GRAYS HARBOR COLLEGE

Year One Report

March 2012

Prepared for the Northwest Commission on Colleges and Universities

NWCCU Revised Standards and Process

Contents

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Introduction

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

The mission of Grays Harbor College was developed in its current form in 2008. The all-campus day during fall kick-off was dedicated to reviewing the college's mission, vision, and values. Small groups representing cross-sections of the campus community reviewed the documents of the other 33 community and technical colleges in Washington State as well as colleges nationwide. Small-group feedback was brought to the full group, resulting in several drafts of possible revisions. With the launch of the 2008-2009 academic year, a new Strategic Planning Committee was appointed, consisting of 25 members and the Board of Trustees. The new committee established a blog for comment on the possible revisions and the proposed draft. The college mission was revised to reflect clearly the college's four core themes of academic transfer, workforce preparation, basic skills, and service to community, in consideration of the new standards being developed by the NWCCU. The Board of Trustees adopted the final version in March 2009.

Through the late spring of 2009, the Accreditation Steering Committee, with detailed input from the Instructional Council and Division Chairs group, used the newly revised mission, vision, and values to develop the four core themes with their attendant objectives, outcomes and indicators, which would provide the structure for the 2011 self-study process.

In preparation for the 2012 Year One report, the mission and core themes were reviewed. After substantive discussion of potential changes, the mission and core themes were left unchanged, as they were determined to comprehensively represent the purpose of the college as stated (see *Mission, Vision, Values*). Although the four core themes of the mission remain unchanged from the 2011 Comprehensive Self-Study, the objectives, outcomes and indicators within each core theme have been updated based on data reviewed since the April 2011 Comprehensive Peer Evaluation. The discussion of each core theme in Section II of this chapter includes:

- an overview of the core theme
- key objectives that constitute fulfillment of the core theme
- intended outcomes that fulfill each objective
- indicators that comprise measurable means of gauging achievement of outcomes, and
- a rationale for the inclusion of the particular set of indicators chosen

Additionally, the college has articulated operational definitions and relationships among the various components involved in institutional self-study. Beginning with the holistic, institutional level of mission, the college derived its four abstract core themes. Achievement of mission within each of the core themes is determined theoretically through examination of broad objectives, which are analyzed and evaluated on the applied level through individual outcomes specific to each objective. Finally, achievement of these applied outcomes is judged through measurable indicators of achievement. Thus the college's fulfillment of mission is gauged through close examination of measurable factors leading to reliable evaluation of the extent to which both specific outcomes and broad objectives are met within each core theme of the mission. A graphic representation of these operationalized relationships appears in the Rationale section at the end of Chapter 1 (*Figure 1.2.1).*

Institutional Context

Among the oldest two-year community colleges in Washington State, Grays Harbor College marked its 80th year in 2010. Conceived by a group of Aberdeen citizens in 1929 and incorporated on August 7, 1930, the college held its first day of classes on September 28 of that year. The college operated as a private institution until 1945, when the Aberdeen School District assumed control and provided financial stability. That affiliation continued until 1967, when the State Legislature created the public community college system and designated Grays Harbor and Pacific counties as the college's service district. With that legislation came the college's charge of providing open access to academic transfer, workforce education, adult basic skills and community education opportunities. *(Eligibility Requirements 1, 2)*

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

Within this 3,000-square-mile district, numerous rural communities combine for a total population of approximately 94,000 people. Grays Harbor College provides much needed educational services to this southwestern corner of Washington. While 86% of the population in the college's service area is white, the student population has a broader cultural mix, with 22.4% students of color. The median age of students at GHC (27.6) is higher than the system average (26.3). A third (34%) of students have children; 14% of those are single parents. Full-time or part-time workers comprise 29% of the student population. The number of students who receive need-based financial aid has increased 54% in the past two years. GHC ranks second in the 35-college system in its percentage of students receiving aid. Student demographic data at GHC compared to the state community college system average are presented in *Chart 1.0.1*.[1]

2010-2011 Comparative Demographic Data by % of Students

Category	%
Need-based aid, system	47%
Need-based aid, GHC	74%
Disabled students, system	5.40%
Disabled students, GHC	8.60%
Female students, system	56%
Female students, GHC	58%

Chart 1.0.1

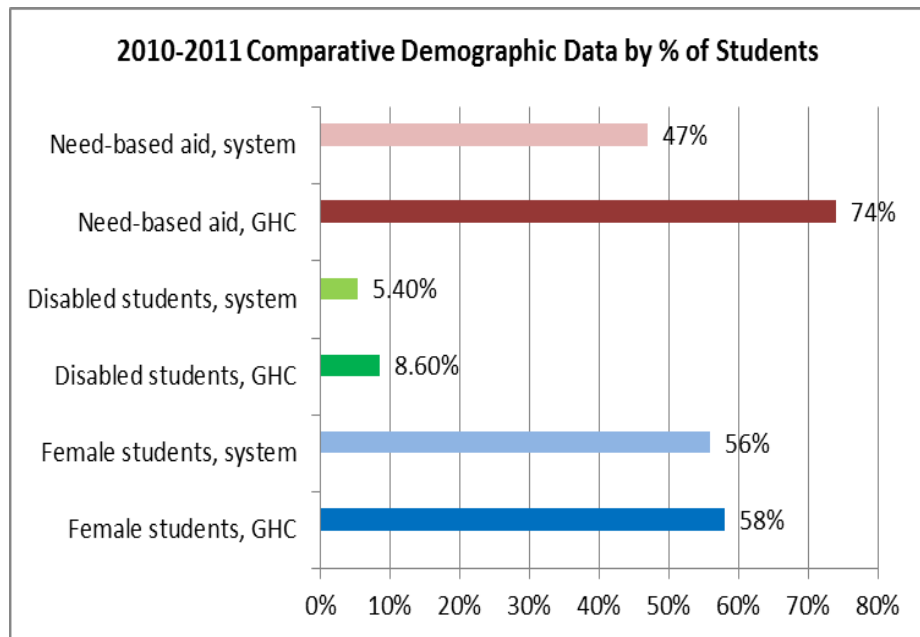In the 2010-2011 school year, Grays Harbor College served 3,866 state supported students, or 1,954 full-time equivalent (FTE) students. A majority of students (65%) enroll in on-campus day classes at the main campus. A variety of courses are also offered in the evenings, at the community education centers, and at the centers via interactive television; 12% of enrollments are in these areas. E-Learning now represents

23% of all state-funded FTE with 59% of e-Learning FTE enrolled fully online. Others are enrolled in hybrid courses (36% of all e-Learning), which combine various in-class and online learning techniques. Full-time students represent 81% of college FTE with part-time students making up 19%. *Chart 1.0.2* shows the college's enrollment distribution.[2]
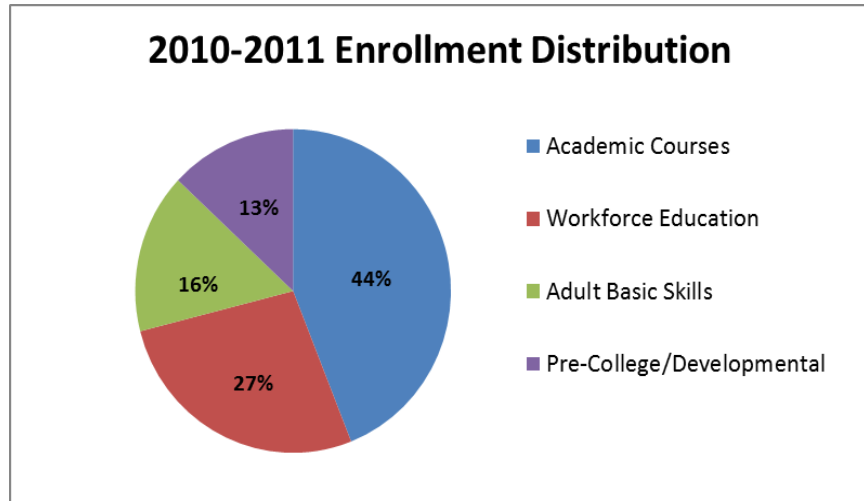

2010-2011 Enrollment Distribution

- Academic Courses — 44%
- Workforce Education — 27%
- Adult Basic Skills — 16%
- Pre-College/Developmental — 13%

Chart 1.0.2

Grays Harbor College offers numerous Associate degrees. Associate in Arts and Associate in Science-Transfer degrees are designed to transfer to the 22 four-year colleges and universities within Washington State; other degrees offered include Associate in Business, Associate in Pre-Nursing, Associate in Science (non-transfer), Associate in Applied Science and Associate in Technology degrees. Certificate programs are also available in a variety of workforce education programs. Through the Adult Basic Education program, the college offers an extensive schedule of math and English basic skills and developmental education courses, English as a Second Language, high school completion, and General Educational Development testing and certificates. Lifelong learners in the district are also served with a varied selection of community service courses.

As the only higher education institution in the two-county area, GHC works to provide opportunities for residents to pursue four-year degrees without leaving their jobs, families and homes. Toward that end, the college has entered into partnerships with The Evergreen State College and City University.

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

Preface

Institutional Changes Since the Last Report

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

Topics Requested by the Commission

In April 2011, Grays Harbor College completed a Comprehensive Self-Evaluation following the new accreditation process. The Commission presented two recommendations in its report following the Comprehensive Peer Evaluation. Below is a summary of the college's compliance and progress to date on those recommendations.

1. **The evaluators recommend 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 (3.A.3).**

The first recommendation confirmed what the college had already identified as a high priority. As GHC prepared its 2011 Comprehensive Self-Evaluation, it became clear that much work was needed to improve the collection, dissemination, analysis and use of data. With that work in mind, GHC applied, and was selected, to be an Achieving the Dream (ATD) college beginning in 2011-2012. Colleges that participate in ATD agree to engage faculty, staff and administrators in a process that uses data to identify gaps in student achievement and to implement and improve strategies for closing those gaps. Tangible results from adopting the ATD institutional improvement process for student success include helping GHC transform its culture into one that effectively uses data and other evidence to make decisions and evaluate effectiveness. The evidence gathered enables the college to invest limited resources in ways that clearly demonstrate mission fulfillment and pay off in improved student success.

Developing a culture of evidence was the focus of the All College Fall Kick-Off in September 2011. After viewing student success rates across core theme areas, faculty, staff and administrators broke into small groups to discuss what data would be useful in determining how to improve those rates. Achieving the Dream was introduced, not as a new initiative, but as a tool and resource for "developing a robust system for the collection and analysis of appropriately defined data to fully inform the planning and evaluation process for the institution."

2. **The evaluators recommend that Grays Harbor College develop feedback mechanisms that more systematically use assessment data to improve practices and make changes to programs and services in support of mission fulfillment (4.B.1).**

In November 2011, the college determined that the groups and activities developed for Achieving the Dream could be aligned with all planning and evaluation. At that time, the Executive Team (E-Team) – the president; the vice presidents for instruction, student services, and administrative services; and the chief officers for human resources, information technology, and campus operations/safety and security – worked to integrate ATD with strategic planning, accreditation, resource allocation, and other planning. Using the existing framework of the Strategic Planning Committee, the E-Team created a new College Success Team, which met for the first time on February 6, 2012. The College Success Team brings together representatives from the ATD Core Team, the ATD Data Team, the Accreditation Steering Committee, faculty and staff unions, all instructional divisions, student services, administrative services,

and institutional research. This group both fulfills and surpasses the mission of the Strategic Planning Committee by executing ATD strategies and using the results of those strategies through ad hoc strategy work groups whose targeted efforts will be used for both strategic planning and accreditation reporting. The alignment between the ATD "culture of evidence" strategies and overall planning will ensure that the mission core theme areas remain a central focus of all College Success Team activities. The diagram below (*Figure 1.0.1*) describes the reporting structure indicated by the new planning framework:
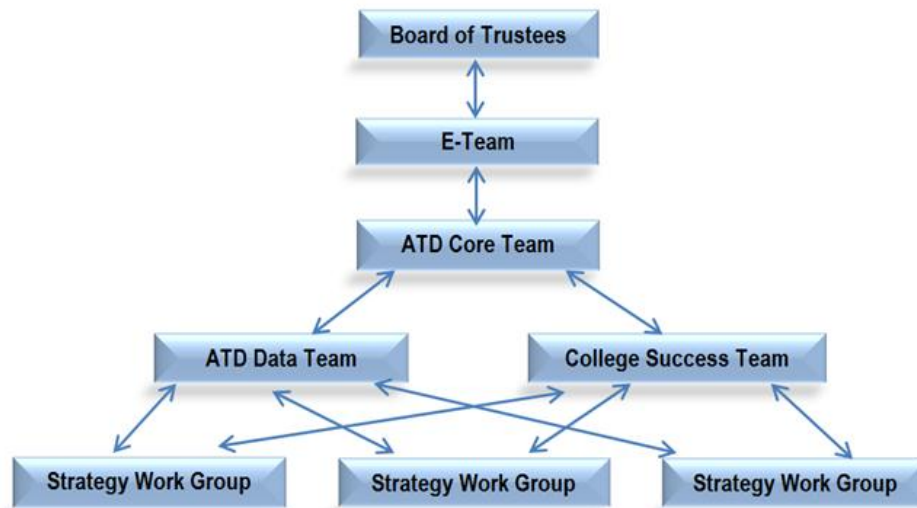
Figure 1.0.1

Much of the college's focus in responding to the evaluators' recommendations has been on instructional programs, but an analysis of previous reports indicated a need within non-instructional programs for coaching on both the purpose of program review and the process of developing a cycle of continuous improvement using data. On February 7, 2012, all exempt personnel received training on the Nichols Five-Column Model for completing Non-Instructional Program Reviews, as outlined in *Table 1.0.1*.

Nichols Five-Column Model for Non-Instructional Program Review				
Formulating the Assessment Plan			Implementation and Improvement	
Step 1. Establish program mission statement and link to institutional mission	**Step 2.** Formulate program objectives	**Step 3.** Identify means of assessment and criteria for success	**Step 4.** Conduct assessment activities	**Step 5.** Document use of results for service improvement
Example: Student Services provides opportunities for cultural enrichment. This objective supports the institutional mission of Core Theme 4 (Service to Community).	**Example:** Provide sufficient numbers of musical/theatre events to satisfy community demand	**Example:** Number of musical and theatrical events; number of community members participating as performers or audience	**Example:** Number of events has remained constant at 18-19 per year; number of community members performing has increased by 10% over 3 years; audience has grown by 9.8% in the same time frame	**Example:** The college should continue to provide at least the current number of events for the community and should aim for an additional 10% increase in both participation levels over the next three years.

Table 1.0.1

Chapter One: Mission, Core Themes, and Expectations

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

Mission Statement (Standard 1.A.1)

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

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

The college's vision is to be a catalyst for positive change by fulfilling its mission to provide meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community. The college defines mission fulfillment as making effective use of resources and capacity in order to achieve demonstrable success in the key objectives of student progression, completion, and transition as well as lifelong learning, cultural enrichment and partnerships that serve the community. These key objectives and their respective outcomes comprise the essential components through which the college interprets its fulfillment of mission.

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

Based on comments from both peer evaluators and commissioners during its 2011 Comprehensive Self-Evaluation, Grays Harbor College is redefining how it ultimately determines overall mission fulfillment.

GHC defines mission fulfillment as demonstrating an acceptable level of performance on the mission core theme objectives of progression, completion, transition, lifelong learning, cultural enrichment, and partnerships that serve the community. Weights have been assigned to these objectives and to the key outcomes that support these objectives in order to determine how much each contributes to overall mission. As *Table 1.1.1* below indicates, the weights in each core theme add up to 100.

An acceptable threshold for mission fulfillment has been set at 80% of complete achievement of indicators. At the time of this report, GHC is still in the process of defining measurement parameters and benchmarking specific performance levels over multiple years. This information will be used to build a scoring metric for performance that exceeds, meets, or falls short of the targets in all areas.

Specific performance levels will be benchmarked for every data set identified as a key indicator of achievement under each core theme objective and outcome. While the acceptable threshold of fulfillment has been presented at the level of core theme objectives and outcomes in *Table 1.1.1*, the performance indicators that measure achievement of outcomes and objectives are presented in each of the detailed core theme tables that appear in Section II of this chapter.

Subsequent reports will demonstrate in detail the ways in which the college fulfills its mission by using its available resources; planning, implementing, and assessing its programs; and working toward continuous improvement and sustainability.

Acceptable Threshold of Mission Fulfillment: 80%			
Core Theme 1: **Academic Transfer**	**Core Theme 2:** **Workforce Preparation**	**Core Theme 3:** **Basic Skills**	**Core Theme 4:** **Service to Community**
Objective 1: Student Progression			**Objective 1:** **Lifelong Learning**
Outcomes: • toward degree (20) • in essential skills (10) • in student learning outcomes (10) **Threshold = 32/40**	*Outcomes:* • toward degree or certificate (10) • in essential skills (10) • in student learning outcomes (10) **Threshold = 24/30**	*Outcomes:* • in essential skills (20) • in student learning outcomes (20) **Threshold = 32/40**	*Outcomes:* • professional development (10) • community interest offerings for lifelong learners of all ages (10) • satisfaction (10) **Threshold = 24/30**
Objective 2: Student Completion			**Objective 2:** **Cultural Enrichment**
Outcomes: • transfer readiness (20) • degrees (20) **Threshold = 32/40**	*Outcomes:* • workforce readiness (20) • degrees/certificates (20) **Threshold = 32/40**	*Outcomes:* • IBEST completion (20) • GED completion (20) **Threshold = 32/40**	*Outcomes:* • cultural enrichment offerings (10) • diversity of perspectives (10) • satisfaction (10) **Threshold = 24/30**
Objective 3: Student Transition			**Objective 3: Partnerships Serving the Community**
Outcomes: • transfer to baccalaureate institutions (10) • performance at receiving institutions (10) **Threshold = 16/20**	*Outcomes:* • transition to employment (10) • preparation for the workforce (10) • employer satisfaction (10) **Threshold = 24/30**	*Outcome:* • transition to developmental or college-level courses (20) **Threshold = 16/20**	*Outcomes:* • service through partnerships with organizations, institutions, agencies and businesses (20) • satisfaction (20) **Threshold = 32/40**
Core Theme 1 **Threshold = 80/100**	**Core Theme 2** **Threshold = 80/100**	**Core Theme 3** **Threshold = 80/100**	**Core Theme 4** **Threshold = 80/100**

Table 1.1.1

In determining mission fulfillment, the outcomes and objectives outlined in *Table 1.1.1* above will be scored through analysis of achievement levels on the individual indicators included in the four core theme tables presented in Section II of this chapter. Scores for these indicators, and therefore for outcomes and objectives within each core theme, are derived based on applying the benchmarks described in the following scale *(Figure 1.1.1)*:
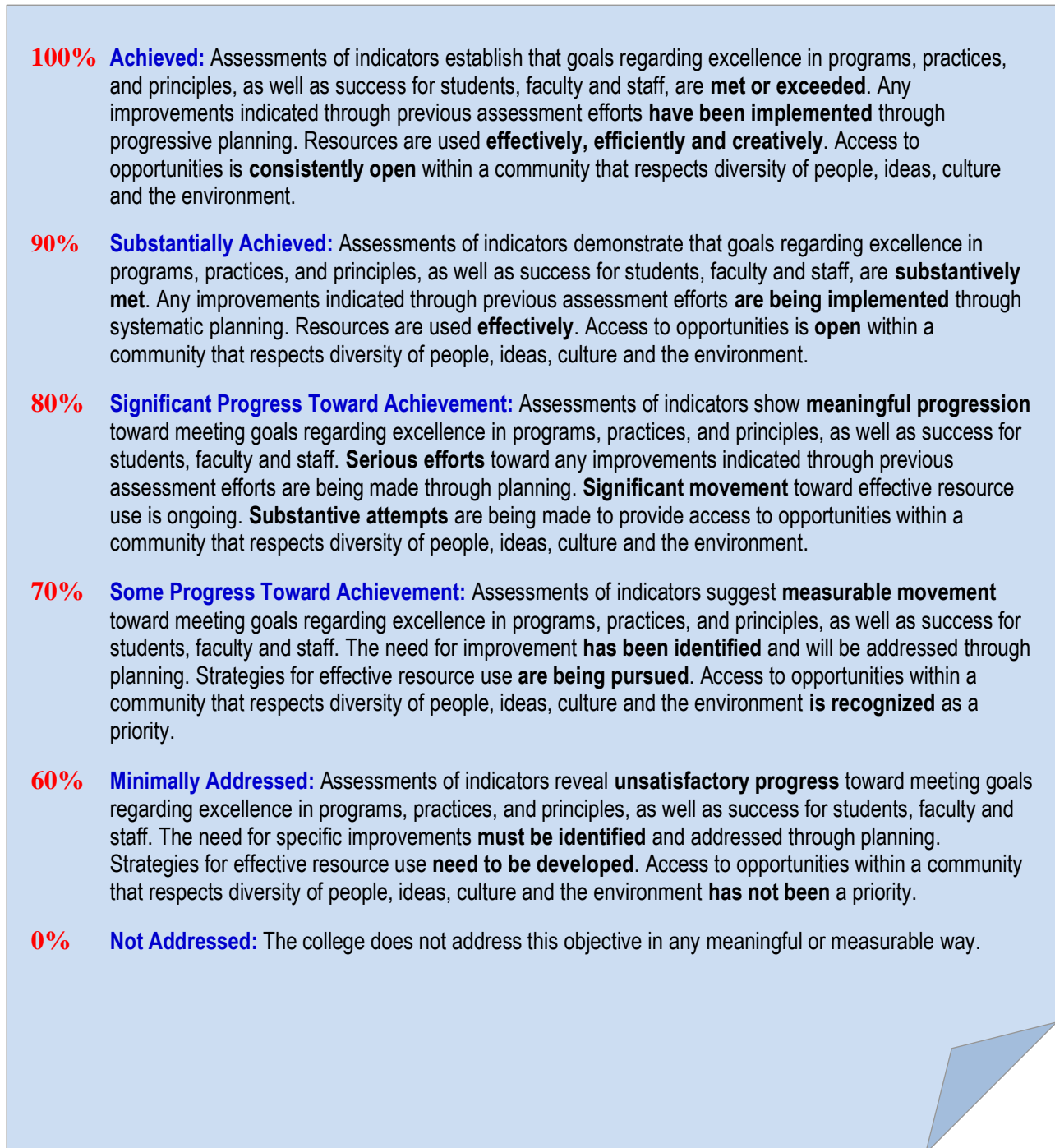
100% **Achieved:** Assessments of indicators establish that goals regarding excellence in programs, practices, and principles, as well as success for students, faculty and staff, are **met or exceeded**. Any improvements indicated through previous assessment efforts **have been implemented** through progressive planning. Resources are used **effectively, efficiently and creatively**. Access to opportunities is **consistently open** within a community that respects diversity of people, ideas, culture and the environment.

90% **Substantially Achieved:** Assessments of indicators demonstrate that goals regarding excellence in programs, practices, and principles, as well as success for students, faculty and staff, are **substantively met**. Any improvements indicated through previous assessment efforts **are being implemented** through systematic planning. Resources are used **effectively**. Access to opportunities is **open** within a community that respects diversity of people, ideas, culture and the environment.

80% **Significant Progress Toward Achievement:** Assessments of indicators show **meaningful progression** toward meeting goals regarding excellence in programs, practices, and principles, as well as success for students, faculty and staff. **Serious efforts** toward any improvements indicated through previous assessment efforts are being made through planning. **Significant movement** toward effective resource use is ongoing. **Substantive attempts** are being made to provide access to opportunities within a community that respects diversity of people, ideas, culture and the environment.

70% **Some Progress Toward Achievement:** Assessments of indicators suggest **measurable movement** toward meeting goals regarding excellence in programs, practices, and principles, as well as success for students, faculty and staff. The need for improvement **has been identified** and will be addressed through planning. Strategies for effective resource use **are being pursued**. Access to opportunities within a community that respects diversity of people, ideas, culture and the environment **is recognized** as a priority.

60% **Minimally Addressed:** Assessments of indicators reveal **unsatisfactory progress** toward meeting goals regarding excellence in programs, practices, and principles, as well as success for students, faculty and staff. The need for specific improvements **must be identified** and addressed through planning. Strategies for effective resource use **need to be developed**. Access to opportunities within a community that respects diversity of people, ideas, culture and the environment **has not been** a priority.

0% **Not Addressed:** The college does not address this objective in any meaningful or measurable way.

Figure 1.1.1

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

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

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

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

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

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

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

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

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

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

- Specified and general elective coursework (30 credits)

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

Specific objectives, outcomes and indicators of achievement for Core Theme 1: Academic Transfer appear in *Table 1.2.1* below.

CORE THEME 1: ACADEMIC TRANSFER	
OBJECTIVE 1: Students demonstrate high rates of progress.	
Intended Outcome: Students achieve high rates of progress toward degree.	**Indicators of Achievement:** **1.1** Percentage of students earning 15 college-level credits in a year **1.2** Percentage of students earning 30 college-level credits in a year
Intended Outcome: Students achieve high rates of progress in essential skills courses.	**Indicators of Achievement:** **1.3** Average student achievement points per student per year **1.4** Percentage of students successfully completing the quantitative reasoning requirement within two years **1.5** Percentage of students successfully completing the writing skills requirement within two years
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	**Indicators of Achievement:** **1.6** Percentage of students achieving success in course-level outcomes **1.7** Percentage of students achieving success in program-level outcomes **1.8** Percentage of students achieving success in institution-level outcomes (desired student abilities)
OBJECTIVE 2: Students demonstrate high rates of completion.	
Intended Outcome: Students achieve high rates of transfer readiness.	**Indicators of Achievement:** **2.1** Percentage of degree-seeking students who are transfer-ready (defined as attaining 45 transferable credits in four years)
Intended Outcome: Students achieve high rates of completing degrees.	**Indicators of Achievement:** **2.2** Percentage of degree-seeking students earning an associate degree
OBJECTIVE 3: Students demonstrate high rates of successful transition.	
Intended Outcome: GHC graduates are accepted at baccalaureate institutions.	**Indicators of Achievement:** **3.1** Percentage of "completers" who transfer to a baccalaureate institution within four years
Intended Outcome: Transfer students perform well academically at baccalaureate institutions.	**Indicators of Achievement:** **3.2** Percentage of GHC transfer students whose GPAs at baccalaureate institutions are equal to or greater than those of native students

Table 1.2.1

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

A second key element of GHC's mission is the preparation of students who intend to enter the workforce upon achieving their educational goals at the college. Grays Harbor College offers Associate in Applied Science (AAS) degrees in accounting, business management, criminal justice, energy technology, forestry technician, health sciences, human services, industrial control systems technology, and office technology; Associate in Technology (AT) degrees in automotive technology, carpentry, diesel technology, and welding; and certificates of completion/achievement in the above degree areas plus commercial truck driving, early childhood education, medical records office assistant, medical coding and medical

transcription. Specific objectives, outcomes, and indicators of achievement for Core Theme 2: Workforce Preparation appear in *Table 1.2.2* below.

CORE THEME 2: WORKFORCE PREPARATION

OBJECTIVE 1: Students demonstrate high rates of progress.	
Intended Outcome: Students achieve high rates of progress toward degree.	**Indicators of Achievement:** **1.1** Percentage of students earning 15 college-level credits in a year **1.2** Percentage of students earning 30 college-level credits in a year
Intended Outcome: Students demonstrate high rates of progress in essential skills.	**Indicators of Achievement:** **1.3** Percentage of students completing computation requirement within two years **1.4** Average student achievement points per student per year
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	**Indicators of Achievement:** **1.5** Percentage of students achieving success in course-level outcomes **1.6** Percentage of students achieving success in program-level outcomes **1.7** Percentage of students achieving success in institution-level outcomes (desired student abilities)

OBJECTIVE 2: Students demonstrate high rates of completion.	
Intended Outcome: Students demonstrate high rates of workforce readiness.	**Indicators of Achievement:** **2.1** Percentage of students workforce-ready (defined as attaining 45 or more vocational credits within four years)
Intended Outcome: Students demonstrate high rates of completing degrees and certificates.	**2.2** Percentage of Workforce Preparation students who earn a degree within four years **2.3** Percentage of Workforce Preparation students who earn certificates within three years

OBJECTIVE 3: Students demonstrate high rates of successful transition	
Intended Outcome: Students demonstrate high rates of transition into employment.	**Indicators of Achievement:** **3.1** Employment rates by program for students who complete programs **3.2** Employment rates by program for students who leave programs **3.3** Average inflation-adjusted wage by program
Intended Outcome: Students are well prepared to enter the workforce.	**3.4** Percentage of licensure or certification exams scored at or above regional and national averages
Intended Outcome: Employers are satisfied with GHC graduates.	**Indicators of Achievement:** **3.5** Employers' satisfaction with GHC graduates **3.6** Programs' use of advisory committee input for program review and improvement **3.7** Program demand according to Workforce Explorer, Worksource Demand/Decline list, and labor market data

Table 1.2.2

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

A third component in GHC's mission is providing basic skills instruction for adults in the community: developmental education, adult basic education (ABE), English as a second language (ESL), general educational development (GED), and student success. Grays Harbor College offers English language courses for non-native speakers as well as courses in reading, writing, and mathematics for adult learners who have not completed a high-school diploma or who need to refresh skills. Specific objectives, outcomes, and indicators of achievement for Core Theme 3: Basic Skills appear in *Table 1.2.3* below.

CORE THEME 3: BASIC SKILLS	
OBJECTIVE 1: Students demonstrate high rates of progress.	
Intended Outcome: Students demonstrate high rates of progress in essential skills.	**Indicators of Achievement:** **1.1** Percentage of ABE and ESL students making level gains on CASAS **1.2** Average student achievement points per student per year **1.3** Percentage of IBEST students making level gains measured via SAI points
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	**Indicators of Achievement:** **1.4** Percentage of students achieving success in course-level outcomes **1.5** Percentage of students achieving success in program-level outcomes **1.6** Percentage of students achieving success in institution-level outcomes (desired student abilities)
OBJECTIVE 2: Students demonstrate high rates of completion.	
Intended Outcome: Students demonstrate high rates of completion in the IBEST program.	**Indicators of Achievement:** **2.1** Percentage of IBEST students who complete the program
Intended Outcome: Students demonstrate high rates of completion in the GED program.	**2.2** Percentage of students enrolled in GED preparation classes earning their GED
OBJECTIVE 3: Students demonstrate high rates of successful transition	
Intended Outcome: Students make the transition into developmental or college-level work.	**3.1** Percentage of students transitioning to developmental or college-level courses

Table 1.2.3

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

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

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

As the only institution of higher education in the two-county area, GHC takes very seriously its mission to broaden the experiences and enrich the lives of the larger community through offerings designed to heighten civic awareness as well as both curricular and extra-curricular programs in the creative and performing arts. Beyond this, the college is committed to a variety of community partnerships, through which it maintains its role as a model of service, stewardship, and good citizenship. Specific objectives, outcomes, and indicators of achievement for Core Theme 4: Service to Community appear in *Table 1.2.4:*

CORE THEME 4: SERVICE TO COMMUNITY
OBJECTIVE 1: GHC provides opportunities for lifelong learning.

Intended Outcome: The college provides effective professional development opportunities.	**Indicators of Achievement:** **1.1** Number of contract training courses offered for business or professional development **1.2** Student and employer satisfaction with classes/training
Intended Outcome: The college provides community-interest opportunities for lifelong learners of all ages.	**Indicators of Achievement:** **1.3** Number of community interest and community special interest courses for adults **1.4** Participation numbers in learning opportunities provided for pre-college-age students **1.5** Number of students enrolling in courses for personal enrichment **1.6** Participant satisfaction with lifelong learning opportunities

OBJECTIVE 2: GHC provides opportunities for cultural enrichment.

Intended Outcome: The college provides a variety of courses and events that provide cultural enrichment.	**Indicators of Achievement:** **2.1** Number of course offerings related to creative and performing arts **2.2** Number of musical/theatre events offered by/at the college **2.3** Number of art exhibits offered by/at the college **2.4** Participant and audience satisfaction with cultural events
Intended Outcome: The college provides courses and events that represent broad diversity of people, ideas and culture.	**Indicators of Achievement:** **2.5** Number of course offerings that represent diverse perspectives **2.6** Number of cultural/artistic events that represent diverse perspectives **2.7** Number of forums/conferences/workshops that represent diverse perspectives **2.8** Student and audience satisfaction with diversity of courses and events

OBJECTIVE 3: GHC participates in meaningful partnerships that serve the community.

Intended Outcome: The college exemplifies service, stewardship, and good citizenship in its partnerships.	**3.1** Number of partnerships with community civic organizations **3.2** Number of partnerships with educational institutions **3.3** Number of partnerships with business and industry **3.4** Number of partnerships with government agencies **3.5** Partner satisfaction with college services

Table 1.2.4

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

The indicators of achievement (detailed metrics) for each outcome and objective within the preceding core theme tables serve as specific measures of mission fulfillment as described below:

Progression
- **Percentages of students earning 15/30 college-level credits in a year** *(Core Themes 1, 2)* measure students' movement toward and success in meeting their stated educational goals.
- **Average student achievement points per student per year** *(Core Themes 1, 2, 3)* measure students' preparation for success in core skill areas as well as progression.
- **Percentages of students successfully completing quantitative reasoning** *(Core Themes 1, 2)* **and writing skills requirements** *(Core Theme 1)* measure students' preparation for success in further college-level work.
- **Percentages of students achieving success in learning outcomes at the course, program, and institutional level** *(Core Themes 1, 2, 3)* measure students' mastery of the skills and knowledge required to be successful within specific content areas as well as within the broader goals of their chosen programs, certificates and degrees.
- **Percentages of students making level gains on CASAS and via SAI points** *(Core Theme 3)* measure the persistence and progress of ABE and ESL students toward achieving success in basic skills.

Completion
- **Percentages of students who are transfer- or workforce-ready within four years** *(Core Themes 1, 2)* measure students' preparation for the transition to the next level of their stated educational goals.
- **Percentage of students completing the IBEST program** *(Core Theme 3)* measures students' completion of stated educational goals.
- **Percentages of students earning degrees, certificates or GEDs** *(Core Themes 1, 2, 3)* measure students' completion of stated educational goals.

Transition
- **Percentages of students who transfer to a baccalaureate institution or into developmental/ college-level courses** *(Core Themes 1, 3)* measure students' success in pursuing the next level of their stated goals.
- **Percentage of transfer students whose GPAs at four-year institutions meet or exceed those of native students** *(Core Theme 1)* measures how well GHC prepares students to succeed after transfer.
- **Employment rates and wage data** *(Core Theme 2)* measure how well GHC prepares students to be successful in the workplace.
- **Licensure and certification data** *(Core Theme 2)* are crucial elements in determining student preparedness to enter the workforce.
- **Advisory committee input and program demand data** *(Core Theme 2)* measure the degree to which employers are satisfied with the college's workforce preparation programs.
- **Satisfaction surveys** *(Core Theme 2)* measure the degree to which employers as well as other constituent groups value the work of the college

Lifelong Learning
- **Numbers of contract training courses** *(Core Theme 4)* measure GHC's responsiveness to the demand for business and professional development.

- **Numbers of courses offered for lifelong learners of all ages** *(Core Theme 4)* measure GHC's responsiveness to community need for special-interest, youth, and personal enrichment opportunities.
- **Satisfaction surveys** *(Core Theme 4)* measure the degree to which constituent groups value the work of the college.

Cultural Enrichment
- **Numbers of course offerings and events related to creative and performing arts** *(Core Theme 4)* measure GHC's responsiveness to the need for cultural enrichment.
- **Numbers of course offerings and events that represent diverse perspectives** *(Core Theme 4)* measure GHC's responsiveness to the need for civic awareness and understanding.
- **Satisfaction surveys** *(Core Theme 4)* measure the degree to which constituent groups value the work of the college.

Partnership
- **Numbers of partnerships that serve the broader community** *(Core Theme 4)* measure GHC's responsiveness to the needs of community civic organizations, educational institutions, business and industry, and government agencies.
- **Satisfaction surveys** *(Core Theme 4)* measure the degree to which constituent groups value the work of the college.

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 (outcomes). These outcomes are measured via the variety of meaningful data points described above (indicators of achievement). The specific scores for these outcomes and objectives will be derived through measuring achievement of these indicators against targets identified through the work of the various groups identified in *Figure 1.0.1* (see Preface), using the rubric presented in *Figure 1.1.1* (see Section I). The culture of evidence that has resulted in this process of analysis and evaluation encourages the recursive evaluation structure shown in the figure below:
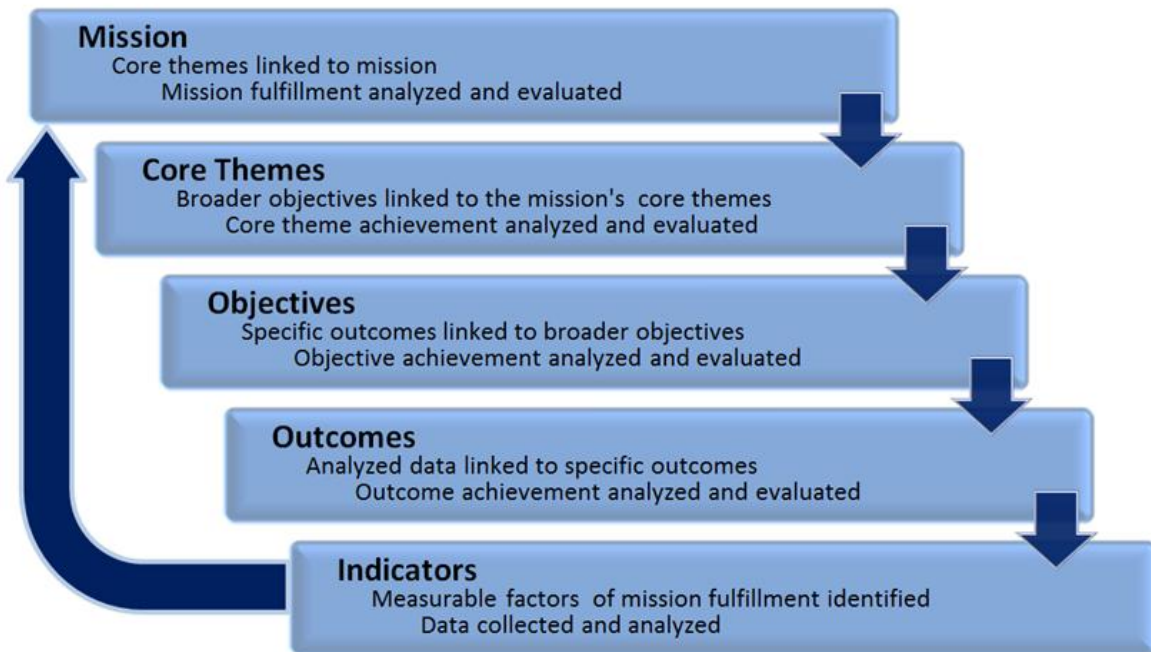

Mission
Core themes linked to mission
Mission fulfillment analyzed and evaluated

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

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

Outcomes
Analyzed data linked to specific outcomes
Outcome achievement analyzed and evaluated

Indicators
Measurable factors of mission fulfillment identified
Data collected and analyzed

Figure 1.2.1

Section III: Chapter One Summary

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

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

Specifically, members of the college community – and particularly members of the Accreditation Steering Committee – have thoughtfully reviewed the principles and measures upon which the college gauges fulfillment of its mission. In concert with the Steering Committee's work, the college's participation in the Achieving the Dream initiative has resulted in clearer articulation of meaningful indicators of achievement that can be measured and analyzed in a culture of evidence. The work done with indicators has led to sharper identification of the specific outcomes that make up the key objectives in each of the college's core theme areas. This more focused identification of outcomes has in turn led to refining the structure within which achievement in each core theme area is determined.

While the college's overall mission, core themes and key objectives remain substantively unchanged, work has been done to refine and more clearly articulate those objectives, to better formulate and organize specific outcomes, and to identify the most salient indicators used to measure the achievements that culminate in the evaluation of mission fulfillment. The benchmarks for this evaluation have been derived in part through applying to each core theme's key objectives the institution's stated core values of 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.

Between August 2009 and March 2011, the college undertook the challenge of completing all steps in the seven-year self-study process in just over a year and a half. That experience, while both enlightening and empowering, was sometimes daunting because of the abbreviated timeline under which everyone labored. The Accreditation Steering Committee, and the college community as a whole, is energized by the knowledge that the six years between now and the next comprehensive self-study will provide even more opportunities for the meaningful conversations and the significant work that will ensure the college's continued fulfillment of its mission.

Accreditation Steering Committee
Dr. Ed Brewster, president
Laurie Kaye Clary, vice president for instruction
Dr. Arlene Torgerson, vice president for student services
Barbara McCullough, vice president for administrative services
Dave Halverstadt, chief human resources officer
Debbie Reynvaan, director of research, assessment and planning
Lynne Lerych, faculty (English)
Dr. Chris Portmann, faculty (sociology)

Data Sources

[1] GHC demographic information from the State Board for Community and Technical Colleges' (SBCTC) Academic Year Report (2010-2011); county demographic data from the U.S. Census (2010)
[2] Enrollment data from the SBCTC Fall Report (2010) and Academic Year Report (2010-2011)