (Table 42) shows that non-STEM students are less likely to earn a successful grade in Math 98 on their first attempt.

*Table 42 – Math 098 Success Rates*

| | 2014–15 | 2015–16 | 2016–17 | 2017–18 |
|------|---------|---------|---------|---------|
| **Overall Success Rate** | **74.4%** | **75.1%** | **72.4%** | **73.0%** |
| STEM | 85.4% | 94.9% | 86.0% | 73.5% |
| Non-Stem | 72.5% | 72.5% | 69.7% | 72.7% |

Data Notes:
- Cohort is based on students taking Math 098 for the first time in the designated year.
- **Success** is a grade of C (2.0) or better, or a grade of P (Pass).
- Denominator includes all students who were enrolled as of the tenth day, unless they were an audit student or marked as "Incomplete." (V & W grades included.)
- STEM degrees include AST1, AST2, Associate of Science degrees in Exit Code C, and Power/Energy Technology.
- STEM inclusion is based on the lists from:
  - https://www.uc.edu/content/dam/uc/international/docs/services/content/OPTSTEMfields.pdf
  - https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf

In May 2017, Mathematics Professor Taya Do (the current department chair) attended the annual WAMATYC Conference (Washington Mathematics Association of Two-Year Colleges) where there was much discussion on math pathways at various community colleges. At this conference, a fellow math professor presented a document that outlined the pathways at every community college in Washington. Several colleges had created intermediate algebra courses that were specifically created for the usefulness of non-STEM students. Taya learned of several other colleges' approaches to providing an intermediate algebra course. These approaches allow non-STEM majors to take an Essentials of Intermediate Algebra course, Math 97, instead of Math 98 and still meet the ICRC (Intercollege Relations Committee) transfer guidelines.

During the 2017–18 academic year, the Math Department researched different colleges' Math 97 courses, curriculum, and outcomes, and discussed with colleagues across the state about the impact of having a Math 97 course for students. From this came a proposal from the Math Department to add a Math 97, Essentials of Intermediate Algebra, course to create a new math pathway for students, as depicted in Figure 11.
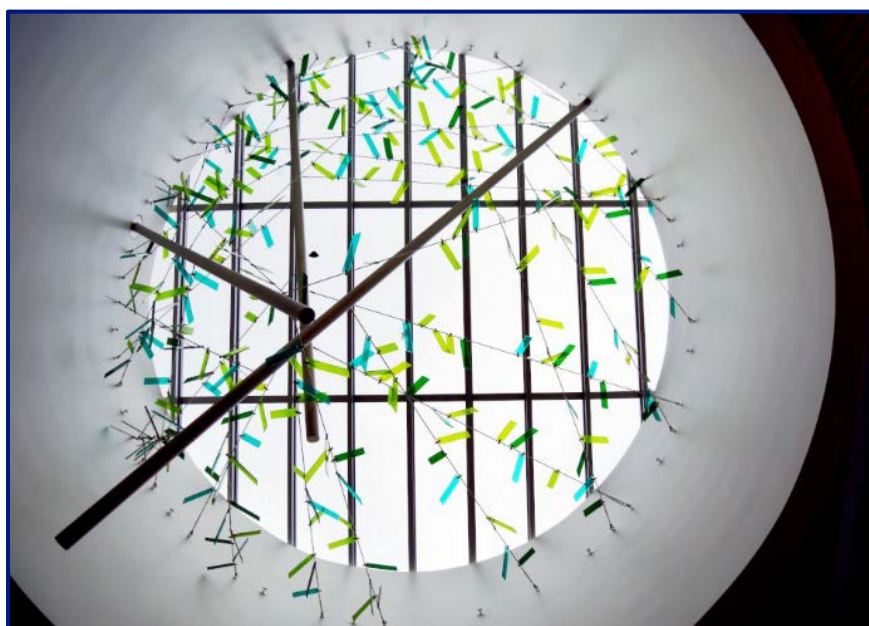


In proposing these changes, faculty noted two major advantages to this approach. First, Math 97 can be taught in a way that is more relevant to Math& 107 (Math in Society), Math& 146 (Introduction to Statistics), and Math& 131/132 (Mathematics for Elementary Education), courses that non-STEM majors were more likely to take, while Math 98 could then be tailored to students going on to Math& 141 (Pre-Calculus I). Second, the change would also allow the Math Department to eliminate Math 95, thereby reducing by one the number of courses a non-STEM student, starting in Math 60, would have to take to meet the math requirement. This approach was reviewed by the GHC Instructional Policies Council (IPC) at the March 2018 meeting, where they approved the Math Department's proposal to pilot Math 97 and implement the new math pathway in the fall of 2018.

The pilot will be run throughout 2018–19 and will be evaluated at the end of spring quarter. Assessment indicators being considered for review by the Math Department include the following:

- A comparison of the data in Table 42 to the 2018–19 students' success rates for students that enrolled in the highest pre-college math class for their degree (Math 97 for non-STEM students and Math 98 for STEM and Business DTA degrees).

- A review of the impact of the change in the math pathway on success rates for student in the subsequent college-level transferable math course (Math& 107, Math& 141, Math& 146, Math& 131).
- A comparison of the number of students who completed their quantitative reasoning requirement in their first year as compared to prior years.

*Figure 11 – Current and Proposed Math Pathways*

**Pre 2018-19 Math Pathway**

```
Math 100  ◄──  Math 060
                   │
                   ▼
Math 101  ◄──  Math 070
                   │
                   ▼
               Math 095
                   │
                   ▼
               Math 098
                   │
                   ▼
               Math
           107, 131, 146, 141,
                  111
```

**2018-19 Math Pathway**

```
Vocational/        Liberal Arts/            STEM
Techncial          Non-STEM

TMath 100  ◄──  Math 060
                   │
                   ▼
TMath 101  ◄──  Math 070
                   │
                   ▼
               *Math 097* ──────┐
                   │            ▼
                   ▼        Math 098
               Math            │
           107, 131,           ▼
           132, 146        Math
                          141, 111
```
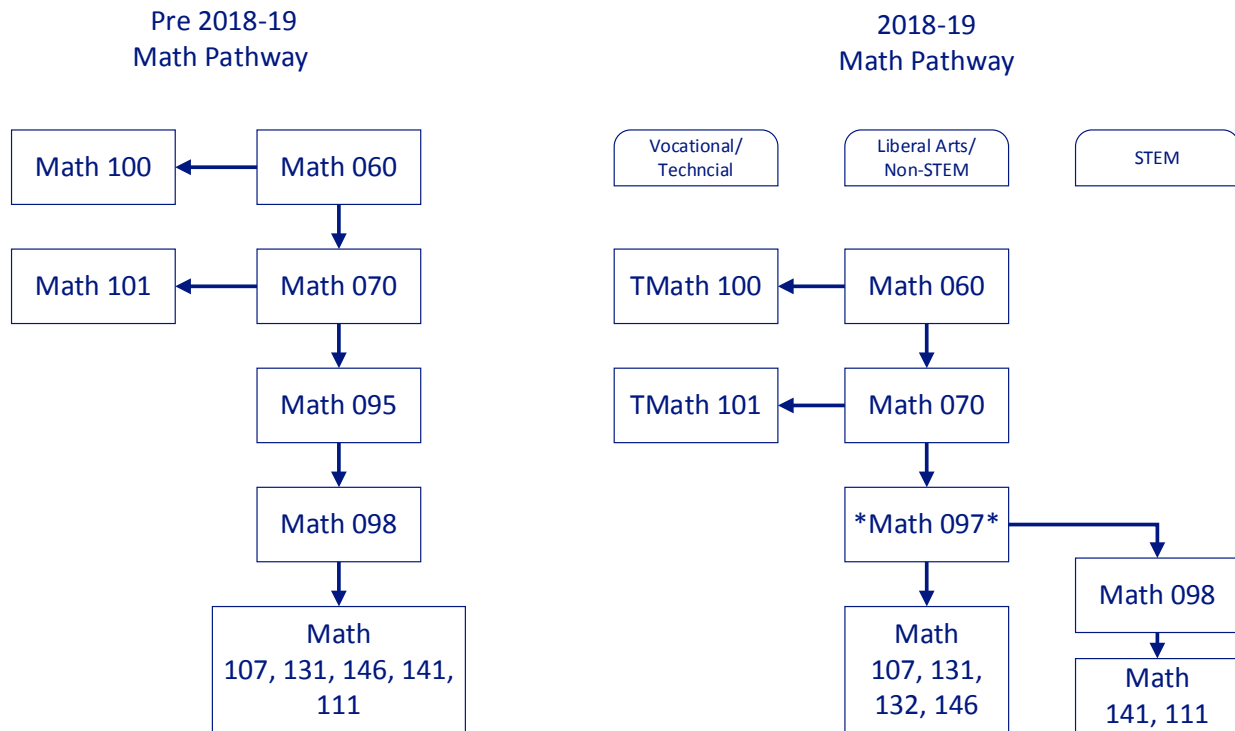
## DESIRED STUDENT ABILITIES

In 2017–18, GHC initiated a review of the college's desired student abilities (Figure 12) and determined that establishing shared rubrics for assessing student achievement of those outcomes would improve the validity of the assessment process and improve the instruction process by clarifying expectations. Desired student abilities serve the following functions: (1) they are Grays Harbor College's college-wide learning outcomes, (2) they serve as the transfer degree outcomes as of 2018-19, and (3) they are a part of the core theme scorecard, which represents the institutional outcomes of the college.

In 2018–19, faculty are working with draft rubrics for three of the DSAs: (1) written communication, (2) quantitative literacy, and (3) information literacy. These rubrics will be finalized at the end of the academic year after they are evaluated using student work at the college's development day (i.e. All College Day) in February. Rubrics for the remaining DSAs (critical thinking, social responsibility, and personal responsibility) will be developed through a similar collaborative process in 2019–20.

*Figure 2 – Grays Harbor College's Five Desired Student Abilities*

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## GHC – Desired Student Abilities (2018 Edition)

GHC has identified six college-wide abilities, or competencies, that all GHC students should be able to demonstrate upon completion of their studies. Students completing transfer degrees achieve these skills as they move through required and distribution courses. Students completing workforce degrees, certificate programs, and BAS degrees achieve them in their required courses. These five skills are critical to graduates' future success at work, in further education, and in their lives as community members:

Literacy, both <u>Written Communication</u> and <u>Quantitative Literacy</u>: Skills in reading, writing, listening, speaking, and quantifying as well as awareness of learning styles and lifelong learning options.

<u>Critical Thinking</u>: Competency in analysis, synthesis, problem-solving, decision-making, creative exploration, and formulation of an aesthetic response.

<u>Social Responsibility</u> and <u>Personal Responsibility</u>: Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.

<u>Information Literacy</u>: Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

In addition to these abilities, students also develop core knowledge in their programs and disciplines as they take courses in these areas.

*NOTE: The DSAs changed slightly in 2018. Disciplinary Literacy is measured through course-level assessment and Literacy has been divided up into two DSAs to allow for more granular assessment: written communication and quantitative literacy.*

---

### HISTORY OF DESIRED STUDENT ABILITIES

GHC has been part of a concerted assessment effort in Washington State since the mid-1990s when the Washington State Board of Community and Technical Colleges provided separate funding for outcomes assessment at each college. At that time, GHC identified the desired student abilities (DSAs), outcomes that GHC students ought to have acquired by the time they complete their degrees. Over the decades, these DSAs have, with some revisions, remained essential learning outcomes at GHC.

In the 2007–08 academic year, 23 full-time faculty members participated in a syllabus update/revision project where the faculty mapped their course learning outcomes to the DSAs and then rated the emphasis of the abilities across each instructional division. In the fall of 2009, instructional divisions were assigned to consider whether or not the DSAs should be more clearly defined.

Since 2004, GHC's desired student abilities have been systematically assessed by the collection of qualitative data from the annual Grays Harbor College graduate survey. On the graduate survey, students are given information about each of the DSAs and asked to indicate, for each one, the extent to which

their GHC experience helped them to achieve the desired student ability. While showing largely favorable results for all of the DSAs, as seen in Figure 13, the college recognizes that this data are student opinion data and need to be triangulated with other sources to ensure its validity.

*Figure 3 – 2017 Graduate Survey Results to the Desired Student Abilities Question (#10)*

**Question 10: Based on the definitions provided, to what extent did your experience as a student at GHC help you to achieve each of the college-wide student learning outcomes?**

The scale presented was:

- *Helped significantly*
- *Helped quite a bit*
- *Neutral*
- *Helped a little*
- *Did not help at all*

For all learning outcomes, the average result was between "helped quite a bit" and "helped significantly." The 2017 average response scores were close to, and in the same order as, those from 2016 and 2015. As with question 11, definitions of each outcome were included with the question but are omitted here for space.

| Student Learning Outcome | Response Count | 2017 Average | *2016 Average* | Explanation of 2017 Average |
|---|---|---|---|---|
| Literacy | 202 | 4.03 | *4.15* | |
| Critical Thinking | 202 | 4.14 | *4.24* | |
| Information Use | 203 | 4.10 | *4.18* | Between "helped quite a bit" and "helped significantly." |
| Social and Personal Responsibility | 202 | 4.02 | *4.06* | |
| Competency in the Discipline | 202 | 4.21 | *4.39* | |

As described in question 5, the average score is a weighted average of responses. Each response was given a numeric value from 1 ("did not help at all") to 5 ("helped significantly"), and the average of the responses was taken. The possible range of average scores is from 1 to 5.

Disaggregated data shows generally the same pattern. Social and personal responsibility rated higher than literacy for vocational students. For transfer students, social and personal responsibility had an average score between "neutral" and "helped quite a bit," but was still very close to "helped quite a bit."

| Transfer | | 2017 | Vocational | |
|---|---|---|---|---|
| *Count* | *Avg. Score* | | *Avg. Score* | *Count* |
| 143 | 4.08 | Critical Thinking | 4.29 | 59 |
| 142 | 4.01 | Literacy | 4.08 | 60 |
| 143 | 4.03 | Information Use | 4.27 | 60 |
| 142 | 4.13 | Competency in the Discipline | 4.38 | 60 |
| 142 | 3.97 | Social and Personal Responsibility | 4.15 | 60 |

## RENEWED FOCUS ON DESIRED STUDENT ABILITIES

In 2017–18, the Outcomes Assessment Committee began to consider how to gather additional meaningful assessment data to triangulate the data from the graduate survey and further measure student learning in relation to the desired student abilities. The Vice President of Instruction, in consultation with the

Outcomes Assessment Committee, determined that it was possible to begin assessment of three of the six DSAs in 2018–19.

Over the summer of 2018, pairs of faculty developed draft rubrics for the three DSAs that would be the focus in 2018–19—quantitative literacy, written communication, and information literacy. (The other three DSAs—social responsibility, personal responsibility, and critical thinking—will be considered in 2019–20.) These draft rubrics are displayed in Table 43 along with a listing of their faculty authors and a link to the Faculty Inquiry Group's intranet page.

*Table 43 – List of Faculty that Developed the Rubrics for the Desired Student Abilities*

| Rubric Authors | DSA Draft Rubric | Link to FIG |
|---|---|---|
| Dr. Jamie Jones (Faculty - English) Tom Stearns (Faculty - English) | Written Communication | Written Communication FIG |
| Dr. Amanda Gunn (Faculty - Biology) Adrienne Roush (Faculty - Library) | Information Literacy | Information Literacy FIG |
| Taya Do (Faculty – Math) Patrick Martin (Faculty - Math) | Quantitative Literacy | Quantitative Literacy FIG |

As discussed above, in the fall of 2018, the rubrics for written communication, quantitative literacy, and information literacy were introduced to faculty as part of an event at the fall Kick-Off where faculty used rubrics to evaluate pie (apple and cherry) and then were introduced to the DSA rubrics. Faculty had a second opportunity to discuss the rubrics at the All-Faculty Day in October 2018. For 2018–19, faculty have been asked to save some examples of student work. These samples will be used to test-drive the rubrics at the All-College Day in February 2019. Once the DSA rubrics for information literacy, written communication, and quantitative literacy have been finalized they will be used to evaluate student work and determine if students are achieving these abilities. In the future, faculty will develop rubrics and norm the remaining DSAs: critical thinking, social responsibility, and personal responsibility. When finished, the college will have a new more robust and meaningful way of assessing college-wide student abilities for degree- and certificate-seeking students. This will be added to the student information collected on the graduate survey, to provide more actionable data for improving student learning outcomes assessment.

As work on meaningful course assessment using the TILT framework took hold in 2017–18, increased collaboration across disciplines has made conversations about cross-departmental learning more prevalent and viable. Recognizing this opportunity, the Vice President of Instruction, the Chief of Institutional Effectiveness, and the Faculty Assessment Liaison agreed that the timing was right in the summer of 2018 to send a team of nine (including five faculty) to the 2018 Teaching and Learning National Institute (TLNI) at The Evergreen State College. The team's primary tasks included identifying a new approach to faculty development that could support student learning outcomes assessment and developing process to support faculty engagement in the process of defining and assessing the college's DSAs. The College President, Dr. Minkler, who wrote a letter of support for the team's TLNI application, wholeheartedly supported this decision. After a brief experience engaging faculty in conversations about shared rubrics for the DSAs at All-College Day in February 2018, it was noted that a collaborative plan was needed in order to ensure systematic progress.

The TLNI Team (Table 44) identified to attend the institute included five members of the Outcomes Assessment Committee, the co-chair of the Diversity Advisory Committee, the faculty lead for advising, and two others deemed essential for moving the DSAs forward: the Dean for Workforce Education and the Associate Dean for Library, E-Learning, and Learning Support Services. This mix of faculty and administrators was seen as key to building trust and support for outcomes assessment.

*Table 44 – The 2018 Teaching and Learning National Institute – GHC Team*

| Name | Position |
| --- | --- |
| Kristy Anderson | Chief of Institutional Effectiveness, Research, and Planning; Outcomes Assessment Committee Member |
| Jennifer Barber | Faculty – Transitions; Diversity Advisory Committee Chair; Equity Gaps FIG Leader |
| Dr. Darby Cavin | Faculty - English and Bachelor of Applied Science - Teacher Education; Outcomes Assessment Liaison |
| Stan Horton | Associate Dean for Library, E-Learning, and Learning Support Services |
| Dr. Jamie Jones | Faculty – English; Outcomes Assessment Committee Member |
| Dr. Emily Lardner | Vice President of Instruction; Outcomes Assessment Committee Member |
| Dr. Lucas Rucks | Dean for Workforce Education |
| Brenda Rolfe-Maloney | Faculty – Psychology; Department Chair; Outcomes Assessment Committee Member |
| Shiloh Winsor | Faculty – Transitions; Advising Committee Chair |

The TLNI Team was mindful of the need to build shared understanding among faculty about the importance of developing and using common DSA rubrics. With that as a foundation, they set out with two lofty goals in mind:

- Identify ways to support a strong shared social network among faculty—teachers supporting teachers—with an emphasis on providing support for conversations around student learning and student achievement, including clear alignment between curriculum and outcomes.
- Develop a clear, multi-year plan for assessing DSAs, including a plan for ensuring all DSAs are assessed on a regular cycle, that assessment results are shared across divisions, and that divisions and departments receive feedback on the work they do in support of the DSAs.

At the end of the intensive four-day workshop in August 2018, the TLNI Team emerged with a plan that addresses both of the above areas. The plan included the following goal:

*GHC will shift from individual teachers working towards excellent teaching to collaboration among colleagues to deliver teaching excellence. Through professional development for all faculty, we will support curriculum design, assignment design and ongoing assessment strategies so that we can have an accurate understanding of college-wide learning outcomes and student competencies. Over the course of the next two years, GHC strives to improve how we address program equity gaps and accessibility.*

The following is a summary of the two major deliverables that emerged from the TLNI Team's plan:

1. **A Center for Assessment, Teaching, and Learning:**
   The TLNI team developed a recommendation that the college create a faculty-led Assessment, Teaching, and Learning (ATL) Center. The charter for the Council that would run the center is depicted in Figure 14.

2. **Support the Outcomes Assessment Committee's Plan to Define and Assess the Desired Student Abilities:**

   The TLNI team also articulated a plan for working with and supporting the Outcomes Assessment Committee to further define and assess the college's DSAs. With rubrics being developed for three of the DSAs, the TLNI group also identified the need for faculty inquiry groups to discuss and test the rubrics.

*Figure 4 – Details of the Assessment, Teaching, and Learning Council Charter*

# Assessment, Teaching, and Learning Center
## Draft Council Charter – Summer 2018

**Mission**: Through facilitated collaboration and communication with all faculty, we promote professional development through a scholarly and interdisciplinary approach to learning, teaching, outcomes assessment, and technology tools.

**Council Make-Up**:

- Faculty Development Lead (Formerly Outcomes Assessment Liaison)
- 4 Faculty Representatives (one from each division)
- 2 Academic Administrators
- 1–3 Student Representatives

**Year 1 Deliverables**:

- Identify leads for the faculty inquiry groups (FIGs), in collaboration with VPI and CIERP, and determine deliverable for the FIGs. FIGs will include:
  - 3 DSA FIGs
  - 1 New Faculty Professional Development FIG
  - 1 Online Learning FIG
  - 1 Diversity & Equity FIG (Continued from Last Year)
- Define process for selection to council.
- Quarterly review of professional development data, feedback to FIG, check-in with VPI and IE. Focus on accreditation needs.
- Campus Communication: Quarterly update (FIG summary, professional development opportunities, invitation to participate, data-sharing).
- Annual Course Design Institute.
- Annual review and revision of professional development group.
- Annual budget request to strategic planning.

The TLNI Team's plan to create an ATL Center with a faculty-led ATL Council was approved by the college's Executive Team on August 7, 2018. The ATL Center has a physical space in the GHC Library, which is seen as a central location for faculty, and is led by the ATL Council, including the Outcomes Assessment Liaison, now known as the Faculty Development Lead. The ATL Council directs the work of the faculty inquiry groups (FIGs), supports new faculty, and provides ongoing support for faculty discussion of teaching and learning. The Assessment, Teaching, and Learning Center Council was formed in the fall of 2018 (Table 45) and is chaired by the Dean for Workforce Education and the Associate Dean for Library, E-Learning and Academic Support Services. Additional information about the work of the center council, a list of the members of the five faculty inquiry groups, as well as meeting minutes from the council's work in the fall of 2018 can be found on the ATL Council intranet site. Regular communication is identified as one of the primary tasks for the council this year, as they support faculty assessment work and celebrate student and faculty successes.

*Table 45 – 2018–19 Assessment, Teaching, and Learning Center Council*

| OAC Member Name | Title |
| --- | --- |
| Darby Cavin | Faculty - English and Bachelor of Applied Science - Teacher Education; Outcomes Assessment Liaison/Faculty Development Lead |
| Chrissie Erickson | Faculty – Medical Assistant Program |
| Brittany Ferry | Faculty – Transitions |
| Brooklynn Graham | Student |
| Stan Horton (chair) | Associate Dean for Library, E-Learning, and Learning Support Services |
| Brenda Ralph-Maloney | Faculty - Psychology |
| Lucas Rucks (chair) | Dean, Workforce Education |
| Deborah Weber | Classified Staff |
| Patrick Womac | Faculty – BAS Teacher Education |

# ALIGNMENT, CORRELATION AND INTEGRATION OF PROGRAMS AND SERVICES (STANDARD 4.A.4–STANDARD 4.A.5)

**4.A.4** | *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

The integration of the core themes at Grays Harbor College has been an evolving process over the last several years. As mentioned earlier, support staff initially had difficulty connecting with the core themes and found the college values more relevant to their work. However, over time, as discussions of the core themes have broadened through strategic planning, staff's awareness of their connection to the core themes appears to be improving.

GHC started fall quarter 2016 with an annual theme: "Connecting the Dots, Telling Our Story." The Chief of Institutional Effectiveness, Research, and Planning facilitated a discussion among the GHC exempt staff at a retreat in early September, and the president reiterated the annual theme and gave a summary of

the retreat at the All-College Kickoff at the Fall Convocation prior to the first day of fall quarter. The message was then—and still is—that across the college, a lot of great work is being done to foster student success and community service using all the core themes. The annual theme was employed to help college stakeholders tie multiple assessment processes together with a considerable amount of information around mission fulfillment, core theme achievement, and strategic planning as well as changes to other institutional processes, such as budgeting. The idea was to provide everyone with meaningful information about the college's direction, so the core theme scorecard could be utilized more effectively for improving services and programs, and to make sure that everything linked to the overall strategic-planning processes of the college.

The ongoing focus of the core themes, along with support efforts (via the topic-specific committees), has done much to foster an understanding of the necessary integration of all work at GHC in support of student learning, student success, and community engagement. Engagement of faculty, staff, and students—with over 100 individuals participating in the Strategic Planning Committee or its sub-committees (core theme and topic specific committees)—has helped the entire college become more aware of the core themes and mission fulfillment. Awareness of strategic priorities has led to collaborations as staff identify ways in which they can support the core themes. While much of this chapter, and specifically standard 4.B, highlights the direct work of the core theme teams and the instructional divisions in supporting core theme achievement, what follows in this section and the next are examples of places where the efforts of the topic-specific committees and support units have also influenced core theme achievement, mission fulfillment, and the strategic plan.

## ALIGNMENT OF SERVICES WITH CORE THEMES

The topic-specific committees that are part of the strategic planning process—Strategic Enrollment Management (SEM) Committee, Diversity Advisory Committee, Technology Advisory Committee, Master Planning Committee, and Incident Response and Command Team—have strategic action plans that contribute to the annual strategic action plan (2017-2018 Strategic Action Plan and 2018-2019 Strategic Action Plan) and align and support core theme achievement. A key question posed every quarter by the Strategic Planning Committee is how the work of a particular core theme team or topic-specific group overlaps with the work of the others. This regular practice of identifying overlapping areas of focus helps build connective tissue among the core theme teams and across core theme teams and the work of other areas in the college.

### TOPIC SPECIFIC COMMITTEES

The Strategic Enrollment Management (SEM) Committee is charged with responding to declining enrollment—largely the result of a recovering state economy—to address access for underrepresented students and to support student retention. Early in its inception, the work of the SEM Committee is an example of how GHC has been informed by the lessons the college learned by participating in the Achieving the Dream Network. The result has been more review of disaggregate data on both key milestones for student success and on student demographics. This has also encouraged increased conversations around diversity, equity, and inclusion. The Strategic Enrollment Management Committee includes the leads of the college's three academic core themes. This helps to facilitate ongoing collaboration between those working on educational quality and those charged with increasing enrollment and helps to keep everyone focused on student learning and student achievement.

As part of the SEM Charter developed in 2017–18, the committee adopted several guiding principles. Two of the key guiding principles were: (1) align with and address all areas of the mission, vision, and values of the college; and (2) address and support student success while working to eliminate barriers. The committee did not want to support programs and services that were only beneficial to the college, but wanted to tie into support for and success of students. In an effort to support the first objective of the academic transfer, workforce preparation, and basic skills core themes—students demonstrate high rates of progress and completion—the Strategic Enrollment Management Committee, and ultimately much of the work of the Student Services unit, has become focused on student retention. The history and evolution of this work exemplifies the impact the topic-specific committees have on the core themes and the direction they help to provide to the support units of the college. First to second quarter retention of new students has been a particular focus. Recent data show an upward trend in overall fall to winter retention for the fall 2017 and fall 2018 cohorts (Figure 15).

*Figure 15 – Retention of New Students from Fall to Winter Quarter*
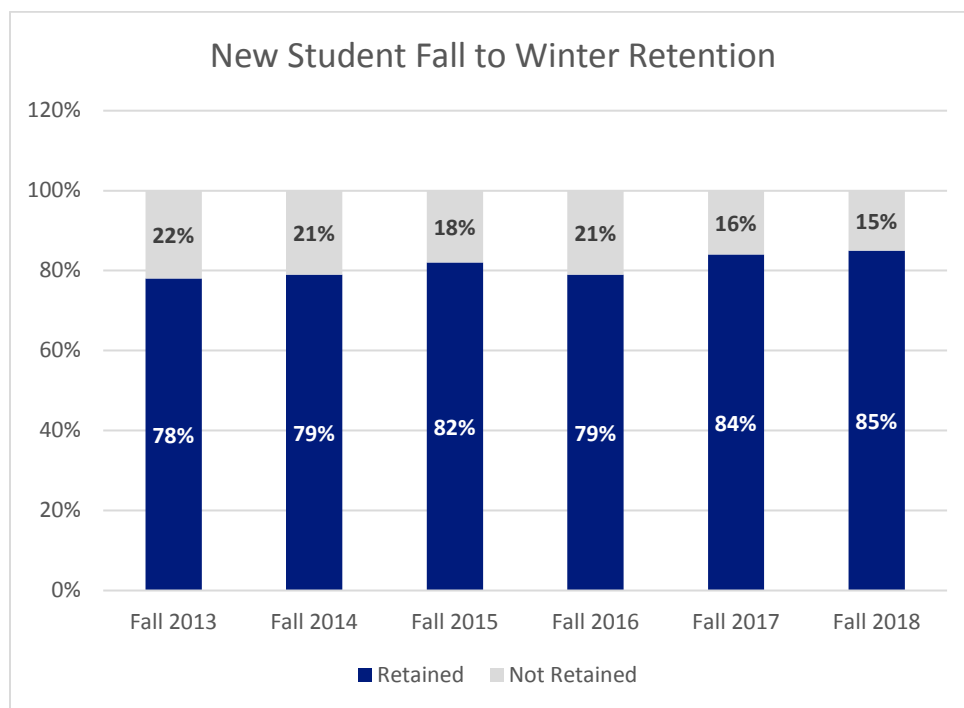


As explained further in section 4.A.5 below, one early priority of SEM was to have the Financial Aid Department to revise its awarding process to let students know that they have a financial aid award much earlier in the registration process.

Additionally, during the 2017–18 academic year, the Strategic Enrollment Management Committee identified the following priorities for the 2018–19 academic year:

- Onboarding
- Retention
- Fitting of courses and program offerings to student and community needs

Within these areas, the committee identified several initiatives, including the development of a cohesive, college-wide marketing strategy and incorporating career exploration into the new student orientation process.

For 2018-19, Student Life staff in coordination with the Vice President for Student Services are redesigning the college's orientation program to incorporate career exploration in an online format with the goal of improving retention of new students and increasing the number of new students who earn 45 college-level credits. This work is included in the SEM portion of GHC's 2018-2019 strategic action plan.

Based on recommendations from SEM, a strategic enrollment marketing workgroup was formed over the summer of 2018. The group is currently developing recommendations to modify the marketing budget structure to better support recruitment. Other efforts have included reviewing publications to ensure consistent usage of the college's brand, and evaluating and updating marketing efforts to align with core theme goals as well as the college value of efficient and effective use of resources.

The Diversity Advisory Committee has identified the need to disaggregate scorecard and other data to identify and address equity gaps and to monitor the impact of improvement efforts on all students. This is in line with the academic transfer core theme effort to address indicators 1.6, 1.8, and 2.1, in which the faculty are raising awareness of the existence of equity gaps in achievement. The committee has also recommended that the college review hiring practices to ensure that equity is being addressed effectively. Defining and encouraging cultural competency across the college and reviewing administrative policies and procedures to ensure they support best practices in equity and inclusion are on the Diversity Advisory Committee's portion of GHC's 2018-2019 strategic action plan.

The Technology Advisory Committee, Emergency Command Response Team (Emergency Preparedness Committee), and Master Planning Committee also provide the infrastructure to support core theme achievement. On the PACE climate survey, 93% of those expressing an opinion indicated satisfaction that "current technology practices and policies enable me to perform the responsibilities of my position at an acceptable level" (Custom Report, question #17, n=102). Similarly, emergency planning and master planning are areas not directly affecting the core theme indicators, but they are certainly essential to supporting their achievement.

## ALIGNMENT OF PROGRAMS WITH CORE THEMES

Several instructional programs have also been changed as a result of collaboration efforts between the core theme teams and topic-specific committees. First, because of information gleaned through enrollment management, the three new Bachelor of Applied Science (BAS) programs and planned Early Childhood Education (ECE) program have been scheduled in the evenings to accommodate working adults. The college acknowledges the benefit of allowing students to maintain their source of income while attending courses and has started exploring additional evening services as well (i.e., weekly late hours with advisors, later food services, etc.).

Another priority area identified by the SEM Committee was the high-interest, at-capacity professional/technical programs. Many of GHC's professional and technical programs—such as Nursing, Automotive, and Welding—are of high interest due to the earning potential. However, because of space and instructor limitations, these programs can only take so many students per year. This results in waitlists; students who are interested initially sometimes find other opportunities by the time space is available in the program. Researching new programs, and how the college might expand existing

programs, is a priority for the SEM Committee and Lucas Rucks, Dean for Workforce Education. While creating new programs requires significant research and community involvement, the college is already seeing movement forward in this area. Effective fall 2018, the automotive technology program began offering an afternoon section to serve up to 20 additional full-time students in one of its more popular programs.

| 4.A.5 | *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.* |
|---|---|

Decisions made to begin new programs and services, to enhance existing programs and services, and to replace personnel when vacancies occur are all discussed thoroughly by the Executive Team. Two criteria, related to the college's strategic priorities, are given heavy consideration in those deliberations:

- The impact of the request on the core theme objectives
- The ability of the request to advance the strategic plan

Areas seeking resources for new or enhanced efforts must justify those requests, via the college's budget request form, in relation to their contributions to the core themes. As part of this process, the request form asks the author to show how the request will support core theme accomplishments. All of this is done as part of the regular budget development process.

## NEW AND ENHANCED PROGRAMS

New and enhanced programs and services in 2016–17 and 2017–18 have direct ties to the core themes. Since the fall of 2016, budget and personnel requests are linked to the strategic plan, which is directly tied to the core themes. The general operating budget adjustments for fiscal years 2017-18 and 2018-19 (Table 71 and Table 72 in chapter 5, standard 5.B.2) show how each successful budget request for the budget cycles tie to the college's core themes.

For example, the launch of the new medical assistant degree in the fall of 2017 was directly in line with the objectives of the workforce preparation core theme and, in particular, was related to objective 2, "Students are successful in employment." This two-year degree focuses on patient care in a variety of clinical settings, dosage calculations, and safe medical practices. The program follows competencies set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 2015, Standards and Guidelines for the Accreditation of Medical Assistant Educational Programs, and the first graduates will enter the field in 2019. With a forecast of significant shortage in the health career field, this program was created based on current job postings (average of 136 job vacancies in the service region, according to BurningGlass.com) as well as perceived increased need for an aging coastal population and renewed focus on wellness facilities in Elma, Washington. In collaboration with the Twin Harbors Skills Center, this unique program allows for ten seats to be filled by high school seniors and ten seats to be filled by traditional college students. It is hoped this partnership will promote health careers in the region as well as accelerate young graduates in the profession, while concurrently earning credits towards high school completion.

As another example, the Service to Community core theme supported a request from Instruction to provide a one-course time release for Dr. Amanda Gunn, the fish lab director. The community survey conducted by this core theme showed that the fish lab provides a significant opportunity for community

engagement. From its reinvigoration until the summer of 2018, GHC provided no administrative support for the fish lab, so this was an addition to the budget.

Additionally, a decision was made within Instruction to provide one-course release for fall, winter, and spring quarter (of 2018-19) for Dr. Darby Cavin, Outcomes Assessment Liaison/Professional Development Lead, to support faculty professional development for new and returning faculty in academic transfer, workforce preparation, and basic skills.

## NEW AND ENHANCED SUPPORT SERVICES

An example of a service that was enhanced because of its ties to core theme achievement is Financial Aid. A challenge for both the academic transfer and workforce preparation core themes has been retaining students through to completion. In particular, data indicate that many students were dropping out during their first quarter of attendance. With this in mind, the Strategic Enrollment Management Committee in 2016–17 advocated for the changes put forth by the Financial Aid Department as part of their Lean process.

Based on research the SEM Committee did in 2016–17, fully staffing the Financial Aid office became a high priority budget item for them and was their top recommendation to the Strategic Planning Committee. Funding for the staffing was accomplished in the budget cycle for 2017–18; the Financial Aid Department, with the staffing support, could implement their Lean plan for the 2018–19 awarding cycle. One of the results of this process was a new "pre-award" letter, letting students know the kind of financial aid they might receive if they enrolled with a full-time load at GHC. The changes in Financial Aid led to increased throughput in file processing (Figure 16) during summer and reduced the barriers to students applying for aid, helping to improve access and retention for many GHC students. In the past, a large percentage of new students each fall would not receive their financial aid award until late into fall quarter, preventing them from getting books and support to stay in class.

*Figure 16 – Financial Aid files processed by July 7*
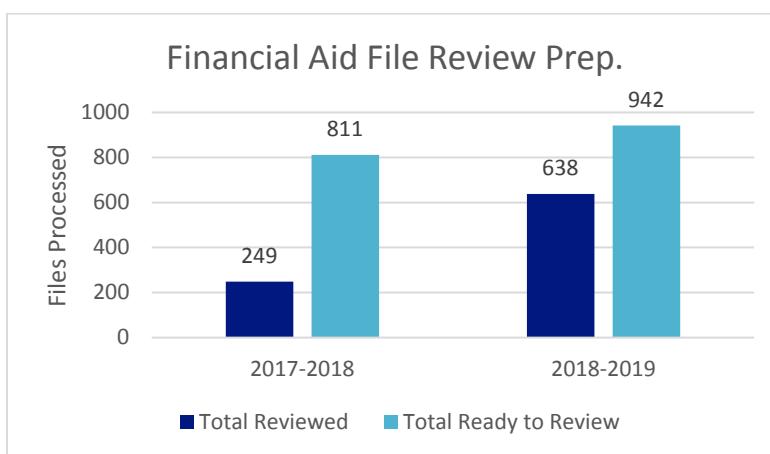


This improvement is due to a two-pronged approach. Based on the results of the Lean process, the Financial Aid Office identified several choke points in the steps of the application and review process. Internally, Financial Aid staff worked hard to automate portions of the processing system for 2018–19, allowing the staff to spend less time processing an individual file. This work played a direct role in allowing the office to increase the number of files ready for review, as well as the number that completed review

prior to the start of fall quarter. The office is looking to continue improving the processing system, but this will be a phased process with many checks and balances to ensure accuracy is not sacrificed for speed[14].

There were also changes on the student side of the equation. Two items that had been required before a file would be processed were removed: declaration of program of study and registration in a course at GHC. While both of these items are required to finalize financial aid eligibility, requiring the items be submitted before the file was reviewed came to be seen as a roadblock, especially for new students who may not know for sure what they wanted to study. Since paying for school is a huge barrier for many students, the Financial Aid team realized that if a student is deciding between schools, whether or not their financial aid has been awarded can play a large factor in making that choice. From the perspective of the Financial Aid Office, these changes actually increased workload per file. However, this was a student-focused decision. By removing these barriers, Financial Aid has helped improve access to GHC for many students.

## Faculty Hiring Decisions

Over the last two years, Grays Harbor College has hired 11 full-time faculty positions (five in 2017-18 and six in 2018–19), reducing the college's reliance on part-time faculty and full-time faculty teaching overloads. In 2017–18, the addition of two additional English faculty position was made specifically to address indicator results in the academic transfer core theme. In 2018–19, the decisions to hire a faculty member in BAS-OM as a split with Sociology and Psychology and a new History position were made to provide relief to the overload burden and capacity issues in high-demand areas. The additions are also expected to allow faculty more time for engagement in advising and assessment activities. Other new faculty were hired for program expansion and support in areas where the college expects to see continued job growth, such as Nursing (where the program is moving to the 3+1 model), Medical Assistant, and the Bachelor of Applied Science programs to support and expand the three Bachelor of Applied Science programs and the Early Childhood Education program.

Additionally, decisions to replace retiring faculty (six in 2018–19 and four in 2017–18) were made with academic transfer and workforce preparation in mind. Faculty in History, Humanities, English, and Mathematics were replaced to ensure that these disciplines could continue to provide quality education that meets the academic transfer core theme and the objectives of "students demonstrat[ing] high rates of progress and completion" and "students [being] successful in baccalaureate programs." Replacement of Business and Automotive faculty was done to support the workforce preparation core theme. With 22 newly hired faculty over the last two years (Table 46), GHC has added or replaced a number equivalent to approximately one-third of its total full-time faculty.

*Table 46 – List of Full-Time Faculty Positions Hired in 2017 and 2018*

| Year | Faculty Position | New or Replacement |
|------|------------------|--------------------|
| 2018 | Medical Assistant (Additional to 2017) (Non-Tenure Track) | New |
| 2018 | Early Childhood Education | New |

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[14] Updated numbers show that as of December 2018-19 the percentage of total applications reviewed was 99%, up from 84% at the same time in 2017-18.

| Year | Faculty Position | New or Replacement |
|------|------------------|--------------------|
| 2018 | Nursing | New |
| 2018 | Psychology/Sociology and Bachelor of Applied Science – Organizational Management | New |
| 2018 | Bachelor of Applied Science – Teacher Education | New |
| 2018 | History (Part-Time position went to Full-Time) | New |
| 2018 | English Composition | Replacement |
| 2018 | Business | Replacement |
| 2018 | History/Political Science | Replacement |
| 2018 | Math | Replacement |
| 2018 | Math | Replacement |
| 2018 | Theater/Communication | Replacement |
| 2017 | Bachelor of Applied Science - Forest Resources Management (Non-Tenure Track) | New |
| 2017 | Medical Assistant (Non-Tenure Track) | New |
| 2017 | English Composition and Writing Center | New |
| 2017 | English Composition | New |
| 2017 | Roofing, Siding and Drywall | New |
| 2017 | Chemistry | Replacement |
| 2017 | Business Management | Replacement |
| 2017 | Automotive | Replacement |
| 2017 | Business | Replacement |
| 2017 | Art | Replacement |

# REVIEW OF ASSESSMENT PROCESSES (STANDARD 4.A.6)

| 4.A.6 | *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.* |
|-------|----------|

Since participating in Achieving the Dream (2011–2015), Grays Harbor College has learned a lot about engaging in meaningful assessment that yields authentic results and has grown significantly in its capacity to support such efforts across the college. As discussed under Recommendation 3 in the preface of this document, Grays Harbor College invests in its Institutional Effectiveness, Research, and Planning Department, employing two full-time exempt staff dedicated to research, planning, and assessment. The IERP staff actively engage in conversations with faculty and staff to help end users identify and use meaningful data that will help them guide their work. IERP staff develop and deploy data tools and

research reports regularly but are careful with those efforts to recognize what yields useful information and what does not.

A review of institutional-level assessment necessitates evaluating the core theme and strategic planning process. Strategic planning is nearing the end of its cycle and its effectiveness will be more formally evaluated at that time. In 2018, as part of their final meeting for the academic year, the Strategic Planning Committee discussed the effectiveness of their work over the last two years. Reflections indicated that a great deal of progress had been made in systemizing planning, encouraging collaboration among faculty and staff across units, and communicating about the strategic plan. However, there was also a recognition that more communication is still needed to ensure the college remains aware of the implementation of the core themes and strategic plan. As for core theme assessment, as discussed under Recommendation 1 in the preface of this document, revisions were made to the core theme scorecard over the last two years, based on information from faculty indicating that they did not find some of the old indicators reliable or meaningful for their work. The Director of Institutional Research and Reporting worked extensively with the four core theme leads and their groups to identify indicators that would provide meaningful and reliable information for assessment and decision-making. Core theme participants, faculty and staff, have indicated that they have more confidence in the revised core theme scorecard data and that the indicators are better able to direct changes to their programs.

Division/department-level assessment includes program review (for instruction, Table 37) and non-academic program assessment (Table 38) for the support divisions. As part of the 2017–18 instructional program review process, some faculty included suggestions on how the process could be improved in the future (discussed in chapter 5, standard 5.B.2). Instructional administrators plan to add enrollment data to the format next year. Non-academic program assessment (NAPA) is going into its third cycle in the current form. Completed NAPA worksheets (Table 38) are submitted to the IERP office annually and the results of their efforts are reported out each year, prior to the next fall. As discussed above in 4.A.2, several examples of this work show significant areas of improvement. However, a review of all plans shows that some areas have been more effective in this work than others have.

The Student Services unit, led by the Student Services Administrative Leadership Team (SSALT), has identified some changes to the way they develop NAPA plans for 2018–19, including incorporating a common unit-wide theme around one of the college's values: Success for students, faculty, and staff. The Student Services retreat in August 2018 focused on the changes to how Student Services approaches assessment and initiated the process of designing their NAPAs around the common theme. The theme includes specific goals tailored to communication, retention, orientation for students, and onboarding for staff. Department meetings will also explore each of these areas at length and engage all of Student Services in the critical thinking and inquiry process around assessment.

Student Learning Outcomes assessment has undergone significant change during the current accreditation cycle. Review and assessment of outcomes assessment efforts at Grays Harbor College, discussed in standard 4.A.3 above show an evolution toward a more collaborative and transparent approach. Outcomes assessment work has been done at the course, program/degree, and college-wide levels. However, the work has often been done by faculty working individually rather than collectively, and results have not necessarily been documented and shared with other departments. Since 2017-18, that has changed and moving forward, GHC expects to continue its improvement efforts and be on a regular cycle of meaningful outcomes assessment.

# Section IV: Core Theme Assessment, Implementation, Improvement, and Use of Results (Standard 4.B)

| | |
|---|---|
| **4.B.1** | *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.* |
| **4.B.2** | *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.* |

As described in chapter 1, standard 1.B.1, Grays Harbor College has four core themes that represent the fundamental elements of the college's mission:

- Academic Transfer
- Workforce Preparation
- Transitions (Basic Skills)
- Service to Community

These core themes represent GHC's purpose as a comprehensive community college dedicated to serving the diverse needs of a rural college district. 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.

At Grays Harbor College, each core theme has a strategic action plan that is built on strategies and activities designed to impact core theme objectives and move the needle on core theme indicators. Strategic action plans are developed by faculty and staff who are assigned or volunteer to meet to discuss the data gathered around the core theme indicators. The outcome of how well a particular strategy may work is reflected in the subsequent measurements of that indicator. Although changes in the indicator may not always be causal, given the implementation of a specific strategy, if the results show a positive influence on the next assessment of the indicator, then
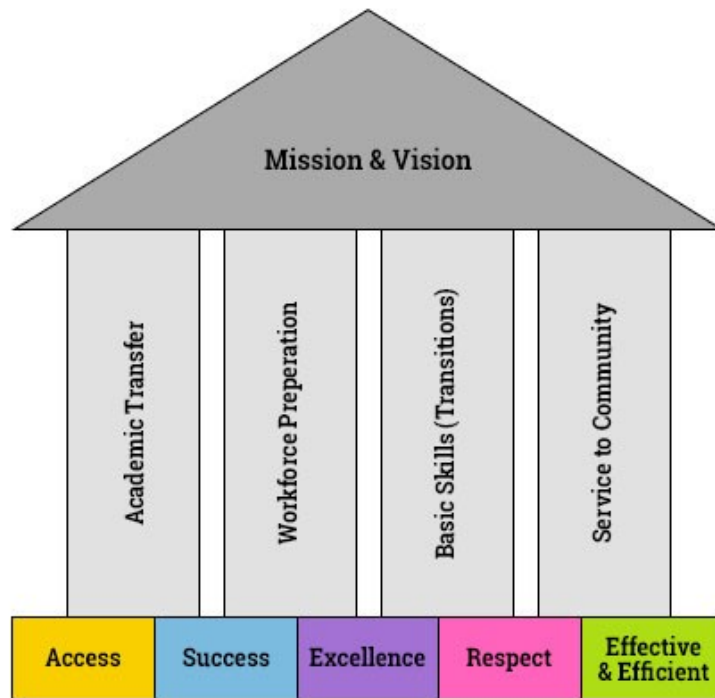
chances are that students and/or the community are benefiting from the strategy. The ultimate outcome is to ensure mission fulfillment, as defined and discussed in chapter 1, standard 1.A.2.

**What follows is a discussion of each of GHC's core themes and their implementation. This section, 4.B.1 and 4.B.2, will:**

1. **Provide an overview for each core theme, including its objectives and its impact on mission fulfillment.**
2. **Discuss and analyze the indicator results for each core theme objective and detail where the college has identified opportunities for improvement and/or places where it can build upon successes.**
3. **Provide an explanation of how data is used to identify opportunities for change and to highlight places where these changes have resulted in substantial progress and improvements for the college and its students.**

Further details about recent efforts can be found in the college's annual strategic action plans (2017-2018 Strategic Action Plan and 2018-2019 Strategic Action Plan). Most of the information discussed and analyzed here references years prior

> ### Indicator Impact on Mission Fulfillment
>
> Achievement of each indicator on the core theme scorecard is determined by a range above or below the set threshold, as described in chapter 1. Indicators are either green (▲) for "exceeding" the threshold, yellow (◆) for "meeting" the threshold, or red (▼) for "not meeting" the threshold. The percentage of indicators for each core theme that fall into each of these three areas are used to measure mission fulfillment for that core theme. Mission fulfillment is met at 70%, as set by the Strategic Planning Committee.

to 2018-19. Portions of the 2018-2019 Strategic Action Plan are referenced throughout this section to indicate when past efforts are continuing. Core Theme indicator data can be found on the Core Theme Scorecard. As noted in chapter 1, for the current version of the Scorecard, dated 2017–18, the most recent year of data available was 2016–17. GHC is currently compiling data for the 2018–19 scorecard, which will use data from 2017–18.

# ACADEMIC TRANSFER (CORE THEME 1)

## ACADEMIC TRANSFER – OVERVIEW AND OBJECTIVES

The purpose of the academic transfer core theme is to develop strategies aimed at improving student rates of progress and completion in academic transfer courses and to improve the success of GHC students who transfer into baccalaureate programs. Approximately 51% of GHC's student FTE are in academic transfer courses, which includes those taking courses directly for academic transfer and those taking related instruction courses (e.g., math and English) to support professional and technical degrees and certificates. Improving the rate of student progress and completion is central to mission fulfillment at GHC, not just within academic transfer but across all areas of instruction, and some of the strategies that fall under the academic transfer core theme (advising, faculty development, and student support) apply equally to those areas. The Vice President of Instruction is the lead for the academic transfer core theme, and numerous faculty and staff from across the college are involved in the action groups associated with academic transfer indicators.

### OBJECTIVES

1) **Students demonstrate high rates of progress and completion.**

2) **Transfer students are successful in baccalaureate programs.**

Given GHC's belief in the philosophy behind the statewide Student Achievement Initiative (SAI) and the importance of helping students to reach key milestones in math and English, five of the twelve indicators for student progress and completion point to the importance of increasing the percentage of students who get to and through college-level math and English. The math and English/reading faculty have devoted much time and attention to this work. In addition to this focused effort, faculty have more recently tackled other areas within these objectives as well. Equally important to GHC is the impact of the transfer program on students' long-term success in baccalaureate programs.
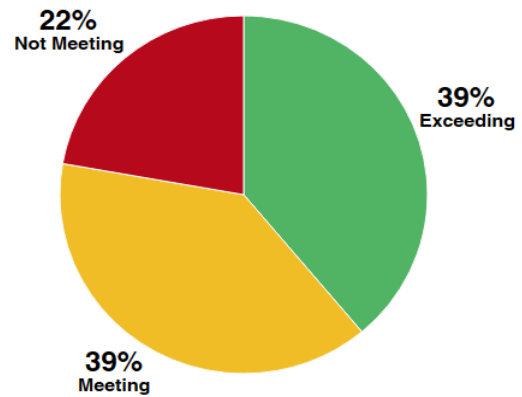
### IMPACT ON MISSION FULFILLMENT

The academic transfer core theme has eighteen indicators, seven with a status of green (exceeding threshold), seven with a status of yellow (meeting threshold) and four with a status of red (not meeting threshold). (Note that indicator 1.7, with five parts, counts for five indicators in this equation.) As shown in Figure 17, this means that the academic transfer core theme has an overall mission fulfillment rate of 78% (39% exceeding + 39% achieving mission fulfillment), surpassing the minimum threshold rate of 70%, as set by the Strategic Planning Committee. This core theme has met or exceeded the 70% threshold for mission fulfillment each of the last two years (2015–16, and 2016–17).

## ACADEMIC TRANSFER – INDICATOR RESULTS AND ANALYSIS

### INDICATOR RESULTS FOR OBJECTIVE 1

Table 47 – Indicator Status for Academic Transfer, Objective 1

| | | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| **Indicators** | | **Thresh.** | **Achiev.** | **Thresh.** | **Achiev.** | **Diff.** | |
| **Core Theme: Academic Transfer** | | | | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion** | | | | | | | |
| **1.1** | Transfer students successfully complete the highest pre-college math course in a year at or above the system average. | **14%** | **19%** | **13%** | **18%** | **5%** | ▲ |
| **1.2** | Transfer students successfully complete both pre-college math and quantitative reasoning within the same academic year at or above system average. | **21%** | **32%** | **22%** | **29%** | **7%** | ▲ |
| **1.3** | Transfer students successfully complete quantitative reasoning in a year at or above system average. | **20%** | **28%** | **20%** | **24%** | **4%** | ▲ |
| **1.4** | Transfer students successfully complete the highest pre-college writing course in a year at or above the system average. | **5%** | **11%** | **4%** | **9%** | **5%** | ▲ |

| | Indicators | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **1.5** | Transfer students successfully complete both pre-college and college level writing within the same academic year at or above system average. | **39%** | **35%** | **39%** | **33%** | **-6%** ▼ |
| **1.6** | Transfer students successfully complete course outcomes. | **80%** | **77%** | **80%** | **74%** | **-6%** ▼ |
| **1.7** | Graduating students indicate, on a scale of 1 to 5, that their GHC experience "(4) helped them quite a bit" or "(5) helped them significantly" to achieve college-wide learning outcomes. | **See Values in 1.7.A – 1.7.E** | | | | |
| **1.7.A** | Critical Thinking | **4.00** | **4.23** | **4.00** | **4.08** | **0.08** ▲ |
| **1.7.B** | Literacy Skills | **4.00** | **4.17** | **4.00** | **4.01** | **0.01** ◆ |
| **1.7.C** | Information Use | **4.00** | **4.16** | **4.00** | **4.03** | **0.03** ◆ |
| **1.7.D** | Competency in Discipline | **4.00** | **4.36** | **4.00** | **4.13** | **0.13** ▲ |
| **1.7.E** | Social & Personal Responsibility | **4.00** | **4.03** | **4.00** | **3.97** | **(0.03)** ◆ |
| **1.8** | Transfer students earn degrees and certificates at rates higher than the system average. | **12%** | **17%** | **12%** | **17%** | **5%** ▲ |

Objective 1 for the academic transfer core theme, "students demonstrate high rates of progress and completion," has 12 indicators, 10 of which are meeting or exceeding their stated threshold. Two indicators, transfer students completing pre-college and college-level English in the same academic year and transfer students successfully completing course outcomes, have remained below threshold for several years in a row. As a result, these indicators, 1.5 and 1.6 respectively, were identified for improvement. Also identified as an opportunity for improvement were the math indicators (1.1–1.3). While the progress and completion rates for students in GHC's developmental math pathway are higher than the state average, they are still below 40%. (As noted in chapter 1, the denominator for these values is *all* students with a transfer intent, and is not limited to students who have not earned the point. This results in the thresholds and realized rates being lower than one might expect.) In addition, as of 2017–18, students could conceivably still need to take four math courses to reach college-level math.

Another area identified for action is the work on desired student abilities (1.7.A–1.7.E). The indicators available for the DSAs are student driven, coming from GHC's annual graduate survey, and Instruction is working to expand their reach. As discussed in 4.A.3, gathering additional assessment data on desired student abilities is a priority for the college over the next two academic years (2018–2020)[15]. Additionally, assessing and improving the effectiveness of learning support services (1.6 and 1.8) and increasing awareness of and strategies for addressing equity gaps (1.6, 1.8, and 2.1) were identified for improvement because of their potential overall impact on three of the four core themes. Work on support services and equity gap issues are discussed in this section, as the academic transfer core theme, led by the Vice President of Instruction, has taken the lead on them.

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[15] Work on college-wide learning outcomes, the Desired Student Abilities (DSAs), is described extensively in standard 4.A.3. It is not repeated in standard 4.B. for the sake of brevity, but it is a part of the core theme effort and can be found in the (objective #1, strategy #9).

*Table 48 – Indicator Status for Academic Transfer, Objective 2*

| Indicators | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **Core Theme: Academic Transfer** | | | | | | |
| **Objective 2: Transfer students are successful in baccalaureate programs** | | | | | | |
| **2.1** | The rate of BA completion for GHC transfer students is similar to students native to the 4-year institution. | **67%** | **46%** | **68%** | **45%** | **-23%** ▼ |
| **2.2** | The rate of BA completion for GHC transfer students is similar to transfer students from other CTCs. | **44%** | **46%** | **47%** | **45%** | **-2%** ▼ |
| **2.3** | GHC transfer student's average time to BA completion is similar to students native to the 4-year institution. | **8.33** | **8.27** | **8.31** | **8.52** | **(0.21)** ◆ |
| **2.4** | GHC transfer student's average time to BA completion is similar to transfer students from other CTCs. | **8.24** | **8.27** | **8.25** | **8.52** | **(0.27)** ◆ |
| **2.5** | The average number of credits for GHC transfer students is similar to students native to the 4-year institution. | **100.42** | **101.01** | **100.08** | **98.55** | **1.53** ◆ |
| **2.6** | The average number of credits for GHC transfer students is similar to transfer students from other CTCs. | **96.72** | **101.01** | **96.77** | **98.55** | **(1.78)** ◆ |

## Threshold vs. Achieved

The core theme indicator tables in this section are similar to those in chapter 1; however, these show both the threshold (benchmark) set for each indicator and the achievement rate.

For the most recent year, the table also provides the difference between the threshold and the actual achievement.

The difference displayed is the achieved value minus the threshold. In general, a negative value means the rate achieved by GHC students did not surpass the threshold.

Each table encompasses all the indicators for a single core theme objective.

The full core theme scorecard, including all three columns, can be found in the appendix of this document.

Objective 2 contains data that are relatively new to GHC, in that they come from a data-sharing agreement between the State Board for Community and Technical Colleges (SBCTC) and Washington State's public four-year institutions. This allows the college to track transfer students after they leave GHC. Also, while the students are not individually identifiable, the college can use the Mutual Research Transcript Exchange (MRTE) database to see transcript-level data for students at both GHC and transfer schools. This allows for a much more granular analysis of transfer than is possible through other sources, like the National Student Clearinghouse. There are two indicators in objective 2 of the academic transfer core theme that are in the red (not meeting threshold), 2.1 and 2.2. Indicator 2.1, has some flaws in that it looks at all GHC transfer students, not just those who transfer with a degree, and compares them to local 4-year students who have junior status. Options are being considered on how best to refine this indicator. In the meantime, however, to address both 2.1 and 2.2, one strategy being employed is to work on improving advising. Because these data are newer, more follow-up needs to be done to better understand the numbers. One effort, noted below, is to disaggregate this data to further

explain where students encounter challenges. The remaining indicators for objective 2 show that GHC is meeting its threshold (students doing about as well as other community-college transfer students and native students) in terms of time to completion and number of credits taken.

## ACADEMIC TRANSFER – USE OF RESULTS AND IMPROVEMENTS

### INCREASING STUDENT PROGRESS AND COMPLETION IN ENGLISH (1.4, 1.5 (RED))

Students who begin in developmental English at GHC pass college-level English at a rate lower than the state average (33% vs. 39% in 2016–17), and while the statewide average for student completions has gone up in the past three years (from 36% in 2014–15 to 39% in 2016–17), it has not improved at GHC. Consequently, using core theme scorecard data to drive actions, significant work began in 2017–18 to develop strategies aimed at improving student success in English.

One of the early strategies to address the fact that GHC students are succeeding below the statewide system average was to create a Writing Center. As far back at 2005, the college had established a position for someone to staff a writing desk part-time in recognition of the need to have more than peer tutors available for writing support. In the spring of 2017, to help address student progress and completion in English, which had been showing red on the scorecard, a request for a full-time, tenured English faculty to staff a Writing Center as the director was submitted to the Executive Team and was approved. The position started in the fall of 2017.

Building on the increased support for the Writing Center, in the spring of 2018, a decision was made to co-locate the Learning Center (tutoring, primarily math and science) and the Writing Center in the library. Before fall 2017, the writing desk operated out of a repurposed classroom in the Manspeaker Building (room 2202), while the Learning Center was located in the Schermer Building, opposite ends of the Aberdeen campus. A decision was made in the spring of 2018 to consolidate the Learning Center and the Writing Center, to make a one-stop Academic Support Center (ASC) for student learning support services. This decision was based on a recommendation from the Learning



**Inside Out**
Anita Bucklin, Accounting, digital photograph.
Entry in the 2018 Student Art Contest.

and Support Services Team (a part of the core theme 1 effort) and was done to improve student access to services, alleviate student confusion about where to go to get help, and to improve coordination and collaboration among the Learning Center, Writing Center, Library, and TRiO. The ASC is located in the lower part of the John Spellman Library, alongside the TRiO Office. The newly consolidated Academic Support Center will define success and measure its progress as part of the academic transfer core theme's 2018–2019 strategic action plan (objective 1, strategy 4).

Additionally, in fall 2017, a team of English instructors attended a series of statewide meetings on "problematizing English 101" where they heard strategies other colleges were using to revise their English pathways. GHC hosted an I-BEST (Integrated Basic Education Skills and Training) summit in March 2018 that featured both traditional workforce and academic I-BESTs. The I-BEST model is another research-based approach to accelerating student progress from pre-college to college-level work. A group of English instructors attended the I-BEST summit, along with counterparts from math, basic skills, and workforce programs. In spring 2018, the Vice President of Instruction convened a meeting to discuss strategies for improving student progress and completion in the English pathway. At that meeting, faculty discussed commonalities in assignments throughout the pathway and agreed to a new version of English 101 in the fall, drawing on disciplinary-research and experiences of other community colleges in the SBCTC system. Two other pilots were also identified to help student progression in English. The pilots for 2018–19 include (1) a combined ENGL 95 and 101 based on the Accelerated Learning Program (ALP) developed at the Community College of Baltimore County, (2) co-enrolled English 60/Transition English I classes, and (3) a two-quarter academic I-BEST that pairs a "bucket" English course with a general education course in both fall and winter. With the goal of moving students to and through pre-college English in mind, the pilots are being assessed and will be modified, based on the results of those assessments. As identified in the academic transfer core theme's 2018–2019 strategic action plan (objective 1, strategy 4), faculty will review things such as student pass rates, student progress moving to and through English, and student/faculty reflections.

## ASSESSING AND IMPROVING STUDENT COMPLETION OF COURSE OUTCOMES (1.6 (RED))

Like the English indicator discussed above, the longitudinal data for this indicator 1.6 has shown red for several cycles. As such, the academic transfer core theme lead and her team have identified this as a crucial effort in core theme achievement. In the 2017–18 academic year, a concerted effort was made to implement the Transparency in Learning and Teaching (TILT) framework to improve course assignments and thus student learning.

In fall 2018, the Outcomes Assessment Committee (OAC) began examining student course evaluation data to complement course completion data, specifically student responses to these statements:

- The course is effectively organized.
- Class activities encourage me to apply and demonstrate what I'm learning.
- The assignments, tests, and other assessments are appropriate measures of my learning.

Of the common measures on student evaluations for the past three years, aggregate scores of student responses to these statements are slightly lower than they are to other items. In collaboration with the Assessment, Teaching, and Learning (ATL) Council, the OAC will continue to design targeted professional development opportunities at the college, including summer institutes like the 2018 Course Design Institute, aimed at strengthening students' responses to these measures.

There has been significant work done by faculty on course outcomes assessment, detailed above under standard 4.A.3, this work is led by the Outcomes Assessment Committee and is continuing in 2018–19. As Table 49 describes, one indicator of engagement in the outcomes assessment efforts is the increased number of faculty and staff who chose to participate in the statewide Assessment, Teaching, and Learning conference in the spring of 2018.

*Table 49 – Number of GHC Employees at the Assessment, Teaching, and Learning Annual Conference*

| Year | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|
| Employees Attending | 6 | 1 | 9 | 5 | 17 |

To build on this interest, professional development opportunities for faculty around teaching, learning, and assessment are being enhanced on campus by the creation of the Assessment, Teaching and Learning (ATL) Council (explained in standard 4.A.3) and the Faculty Inquiry Groups (FIGs) the ATL Council is supporting. Assessment of the impact of the ATL and the FIGs will be defined and measured as part of the academic transfer 2018–2019 strategic action plan (objective 1, strategy 3).

This initiative, like the Writing Center (discussed above) and advising (discussed below), will cross all three of the academic core themes. The Assessment, Teaching, and Learning Council provides faculty with support and resources to help them engage in work that will improve teaching and learning. There are six Faculty Inquiry Groups (FIGs) for 2018–19, including three working on college-wide desired student abilities (written communication, information literacy, and quantitative literacy), one addressing equity, one focused on online learning, and one for new faculty success.

## INCREASING STUDENT PROGRESS AND COMPLETION IN MATH (1.1, 1.2, 1.3) (GREEN)

Increasing pre-college and college-level math completion was identified as an area of emphasis by the college's Achieving the Dream steering committee as far back as 2011. GHC determined that one way to move students into college-level math more quickly would be to help them place accurately into the math pathway upon entry. In 2014, Math Brush-Ups were developed, as part of the Achieving the Dream work. They were designed to help students prepare for taking the math placement test. First offered in person and then eventually online, this strategy not only supports new students who are getting ready to place into math, it is also useful to students preparing for final exams, as well as students looking to preview subsequent pre-college math material in their next course to be better prepared.

In addition to Math Brush-Ups, the Math Department also makes a concerted effort to assign the same students to the same instructor through the entire developmental math sequence as often as possible. This provides students the opportunity to build more enduring positive relationships with faculty, establish a learning community among students in their classes that they know they will travel with from one quarter to the next, and build personal comfort levels as individual learners to learn challenging material. This strategy of full-year enrollment was first piloted during the Achieving the Dream work, where students in a pre-college cohort (consisting of Math, English and Reading) were also given the opportunity to pre-enroll for their next quarter classes ahead of time to promote student success. This was scaled up during the 2016–17 school year when the college gave students the opportunity to register for their entire school year of courses to promote student success and accountability to persevere forward as cohorts.

The Math Department has also placed a significant emphasis in recent years on improving student success in online math courses (Table 50). All online math courses offered through the Math Department are created and maintained by tenured math faculty. Each of the online math courses offer video lessons that are recorded by the instructors. Regular and substantial interaction between online math course faculty and students are embraced and practiced. Math faculty strive to create as close to a face-to-face course experience as possible to increase student success. Regular contact is embraced via email, discussion boards, telephone conferences, and AV interaction that are most convenient for the students.

*Table 50 – Course Success Rates by Modality for Math Courses with an Online Option (Math 60, Math 70, Math 95, Math 98, Math 170, and Math 146)*

| Year | Online | On-Ground/Other | Overall |
|------|--------|-----------------|---------|
| 2013–14 | 65% | 76% | 73% |
| 2014–15 | 69% | 76% | 74% |
| 2015–16 | 74% | 76% | 76% |
| 2016–17 | 77% | 71% | 73% |
| 2017–18 | 74% | 69% | 71% |
| Notes:<br>• If student took a course multiple times, only the FIRST instance of the course was counted.<br>• Academic year is the year the course was first attempted.<br>• Online column includes only courses specifically coded as wholly online.<br>• On-Ground/Other includes all other courses, including ITV and hybrid.<br>• Success is a grade of C (2.0) or better, or a grade of P (Pass).<br>• Denominator includes all students who were enrolled as of the tenth day, unless they were an audit student, or marked as "Incomplete." (V (Vanish) & W (Withdraw) grades included.) | | | |

Together, these strategies of Math Brush-Ups, consistent instructor assignments, and improved online math course success have helped GHC to attain a rate of transition from pre-college math to college-level math that is higher than Washington's community college average, and these steps made way for the strategies being worked on today.

In fall 2017, Math Department members participated in a statewide meeting on math pathways where math departments from Washington community and technical colleges discussed and reviewed curricular and pedagogical changes made in the last several years aimed at improving student success. While GHC's math indicators on the core theme scorecard (1.1, 1.2, and 1.3) are above average, they are still lower than desired. Research shows that math is a significant barrier to student completion, so even with a higher-than-average rate, the Math Department at GHC believes there is room for improvement.

As discussed above in standard 4.A.3 (featured follow-up), the GHC math faculty embarked upon a substantial review of their curriculum in recent years. The department designed a new course, *Essentials of Intermediate Algebra* (Math 97), aimed at preparing students for the intermediate algebra concepts necessary to be successful for their transferable quantitative reasoning coursework of Math&[16] 107 (*Math in Society*), Math& 131/132 (*Mathematics for Elementary Educators I & II*), and Math& 146 (*Introduction*

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[16] Courses with an ampersand (&) are part of the WA SBCTC (CCN) system. Within the Washington community and technical college system, equivalent courses have the same numbering across all colleges. This facilitates transfer of credit for students.

*to Statistics*). This new math course is informed by improvements made at peer institutions in Washington State that have equivalent courses. That work in turn has been informed by widespread math faculty engagement in math reform initiatives, including national conversations about Statways and Quantways as research-based alternatives to a developmental sequence leading to pre-calculus. The new course shortens the math pathway for students who are not intending to take Pre-Calculus. For students entering the first pre-college math course at GHC, Math 60, this now gives all students the ability to enter a math pathway that allows them to meet their quantitative literacy requirement in one year. The newly developed Math 97 course provides the opportunity to focus essential intermediate algebra knowledge that will be necessary foundational material for their various fields of study. This also has provided the opportunity to build up the Math 98 course material to be more focused and include more applicable application problems for the STEM fields that are calculus-based. This new course is being piloted in the 2018–19 school year and will be assessed, as described above in standard 4.A.3. It is also a part of the academic transfer 2018–2019 strategic action plan (objective 1, strategy 1).

## *ADVISING – SUPPORT FOR STUDENT EARNING DEGREES AND TRANSFERRING (1.8, 2.2 (RED), 2.3– 2.6 (YELLOW))*

An important strategy for not only this indicator but for student success throughout nearly all of the core themes involves constantly striving to improve advising. Like math completion, faculty advising of students was identified in the college's Achieving the Dream project (2011 through 2015) as an area important to student success and in need of attention. Advising workshops were held for faculty and instructional web pages were revised to make degree options clearer for students.

Currently, this strategy, improving advising, is ranked as one of the highest priorities for three of the colleges' four core themes to help students successfully navigate towards the completion of GHC certificates and degrees and, in the case of academic transfer, to transfer successfully and succeed at the baccalaureate level in the student's chosen major. The Advising Committee is a standing committee which meets regularly and is chaired by a faculty counselor. In addition to faculty members, the committee is also supported by the Associate Dean of Enrollment Services, the Associate Dean of Transitions (basic skills), and the Vice President of Student Services, along with assistance from the Executive Chief of Information Technology.

With the arrival of a new Vice President of Student Services in February 2018 who has an extensive background in advising, the Advising Committee is continuing to build on the work of providing tools to orient new faculty to advising. A presentation was made in the fall of 2017 for new advisors and a resource sheet on technology tools for advising is made available to all advisors. Additionally, there is a Teaching and Advising Resources page for advisors on the GHC intranet. The Advising Committee is also working to establish baselines to be able to integrate quantifiable measures into assessment of current advising. Under discussion, and identified in the academic transfer 2018–2019 strategic action plan (objective 1, strategy 6) are the following goals:

1. Reduce the number of appeals to Financial Aid for maximum time waivers.
2. Decrease the number of students who graduate with "excess" credits (more credits than are required by the degree or certificate).

Additionally, the Advising Committee plans to begin discussions in the 2018-19 around different models for effective collaboration between Student Services professionals and faculty in situations where advising

is part of the faculty contract as it is at GHC (see the 2016–19 faculty contract agreement, Article IV, Section 1: Workload and Terms of Employment – Responsibilities and Work Week). The college anticipates that advising will continue to be a crucial issue for GHC going forward and is beginning discussion of topics such as increased career exploration for students, which is discussed further under the workforce preparation core theme.

## *INCREASING AWARENESS OF AND STRATEGIES FOR ADDRESSING EQUITY GAPS (1.6 (RED), 1.8, 2.1(RED))*

The 2017–18 academic year marked a renewed interest in and commitment to identifying and reducing equity gaps in student progression and completion. While student progression and completion fall under the core themes, they are a central concern for other groups at the college, particularly the Diversity Advisory Committee and the Strategic Enrollment Management Committee. The Diversity Advisory Committee (DAC), a sub-committee of Strategic Planning, is charged with the responsibility to make recommendations in all areas throughout the college in regards to improving issues of diversity, equity, and inclusion. The committee's section of the 2017–2018 Strategic Action Plan includes the following objectives:

1. Grays Harbor College will have culturally competent employees.
2. Administrative practices will promote respect for diversity across the college.
3. Underrepresented students will have success rates in line with the entire student population.
4. Grays Harbor College's desired student abilities will include global awareness and respect for diversity.

One of DAC's strategic action plan strategies is to ensure underrepresented students will have success rates in line with the entire student population. Similarly, one of the Strategic Enrollment Management Committee's strategic action plan strategies is to ensure underrepresented degree-seeking students have first-to-second-quarter retention rates that are equal to or exceed those of non-unrepresented students. The interest in this data stems from the work done during the Achieving the Dream (ATD) project. Grays Harbor College, as part of its ATD reporting, looked at disaggregate data and found that there were some differences among student groups, including specific challenges for students of color. In particular, students of color were less likely to complete the quantitative point (college-level math) and were more likely to have earned no momentum points (milestones) by the end of their first year.

Achieving the objectives around equity identified by the Diversity Advisory Committee requires coordinated work across the college, but one dimension of it that falls squarely within the realm of core theme activity is making faculty and staff aware of equity gaps in student progression and completion as well as supporting the development of strategies to facilitate inclusive classrooms. Developing a strategic, coordinated plan for faculty development tied to student success is an essential component of this work. A faculty inquiry group (FIG) was formed in 2017 and meets monthly to address equity gaps in the classroom. A report out to faculty was made in the spring of 2018, and faculty were again invited to join the FIG in the fall of 2018. Additionally, a faculty co-chair of DAC participated on the team that went to The Evergreen State College Teaching and Learning National Institute in the summer of 2018 and helped create the faculty professional development plan and The Assessment, Learning and Teaching Council. Defining and addressing the equity gap for GHC Students is an ongoing conversation as reflected in the academic transfer 2018–2019 strategic action plan (objective 1, strategy 8).

Offering science internships, such as the Summer Research Program, is one strategy that GHC faculty have implemented to address equity gaps in STEM and help student prepare for transfer and/or employment. Historically underrepresented groups have been shown to have higher retention rates when they have easy access to a mentor and these students are more likely to stay interested in science if they make a personal connection with someone in the field. By providing internships to students, the Science Department is giving them a one-on-one relationship with a mentor who can help guide them. In addition, being selected for an internship is an early success that will affect their self-authorship in the future. As these students build their resume, they are gaining confidence. A survey of 2017 summer research interns indicates that students who participate in research are more likely to seek out future opportunities. It is self-perpetuating and can have long-term impacts on a student's career. Grays Harbor College has offered more than 30 science students internships since 2015 where students have worked in areas such as the GHC Fish Lab, the GHC Cadaver Room, the ocean (Olympic Region Harmful Algal Bloom project and the University of Washington Research Vessel) and the forest (i.e., the spruce tree project). Many of these students have gone on to employment in the field of science or to further education in a science-related major.

### *ASSESSING TRANSFER READINESS FOR GHC STUDENTS (INDICATOR 2.1 (RED))*

As discussed above, core theme scorecard data shows that GHC students struggle to get through college-level English at a rate equivalent to other community colleges. Moreover, while the data is not perfect, MRTE data indicate that students who transfer take as long or longer to complete their degrees than do other community and technical college transfer students. Because an English course is part of all GHC degrees, and because written communication is one of the DSAs, English's impact on transfer was determined to be a focus for 2018–19. One of GHC's primary transfer partners, Washington State University (WSU), requires all students, including transfer students, to complete a writing portfolio when they transition from sophomore to junior status. Conversation began in 2017–18 between the Vice President of Instruction and the director of writing assessment at WSU about examining portfolio assessment results for community colleges. As of winter 2017, WSU intends to disaggregate data about student success on the rising junior portfolio so that comparisons between students native to the four-year institution and community college transfer students can be made. Once that occurs, GHC and WSU will collaborate to explore strategies to increase student success on the rising junior portfolio, which represents writing from across the curriculum. In support of this collaboration, Dr. Xyan Neider, Writing Assessment Coordinator for WSU's Writing Program, presented a workshop at GHC in September 2018 entitled "Assessing with Equity in Mind," which provided an opportunity for faculty to go more in depth into formative assessment with an eye toward matters of equity in relation to race, class, gender, identity, and ability. Strategies 1-3 for objective 2 of the academic transfer 2018–2019 strategic action plan address this work, as does faculty's work on the Desired Student Abilities.

Additionally, the establishment of baccalaureate programs at GHC provides an opportunity for assessing levels of preparedness of GHC transfer-degree students. Many, if not most, students in the college's BAS programs come into the program with an associate degree from GHC. Understanding the preparedness of these students for junior-level work provides GHC faculty insights into how students do when they transfer elsewhere. Information from these experiences along with MRTE data to identify trends in transfer students' experiences at receiving institutions, are providing a work group the tools to begin exploring how to engage GHC students and GHC baccalaureate faculty in conversations about preparedness. This work is in its early stages in 2018-19.

# WORKFORCE PREPARATION (CORE THEME 2)

## WORKFORCE PREPARATION – OVERVIEW AND OBJECTIVES

The primary focus of the workforce preparation core theme is to improve rates of progress and completion in workforce programs, to prepare workforce students for employment, and to improve certificate[17] completion for students at Stafford Creek Corrections Center (SCCC). Workforce education makes up approximately 31% of the FTE generated at Grays Harbor College. This includes 22% of the FTE for college workforce programs and 9% for Stafford Creek workforce programs. The Dean for Workforce Education leads the workforce preparation core theme and has a team of workforce faculty who collaborate with him on this project. Additionally, the Dean for Education Programs, Stafford Creek Corrections Center, works closely with the Dean for Workforce Education on objective 3.

### OBJECTIVES

1) **Students demonstrate high rates of progress and completion.**

2) **Students are successful in employment.**

3) **Stafford Creek students demonstrate high rates of progress and completion.**

Workforce preparation objective 1 is the same as objective 1 in the academic transfer core theme: students demonstrate high rates of progress and completion. However, objective 2 is different: it focuses on employment. Helping students get and thrive in living wage jobs is a key component of workforce education and a vital part of the college's mission. Objective 3 and its indicators were added in 2017 to recognize the significant work done by the college at the Stafford Creek Corrections Center (SCCC).

*Figure 6 – Workforce Preparation Indicator Achievement (2016–17 Data)*



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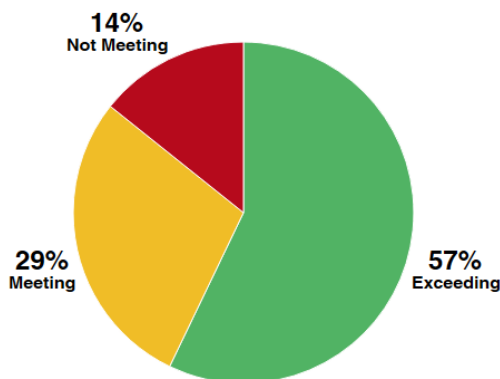
[17] In 2018-19 the Department of Corrections changed policy, allowing colleges to offer two-year degrees at correction facilities. The indicators for the scorecard were built prior to this change and have not yet been updated to reflect degree offerings at SCCC. As of this writing, the program is in its first year and does not yet have completers.

Workforce preparation has seven indicators, four with a status of green ("exceeding" threshold), two with a status of yellow ("meeting" threshold), and one with a status of red ("not meeting" threshold). This means that the workforce preparation core theme has an overall mission fulfillment rate of 86%, exceeding the minimum threshold rate of 70% set by the Strategic Planning Committee. This core theme has met or exceeded the 70% threshold for mission fulfillment each of the last two years (2015–16, and 2016–17).

## WORKFORCE PREPARATION – INDICATOR RESULTS AND ANALYSIS

### INDICATOR RESULTS FOR OBJECTIVE 1

*Table 51 – Indicator Status for Workforce Preparation, Objective 1*

| Indicators | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **Core Theme: Workforce Preparation** | | | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion.** | | | | | | |
| **1.1** | Workforce students successfully complete course outcomes. | **80%** | **84%** | **80%** | **83%** | **3%** ▲ |
| **1.2** | Workforce students earn workforce degrees and certificates (AT, AAS, AAS-T, CC, and CA). | **60%** | **67%** | **60%** | **59%** | **-1%** ◆ |

Objective 1 for workforce preparation covers both course success as well as certificate/degree attainment; the faculty committee reviewing the workforce preparation core theme discussed the need to measure both the mastery of each level of course as well as the completion rates of workforce education pathways. Over the past three academic years, course-to-course completion has been above the desired goal, although there is a significant discrepancy in the second academic year of some programs and for some sub-populations of students. For example, women in welding and African American men in nursing do not complete courses at the same level as their counterparts. Also, in some programs, such as Human Services, Nursing, and Automotive Technology, large cohorts begin the program and may earn certificates in the first year of study, but attrition rates in the second year of these programs are too high. Because these are high-demand programs, open second-year seats are "backfilled" by former students; this data may be misleading because some programs with poor attrition rates in the second year still produce several graduates. Some strategies to combat this phenomenon are the additions of new I-BEST faculty to support basic skills (math and reading comprehension) in the program content. Additionally, workshops, career exploration seminars, and new pathways, certificates, and degree programs are being considered.

Different from typical national higher education focus on first-year experiences and early activities, Grays Harbor College workforce education programs, as a whole, benefit from high levels of retention and success. It should also be noted that in the past 3 years of scorecard data, of those students enrolled in workforce programs and earning a minimum of a certificate of achievement, (less than 20 credits), nearly all of those students also went on to earn a certificate of completion (20–89 credits) or an associate degree. This is an interesting footnote and demonstrates appropriate-level skills and prerequisite coursework required initially for the various programs. This is not to imply all students earned a certificate.

Certainly, some were not successful in their first few courses and others may have earned multiple certificates but were unsuccessful in their goal of earning an associate degree or specific licensure. The certificate of achievement may be a student's initial goal, but based on the data, it appears that students are not treating the shorter certificates of achievement as exit points to programs. Since the certificates of achievement "stack" within a culminating degree, they add value through demonstrating additional skills, ultimately making students more employable. Workforce education programs will continue to offer these shorter certificates and expand where appropriate based on this understanding.

However, the workforce preparation core theme has identified that more can be done to identify exit points for programs and to understand student goals, especially for those who do not complete programs. The group working on objective 1 has also acknowledged the need to learn more regarding both high areas of success as well as areas needing improvement with respect to course and program completion. College faculty and administrators are exploring new embedded certificates with the concept of "stacking" as a way to add short-term value to degrees as well as focus on those programs experiencing lower second-year retention. As the core theme team explores specific program data, special focus is being placed on factors of race, ethnicity, and income. Findings will be shared with various stakeholders and strategic enrollment groups as well as all workforce programs.

## INDICATOR RESULTS FOR OBJECTIVE 2

Table 52 – Indicator Status for Workforce Preparation, Objective 2

| | Indicators | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. | |
| **Core Theme: Workforce Preparation** | | | | | | | |
| **Objective 2: Students are successful in employment** | | | | | | | |
| **2.1** | Workforce program completers are employed. | 50% | 72% | 50% | 76% | 26% | ▲ |
| **2.2** | Workforce program completers earn wages that are higher than program leavers. | 15% | 20% | 15% | 32% | 17% | ▲ |
| **2.3** | Workforce program completers earn wages that are higher than the wages they were earning pre-college. | 15% | 17% | 15% | 37% | 22% | ▲ |

It is the goal of most workforce education students to "get a job." It is the responsibility of the college to ensure completers have the skills necessary to earn a living-wage job as well as the education to pursue future advancements and education.

The core theme team addressing workforce preparation is pleased that indicator 2.1—workforce program completers are employed—has exceeded its threshold for each of the last three years. However, the team believes the information available to faculty can be improved with more local data collection. As such, a survey was conducted in October 2018 to collect information from workforce advisory committees. Results from the survey are expected to provide a greater sense of job placement in the student's desired field. Measuring employment data, compared to achievement, will assist with program review. Additionally, data gathering will help to verify the assumption that employers are satisfied with graduates' skills, as this information will be checked bi-yearly during advisory meetings. Curriculum and outcomes will be modified, as needed, based on this feedback. Individual programs also collect data through unique surveys, specific-accreditation assessments, advisory boards, and student feedback, but a set of surveys with more commonalities will allow for comparison and improvement among programs.

One of the things that the core theme team has learned in reviewing data for the scorecard is that data broken out by program is essential, as entry salaries vary by career field. For example, local new registered nurses are earning around $25/hour while new medical assistants are earning around $15/hour. Considering just a total average could be misleading for some of the programs with entry-level salaries at one end of the spectrum. Therefore, while the scorecard uses aggregate results, the college is developing reports for each program so that they have access to their own data for decision-making.

## *INDICATOR RESULTS FOR OBJECTIVE 3*

*Table 53 – Indicator Status for Workforce Preparation, Objective 3*

| Indicators | | 2015 –16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **Core Theme: Workforce Preparation** | | | | | | |
| **Objective 3: Stafford Creek students demonstrate high rates of progress and completion in Workforce programs** | | | | | | |
| **3.1** | Stafford Creek Workforce students in one-quarter programs earn certificates of achievement. | **65%** | **61%** | **65%** | **65%** | **0%** ◆ |
| **3.2** | Stafford Creek Workforce students in multi-quarter programs earn certificates within 150% of time. | **65%** | **27%** | **65%** | **33%** | **-32%** ▼ |

Upon analyzing the data for objective 3, the Dean for Education at Stafford Creek has determined that the indicator 3.2 threshold is not a realistic goal for Stafford Creek. This threshold is too high, given the many factors that influence it that the college has no control over. In corrections, faculty used to be able to put an educational hold on students in vocational programs until they completed the program. This is no longer true; therefore, students may be transferred to another facility in the middle of their program. Another huge factor is that students may lose access to the HUB (a secured area of the facility where most of the workforce programs are located) due to infractions or other disciplinary actions. This may result in a student being unable to access the HUB for up to one year, also preventing students from completing their programs. There are also medical issues that arise with students that do not allow them to complete.

Many times, these medical issues do not allow students to re-enter the program. Lastly, the HUB requires students to undergo a security screening prior to entry. If this process is delayed for any reason, students are prevented from getting a consistent 7.5 hours of instruction time. Delayed movement through the HUB often costs students a minimum of 15 minutes of class daily, which cuts into their programming time by at least an hour a week. This missed class time affects how much they can get done in the class each week and affects their productivity at the end of the quarter.

Indicator 3.2 will be reconsidered to identify a measure that would be more realistic. However, analysis of the data was still worthwhile as it indicated that one of the programs needs a curriculum change. There are a few classes in the Technical Design program that either need fewer assignments or more credit value to allow students time to complete the desired work.

Note, some of the factors mentioned above also impact results for the 3.1 target. When a student is sent to camp, work release, or another facility, there is no opportunity for them to complete the quarter.

### *INDICATORS FOR BAS PROGRAMS*

One area not currently addressed by the scorecard is GHC's applied baccalaureate programs. While the college uses data to track and understand students in the individual programs, no specific scorecard indicators have been developed that encompass all three diverse programs (see chapter 1, standard 1.B.2). As the new septennial cycle starts in 2019-20 with a review of the mission and core themes, members of the Workforce Education division will be involved in that process, and develop indicators around GHC's BAS programs, as appropriate to the resulting mission and core themes.

## WORKFORCE PREPARATION – USE OF RESULTS AND IMPROVEMENTS

### *STUDENT SUCCESS STRATEGIES FOR COMPLETION (INDICATOR 1.2 (YELLOW))*

Workforce faculty at Grays Harbor College are working on a number of student success strategies to improve student completion of degrees and certificates. Some of these include adding new and diverse community members to advisory boards, exploring contextualized course work for industrial math and English as substitutions for traditional prerequisite coursework, embedding basic skills into first-year program coursework, and a faculty review of success, learning outcomes, and time-to-degree completion rates.

For example, the college has formed four I-BEST (Integrated Basic Education Skills and Training) programs. This format allows for pre-assessment of students and then a co-teaching atmosphere with one instructor focused on program content and the other embedding basic skills—usually math, reading comprehension, or technical writing—into the coursework. The workforce programs at GHC that currently support this co-teaching model are Automotive, Welding, Human Services (only the first year of the program), and Carpentry. Because of the success of this format, the college is considering options to expand into other workforce programs, specifically the new Early Childhood Education program, and has already begun piloting this model in transfer education. In the past several years, the college has:

1. Assessed all students in participating programs for ability and need for supplemental instruction.
2. Funded additional support courses, free to students, where all can practice math, writing, and reading within a Welding, Carpentry, Human Services, and Automotive context.
3. Funded professional development for several faculty members willing to explore co-teaching emphasis at various regional teaching and learning conferences.

In February 2018, the college also hosted representatives from eight other colleges to collaborate, review best practices and funding models around I-BEST, and to learn from SBCTC officials. The conference resulted in the hiring of a new instructor and continued collaborative discussions. Focus on success strategies will continue this year and is included in the workforce preparation 2018-2019 strategic action plan (objective 1, strategy 3).

## NEW TECHNOLOGY FOR IMPROVED STUDENT ACHIEVEMENT (INDICATOR 1.2 (YELLOW))

Significant technology resources have been added to workforce classrooms at GHC to ensure access to quality education for all students, regardless of location. Primarily used by Forestry, Human Services, and Business Technology in the past, improving access to Raymond and Ilwaco students through the use of ITV was a focus over the last several years. New two-way cameras and televisions were purchased for several classrooms and significant investment was made in Zoom technology, allowing students to attend class in real time from any smart device. This improved quality, scheduling ease, and student convenience and is expected to motivate more programming to be scheduled in these classrooms in Aberdeen, Raymond, and Ilwaco. Beginning in 2018, Pacific County students can now earn certificates of achievement in Human Services and Alcohol and Substance Abuse Counseling (ALSA) at the Raymond campus without having to travel to the Aberdeen campus. This technology also opens the possibility for more dual-credit programs for high school students or even course delivery to a youth detention facility in Pacific County in the future.

Through careful review of historical scheduling and a lack of available labs, the college has focused on a few recent strategies, alternating modalities and time of classes offered to assist students faced with challenging employer schedules, daycare shortages, or long commutes. Some of these strategies include:

1. Purchase of ITV equipment to allow more classrooms to broadcast to remote locations as well as utilize Zoom technology so a student can access course lecture from any smart device.
2. Increase in afternoon Human Services course times.
3. Additional section of Automotive Technology, now taught in the afternoons.
4. GIS course taught in Raymond in afternoons, alongside the morning Aberdeen course.
5. Summer independent study courses in Automotive, Natural Resources, Diesel Tech (which includes Commercial Driver's License), and Carpentry programs.

Continuing to improve ITV technology and Zoom Training for faculty to improve both access and retention at the educational centers is a part of the workforce preparation 2018-2019 strategic action plan (objective 2, strategy 3).

## PARTNERSHIP WITH K-12 FOR COMPLETION (INDICATOR 1.2 (YELLOW))

Grays Harbor College has always had a strong focus on preparing students for the workforce through several workforce degrees and certification programs, including Welding, Carpentry, Nursing, and more. The college has continued that tradition by adding a medical assistant certification program beginning in the 2017–18 academic year.

In 2013, the Washington State Department of Health (DOH) implemented a new medical assisting law that transitioned the health care assistant profession to the medical assistant profession. DOH recognized four different classes of medical assistant, each with its own formal education, training, and certification requirements. In rural areas where employers already have difficulties hiring medical assistants, this new

law made hiring qualified medical assistants even more difficult. Based on local healthcare-employer feedback and anticipated job openings/retirements, a two-year Medical Assistant degree program was developed by GHC in partnership with the Aberdeen School District. The program accepted the first cohort of 22 students in fall 2017.

Collaborating with the Twin Harbors Branch Skill Center at Aberdeen High School, each fall, this unique partnership enrolls up to 10 high school seniors from any of the 10 supported school districts in GHC's service region, earning dual credit, and 10 or more college students. The two institutions share program expenses for the first year of the program, when all students enter GHC in year 2 of the program (and the high school students complete high school). Summit Medical, the Harbor Medical Group (HMG), and Grays Harbor Community Hospital Physicians Services, LCC, serve Grays Harbor County, Washington, by offering outpatient medical services such as orthopedics, family medicine, OBGYN, general surgery, pediatrics, internal medicine, and much more. Students visit all three of these local healthcare providers in year 2 of their studies.

The outreach and community support has been extremely high for this program. A second instructor was hired in 2018–19 to support a second simultaneous cohort. Going forward, it is anticipated that the college will accept a new cohort annually. During this first year of instruction, data demonstrated students were not prepared for math rigor and the college and high school immediately responded with supplemental tutoring and collaboration with math departments to embed contextualized math scenarios (e.g. dosage calculations) to help prepare students for the academic rigor. With a significant forecast of shortage in the health career field, this program was created based on current job postings (an average of 136 job vacancies in the service region, according to BurningGlass.com) as well as an anticipated increased need for an aging coastal population and renewed focus on wellness facilities in Elma, Washington. The college expects to contribute 20 new medical assistants into the community workforce annually, beginning in June 2019.

### *NEW DEGREES FOR EMPLOYMENT (INDICATORS 2.1–2.3 (GREEN))*

The college's three new Bachelor of Applied Science (BAS) programs—the Bachelor of Applied Science in Organizational Management (BAS-OM), the Bachelor of Applied Science in Teacher Education (BAS-TE), and the Bachelor of Applied Science in Forestry Resource Management (BAS-FRM)—and the Associate of Technical Arts in Early Childhood Education program were created to meet two emerging needs:

1. Provide an educational pathway for degrees that used to be considered terminal within vocational education.
2. Meet the needs of regional employers and economic development goals shared through advisory committees and local chamber/Employment Securities Department (ESD).

The three BAS programs are *applied* baccalaureate degrees. This means they are designed for working adults that want an educational pathway for career advancement where they can apply previous learning and build upon technical skills. The Bachelor of Applied Science in Organizational Management (BAS-OM) provides students with improved communication, leadership, and management abilities in their chosen career field. This degree includes an overview of managerial accounting, leadership development, labor law, ethical leadership, conflict resolution, grant writing, and data-gathering, common soft skills identified by several local advisory groups. The Bachelor of Applied Science in Forest Resource Management (BAS-FRM) is designed for students with applied associate degrees in Natural Resources, Fire Science/Technology, Aquaculture, or Forestry and expands knowledge in areas of emerging technology

such as drones and GPS, heavy cable equipment, silvaculture, invasive species, and managing a working forest. The Bachelor of Applied Science in Teacher Education creates an opportunity for local communities to "grow their own teachers," an important phenomenon and crucial to the abilities of small, rural districts to recruit and retain talent. All three of these programs were started to meet local industry needs, provide access to continuing education for workforce pathways, and all provide opportunity for management or teaching advancement, resulting in significantly higher wages.

Over time, as technology has advanced and the labor market has grown more competitive in the region, it was apparent there was not a way locally for a technician to gain needed management, communication, or new advanced technical skills through a formal baccalaureate experience. Previously in Washington, students with a vocational certificate or degree would have to "start over" with a university to then add business or leadership skill in a university setting. These three new degrees create pathways for individuals with a wide variety of associate degrees (Criminal Justice, Human Services, Business Technology, Industrial Technology, Para-educators, Early Childhood Care, Natural Resources, Fire Technician, and Forestry) to learn new leadership skills and advance in their careers. These programs currently serve local, working adults and curriculum will continue to be refined based on industrial leadership, oversight, and managerial needs within the employment sectors served. In some situations, a vocational graduate may be able to advance into a manager role, but within others, the soft skills surrounding labor law, managerial accounting, grant writing, employee evaluation, or employee/student development would not be covered in a vocational pathway. Through the creation of these applied baccalaureate degrees, students can expand upon their technical training in schools, shops, or out in the field and advance into a greater professional role, leadership position, entrepreneur, or consultant positon.

The Bachelor of Applied Science in Organizational Management (BAS-OM) saw its first 10 graduates in the spring of 2018. The second cohort enrolled in fall of 2018 and the student career fields include diesel mechanic, payroll services, human services, healthcare administration, broadcast journalism, human resources, and entrepreneurial endeavors. Several of the first cohort of 12 Forestry Resource Management students have worked in forest-harvesting industries and are now learning important skills related to managing and sustaining natural resources. The Bachelor of Applied Science in Teacher Education currently has 18 students who will graduate in June 2019 and 21 students who are expected to complete with their degree and teaching certificate in 2020. The BAS-OM and BAS-TE program admit up to 25 students each fall and BAS-FRM admits students every quarter.

## *PROGRAM & SERVICE CHANGES FOR IMPROVED EMPLOYMENT (INDICATORS 2.1–2.3 (GREEN))*

The college's workforce programs, as called for in objective 2, are continually looking at ways to improve employability of workforce students into higher-paying positions. Several curriculum updates, edits, and additions have been made in the last several years. First, based on employer feedback, today's diesel mechanic needs to be able to move heavy equipment as well as drive commercial vehicles to other rural Washington locations. As a result, the college added the 3-credit Commercial Driver License (CDL) curriculum into the Associate of Applied Science in Diesel Technology. The college has already heard from several employers in Olympia, Aberdeen, and Hoquiam that when mechanics apply for a job, they are looking for Grays Harbor College graduates because they know they have excellent training as well as the CDL endorsement. Next, a third welding degree option, construction welding, was added to meet the demands of projected growth in the Port of Grays Harbor and in the new Seabrook community in northern Grays Harbor County. Additionally, a log truck safety and driving course was added as an option within

the college's Commercial Transportation program based on data and support from large local employers such as Port Blakely, Rayonier, Sierra Pacific Industries, and Weyerhaeuser.

While the above program changes came largely out of individual program's continuous improvement efforts, the workforce preparation core theme team has also identified some gaps in service that are common needs for many professional/technical students. One of the primary services being worked on in 2019 is career services programming to support student success. In 2017-18, the Student Services division of the college sponsored a career fair for students for the first time in many years. There are plans in the workforce preparation 2018-2019 strategic action plan (objective 2, strategy 1) to collaborate with the Student Services division and build on this effort in 2019. Actions identified include:

1. Hosting a second annual career fair for all GHC students
2. Inventorying current career services available to all GHC students
3. Exploring comparable college's career service departments
4. Making recommendation to embed career exploration early in career pathways advising based on common practices utilized at comparable colleges
5. Making recommendations to incorporate common career services (mock interviews, resume preparation, entry-job or job-transition skills) into workforce education curriculum as well as other career services that don't fit into a class setting

The focus on career services is expected to help students identify career interests early, improving student retention throughout their selected program of study, improve job placement rates, as well as improve student and employer satisfaction.

### SHORT-TERM TRAINING FOR JOB ATTAINMENT (INDICATORS 2.1–2.3 (GREEN))

Similar to high demands for medical assistants in the region, Pacific County suffers from a shortage of chemical dependency counselors as well as human services caseworkers. In light of this information, a Human Services certificate and an Alcohol & Substance Abuse (ALSA) certificate are now available at GHC's Columbia Education Center in Ilwaco and Riverview Education Center in Raymond. Both of these certificates are being delivered in their entirety to Pacific County for the first time; these certificates are also "stackable" within the larger Human Services degree offered in Aberdeen.

Lastly, based on employer feedback within county government, city planning, and natural resources management, the college delivered a GIS course to community members in Raymond. This standalone course covers valuable skills needed in road planning, real estate, riverbank assessment, forestry, and property valuations.

### STAFFORD CREEK (INDICATORS 3.1 (YELLOW) AND 3.2 (RED))

Professional/technical faculty at Stafford Creek Corrections Center have lined up curriculum with GHC's Aberdeen campus to provide students with a seamless pathway when released. This was done with the idea that when released, students would be ready for college classes. Although few SCCC students release to Grays Harbor County, the idea is that, by mirroring Aberdeen campus students, they would be ready for the expectations and the rigor of college in any community.

By aligning the curriculum of the welding program, students will be enrolled in one course worth 18 credits rather than several smaller courses that equal 18 credits. This will require students to meet the rigor of the program and complete the given curriculum within the quarter. There will be no re-enrollment of the

same class the following quarter like before. Students will be expected to complete the curriculum on time and earn a grade for the class. This curriculum change has not taken place yet; however, it will be implemented in the coming academic year (2019–20). The college has been successfully using this model for the last two years with the Stafford Creek business program and have been pleasantly surprised that when the expectation is set from the start, students step up to the challenge and get it done.

The Washington State legislature recently approved offering associate degrees in corrections facilities. The first such degree GHC will offer at Stafford Creek will be the Associate of Applied Science in Business, designed to match the degree being offered on the Aberdeen campus. By implementing the Associate of Applied Science in Business in the fall of 2018, there will more than likely be an impact on the college's current indicators. The college was not given any more money to fund a second business instructor, so the program is expanding with only the current staff. This will slow down completion rates for the program since students will take longer to complete due to staffing issues. There are also general education requirements that students will need to complete with this program. These classes will only be taught certain quarters due to staffing issues. The college is not able to offer all the classes students need each quarter, so it will take some extra care when scheduling to ensure it is offering the courses students need to complete their degrees. However, because the degree is aligned with the degree offered on the Aberdeen campus, students who are released prior to completing the degree can integrate into the Aberdeen campus curriculum.

Upon looking into the data and discussing with faculty the reasons behind the numbers, the college found that many students coming to the Welding and Technical Design programs do not possess the math skills needed for the programs. Due to this factor, students now must take the ACCUPLACER test when entering the program to determine their skill level and if they need to be in additional math classes. Advisors are trying to enroll these students in extra math classes prior to enrolling in the welding and technical design classes. Due to scheduling in the pre-college math classes, it is not always possible for them to get in before entering the programs. Students in technical design also need to have some level of computer skills to function within the program. Therefore, the program will be doing a curriculum overhaul soon and will be looking at building in some prerequisites that will address the math and computer literacy issues.

A second issue that has arisen specifically with welding is that many students have poor eyesight and cannot see well enough to do the welding to meet the standards. After working closely with the medical office at Stafford Creek, the college now has an avenue for students with these difficulties to be able to get their eyes tested with an optometrist. This should enable students with poor up-close vision to continue in the program and complete their state certificate.

As discussed earlier, Stafford Creek students often have issues beyond their control that crop up and affect their education. These strategies work towards setting those students up for success and to increase the number of students successfully completing their programs.

# TRANSITIONS (BASIC SKILLS) (CORE THEME 3)

## TRANSITIONS (BASIC SKILLS) – OVERVIEW AND OBJECTIVES

The purpose of the transitions core theme is to monitor and improve rates of progress and completion and ensure achievement for students who begin in Transitions programs. High school completion is a major component of GHC's Transitions program. Transitions students make up about 17% of the FTE, 10%

at Grays Harbor College and 7% at Stafford Creek Correctional Center. The Associate Dean for Transitions is the lead for the transitions core theme and works closely with faculty and staff whose primary teaching responsibilities include students who need to finish high school, students who need to learn English, and/or students who place into transition courses.

## OBJECTIVES

1) **Students demonstrate high rates of progress and completion.**

2) **Students demonstrate high rates of achievement.**

3) **Stafford Creek students demonstrate high rates of progress and completion in Transitions programs.**

The reauthorization of the Workforce Investment Act of 1998 as the Workforce Investment Opportunity Act (WIOA) in 2014 significantly changed each state's strategy for how to engage their community and technical colleges as partners in the workforce development system. Frequent and ongoing discussions with Workforce Development Councils and local WorkSource agencies have enabled the State of Washington to leverage federal, state, and local investments and enhance access to workforce development programs. WIOA has also changed how the partners in the one-stop employment system coordinate their activities with one another and how each state's strategy will improve access to recognized postsecondary

*Figure 7 – Transitions Indicator Achievement (2016–17 Data)*

- 18% Not Meeting
- 55% Exceeding
- 27% Meeting

credentials. In Washington State, the changes resulting from WIOA at the federal level aligned with changes made in basic skills program accountability at the state level. The shift was significant for Washington's community and technical colleges in two ways (1) it changed the focus of basic skills programs from access to completion and (2) it has led to continuous assessment of opportunity gaps as a strategy for improving performance levels. This shift in focus has brought changes in the way in which the data is gathered and has been reflected in changes to some of the GHC objectives and indicators used to measure the transitions core theme.

## IMPACT ON MISSION FULFILLMENT

The transitions core theme has eleven indicators, six with a status of green ("exceeding" threshold), three with a status of yellow ("meeting" threshold), and two with a status of red ("not meeting" threshold). This means that the core theme has an overall mission fulfillment rate of 82%, exceeding the minimum threshold rate of 70% set by the Strategic Planning Committee.

However, earlier in the septennial cycle, the transitions core theme identified some challenges in meeting their core theme indicators. Around the 2015-16 timeframe, the Transitions Department identified that several of their indicators (using the 2012-2016 scorecard) were low and began to take actions aimed at improvement. This included a major revision of all Transition Department curriculum, changes to the orientation process, and increased outreach efforts to students falling behind in classes. These changes

coincided with the scorecard revamp, and the transitions core theme team worked with the Director of Institutional Research and Reporting to institute some alterations to the transitions section of the scorecard as well. Changes were aimed at making the indicators more specific and relevant to their work. Using the revised criteria, Transitions has met mission fulfillment each of the last two years (2015-16, 2016-17). And, end of year data for 2017-18 (not yet in the scorecard) show a 15% increase in the number of high school completers, increases in student gains, as well as increases in English Language Acquisition (ELA) students moving forward to take classes outside of ELA.

## TRANSITIONS (BASIC SKILLS) – INDICATOR RESULTS AND ANALYSIS

### INDICATOR RESULTS FOR OBJECTIVE 1

Table 54 – Indicator Status for Transitions, Objective 1

| Indicators | | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. | |
| **Core Theme: Transitions** | | | | | | | |
| **Objective 1: Students demonstrate high rates of progress and completion** | | | | | | | |
| 1.1 | Transition students earn HS credentials (HS diploma, GED or HS Completion). | 6% | 12% | 8% | 14% | 6% | ▲ |
| 1.2 | Transition students make the transition to post-secondary coursework. | 16% | 28% | 16% | 30% | 14% | ▲ |
| 1.3 | ELA students enroll in classes outside of ELA. | 15% | 4% | 15% | 14% | -1% | ◆ |
| 1.4 | I-BEST students are retained from fall-to-fall. | 50% | 63% | 50% | 50% | 0% | ◆ |
| 1.5 | I-BEST students earn degrees. | 22% | 38% | 18% | 22% | 4% | ▲ |

Transitions core theme objective 1, "students demonstrate high rates of progress," has five indicators. GHC is exceeding the threshold on three of the five indicators and is in the yellow range for the other two. I-BEST (Integrated Basic Education Skills and Training) data were compiled in 2016–17 and analyzed during 2017–18. The philosophy of I-BEST is that additional support increases the opportunity for successful degree completion and it is important to know if current I-BEST programs are meeting that expectation. I-BEST student data was analyzed from several different perspectives, including the percentages of students retained who remained enrolled in the same I-BEST program and students who graduated with any GHC degree. Action plans for improving fall-to-fall retention have been developed, including changes to the I-BEST support courses that started in fall 2018. Graduation rates for I-BEST students surpass overall graduation rates of GHC students, therefore meeting a primary goal of I-BEST programs. Comprehensive review of transition students includes an analysis of data on high school completion rates to determine how successfully the college is meeting this key mission fulfillment performance measure. Progress of students in Transition programs is also measured by the percentage of students who go on to take postsecondary classes and by the percentage of English Language Acquisition (ELA) students who take classes outside of the ELA area. The data show that the college is meeting its goals except for ELA students. The passage of the Workforce Investment Opportunity Act (WIOA) in 2014 placed greater emphasis on the need to improve the transition rate of ELA students to classes that will improve their ability to obtain employment and/or enter postsecondary classes. It appears that recent changes in curriculum are leading to improvement in this indicator for English language learners. The Transition Department has not yet

reached its goal for this indicator; however, data do show improvement in 2016–17. The creation of classes designed to address skill gaps such as grammar and information literacy have contributed to the improvement. Co-enrollment of ELA students with native speaking students, along with hiring an ELA navigator to help guide students through classes, has also had some positive impacts.

## INDICATOR RESULTS FOR OBJECTIVE 2

*Table 55 – Indicator Status for Transitions, Objective 2*

| | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| **Indicators** | | **Thresh.** | **Achiev.** | **Thresh.** | **Achiev.** | **Diff.** |
| **Core Theme: Transitions** | | | | | | |
| **Objective 2: Students demonstrate high rates of achievement.** | | | | | | |
| **2.1** | Transitions students make significant skill-level gains. | **47%** | **51%** | **47%** | **32%** | **-15%** ▼ |
| **2.2** | Transitions students post-test at higher rates than the system required rate. | **50%** | **60%** | **50%** | **51%** | **1%** ◆ |

Significant level gains are an important performance measure for state and federal reporting as well as for learning. They help to determine whether current programming is enhancing students' fundamental reading, writing, and math skills. Gains are measured by post-testing students who have at least 45 hours of attendance in their classes. A student achieves a state significant gain when their post-test score improves 3 points or more from the student's initial testing score. When 2016–17 data showed a significant drop in this performance measure, the Transitions Department realized that it was essential to determine what factors were contributing to the decline. Continuous data review showed that there was a decline in the percentage of students post-testing for the 2016–17 academic year. Determining whether or not fewer students post-testing was the main contributing factor to the skill level gains decrease or if other changes made in 2016–17 affected the result is an important reason why indicator 2.1 is valuable to program review.

In 2016, the state created an optional placement method for students in the High School 21+ (HS21) program. Placement was determined by an evaluation of a student's prior learning (credit option) and students placed by the credit option method do not take the state-required CASAS tests, which evaluates students' reading and math abilities upon starting Basic Skills courses (pre-tests) and at regular intervals thereafter (post-tests). GHC chose the credit option approach for many HS21 students; understanding to what extent this choice is a contributing factor to the changes in skills gains will help to inform future decisions.

## INDICATOR RESULTS FOR OBJECTIVE 3

*Table 56 – Indicator Status for Transitions, Objective 3*

| | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| **Indicators** | | **Thresh.** | **Achiev.** | **Thresh.** | **Achiev.** | **Diff.** |
| **Core Theme: Transitions** | | | | | | |
| **Objective 3: Stafford Creek students demonstrate high rates of progress and completion in Transitions programs** | | | | | | |

| | | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| | **Indicators** | **Thresh.** | **Achiev.** | **Thresh.** | **Achiev.** | **Diff.** | |
| **3.1** | Stafford Creek Basic Skills students make significant skill-level gains. | 47% | 55% | 47% | 60% | 13% | ▲ |
| **3.2** | Stafford Creek Basic Skills students post-test at higher rates than the system required rate. | 50% | 73% | 50% | 75% | 25% | ▲ |
| **3.3** | Stafford Creek ELA students make skill-level gains in the ELA curriculum. | 50% | 62% | 50% | 78% | 28% | ▲ |
| **3.4** | The average elapsed time for a SCCC HSE student testing at level HSE2 and earning a GED is less than 3 quarters. | 65% | 66% | 65% | 36% | -29% | ▼ |

The transitions indicators for Stafford Creek Corrections Center were, like those in the workforce preparation core theme, new to GHC's scorecard in 2017. Upon analysis, GHC staff at Stafford Creek have determined that indicator 3.4 is not a particularly good fit for Stafford Creek. Due to the college's funding source, if students have more than 7 years of incarceration, they are only eligible for Adult Basic Education and GED classes. Stafford Creek Corrections Center is a long-term facility, meaning that there is a large percentage of the population who are only able to take ABE/GED classes. Often, when students have a lot of time to serve, they are in no hurry to complete their GEDs because they know that they cannot take any other classes until they are within 7 years of release. This factor alone encourages students to procrastinate in regards to completing their GED. When faculty talk to students about their programming, they are aware of the rules and are frustrated with not being able to continue with another education program until they are within that seven-year window. Most know about correspondence education and are interested but cannot afford to pay for it themselves. While 3.4 has proved to be a less than helpful indicator, having the other transitions indicators for Stafford Creek has been useful in monitoring student success. When students make skill level gains, it improves the likelihood they will be able to complete their GED.

## TRANSITIONS (BASIC SKILLS) – USE OF RESULTS AND IMPROVEMENTS

### *HIGH SCHOOL CREDENTIAL COMPLETION (INDICATOR 1.1 (GREEN))*

While high school completion is technically green on the core theme scorecard, this is as much a result of declining enrollment as it is student achievement. An ongoing review of high school graduation data revealed that while the percentage of transitions students earning credentials (high school diploma, GED, or high school completion) went up, there was a significant drop in total graduates from 61 in 2015–16 to 43 in 2016–17. It also revealed a significant drop in GED completers from thirty in 2016 to just two in 2017. This means that while indicator 1.1 was in the green, it was still an important measure to investigate further. Faculty and staff began meeting to discuss possible factors contributing to the decline and an early discovery was that course changes had made the tracking of GED students more challenging. Most classes that were once designed just for GED students now also had HS21 and skill-improvement students in the same class. As a result, a database of GED students has been created which allows for better tracking of student progress. Other changes emerging from the group's work include the implementation of new strategies, such as promoting an early connection between GED students and their advisor and a revision of the GED testing scholarship application process. These strategies were completed during the 2016–17 year. The creation of an online GED FastTrack class, which utilizes the GED Academy program, has also demonstrated consistent enrollment and addresses the need of GED students who cannot attend classes in person. There were twelve GED completers in the 2017–18 year compared to two the previous year, and work will continue to improve the completion rate of GED students.

For the HS21 program, data analysis indicated the number of students earning their diploma has remained consistent and is influenced most significantly by the total number of HS21 students enrolled each year. In 2015–16, twenty-nine diplomas were awarded, while forty-two were awarded in2016-17 (with a larger overall number of students enrolled), and thirty-four were awarded in 2017-18. While final data from the state for 2017–18 is not currently available to confirm the percentage of graduates, enrollment of HS21 students was down for 2017–18, which will increase the percentage. Factors contributing to ongoing successful completion rates include improvements made to advising strategies for HS21 students, including the ability of students to complete Transition paperwork and enrollment information online using the Canvas advising classroom. Work continues on how to improve the tracking of students who enroll in classes not taught by the HS21 advisor. Lastly, to improve the transition of HS21 students into postsecondary coursework, a new class was created and implemented: Transitions Capstone. The content of this class includes final assessments of a student's reading, writing, and math skills as well as requirements that enable a student to have a seamless transition to program coursework. By asking each student to complete the FAFSA and do career preparation, students are better prepared for the transition to college.

## *ENGLISH LANGUAGE ACQUISITION STUDENT PROGRESS (INDICATOR 1.3 (YELLOW))*

While the data shows improvement in the progression of English Language Acquisition (ELA) students to classes outside of ELA, it continues to be an important indicator to focus on, as rates are still low. Starting at the end of the 2015–16 academic year and continuing through the 2016–17 year, there was a significant revision to the structure of all ELA courses, including student learning outcomes and credit value. This work also included aligning learning outcomes to the College and Career Readiness Standards (CCRS). Collaboration between ELA faculty and instructors who teach Transition classes—specifically math, reading, and English—contributed to a better understanding of important skill-level outcomes that would indicate when a student was ready for more advanced coursework. In addition, skill gaps were identified that were determined to be contributing to the progression of ELA students (and some native English speaking students as well). Also, new classes were created to address those gaps. GHC now offers Grammar I, Grammar II, Information Literacy, and Math Lab. ELA and Transition students enroll in these classes and student feedback, received through student evaluations and informal student surveys, has been very positive. These additions have likely been a key factor in the 10% increase in indicator 1.3 from 2015–16 to 2016–17. It is anticipated that the implementation of co-enrollment for classes will present more opportunities for ELA students to progress at higher rates. Enhancing advising services for upper level ELA students is another strategy that has been identified to help ELA Students

transition into college course work. This strategy is reflected in the 2018-2019 transitions strategic action plan (outcome 1, strategy 3).

## I-BEST STUDENT RATES OF PROGRESS AND ACHIEVEMENT (INDICATORS 1.4 AND 1.5 (YELLOW AND GREEN))

Learning how current I-BEST programs are performing is important to the discussion of possible new I-BEST programming. An analysis of I-BEST data had not occurred in several years and therefore I-BEST instructors recently took on the task of analyzing student retention and completion data as compiled by the GHC Institutional Effectiveness, Research, and Planning department (Table 57).

*Table 57 – I-BEST New Student Retention Rates*

| Fall Quarter New Student Fall-to-Fall Retention* | 2013–14 | 2014–15 | 2015–16 | 2016–17 | 2017–18 | Grand Total |
|---|---|---|---|---|---|---|
| **Enrolled Next Fall or Completed** | | | | | | |
| Number | 39 | 45 | 38 | 33 | 35 | 190 |
| Percentage | 72% | 73% | 64% | 63% | 70% | 69% |
| **Neither Enrolled nor Completed** | | | | | | |
| Number | 15 | 17 | 21 | 19 | 15 | 87 |
| Percentage | 28% | 27% | 36% | 37% | 30% | 31% |
| **Total** | **54** | **61** | **59** | **52** | **50** | **277** |
| *Retention includes new students who started in the fall and were either present the following fall or had completed a certificate or degree other than HSE (High School Equivalency). | | | | | | |
| Note: Rates will differ from scorecard data, as scorecard data does not include completers in the numerator. | | | | | | |

The discussion that occurred following an initial review of I-BEST data led to a more in-depth analysis of the data by each I-BEST instructor for their own program and a request to change the parameters of the data to better represent the enrollment practices for I-BEST professional and technical programs. The I-BEST instructors also collaborated on a revision of the student learning outcomes for the I-BEST support course to ensure consistency in skill development across all programs. The data analysis identified two factors that could influence future data analysis of I-BEST programs. First, as more Running Start students enroll in programs that are also I-BEST programs, the fact that Running Start students cannot enroll as I-BEST students will affect progression and completion results. The college also learned that for the three I-BEST programs that allow enrollment of new students into the program during fall, winter, or spring quarters, tracking fall-to-fall retention does not accurately represent the overall retention rate of I-BEST students.

## POST-TESTING AND SKILL LEVEL IMPROVEMENT (INDICATORS 2.1 AND 2.2 (RED))

The faculty of the Transition Department receive data reports at quarterly staff meetings that include the percentage of students that make skill-level gains (indicator 2.1) for the entire department and for their own classes. Continual analysis of those reports showed that during the 2016–17 year, numbers were lower than past years; by the end of that academic year, there was a significant drop in overall gains achieved. A work group of faculty and staff was formed to analyze the data to determine what factors might be contributing to the decline. The state was consulted on the data due to the HS21 credit option and it was determined to have some impact. It was also determined that post-testing data demonstrated the need to develop strategies for improvement. The high school credit option removed the requirement

for all Basic Education for Adults (BEdA) students to complete CASAS (Comprehensive Adult Student Assessment System) testing. Placement could now be based on prior learning assessment credits. For these students, a skill-level gain was measured by the completion of a subject needed to earn a diploma. A review of the number of students who completed a subject was less than previous CASAS test skill-level gains. The work group developed several questions that, when answered, should provide some insight into contributing factors and possible improvement ideas:

- Do enrollment practices affect student gains?
- What are the differences in gains between reading, math and ESL testing?
- Does lower enrollment account for the drop?

Some data have already been collected and as analysis raises more questions, other data have been identified as important to generate possible ideas for improvement. This work will continue as part of the 2018-2019 transitions strategic action plan (objective 2, strategy 1).

The transitions core theme workgroup is also focusing on indicator 2.2. The team determined there was a need to change CASAS testing procedures. The most significant change was moving to online testing; this was implemented in February 2018. Moving to online testing is expected to increase the percentage of students who post-test. Data appear to indicate that when more students post-test, it provides a more accurate representation of skill improvement. Discussion by the Transition faculty also determined that when instructors promote the value of CASAS post-testing in classes, student confidence and motivation increases, providing a more positive testing mindset. In April 2018, a new system for identifying post-test-eligible students was put in place, emphasizing better tracking of hours. This was important as students no longer have the same instructor for all of their classes, requiring improved communication between faculty along with better use of the WABERS database program to ensure students are notified of their eligibility to take the test. Preliminary results indicate that an overall improvement of about 6% is expected from 2016–17 to 2017–18. Work will continue to implement online CASAS testing procedures for all students including those at the Riverview and Columbia Education Centers as noted in the 2018-2019 transitions strategic action plan (objective 2, strategy 3).

## *TRANSITION TO POSTSECONDARY COURSEWORK (INDICATOR 1.2 (GREEN))*

The implementation of Workforce Investment Opportunity Grant (WIOA), along with a continued commitment of all Transition Department faculty and staff to helping students move into postsecondary programs, has led to several efforts over the past two years to improve the percentage of students who move into degree coursework. While the data show that this is an indicator exceeding its threshold, it is important to continually increase the number of students who move forward on a path to a college certificate or degree, as that is key to students earning a sustainable living wage.

Work to impact this indicator began in spring 2015 with an acknowledgement that the entire Transition Department coursework structure needed to be reworked. Those changes include revision to student learning outcomes and the credit value of each class as well as offering classes in different modalities to allow for some creative scheduling options. Several classes are now offered on a 5-week schedule, which means that students with an interest in taking classes who show up 3–5 weeks into the quarter can still enroll in classes that start at week 5 or 6. This approach has proven to be more successful for students than adding them to classes that have already been meeting for weeks, which was past practice. In addition, to ensure consistency in the expectations of students and faculty for all Transition and ELA classes, the department created a document clearly articulating those outcomes.

It was also important to ensure that there were clear pathways within the department coursework for progression in English and math. To that end, faculty have reviewed student-learning outcomes for Math I and Math II and developed mastery outcomes that signal when students are ready to move from Math I to Math II. Similar strategies were used to strengthen the pathway in English. Student-learning outcomes for English I and II and for Reading I and II were revised, including criteria for transition from English Language Acquisition courses into Transition coursework.

Conversations between the Transition Department and the Math Division began in 2015–16 regarding the creation of a math pathway that begins in Transition and shows a clear progression through developmental education coursework. The implementation of WIOA in 2016 changed the conversation as state and federal expectations for Transition programming includes requirements that Transition pathways lead to college-level classes. Those discussions have continued in 2017–18 and will be ongoing in 2018–19 until the pathway is complete. Conversations with faculty in the Humanities department about differences and similarities between Transition courses and developmental English courses began in 2017–18. In spring 2018, a group of faculty piloted the use of a common assignment, an evidence-based essay, across all levels of English, from Transition English II to college-level English 102, as a way to begin to develop a shared sense of what different learning outcomes looked like in practice. The continuation of this work is identified in the 2018-2019 transitions strategic action plan (objective 1, strategy 2).

Co-enrollment in transition and developmental education courses has been another result of these collaborative discussions between departments. In spring 2016, a co-enrolled section of Math 60 was offered that included students with and without a high school diploma who had placed into that level. In the first pilot, data indicated a 50% pass rate for Transition Math I students compared to a 56% pass rate for students enrolled in Math 60. However, data also demonstrated a 40% rate of vanish (V) or withdrawal (W) for Math I students compared to 26% for Math 60. There is a commitment by both the Transition and Math departments to try the concept again in 2018–19, as research has shown that co-enrollment is an effective strategy for the acceleration of Transition students through a math or English pathway. In spring 2018, co-enrolled classes were piloted for English 060/Transition English I and Reading 080/Transition Reading II. Feedback solicited from instructors during the quarter indicated that Transition students were doing well. A review of grades for the English 60/Transition English I class shows that Transition students passed the class at a rate of 60% while the pass rate for English 60 students was 77%. It is important to note that the number of Transition students in this pilot was limited to 5 and, without an administrative error in not withdrawing a student who should have been dropped, the pass rate for Transitions students would have been 80%. For the reading pilot, Transition enrollment was also limited to 5, and one student withdrew. Of the 4 remaining students 100% earned a passing grade for the class. Data indicates the pass rate of the ten Reading 80 students was 50%. Co-enrollment data, like I-BEST data, needs additional data with more student cohorts and this work has been included in the 2018-2019 transitions strategic action plan (objective 1, strategy 1).

Two other projects have been a focus of efforts to improve the transition of students into postsecondary coursework. The development of an academic I-BEST that started in fall 2018 and the creation of processes to ensure that funding sources, such as Ability to Benefit (ATB), are available to students who are working on finishing high school and also want to enroll in tuition-bearing classes. (Ability to Benefit, ATB, is an alternative route for students who do not have a high school diploma to receive financial aid funding.) The two-quarter academic I-BEST utilizes the central feature of an I-BEST class, which is the ability of students to earn credit based on the quality of work they do, rather than on their original

placement, which can lead to accelerated completion of the courses. Students will be assessed at the end of the quarter to determine the appropriate level of outcomes achieved and will earn credit based on that assessment. Students in an academic I-BEST also earn credit for the college-level course included in the academic I-BEST, which are Psychology 100 in the fall and Speech 101 in the winter. Transition students and pre-college students enrolling in the academic I-BEST could earn college-level credit while completing high school. Tracking of Academic I-BEST student success data is a part of the 2018-2019 transitions strategic action plan (objective 1, strategy 1).

A key factor in the enrollment and success of Transition students in this academic I-BEST program is having funding sources available for students, as I-BEST classes are tuition-bearing and therefore Transition students will have tuition to pay as well as needing funding for books. Ability to Benefit funding is one source of this funding along with funding sources such as Basic Food and Employment Training (BFET) and WorkFirst. These two programs are targeted to students already accessing these services provided through the Department of Social and Health Services of Washington State. Ability to Benefit funding can be accessed by students still working on completing high school, once they have earned 6 college-level credits or they have successfully completed an ATB test. Having access to this funding provides a student the opportunity to not only transition to postsecondary coursework but greatly accelerates the potential of earning college-level credit that applies to their chosen degree program while finishing high school. A work group that included Financial Aid, Transitions, and Workforce funding started ATB discussions in 2016 and was able to have all aspects of ATB in place for students by fall 2018. Making students aware of ATB is a strategy identified by the core theme team in the 2018-2019 transitions strategic action plan (objective 1, strategy 4).

## STAFFORD CREEK (INDICATOR 3.4 (RED))

Reducing the average time elapsed for high school completion students at Stafford Creek Corrections Center (SCCC) to earn their degree is a challenge across the community and technical college system in Washington. It is a problem that has been under discussion for some time. As of yet, no one has identified appropriate best practices and correctional facility educators do not know the answer, despite understanding the challenge.

GHC's Dean for Education at Stafford Creek has been working with the Black Prisoner Caucus, a nationwide organization, to address the issue. They are looking into bringing the Teaching Education and Creating History (TEACH) program to SCCC. This program has outside funding and can offer classes free of charge

to offenders, no matter their time structure and sentencing. This would give students with long sentences an avenue to pursue education until they can enroll in GHC programs at the seven-year-remaining mark.



# SERVICE TO COMMUNITY (CORE THEME 4)

## SERVICE TO COMMUNITY – OVERVIEW AND OBJECTIVES

The purpose of the final core theme is to ensure GHC's service to the community is meeting mission fulfillment in that area. Additionally, while service to community does not represent a significant portion of the college's FTE, it is a significant part of Grays Harbor College's mission and its community outreach and partnership efforts. Additionally, service to community allows the community to be more familiar with the college and, as such, serves as a promotional investment for the college. The two main tenets of this part of the GHC mission are focused on cultural enrichment and community economic development. The Executive Director of the Grays Harbor College Foundation, who is also the Director for College Development, serves as the lead for the service to community core theme. Others involved in this work include staff in workforce and community education, faculty and staff who work with GHC's Bishop Center for the Performing Arts, faculty who work with GHC's fish lab, community-minded staff, and faculty and staff who work with library, art gallery, and athletic events.

### OBJECTIVES

1) **Faculty, staff, and students demonstrate service to Grays Harbor and Pacific counties.**

2) **GHC presents meaningful educational and culturally enriching events on campus.**

3) **GHC promotes lifelong learning and personal achievement to community members through community education.**

4) **GHC provides short-term/customized training that meets the professional development needs of Grays Harbor and Pacific counties.**

## IMPACT ON MISSION FULFILLMENT

The service to community core theme has twenty-five indicators, eighteen with a status of green ("exceeding" threshold), four with a status of yellow ("meeting" threshold) and three with a status of red ("not meeting" threshold). This means that the service to community core theme has an overall mission fulfillment rate of 88%, exceeding the minimum threshold rate of 70% set by the Strategic Planning Committee.

## SERVICE TO COMMUNITY – INDICATOR RESULTS AND ANALYSIS

*Figure 8 – Service to Community Indicator Achievement (2016–17 data)*

The service to community core theme has proved to be the most challenging to assess. Several indicators and assessment methods were implemented over the years since the core theme was first selected by the college, with some success and follow-through at times, although the effort has not been sustained throughout the septennial evaluation period. Efforts to assess this core theme prior to 2017–18 had often been more focused on inputs rather than outcomes, so actionable items for improvement were hard to identify. With the appointment of the Grays Harbor College Foundation Executive Director and the formation of a pan-institutional committee, progress has been made in assessing this core theme over the last couple of years. A major improvement in and of itself was a significant shift towards focusing on outcomes and gathering information from the theme's primary focus, the community which the college serves.

Another challenge in assessing this core theme lies in the fact that service to the community covers such a large breadth of areas, from athletics to opera to customized training for business and industry. For that very reason, the objectives and associated indicators for measuring those objectives exceed what normally would be the desirable number for a core theme. Paring down the number, in this case, would in fact be losing a critical element for assessing the core theme, which is the need to keep the data meaningful for the stakeholders. It is for that reason that four objectives and twenty-five indicators were selected in the effort to continuously improve GHC's service to the community.

Unlike the other three core themes which all rely on some similar data, such as Student Achievement Initiative (SAI) points, that have been tracked for a number of years, Service to Community cannot use SAI points in this way. With the recent refocus of outcomes establishing new baselines, a longitudinal history going back three years is not possible for most of the objectives in this core theme. Since the outcome for most of the core theme is best measured by community members, the threshold of 90% of the community is either satisfied or very satisfied with the services offered by the college was selected for many of the indicators. In that regard the community survey, explained in what follows, serves as the best measurement.

In February 2018, the service to community core theme administered a survey to assess service to community, for the first time establishing a baseline from which the college could build future efforts. The survey sought input from community members who have been connected in some way with college

events. The survey yielded 1,059 individual respondents. Sixteen percent of respondents were GHC employees, and the rest were community members. The results of the community survey have been used to maintain strong community connections and make improvements as needed.

The general comments about GHC from survey respondents indicate that it is a friendly community environment and that the major limitations to participating in more events are busy lives and work/school schedules, rather than the offerings. The community feels it is important that the GHC administration, faculty, and staff are involved in the community. Other comments indicate Grays Harbor College can improve in the areas of consistency, communication, and cost.

## INDICATOR RESULTS FOR OBJECTIVE 1

*Table 58 – Indicator Status for Service to Community, Objective 1*

| Indicators | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **Core Theme: Service to Community** | | | | | | |
| **Objective 1: Faculty, staff and students demonstrate service to GH and Pacific counties.** | | | | | | |
| **1.1** | Faculty and staff participate in community service activities. | | | 50 | 66 | 16 ▲ |
| **1.2** | Number of community service events participated in by student clubs, organizations and athletics. | 15 | 10 | 15 | 20 | 5 ▲ |

In all, 103 of the GHC employee respondents contributed to off-campus volunteer activities, averaging 12 hours per month per individual. The college community reported 1,712 volunteer hours per month, with an average of 26% related to GHC. The most common area of volunteer work was community service, although this was also the most general category available for selection. Although some data did exist from previous years, a concerted effort to track GHC employees performing community service activities and the number of community service events began the 2016–17 academic year.

Grays Harbor College has had a long history of involvement with the community's Relay for Life efforts to support cancer research. Recently, the Associated Students of GHC have gotten involved in leadership roles in organizing the annual Grays Harbor College team, which consists of students and staff who participate in fundraising and/or participate in walking in the event itself, some even for the full 24 hours the event is held. Fundraisers for the event have included Krispy Kreme sales, car washes, silent auctions, trivia nights, and a chili cook-off.

Additionally, individual students and student clubs frequently volunteer for events on and off campus. Student clubs participate in the concessions stands at Bishop Center events and athletic events; individual students volunteer to help in the Aberdeen campus food pantry and to act as ambassadors at events like the Latinx Youth Summit, which was held fall 2017. One example of a student club volunteer activity is the Natural Resources Club, which volunteers to clean litter from stretches of highway in the area.

GHC instituted an MLK Day of Service beginning in 2016. Between 15 and 25 students have attended each year and recipients include Montesano Community Center, Aberdeen Parks and Rec, Salvation Army, Habitat for Humanity, Coastal Harvest, and the GHC fish lab. Plans have been made to improve publicity for the 2019 MLK Day of Service to attract more participants.

GHC Choker Athletics have incorporated community service for each one of the Choker athletic teams into their strategic plan for athletics. Although the hours of service for these team members have not been tracked, their presence volunteering in the community is significant. There are a number of college events and Grays Harbor College Foundation events where they also volunteer. Table 59 provides an overview of GHC Choker Athletics' involvement in community service from 2018.



Grays Harbor College Choker baseball team members volunteering with the City of Aberdeen for downtown cleanup event in fall 2017.

*Table 59 – Athletic Community Service Events, Winter, Spring, and early Fall 2018*

| 2018 Date | Event | Team | # of Participants |
|---|---|---|---|
| February 22 | GHC Foundation Mystery Getaway | Women's wrestling, women's and men's basketball | All team members from each team |
| January–March | Special Olympics Basketball | Women's basketball | Entire team |
| February–March | Montesano Community Center | Women's volleyball, women's and men's basketball, women's soccer | All team members from each team |
| April 18 | Coastal Harvest (Food Bank) | Women's and men's wrestling, men's basketball, women's soccer | 14 athletes |
| April 19 | Campus Day of service | Women's and men's wrestling, women's and men's golf, baseball | (numbers not recorded) |
| April 28 | Business relocation of Marni's Petal Pushers (Montesano) | Men's baseball and men's basketball | (numbers not recorded) |
| May–June | Ocosta Grade School mentoring youth | Men's basketball | Entire team |

| 2018 Date | Event | Team | # of Participants |
|---|---|---|---|
| May 14–16 | Boy Scouts of Grays Harbor event at Shoppes at Riverside | Men's wrestling and men's basketball | 6 athletes |
| May 18 | Fish lab field trip for Emerson Elementary | Various | 20–25 athletes |
| May 19 | Spring Fling Auction, Montesano Community Center | Various | 20 athletes |
| June 1–2 | Relay for Life Cancer Walk | Various | 15–20 athletes |
| October 6 | Downtown Aberdeen Clean Up | Various | 55 athletes |
| October 13 | Read and Run | Various | 32 athletes |

## INDICATOR RESULTS FOR OBJECTIVE 2

*Table 60 – Indicator Status for Service to Community, Objective 2*

| | Indicators | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. | |
| **Core Theme: Service to Community** | | | | | | | |
| **Objective 2: Grays Harbor College presents meaningful educational and culturally enriching events on campus.** | | | | | | | |
| **2.1.A** | Number of Bishop Center events | **25** | **26** | **30** | **31** | **1** | ◆ |
| **2.1.B** | Satisfaction with Bishop Center events | | | **90%** | **97%** | **7%** | ▲ |
| **2.2.A** | Number of on-campus gallery exhibits | **5** | **7** | **6** | **8** | **2** | ▲ |
| **2.2.B** | Satisfaction with on-campus gallery exhibits | | | **90%** | **94%** | **4%** | ▲ |
| **2.3.A** | Number of library events | | | **2** | **2** | **0** | ◆ |
| **2.3.B** | Satisfaction with library events | | | **90%** | **75%** | **-15%** | ▼ |
| **2.4.A** | Number of lectures | **5** | **7** | **10** | **13** | **3** | ▲ |
| **2.4.B** | Satisfaction with lectures | | | **90%** | **91%** | **1%** | ◆ |
| **2.5.A** | Number of athletic events | **55** | **55** | **55** | **63** | **8** | ▲ |
| **2.5.B** | Satisfaction with athletic events | | | **90%** | **86%** | **-4%** | ▼ |
| **2.6.A** | Number of on-campus community events | **80** | **92** | **80** | **106** | **26** | ▲ |
| **2.6.B** | Satisfaction with on-campus community events | | | **90%** | **94%** | **4%** | ▲ |

At first glance, most experienced educators on assessment would likely respond that there are too many indicators associated with this core theme, particularly when one looks at objective 2: "Grays Harbor College presents meaningful and culturally enriching events on campus." Previous attempts to simplify and combine indicators have largely accomplished what the college tries to avoid in assessment: the results proved to be largely meaningless. A major improvement for this objective was in the change made

in the scorecard in fall 2017, breaking apart the events so the team working on this objective could find the indicators to be meaningful. For this reason, objective 2 for the service to community core theme on the scorecard lacks longitudinal data, but that does not mean that the events now being separately assessed are new to the college. With the recognition that these events are core to the GHC mission of service to the community, using specific indicators for each type of event is important for continuous improvement in each of these areas going forward.

With regards to participant satisfaction, the Bishop Center (97%), Community Events (94%) and fish lab (96%) rank among the top, although the majority of GHC's community offerings ranked above 90%. Choker athletics (86%) ranked lower, but also relatively high. Notably, when hosting an event, there were several comments providing praise to GHC custodial staff. Overwhelmingly, commentary indicated that the community hopes GHC will keep doing what it has been doing and add more offerings[18]. The rest of this section reviews some of the variety of areas covered by this core theme and their related scorecard and community survey data. They are taken individually as they represent unique aspects of the college's service to community.

## Bishop Center for the Performing Arts

In measuring the degree to which the college offers cultural events for the community, the number of Bishop Center for the Performing Arts events and the community satisfaction of those events are two key indicators regarding mission fulfillment in this area. As the scorecard indicates, in a three-year period, the number of events has ranged from 21 in 2014–15 to 31 in 2016–17. Depending on the type of performance, the events are generally well attended by community members for not only Grays Harbor County but northern Pacific County as well, with



Grays Harbor Community Choir performs a holiday concert at the Bishop Center for the Performing Arts, 2016

occasional attendees driving from Mason or Thurston counties. A number of performances such as theater productions, civic choir, community concert band, and symphony have both Grays Harbor College students, faculty, and staff alongside community members as performers. Other events bring in professional performers from outside the area, often drawing large audiences. Some musical theatre productions are also offered to area schoolchildren who attend special performances tailored just for them.

The feedback from the community survey revealed a very high level (97%) of satisfaction from community members who attended events. The variety of events and the venue of the Bishop Center were viewed

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[18]Note: GHC scorecard results will not match up with individual survey question results in all cases, as some survey data was aggregated across questions to get the scorecard indicator results.

very positively. Suggestions for improvements included the following: maintain the mailer, improve disability access, increase options for concessions, and create a discount program for large families.

## GHC Art Gallery



Student art gallery show: Instructor Nathan Barnes announces student art awards, spring 2018

The number of visual fine artists in the Grays Harbor College service area has increased in recent years, and although the area has several fine art galleries, another way the college plays an important role in providing cultural enrichment for the community is in providing another venue for artists to display their work in the Spellman Library exhibit space. The library averages about two gallery exhibits per quarter, with shows featuring different community artist groups as well as featuring GHC art students and employees. Each year the number of shows has exceeded the threshold, with eight events held in 2016–17.

As with the Bishop Center, the second indicator deals with community satisfaction of the event, which was at 94% according to the community survey results in 2018. Much of the feedback from that survey indicated that the community would like the college to continue to offer shows and the associated receptions in much the same way as they have been offered in the past. Some of the feedback focused on improvements, such as expanding marketing with social media and having more student art shows. Feedback from the community survey also indicated what the community members valued about the gallery shows, including diversity of expression and opportunities to meet the artists.

## Lecture/Public Speaker Events

There are two indicators used to assess whether the college is helping to fulfill its core theme objective in providing meaningful educational and culturally enriching events when it comes to the lecture/public speaker events: the number of speaking events offered and the satisfaction the attendees have of the events. The number of events went from seven in 2015–16 to 13 in 2016–17. Satisfaction for these events, according to the community survey, was at 91% for those who attended. Although this is above the acceptable threshold of 90%, which puts this indicator in the green, there may be room for improvement. The Diversity & Equity Center (DEC) sponsored three speakers on at the Aberdeen campus throughout the 2016–17 academic year. The events focused on disability awareness, Black history month, and Islam 101. These lectures were open to all employees, students, and the community. The attendance at each lecture grew throughout the academic year, which inspired the idea of the Diversity Speaker Series. This series was developed for the 2017–18 academic year, with the DEC holding two lectures per quarter. Speakers

were chosen based on awareness days/months and each speaker highlighted one of the social identity categories to provide a diverse array of topics that was covered throughout the year. Unfortunately, attendance for these events for 2017–18 (not yet reflected on the scorecard) went down. The community survey provided some valuable feedback, which is being used in future planning and scheduling. Advertising the events and getting the word out to the right audiences through social media, smartphone apps, and news and radio announcements is a theme gathered from the feedback.



U.S. Representative Derek Kilmer is the featured speaker addressing GHC students in Schermer 4134, fall 2017.

## Fish Lab

The John Smith Aquaculture Building and associated fish hatchery was completed in 1985 but then was closed in 2008 and much of the equipment was sold off. With the hire of a new biology instructor who saw an educational opportunity in reviving what has come to now be called the fish lab (video clip available), the hatchery was reopened in 2015 with a strong focus on community service and partnering with K-12 and community organizations interested in science education and environmental stewardship. Although there has been tremendous growth in participation over the last three years, more growth is desirable. The feedback from the community survey has been valuable in that regard. Some of the feedback indicated a continued improvements to facilities were needed, and that program growth would necessitate adding additional staff and management. GHC students, employees, and community members



Fish lab volunteers gathered to release Coho salmon fingerlings into Alder Creek near the hatchery.

volunteer on a weekly basis at the fish lab and show a high 96% satisfaction rate for participating. (Note: the fish lab was not a line item on the 2017–18 scorecard but was a part of the community survey and will be added to the scorecard in 2018-19.)

Not only does the fish lab provide a wonderful opportunity for applying hands-on learning to a variety of different disciplines in the GHC curriculum, but it has come to be a favorite place to volunteer for the GHC and outside community alike. Volunteers help to maintain the hatchery as well as the two miles of barrier-free trails surrounding the adjacent watershed.

*Figure 21 – Exerpt from 2018 GHC Fish Lab Report*
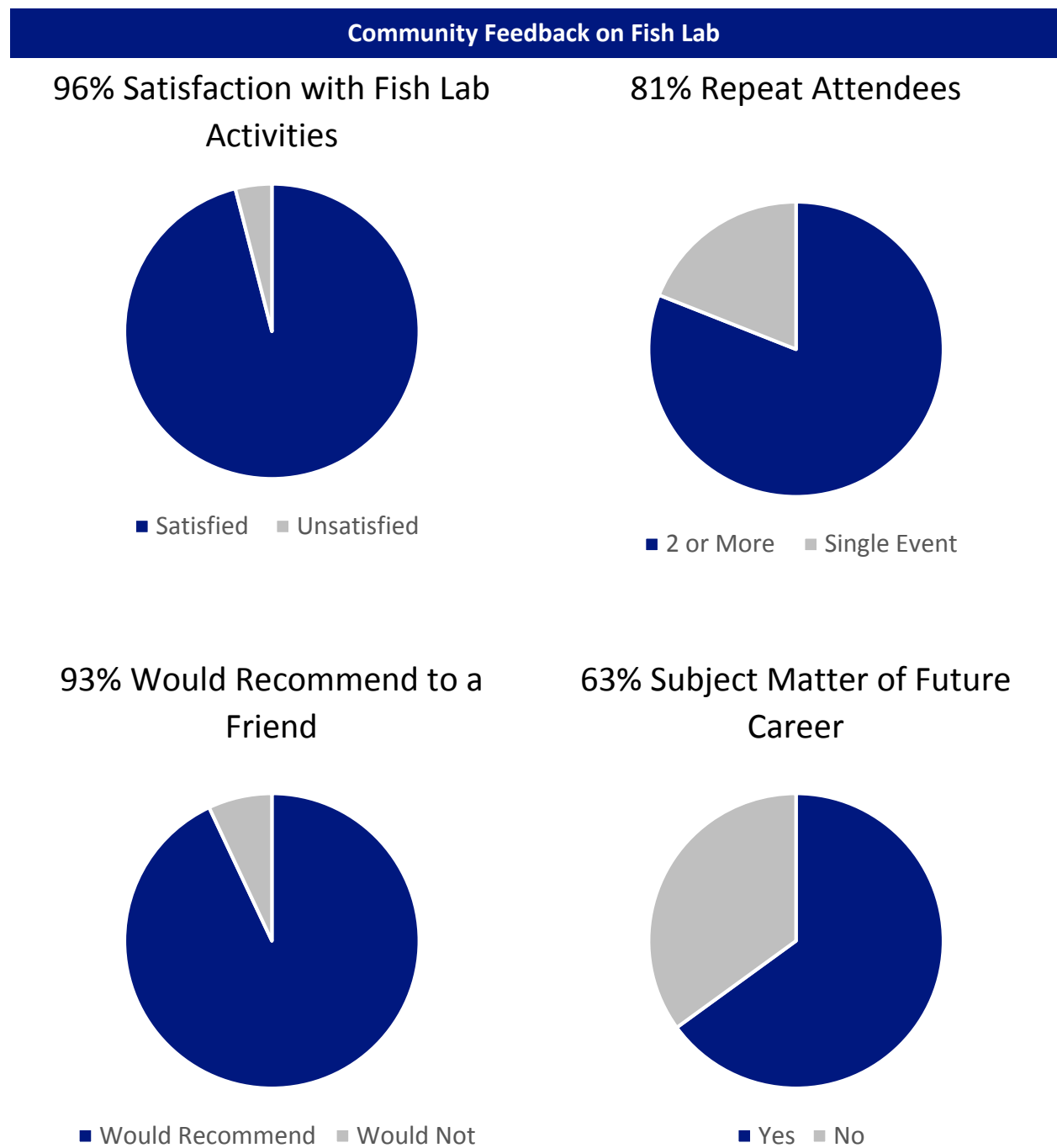
## Community Feedback on Fish Lab

### 96% Satisfaction with Fish Lab Activities



■ Satisfied  ■ Unsatisfied

### 81% Repeat Attendees



■ 2 or More  ■ Single Event

### 93% Would Recommend to a Friend



■ Would Recommend  ■ Would Not

### 63% Subject Matter of Future Career



■ Yes  ■ No

## How can we improve?

- More K-12 outreach
- More faculty (outside science)
- More promotions
- More management
- More work for volunteers
- More fish
- More hours
- More for facilities
- Create courses

## What are we doing right?

- Opportunities and growth
- Variety of hours
- What GHC stands for
- Coho
- Hatchery
- Email updates
- Atmosphere
- The fish
- Amanda Gunn (faculty member in charge of the fish lab)

## Athletic Programs

Currently, GHC offers women's volleyball, women's soccer, men's and women's basketball, men's and women's wrestling (reintroduced in 2015), men's baseball, women's softball, and men's and women's golf. All sports are part of the Northwest Athletic Conference except for men's and women's wrestling,

which are part of the National Collegiate Wrestling Association. Because of a lack of athletic facilities on the GHC campus, some of the game venues are off-campus at facilities around the community. With the addition of men's and women's wrestling teams in 2015 and 2016, respectively, the number of athletic events has increased, providing the community with more variety and number of sporting events. The community survey indicated an 86% satisfaction rate, which did not meet the threshold, as it was down from the 90% threshold set for it. Much of the feedback from the community survey indicated that there was a need for facility improvements and venues for sporting events. Community comments also indicated a need for an improvement in promotions and advertising to increase attendance at GHC athletic events. Survey results also showed that the college can improve on helping athletes get settled in Grays Harbor. It was noted that there seems to be a more supportive culture for athletics recently and that the affordable price for attending athletic events was appreciated.

During spring 2016, the GHC Associated Student Government surveyed the student body to identify student interest in remodeling or construction of a new Recreation and Wellness Center. Of the 301 students



*GHC Choker Women's Basketball Western Region NWAC Champions, 2018*

that participated in the survey, over 86% of them were interested in some capacity of remodeling the gym. The understanding was that it would increase space for students to work out without being affected by sports teams working out or practicing or by fitness classes. Students also indicated they were interested in remodeling the gym so that all of GHC's athletic programs could compete on campus. As the result of this student survey, the students voted to devote student funding for this project and the remodel of the project was included in the GHC facilities master plan approved by the Board of Trustees in March 2018.

## Hosting Community Events

The addition of the Schermer building in fall 2015 greatly increased the number of outside community groups and statewide organizations who can lease space or who the college can host. A first-floor room in this building (room 4134) was intentionally designed to be an ideal venue to hold in-house all-college meetings; to host speaker/lecturer series events; to host regional and statewide boards, councils, and commissions to which GHC belongs; and to lease out the space for community groups, both professional and private. Other college facilities on the Aberdeen campus frequently used for hosting large community events are the commons area in the Hilliard Union Building and the Bishop Center for the Performing Arts. Classrooms in the Manspeaker Instructional Building, the Schermer Instructional Building, and in the 800 building are provided for school districts in the GHC service area several times a year to host Knowledge Bowl competitions. The Riverview Education Center at the Raymond campus and the Columbia Education Center at the Ilwaco campus are also leased out to community groups and government agencies at various times throughout the year. The communities served by the college have participated in events at the various campuses for decades, particularly after the Aberdeen campus moved to its present location in 1958. Organizations such as the Aberdeen Rotary Club and Habitat for Humanity have held their main annual fundraising events at the college for many years.

The Bishop Center for the Performing Arts was constructed in 1974 and has not only been a central hub for the cultural enrichment of the region but has also hosted many educational events specifically tailored for K-12 audiences. Every year, the college hosts a music festival at the Bishop Center and the Music Pavilion, which brings in aspiring musicians from area middle schools and high schools.

The largest event held for K-12 students at the Bishop Center as well as other campus facilities was in fall 2017 when Grays Harbor College hosted the 2017 Latinx Youth Summit. The 2017 theme was "Free to Dream/Libres para sonar." The keynote speaker was Luis Ortega, founder of Storytellers for Change, based in Seattle, Washington. There were over 75 volunteers, 35 workshop presenters, and more than 600 high school students and teachers/chaperones who attended.

The indicators used to measure the core theme objective in this area show a substantial increase in the number of events since 2015 and results from the community survey in 2018 indicate a 94% satisfaction rate. Several survey responses show a need for a more customer-centric attitude when working with community members who want to reserve space in college facilities and even a couple of comments indicate that there seem to be too many rules. Other suggestions for improvement from the community members include improving food service (cost, quality, delivery, and options), providing a larger venue, increasing disability access, providing more convenient parking, increasing tech support, lowering prices for renting space, improving internal and external communication, and having later open hours. Positive comments from the survey include the availability of great rooms, cleanliness, friendliness/helpfulness of staff, and the offer of a shuttle service.

From 2015 to 2017, there were approximately 104 different community organizations and individuals who rented space for a total of 343 events at the college, as recorded on the rental contract ledger (Table 61). In that period, the estimated attendees exceeded over 12,500 individuals. Schermer Building room 4134 was the most popular venue, with the Riverview Education Center (REC) in Raymond being the second and the Hillier Union Building (HUB) being the third.

*Table 61 – Community Events Held at GHC by Room*

| HUB | Food Svs | Fireside Room | Rm 843 | Rm 859 | Rm 4134A | Rm 4134B | Rm 4237 | Rm 4331 | REC | CEC | Class/ Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | 17 | 12 | 3 | 4 | 46 | 34 | 27 | 6 | 31 | 72 | 42 | 343 |
| Note: HUB = Hillier Union Building; REC = Riverview Education Center; CEC = Columbia Education Center. | | | | | | | | | | | | |

## INDICATOR RESULTS FOR OBJECTIVE 3

*Table 62 – Indicator Status for Service to Community, Objective 3*

| Indicators | | 2015–16 | | 2016–17 | | |
|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. |
| **Core Theme: Service to Community** | | | | | | |
| **Objective 3: GHC promotes lifelong learning and personal enrichment to community members through Community Education.** | | | | | | |
| 3.1.A | Number of classes offered – Grays Harbor County | 40 | 20 | 40 | 32 | -8 ▼ |
| 3.1.B | Number of classes offered – Pacific County | 20 | 31 | 30 | 64 | 34 ▲ |
| 3.2.A | Number of enrollments – Grays Harbor County | 400 | 414 | 500 | 941 | 441 ▲ |
| 3.2.B | Number of enrollments – Pacific County | 100 | 211 | 200 | 233 | 33 ▲ |
| 3.3 | Satisfaction of class participants | 90% | 98% | 90% | 94% | 4% ▲ |

### Community Education

As can be evidenced by Table 62, the number of participants in community education has increased in both Grays Harbor and Pacific counties over the last two years, indicating that the college is succeeding at increasing its enrollments (green on the scorecard). The number of classes offered in Grays Harbor has dropped and will be addressed in the next section of this chapter under "Use of Results" for Community Education.

Although the community survey sent out in February 2018 did include contract training and community education, of the people surveyed, only a small portion, 13%, actually participated in these two aspects of the service to community core theme. The survey was informative, nonetheless, and added to the other surveys already conducted by the Office of Workforce and Community Education. According to the department's survey results, areas of suggested improvements for community education included:

- Increase offerings for a greater service area (Ilwaco, Pacific County, and the Long Beach peninsula);
- Expand of hours and more courses offered after hours for full-time workers;

- Make registration simpler;
- Ensure instructor/speaker expertise;
- Offer courses on subjects such as art, gardening, Tableau, iPhone apps, iPad, iPod, Microsoft Office, mushrooms, business finance, self-defense, taxes, tourism;
- Offer education/adventure trips to Hood River Airplane Museum, Mt. St. Helens, and Mt. Rainier.

Grays Harbor College produces a business and community annual report summarizing the activity for the Community Education and Business Contract Training Department. As strategic planning has evolved at GHC, the annual reports have become not only reporting documents but also planning documents for making improvements for the coming year.

## INDICATOR RESULTS FOR OBJECTIVE 4

*Table 63 – Indicator Status for Service to Community, Objective 4*

| Indicators | | 2015–16 | | 2016–17 | | | |
|---|---|---|---|---|---|---|---|
| | | Thresh. | Achiev. | Thresh. | Achiev. | Diff. | |
| **Core Theme: Service to Community** | | | | | | | |
| **Objective 4: GHC provides short-term/customized training that meets the professional development needs of Grays Harbor and Pacific counties.** | | | | | | | |
| **4.1.A** | Number of trainings – Grays Harbor County | 8 | 9 | 10 | 13 | 3 | ▲ |
| **4.1.B** | Number of trainings – Pacific County | 2 | 2 | 4 | 9 | 5 | ▲ |
| **4.2.A** | Number of participants – Grays Harbor County | 150 | 252 | 200 | 237 | 37 | ▲ |
| **4.2.B** | Number of participants – Pacific County | 15 | 19 | 20 | 101 | 81 | ▲ |
| **4.3** | Satisfaction of participant results | 90% | 92% | 90% | 91% | 1% | ◆ |
| **4.4** | Satisfaction of employers | 90% | 92% | 90% | 95% | 5% | ▲ |

## GHC Workforce/Contract Training

GHC contract training is another area where there is opportunity for growth. Survey results indicate a high level of satisfaction with current offerings (91% by participants and 95% by employers). Survey results indicated there were opportunities for additional marketing of the program, and potential to inform community companies and organizations about the availability of contract training. The survey indicated the college should improve upon the following: more knowledgeable/better instructors in some of the areas and improvement of the student evaluation process at the end of the course. Both the Pacific County forums conducted in November 2016 and March 2018 in Raymond and in Ilwaco aligned with feedback from the community survey completed in February 2018 in suggesting future contract training could focus on business and accounting, human relations and technology use, allied health fields, the stock market and investments, advising and job placement, and development of soft skills.

Indicators for this core theme objective, "GHC provides short-term/customized training that meets the professional development needs of Grays Harbor and Pacific counties," show an increase over a three-year period. Indicator 4.1.A shows that the offerings went from nine trainings in 2015–16 to a total of 13 trainings in 2016–17 in Grays Harbor County, significantly exceeding the threshold set for growth in this

area. Even though the number of participants for Grays Harbor County for 2016–17 did drop slightly from the previous year, it was still well above the set threshold for fulfilling the objective. For Pacific County, both indicators showed very positive growth in number of trainings and number of participants. As Table 63 indicates, contract training has shown a dramatic total enrollment increase in Pacific County over the last three-year period.

Participant evaluations of programs play an important role for business contract training. These programs vary extensively in variety and needs, and those which are repeated regularly provide an ideal opportunity to improve curriculum and instructional delivery and then assess the success of the revisions. The business and community report for 2016–17 provides a good example of that process: A total of 13 companies and organizations contracted with GHC for training services for their employees, including:

- The Traffic Control Company - flagger training
- Leadership Grays Harbor (in partnership with Greater Grays Harbor Incorporated) – leadership training
- Naselle Youth Camp - flagger, forklift, and ServSafe certification training
- The cities of Raymond and Aberdeen - emergency medical services and EMT training
- Gravity Program - forklift training and cash handling

In addition, a job skills program was offered in partnership with Simpson Door Company. Each of these programs is evaluated by the participants and the employers, and the results are discussed and improvements made. An example of one of these programs, the Leadership Grays Harbor Program, will be covered below under Use of Results/Improvement Efforts.

## SERVICE TO COMMUNITY – USE OF RESULTS AND IMPROVEMENTS

Because of the challenges finding meaningful indicators for this core theme, past improvement efforts have been difficult to capture. However, with the core theme scorecard indicators now solidified and an assessment tool in place, the service to community core theme is poised to follow the practice of the other core themes in terms of using its assessment results and monitoring improvement.

Across all areas of community engagement, survey results indicated room for improvements, but significant improvements have already taken place as well in all four of the objectives for this core theme. The focus of the 2018–19 core theme action plan for service to community has benefitted from the results of this objective's indicators, which is allowing for continuous improvement in providing service to the community.

### INCREASE STUDENT, FACULTY, AND STAFF COMMUNITY SERVICE (1.1, 1.2) (GREEN)

Although these two indicators show that the college is increasing the extent to which faculty, staff, and students demonstrate service to Grays Harbor and Pacific counties, there are some areas for improvement where action is being taken. Previous to 2016–17, there had not been a baseline threshold established for faculty and staff participation in community-service activities. Just having this objective indicator established and tracking will likely result in more attention being paid to it, and plans can be put in place to improve upon GHC's results in these areas. The college has been deliberate over the years in emphasizing the value of community service both on campus and as well as off campus in the community.

The Campus Day of Service is an example of emphasizing service. In the spring of 2016, Student Life partnered with Campus Operations to find beautification projects that would allow for students to directly provide service on the Aberdeen campus. Roughly 100 students, faculty, and staff participated in various projects from painting, weeding, and garbage clean-up. In 2017 and 2018, the practice continued and is scheduled for 2019. Students who participate for an hour receive a free t-shirt for their time. The goal of this program is to connect students with service opportunities on campus and focuses on the GHC value to respect the diversity of people, culture, ideas, and the environment.

Community service manifests itself in a variety of ways when faculty and staff volunteer for projects like participating during the Campus Day of Service, volunteering for the fish lab, or helping with the Aberdeen campus food pantry. One of the improvements necessary for indicator 1.1 is to provide more opportunities for faculty and staff to participate in community service and to promote those opportunities. The very newness of this indicator provides an opportunity for substantial improvement as it evolves. The core theme team for service to community will continue to develop opportunities in its strategic action plan under this objective's strategies for improvement.

Indicator 1.2 has actually been a focus for the Associated Student Government at Grays Harbor College for many years through efforts made by student clubs and by certain academic departments. As evidenced with this indicator in the scorecard, the 2015–16 academic year indicator color was red, but actions taken by the student government and student clubs brought this back into the green zone again the following year. In 2017–18, the Associated Student Government prioritized starting an on-campus food bank. By partnering with Coastal Harvest Food Bank and the Grays Harbor College Foundation, and with significant help from GHC staff, they were able to open the food pantry in April to both the GHC community and the surrounding South Aberdeen community. The GHC Foundation has been instrumental in this, connecting the students with
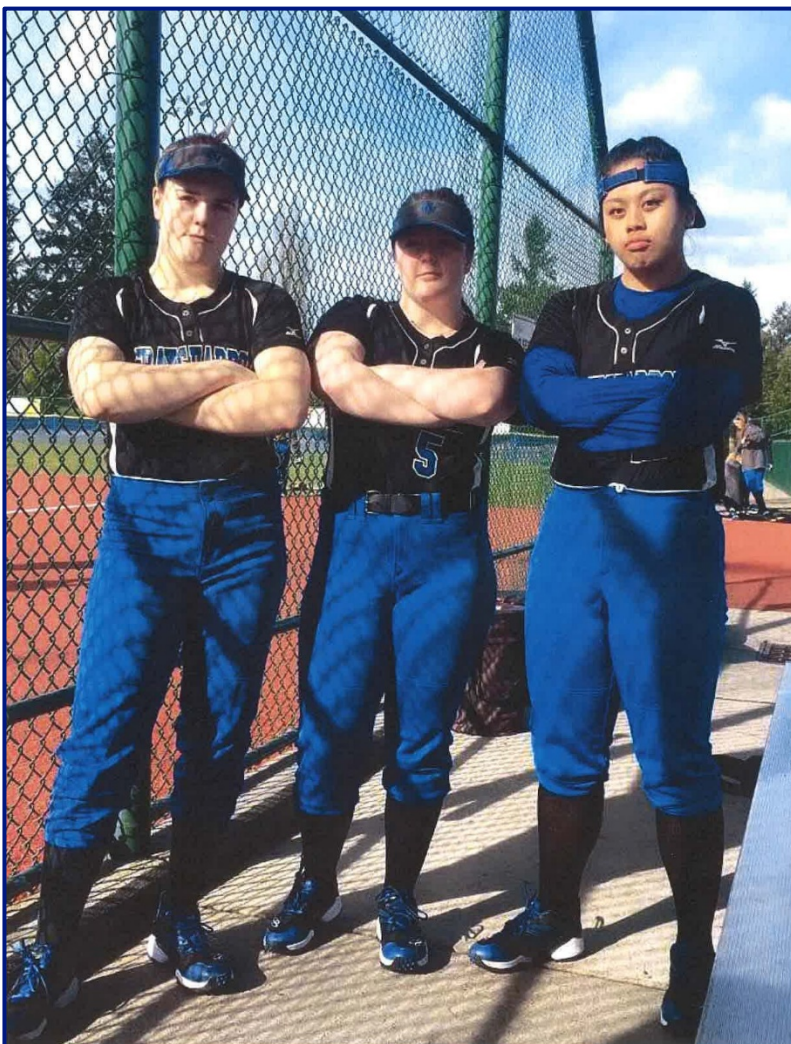


**Unity**
Audrey Bucher, Business, digital photograph.
Entry in the 2018 Student Art Contest.

Coastal Harvest, helping to secure staffing and a refrigerator and providing about $20,000 in support for 2018–19.

An area for concern for the Associated Student Body Government and for the college as a whole was the decrease in the number of participants in the MLK Day of Service in 2018, which had declined from the previous year. The plan for 2019 is to promote the MLK Day of Service more broadly and frequently throughout the college and to involve more student clubs in the activity as identified in the service to community 2018-2019 strategic action plan (objective 1, strategy 3).

The fish lab has provided more community service opportunities than previously available, and field trips by elementary school students have increased the number of GHC students, faculty, and staff who have been able to help with the event. Plans are in the works to increase the promotion of such events to area schools, likely increasing the need for volunteers from the college to help with the field trips. The fish lab events and associated stream restorations continue to increase the amount of community service performed by students, faculty and staff alike.

The Athletic Department's strategic plan actually emphasized the importance for all athletic teams to participate in community service. GHC coaches have been very responsive to this focus, and participation of athletes in community service, both on and off campus, is another reason indicator 1.2 has gone significantly green. The Athletic Department plans to continue emphasizing community service for its athletes and plans to engage community youth in these activities as well during 2018-19 as noted in the service to community 2018-2019 strategic action plan (objective 1, strategy 2).

## *ENHANCE EDUCATIONAL AND CULTURAL OPPORTUNITIES (OBJECTIVE 2.1.A–2.6.B (7 GREEN, 3 YELLOW, 2 RED))*

Changes to cultural enrichment events have often been informed by comments from community members and participants in those events. Evaluations have occasionally been distributed to attending community members but not on a consistent basis, and suggestions for improvements have often come from other sources such as theater and music directors, coaches, and the Athletic Director. For example, upgrades to the Bishop Center for the Performing Arts, like the stage lighting upgrade in summer 2018, have occurred largely due to music and theater directors from the college requesting those upgrades to increase the quality of the performances. The purchasing of seating from the Boston Celtics for the GHC gymnasium to allow basketball games to be played on campus was done at the request of coaches, the Athletic Director, and the Vice President of Student Services after getting feedback from Choker Club members (donors in support of GHC athletic programs).

Since fall 2017, the group of individuals brought together to discuss objective indicators for the service to community core theme have realized the importance of looking at community satisfaction and gathering information on the community experience instead of just counting the number of performances and culturally enriching events. Since that time, improvements made as a result of looking at feedback information (primarily through the Pacific County community forums in November 2016 and March 2018) and through the community survey in February 2018 led to the following actions, which resulted in improvements. Additional improvement efforts, such as working with K-12 partners on community enrichment opportunities and reviewing offerings in Pacific County, are planned for 2018-19 and are identified in the service to community strategic action plan (objective 2, strategies 2-6).

*Table 64 – Changes in Service to Community Based on Community Feedback*

| Feedback Source | Action Taken | Improvement(s) |
|---|---|---|
| Pacific County community forums 2016, 2018 | Fall 2017: joint participation in the Arts Northwest Booking Conference to better align the scheduling of events at the Raymond Theatre and the Bishop Center for Performing Arts. | For the first time in 2018, the joint Civic Choir and Community Band Concert played at the Raymond Theatre as well as the Bishop Center and Hank Williams Jr. was booked at both venues. |
| Community input from direct requests, community survey. | Student clubs given the opportunity to serve concessions at events. | Every major event at the Bishop Center starting in 2017 had a student club serving at concessions. |
| Diversity Advisory Committee. | Recommended scheduling an annual Diversity Speaker Series. | 2017–18 academic year featured six speakers on topics relevant to diversity and equity. |
| Input from individual community members and the community survey. | Requests to increase disability access to the Bishop Center. | Although hearing devices have been offered to those requesting them for over ten years, additional support was added in the last five years to accommodate those community members who request larger, armless chairs. |
| Community input from direct requests, community survey. | School shows added to certain performance schedules, family shows encouraging family attendance given discount. | Since 2012–13, children under the age of 12 are admitted free of charge, and there were 12 performances in 2017–18 which were offered at no charge and especially tailored to children under twelve. |
| Community input from direct requests, community survey. | Concerted effort to market events utilizing social media. More utilization of advertising via NPR and Greater Grays Harbor Inc. (Chamber of Commerce). | Survey respondents indicate getting word about events more through Facebook advertising than any other source. |
| Community survey. | Greater emphasis on keeping sporting team schedules and updated information about teams on updated on the college website; use of Facebook for promoting sports. | Increase in community participation at basketball and volleyball games but not able to strictly account that to website updates or Facebook promotions |
| Community survey, direct volunteer suggestions | Increase personnel support for the fish lab activities. | Faculty member overseeing fish lab activities given 33% reassigned time for that purpose. |
| Student athlete and coaches' input, student survey 2016, community survey 2018 | Steps are taken toward improving athletic facilities. | The Board of Trustees approved the facilities master plan in March 2018, which included renovation of the Brewster Athletic Center (gymnasium). The Associated Student Body had appropriated $250,000 in their budget as a set aside for this project. |

| Feedback Source | Action Taken | Improvement(s) |
|---|---|---|
| | | In partnership with the City of Aberdeen, the GHC Associated Student Body is having a baseball batting facility constructed at the Bishop Athletic Complex. This facility will be available to all students and of particular benefit to GHC baseball and softball teams. |

Recommendations from the Diversity Advisory Committee also led to changes in the Lecture/Speakers Series. One note, with respect to indicator 2.3.A, community library events, these events are small and number only a few per year, at most. Currently, the college does not have plans to grow these events and as a result, this indicator has been determined to be a poor fit for the service to community core theme at this time.

Additional improvement efforts, such as working with K-12 partners on community enrichment opportunities and reviewing cultural enrichment offerings in Pacific County, are planned for 2018-19 and are identified in the service to community strategic action plan (Objective 2, strategies 2-6).

### *IMPROVEMENTS TO COMMUNITY EDUCATION (OBJECTIVE 3) (3.1.A–3.3) 4 GREEN, 1 RED))*

As mentioned earlier in this section, the college has held community forums in Pacific County (November 2016 and March 2018) to gather community input regarding what residents would like to see at the Riverview Education Center (REC) in Raymond, Washington, and the Columbia Education Center (CEC) in Ilwaco, Washington. Although both centers serve rural populations, REC serves northern Pacific County, which demographically and economically is significantly different from southern Pacific County, which is served by CEC. Although some of the feedback was about basic skills education (transitions core theme) or credit instruction through Zoom web delivery or Running Start program offerings (academic transfer core theme), the majority of the input received was calling for more community education and business contract training (service to community core theme).

Feedback received from the Pacific County community forums and other individual conversations that college leadership has had in the last two years with Pacific County residents made it clear that there was a strong perception that the college had not taken its role with Pacific County seriously. For that reason, the indicators in objective 2 and objective 3 of the service to community core theme were separated out regarding Pacific County and Grays Harbor County to help keep the college accountable and improve its service to both counties in its service area. The recent significant growth of offerings and participants in Pacific County is a good measure of the success of those efforts.

The community education specialist recently relocated her office to the Columbia Education Center in Ilwaco to emphasize the focus on growing programs and serving residents of southern Pacific County. The community education specialist has utilized the department's non-academic program assessment (NAPA) results to improve objective 3. The improvement results are impressive and the community education NAPA plan was and continues to be implemented successfully. The community education NAPA outcomes were to increase community education enrollment numbers and to decrease the community education class cancelation rate in Pacific County.

## The results for the first outcome regarding enrollment follow:

- Fall 2015: 91 enrollments.
- Fall 2016: 249 enrollments (173.6% increase).
- Winter 2016: 253 enrollments.
- Winter 2017: 311 enrollments (28.5% increase).
- Spring 2016: 223 enrollments.
- Spring 2017: 325 enrollments (39.5% increase).

Community Education will continue to increase marketing efforts in both counties and will be looking at offering courses off campus to reach more service areas.

## The results for second outcome regarding cancelation rate in Pacific County:

- Fall 2015 cancelation rate: 1 out of 7 classes ran (86% cancelation rate).
- Fall 2016 cancelation rate: 5 out of 11 classes ran (55% cancelation rate).
- Winter 2015: 2 out of 8 classes ran (75% cancelation rate).
- Winter 2016: 10 out of 20 classes ran (50% cancelation rate).
- Spring 2015: 7 out of 13 classes ran (46% cancelation rate).
- Spring 2016: 11 out of 17 classes ran (36% cancelation rate).

Community Education will continue to increase marketing efforts in North Pacific County (69% of canceled classes were in North Pacific County). This will include marketing efforts using social media, newsletters, and newspaper ads. GHC is also expanding course offerings in the evenings at both centers to help reduce cancelation rate and make classes more accessible.

A decision was made with respect to Grays Harbor County to reduce course offerings while still increasing enrollment. For the 2017–18 school year, the college offered a lower number of classes in Grays Harbor County to help reduce overall course cancellation rate. While analyzing scorecard data, staff found that the college was offering several courses in the same subject, causing individual course enrollment to be low. (Too many options that were competing with one another). To help support the objectives of increasing enrollment without increasing cost, for 2018–19, Community Education is focusing on increasing course variety and has several new offerings planned as detailed in the service to community 2018-2019 strategic action plan (objective 3, strategies 1-4).

### IMPROVEMENTS TO BUSINESS/CONTRACT TRAINING (OBJECTIVE 4, 4.1.A–4.4 (5 GREEN, 1 YELLOW))

The recent significant growth of offerings and participants in Pacific County is a good measure of the success of those efforts. Improvement specifically to the contract training efforts can be summarized as enhancing the outreach to local industry, assessing their needs, and developing appropriate program offerings that best fit their needs. The result of these enhanced efforts assess skill gap needs and local businesses may be in large part responsible for the increase in the number of offerings in Pacific and Grays Harbor and for the large increase of participants in Pacific County. This work continues with additional outreach to the business community and additional training courses planned in 2018-19 (service to community 2018-2019 strategic action plan, objective 4, strategies 1 and 3).

The other area which business and contract training has focused upon is paying close attention to the results of contract training evaluations. Recommendations for training improvements from participant

evaluations have been reviewed and some of the trainings have been significantly modified (such as the Grays Harbor Leadership Development Program curriculum and instructor changes which occurred between the 2016–17 program to the 2017–18 program. Grays Harbor College entered into a contractual agreement with Greater Grays Harbor, Inc., to deliver the Leadership Grays Harbor (LGH) program for 2018, the third year GHC had contracted to deliver the instructional components of the program. All sessions were planned on GHC's Aberdeen campus. Course evaluations improved dramatically after these improvements were implemented. Attendance improved along with retention, with 100% of the participants completing in the 2017–18 program versus some attrition the previous years. Contract Training has identified continued evaluation an important part of their program going into 2018-19 as well (service to community 2018-2019 strategic action plan, objective 4, strategies 2).

## STANDARD 4B SUMMARY - CORE THEME IMPLEMENTATION

In summary, Grays Harbor College plans for, assesses, and learns from the results of implementing its core themes: academic transfer, workforce preparation, transitions (basic skills), and service to community. The college has developed a system of accountability whereby the Strategic Planning Committee works with the core theme leads to ensure core theme objectives are tracked and measured systematically and that, as necessary, plans are implemented to improve in the area of underperforming indicators (those showing yellow or red). Additionally, opportunities for improvement, even in areas that are showing green, are considered, prioritized, and implemented as time and resources allow. Faculty and staff have a strong voice in developing the indicators of core theme assessment and, as such, are willing to use them in decision-making. Over the course of this septennial accreditation cycle, Grays Harbor College has learned a lot about how to embrace its core themes and implement them in ways that are meaningful and lead to results that positively impact students and the community. These are lessons the College plans to carry forward and continue to build upon in its septennial cycle.

# Frequently Referenced Items in Chapter 4

- Course List webpage  (links contain course descriptions and outcomes)
- Degrees and Certificates webpage (links containing program/degree outcomes)
- GHC's Syllabus Template
- Transparency in Learning & Teaching TILTand Transparent Assignment Template
- Individual Faculty Outcomes Assessment Form
- 2017-2018 Core theme Scorecard
- Non-Academic Program Assessment
- Data Tools on the GHC Intranet - Reporting HUB and Survey Results
- Mission Fulfillment Report  and Mission Fulfillment intranet site
- 2017-2018 Strategic Action Plan  and 2018-2019 Strategic Action Plan
- Individual core theme portions of the 2018-2019 Strategic Action Plan:
  - Academic Transfer 2018–2019 Strategic Action Plan
  - Workforce Preparation 2018-2019 Strategic Action Plan
  - Transitions 2018-2019 Strategic Action Plan
  - Service To Community 2018-2019 Strategic Action Plan

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# Student Stories: Marlee Chovich

Like a lot of us, what Marlee needed was a second chance. She had been recruited right out of high school to play basketball for the US Merchant Marine Academy, but the grueling schedule (waking up at 5am and returning home around 10pm to start her homework) and strict rules took a huge toll on her health. She couldn't stay awake in classes, lost weight, and was sick all the time. Her body just wouldn't let her keep up, and when Marlee returned home for her short summer break, she was able to find a new opportunity: to come play basketball for Grays Harbor College instead.

GHC was Marlee's breath of fresh air. She found her freedom, her independence, and her health again. In her first year, Marlee won the Female Athlete of the Year award. She fell in love with subjects she'd never liked before, like English Lit, where she found herself reading the entire assigned book for the first time. "Now, writing is probably one of my best strengths. I seriously think that I'm a much better writer now because of that class," Marlee related enthusiastically. "My professor chose books that regular people were actually interested in. She also figured out ways to make writing appealing to students, and no other teacher had ever bothered to do that before."

Marlee had especially fond words for Christine Nelson and Jeannette Green. "Christine was my basketball coach. She was always checking in with me to make sure that I had everything I needed, and if she didn't know the answer to something, she'd find someone who did. She helped me find a job, a place to live, a roommate, and even furniture! She was also there for me when I needed help with raising my GPA. Jeannette in TRiO was also incredible. She helped me with transfer needs, FAFSA, and even things like writing essays. I'd never had anyone like her around me."

Marlee loved the "homey" feeling of Grays Harbor College. "Being comfortable and happy with where you're at is everything," she said. "It makes you want to learn and want to grow, instead of feeling closed off. Grays Harbor would do all of these little events to make you feel welcome, and the class sizes were great. Sometimes you get lost in these huge lecture classes in a big university. You sit with the rest of class in this gigantic auditorium where the professor doesn't even know your name. I prefer learning in a smaller environment and being comfortable with the people around you, and being able to challenge each other and work together. At Grays Harbor, people would walk up to me and remember my name. They'd ask about my classes and my family. Also, the campus is really cute up on that little hill and hidden in the forest. I would definitely recommend that people go there."

Marlee earned her associate degree, and then transferred to Pacific University where she is currently studying for her Master's in Health Care Administration and Leadership. She's also working full-time at OHSU Doernbecher Children's Hospital, and credits her decision to transfer to GHC as the catalyst for her happiness. "I'm so grateful I did it," she says. "I'm glad I tried USMMA and had that experience. I don't regret going, but I *also* don't regret leaving." After she graduates, Marlee plans to continue educating parents on how to care for their new infants and helping low-income families have access to car seats and special needs equipment. She has found her passion.
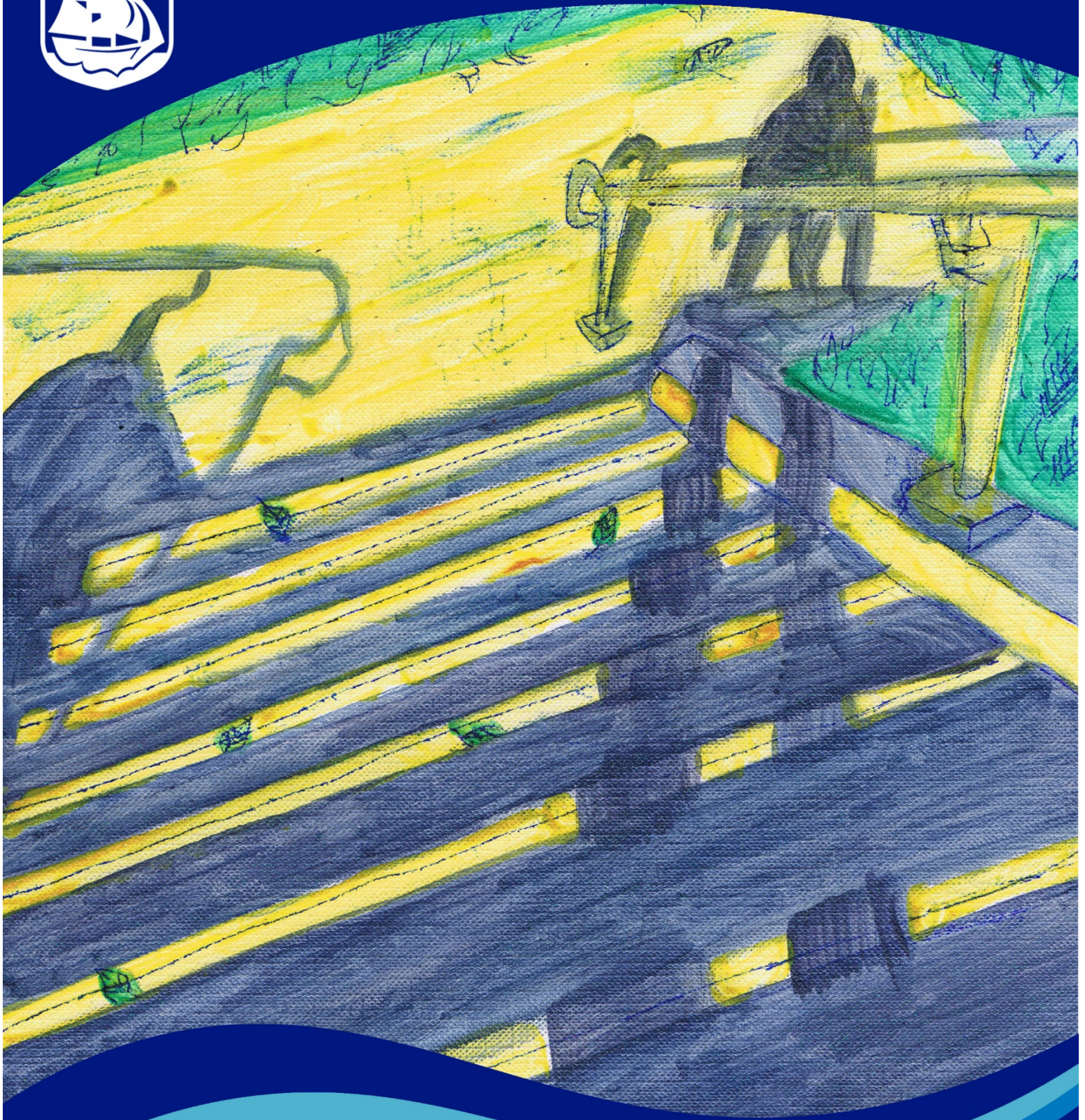
**Chapter 5: Mission Fulfillment, Adaptation, and Sustainability**

# Accomplishment

Julian Yates, Art,
acrylic on paper.
Entry in the 2018 Student Art Contest.

# Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

## Section I: Eligibility Requirement 24

### ELIGIBILITY REQUIREMENT 24: SCALE AND SUSTAINABILITY

| **E.24** | *The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.* |
|---|---|

Grays Harbor College has been serving Grays Harbor and Pacific counties, two rural counties in southwest Washington, since 1930. As described in chapter 2, eligibility requirement 18 and standard 2.F, the college possesses the adequate infrastructure and financial resources to enable it to fulfill its mission in regards to Eligibility Requirement 24. With respect to personnel, the college has added to its full-time faculty over the last two years (Table 43 in chapter 4, standard 4.A.5), to ensure that it maintains adequate academic personnel to provide quality instruction and to meet other responsibilities such as student learning outcomes assessment, advising, student progression, and curriculum development. The challenge in the future involves declining enrollments and the potential result: a lack of adequate financial resources to support the college's ongoing efforts towards mission fulfillment. However, GHC's strategic planning and budget processes take into account current as well as long-range needs of the district and are informed by a Strategic Enrollment Management Committee. In aligning with its strategic priorities, the college maintains flexibility to sufficiently fulfill its mission in the foreseeable future. Guiding all utilization of resource decisions is the college's value of effective and efficient use of resources.

## Section II: Mission Fulfillment, Adaption and Sustainability (Standard 5)

*Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.*

# Assessment of Mission Fulfillment (5.A.1)

| 5.A.1 | *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.* |
|-------|------------------------------------------------------------------------------------------------------------------------------|

The Grays Harbor College Comprehensive Year-Seven Self-Evaluation Report reflects a snapshot of ongoing efforts to continuously improve in the way the college fulfills its mission. The principles underlying these efforts have grown out of the college's experience with its Achieving the Dream initiative and are now firmly planted in the ongoing strategic planning process that guides institutional effectiveness at Grays Harbor College. As described in chapter 3, standard 3.A.2, employees and students from across the college are engaged in evidence-based assessment through involvement on the Strategic Planning Committee, the four core theme teams, and the five topic-specific committees. This work—along with non-academic program assessment, program review, and student learning outcomes assessment—constitutes a comprehensive institutional effectiveness process at all levels of the organization. Each of these processes enables the college to critically reflect on its strengths, identify those areas where improvement is warranted, and ultimately use the information from its assessment results in evidence-based action planning and implementation.

## Evidence-Based Assessment

As described in chapter 1, eligibility requirement 3, the Board of Trustees adopted the college's current mission, vision and values in May 2009, updated them in policy in 2011, and most recently reviewed them in November 2018 as part of their review of operational policy 106. The core theme objectives and indicators were first reviewed by the Board in November 2009and have been periodically reexamined since that time, including at their April 2018 meeting where they reviewed the most recent changes made to the objectives and indicators. The Board receives regular reports on core theme indicator results, most recently reviewing mission fulfillment at their Board Retreat in August of 2018.

Adopted in 2009 and 2011 respectively, the Mission, Vision, Values and Core Themes were maintained in the college's 2014 Year-Three Report, although there were some minor changes to the objectives and indicators from the 2011 Comprehensive Report. At the suggestion of the Board of Trustees, objectives and indicators in three of the four core themes allowed for comparisons with other community and technical colleges in the Washington State system by utilizing the Student Achievement Initiative (SAI) data gathered by the State Board for Community and Technical Colleges. Although the data were helpful indicators of student success and for making comparisons with other colleges in the Washington State, in engaging in data analysis, GHC found that some of the SAI indicator data did not necessarily lend themselves to actionable planning. In addition, the heavy reliance on the SAI data of the Year-Three Report did not tell the whole story behind mission fulfillment.

The college's experience as an Achieving the Dream college led to an understanding of the need for better and more diverse sets of data to inform decision-making and action planning. As a direct result, a Chief of Institutional Effectiveness, Research, and Planning (IERP) was hired in the fall of 2014 to supplement the single, full-time Research Support Specialist position that had existed prior. Since that time, the IERP Department has worked to increase the relevancy, quality, and quantity of research reports and other data-related products available to the college community. The Research Support Specialist position has continued and evolved into the current Director of Institutional Research and Reporting role.

As a result of collaborative work between faculty, staff and the IERP Department, Grays Harbor College has, over the last three years, revised, tested, and accepted a core theme scorecard that better informs the planning and assessment process. The indicators serve as the metrics for evaluating Mission Fulfillment. The scorecard is supplemented by additional data and reports designed with the involvement of those who use them. Indicators and thresholds set in the scorecard—augmented with additional data collected annually— tell the college how effective it is with respect to student learning, student achievement, and community engagement. This information guides the work of the Strategic Planning Committee, which oversees planning and effectiveness at Grays Harbor College. Additionally, a more reliable mechanism (survey) has been instituted to measure the core theme of service to community. The Strategic Planning Committee, core theme leads, and topic-specific
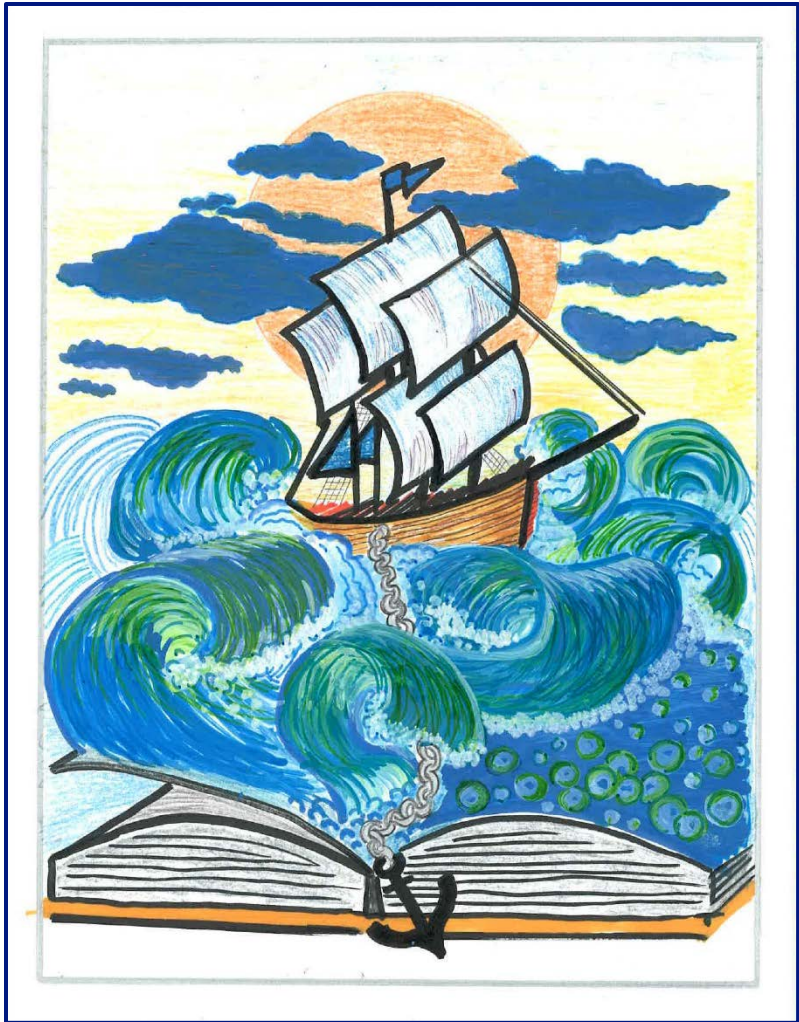


**Waves of Challenges, Anchored by Education**
Aliza Esty, Business, mixed media.
Entry in the 2018 Student Art Contest.

leads meet quarterly (using the quarterly accountability template for reporting), and this interaction allows for collaborative decision-making and ensures that the entire college is moving in the same strategic direction, with mission fulfillment as the ultimate measure of success. The mission fulfillment report and the mission fulfillment dashboard serve as communication tools that report on college success.

In addition to assessing core themes, both academic and non-academic programs and departments are engaged in ongoing assessment of their objectives and outcomes, whether directly tied to core theme objectives or indirectly in the support of student learning and college infrastructure. The assessments are inclusive of all areas of the college and culminate in self-reflective analysis and plans for improvement. Results from non-academic program assessment (chapter 4, standard 4.A.2), instructional program review (chapter 4, standard 4.A.2), and student learning outcomes assessment (chapter 4, standard 4.A.3) support area efforts to improve programs and services.

## REGULAR & SYSTEMATIC ASSESSMENT

A growing concern through the current accreditation cycle has been that three of the four core themes are too narrowly defined around instruction and that many college personnel—for example, staff in student services or campus operations—have difficulty seeing how they contribute to the achievement of the core theme objectives. Although there was some discussion of the desire to change the core themes midstream in the cycle, the college determined that keeping the core themes through the remainder of the current accreditation cycle was the best approach. To engage the whole college community in planning around mission fulfillment, the strategic planning process was revamped and the core themes and topic-specific committees were brought together under one umbrella. Now, through strategic planning, direct core theme efforts and those efforts supporting the infrastructure of the college work together to achieve mission fulfillment. The leads of all the core theme and topic-specific groups meet quarterly with the Strategic Planning Committee (SPC) to look for opportunities to collaborate and move the core themes forward. Starting in 2017, two Board of Trustees members have joined the Strategic Planning Committee. Board of Trustees meetings, conducted monthly, typically have a report on one of the core themes and/or topic-specific planning groups regarding some aspect of their work and assessment efforts including a focus what action steps are being taken toward improvement.

As described in chapter 3, standard 3.A.1, the college has engaged in strategic planning over the entire septennial cycle. However, the formalization of the current strategic planning process in the last three years, integrating existing and new core theme and topic-specific groups, now allows for ongoing discussion of next steps and informs resource allocation. Today, the seven-year strategic planning cycle is established as an institutional process and the College is refining its system of evidence-based assessment that informs improvement (via the strategic action plan process) and resource allocation (via the budget process). The Strategic Planning Committee's overall responsibilities are the functions that ensure regular and systematic use of assessment data at GHC, including:

1. *Monitor core theme achievement.*

2. *Integrate the work of topic-specific institutional-level planning processes with strategic planning.*

3. *Prepare the college to engage in the next strategic planning cycle.*

In both departmental and institutional planning and assessment efforts, when new funding needs are identified, the requests are prioritized and the recommendations are forwarded to the executive team for consideration during the budget allocation process.

## PARTICIPATORY & SELF-REFLECTIVE ASSESSMENT

The previous four chapters are an indication that Grays Harbor College has undergone many changes during this accreditation cycle, and according to many college employees, the change has accelerated over the last three years. While changes can be expected with any extensive change in the leadership, changes in leadership alone do not necessarily lead to systemic change throughout the institution unless the college community itself engages in that change.

Engagement may be the most telling change in the culture of the institution over the last few years. Although the engagement has not been distributed equally throughout the college in terms of employee levels and divisions, according the results of the PACE Climate Survey from winter 2018, a shared understanding exists that everyone at the college is on the same mission. College employees recognize that every position at the college plays a role in mission fulfillment; in fact, 90% of respondents indicated

that they were satisfied or very satisfied that "I take personal responsibility for the success of the college in meeting its mission" (PACE Custom Report, question 20). Moreover, the survey results suggest that employees perceive that their work is relevant to the institution's mission (PACE Personnel Classification Report, question 8). Of the responses to the question, seven indicated no opinion (by responding "neither satisfied or dissatisfied"). After these answers, 98% of respondents indicate they were satisfied or very satisfied with how their work is relevant to the college's mission. Breakouts by employee group can be found in Figure 22.

*Figure 22 – PACE Personnel Classification Report, Question 8*



Satisfaction with the extent to which I feel my job is relevant to this institution's mission (n=109)
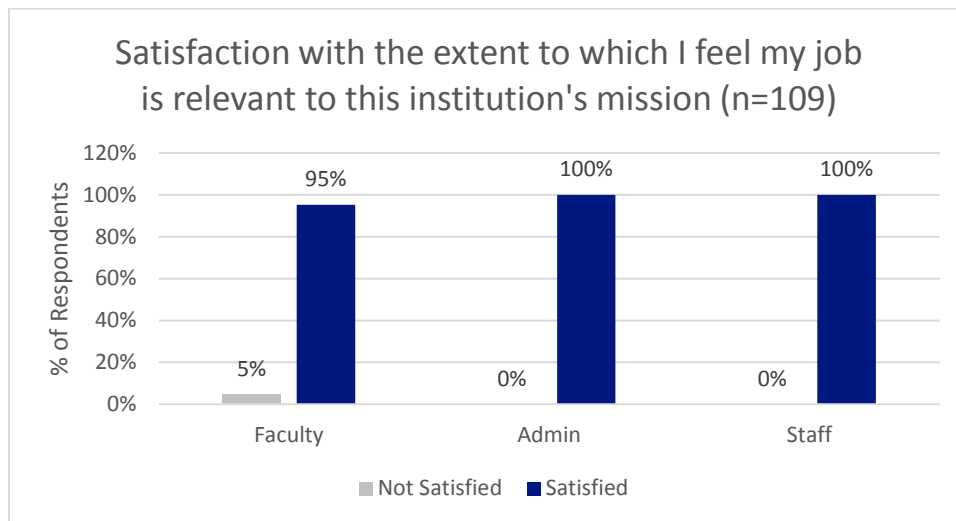
Commitment to student success has been the hallmark of Grays Harbor College throughout its long history, and the 2014 NWCCU Year-Three Peer Evaluation Commendations testifies to that commitment to student success. At the time of the Year-Three report, the college was just beginning to use "the results of its evaluation to make changes, as necessary, for improvement" (standard 5.B.2). This was due in large part to the college's concurrent participation as an Achieving the Dream college. Today, the core theme scorecard serves a model for collaborative assessment.

As described earlier in chapter 4, standard 4.A.3, in order to strengthen a culture of collaborative assessment tied to improving student learning, GHC has adopted an approach to outcomes assessment that emphasizes the use of course-embedded assignments that function as outcomes assessments. In addition, the process for designing these course-level assessments is highly collaborative. Starting in 2017–18, and continuing in 2018–19, every college-wide event for faculty has been designed to emphasize collaborative conversations about shared expectations for student learning, coupled with discussions about how best to prompt students to demonstrate that learning—in other words, about the kinds of assignments, including exams, that invite students to demonstrate their learning. In support of these collaborative practices, GHC faculty are using nationally recognized tools—the transparent assignment template (TILT), from University of Nevada, Las Vegas (UNLV) and the VALUE rubrics from the American Association of Colleges and Universities (AACU). Faculty, led by the Outcomes Assessment Committee (chapter 4, standard 4.A.3, Table 39), have been involved in every aspect of this work.

Gathering meaningful data to measure student-learning outcomes beyond the course level—as well as measuring program effectiveness—is still an evolving process. Yet current practice and the commitment

going forward is fully in alignment with standards 5.B.1, 5.B.2, and 5.B.3. This cannot happen without engagement by the full college community, and admittedly, Grays Harbor College is still in the process of developing meaningful participatory governance and in engaging the entire college community in working towards mission fulfillment. Discussions of shared governance—what it means, how it should work, and what roles and responsibilities everyone has in the process—are ongoing and the topic of the employee group meetings with the Executive Team in fall 2018.

The Strategic Planning Committee is poised to lead college-wide conversations regarding strategic direction, with preparation beginning in early 2019 and feedback and discussion to occur in 2019–20. In addition to the Aberdeen campus, this will include staff and students at the two rural education centers and staff at Stafford Creek Corrections Center. The college is increasingly focused on identifying opportunities and trends to help increase its FTE and support the community at all of its facilities by monitoring both the institutional and outside environments. With an increased sense of engagement and the information gathered as part of the comprehensive year-seven self-study process, the college is well on its way to being ready for the opportunity to review its mission, vision, values and core themes. Ideally, the college will identify core themes that are readily seen as involving the entire college community and in which every role at the college easily connects to mission fulfillment.

# USE OF CORE THEME ASSESSMENT RESULTS (5.A.2)

| 5.A.2 | *Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.* |
|---|---|

Mission fulfillment is defined by the Strategic Planning Committee as satisfying a minimum of 70% of the core theme scorecard indicators across all of the core theme measures. Each core theme is comprised of objectives informed by multiple indicators of achievement and specific data metrics. Based on an indicator's performance relative to its target, the indicator is rated at one of three possible levels on a colored scale ranging from "exceeds threshold" (green), "meets threshold" (yellow), or "does not meet threshold" (red). Indicator target attainment is updated annually on the core theme scorecard and used as the foundation for assessing mission fulfillment. For 2017–18, Grays Harbor College met or exceeded 83% of its core theme indicators (Figure 23), surpassing the Strategic Planning Committee's designated threshold of 70%. Achievement is also monitored for each of the core themes individually (Figure 24). Core theme leads and their teams work on addressing any areas where performance is not meeting threshold. Currently all four of GHC's core themes are meeting the 70% threshold set for achievement. Ranging from 78% in academic transfer to 88% in service to community, GHC is demonstrating its commitment to all four of its core themes.



*Figure 9 – Overall Mission Fulfillment*

The mission fulfillment report is available on the college's external web site for the public to review and is shared annually with the college community including faculty, staff, and the Board of Trustees.



*Figure 10 – Mission Fulfillment by Core Theme*
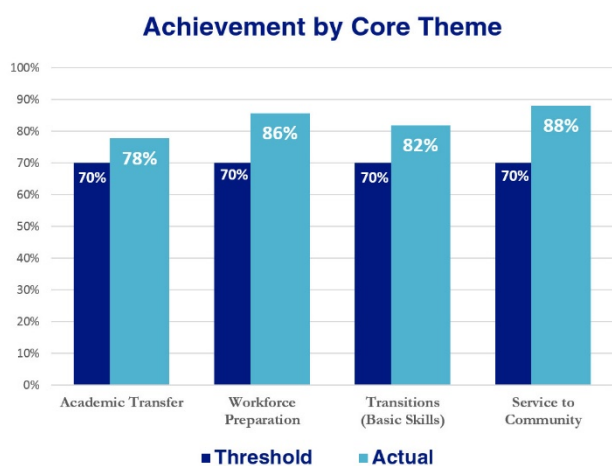
Additionally, a mission fulfillment dashboard, with the ability to look at thresholds by year and core theme, is available to employees on the college's intranet site along with a copy of the core theme scorecard, which contains the indicator data upon which the mission fulfillment report is based.

Strategic planning updates, including the sharing of the college's core theme scorecard, is done internally by the Executive Team at a variety of meeting venues, such as All-College Day, exempt team meetings, Student Service division meetings, classified staff meetings, and faculty meetings. The scorecard provides a

comprehensive analysis of each metric within the core themes, telling the GHC story of mission fulfillment and providing a framework for further action, planning, and resource allocation. Results from the scorecard feature prominently in the mission fulfillment report, which serves as a visual representation of how well the college is meeting its mission.

# Section III: Adaptation & Sustainability (5.B.1– 3)

| 5.B.1 | *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.* |
|---|---|

The Grays Harbor College value to pursue "effective and efficient use of resources" is essential in maintaining the college's adequacy of resources and its ability to meet the demands of the community. The college's efforts to align budget allocation with strategic planning—which is informed by institutional assessment of mission fulfillment through its core themes and topic specific areas—have been important to better the position the college to support its mission and the communities it serves. Essential to the achievement of this mission are the development of new programs offering certificates and degrees that help to spark economic recovery.

Throughout most of this accreditation cycle, GHC leadership has tended to be fiscally conservative. Investments of discretionary monies into new programming having been quite limited due to the decline in state support funding. In 2014, after a hiatus of a number of years of not adding any new programs, the college embarked on developing several new programs in response to community need and in the hopes of curbing the downward trend of student enrollment occurring since the end of the recession. The new programs were not only selected based on community need and regional relevance, but strategically chosen for counting the most toward FTE and tuition generation. The new degrees also provided more opportunity and career advancement for place-bound students who already had or were earning an applied associate of science or technology degree in that field.

In January 2015, GHC submitted to the State Board of Community and Technical Colleges (SBCTC) the first of three proposals for approval to offer Bachelor of Applied Science (BAS) degrees. The ability to offer this level of degree comes with fiscal advantages for the college. To begin, the college is authorized to charge tuition at a rate comparable to the state's regional four-year universities for the upper-level coursework required to earn the baccalaureate degree. This additional tuition is an essential fiscal component to supporting these new programs. In addition, all FTEs generated by BAS programs are considered "high priority" for purposes of determining the allocation of state appropriations. Each year the college is assigned a target of state enrollments, known as the District Allocation Enrollment Base (DEAB), which drives its final state allocation. Certain FTE within this target are designated as "high priority" and FTE generated in this category earns an additional allocation of 30% compared to standard FTE. Currently, high-priority FTE categories include BAS, STEM, and Transitions enrollments. Since the inception of high-priority FTE within the allocation system, GHC has increased enrollments in the BAS program from 0 to 37 annualized FTEs in two years. Projections for 2018–19 are anticipated to exceed 50 annual FTE.

The BAS in Organizational Management launched in September 2016 with the first graduating class awarded BAS degrees in June 2018. The BAS in Forestry Resource Management and the BAS in Teacher Education both launched in September 2017. The NWCCU's approval of the spring 2018 ad hoc report granted GHC accreditation at the baccalaureate level, effective September 1, 2016. The BAS in Forestry Resource Management was launched in partnership with Green River College, and both colleges were the beneficiaries of a National Science Foundation grant, which paid for student tuition and assisted in covering instructors' salaries. The BAS in Teacher Education was launched in partnership with Centralia College along with a tremendous amount of support from the service area school districts. The BAS in Forestry Resource Management and BAS in Teacher Education will award the first BAS degrees to graduating students from these programs in June 2019.

As the college evolves to meet new demands, so too must it evaluate and shutter programs that are no longer viable. Due to low enrollment and negligible demand from regional business and industry, the decision was made in 2015 to eliminate the Energy Technology program, with the last degree awarded in June 2018. As part of its review of the instructional series (300's) of operational policies this year, the college is developing a policy that includes approving and discontinuing degree programs.

The planning for reductions also included plans for additional programs necessary to meet regional demand. The college began developing a Commercial Food Preparation Program (now referred to as Culinary Arts Program) back in 2013. After three years of planning and working with area food service providers, a one-year certificate program was launched in fall 2016 with a full two-year associate of applied science program to be launched once the new Hillier Union Building replacement project is completed (as identified on the Facilities Master Plan).

GHC has collaborated with the Twin Harbors Skills Center at Aberdeen High School, to offer an associate of applied science degree for Medical Assistant. Launched in the fall 2017, the first-year cohort is a combination of Twin Harbor Skills Center students, who earn both high school and college credit, and GHC students. Sharing faculty costs with the Skills Center has provided a way to deliver this quality degree program in career areas with high community demand, with minimized instructional costs and no tuition for Skills Center students.

Another program that receives priority status in state allocation funding and helps to bolster adequacy of resources is Integrated Basic Education and Skills Training (I-BEST) courses (Table 65). These programs are designed to help students successfully transition from basic skills to college-level coursework (chapter 4, standard 4.B.1 and 4.B.2 – transitions core theme indicators 1.4 and 1.5). Because of the instructional intensity required to provide I-BEST programs, each FTE generated (for enrollment purposes) is awarded an additional three-quarters of an FTE (i.e., 1.0 = 1.75). I-BEST programs have most often provided onramps for students into career technical programs; however, in fall 2018, GHC ventured into new territory, launching an academic I-BEST which pairs developmental courses with academic transfer courses.

*Table 65 – I-BEST Fall Quarter Student Headcount*

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Headcount: | 69 | 68 | 69 | 78 | 68 | 74* |
| *Does not include the 24 students in new *academic* I-BEST courses that started fall 2018. | | | | | | |

Guided by the enrollment management section of the 2017-2018 strategic action plan, the development of new programs, along with addressing needed improvements identified in GHC's assessment process in existing programs, has required the college to invest in the success of these programs. This has led to accruing additional expenditures into an already lean budget (see Table 71, Fiscal Year 2018 Budget Adjustments – BAS Expansion). The college has managed to balance reserves, to absorb cuts in the state allocation, as well as create a policy precedent designed to provide a cushion in case of future fiscal challenges. In October 2017, the Board of Trustees approved policy 530, which establishes a rainy day fund equal to 10 percent of the annual operating budget, to be overseen by the Board of Trustees should it be needed (see chapter 2, standard 2.F.1).

Should current investments in new programs and student support services prove unsuccessful in generating additional FTE allocation and tuition, it is not likely the college can sustain all the existing programs and services without having to make difficult decisions. As part of the annual 2017–2018 strategic action plan, a special focus has been placed on strategic enrollment management. The group tasked with examining the issue has a number of different action plans, from the removal of bureaucratic enrollment obstacles to the examination of the growth of new programs. The new programs are evaluated from their inception and the results of the assessment help the college make continuous improvements each year. The spring 2018 ad hoc report for the Bachelor of Applied Science in Organizational Management is a good example of the college engaging in continuous improvement throughout new program implementation.

All of these actions contribute to the primary strategy to attract additional students and help the college reach its annual District Allocation Enrollment Base (DEAB) targets, as set by the SBCTC. By meeting those targets, GHC will assure a consistent level of funding to help the college achieve its mission and core theme objectives. Part of the strategic enrollment management plan has been to increase capacity in existing high-enrolled high-demand career technical programs. Starting in fall 2018, the college implemented several additional program expansions.

1. The nursing program took advantage of the new statewide Bachelor of Science in Nursing 3+1 agreement by adding a third year to their curriculum.
2. A second cohort of students was added to the GHC Automotive Technology program.
3. A third certificate, construction welding, was added to the GHC Welding program.

Once again, this growth occurs in programs considered part of the strategically important priority enrollments, where every FTE contributes to an increased share of priority funding in addition to the DEAB. The result of the increased capacity has been to see increased enrollments in these sought-after degree pathways.

GHC's Dean of Workforce Education, in partnership with allied health providers and another rural college located on the Olympic Peninsula, is working to provide additional high priority programs in careers seeking more graduating healthcare professionals. The Vice President of Instruction continues to work with university partners (in developing articulation pathways) and with GHC academic transfer faculty in STEM fields to grow the number of classes for STEM majors. These FTE are also targeted as high priority by the SBCTC and receive 30 percent additional funding.

The enrollment growth of Running Start students is an important growing trend that is influencing enrollment planning (Figure 25). Running Start students are not counted as part of the state-supported

student FTE allocation dispersed by the SBCTC (i.e., the DEAB). Prior to 2018, the amount of funding the college received from the local school districts, through Running Start FTE, used to be below the amount the college received for an FTE providing tuition and receiving state support. This required the college to subsidize these students with its state-allocated operating budget. Recent legislative action (House Bill 2242) has resulted in Running Start enrollment reimbursements being better aligned with the cost to provide instruction for the dual-enrolled students (Table 66).

*Table 66 – Running Start FTE Reimbursement Rate*

| Reimbursement per FTE | 2017–18 | 2018–19 | 2019–20 | 2020– 21 |
|---|---|---|---|---|
| | $6,570 | $7,486 | $8,337 | $8,490 |

The increase in Running Start reimbursement rates, coupled with the college's increasing enrollment levels, has made Running Start an important revenue stream at GHC. In spring 2017, as part of the college's strategic enrollment management efforts to grow dual enrollments, the college hired an additional recruiter, whose position, while broader than just Running Start, has helped in increasing the presence of the college in the region's high schools.

*Figure 25 – Running Start Fall Quarter Headcount*
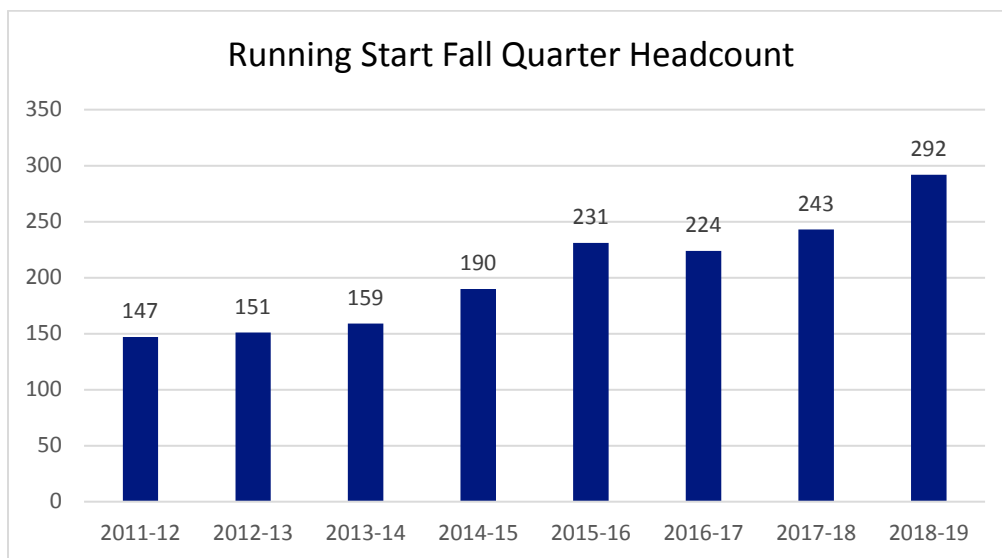


Because Running Start students are earning college as well as high school credit, many students are able to graduate high school with an associate's degree. In June 2018, a record number of Running Start seniors graduated with a degree (55 students). Further, 11 of those graduating continued at GHC with plans to complete a second degree (e.g., Associate of Science Track 1 or Track 2, Associate in Nursing) and one student enrolled in the 2018 fall cohort for the Teacher's Education baccalaureate program. An additional 43 Running Start seniors did not complete a college-level degree but have chosen to continue their post-Running Start education at GHC.

Community forums held in north and in south Pacific County have also indicated that residents of those communities want to have more Running Start classes offered in their communities. Despite this stated demand, the number of students in south Pacific County wanting to participate at GHC's Columbia

Education Center (the CEC, located in Ilwaco) were too few to make it feasible. However, by connecting the CEC to the Riverview Education Center (the REC, located in Raymond) with Interactive Zoom technology and increasing the number of classes at the REC facility, GHC was able to increase the number of Running Start students participating in Pacific County, as evidenced in Figure 26.
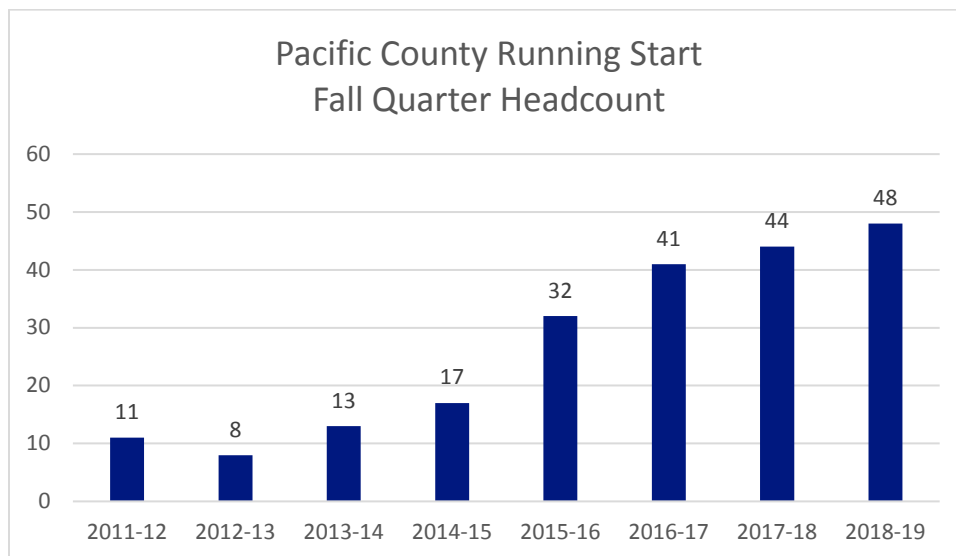
GHC, like many other colleges in the state, must diversify its revenue sources beyond its current heavy reliance on state funding received from the SBCTC allocation. The addition of a grant development office in May of 2017 is a recognition of this need (see preface - value "Effective and Efficient Use of Resources"). Initially focused on smaller grants, this year (2018-19) the Director of Grant Development is working closely with the Vice President of Student Services to pursue a Title III Grant. To date the Grant Development Office has brought in over $470,000 in grants and in-kind contributions to the college, through small donations and larger awards.

A concerted effort to partner with K-12 and other community organizations to acquire grants and/or legislative fiscal support, along with the continuous evaluation of program offerings, is critical in helping the college fulfill its mission in alignment with standard 5.B.1, "the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered."

Fall 2018 marked an important shift in recent enrollment trends with a four-percent increase in state funded and Running Start enrollment (Table 67). Some of this can be attributed to the increased enrollments in new programs and the efforts to support and expand Running Start, especially to Pacific County rural centers. Additionally, through improved community engagement, the increased use of data-informed assessment, and a continued commitment to excellence, GHC is demonstrating achievement of its goals and the intended outcomes of its programs and its services.

*Table 67 – Grays Harbor Fall Quarter FTE Trends*

| Fall Quarter | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|
| State Supported FTE | 1,554 | 1,566 | 1,539 | 1,425 | 1,445 |
| Running Start FTE | 164 | 213 | 207 | 223 | 243 |
| **Sum State + Running Start FTE** | **1,718** | **1,779** | **1,746** | **1,648** | **1,688** |
| **Percent Change Year to Year** | | **↑4%** | **↓2%** | **↓6%** | **↑2%** |
| Stafford Creek Corrections FTE | 322 | 263 | 258 | 306 | 265 |
| Community Ed. & Contract FTE | 18 | 6 | 12 | 11 | 11 |
| Total FTE | 2,058 | 2,048 | 2,016 | 1,965 | 1,964 |

| **5.B.2** | *The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.* |
|---|---|

With the implementation of an ongoing seven-year strategic planning cycle, GHC is becoming more proficient at documenting and evaluating its cycle of planning, resource allocation, and use of results to ensure the effectiveness of instructional service to the community. The Strategic Planning Committee considers planning accomplishments annually as part of their end-of-the-year meeting. They also review and discuss mission-fulfillment with an eye toward the future each spring. Assessment of the effectiveness of the strategic planning process has been formative up until now, however, the committee will have the opportunity to do a more summative review at the end of this planning cycle and as they prepare for the next strategic plan. The learning that has taken place thus far includes: (1) how to use data for decision-making; (2) how to document information and results on the strategic action plans and quarterly accountability reports; and (3) how to develop budget requests that positively affect the strategic priorities. As explained throughout this self-study document, changes in assessment and documentation tools, in communication strategies, and in process steps have been made throughout this learning experience, to improve both the transparency and efficacy of the planning process as well as college-wide engagement.

Using the results of measuring mission-fulfillment and core theme achievement to improve student success through improved decision-making is the ultimate outcome of a system of planning and institutional effectiveness such as the one described in this report. Use of results is something GHC is learning to do effectively, and yet it will take some time before the College achieves proficiency. As mentioned above, a summative assessment of the results achieved at the end of this planning cycle will provide a guide for continued improvement. What follows are early indicators that the process is working as intended.

# USE OF RESULTS IN CORE THEME ACHIEVEMENT

As illustrated in chapter 4, standard 4.B.1 and 4.B. 2, with the support of the Strategic Planning Committee, core theme teams use the indicators from the core theme scorecard to identify areas of improvement and to make high-level determinations about progress toward the core theme objectives. The results are used to inform future efforts to achieve the strategic plan (via annual action plans), mission fulfillment, and resource allocation. These strategies were developed in 2017-18 as a result of reviewing core theme indicator data and the outcomes of these strategies are informing development of the 2018-2019 strategic action plan. The strategic action plan cycleand the budget development process occur annually. Table 68 summarizes many of the strategies from the 2017–2018 strategic action plan implemented to improve core theme achievement (further detailed in chapter 4, standard 4.B.1 and 4.B.2).

*Table 68 – Core Theme Strategies for Core Theme Achievement*

| Transfer Core Theme: | Workforce Preparation Core Theme: |
|---|---|
| <ul><li>Increase student progress and completion in English.</li><li>Assess and improve student completion of course outcomes.</li><li>Increase student progress and completion in math.</li><li>Advising support for students earning degrees and transferring.</li><li>Increased awareness of and strategies for addressing equity gaps.</li><li>Assessing transfer student success.</li><li>A shared approach to defining and assessing Desired Student Abilities.</li><li>Improve student progression through changes in learning support services.</li><li>Establish ongoing professional development for faculty focused on student success.</li></ul> | <ul><li>Student success strategies, comparing data among programs at GHC.</li><li>Collaboration with local K-12 districts and skills center through shared data and participation on advisory boards.</li><li>Analysis of advisory board feedback and resulting soft skills focus.</li><li>Degrees for employment including medical assistant and construction welding.</li><li>Three applied baccalaureate degrees with ongoing review of workforce student preparation, both for employment as well as continuing education pathways.</li><li>Program changes for improved employment.</li><li>Stafford Creek workforce student success.</li></ul> |
| Transitions Core Theme: | Service to Community Core Theme: |
| <ul><li>High school credential completion.</li><li>English Language Acquisition student progress.</li><li>I-BEST student rates of progress and achievement.</li><li>Post-testing and skills level improvement.</li><li>Transition to postsecondary coursework.</li><li>Stafford Creek transition student success.</li></ul> | <ul><li>Increased community service by college constituents.</li><li>Enhance educational and cultural opportunities.</li><li>Improvements to community education.</li><li>Improvements to business/contract training.</li><li>Short-term training for job attainment.</li></ul> |

Additionally, the topic-specific committees such as strategic enrollment management and Diversity Advisory Committee have a number of strategies directly tied to core theme achievement, shown in Table 69.

*Table 69 – Topic-Specific Committee Strategies for Core theme Achievement*

| Strategic Enrollment Management: | Diversity Advisory Committee: |
|---|---|
| • Develop alternative pathways to current high-interest, at-capacity programs to encourage retention.<br>• Process financial aid awards more efficiently to help improve first-to-second-quarter retention.<br>• Focus on recruitment to provide student access. | • Identify and offer diversity-related training for employees.<br>• Review hiring practices to attract diverse candidate pools.<br>• Increase college policies that reflect the college's value of respect for diversity.<br>• Raise awareness of the existence of equity gaps in student achievement. |

## USE OF RESULTS IN DEPARTMENTAL DECISION-MAKING

The college has instituted division/departmental assessment efforts to engage areas in the discussion of outcomes and assessment results within their own divisions and departments. Beginning in 2016-17, all non-academic programs across the college participated in what became termed as Non-Academic Program Assessment (NAPA). Additionally, several departments have done more in-depth assessment and improvement projects using the Lean process. A few of the improvement projects that have come from these processes are identified in Table 70.

*Table 70 – Departmental Improvement Efforts from NAPA and Lean Processes*

| NAPA Improvement Efforts: | Lean Improvement Efforts: |
|---|---|
| • Support for student success in athletics.<br>• Student engagement through student life activities.<br>• College support around information technology.<br>• Student employment for retention.<br>• Increased operating hours of Welcome Center. | • Lean Welcome Center improvement project resulting in annual schedule.<br>• Lean Running Start process improvement project resulting in more documented and efficient processes.<br>• Financial Aid Lean project resulting in faster awarding times. |

In 2017–18, all instructional divisions completed an Instructional Program Review (IPR). These reviews are helping GHC identify processes and procedures that need to be clarified. For example, based on the IPR results indicating the lack of a shared definition of "hybrid" courses, the Instructional Council is reviewing a new policy defining hybrid courses, and a new procedure explaining the process by which hybrid courses are approved and reviewed. The new policy and procedure has been developed, is working its way through the governance process, and is expected to be adopted in early spring 2019. The Instructional Program Review results also indicated that Instruction needs to establish documented procedures

including timeline and process information for both Instructional Program Review and the revised process of outcomes assessment. As a result, the Instructional Deans are currently working on a timetable for Instructional Program Review. The Outcomes Assessment Committee, at their November 2018 Meeting, agreed to take on the task of developing a schedule for course and program/degree outcomes assessment and to draft guidelines for implementation. The Outcomes Assessment Committee expects to complete this undertaking during spring quarter 2019 and make a proposal to the Vice President of Instruction for an anticipated implementation in fall 2019.

## USE OF RESULTS IN BUDGET ALLOCATION

Over the last three years, the college has also become more intentional about tying all personnel and programmatic requests to core theme objectives and strategic priorities. The Budget Request Form used for GHC's annual budget development process asks that each request identify any ties it has to the institutional priorities determined through the strategic planning process (question #4). As previously mentioned, these strategic priorities come out of the work done by the core theme teams and topic-specific groups. As illustrated in chapter 4, standard 4.A.5, use of the budget process to support core theme achievement has become a regular practice at Grays Harbor College, particularly with respect to personnel requests.

The core theme column in Table 71 and Table 72 illustrates how the planning for the achievement of core themes was at the center of the budget and departmental planning processes over the last two years. This alignment assures that Grays Harbor College is linking the college's top priorities directly to resource allocation as addressed in the Grays Harbor College 2018–19 budget document available electronically to all employees. Table 71 describes the initiatives that were directly funded in fiscal year 2018. The items that were not funded remain on the list should additional funding resources become available. A similar list is also available for fiscal year 2019 and can be found in Table 72. As this process continues to be repeated annually, the college's understanding and trust in the process is expected to grow. As the college increases in its efforts to pursue grant funding, the budget request process and the strategic priorities also give guidance to those grant seeking efforts.

*Table 71 – General Operating Budget Adjustments Based on Requests for Fiscal Year 2018*

| FY 2018 ITEM | CORE THEME OBJECTIVE AND/0R COLLEGE VALUE | CORE THEME[19] | AMOUNT |
|---|---|---|---|
| Cost-of-living adjustment (COLA) | Success for student, faculty, and staff. | 1, 2, 3, 4 | $194,193 |
| Medical Assistant Program | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2, 4 | $128,532 |
| BAS Expansion – Teacher Education | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $101,175 |
| BAS Expansion – completion coach | Students demonstrate high rates of progress and completion. | 2 | $70,917 |

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[19] 1 = Academic Transfer, 2 = Workforce Preparation, 3 = Transitions (Basic Skills), 4 = Service to Community.

| FY 2018 ITEM | CORE THEME OBJECTIVE AND/0R COLLEGE VALUE | CORE THEME[19] | AMOUNT |
|---|---|---|---|
| BAS Expansion – Forestry Resource Management | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $68,296 |
| Increase full-time instructional faculty | Students demonstrate high rates of progress and completion. | 1 | $76,142 |
| Technology replacement plan | Access to educational opportunities. Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $70,000 |
| Grant development program | Effective and efficient use of resources. Excellence in programs, practices, and principles. | 1, 2, 3 ,4 | $61,739 |
| Step increase, faculty | Student, faculty, and staff success. | 1, 2, 3, 4 | $51,165 |
| Writing Center | Students demonstrate high rates of progress and completion. | 1, 2, 3 | $44,305 |
| Increase facility maintenance, custodial | Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $53,580 |
| Increase facility maintenance, grounds | Excellence in programs, practices, and principles. Respect for the diversity of people, ideas, culture, and the environment | 1, 2, 3, 4 | $53,580 |
| Student employment funding | Success of students, faculty, and staff. | 1, 2, 3, 4 | $30,000 |
| Running Start coordinator | Students demonstrate high rates of progress and completion. | 1, 2 | $20,033 |
| Athletic game management | Excellence in programs, practices, and principles. | 4 | $32,000 |
| Institutional research tools | Effective and efficient use of resources. Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $10,000 |
| Institutional accreditation costs | Excellence in programs, practices, and principles | 1, 2, 3, 4 | $6,000 |
| Professional development step increases – faculty | Success of students, faculty, and staff. Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $6,928 |
| Professional development stipend – faculty | Success of students, faculty, and staff. Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $4,506 |
| First Year Experience – courses | Students demonstrate high rates of progress and completion. | 1, 2 | $3,230 |
| **FY 2018 TOTAL** | **Mission Fulfillment** | **1, 2, 3, 4** | **$1,087,049** |

*Table 72 – General Operating Budget Adjustments Based on Requests for Fiscal Year 2019*

| FY 2019 ITEM | CORE THEME OBJECTIVE AND/0R COLLEGE VALUE | CORE THEME[19] | AMOUNT |
|---|---|---|---|
| Cost-of-living adjustment (COLA) | Student, faculty, and staff success. | 1, 2, 3, 4 | $173,496 |
| Medical Assistant program expansion to two-year cohorts | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2, 4 | $102,220 |
| BAS Expansion – Teacher Education, two-year cohort | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $89,212 |
| BAS Expansion – Organizational Management faculty | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $74,612 |
| Second year A.A.S. for Early Childhood Education | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $69,927 |
| Non-comp cost for faculty expansion | Students demonstrate high rates of progress and completion. | 1 | $12,713 |
| New document imaging system | Access to educational opportunities. Success of students, faculty, and staff. Excellent in programs, practices, and principles. | 1, 2, 3 | $100,000 |
| Comprehensive year-seven accreditation | Access to educational opportunities, success of students, faculty, and staff. Effective and efficient use of resources. Excellence in programs, practices, and principles. | 1, 2, 3 ,4 | $29,000 |
| Step increase, classified staff | Student, faculty, and staff success. | 1, 2, 3, 4 | $52,252 |
| Increase social science capacity | Students demonstrate high rates of progress and completion. Access to educational opportunity. Success for students, faculty, and staff. Students are successful in employment. | 1, 2 | $22,712 |
| Expand one-year cohort to 3 plus 1 in Nursing program | Excellence in programs, practices, and principles. Students are successful in employment. | 1, 2 | $63,656 |
| Reclassification to Associate Dean in Nursing Program | Excellence in programs, practices, and principles. Success of students, faculty, and staff. | 1, 2 | $5,115 |
| Software licensing | Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $16,000 |
| Employee accommodation | Success of students, faculty, and staff. | 1, 2, 3 | $25,000 |
| Workforce student services support | Success of students, faculty, and staff. Excellence in programs, practices, and principles. | 2 | $5,006 |

| FY 2019 ITEM | CORE THEME OBJECTIVE AND/0R COLLEGE VALUE | CORE THEME[19] | AMOUNT |
|---|---|---|---|
| Health insurance adjustment | Success of students, faculty, and staff. | 1, 2, 3, 4 | $5,799 |
| Retirement adjustment | Success of students, faculty, and staff. | 1, 2, 3, 4 | $6,000 |
| Professional development step increases – faculty | Success of students, faculty, and staff. Excellence in Programs, Practices, and Principles. | 1, 2, 3, 4 | $6,928 |
| Professional development stipend – faculty | Success of students, faculty, and staff. Excellence in programs, practices, and principles. | 1, 2, 3, 4 | $2,266 |
| Wide belt sander (acquired through Community Foundation grant) | Students demonstrate high rates of progress and completion. Students are successful in employment. | 2 | $30,000 |
| **FY 2019 TOTAL** | **Mission fulfillment** | **1, 2, 3, 4** | **$891,914** |



|     | |
|-----|---|
| **5.B.3** | *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core themes objectives, goals or intended outcomes of its programs and services, and indicators of achievement.* |
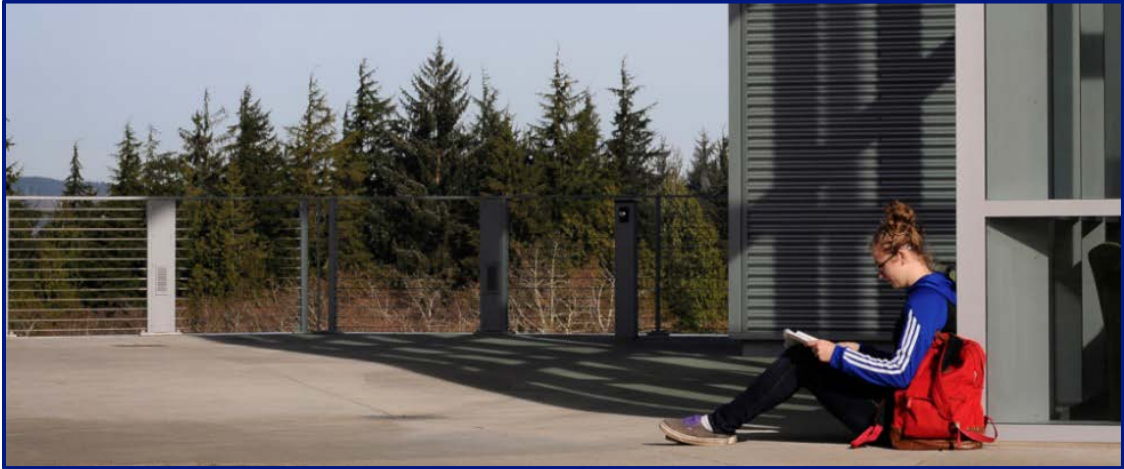
In evaluating the internal and external environments of the college and identifying "emerging patterns, trends, and expectations," there are many opportunities but there are also many challenges. Grays Harbor College is ideally suited as a comprehensive community college to serve the two counties in its service district. The demise of the economic mainstays of the past—the timber and fishery industries—have made poverty and economic recovery formidable challenges for the entire region. Grays Harbor College's vision statement is to be "a catalyst for positive change". Although there is an expectation that there will likely

be improvements to the core themes as well as the objectives (and perhaps the mission and values, too) in the future, it is equally likely that the service district will continue to need the college to act as a catalyst for positive change. As the college becomes more and more adept at engaging in assessment and in the improvement cycle towards mission fulfillment, the expectation is that the college will also become even more effective in helping the communities it serves to move forward toward economic recovery. In that regard, the college must be engaged with those communities in making sure that the educational programs and training it offers provide the best opportunities towards attaining that positive change.

In those programs designed to help students achieve their career and transfer goals, assessment and continuous improvement of student learning outcomes will be critical for the college to continue its work in fulfilling its mission and aspiring toward its vision. GHC works with a number of advisory committees, composed of representatives from local business and industry. While many of these advisory committees have been very effective over the years, renewed efforts were launched in the fall of 2017 to ensure that all advisory committees had active membership and were fully apprised as to the expectations and role the committees play in program review, which links to continuous improvement and mission fulfillment.

Similar to his predecessor, the current GHC president serves on a number of community boards, such as vice chair and executive board member of the regional Pacific Mountain Workforce Development Council, on the executive board for Greater Grays Harbor Incorporated (combined Chamber of Commerce and Economic Development Council), the Historic Seaport board, and the Our Aberdeen board. The Vice President of Instruction has and will continue to facilitate information sharing with GHC's four-year partners, such as WSU, to better understand and improve student's readiness for transfer. Other college administrators and employees serve on community, foundation, and school boards, helping the college stay apprised of community needs and initiatives as well as keeping the community groups informed of activities at the college.

In assessing the external environment and the role GHC may play as a comprehensive community college in the economic recovery of its southwestern Washington service region, a number of challenges loom large, and the college must be strategic about its approach if these challenges are to be overcome. The demographics of the two-county region, when compared to other regions of the state, show it to be populated with the highest percentage of people either retired or nearing retirement age. Employers have difficulty filling their skilled-trades jobs, yet the two counties served still suffer from one of the highest unemployment rates in the state. With increased demand for healthcare yet difficulties in attracting and retaining skilled healthcare professionals, with an aging workforce in the trades yet few individuals in the pipeline learning the skills to replace the retiring workforce, the college must work closely with the community to rise to these challenges.

The economic opportunities of the area are changing, with more demand for healthcare, tourism and hospitality, transportation and logistics, new technologies in the forestry industry, oceanographic research, and likely a host of other yet-to-be-foreseen needs for education and training. The challenge in developing new programs, however, is in finding the funding for the initial costs of program development and equipment procurement. With diminishing state funding over the years, combined with an older population and a fairly flat population growth projection, finding the revenue to position the college as a catalyst for positive change is indeed a challenge, but one that Grays Harbor College is committed to meeting in support of its community.

# Frequently Referenced Items in Chapter 5

- Seven-Year Strategic Planning Process
- Budget Development Process
- Annual Strategic Action Plan Cycle
- Mission Fulfillment Report
- 2017-2018 Core Theme Scorecard
- 2017-2018 Strategic Action Plan

# Student Stories: Robert Burton

Growing up in Las Vegas, Robert Burton knew that life was not easy. He loved basketball but hated studying, and in order to make his father and godfather proud he had to force himself through school with silent determination. College was harder, though -- a different ball game -- and he flunked out in his first year.

His second chance came when Grays Harbor College asked him to come and play for them. There, over food and conversation, Robert found the support he needed. "Grays Harbor whipped me into shape," he recalled. "Especially the ladies in TRiO. I like to tell them that they made a mistake by feeding me the first time I met them. Michelle made taco soup, and that was the beginning of it all. I was coming 'round all the time, and there they taught me how to study, and how to pay attention in class."

His Social Science teacher, Chris Portmann, also found ways to connect with Robert -- through humor -- and he started looking forward to some of his classes. Everyone was there for him, and thanks to the support of TRiO and his teachers, Robert went from failing most of his classes to a report card full of As and Bs in one semester.

Robert graduated with his AA and took his new skills back to Vegas to continue his studies. When he injured his knee, though, basketball was suddenly no longer possible and he left school again, out of options. That was when Chad Allen, head coach of the women's basketball team at GHC, offered him a job as his assistant coach.

That fall, Robert returned to GHC and enrolled in the brand new Bachelors of Applied Science in Organizational Management program. Coach Chad continued to mold Robert into a success, teaching him the business side of college basketball. He spent countless hours studying plays and preparing training regimens for his team. "A lot of people see coaches yelling on the court, and they think that's all they do, but there are so many late nights that the coach pulls studying film and brainstorming about what the team can do to get better. I believe



my just being here made me a better person. Now, I can motivate myself because I'm interested in my future. I mean, I still hate studying, but because of these people like Chad, Chris, and the ladies in TRiO, I know how to do what I need to."

Robert just graduated with his bachelor's degree and has chosen to stay on as Assistant Coach at GHC for another year. Chad and Robert have big dreams, and are aiming their team toward the playoffs. After that, Chad wants to earn a position as head coach at a top university. Without GHC, he doesn't think that any of this would have ever happened. "It's all thanks to Grays Harbor," said Robert. "This is the place to be for someone that has a hard time with school. There are so many people at Grays Harbor that are gonna go out of their way to make sure you help yourself succeed. You gotta do yourself a favor and come here."
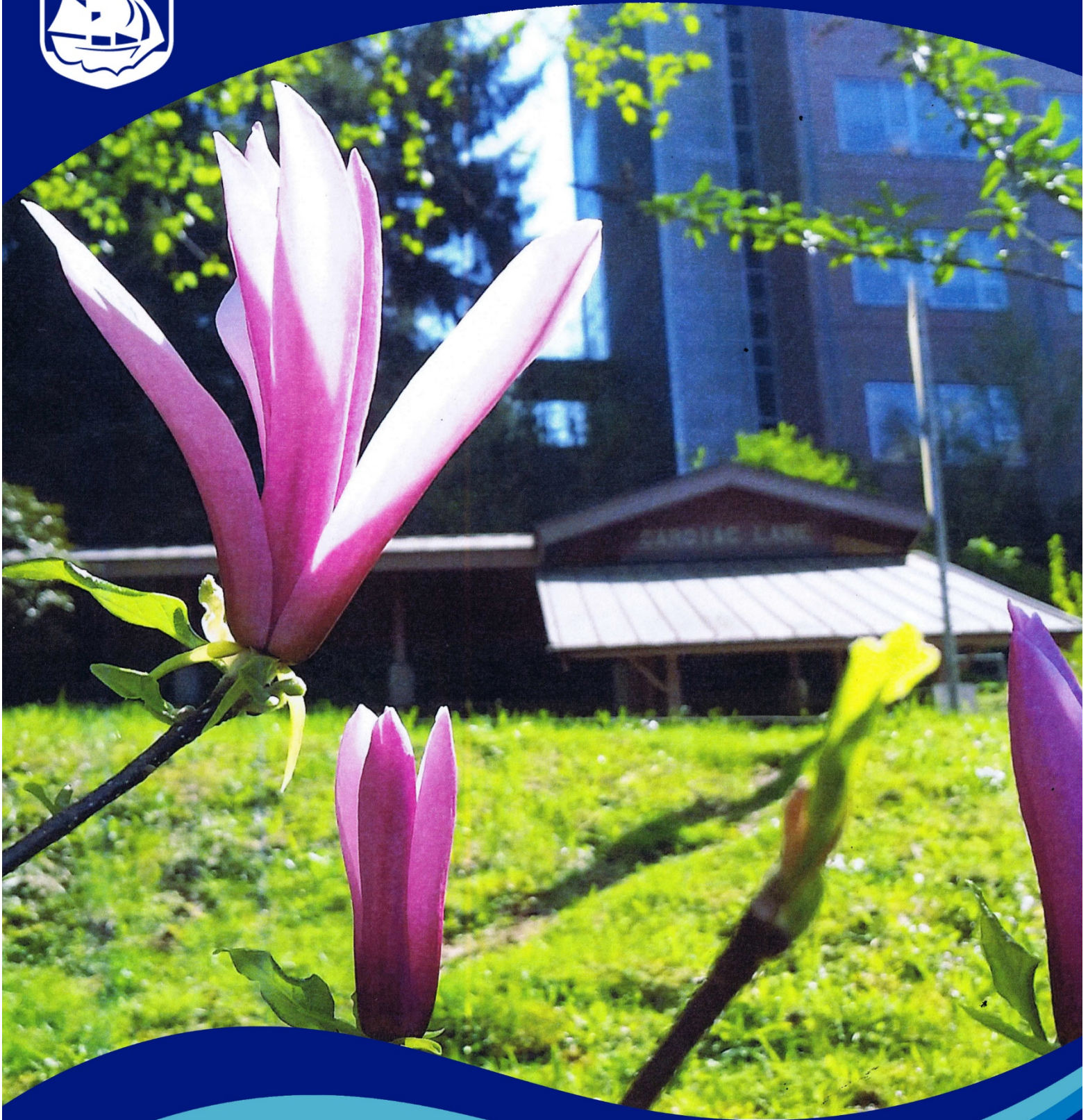
**Conclusion: Strengths and Looking Ahead**

# A Humble Wonderland

Kacie Moorehouse, Associate in Arts,
digital photograph.
Entry in the 2018 Student Art Contest.
(Note: photo has been cropped from original to
fit chapter cover.)

# Conclusion

Grays Harbor College has found the process of conducting this Year-Seven Self-Study to be an important opportunity to assess and reflect on the past, articulate and consider current work and to look toward the future. A review of this document reveals that Grays Harbor College has taken many steps to embrace transparency, evidence-based decision-making and assessment for continuous improvement, and yet still has work ahead in this regard. Faculty and staff are



Grays Harbor College 2018 Graduation, Stewart Field, Aberdeen, WA.

committed to furthering student success through continued work on core theme achievement and student learning outcomes assessment. The college can point to many areas of progress with respect to implementing transparent processes and practices that engage the college community in systematic mission fulfillment and yet the college will need to continue to strengthen communication with its constituents to help them embrace and make effective use of those opportunities. With the college's mission, vision and values in mind, Gray Harbor College finds the following key areas of strength and opportunity:

## Strengths

1. **Grays Harbor College promotes student learning and community engagement through its work on core theme achievement and mission fulfillment.**
   - Core theme objectives focus on learning and student progress via key milestones such as:
     - Transition from pre-college to college level
     - Completion of college-level math and English courses
     - Certificate and degree attainment
     - Employer satisfaction of newly-employed graduates
     - Success of graduates after completion
   - Faculty and staff are engaged in developing and monitoring core theme indicators and implementing strategic action plans to achieve core theme objectives.
   - Indicators of core theme achievement inform an understanding of student learning by measuring students' progress and success at Grays Harbor College as well as the impact of those experiences on their post GHC endeavors.

- Implementation efforts identified to affect the core theme indicators are documented with strategic action plans, which contain strategies that yield positive results for students, such as consolidation and support of Academic Support Services, increased investment in programs such as I-BEST, and changes to the math pathway.
- Resource allocation supports core theme achievement. The increase in full-time faculty over the last two budget cycles is in direct support of the core themes of academic transfer and workforce preparation.
- Measures of service to community, including community satisfaction, inform college events and activities such as community service course offerings, fish lab opportunities, and Bishop Center events.
- Students, faculty, and staff engage with the community through volunteerism.

2. **Grays Harbor College has an established system of institutional effectiveness/strategic planning that promotes evidence-based decision-making and ensures accountability.**
   - Mission fulfillment through core theme achievement is defined, monitored, and reported on by the Strategic Planning Committee. The mission fulfillment report and use of the scorecard results in planning are visible results of this process.
   - The college's system of institutional effectiveness/strategic planning prioritizes direct student achievement and community engagement work via the core themes and includes student and college support functions that create the infrastructure for core theme achievement. This work engages over 100 faculty, staff, and students.
   - Core theme and topic-specific objectives have clearly defined indicators of achievement. Progress on the objectives is reviewed quarterly by the Strategic Planning Committee and sub-committee leads.
   - Core theme achievement is integrated with and supported by a strategic planning process that systematically uses assessment data to improve practices and make changes to program and services in support of mission fulfillment.
   - Institutional effectiveness at Grays Harbor College promotes a growing culture of evidence-based decision-making by making available accessible and meaningful data that is relevant to end users.
   - Well-defined and collaboratively developed indicators measure each core theme objective; they result in data that are verifiable, replicable and meaningful to core theme achievement.
   - The strategic planning process results in strategic priorities that influence budget development.

3. **Grays Harbor College embraces strategic growth to support community needs and fiscal stability.**
   - New programs, including the Associate Degrees in Early Childhood Education, Medical Assistant, and Construction Welding, and the Bachelor of Applied Science degrees in Organizational Management, Forest Resource Management, and Teacher Education, were all added to meet local needs. These programs have adequate resources and staffing to support their work.
   - Financial Aid has the staffing necessary to process student requests in a timely manner.
   - The college employs multiple and varying approaches and methods to engage learners throughout its service district, including online learning options, pathways for Native American students, and distance education tools such as Zoom for broadcasting courses and two-way interaction to students in rural communities in Grays Harbor and Pacific counties.

- In direct response to community and local school district requests, English Language Acquisition (ELA) classes are now offered at sites in Amanda Park, Westport, and Elma in addition to GHC's Aberdeen campus and two rural education centers.
- Diverse funding opportunities such as grants, contract training courses, and partnerships with K-12 districts are employed to reduce college reliance on state funding and allow for offerings that meet the unique needs of the district.
- Capital dollars are spent in line with instructional needs; the Schermer Instructional Building, for example, houses the college's STEM programs and the new Student Union Building will include facilities for the anticipated Culinary Arts program.
- Grays Harbor College has added an on-campus food pantry in its gymnasium building to help students deal with food insecurity.

4. **Grays Harbor College is committed to meaningful and effective assessment of student learning that is led by faculty, provides interdisciplinary collaboration, is supported by professional development, and results in measurable improvements in student learning.**
   - Faculty are engaged in collaborative discussions and work sessions to improve student learning, and have implemented the Transparency in Learning and Teaching (TILT) framework in the classroom to improve student learning and reduce equity gaps.
   - A faculty-led Assessment, Teaching, and Learning Council has been established to identify and provide professional development opportunities for all faculty. This group takes the lead on new faculty mentoring and monitors the work of the faculty inquiry groups.
   - An Outcomes Assessment Committee, with cross-departmental faculty representation, leads the work on outcomes assessment at the course and college-wide levels.
   - A schedule has been established for developing and implementing rubrics for the college's desired student abilities (college-wide learning outcomes), to measure and improve student learning. Three rubrics are under review this year, and will be implemented starting in 2019–20. The other desired student abilities will have rubrics ready for review in 2019–20.

5. **Grays Harbor College faculty, staff, and administrators embrace the college's mission, vision, and values. Employees are encouraged to use transparent processes and continuous improvement principles in support of student success.**
   - Employees have the opportunity to know about and be involved in strategic planning, the budget request process, and policy development. Processes for all three are published on the college's intranet and periodic updates and reminders let employees know how they can get involved.
   - College administrators are aware of and monitor campus climate. The Personal Assessment of the College Environment (PACE) Climate Survey results have been used to help inform the Executive Team's objectives for improving campus climate.
   - The Executive Team and other administrative employees engage in 360 evaluations that inform their annual work and professional development goals.
   - Faculty embrace their role in improving student learning and are open to engaging in new and innovative ways of looking at student learning outcomes assessment.
   - Staff have engaged in activities such as Non-Academic Program Review/Instructional Program Review and Lean reviews (process improvement process) that help to improve student success and institutional effectiveness.

# Looking Ahead

1. **Grays Harbor College will continue its work to systemize student learning outcomes assessment in a way that is meaningful, engaging of both faculty and students, and yields measurable improvements for student learning.**
   - Building on the TILT framework that emphasizes techniques that support student understanding and learning, GHC faculty will continue to engage in meaningful and collaborative assessment work using well-designed assignments and supported by faculty development activities.
   - Faculty will continue to develop and refine rubrics to measure student learning on the college's desired student abilities (college-wide learning outcomes) and will use the rubrics to assess and improve learning.
   - The Outcomes Assessment Committee will finish developing and implement a schedule and guidelines for systematizing course and program/degree level student learning outcomes assessment. With an expected implementation of fall 2019, this will ensure that the faculty's new approach to outcomes assessment includes a mechanism for ensuring that all course and program/degree outcomes get assessed on a regular basis.
   - GHC's instructional division will continue its commitment to faculty professional development and the Assessment, Teaching, and Learning (ATL) Center.

2. **Grays Harbor College will build on its strategic planning process to develop its next strategic plan, including mission, vision, values, and core themes, in a way that is transparent, engaging and focused on student learning and community need.**
   - A review of the mission, vision, values, and core themes will begin in the fall of 2019, supported by data and information gathered and reviewed by the Strategic Planning Committee.
   - The pan-institutional Strategic Planning Committee will lead an engaging process for developing the next strategic plan and will make recommendations to the President and Board of Trustees regarding mission, vision, values, and core themes.
   - Instructional areas and support services will be more fully integrated in the next strategic plan.
   - Strategic planning will balance community need and fiscal stability.

3. **Grays Harbor College will solidify enrollment through mindful enrollment management that promotes both community access to relevant programs and fiscal stability for the college.**
   - The college will grow, revise, add and eliminate programs based on community need and student demand (potential for FTE attainment).
   - Building on the success of its BAS and Medial Assistant programs, GHC will continue to seek partnerships with K-12, community college partners, and universities to expand its program offerings.
   - GHC will market itself to both traditional and non-traditional students and continue its investment in new student recruiting.
   - The college will continue to seek resource-generating programs and opportunities, such as contract training, outside of the state allocation model.
   - The Strategic Enrollment Management Committee will work to expand its knowledge of opportunities for increased enrollment.

- Effective onboarding, including a redesigned new student orientation and increased career exploration opportunities, and other early retention efforts will be enhanced to encourage students' quarter to quarter retention.
- With input from faculty and staff stakeholders, enrollment reports will be redesigned, using new technology, to allow the end user to more clearly identify demographic and enrollment trends.
- GHC will continue to grow dual enrollment programs and other opportunities for Pacific County residents to attend Grays Harbor College.

4. **Grays Harbor College will intensify its work to engage in practices and invest in programs and services that promote equity and success for all learners regardless of race, ethnicity, or socio-economic status.**
   - Student learning and student achievement data will be disaggregated and shared with appropriate constituents to support the work done around equity. Additionally, core theme and outcomes-assessment projects in areas such as math, English, and course completion will specifically review results for underrepresented populations to better understand the impact of core theme strategies on specific groups.
   - Student Support Services at Grays Harbor College will be enhanced in areas such as mental health, advising, and career exploration via the pursuit of grants and other funding sources.
   - Students will be engaged in conversations about desired student abilities, curriculum, and educational support.
   - Decisions regarding the yet-to-be-built Student Services Instructional Building (SSIB), will use the college's values, including student access and student success as guiding principles for decision-making.
   - The college will continue to identify and provide support and awareness around the needs of underrepresented and underserved students.

5. **Grays Harbor College will remain committed to prioritizing the work necessary to have a climate of collaboration, accountability and continuous improvement.**
   - GHC's Executive Team will continue to monitoring and work on campus climate and will resurvey the campus community using PACE or a similar tool in 2021, keeping to its three-year cycle. In the interim, discussion will continue on topics such as communication, civility, and participatory governance.
   - Professional development opportunities, particularly those that are collaborative and support institutional goals, will be prioritized. Also, professional development groups such as the Assessment, Teaching and Learning Council and the Classified Staff Development Committee will be supported.
   - Continuous improvement processes such as Non-Academic Program Assessment and Instructional Program Review will continue to evolve and increase in their usefulness in college decision-making.
   - Policy review will continue with a focus on creating transparency in college policies, procedures and processes.

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# Section II: Figures

# Glossary

## Washington Law

**RCW** – Revised Code of Washington (https://apps.leg.wa.gov/rcw/) from the website: "(RCW) is the compilation of all permanent laws now in force. It is a collection of Session Laws (enacted by the Legislature, and signed by the Governor, or enacted via the initiative process), arranged by topic, with amendments added and repealed laws removed. It does not include temporary laws such as appropriations acts.

**WAC** – Washington Administrative Code (https://apps.leg.wa.gov/wac/). From the website: "Regulations of executive branch agencies are issued by authority of statutes. Like legislation and the Constitution, regulations are a source of primary law in Washington State. The WAC codifies the regulations and arranges them by subject or agency."

## Mission Fulfillment

**Mission** defines the fundamental purpose of the college, succinctly describing why it exists and what it does. This is articulated in the College's mission statement.

**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 for each indicator.

An indicator is *exceeding* the threshold (green, ▲) if the rate or number realized by GHC is clearly above the threshold for that indicator.

An indicator is *meeting* the threshold (yellow, ◆) if the rate or number realized by GHC is close to the threshold for that indicator, generally within +/- 2%, depending on the indicator. This allows for a margin of error.

An indicator is *not meeting* the threshold (red, ▼) if the rate or number realized by GHC falls below[20] the threshold and outside the margin of error for "*meeting*."

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[20] Transfer indicators 2.3–2.6 deal with time spent/credits taken, so exceeding/not meeting are opposite from other indicators: *exceeding* means the GHC score is smaller than the threshold (took less time than comparison group), and *not meeting* is a number larger than the threshold (took more time than comparison group).

# Data Sources

**CCSSE** – Community College Survey of Student Engagement (http://www.ccsse.org/)  is a national survey, administered to community college students. GHC has participated in the survey every 3 years since 2005.

**Data Warehouse** – An SQL database where quarterly information is kept. Used for many research questions answered in-house.

**DLOA -** Data Linking for Outcomes Assessment, a database provided by the State Board for Community and Technical Colleges on employment for students 9 months after their last quarter at GHC.

**MRTE+** - Mutual Research Transcript Exchange, a database provided by the State Board for Community and Technical Colleges containing enrollment-level information from all WA public 2-year and 4-year institutions. Allows comparison of performance of GHC Students against students from other schools.

**PACE** – Personal Assessment of the College Environment survey (https://nilie.ncsu.edu/nilie/pace-survey/). An evidence-based survey, made available by National Initiative for Leadership and Institutional Effectiveness (NILIE) that assesses campus climate.

**SAI** – Student Achievement Initiative. The performance funding system for WA's system of community & technical colleges. Contains various metrics that monitor student progress and completion.

**WABERS** – Washington Adult Basic Education Reporting System. This is an online reporting system for the SBCTC system relating specifically to students in adult basic education programs. Reports are made available to colleges.

# Locations

**Columbia (CEC)** – Columbia Education Center, Ilwaco, WA. One of two remote sites for GHC. CES is in south Pacific County.

**Riverview (REC)** – Riverview Education Center, Raymond, WA. One of two remote sites for GHC. REC is in central Pacific County.

**SCCC** – Stafford Creek Correctional Center. One of Washington State's 12 prison facilities. Stafford Creek is an all-male facility. Grays Harbor College currently provides Basic Skills and workforce education programs to inmates at Stafford Creek.

# Strategic Planning/Core Theme Achievement

**Core Theme 1** – College nickname for the Academic Transfer Core Theme.

**Core Theme 2** – College nickname for the Workforce Preparation Core Theme.

**Core Theme 3** – College nickname for the Transitions (Basic Skills) Core Theme.

**Core Theme 4** – College nickname for the Service to Community Core Theme.

**DAC** – Diversity Advisory Committee.  One of the College's Strategic Planning Subcommittees.

**SAP** – Strategic Action Plan.  Annual work plan for the Strategic Plan.  Each of the core theme and topic-specific area create a strategic action plan each year, which together form the annual strategic action plan for the college.

**SEM** – Strategic Enrollment Management.  Often used in reference to the College's Strategic Enrollment Management Committee, which is one of the College's Strategic Planning Subcommittees.

**SPC** – Strategic Planning Committee. At GHC, the SPC oversees institutional-level planning efforts including the work of the core theme and topic-specific committees.

# Outcomes Assessment & Continuous Improvement

**ATL** – Assessment, Teaching, and Learning. GHC has recently formed an ATL council, to support faculty professional development.  GHC staff regularly attend the annual ATL Conference hosted by SBCTC.

**DSA** – Desired Student Abilities.  Desired student abilities serve the following functions: (1) they are Grays Harbor College's college-wide learning outcomes, (2) they serve as the transfer degree outcomes and (3) they are a part of the core theme scorecard, which represents the institutional outcomes of the college.   The Desired Student Abilities include:

- Written Communication
- Quantitative Literacy
- Information Literacy
- Critical Thinking
- Social Responsibility
- Personal Responsibility

**FIG –** Faculty Inquiry Group.  FIGs promote professional development by creating opportunities for faculty to have scholarly and interdisciplinary interaction around things such as learning, teaching, outcomes assessment and technology.  FIG members serve as resources for other faculty.

**IC** – Instruction Council.  Instruction Council is the curriculum review committee at Grays Harbor College.

**Lean** – A process by which internal business processes are reviewed and trimmed down, to provide more impact for less waste. Several areas at GHC have undergone Lean projects.

**NAPA** – Non-Academic Program Assessment.   Continuous improvement projects done by support/service areas at GHC.

**OAC** – Outcomes Assessment Committee.  At GHC, the Outcomes Assessment Committee sets the direction for student learning outcomes assessment in the area of Instruction.

**SLOA** – Student Learning Outcomes Assessment

**TILT** – Transparency in Learning and Teaching is a framework for creating assignments that puts the learner in the center. GHC began using TILT in a campus-wide project in 2017–18. For more information see https://www.unlv.edu/provost/teachingandlearning

**IPR** - Instructional Program Review.  Review of academic programs to support continuous improvement.

# Other

**BAS** – Bachelors of Applied Science degrees are designed as an additional two years of study on top of an already received Associates degree. They are typically in "applied" or workforce type fields. GHC currently offers BAS degrees in Organizational Management, Forest Resources Management, and Teacher Education.

**CBA** – Collective Bargaining Agreement

**Fiscal Year** – A 12-month period used for federal budget and accounting. It is named for the year in which it ends. For example, the 2016-17 academic year corresponds with Fiscal Year 2017 or FY17.

**FTE** – Full-Time Equivalent

**FY** – Fiscal Year

**HS21+** – High School 21+, a program for individual over the age of 21 to receive a high school completion.

**I-BEST** – I-BEST is a program in the Washington Community and Technical College System where courses are team-taught to help students who tested into developmental level. One instructor teaches the subject area (welding, automotive, speech, psychology, etc.) and the other instructor teaches basic skills in reading, math, or English language. Originating in career and technical education, the I-BEST model has now been expanded into academic transfer classes. The model helps students who test into basic skills and pre-college classes to get into college-level courses more quickly.

**ITV** – Interactive Television, a system which allowed video conferencing for instruction and meetings. ITV was a precursor to video-conferencing software like Skype and Zoom.

**Running Start –** Running Start is a Washington state program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition. They are responsible for mandatory fees, books and transportation. Students receive both high school and college credit for these classes, which accelerates their progress through the education system.

**SBCTC** – WA State Board for Community and Technical Colleges. The administrative group that acts as the liaison between the public 2-year institutions in WA State and the State Government.

# GRAYS HARBOR COLLEGE

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