

Northwest Commission on Colleges and Universities

**Comprehensive
Peer-Evaluation Report**

Grays Harbor College
Aberdeen, Washington

April 27-29, 2011

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Introduction

Grays Harbor College was founded in 1930, operating as a private institution until 1945, serving two counties and a 3000 square mile district in the southwestern corner of Washington. In the 2008-2009 school year, Grays Harbor College served 4,495 state supported students, or 1,797 full-time equivalent (FTE) students. Of this total, 46 percent enrolled in academic courses, 25 percent in workforce education programs, 22 percent in adult basic skills courses and 8 percent in pre-college or developmental classes.

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. Certificates 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.

The main College campus is located on a 40-acre property and includes an accessible model watershed. The College also operates three community education centers: Riverview Education Center in Raymond, the Columbia Education Center in Ilwaco, and the Whiteside Education Center in downtown Aberdeen.

The College has been accredited since 1948:

- 1948 Accreditation: Restricted accreditation as a two-year college, grades XIII and XIV inclusive, for one year subject to re-visitation.
- 1954 Evaluation: Restricted accreditation for four years as a two-year college with the condition that this be changed to unrestricted accreditation upon notification from the superintendent of the Aberdeen schools.
- 1961 Evaluation: Unrestricted accreditation granted for a period of five years.
- 1971 Full-scale: Accreditation reaffirmed.
- 1981 Full-scale: Accreditation reaffirmed.
- 1991 Full-scale: Accreditation reaffirmed.
- 2001 Full-scale: Accreditation reaffirmed; requested a focused interim report and evaluation visit in spring 2003 addressing General Recommendations 1 and 2 from the spring 2001 Evaluation Committee Report.
- 2003 Focused Interim: Accreditation reaffirmed (to address General Recommendations 1 and 2 from the spring 2001 Evaluation Committee Report); issued a Warning for Educational Assessment; requested a focused interim report and visit in fall 2004 to address General Recommendation 1, Educational Assessment, of the spring 2003 Focused Interim Evaluation Report.
- 2005 Focused Interim: Reaffirm accreditation; Remove Warning
- 2006 Regular: Accreditation reaffirmed.

Assessment of the Self-Evaluation Report and Support Materials

The evaluation visit of April 27-29, 2011 lasted two and a half days, during which the evaluators conducted interviews, reviewed evidence organized by the College, and visited the Raymond Center and the Whiteside Education Center in person and the Ilwaco center via ITV. The College had the evidence documents easily accessible in the resource room that was made available to the evaluators. The faculty and staff were collegial and hospitable, and the support provided to the evaluators in terms of technology, navigating the campus, food and other clerical needs was extensive.

The evaluation team found the Self-Evaluation Report to be very well organized, comprehensive and thorough. The explicit mapping to the accreditation standards made the Self-Evaluation Report easy to use.

Eligibility Requirements

The team found that Grays Harbor College meets or substantially meets all the eligibility requirements of the Northwest Commission on Colleges and Universities (NWCCU).



Chapter One: Mission, Core Themes, and Expectations

Mission Statement (Standard 1.A.1)

Grays Harbor College (GHC) has a Mission statement that is well defined, is appropriate for an institution of higher education and is understood by the campus community (1.A.1). The College conceives its Mission fulfillment as the execution of the four components (Core Themes) of the Mission through the five College Values¹. The extent to which the five College Values are accomplished in each of the four Core Themes is identified on a Likert scale with a score of 1 representing “not addressed” to 5 representing “substantially achieved”. The threshold of mission fulfillment (1.A.2) is defined as having 90% of the College Values achieving a score of 80% or more.

Core Themes (Standard 1.B)

GHC has identified four Core Themes² from distinct parts of the Mission statement that together comprise and individually manifest the essential elements of the Mission (1.B.1). Each Core Theme has an associated set of Objectives, and each of these Objectives has an associated set of measurable Indicators of Achievements (1.B.2).

Each Objective is further defined in terms of Outcomes that clarify the intent of the Objective, and aggregate the Indicators of Achievements. This interwoven yet distinct set of Indicators, Outcomes and Objectives that establishes a map of the Core Themes is well developed. Further, GHC weaves in the Desired Student Abilities (DSAs³) as well as the five Values of the College in order to establish a holistic approach to mission fulfillment.

The evaluators applaud the College for the thoroughness with which the Core Themes, Objectives, Outcomes and Indicators of Achievement have been defined. The idea behind the proposed Mission fulfillment threshold rationale is also noteworthy - defined as having 90% of the College Values achieving an 80% score or higher, since this is the existing standard for programs on campus when completing their program review.

Nonetheless, there appeared to be a disconnect between the definition of Mission fulfillment and Core Values Indicator thresholds, versus the Objectives, Outcomes, and (similarly titled) Indicators of Achievement of the Core Themes. The Indicators used for each of the Core Values in assigning a percentage score for the Core Themes (pp 122-125) are not explicitly the Indicators used in defining the Core Themes in terms of Objectives and Outcomes (pp 8-11), and appear to constitute two methods for determining Mission fulfillment that are implicitly aligned but operationally disconnected.

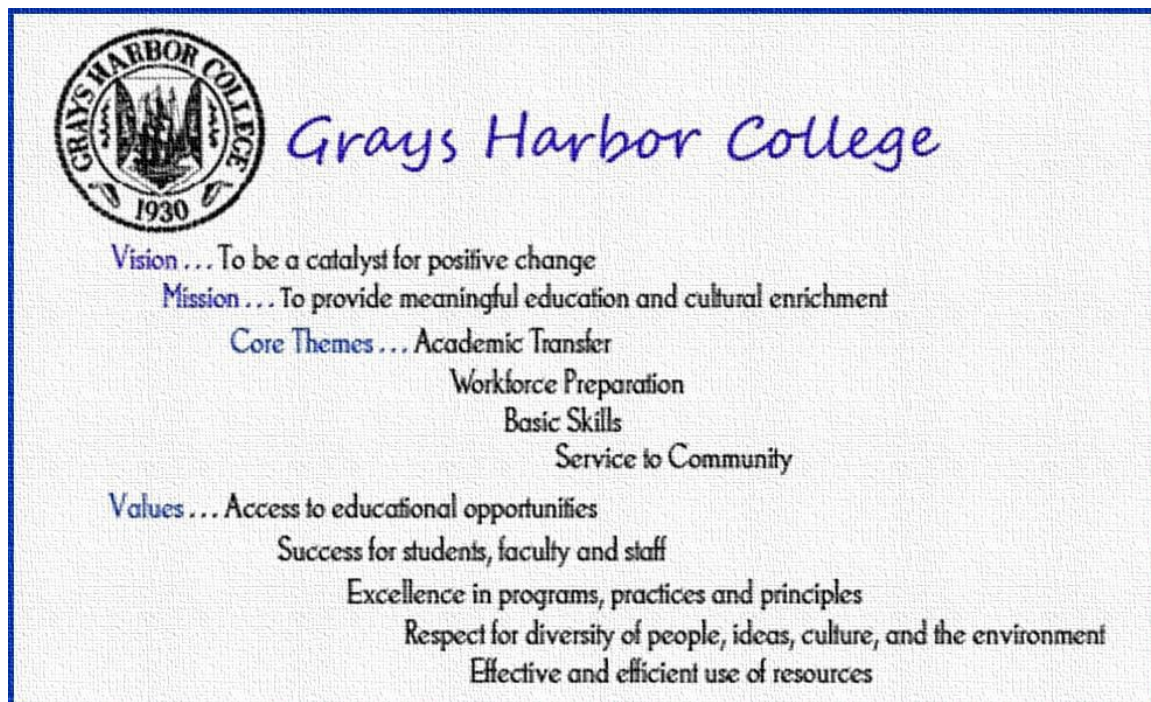
¹ The five values of the college: 1. Access to educational opportunities, 2. Success for students, faculty and staff, 3. Excellence in programs, practices and principles, 4. Respect for diversity of people, ideas, culture and the environment, and 5. Effective and efficient use of resources.

² Four Core Themes: Academic Transfer, Workforce Preparation, Basic Skills, Service to Community.

³ Desired Student Abilities (DSA): disciplinary learning, literacy, critical thinking, social and personal responsibility, information use.

The Core Themes (1.B.1) comprise the mission and therefore the attainment of Core Themes Objectives and Indicators of Achievement is intended to provide a strong empirical basis for asserting mission fulfillment. A statement in chapter five that refers to “the hard evidence of the core theme achievement...upholds the institutions core value(s)” asserts a holistic or implicit basis for Mission fulfillment. The evaluators appreciate the aspirational value of efforts to separately define and assess Core Value Indicators, and recognize that this is work that reflects and reinforces the goals and culture of the College. Nonetheless, this work does not flow from the Mission and Core Themes. The evaluators suggest that GHC revisit its definition of Mission fulfillment (1.A.1).

In campus interviews, there appeared to be a lack of understanding of Mission fulfillment. This understanding should provide a conceptual framework for assessment of the College’s work, for institutional planning, and provides a meaningful context to daily activities at the College.



Chapter Two - Resources and Capacity

Standard 2.A Governance

GHC has a Board of Trustees appointed by the Governor and charged with the responsibility of governance of the College. 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) (2.A.2).

The evaluators found that each of the five Board members understood the Board's responsibility to be at the policy level, and that the Board was responsible for establishing and monitoring the Vision, Mission, values and strategic direction of the College; determining the Board's annual goals and evaluating its own performance, hiring the CEO and evaluating the CEO on a regular basis.

The evaluators also found Board members to be well informed about the various programs, processes and issues at the College, as well as the perspectives of different college constituent groups. The Board expressed confidence in the leadership of the CEO and the senior administration of the College. This speaks well of the College leadership, and also speaks well of the effectiveness of existing practice of having regular Board reports from the campus community, of the strategic conversations that the Board routinely has with community groups, and of the Board retreats. It was clear to the evaluators that the Board took their responsibilities to heart and had a deep commitment to the College's mission.

GHC demonstrates an effective, widely understood and inclusive system of governance. Every Board of Trustee meeting has standing Board reports from faculty, students, and classified staff; representatives from each group are actively encouraged by Board members to participate in Board discussions; faculty, staff, and students each have a representative that serves on the President's Cabinet where institutional issues and concerns are discussed, where administrative procedures are approved, and where operational policies are reviewed prior to approval by the Board of Trustees.

When committees are organized for specific activities (e.g. Strategic Planning, Budget), membership includes representatives from all College constituency groups. The President meets quarterly with each employee group to discuss any issues or concerns and, on an as-needed basis, meets with the Labor/Management Committee to discuss issues of mutual concern to both unions. In addition, ample opportunities for participation and input exist within and across work areas: Instructional Management Team and Division Chairs; Exempt Team; Student Services Administrative Leadership Team, Staff Training and Development Committee (Classified); Safety Committee; Speakers Committee, Wellness Committee, and Sustainability Committee to name a few (2.A.1).

GHC has collective bargaining agreements 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 (2.A.3).

The evaluators find GHC to have an effective system of leadership staffed by qualified administrators (2.A.9). In interviews, faculty, staff and students alike expressed confidence in the leadership of the President and senior administration, addressing the level of access and availability of the President and senior administrators, as well as the level of openness and honesty in dealing with sometimes difficult issues. The evaluators commend the leadership of the College, the President and senior administrators for their inclusive approach to College work, specifically that of reviewing the Mission, Core Values and Strategic Directions.

The College has organized their policies and procedures in seven sections⁴ and can be easily accessed on their website at <http://www.ghc.edu/admin/board/bp/> (A.12 to A.30).

Standard 2.B Human Resources

Grays Harbor College (GHC) employs a sufficient number of personnel to support the operations of the institution (2.B.1). Although most individuals have competing responsibilities within their area of expertise, the size of the College and the number of students served allows for the execution of essential functions which support the mission of the College. Policies and procedures for the selection of personnel are well established and publicized. Job descriptions accurately reflect duties and responsibilities and are reviewed and updated as the need arises.

Support staff and those serving in an administrative role are evaluated on a regularly scheduled basis. Classified employees are evaluated annually while exempt staff receives evaluations every two years. Personnel are evaluated based on the work duties and responsibilities stated on their job descriptions or labor contract articles. All employees are given ample opportunities to discuss, review and respond to their evaluation document (2.B.2).

GHC should be applauded for the way they embrace and support professional development (2.B.3). Evidence was found that faculty, staff, and administration are able to participate in professional development opportunities which contribute to their personal and professional growth. Furthermore, faculty and staff should be recognized for their willingness to become better at what they do. The desire to improve was evident regardless of their roles within the institution.

GHC employs sixty (60) full-time faculty and a slightly larger group of adjunct faculty (71). As a group they are tasked with meeting the educational objectives of the institution. Faculty have primary responsibility for new program development and implementation and are heavily involved in program outcomes assessment and new faculty hires. Both full-time and part-time

⁴ Seven sections of Policies and Procedures: 100: Board Policies; 200: Operational Policies – Administration; 300: Operational Policies – Instruction; 400: Operational Policies – Student Services/Activities; 500: Operational Policies – Business and Non-Instructional; 600: Operational Policies – Faculty and All Personnel; 700: Operational Policies – Classifies Personnel

instructors are qualified either through educational attainment, work experience, or content expertise as is the case with the continuing education instructors (2.B.4).

Faculty workloads are in proportion to the needs of the institution. A majority of their time is spent on campus where they are accessible to students. They balance their time performing instruction, duties associated with course preparation, and committee work. Advising is a shared duty between faculty and the counseling department staff (2.B.5).

Criteria exist for the systematic evaluation of the faculty within the guidelines of the standard. A review is conducted using multiple indices which are clearly stated in Article VIII of the faculty contract. Self-evaluations, student course evaluations, administrative observation and a current professional growth plan combine to form a substantive evaluation process. Faculty, both tenured and non-tenured, are given ample opportunities to discuss, review and respond to their evaluation document (2.B.6).

Standard 2.C Education Resources

GHC offers a number of transfer degrees, professional/technical degrees, and occupational certificates. All programs and degrees are consistent with the College's Mission, particularly with respect to Academic Transfer and Workforce Preparation (2.C.1).

GHC offers programs with appropriate content and rigor and are adequately described on the College web page, catalog, and Self-Evaluation Report (2.C.1). The institution exhibits consistency with its Mission and the Outcomes are clearly delineated and stated. Appropriate degrees and certificates are clearly stated and listed with each program listing.

Transfer Degrees

Associate in Arts, DTA
Associate in Business, DTA
Associate in Pre-Nursing
Associate in Science
Associate in Science Transfer

Non-Transfer

Associate in General Studies

Professional/Technical Degrees

Associate in Applied Science
Associate in Technology
Certificate of Achievement
Certificate of Completion

The College has defined learning outcomes for all courses, programs, certificates, and degrees (2.C.2). All program, general education, and degree learning outcomes are published in multiple locations on the College web site. In transfer degrees, "program" is defined as the required distribution area (Communication, Quantitative/symbolic Reasoning, Humanities, Social Science, Science, and Health/PE). General learning outcomes, or *Desired Student Abilities*, have been developed to reflect the integration of knowledge and skills needed by students. Course descriptions and the degree requirement the specific course fulfills are clearly identified in each of the course listings in the catalog. Though course outcomes are not consistent in format or content, they are identified and available on syllabi. A syllabus for each course is listed on the web page and is easily accessed by students. The exhibits indicate that the syllabi are available in written form as well.

Credit degrees reflect accepted learning outcomes of higher education (2.C.3) and are clearly defined in the Self-Evaluation Report, GHC web page, and Catalog. These degrees are consistent with the credit equivalents of similar programs offered in other institutions.

The admission requirements are clearly published on the home page of the GHC web page and catalog (2.C.4). The evaluators commend the College in its efforts to clearly guide the students through the admissions process. Degree programs at GHC are appropriate in breadth and depth as described on the GHC web page and catalog (2.C.4). The sequencing appears appropriate and the graduation requirements are clearly defined. Each of the transfer degrees are the result of state wide transfer agreements overseen by the Intercollege Relations Commission (ICRC), a unit of the Washington Council on High School College Relations. The goal of the ICRC is to facilitate transfer between institutions for all students pursuing Baccalaureate degrees in Washington State. Membership is comprised of representatives appointed by the Presidents of all public Baccalaureate universities and community and technical colleges, as well as many independent colleges and universities in Washington State. This structure creates consistency between two-year and four-year institutions in Washington.

Faculty involvement in curriculum revision, design, and implementation are clearly defined; ownership for the design and approval of curriculum resides with faculty (2.C.5). The process for course and program development and approval begins at the Division level, moves to the Division Chairs who obtain feedback from their respective Departments, and then moves to Instructional Council (IC) for final approval. The IC is chaired by the Vice President for Instruction and includes a cross section of representatives from each academic Division and from Student Services.

Library and Media Services provides orientations to instructional Divisions, particularly focusing on English and Developmental Education students. Library and Media Services support for workforce education is strong and the number of workforce education faculty who integrate information competency into their curriculum is notable. Conversations with various faculty (Division Chairs, Library Advisory Committee) provide evidence that the instructional Divisions of Grays Harbor College view the Library as a valuable resource for their students. Course assignments that require the use of the Library and informational resources are seen throughout the instructional Divisions (2.C.6). GHC does not award credit for prior experiential learning (2.C.7) as described in their Self-Evaluation Report.

GHC accepts transfer credit from other institutions that have received accreditation from bodies recognized by the U.S. Department of Education (2.C.9). Washington State community and technical colleges offer reciprocity to students transferring within the system and participate in Common Course Numbering (CCN), which facilitates transferring credits between institutions. Transfer guidelines are clearly published in the College catalog and on its website.

All degree programs follow the DTAs established and monitored by the Intercollege Relations Commission (ICRC). These agreements spell out the degree requirements and include a general education core of Communication, Quantitative/symbolic Reasoning, Humanities, Social Science, Science, and Health/PE (2.C.9). General Education course offerings provide the opportunity for students to integrate knowledge and skills and fulfill the general education outcomes or Desired Student Abilities (DSAs) including disciplinary learning, literacy, critical thinking, social/personal responsibility, and information use (2.C.10).

The related education requirements for the Workforce Education degrees are clearly indicated and described in each of the program offerings (2.C.11). Course descriptions and expected grade attainment of related education courses (English, Math, etc.) are clearly indicated and described. The College should be recognized for efforts to clearly describe and indicate the related education components. Good success rates for related education were reported for Communications and Social Science. Though Math outcomes were reported in the Transfer section of the report, little mention was made about Math outcomes associated with Workforce Education.

GHC Continuing Education programs and other special programs are compatible with the College mission extending off-campus access to meaningful education and cultural enrichment for Pacific and Grays Harbor County residents (2.C.16). The College provides a path to college for area high school students with a broad range of continuing education offerings, particularly in transition education, and with participation in the state-wide Running Start Program and in the Twin County Tech Prep Programs (2.C.16).

These programs operate as part of the College's instructional program, overseen by Dean of Transitions Programs and Extended Learning who reports to the Vice President for Instruction (2.C.17). Extended Learning's yearly schedules are developed through a collaborative process that includes Division review and negotiation and final approval by the Vice President for Instruction. The Dean of Transitions Programs and Extended Learning and the Associate Dean for Stafford Creek serve on the Instructional Council and the Instructional Management Team. Both also are members of the College's Exempt Team. (2.C.17)

Courses supporting College degrees and certificates use course syllabi, texts and learning materials established by Divisions. Full-time faculty serve as points of contact and resources for part-time instructors regarding scope, breadth and depth of courses and are invited to observe Pacific County classes as part of the annual review process. Reports of class observations and student course evaluations are on file. Developmental and Adult Basic Education credits are below college level and do not count towards degrees or certificates. The Self-Evaluation Report states that the College does not award Continuing Education Units (CEUs) for non-credit learning experiences, but a .8 credit *AIDS 102 - Health Care Perspective on AIDS* is listed in the catalog as a workshop meeting WAMI HIV core curriculum requirements for health care professions (2.C.18).

Extended Learning classes, including non-credit Community Education classes, are included in the College schedule. Non-credit Community Education classes are coded as either Community Service (CS) or Community Special Interest (CSI). The Extended Learning Department maintains course syllabi for all credit and non-credit courses it offers (2.C.19).

Standard 2.D Student Support Resources

Grays Harbor College (GHC) has created appropriate programs and services consistent with the nature of its educational programs (2.D.1). The philosophy of the College, especially within student services, is to give students the tools to control their own educational journey. Access to services is equitable and available both online and in-person.

GHC should be applauded for their development of programs designed to promote student success. Examples of this include the Promote Student Achievement and Student Success (PASS) mentoring program, the Freshman Year Experience, and the Early Alert programs. In addition, new online learning tools such as Modumath combined with a very accessible Learning Center, provide students with a variety of academic resources to help support their learning. The newest program, Complete and Compete, is geared towards improving completion and eligibility outcomes for student athletes at GHC. The College is acknowledged for its successful work in this area.

GHC provides a safe and secure environment for students (2.D.2). This is evidenced by the investment the College made to install AED's (Automated External Defibrillators) in every building on the GHC campus. Crime statistics published in the Student Handbook and the College Website show very little criminal activity. A comprehensive campus emergency procedures action plan is current, reviewed regularly by a college-wide safety committee that meets monthly, associated procedures are available on the College website, and various training and information sessions are provided during new employee sessions and all employee meetings. Data reporting associated with state and federal laws is also specified within the emergency procedures action plan as being the responsibility of the safety and security officer.

The institution recruits and admits students who, through placement testing or academic transfer, can prove their ability to benefit. All students must apply for admission – however, GHC does not charge an admission fee and since the College is an open enrollment institution, no formal admission process is required. Students with fewer than 24 credits are expected to meet with an academic advisor to develop a personalized education plan. Students who have earned 24 or more credits are able to register themselves without this service for the remainder of their studies at GHC. Graduation requirements and transfer policies are readily available to students through the class schedule, College catalog, and other documents located at the Student Services office. New students are provided the opportunity to attend a New Student Day orientation session and have available online a comprehensive orientation (2.D.3).

The committee found evidence that GHC has guidelines and operational policies for the elimination of programs, and in the rare circumstance where they would be needed, these guidelines and policies appear sufficient to ensure student success and satisfaction (2.D.4).

The catalog produced by GHC contains current and accurate information. The catalog is provided to students when requested. Information required by Standard 2.D.5 is provided within the catalog with the exception of the Core Themes which will be included in the new catalog going to print in summer 2011. A PDF file of the catalog is accessible on the College website. Updates to programs between catalog printings are archived and included in the next catalog edition. Professional/technical programs are updated through a systematic process, and literature made current and distributed to appropriate advisors. Requirements for licensure or entry into professional/technical programs are also made available to students in the catalog, College website, and through informational literature found at Student Services (2.D.6).

GHC has adopted policies and procedures regarding the secure retention of student records. The institution has been transitioning from a paper system to a digital system since 2007. Paper records that have not been scanned and saved digitally are stored in a fire resistant room. A backup of electronic files to an off-campus site is performed nightly. Guidelines set forth by FERPA (Family Educational Rights and Privacy Act) are followed, students are made aware of their rights concerning educational records, and faculty and staff receive training to ensure student confidentiality requirements are met. An official record documenting those individuals who have been trained is on file with the Associate Dean for Student Services (2.D.7).

Financial Aid at GHC is provided to students through a variety of loans, grants, jobs, and scholarships. Information regarding financial aid is available through the College catalog, College website, and other publications available at the Financial Aid office. Students are informed of the repayment process by mail from Financial Aid Office personnel. GHC has a history of financial aid default rates hovering around 12%. The college's default rate in their loan default management plan appears to be high and the evaluators suggest that this be examined. (2.D.8, 2.D.9).

Academic advisement is a shared process between faculty and the Counseling department staff. Adequate training is provided to ensure that advisors are knowledgeable of the curriculum and other academic and program requirements through the advising portal. A systematic approach to advising exists and students are informed of the process during orientation and through College publications such as the College catalog. Permanent advisors are assigned to students after an initial advising session, and remain assigned to the student until the student earns 24 or more credits. From that point on, students are allowed to self-advise (2.D.10).

The Student Activities and Leadership Program is charged with the administrative oversight of student activities at GHC (2.D.11). Campus activities and organizations include a student government and another dozen or so student clubs. The College employs one full-time person and one half-time person to supervise the various clubs and activities.

GHC's auxiliaries include food service and a College bookstore (2.D.12). A recent remodel of the food service areas has contributed to increased usage particularly for social activities. Hours of operation seem to handle student demand. The food service is run by the College and is not contracted out. No food service is provided to the satellite campuses. Procedures have been developed to ensure students have fair and equitable access to necessary College Bookstore materials. The College community has had opportunities for input regarding the Bookstore services and the Bookstore has been receptive to changes that benefit the student body and the College community.

The Athletic program at Grays Harbor College consists of three men's teams (basketball, baseball, & golf) and three women's teams (basketball, softball, & golf). All teams participate in the Northwest Athletic Association of Community Colleges which is common for schools located in the Pacific Northwest. Student athletes follow established processes for admissions, financial aid, academic standards and degree completion equivalent to every other student at GHC. Processes also exist for the appropriate handling of donor contributions to the program. This is made through the Choker Club which is a separate 501C3 entity (2.D.13).

Identity verification for students enrolled in distance education courses is handled during the admission process. Confidential passwords and access codes are used by students registered for online courses. Specific policies concerning distance education do exist and are conveyed to students during the registration process (2.D.14).

Standard 2.E Library and Information Resources

The John Spellman Library (LMS) at Grays Harbor College has a Mission statement that complements the College's mission statement.

Holdings

The Library has a written collection development policy that is available online (2.E.1) where faculty, administrators, and students are strongly encouraged to make recommendations for purchase. Faculty are satisfied with this process and feel that their opinions are valued. Online subscription databases that have ongoing annual costs have been purchased with one-time money (donations).

In the Grays Harbor Operations Manual, two sections are devoted to the Library: Operational Policy Number 308 relates to the Library and intellectual freedom, touching on the principle of intellectual freedom in conjunction with collection development; and Operational Policy Number 308.02 which pertains to challenges in collection development decisions. Even though there is a written procedure concerning systematic withdrawal of library materials, in speaking with library personnel it appeared that this procedure is not consistently utilized.

Planning

The Library assesses the informational needs of students, staff, and faculty with the involvement of many different segments of the campus's population (2.E.2). Much of the information gathering is informal, derived from discussions with faculty and from routine help with researching. It was evident from discussions with faculty and staff that the needs of the students are a priority. Stan Horton and the Library staff should be recognized for their inclusion of faculty and staff in their information resource planning.

Instruction and Support

Instruction on Library usage is provided by offering individual instruction from Library staff, by giving campus Student Success workshops, and by offering a 2-credit Library class (2.E.3). Course assignments throughout instructional Divisions require use of the Library and information resources (2.C.6). At the present time, there appears to be no outcomes assessment of the Library's direct impact on student learning. The Library has received a grant to develop a methodology in which the impact could be measured.

The Library is committed to provide access to library and information resources for all students. Procedures are in place to deliver information resources to students physically at the Library and also to distance students (2.E.1). Access to electronic resources is made available to local and remote users through the use of online databases. Several faculty members

remarked on the value of the online subscription databases for their students' coursework. Physical resources are sent to outreach centers and students' homes in order to meet their informational needs. Reference services are available both in-person and virtually through chat, email, and virtual reference.

Security

To comply with contractual agreements and copyright laws, the Library utilizes the practice of secure password access to guarantee the users of their electronic resources are properly authenticated. To reduce the loss of physical materials, a detection system (tattle-type security) is in place. By having at least two staff members on duty at any one time their safety is enhanced. The evaluators applaud the John Spellman Library for the procedures which they have outlined in order to combat unauthorized use of electronic resources, the theft of physical materials, and to ensure the safety of their staff (2.E.4).

Standard 2.F Financial Resources

The evaluators have concluded that Grays Harbor College is financially stable (2.F.1), a conclusion substantiated by the College's approach to financial planning and budgeting, as well as the its audited financial statements. Cash flow and financial reserves are sufficient to ensure continuity of operations.

Satisfactory management of financial risk is achieved in a number of ways: (a) the College maintains an appropriate contingency in its annual operating budget; (b) the State maintains reserve funds for unscheduled repairs of an emergency nature; (c) the College maintains at least a 15% strategic reserve (by Board policy); and (d) catastrophic losses are insured through a combination of College-funded policies and a state self-insurance pool.

Despite a deep and continuing recession, the College has managed its finances effectively, minimizing the recession's impact on College programs and services, without compromising Mission fulfillment. The evaluators commend the College for demonstrating a high level of fiscal discipline.

Resource Planning

Budgets are developed annually by the Executive Team of the College with all campus entities having the opportunity to submit budget requests (2.F.3). The Executive Team reviews the requests based on the subjective merit of each request and the objective reality of anticipated funding. Balanced proposed budgets are presented to the Board of Trustees for final consideration and adoption. The College does not appear to have a long-range financial forecasting capability, which reduces the ability of the Executive Team to effectively and efficiently explore budgeting alternatives. Notwithstanding, the evaluators have concluded (based in large measure on historical budget performance) that budget planning is realistic and takes into account responsible projections of revenue sources and expenses (2.F.2).

Accounting System

The accounting system employed by Grays Harbor College is an integrated Financial Management System (FMS) that was developed for, and is common to, all community and technical colleges in the State of Washington. The FMS maintains required accounting data for State reporting, and the system can produce a range of customized local reports (e.g., expense reports can be reconciled against budget allocations at the unit level).

Financial functions are centralized in the Business Office and are managed by the Assistant Dean of Financial Services who is a Certified Public Accountant. The Assistant Dean is the comptroller for the College and is responsible for the implementation of internal controls that are appropriate for a community college. Procedures are in place to deal with individual activities related to internal control (e.g., cash management), and a comprehensive procedure for internal controls at the management and accounting levels of the College is planned.

Based in part on recent external audit reports, the evaluators have concluded that the accounting system and related processes follow generally accepted accounting principles and that the College has adequate internal controls (2.F.4).

Capital Budgeting

Grays Harbor College has a Facilities Master Plan that was last updated in 2007, which precedes the 2010 NWCCU Standards for Accreditation. It is not surprising, therefore, that the Facilities Master Plan does not directly address the Core Themes or Objectives presented elsewhere in the College's Comprehensive Self-Evaluation Report. Increasingly, the expectation is that an institution's Mission, Vision, Core Themes, Objectives, Strategic Plan, Financial Plan, Facilities Master Plan, Information Technology Master Plan, Capital Plan, and annual budget are individual elements of an integrated whole. The evaluators suggest that planning be performed in an integrated manner as well as at a level of detail that addresses the total cost of ownership including operational costs (2.F.5).

The evaluators note that: (a) the College and the State collaboratively and jointly perform capital planning and, (b) the State Board for Community and Technical Colleges and the Washington State Treasurer verify the fiscal integrity of the College prior to requesting legislative approval to issue bonds and Certificates of Participation for capital projects. Moreover, the current debt load of Grays Harbor College is zero.

The evaluators have concluded that there is no immediate cause for concern that current or projected near-term debt for capital outlay will create an unreasonable drain on resources, and there is clear evidence in the Comprehensive Self-Evaluation Report that the College is moving towards an integrated approach to institutional planning that will be linked to the achievement of Core Themes and Objectives (and Mission fulfillment), which will help to ensure annual budgets characterized by manageable capital debt.

Auxiliary Enterprises

The College defines the financial relationship between its general operations and its auxiliary enterprises, and the President has the authority to move unobligated funds between general operations funds and auxiliary enterprise funds, as necessary, at the end of each accounting period (2.F.6).

Financial Audits

The Washington State Auditor's Office (SAO) performs a comprehensive financial audit of the State Board of Community and Technical Colleges (SBCTC) system every two years, which meets Single Audit Act requirements. In addition, the SBCTC performs a financial accounting review of all community and technical colleges every year, which focuses on grant funds, local capital funds, and earmarked State allocations (2.F.7). The SBCTC also performs monthly reconciliations and, if appropriate, alerts the College staff to any errors that the State's integrated Financial Management System did not automatically detect during routine operations; error corrections are made in a timely manner.

The College's most recent audit report (for Fiscal Year 2008) was praiseworthy; it had neither findings nor management letter. However, the evaluators also note that the SAO did not perform an audit for Fiscal Year 2010 due to budgetary limitations, which will increase the probability of a prolonged undetected finding; the evaluators encourage increased vigilance to meet the increased risk.

Fundraising Activities

Grays Harbor College has authorized two organizations to conduct fundraising activities on behalf of the College: the Grays Harbor College Foundation and the Choker Club, which is the College's athletic booster club. Both organizations are chartered in accordance with state and federal requirements, and both are subject to annual audits. A review of the applicable Board policy, the most recent independent audits, and conversations with College administrators suggest that fundraising is conducted in a professional and ethical manner (2.F.8).

Standard 2. G. Physical Infrastructure and Technological Infrastructure

Grays Harbor College is set on a magnificent site. The building and grounds are well-maintained, the campus is well-lit and safe, and the faculty, staff, and students benefit from several new/improved facilities that have been constructed/improved in recent years. Included among these educational and student-support facilities are the Manspeaker Instructional Building & Music Pavilion, the Hillier Union Building, the John Spellman Library, the Automotive & Welding Technology Building, the Bishop Center for the Performing Arts, and the Childcare Center. Parking has been recently expanded, and a proposed new SMART Building for the Science, Mathematics, and Art programs—which will house new laboratory facilities that will replace aging science laboratories in current buildings—is slated to begin design and construction within the next year. The evaluators found that the recently updated Raymond site and the four-year-old Ilwaco site support the College's Mission, programs, and services. The Administrative Services organization, which has the responsibility for the

operations, maintenance, and construction of facilities, works closely with faculty and staff to support the academic and other programs that are integral to Core Themes (2.G.1).

Hazardous Materials

Procedure 519.03, Hazard Communication Program, addresses the identification, use, handling, storage, and disposal of hazardous materials, and the Director of Safety, Security, and Maintenance is responsible for maintaining the procedure and implementing its requirements (2.G.2). Training for new employees includes an introduction to and an overview of the Hazard-Communication Program, which is documented. Individual departments (e.g., Chemistry, Maintenance, Art, Photography, Welding, Automotive, and Diesel) are responsible for providing the specific training that may be appropriate for department personnel.

A recent informal visit by a Washington Department of Ecology inspector identified important deficiencies that included, for example, the inappropriate use of solvents, the improper labeling of waste, and the failure to identify and properly dispose of RCRA toxic hazardous wastes. The College appears to be taking appropriate actions to address these issues.

Facilities Planning

Although the Grays Harbor College Facilities Master Plan was last updated in 2007, prior to the current Standards for Accreditation, the evaluators find that the plan is consistent with the College's Mission and Core Themes (2.G.3).

Facilities Equipment

The HVAC systems, lighting systems, window systems, furniture systems, and other infrastructure systems in some of the older buildings appear to need to be upgraded, but most of these older facilities are scheduled for demolition and replacement in a reasonably near timeframe. These concerns notwithstanding, the evaluators find that equipment is generally sufficient in quantity and quality and appropriately managed to support institutional functions and Mission fulfillment (2.G.4)

Technological Infrastructure

The Chief of Information Technology reports directly to the President and has the responsibility to provide the computer-based telecommunications technology (IT) infrastructure, systems, equipment, and expertise to support the delivery of instruction, the success of students, and the administrative and business functions of the College, including library operations. Most recently, the department has focused on the effective, efficient use of technology to support the learning environment; the improvement of technology infrastructure; and the enhancement of faculty and staff knowledge about information technologies.

The evaluators noted that students have the ability to perform many tasks online, such as registering for classes, checking their grades, working with tutors, accessing library databases, conferring with advisers, requesting their transcripts, accessing financial-aid data, and completing degree audits; many of these services can be accessed from the Kiosk, a web page that students can access on or off campus.

The evaluators have concluded that Grays Harbor College has appropriate and adequate technology systems and infrastructure to support its management and operational functions, its academic programs, and its support services (2.G.5).

Technological Support

The evaluators found evidence of technological support sufficient to meet the needs of the College (2.G.6). The IT staff has traditionally provided short, on-demand training sessions that have covered topics of interest to faculty, staff, and students; training has primarily been provided upon request or has been occasioned by the installation of new hardware or software. The IT staff recently instituted its own version of TGIF—Teaching Good Information Fridays—by hosting an informational or instructional session on a topic of current interest to faculty and staff. Topics for these sessions are often selected based on user feedback.

Technology Planning

The evaluators found sufficient evidence that infrastructure planning provides opportunities for input from constituencies who rely on technology (2.G.7). For example, campus departments have the opportunity to request technology initiatives during the strategic planning process; the technology fee is a fee of and by the students that directly benefits students; the campus hardware-replacement plan ensures that individual office and student computer-laboratory machines are upgraded on a regular basis.

With respect to developing, implementing, and reviewing a plan for technology updates (2.G.8), there did not appear to be an Information Technology Master Plan. The evaluators did find, however, evidence that the College is moving towards an integrated approach to institutional planning.

Chapter Three - Planning

Standard 3.A Institutional Planning

After the last accreditation visit, a regular interim evaluation in 2006, the College was engaged for three years (2006-2009) in implementing the 2005 strategic plan. In 2008 the College revised, and the governing Board subsequently approved, the strategic plan in a process that took into account the new standards and aligned Mission and Core Themes. Following this adoption, the Strategic Planning Committee proceeded to develop six College-wide goals for the three strategic directions of Community Demand, Student Success, and Innovation. This planning process was inclusive, including all constituent groups of the campus community (3.B.2).

The evaluators recognize that the strategic directions and College-wide goals developed in 2009 were written to provide a formalized basis for Mission fulfillment, but don't see the comprehensive data framework necessary for empirically supporting Mission fulfillment on the basis of the strategic directions and goals (3.A.3). 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. (3.A.3).

Grays Harbor College is an *Achieving the Dream* (ATD) College and the evaluators appreciate that the College leadership is actively engaging in the structure of ATD to complete the work of creating a systematic empirical basis for mission fulfillment.

GHC requires that departmental budget requests be articulated in explicit alignment with the six College-wide goals, in part to institutionalize and operationally integrate the planning process. However, the goals are very broadly stated, and the evaluators do not see evidence of this practice as providing a sufficient basis for differentiating among budget requests. The simple requirement that departments provide a rationale that is aligned with these institutional goals does not appear to be an effective tool for resource decision making (3.A.4).

Emergency preparedness and contingency planning is made through the Emergency Procedures Action Plan. The plan is reviewed and updated on a regular basis by the Director of Campus Safety and Security as well as a committee made up of personnel from areas throughout campus. The plan is shared with emergency response entities servicing the Grays Harbor area and cooperative agreements and working relationships exist to ensure quick response times to dangerous situations occurring on the GHC campus (3.A.5).

Chapter 4 - Core Themes

Grays Harbor College has established four Core Themes, Objectives under each Core Theme, and Indicators of Achievement for each Objective. Objectives are further clarified by Outcomes that serve to unify subsets of Indicators of Achievement. For readability, the evaluators have identified/labeled the Indicators of Achievement in this section using the first letter in the Core Theme name, the Objective number followed by the Indicator of Achievement number. For example, Standard A.2.3 refers to the [A]cademic Transfer Core Theme's second Objective's third Indicator of Achievement.

Core Theme 1: Academic Transfer

GHC provides transfer coursework for students whose academic goal is to achieve a Bachelor's degree or above. The Associate in Arts, Associate in Science-Transfer, Associate in Business, and the Associate in Pre-Nursing fulfill the requirements of the direct transfer agreements jointly established by the Inter-College Relations Commission (ICRC), a statewide group of two- and four- year colleges. The Associate in Science degree is not a direct transfer, but is a highly customizable transfer option to institutions.

The College offers a majority of its transfer classes on the Aberdeen campus, but does provide a number of transfer courses at other locations. The eLearning option is available both through the Washington State's Online Learning consortium (WAOL) and through GHC privately owned courses. The GHC owned classes have grown substantially since 2008-09. Hybrid classes are increasing, and GHC also offers a few transfer courses via Interactive TV.

GHC's Academic Transfer Core Theme planning process involved tracking student progress using the Student Achievement Initiative (SAI) database, the Integrated Postsecondary Education Data System (IPEDS), the Washington State Board of Community and Technical Colleges reports, and GHC Institutional Research reports (3.B.1-3).

GHC has established two (2) Objectives with twelve (12) associated Indicators of Achievement for the Academic Transfer Core Theme:

Objective 1: Students display high rates of progress and completion.

There are two outcomes for this objective with a total of five indicators of achievement.

GHC has established a target that 35% of its Academic Transfer students will earn 15 credits in a year and 30% will earn 30 credits in a year. (A.1.1 & A.1.2) Since 2006-07 the rates have improved slightly and are now 4% points below their target.

The comparative percentages of degree-seeking

Outcome – Students achieve high rates of progress toward degree

A.1.1 % of students earning 15 credits/year

A.1.2 % of students earning 30 credits/year

A.1.3 % of students making substantial progress toward degree

Outcome – Students achieve high rates of progress in essential skills courses

A.1.4 % of students completing quantitative reasoning requirement in a year

A.1.5 % of students completing writing requirement in a year

students who make substantial progress toward a degree is measured (A.1.3). This is a system measure defined by the Washington State Board for Community and Technical Colleges (SBCTC) as four or more quarter's enrollment for students who state degree completion as their goal. Data from 2006-2009 suggest that focused efforts by the college have improved retention and persistence as evidenced by a decline in early leavers, as well as a 9 point improvement in those making substantial progress.

The College also measures student progress in essential skills by the percentage of student completing the quantitative reasoning and writing requirements in a year. The target rate of 32% has been set for quantitative reasoning – Academic Transfer students completing the Quantitative Reasoning requirement remain consistent since 2006-07 varying by a couple of percentage points while peaking at 27% in 2008-09. (A.1.4) Transfer students completing the Writing skills requirement varied from 65% to 73% points over the same period (A.1.5).

While not explicitly a part of the Core Theme Objectives, the evaluators recognize that non-academic Resources support the Academic Transfer Core Theme via a variety of efforts. Examples include:

- Human Resources* provides faculty orientation and professional development activities.
- Admissions & Records* has reduced the turnaround time for transcript requests to 2-3 days.
- Athletics* tracks eligibility attainment for athletes who are transfer students. The target graduation rate for sophomores was set at 40%. A 28.5% rate was achieved in 2008-09.
- TRiO Student Services* focuses on transfer students. The goal of a 50% persistence rate rates was exceeded by 38% points. The goal for students to remain in good standing exceeded the target of 79% by 7%. The transfer goal of 30% was exceeded by 29% points.

Objective 2: GHC transfer students are prepared to succeed at their receiving institution.

There are four Outcomes for this Objective with a total of seven Indicators of Achievement. GHC has established clear indicators and has data for each of them. However, there does not appear to be a systematic structure for the college to reflect on this data and how it can be used to guide improvement in practice. Here are some examples of data collected and targets established.

The rate of completion is measured by the transfer readiness of GHC students, the percentage of students who transfer, and the percentage of degree students earning an associate degree. The definition of transfer readiness utilized by GHC follows the State Board for Community and Technical Colleges (SBCTC) definition of students having attained 45 college-level credits, and data was provided by SBCTC.

Outcome – Students achieve high rates of completion

A.2.1 % of degree seeking students who are transfer ready (45 transfer credits)

A.2.2 % of degree-seeking students earning an associate's degree

A.2.3 % of “completers” who transfer

Outcome – Degrees are current with DTAs

A.2.4 % GHC degrees' alignment with all ICRC and JAOG DTAs.

Outcome – Transfer students perform well academically at baccalaureate institutions

A.2.5 GHC transfer students' GPAs at four-year institutions.

Outcome – Students demonstrate high levels of achievement in student learning outcomes

A.2.6 % of students achieving success in course level outcomes

1A.2.7 % of students achieving success in program level outcomes

The target rate for determining transfer readiness was established at 25%. The rate has risen from 14% to a current rate of 20-21% in 07-09. (IA.2.1). Completion rates for students earning an Associate degree have risen from 15% in 2007 to 34% in 2009. (IA.2.2). Students who declared as Transfer students transferred for the 2007-08 year at a rate of 45% (IA.2.3).

The college's compliance with direct transfer agreements is reviewed periodically by the Inter-College Relations Commission (ICRC) and the Joint Access Oversight Group (JAOG). The most recent review was conducted in 2007 and the college was found to be meeting the compliance requirement (A.2.4).

GHC monitors the success of its transfer students by tracking their GPA after transfer to the various receiving institutions (A.2.5). The GHC transfer student GPAs are then compared to a group of all graduates or of all transferring students. While the sample size is small, GHC has expressed confidence in the performance of their students after transfer (A.2.6 & A.2.7).

Core Theme 2: Workforce Preparation

GHC has established three (3) Objectives with a total of fourteen (14) Indicators of Achievement (IA) for the Workforce Preparation Core Theme:

Objective 1: Students display high rates of progress and completion.

There are two Outcomes for this Objective with a total of four Indicators of Achievement.

GHC reports that of the 838 students enrolled in job prep, 511 reported having made gains (as defined by the WA State Board for Community and Technical Colleges) representing 62% which is higher than the system average.

Rates of completion are reported in table 4.2.7.

The report notes that the targets were closely approached but fall short. The report states that the "programs are on track to achieve targets" but the data is reflecting only one year. The target was 55% and the outcome was 52% (W.1.1)

Outcome – Students display high rates of progress

W.1.1 % of students completing computation requirement

W.1.2 % of students workforce ready (45 or more vocational credits)

Outcome – Students display high rates of completion

W.1.3 % of workforce preparation students who earn a degree.

W.1.4 % of workforce preparation students who earn certificates.

GHC has instituted a number of curricular, support services, and policy changes in their effort to increase the rates of completion. The Self-Evaluation Report provides rates of degree and certificate completion for 2007-2008 (21% and 13% respectively) but does appear to have considered longitudinal data (W.1.3 & W.1.4)

Objective 2: GHC professional technical programs are responsive to current market demand

There is one Outcome for this Objective with a total of three Indicators of Achievement.

The evaluators noted anecdotal support that the advisory committees at GHC contribute to the program success as exemplified by the NATEF effort in Automotive (W.2.1).

Supporting materials referenced the demand/decline list provided by the Workforce Development Council (W.2.2).

The number of continuing education courses at the three locations showed a drop from a high of 55 courses in 2007-2008 to a low of 43 in 2008-2009 and a slight increase to 50 in 2009-2010. There does not appear to be a discussion of findings or conclusions related to this data. All enrollment types, except for ABE, showed significant FTE increases from 2008-2009 to 2009-2010 including worker retraining which increased by 65% (W.2.3).

Objective 3: Students earning GHC professional/technical degrees and certificates are prepared for employment in their field of study.

There are three outcomes for this Objective with a total of seven Indicators of Achievement.

The employment rates from the years 2006-2007 to 2008-2009 for completers remains steady at approximately 81%; for leavers the rate dropped from 71% to 60% (W.3.1 & W.3.2). Data indicates that 48% of exiting GHC students are in high wage fields led by areas of nursing, health technology and welding (W.3.3).

The employment rate target described was 80% and the program examined was nursing, which consistently exceeded the target. The evaluator applauds the outcome but recognizes that the results represent a narrow sample and the data is limited (W.3.4).

The CLARUS Workforce Development Scan results were indicted in Table 4.2.11. With the exception of some feedback from advisory committee members, the data was a positive indicator of the communities' sense of student preparedness for the workforce (W.3.5). The Self-Evaluation Report documents and instructional intensive review process assessing learning outcomes at the course level at the program level as well as the general education

Outcome – Professional technical programs respond to input from relevant sources

W.2.1 Programs' use of advisory committee input for program review and improvement

W.2.2 Programs' relevance/demand monitored via workforce Explorer, Workforce demand/decline list and labor market data

W.2.3 Sustainable enrollment in workforce programs

Outcome – Students are prepared for employment

W.3.1 Employment rates for students who complete programs

W.3.2 Employment rates for students who leave programs

W.3.3 Average annual pay by program

W.3.4 % of licensure or certification exam scores at or above regional and national average

Outcome – Employers are satisfied with GHC graduates

W.3.5 Employer satisfaction with GHC graduates

Outcome – Students demonstrate high levels of achievement in student learning outcomes

W.3.6 % of students achieving success in course-level outcomes

W.3.7 % of students achieving success in program-level outcomes

outcomes (DSAs) and mapping the relationships of these at various levels. Percentage increases are well-reported at the program level for the Business, Health Sciences, Industrial Technologies, Science, Social Science, and Stafford Creek but do not appear to be aggregated for the institution as a whole (W.3.6 & W.3.7).

The evaluators appreciate the college's effort to assess the Objectives of the Core Theme of workforce education. While the indicator choice is based on sound reasoning and good design, the data provided falls short of objectively supporting the outcome claims, and there was a general failure to reflect on the assessed Objective (4.B.1). The evaluators suggest that GHC engage in discussion on the data related to the Indicators of Achievement and make meaning of the data to improve practice.

Core Theme 3 – Basic Skills

The College provides Basic Skills in a variety of ways (3.B.1): Adult Basic Education, which includes both ABE and ESL, is offered through the Transitions Division. Courses are offered throughout the district, although the ~~mainly~~ Whiteside Center has the largest number; Developmental Education, including Math, Reading and Writing classes below college level, offered through the Transitions Division as well as the Humanities/Communication and Math/Science Divisions; and Student Success courses (including I-BEST), offered to improve the basic reading, writing, and mathematics skills of students in Workforce Preparation programs, along with courses in Human Development and freshman year experience, offered through the Counseling department.

GHC has established two (2) Objectives with a total of eleven (11) Indicators of Achievement (IA) for the *Basic Skills* Core Theme (4.A.5).

Objective 1: Students display high rates of persistence and completion

There are two outcomes for this objective with a total of six Indicators of Achievement.

Tracking these targets is facilitated by the program's participation in the statewide WABERS student database. Persistence and progress for Developmental Education are measured through achievement points as determined by Washington State (4.A.3).

The persistence baseline is the percentage of students who are federally reportable and persistence rates are measured by CASAS pre-post test rates (B.1.1).

Outcome – Students display high rates of persistence

B.1.1 Pre/post test % rates

Outcome – Students display high rates of progress

B.1.2 % of ESL students making level gains on CASAS

B.1.3 % of ABE students making level gains on CASAS

B.1.4 average achievement gains of ESL students

B.1.5 average achievement gains of ABE students

B.1.6 % of IBEST students making level gains

Progress is defined as the percentage of students making level gains on CASAS, achievement points (3-5 point gains on CASAS and completing the GED), and the percentage of IBEST students making level gains. The number of ESL students making level gains on CASAS has decreased from 70% in 2007-2008 to 64% in 2008-2009 and 47% in 2009-2010. The current target for ESL level gains is 53% (B.1.2 and B.1.4).

The number of ABE students making level gains on CASAS has decreased from 52% in 2007-2008 to 47% in 2008-2009 and 39% in 2009-2010. The current target for ABE level gains is 45%. The number of ABE students making significant point gains has increased from 37% in 2006-2007 to 39% in 2007-2008 and 44% in 2008-2009. The current target for ABE significant point gains is 46% (B.1.3 and B.1.5).

The number of IBEST students making level gains has decreased from 47% in 2008-2009 and 34% in 2009-2010. The current target for IBEST level gains is 45% (B.1.6).

The evaluators note that GHC does not appear to derive findings or conclusions from the longitudinal data (whether it shows an increase in achievement or a decrease in achievement) and suggest that this be considered.

Objective 2: Students obtain the necessary skills in reading, writing, arithmetic and English language to pursue and achieve their goals

There are two outcomes for this objective with a total of five Indicators of Achievement.

The College has identified the area most in need of improvement to be the rate of specific goal achievement including the transition between ABE and Developmental Education and between Developmental Education and college-level courses (4.B.1). The College plans to work on aligning curriculum with the state standards. In addition, the College has received a grant to implement the IBEST program for Developmental Education. Achievement rates for the ABE program are

relatively high compared to other programs in the State; however, there is a desire for greater improvement. Both ABE/GED and ESOL will put more emphasis on developing writing skills, and the ESL course will begin using CD-supported listening assignments (B.2.1, B.2.2, B.2.3).

Outcome – Students attain skills necessary to pursue and achieve their goals

- B.2.1 % of students transitioning to developmental or college-level courses
- B.2.2 % of students who complete IBEST
- B.2.3 % of students enrolled in GED prep classes earning their GED

Outcome – Students demonstrate high levels of achievement in student learning outcomes

- B.2.4 % of students achieving success in course-level outcomes
- B.2.5 % of students achieving success in program-level outcomes

The College has adopted statewide Learning Standards for ABE which have been translated into course outcomes. Learning Standards Level 6 translates into ABE program outcomes. Stafford Creek Correctional Center also has a large ABE program.

Developmental Education identified three program outcomes which lead students towards successful transition to college-level Communication and Quantitative Reasoning courses.

Course outcomes are developed with an eye towards general education outcomes. Outcome 1, “write clearly and effectively” connects to Communications Outcome 1. Outcome 2, “demonstrate skills in mathematical reasoning and application” connects to Quantitative Symbolic Reasoning Outcomes 1-3. Outcome, 3, “demonstrate literal and inferential reading and listening skills for comprehension and vocabulary development” connects to Communications Outcome 1. In all three outcomes, assessments as determined at the course level, indicated students are either approaching or have meet targets (4.A.3, B.2.4, B.2.5).

The College should be recognized for its effort in integrating this theme across the campus:

Outcomes in *Human Development* were measured in classes including personal development, stress management and wellness, and interpersonal skills.

Outcomes for *First Year Experience* courses were measured by student evaluations, evaluation of common student learning outcomes for FYE students, and data tracking. Of the 25 faculty who incorporate information competency into their curricula, three teach in basic skills.

Of the 559 books and media programs purchased by the library in 2009-2010, 19 were obtained specifically for support of basic skills programs.

Core Theme 4: Service to Community

The fourth component of GHC's mission is providing relevant and meaningful service to meet the professional, cultural, and educational needs of the community at large. Planning for the Service to Community theme is consistent with GHC's comprehensive plan (3.B.1).

It was clear to the evaluators that being responsive to community is embedded into the culture of GHC. The sense of community on the Grays Harbor Campus would be the envy of many other commuter colleges. GHC is to be commended for recent capital projects that have transformed the campus environment and created spaces to enhance student lives and encourage student engagement outside the classroom. Even though the College plans eventually call for the demolition of the HUB, the College responded to the results of a student survey to make improvements now to accommodate student government and clubs activities, improve the cafeteria, add a banquet room and in doing so made it a true hub of student life.

The recently opened day care center has doubled the capacity of childcare available on campus, providing the only infant and evening childcare in the area. Priority is given to students, and the remaining spots made available to the public. The facility is a unique partnership with a for-profit child care provider and on-going campus fundraisers raise \$8000 to \$10,000 annually to support child care scholarships for students.

GHC serves a 3,000 square mile area and 90,000 people. In 1997, Grays Harbor College embarked on a major outreach effort. A facility was leased in Ilwaco, and the new Columbia Education Center opened in 2006. The Riverview Education Center in Raymond was renovated in 2005, 2009, and a greenhouse added in 2009. The Whiteside Education Center in downtown Aberdeen was renovated in 1998, 2000 and 2010, and the Simpson Education Center in Elma opened in 1998, but was closed in 2009 for budgetary reasons. GHC offers lifelong learning

opportunities at these facilities, the Aberdeen Campus and throughout its two-county college district.

GHC has established four (4) Objectives with a total of thirteen (13) Indicators of Achievement (IA) for the Service to Community Core Theme (3.B.3).

Objective 1: GHC provides general and customized professional development opportunities in response to demand.

There are two Outcomes for this Objective, each with one Indicator of Achievement.

Continuing Education works closely with area workforce agencies, tourism council, and businesses to develop a yearly contracted training calendar. They have ongoing EMT and flagging training, but also facilitate one-time start up workforce training for new and expanding area business, such as ISO 14001 training for Grays Harbor Paper Co. to convert over to 100% recycled paper production and Ocean Spray to add a Craisin processing line (S.1.1).

Outcome – GHC provides quality professional development opportunities

S.1.1 Number of contract training courses offered for business or professional development

Outcome – Professional development opportunities are effective

S.1.2 Student and employer satisfaction with classes/training

In 2008, a CLARUS Workforce Development Scan was conducted. Grays Harbor Paper Co. and their employees indicated high satisfaction with the ISO14001 training they received (S.1.2).

Objective 2: GHS provides a wide variety of opportunities for cultural enrichment.

There are two Outcomes for this Objective with a total of five Indicators of Achievement.

Most of the class offerings and all the cultural events cited in the Self-Evaluation Report as Indicators of Achievement occurred on the Aberdeen Campus.

Course offerings have remained the same over three academic years, with growing enrollments (S.2.1 and S.2.2).

The number of cultural events has remained steady. In response to both College and community feedback, the Bishop Center roof was repaired and the stage refurbished. A Public Relations goal of increasing attendance at Bishop Center events while reallocating marketing dollars resulted in increased attendance and more sold out shows than previous years. The library houses the campus art gallery, exhibiting 5-8 shows per year. Each year there are three

Outcome – GHC offers courses in the creative and performing arts

S.2.1 Number of course offerings related to creative and performing arts

S.2.2. Sustainable enrollment in courses related to creative and performing arts

Outcome – GHC offers cultural events for the community

S.2.3 Number of musical and theatre events offered by/at the College

S.2.4 Number of non-matriculating community members participating in cultural events offered by/at the College

S.2.5 Number of art exhibits and events offered by/at the College

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 (S.2.3 and S.2.5).

Community participation met or exceeded target goals for musicals, symphony and civic choir performances in 2009-2010 (S.2.4).

Objective 3: GHS provides lifelong learning opportunities for all ages in response to community interest.

There is one Outcome for this Objective with a total of three Indicators of Achievement.

Lifelong learning enrollments experienced a noticeable decline between 2008-2009 and 2009-10. No specific causes were identified other than it being a likely result of a depressed economy. To maintain sustainable enrollment and meet the target of a 2% enrollment increase, the college cited the need to ensure relevancy and affordability of the community education offerings (S.3.1).

Outcome – The College provides opportunities for lifelong learners of all ages

S.3.1. Sustainable enrollment in classes offered for lifelong learning

S.3.2 Participation numbers in learning opportunities provided for pre-college-age students

S.3.3 Number of speakers/forums hosted by the College

GHC delivers and collects data on a variety of outreach activities for pre-college-age students. Juniors and seniors can participate in Running Start program or enroll in College Tech Prep courses coordinated through the Twin County Tech Prep Consortium. Running Start enrollment has declined, attributed to having fewer juniors and seniors in local schools, increased regular college enrollments resulting in closed classes by the time high school students are allowed to enroll, and the recent legislative action requiring Running Start students to pay college fees. On the other hand, tech prep enrollments recorded the most students and the most credits awarded in an eight-year period, though this was still short of the credit target of 2,550 and the student target of 550 (S.3.2).

The College-High School Relations Office coordinates a series of recruitment and informational events held on campus and in local schools. Coastal Resource Learning Center works directly with 2,100 K-12 students on natural resources education and events, hosts two summer programs and a day camp series for area children and trains teachers in *Classrooms to Coastlines* workshops. Last year the college offered 5 additional summer classes serving 100 local school children. GHC has a target of 15 events annually on topics relevant to the community, and hosts an impressive range of state, regional and national speakers (S.3.3).

Objective 4: GHS serves as a resource for the community at large, exemplifying service, stewardship and good citizenship.

There is one Outcome for this Objective with a total of three Indicators of Achievement.

Multiple departments have initiatives that serve the broader community. Human Resources has

an ongoing initiative to increase the diversity of faculty and staff to match the combined county averages of population diversity. Administrative Services engaged in emergency response partnerships, created a banquet facility in the HUB, built the Riverview Greenhouse and a new 60% larger Childcare Center (LEED gold standard). GHC Foundation partnered with Grays Harbor Community Hospital to provide a simulation lab for nursing students and provided \$150,000 for the construction of the new day care center. Students and staff participate in community service activities such as AIDS Walk, Relay for Life, and Habitat for Humanity (S.4.1).

Outcome – The College exemplifies service, stewardship and good citizenship

S.4.1 Number of initiatives that serve the broader community

S.4.2 Number of initiatives that achieve efficiencies and sustainability

S.4.3 Number of initiatives that provide options and stability for future generations

Multiple departments have initiatives that achieve efficiencies and stability for the institution. GHC Goes Green activities included: reallocating of advertising resources away from print and pursuing cost-neutral promotion; switching to 100% recycled paper, 2-sided copying and introducing a reduce and recycle policy resulting in a 33% reduction in paper use. Instruction added hybrid repair to the Automotive Technology program; began orienting towards sustainable products and processes in the Industrial Technology programs, and the Forest Technician program now meets the Forest Stewardships Council's standards for forest management. Administrative Services aggressively pursued grant and contract funding, exceeding \$4.7 million in 2008-2009. Informational Technology has reduced computer waste and repurposed computers as well as instituting TGIF (Teaching Good Information Fridays) computer workshops for faculty and staff (S.4.2).

Multiple Departments have initiatives that provide options and stability for future generations. Student Activities and Leadership Program foster civic responsibility and promote a positive view of the future among college students. GHC Foundation is working on a \$1 million endowment goal for their World Class Scholars program. The WCS program started in 1993 as a partnership between students, parents and the college. To date, 837 students have been recognized as World Class Scholars and 453 students have enrolled at GHC and received scholarships (S.4.3).

Core Themes Effectiveness and Improvement

The evaluators recognize GHC's efforts to develop and collect assessment data (4.A.1), to define appropriate Objectives and Indicators of Achievement for its Core Themes, and to make data available that could support the Indicators of Achievement. The evaluators observed alignment of programs and services in support of the Core Theme objectives (4.A.4), for example, the specific goals and objectives established by units such as Student Services, Counseling and Advising, Student Success, and Administrative Services in support of the Transfer Core Theme. Similar alignment activities occurred across the Core Themes.

However, the evaluators found that the analysis of data was lacking in claims of support of outcomes, particularly with regard to longitudinal analyses; and data were not clearly mapped to an established threshold that would provide targets for improvements in Mission fulfillment.

In addition, results of Core Theme assessments and results of assessments of programs and service did not appear to be used systematically for improvement by informing planning and decision making. 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 (4B.1).

The evaluators found examples of student learning outcome assessments which are used to effect planning and thereby enhance student learning (4.B.2). Faculty play an integral part in the evaluation of educational programs and services (4.A.2-3) - all faculty members are required to submit a plan for assessing three program or course outcomes each year. The Division Chairs then aggregate that assessment data for each Division at the end of the school year and report the program or course improvements recommended by the faculty. It then becomes the Division Chair's responsibility to either implement or monitor recommended changes.

Here are some examples of student learning outcome assessments used to effect planning with the intent to enhance student learning (4.B.2):

Humanities identified areas for improvement including adding more instruction time, conducting in class peer review for writing, addressing issues of attendance, use of repetition and re-testing;

Mathematics plans to create an emphasis in testing by projects which are designed to emphasize mastery and to develop soft skills;

Science is refocusing time on specific student achievement gaps, adding hands on activities, and increasing the focus on computer-based technologies;

ABE/ESL/GED at Stafford Creek Correctional Center plans to target support for low-level readers;

Counseling plans to devote more course time to specific skills like listening and taking essay examinations;

Nursing developed student exercises that strengthened the learning outcome N1 that assessed empathy used to assess caring;

Welding showed higher than target rates for assessing the outcome related to the American Welding Society standards for symbols, blueprints, and math.

Chapter Five: Mission Fulfillment, Monitoring, Adaptation and Sustainability

Standard 5.A Mission Fulfillment

GHC has well developed systems to collect necessary information to inform planning and decisions related to resource allocation, as is clearly reflected in the Self-Evaluation Report, other institutional documents related to planning, assessment and improvement, and interviews with faculty and staff.

Further, GHC effectively utilizes data from the Washington State system to improve practice. Their commitment to improvement based on reflective practice was also evident to the evaluators through the review of the College's planning processes, assessment processes, and resource allocation systems (5.A.1).

However, mission fulfillment appears to be disconnected from the Core Theme Objective indicators of achievement assessment - GHC instead uses the five Core Values of the College to define the threshold for mission fulfillment, and appears to use a holistic approach to both defining and scoring Core Value achievement indicators. The Core Value achievement indicators (pp 122-125) are not operationally connected with the Core Themes Objective achievement indicators (pp 8-11).

As such, although the evaluators found evidence of mission fulfillment based on the Core Theme Objectives being realized, the evaluators could not make a determination of Mission fulfillment using the method described by the College (5.A.2) based on its Core Values.

Standard 5.B Adaptation and Sustainability

GHC has systems and processes in place to regularly monitor the effectiveness of its operations in order to be able to meet the objectives of the Core Themes and hence fulfill its mission (5.B.1); make necessary improvements (5.B.2).

General Commendations and Recommendations:

Commendations:

1. The evaluators commend the faculty and staff for their unwavering commitment to the students and the community. The College has created a nurturing and vibrant learning environment, encourages student engagement outside the classroom, and has made service to community an integral part of its culture.
2. The evaluators commend the President and senior administrators for their leadership and inclusive approach to formulating the mission, core values and strategic directions. Faculty and staff appear to have high levels of confidence in the administration's effective leadership and management for the collaborative work of the College.
3. The evaluators commend Grays Harbor College for its efforts in developing and using student learning assessment data. The integration of program outcomes, desired student abilities, course outcomes and the ongoing instructional review process provide an excellent framework for assessing student learning.
4. The evaluators commend the College for the care with which the Core Themes, Objectives, Outcomes and Indicators of Achievement have been defined. Contributions to the design and assessment of the core themes came from multiple constituents on the campus – evidence of strong support from all members of the College community.
5. The evaluators commend the College's fiscal discipline. More than three years into a deep and continuing recession in the State of Washington, the College remains committed to minimizing the impact of its fiscal challenges on College programs and services and to helping ensure mission fulfillment.

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).
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).