

**INSTITUTIONAL EFFECTIVENESS REPORT
2006 – 2007**

GRAYS HARBOR COLLEGE

Aberdeen, Washington



**May 2008
Office of Research, Assessment & Planning**

The Institutional Effectiveness Report is a comprehensive document which evaluates the college's effectiveness at meeting the institution's Strategic Directions and Goals. Indicators of success for each goal have been identified and the report provides data on those indicators. Analysis of the data reported in the annual Institutional Effectiveness report is used to identify the college's strengths and weaknesses. Based on the analysis, institutional priorities are established that drive Strategic Planning and the budget development process. As such, it is a cornerstone of the institution's commitment to a comprehensive, data driven planning process that allows the College to respond to changing student needs, economic demands and community and state priorities while maintaining its focus on continuous improvement.

**GRAYS HARBOR COLLEGE
INSTITUTIONAL EFFECTIVENESS REPORT 2006-2007**

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INSTITUTIONAL EFFECTIVENESS 2006-07

STRATEGIC DIRECTION 1: EVALUATE PROGRAM OFFERINGS, SCHEDULING, AND RESOURCES ACROSS THE DISTRICT IN ORDER TO FORMULATE A COMPREHENSIVE PLAN TO MEET THE NEEDS OF OUR STUDENTS AND COMMUNITIES WHILE PROMOTING EDUCATIONAL EXCELLENCE IN TEACHING AND LEARNING IN ACCORDANCE WITH THE DESIRED STUDENT ABILITIES.

INDICATOR STUDENT SUCCESS IN DISTANCE EDUCATION COURSES IS COMPARABLE TO STUDENT SUCCESS IN NON-DISTANCE EDUCATION COURSES.

Measure: Percentage of students achieving a C- or better in college-level Distance Education or Face-to-Face classes

	2002-03	2003-04	2004-05	2005-06	2006-07
All Distance Education					
College Math	82%	68%	67%	65%	75%
College English	88%	75%	82%	83%	81%
All Distance Education Classes	88%	88%	86%	86%	84%
Online					
College Math	82%	68%	65%	67%	73%
College English	86%	74%	80%	83%	80%
All Online Classes	87%	88%	86%	86%	84%
Interactive Television					
College Math	--	--	80%	56%	100%
College English	100%	79%	88%	--	100%
All ITV Classes	91%	89%	87%	87%	91%
All Other					
College Math	----	----	----	----	--
College English	82%	----	----	----	--
All Other Classes	92%	81%	95%	80%	79%
Non-Distance Education					
Non-Distance Education College Math	82%	70%	81%	79%	76%
Non- Distance Education College English	85%	76%	84%	83%	78%
All Non- Distance Education Classes	88%	87%	87%	87%	84%

Source: Data Warehouse

INDICATOR: DEGREE SEEKING STUDENTS MAKE SIGNIFICANT PROGRESS TOWARD DEGREES.

Measure: % of degree-seeking students making progress toward educational goals

Progress of Students Planning Associate Degrees Two Years After Entering College (State & Contract)

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2001-2002 (Fall 2000 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	68%	68%	22%	22%	10%	10%
Part-time	30%	30%	23%	34%	47%	36%

2002-2003 (Fall 2001 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	69%	68%	24%	23%	8%	9%
Part-time	21%	32%	45%	31%	33%	36%

2003-2004 (Fall 2002 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	65%	69%	27%	21%	8%	10%
Part-time	10%	31%	26%	31%	64%	39%

2004-2005 (Fall 2003 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	65%	70%	24%	22%	10%	8%
Part-time	21%	31%	33%	31%	45%	38%

2005-2006 (Fall 2004 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	56%	63%	27%	26%	17%	11%
Part-time	NA	38%	NA	37%	NA	25%

2006-07 (Fall 2005 Cohort)

	Substantial Progress	SYSTEM	Some Progress	SYSTEM	Early Leaver	SYSTEM
Full-time	57%	60%	23%	22%	20%	18%
Part-time	NA	33%	NA	22%	NA	45%

*Substantial Progress = Degree seeking students who graduate or attend 4 or more quarters over the 2 year period.

*Some Progress = Degree seeking students who attend 2 or 3 quarters over the 2 year period

*Early Leavers = Degree seeking students who attend only the first quarter and not returning within 2 years.

Source: SBCTC Academic Year Report

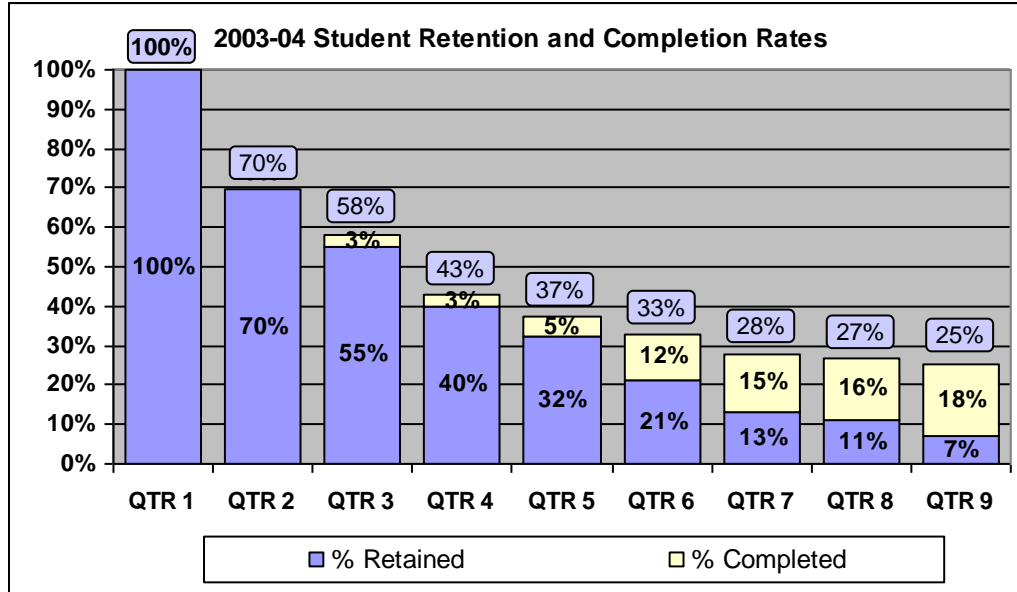
Analysis: The 2005-06 and 2006-07 data, representing the Fall 2005 and Fall 2006 cohorts, respectively, showed that fewer full time students (56% and 57%) achieved substantial progress. Additionally, the data over the last five years shows a growing percentage of full-time students who are early leavers. In the last year, this decrease in retention has become a system-wide phenomenon.

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INDICATOR: STUDENT RETENTION

Measure: Improved Tracking of Student Retention

A student retention database was developed that can track student retention and completion over nine quarters. Using this database, contributors to student retention can be identified and the retention of specified groups of students (e.g. by demographics or by a custom listing of student ID numbers) can be graphed. The most current cohort, students starting in 2003-04, was analyzed yielding the following data:



The most significant demographic contributors to student retention identified using this database were:

- **Financial aid status:** 21% of students receiving financial aid received a degree or certificate after nine quarters as opposed to 16% of students not receiving financial aid. In addition, students receiving financial aid had much better retention rates than those who did not.
- **Academic disadvantage:** academically disadvantaged students showed much higher quarter-to-quarter retention than students who were not academically disadvantaged. Overall completion rates were similar between these two groups (19% for non-disadvantaged, 17% for disadvantaged).
- **Starting quarter:** students who started in fall or winter quarter fared much better than students who started in spring quarter. First to second quarter retention was at 79% and 64% for fall and winter starters, respectively. In comparison, spring starter retention for the same period was 25%. Similarly, completion rates were dramatically lower for spring starters; 26% of fall starters and 28% of winter starters were still attending or had completed a degree or certificate after nine quarters while only 6% of spring starters were attending or had completed over the same period.
- **Part-Time or Full-Time status:** 20% of full-time students received a degree or certificate after nine quarters as opposed to 13% of part-time students. In addition, full-time students had much better retention rates than part-time students.
- **New student or Transfer-In student:** new students and transfer-in students had similar quarter-to-quarter retention rates, however 24% of transfer-in students received a degree or certificate after nine quarters while only 16% of new students did.

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Based on this data, a strong emphasis on financial aid and starting early in the academic year would be two ways to increase student retention in the future.

Measure: **% of students re-enrolling fall quarter from previous spring quarter**

New and Returning Students, State-Supported

	New to College	New Transfer-In	Total New	% of Total	Returning from Spring	Returning from Before	Total Returning	% of Total
Fall 2002	721	68	789	35%	1148	312	1460	65%
Fall 2003	804	86	890	36%	1222	366	1588	64%
Fall 2004	709	92	801	36%	1165	285	1450	64%
Fall 2005	786	88	874	38%	1167	274	1441	62%
Fall 2006	749	93	842	37%	1158	278	1436	63%
Fall 2007	663	63	726	33%	1178	282	1460	67%

Source: Data Warehouse

INDICATOR: **STUDENTS SUCCESSFULLY COMPLETE REQUIREMENTS FOR DEGREES AND CERTIFICATES.**

Measure: **Number of GHC students completing degrees and certificates compared to peer colleges.**

Degrees and Certificates Awarded 2006-07

	Annual Headcount	Academic Associate Degrees		Vocational Associate Degree		Certificate, 1 Year or More	
		Number	% of Total	Number	% of Total	Number	% of Total
Big Bend	4,560	263	5.77%	77	1.69%	41	0.90%

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Centralia	10,527	229	2.18%	95	0.90%	47	0.45%
Grays Harbor	6,526	149	2.28%	64	0.98%	118	1.81%
Lower Columbia	6,853	194	2.83%	170	2.48%	108	1.58%
Peninsula	9,711	155	1.60%	73	0.75%	62	0.64%
Wenatchee Valley	7,860	364	4.63%	162	2.06%	135	1.72%
SYSTEM TOTAL	472,293	13425	2.84%	7,253	1.54%	4,607	0.98%

Source: SBCTC Academic Year Report

Analysis: A comparison of GHC with five peer colleges and the system average shows that the College ranks 5/7 in the number of academic degrees awarded; 5/7 in the number of vocational degrees awarded; and 1/7 in the number of certificates awarded. There are a number of factors that could contribute to this trend including the strong economy which encourages students to get short-term training and move into the workforce; the WorkFirst program which also provides short-term funding for students on welfare; and the development of modules in a number of vocational programs particularly industrial technology.

INDICATOR: THE COLLEGE HAS ESTABLISHED POLICIES AND PROCEDURES TO ENSURE EQUAL AND FAIR TREATMENT OF ALL STUDENTS, FACULTY AND STAFF.

Grays Harbor College has established policies and procedures designed to ensure a positive learning and working environment with fair and equal treatment for all college employees and students. Documents related to these issues can be found in Human Resources and the Office of Student Services as well as on the college website. Examples of these items include GHC Board Policies and Administrative Procedures, Faculty Contract between GHC and the GHC Federation of Teachers, GHC New Employee Handbook, General Course Catalog 2006-07, GHC Student Handbook, part-time Instructor Guide, and Facilities Master Plan. Board Policies are updated regularly in the Board of Trustees meetings, with 30 revisions being made in 2006-07.

INDICATOR: THE COLLEGE RECOGNIZES STUDENTS FOR THEIR SUCCESSES AND ACHIEVEMENTS

Beginning in 1998, GHC established an annual Awards & Recognition Ceremony to honor the success of students in specialized areas of accomplishment. During the ten years since its inception, 223 students have been recognized for their outstanding achievements. Each June, recipients are honored at a ceremony and their names are engraved on plaques that remain on display in the Hillier Union Building.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Adult Basis Education Outstanding Student • Grays Harbor College Academic Development Award • Joseph E. Scott Business Award • Outstanding Art Student • Outstanding Criminal Justice Student • Outstanding Drama Student • Outstanding English Student • Outstanding Foreign Languages Student • Outstanding Human Services Student • Outstanding Music Student | <ul style="list-style-type: none"> Heidi Wood Zach Walker Laurel Sterling Carolyn Clarkson Jason Kindle Angela McFadden Nathan Moyer Chan Choe Rebecca Provost Victoria Stork |
|---|---|

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- | | |
|--|------------------|
| • Outstanding Nursing Student | Maeve Long |
| • Outstanding Willapa Center Student | Chris Nelson |
| • Outstanding Journalism Student | Brendan Carl |
| • P. Craig Wellington Award for Outstanding Female Athlete | Linsey Wagner |
| • Dr. O.R. Austin Award for Outstanding Male Athlete | Carlos Singer |
| • Neal A. Eddy Award for Outstanding Academic Achievement in Athletics | Danielle Russell |
| • Community Service Award | Dane D. Bonnell |
| • Open Door Award | Marianna Hopkins |
| • Leadership Award | Jeremy Vaughn |
| • Outstanding Student Employee | Ian Carey |
| • Automotive Student of the Year | Juan Perez |
| • Diesel Student of the Year | Eric White |
| • Carpentry Student of the Year | Doug Westlund |
| • Welding Student of the Year | Eric Nelson |

INDICATOR: FACULTY, STAFF AND STUDENTS PERCEIVE THAT THE COLLEGE PROMOTES THEIR HEALTH AND WELFARE

Student Programs

In 2006-07, the Grays Harbor Activity Board sponsored several events to encourage student involvement in activities outside the classroom:

- VIP lunches with Rep. Lynn Kessler and radio celebrity Johnny Manson
- Living voices presented three diverse performances
- Halloween dance with 70 attendees
- Two Family Fun nights with over 60 attendees each time
- Hacky Sack tournaments
- Project Mayhem – 4th annual event featuring games/rides, food, music, and various club involvement
- Three karaoke days
- Movie nights
- Welcome Week activities

INDICATOR: A SYSTEM TO EVALUATE ALL INSTRUCTIONAL PROGRAMS TO IDENTIFY COMMUNITY NEEDS FOR NEW PROGRAMS, GROWTH, CONTINUED STATUS, OR POSSIBLE ELIMINATION WAS DEVELOPED AND IMPLEMENTED.

Measure: Development of an Instructional Review Process for systematic evaluation of Instructional Programs

An Instructional Review Process has been developed to guide division and program development and improvement. Using the systematic review outlined in a comprehensive handbook, Instructional divisions and programs at Grays Harbor College will be continually reviewed for their effectiveness in meeting the educational and training needs of the community. The Instructional Review process will involve the systematic collection, analysis, and interpretation of data to

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assess the overall design and effectiveness of the division/program. Resulting data will be used for planning; decision-making, the development of personnel; the creation, revision, or termination of programs; and optimal allocation of college resources.

INDICATOR: GHC IS RESPONSIVE TO THE NEEDS OF ITS COMMUNITIES

Measure: Workforce Enrollment

2004-05 Baseline	2005-06 Actual	2006-07 Actual	2007 Target	% Below Target
216	219	217	232	-6%

Measure: An assessment will be completed to determine the programs and services that will be initiated at the Columbia Education Center at Ilwaco to improve Pacific County service levels.

In 2002 the statewide average service level was 3.86 per 1000 (headcount/population 17+ yrs.). At that time Pacific County was below the state average at 2.54. To address the low service level, an assessment was completed to determine the educational needs of the residents of south Pacific County. Based on that assessment, the College established the Columbia Education Center which offers academic, vocational, and basic skills courses to residents of south Pacific County. As of fall 2006 the service level in Pacific County had increased to 3.52, nearly reaching the current statewide average of 3.69.

Measure: Courses and Programs are added or deleted in response to community need

- Grays Harbor College has had a Pharmacy Technician program since 1998. Through anecdotal data gathered from graduates, the College learned that these graduates were having difficulty finding related employment in the service district, indicating that there was a problem with the number of graduates exceeding community need.

The number of Pharmacy Technician completers is outlined in the following chart:

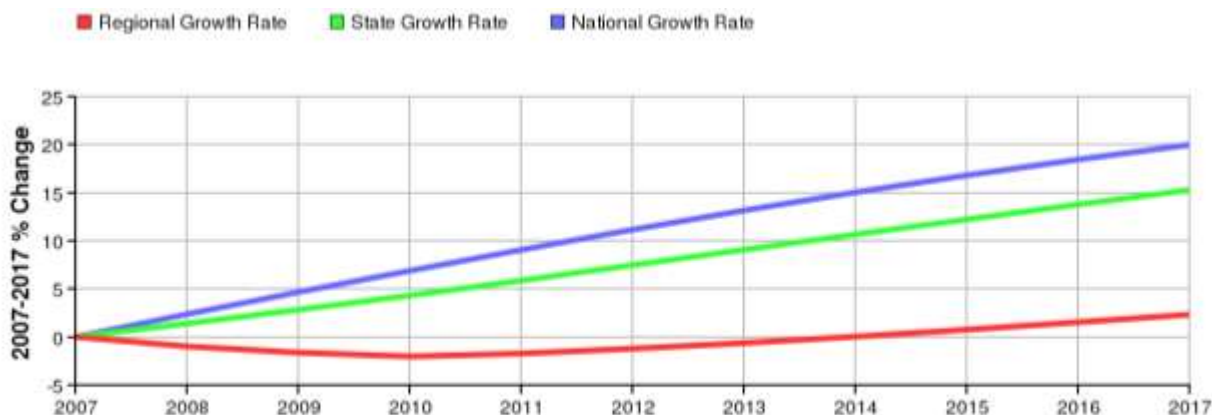
2007	6
2006	6
2005	16
2004	11
2003	8
2002	6

A 10-year projection was performed using the Community College Strategic Planner (CCSP), a software package that incorporates and synthesizes the most current demographic, employment, and industry data to allow for data-driven strategic planning. Based on prior industry performance and current economic trends, twelve new and replacement pharmacy technician positions were forecasted to become available over the next ten years, being far

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exceeded by the number of graduates from GHC's program. Based on the lack of community need, the Pharmacy Technician Program was discontinued at Grays Harbor College.

Ten-Year Growth Projection for Pharmacy Technician Occupations: Nationally, State-Wide, and Within the Service District



Source: CCbenefits, 2007

Data was also collected from the Washington State Department of Health Web site by performing a provider credential search of pharmacy tech program completers from summer of 2002 – summer of 2006. Completers who hold current certification as of January 2007 are as follows: 2002 graduates: 75%; 2003 graduates: 88%; 2004 graduates: 91%; 2005 graduates: 81%; 2006 graduates: 100%. However, pharmacy technicians can maintain licensure even if not employed in a related field. In order to determine how many completers are still employed in the field as well as in the service district a post-graduation survey needs to be completed.

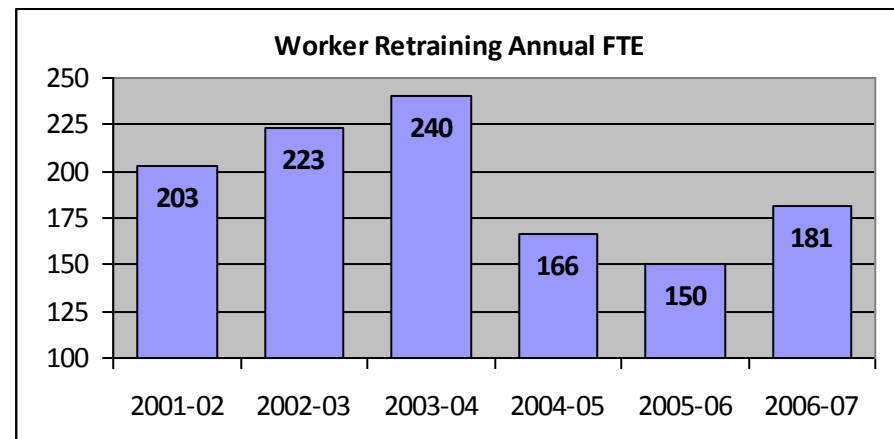
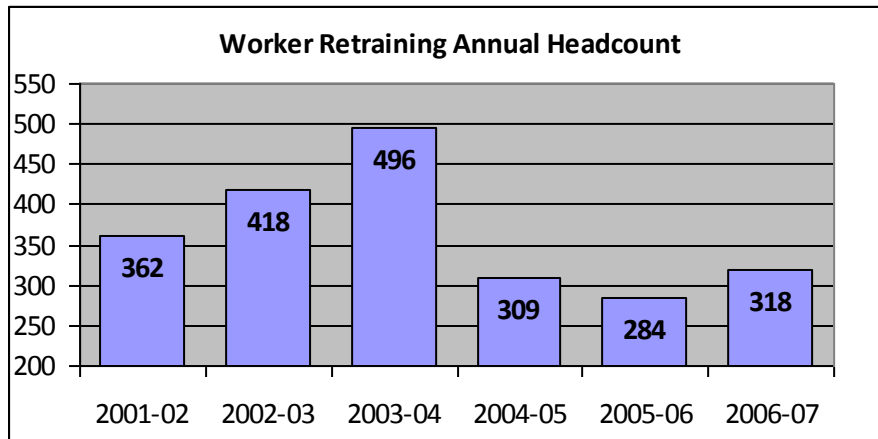
- Based on annual needs assessment for programming, SCCC Asst. Dean has submitted a proposal to DOC for a new ornamental horticulture program and expansion of the Powder Coating program which has a 2-3 year waiting list.
- To accommodate a significant number of students needing a faster-paced “refresher” program, a Fast Track GED course was implemented beginning fall 06.
- In response to community needs and labor market demands, the CDL program was reactivated and offered starting winter 07. The courses offered in winter 2007 were enrolled to capacity with an 89% success rate. All successful students from winter attended the subsequent quarter.
- In order to meet the needs of students who test at the developmental English level, but have had the coursework in the past, a new course was piloted winter 07 combining English 60 and English 95 into one quarter as a “fast track” option. The course was enrolled to capacity.

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Unfortunately, students who took the combined English 60 and English 95 were significantly less successful than students who took the courses separately (54% versus 73%). While conducting analysis for this project, data revealed that students who took these two courses in consecutive quarters were the most successful in both classes and based on this data, students will be encouraged to follow this strategy.

Measure: **Enrollment in Worker Retraining programs**

Grays Harbor College has played a major role in providing workforce education and training, primarily through the Worker Retraining program, as the two-county area has sought to diversify its economy. GHC has responded to these community needs by providing long and short-term workforce education programs; customized training programs designed to meet the needs of specific employers; work readiness programs; increased course offerings for students with low level skills; and new programs to encourage high school students to pursue education so that they will be prepared for the changing employment opportunities.



Source: SBCTC Academic Year Report

GHC has experienced a decline in Worker Retraining headcount and FTE from 2003-04 to 2005-06 consistent with all community colleges in the system. Analysis conducted by SBCTC indicates that the robust economy was driving this trend. The current upturn diverges from the community college trend, with Grays Harbor College indicating a winter quarter 2006 to winter quarter 2007 increase of 33% (from 137 to 181 FTE) compared to the system-wide drop of 4% (Source: SBCTC 06-07 Worker Retraining Analysis Report – Winter).

INDICATOR: **THE COLLEGE IS RESPONSIVE TO THE INTERESTS OF LOCAL BUSINESSES AND INDUSTRIES.**

Measure: **The College collaborates with the business community**

- The Natural Resources Department is working with AmeriCorps on internships with local industry, particularly in the area of sustainability.
- A meeting was held with Pacific County business representatives to develop internships in manufacturing.
- Social service agencies were contacted to inform them about the new Human Services instructor and to cultivate internships.

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Measure: GHC provides customized training to meet business and industry needs

Customized Training

In 2003-04, GHC and Westport Shipyard jointly developed a Yacht Finish Carpentry program for current and prospective workers. In 2006-07 Marine Finish Carpentry classes were added to meet employer need. While the Yacht Finish Carpentry has an approximately 50-50 split between employees and other students, the six Marine Finish classes offered to date are designed specifically for employees of Westport Shipyard.

In 2006-2007, GHC formed a partnership with the Ocean Spray Cranberry plant to provide technical training for their new product line.

Community, Business, and Industry Alliances

- **Grays Harbor Jobs Team**: GHC President Brewster is a member of the Grays Harbor Jobs Team.
- **Anchor Savings/The Bank of the Pacific/Weyerhaeuser** - GHC partners with Anchor Savings and The Bank of the Pacific for sponsorship of cultural events at the Bishop Center for Performing Arts.
- **Coastal Resources Learning Center Project (CRLC)** – GHC received a grant for **\$49,800 from the National Fish and Wildlife Foundation (NFWF)** to do a culvert removal project on Alder Creek on the GHC campus. This funding also was used to hire a Watershed Education/ Outreach Specialist. The CRLC also received two large independent financial contributions - **\$40,000 from John and Joyce Smith** to enhance watershed education activities on campus and **\$10,000 of this donation was matched by the GHC Foundation.**
- **Natural Resources program** received two additional grants: Department of Ecology Water Quality, \$75,000; ESD#113 Model Watershed Project, \$15,325. Model Watershed Outreach efforts continued in 2006-07 aided by the addition of the outreach specialist position. Some highlights include the following:
 - Increased collaboration with local teachers resulted in an increase in classroom presentations and visits to the college for Field Studies in the Model Watershed.
 - Improved promotion of the Watershed’s summer day camp and Summer Watershed Leadership Program resulted in increased participation in these projects.

Measure: Professional Technical Advisory Committees ensure that training is current and relevant to employer needs.

Under the guidance of the Washington Workforce Education Council, GHC has established advisory committees for each of the college’s professional-technical programs. The purpose of these advisory committees is to promote cooperation between education providers and the private sector in preparing individuals for employment; to promote quality professional-technical education; and to ensure that the education students receive is responsive to changing labor markets.

167 business and industry volunteers from the community served on the 2006-07 advisory committees. Each committee includes volunteers from both management and labor from the local business/industry base. Grays Harbor College faculty and professional-technical staff serve as non-voting consultants to each committee.

2006-07 Professional/Technical Program Advisory Committee Membership		
Program	# on Advisory Committee	Composition of the Advisory Committee

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Automotive	9	Automotive industry (dealerships, repair services), local high schools
Business	8	Retail, travel agency, consultants, Economic Development Council (EDC)
Carpentry	6	Carpenter's Union, Rognlin's
CDL	9	Trucking companies, Teamsters Union, Worksource,
CIS	11	Techline, Tech Tell, AARO medical, Montesano School District
Criminal Justice	8	City and county law enforcement, adult and juvenile correctional centers
Diesel	4	Construction/trucking businesses, truck repair shops, Aberdeen School District
GIS	7	WSDOT, G.H.County, ESRI, local high schools
Human Services	8	G.H. Domestic Violence Center, DSHS, SCCC, WorkSource, local counseling centers
Joint Metals/Welding	17	Airgas, Coastal Containment, Westport Shipyard, Harbor Hydraulics, local high schools, Labor Council
Natural Resources	23	Local high schools, WA & US Fish & Wildlife, state & tribal hatcheries, biologists, DNR, foresting companies
Nursing	24	Hospitals, nursing homes, clinics, hospice, county health dept.
Office Technology	9	Local high schools, Interstate Distributing Company
Pharmacy Technician	11	WA Board of Pharmacy, local pharmacies, GH Community Hospital
Worker Retraining	13	Carpenter's union, Labor Council, WorkSource, EDC, GH Community Hospital, Realty, Intercity Transit

INDICATOR: COURSES AND PROGRAMS ARE ADDED TO AND DELETED FROM THE CURRICULUM IN RESPONSE TO EVIDENCE IN SUPPORT OF SUCH CHANGES.

Measure: Summary of course and program changes

Program Additions, Deletions, Changes

Ocean Spray

OSPRA 090, SDC Processing Train the Trainer added
 OSPRA 091 SDC Technical Training Overview added
 OSPRA 092 SDC Technical Training added
 OSPRA 093 SDC Operations added

Human Development

HUMDV 071, Transitions I added
A course designed to assist people who are recently laid off from long-term employment to research and analyze information to make decisions about future career paths

Commercial Truck Driving

Certificate of Completion added
The CDL program was reinstated in response to strong community employer need and has been classified by the State Board as a WorkFirst High Wage, High Demand Program. The following courses were added in support of this reinstatement
 CDL 101, Commercial Drivers License Training added
 CDL 120, Range Operations and Maneuvers I

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CDL 125, Range Operations and Maneuvers II
CDL 130, Over the Road Driving I
CDL 135, Over the Road Driving II
CDL 140, Cooperative Work Experience Seminar
CDL 141, Cooperative Work Experience
FKLT 101 Business Division:

Human Services HUST 101, Change in prerequisites - removal of Psych 100 and Engl 101 as prerequisites, leaving CIS 100 and 101 or equivalent skill level as recommended preparation

Alcohol/Substance Abuse ALSA 110, Survey of Chemical Dependency, added to the Academic Electives list

Automotive Technology AUTO 102, Basic Automotive Electricity

Nursing NURS 149, reduction in credits from 3 to 2

Natural Resources **Geographic Information Services**

GIS 115, Cartography, activated
GIS 110, Principles of GIS I, added
GIS 200, Principles of GIS II, added
GIS 150 (GIS Applications in Natural Resources) requirement replaced with GIS 250 (GIS Applications in Natural Resources Management)
GIS 150 removed from the Natural Resources program core requirements
GIS 110 added to Natural Resources program core requirements
GIS track added to the Natural Resource program structure
GIS Certificate of Achievement added to the Natural Resources Program

Natural Resources

BIOL140, Ecology, removed from Natural Resources program core requirements
NR140, Stream Ecology, added to Natural Resources program core requirements
NR140, Stream Ecology, replaced with NR230, Aquatic Entomology for Watershed Technician electives

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GIS 150 replaced with NR230 in the Watershed Assessment certificate
 NR120 modifications: name changed to Society and Natural Resources, lecture/lab contact hour distribution to require 3 hours of lecture and 4 hours of lab.

Chemistry CHEM122, General Chemistry II, prerequisites added to include MATH121 or placement in MATH122

Math

- MATH 107, Survey of Mathematics, change in prerequisites
- MATH 111, Finite Math, change in prerequisites
- MATH 112, Business Calculus, change in prerequisites
- MATH 114, Inferential Statistics, change in prerequisites
- MATH 121, Pre-Calculus I, change in prerequisites
- MATH 122, Pre-Calculus II, change in prerequisites
- MATH 141, Calculus I, change in prerequisites
- MATH 142, Calculus II, change in prerequisites
- MATH 143, Calculus III, change in prerequisites
- MATH 241, Differential Equations I, change in prerequisites

Freshman Year Experience FYE199, StartSmart, a short intensive course designed to facilitate the college transition, added

INDICATOR: **STUDENTS OBTAIN EMPLOYMENT AS A RESULT OF TRAINING THEY RECEIVE**

Measure: **Employment status of all Job Prep students nine months after leaving college**

2002 - 2003(Class of 01-02)					
# of Students	Placed in U.I. Covered Jobs	Estimated Out-of-Region or Self-Employment	Total Est. Employed	Estimated Employment Rate	Cont. in Education
193 Comp.	143	14	157	81%	5
221 Leavers	126	24	150	68%	9
2003 – 2004 (Class of 02-03)					
# of Students	Placed in U.I. Covered Jobs	Estimated Out-of-Region or Self-Employment	Total Est. Employed	Estimated Employment Rate	Cont. in Education
245 Comp.	166	21	187	76%	16
209 Leavers	119	23	142	68%	3
2004 - 2005(Class of 03-04)					
# of Students	Placed in U.I.	Estimated Out-of-Region	Total	Estimated	Cont. in Education

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	Covered Jobs	or Self-Employment	Est. Employed	Employment Rate	
212 Comp	161	14	175	82%	4
166 Leavers	98	17	115	69%	1

2005-2006(Class of 04-05)

# of Students	Placed in U.I. Covered Jobs	Estimated Out-of-Region or Self-Employment	Total Est. Employed	Estimated Employment Rate	Cont. in Education
212 Comp	157	15	172	81%	4
167 Leavers	107	15	122	73%	0

2006-2007(Class of 05-06)

# of Students	Placed in U.I. Covered Jobs	Estimated Out-of-Region or Self-Employment	Total Est. Employed	Estimated Employment Rate	Cont. in Education
212 Comp	160	14	174	82%	7
165 Leavers	101	16	117	71%	2

* **Completers** - includes all degree and certificate earners and students earning 45 or more job prep credits

* **Leavers** - Students earning 6 – 45 job prep credits

Source: SBCTC Academic Year Report, DLOA database

INDICATOR: GOAL 1.5: SUPPORT INNOVATION AND EXCELLENCE IN PROGRAMMING IN ALIGNMENT WITH THE DESIRED STUDENT ABILITIES.

Measure: Institution of measures to increase student success

- A new AAS curriculum was implemented with the fall 2006 incoming class to improve graduate outcomes. Outcomes will be assessed at the end of the 2007-08 academic year.
- A mini-SOAR (Student Orientation and Readiness) course called SmartStart was designed and will be piloted at the Riverview campus in fall 2007.

Measure: The library collection was developed to strengthen weak areas

The faculty librarian consulted with other faculty to assess needs. As a result of the assessment, books and materials were ordered and Audio/Visual equipment was repaired. Ultimately, 125 titles were acquired with an expenditure of \$12,133 and performance outcomes will be measured in 2007-08.

Measure: Equipment was purchased to enhance learning in the sciences

A rotational inertia set and an optics experiment lab station were purchased to decrease the number of students per lab station. Light diffraction experiment equipment was purchased for the development of a new lab on this topic. 12 aerial stereoscopes and stereogram books were purchased for Earth Science to better illustrate landforms and rock structures.

Measure: Students who earn a degree or certificate at Grays Harbor College will also have achieved the Desired Student Abilities identified as general education learning outcomes: Student Satisfaction

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Please indicate to what extent you agree the college has contributed to your progress in each of the campus-wide Desired Student Abilities (learning outcomes):

	Agree/ Strongly Agree		Undecided		Disagree/ Strongly Disagree	
	2006 →	2007	2006 →	2007	2006 →	2007
Critical Thinking	95%	93%	3%	6%	3%	1%
Literacy	88%	94%	8%	5%	4%	1%
Information Use	91%	94%	6%	5%	3%	1%
Competency in the Disciplines	88%	94%	9%	5%	3%	1%
Social & Personal Responsibility	86%	91%	13%	8%	3%	1%

Source: 2007 Graduate Survey

INDICATOR: STUDENTS PERCEIVE THAT THE COLLEGE FOSTERS A RESPECTFUL AND COLLABORATIVE LEARNING ENVIRONMENT.

Measure: Student satisfaction

GHC strives to provide a learning environment that is free of harassment/discrimination of any kind (race, sexual-orientation, age, gender, religion, etc.). In your experience, was GHC that kind of learning environment?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2007	45%	32%	11%	4%	5%
2006	46%	45%	9%	1%	0%
2005	61%	26%	10%	0%	1%
2004	61%	33%	6%	0%	0%

Source: 2004-2007 Graduate Survey

In 2007, the number of students agreeing that GHC was a learning environment free of harassment or discrimination decreased to 77%, down from 94% in 2004. The new Equity & Diversity Resource Center may help to reverse this trend.

INDICATOR: THE CREATION OF A CLASS SCHEDULE THAT IS MORE FLEXIBLE AND PROVIDES OPTIONS FOR THE DIVERSE COMMUNITY OF STUDENTS IN OUR DISTRICT.

Measure: Expansion of evening and online options to accommodate student need

- Evening clinicals for nursing program were piloted winter 07 for 2nd year students and, based on enrollment, were continued spring quarter.
- Expanded evening Automotive and Carpentry classes spring 2007.
- Expanding GHC-taught WAOL offerings

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- Principles of Accounting Series (Acct 150,151,152) previously offered as ITV is now being taught by GHC instructors through WAOL
- Social Problems offered by GHC instructor through WAOL spring 2007
- Human Nutrition has been offered by GHC instructor through WAOL every quarter beginning summer 2006, with strong enrollment.
- English 60 and English 201 were redesigned by GHC instructors to be offered through WAOL summer 2007.
- Business Law, Economics, and Intro to Business redesigned by Business Division instructors to be offered through WAOL

INDICATOR: GHC UTILIZES ADVANCES IN TECHNOLOGY TO PROVIDE ENHANCED PROGRAMS AND SERVICES TO MEET THE NEEDS OF ITS RURAL RESIDENTS

Web enabled applications allow current and prospective students to apply for admission, plan their course schedule, complete orientation, register for classes, and pay tuition and fees.

- A student kiosk provides students with immediate access to grades, unofficial transcripts, degree audits, and financial aid information.
- Instructor Briefcase provides instructors with access to course rosters and enables web grading.

Alternative methods of course delivery and support services include Washington Online Virtual Campus; WebBoard; Live Reference Librarian; on-line full text databases; 2-way interactive TV (including Via Video to support private interaction for counseling, financial aid, admissions and advising).

Goal 1.4: Explore and implement ways to improve articulation with K-12 and 4-year colleges.

INDICATOR: DISTRICT HIGH SCHOOL GRADUATES CHOOSE GHC FOR HIGHER EDUCATION.

Measure: % of high school graduates enrolling at GHC in fall quarter following graduation

The proportion of recent high school graduates enrolling at GHC increased 7% over the past five years from 23% to 30%. Although local school districts report enrollment declines, this trend has not yet impacted the total number of graduates or the number of those enrolling at GHC. 2006-07 had the second highest graduate enrollment of the last five years. Since the decline in K – 12 enrollment is primarily in the grade schools, it may be some time before the College is significantly impacted.

High School Capture Rate

	District Grads	Enrolled at GHC	% Enrolled at GHC
2002-03	880	204	23%
2003-04	999	273	27%
2004-05	972	271	28%
2005-06	963	288	30%
2006-07	986	291	30%

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Source: SBCTC – Recent High School Graduates Report

INDICATOR: RELATIONSHIPS WITH LOCAL HIGH SCHOOL STUDENTS AND FACULTY ARE STRENGTHENED.

- Counseling center staff conducting regular presentations for students and faculty at Harbor High throughout the year and will participate in graduation events.
- Counselor Exchange is an annual meeting designed to foster communication between high school and college counselors. The annual meeting was held in spring 2007 with high school counselors completing a survey to identify ways that the college can improve their role in the Running Start program.
- Tech Prep has established two articulation agreements with North Beach High School, one with Raymond HS, and Rochester HS.
- President met with Aberdeen School District regarding Skills Center.

INDICATOR: STUDENTS SUCCESSFULLY COMPLETE COLLEGE LEVEL AND DEVELOPMENTAL EDUCATION COURSES.

Measure: % of attempted courses completed with a C- or higher

WINTER QUARTER CORE COURSE COMPLETION RATES 2003 - 2007

MATH

	2003	2004	2005	2006	2007
Developmental	80.43%	75.32%	73.66%	77.10%	76.09%
College Level	89.33%	90.91%	88.96%	89.87%	85.52%

ENGLISH

	2003	2004	2005	2006	2007
Developmental	80.58%	77.42%	83.33%	78.49%	79.45%
College Level	89.66%	88.22%	83.89%	85.99%	76.23%

MATH & ENGLISH

	2003	2004	2005	2006	2007
All Levels	85.37%	83.49%	81.47%	83.05%	78.23%

Source: Data Warehouse

Analysis: There has been a decline of nearly 10% in completion rates for college-level English from 2006 to 2007 as well as a 4% decline in completion of college-level math. Together, these account for the overall decline in completion of all math and English core courses of 4.8%.

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Measure: Student Achievement Initiative

An incentive program was developed within the community and technical college system that rewards colleges for improving student achievement. Areas measured within this program include successful advancement through Adult Basic Education, successful completion of pre-college coursework, completion of college-level math, completion of 15 college-level credits, and program completion. Baseline data for the 2006-07 cohort has been provided by the State Board and these students' progression as well as the progression of students from subsequent cohorts will be tracked.

INDICATOR: **STUDENTS SUCCESSFULLY MOVE TO HIGHER LEVELS OF ADULT BASIC EDUCATION.**

Measure: State Board for Community & Technical College Performance Improvement Measure

In 1998 the SBCTC adopted a Performance Improvement Plan which identified and set system-wide performance goals for three measures – Prepared for Transfer, Basic Skills, and Prepared for Work. These measures reflect the mission of community and technical colleges and support Legislative goals that CTC's should have a role in closing the workforce skills gap, preparing students for bachelor's degrees, and providing instruction in basic literacy skills and English as a Second Language.

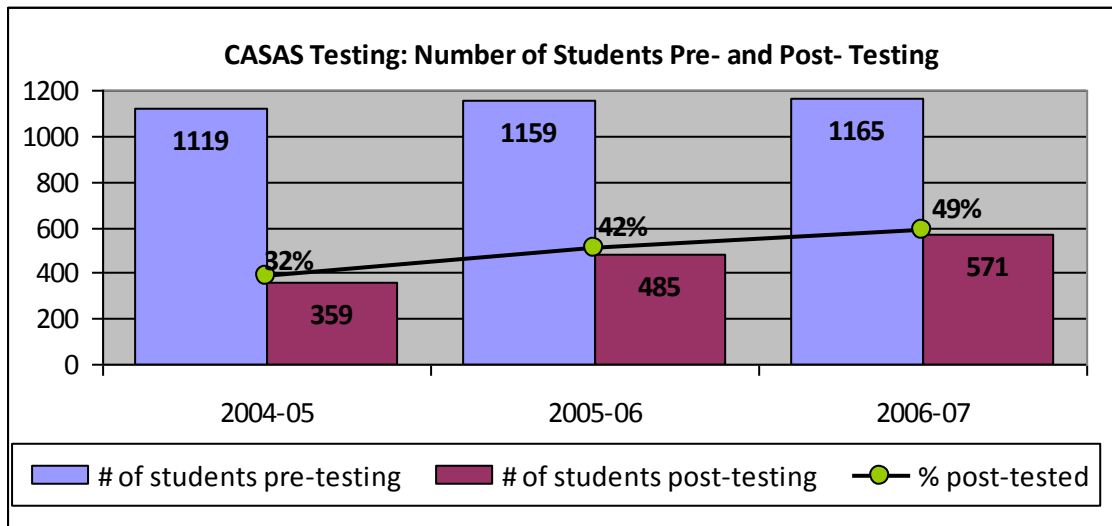
Beginning in 2005, the Basic Skills assessment method was changed from a percentage increase to a numeric target set by the SBCTC. System level and college district level targets are set based on current performance, system performance trends, the rate of funded enrollment growth, and proposed increases in the biennial budget request. Using the 2004-05 Basic Skills Measure – 332 students – as a baseline, GHC's 2007 target was set at 343 students, an increase of 3.3%. **By 2006-07, Grays Harbor College exceeded that target by 35%** with 462 students advancing at least one level.

2004-05 Baseline	2005-06 Actual	2006-07 Actual	2007 Target	% Above Target
332	347	462	343	35%

Measure: Percentage of students pre-testing, post-testing, and advancing to higher levels of Basic Education

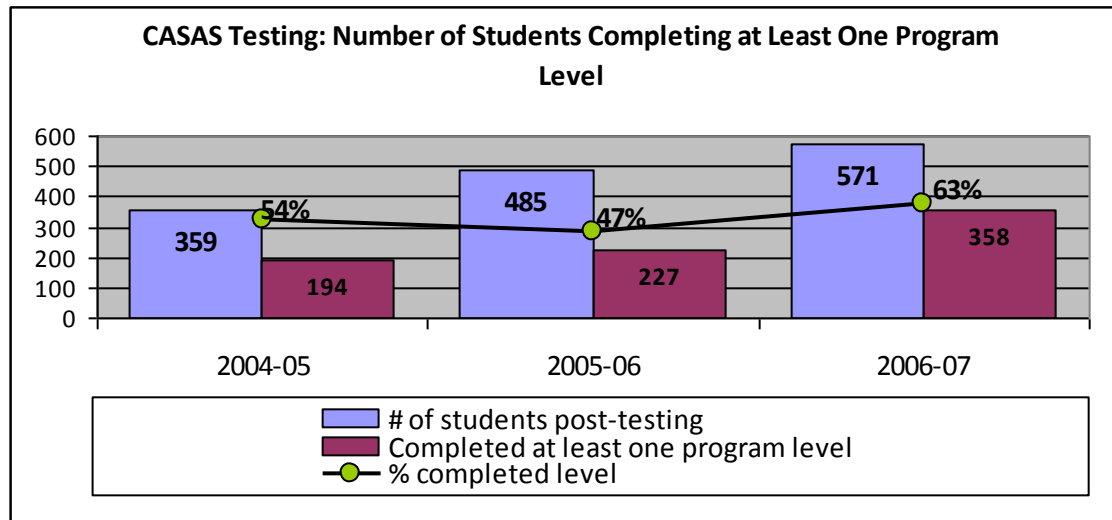
The number of students pre-testing and post-testing has increased over the past three years, with the percentage of post-testing students increasing by 17%.

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Source: Wabers database

The number of students post-testing has increased by 59%, the absolute number of those completing at least one program level has increased by 85% and the percentage of post-testing students who completed at least one program level has increased by 9 percentage points over the last three years.



Source: Wabers database

INDICATOR: TRANSFER STUDENTS MOVE SUCCESSFULLY FROM GHC TO OTHER COLLEGES AND UNIVERSITIES.

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Measure: State Board for Community & Technical College Performance Improvement Measure

Beginning in 2005, an assessment method for transfer rate was adopted that sets system level and college district level targets based on current performance, system performance trends, the rate of funded enrollment growth, and proposed increases in the biennial budget request. Using the 2004-05 Transfer Measure – 175 students – as a baseline, GHC’s 2007 target was set at 177 students, an increase of 1.1%.

By 2006-07, Grays Harbor College fell short of that target by 14% with 152 students transferring to four-year schools.

2004-05 Baseline	2005-06 Actual	2006-07 Actual	2007 Target	% Below Target
175	188	152	177	14%

Measure: Number of GHC students who transfer to Washington Baccalaureate Institutions

GHC TRANSFERS COMPARED TO PEER COLLEGES 2006-07			
State Community Colleges	Transfer Intent Headcount 2006-07	Transfers to 4-year	% of Total
Peninsula	1165	98	8.41%
Lower Columbia	1477	154	10.43%
Big Bend	1225	137	11.18%
Wenatchee	2089	309	14.79%
Grays Harbor	941	151	16.05%
Centralia	1231	206	16.73%

Source: Headcount, SBCTC 2006-07 Academic Year Report; Transfers, HECB Mobility Study

Analysis: In the face of declining academic FTE, decreased enrollment in day on-campus courses and declining enrollment in Running Start, GHC did not meet its transfer target. It should be noted, however, that despite the small number of students attending GHC with a transfer intent, the College was second, when compared to peer colleges, in the total % of transfer students who successfully transferred.

Student Transfers from GHC to other Washington Colleges & Universities 2006-07					
Institution	Transfer Status:	Total #	%	% of All	Percent

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	Fr/So	Jr/Sr	Other	Transfers	Transfer as Jr/Sr	Transfers	of Sector*
4-Year Public Institutions (Total)	33	86	10	129	67%	48%	100%
Central Washington University	4	8	1	13	62%	5%	10%
Eastern Washington University	3	6	0	9	67%	3%	7%
The Evergreen State College	11	15	7	33	45%	12%	26%
UW - Seattle Campus	0	4	0	4	100%	2%	3%
UW - Tacoma Campus	0	2	0	2	100%	1%	2%
WSU - Pullman	11	34	2	47	72%	18%	36%
WSU - Spokane	2	1	0	3	33%	1%	2%
WSU - Vancouver	1	2	0	3	67%	1%	2%
Western Washington University	1	14	0	15	93%	6%	12%
4-Year Independent College (Total)	5	17	0	22	77%	8%	100%
Community & Technical Colleges (Total)	113	2	0	115	2%	43%	100%
All Washington Institutions	151	105	10	266	39%	100%	

Source: HECB Portal Mobility Report, 2006-07

INDICATOR: STUDENTS PERCEIVE THAT THE COLLEGE HELPS THEM TO ACHIEVE THEIR EDUCATIONAL GOALS.

Measure: Student satisfaction

Rate how well your experience as a student at GHC helped you in pursuing your career goals.

	<u>Excellent/Good</u>	<u>Average</u>	<u>Poor/Very Poor</u>
2006-07	80%	15%	4%
2005-06	76%	23%	2%
2004-05	79%	17%	3%
2003-04	72%	22%	4%

Source: 2004-2007 Graduate Surveys

Measure: Promotion of excellence in teaching and learning

- Tutors at the Learning Center are required to take a training program that has been certified by College Reading and Learning Association (CRLA)
- The Research Librarian taught a LIB 299 course for faculty during spring 2007 emphasizing the Information Competency DSA.
- Nursing Graduate surveys were mailed to former students for evaluation of the program in December 2006.
- Library and Media Services is developing a web-based survey for faculty and student assessment of library services.

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- The Student Success Conference is held each quarter with very positive results. Faculty, administrators and staff have all presented sessions at the Conference.
- Counseling center staff conducted regular presentations for students and faculty at Harbor High and all of the College’s Outreach Centers.
- Career Survey and Transitions courses developed to help students to recognize their potential and continue with additional education.

INDICATOR: THE COLLEGE SUPPORTS PARTNERSHIP PROGRAMS THAT HELP HIGH SCHOOL STUDENTS TO REACH THEIR EDUCATIONAL GOALS

Measure: Enrollment in World Class Scholars program

In 1993 the Grays Harbor College Foundation established a program designed to encourage high school students to pursue higher education at Grays Harbor College following their graduation.

Since the program’s inception, **672 students have been recognized as World Class Scholars; 365 students (54%) chose to attend GHC and were eligible for funding;** those students have received more than **\$414,424 in scholarship awards.** Efforts to expand program participation include improved promotional materials, increased presentations to middle and senior high school students, and greater involvement of parents and school officials in the administration of the program.

Enrollment in World Class Scholars program

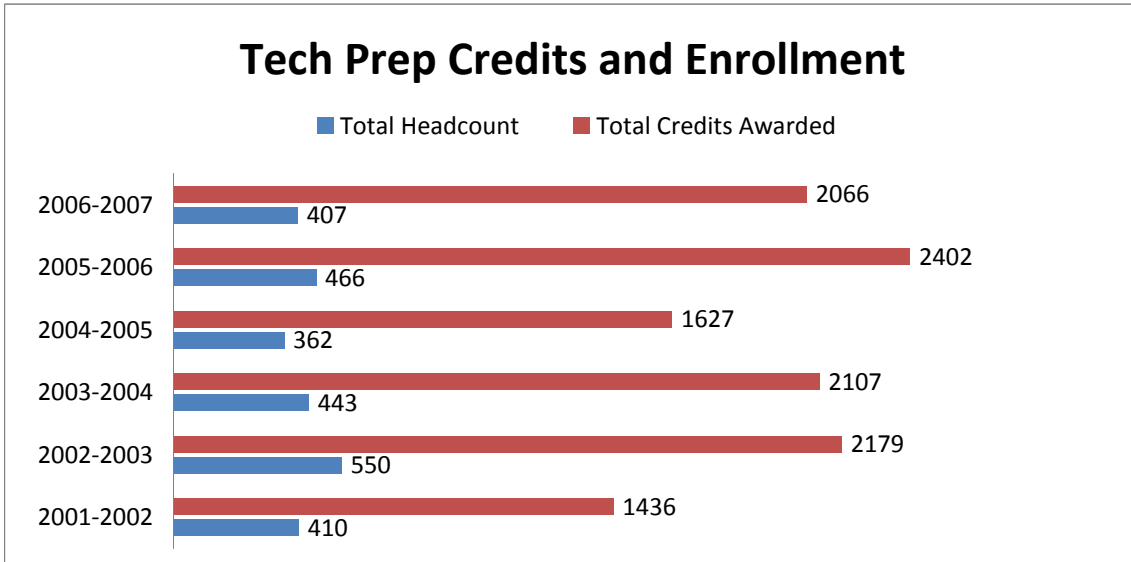
HS Graduating Year	HS Seniors Graduating as World Class Scholars	WCS Enrolled at GHC Receiving Funding (fall)	% Enrolled
1999	64	41	64%
2000	68	36	53%
2001	68	42	62%
2002	73	43	59%
2003	67	43	64%
2004	66	36	55%
2005	57	32	56%
2006	85	36	42%
2007	67	24	35%

GHC Academic Year	WCS graduating from GHC
1998-99	18
1999-00	24
2000-01	24
2001-02	25
2002-03	24
2003-04	25
2004-05	24
2005-06	28
2006-07	21

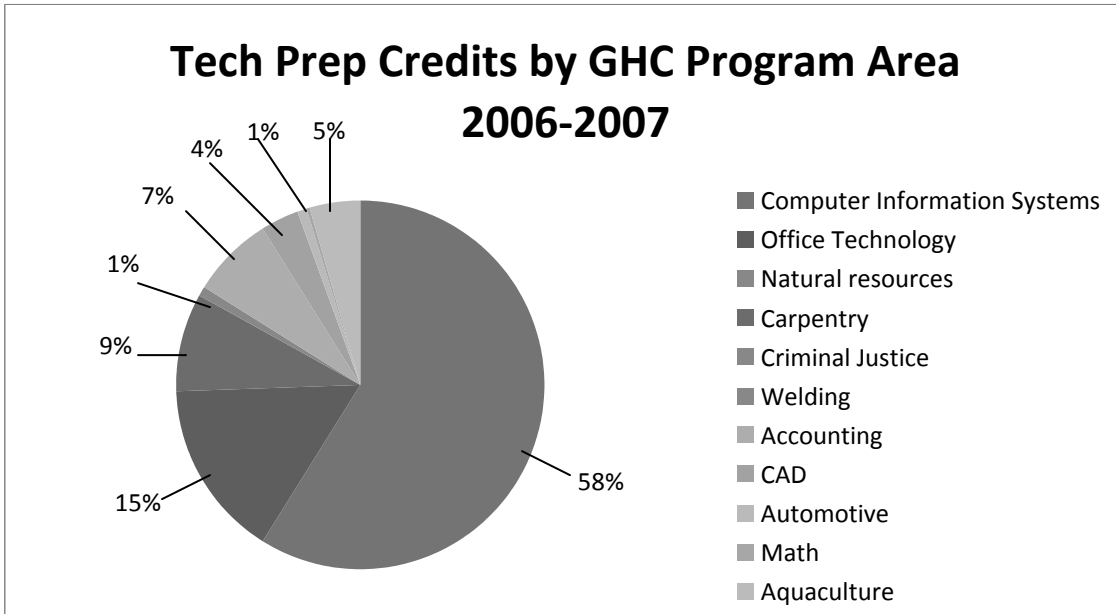
INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: **Enrollment in Tech Prep program**

Tech Prep is a cooperative effort between Grays Harbor College and local area high schools which allows students to earn college credits for certain career and technical education courses taken while in high school. Articulation agreements identify courses which are equivalent in content to college courses and are taught by qualified high school instructors. Students who enroll in the program and earn a “B” grade or better receive college credit with no costs for tuition or books. By combining high school and college classes into a unified course of study, high school students are able to get a solid start toward a community college certificate or degree.



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Measure: Credits and tuition savings of Tech Prep students

In 2006-07, articulation agreements were in place with fourteen high schools in Grays Harbor and Pacific counties and one out of district high school. These schools offered 30 different tech prep courses (81 separate courses in 14 different schools) in 11 program areas. In addition, Tech Prep has established an agreement with North Beach High School for the first time in two years. During the academic year, 407 Grays Harbor College Tech Prep students earned 2066 college credits, with an associated **tuition savings of more than \$141,000**. On average, each student completed 5.07 credits and saved \$370.09 in tuition costs.

Tech Prep Enrollment History

Year	GHC Total Headcount	Total Credits Awarded	GHC Average Credits Earned	Statewide Average Credits Earned	GHC Total Savings to Students
2001-2002	410	1,436	3.50	6.88	\$83,431.60
2002-2003	550	2,179	3.96	6.52	\$137,385.95
2003-2004	443	2,107	4.75	6.29	\$139,378.05
2004-2005	362	1,627	4.49	6.24	\$112,832.45
2005-2006	466	2,402	5.15	6.49	\$172,463.60
2006-2007	407	2,066	5.07	6.22	\$141,095.70

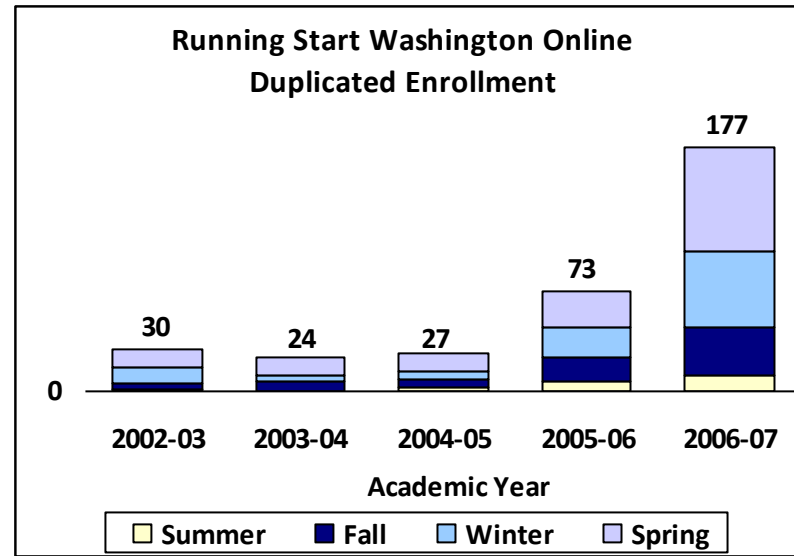
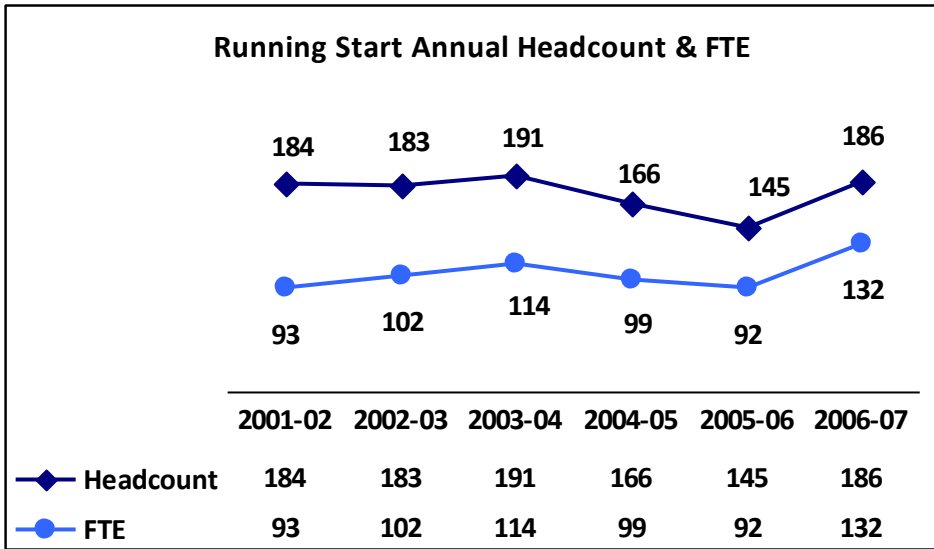
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INDICATOR: THE COLLEGE SUPPORTS PARTNERSHIP PROGRAMS THAT HELP HIGH SCHOOL STUDENTS TO REACH THEIR EDUCATIONAL GOALS

Measure: Enrollment in Running Start program

Running Start, a program created by the Washington State Legislature, provides an opportunity for academically qualified juniors and seniors in high school to enroll in college courses tuition-free. Students enrolled in Running Start receive both high school credit toward graduation and fully transferable college-level credit. In 2006-07 there was a surge in the number of Running Start students as well as an increase in the number of credits taken per student. This can be accounted for in part by a significant increase in the number of Running Start students enrolling in online classes (2.4-fold increase).

In 2006-07 the average GPA for Running Start students, based on 5452 credits was 2.78; **75% percent of all Running Start students earned a quarterly GPA of 2.0 or higher.**



Measure: Credits and tuition savings of Running Start students 2006-07

Over the course of the 2006-07 academic year, an average of 162 students per quarter participated in the Running Start program, with an associated **tuition savings of more than \$442,000**. The average tuition saved per student per quarter was \$913. Eight students graduated in June earning their high school diploma and GHC Associate's degree (one receiving both an AA and an AAS) simultaneously. One student earned his high school diploma and Welding Certificate simultaneously.

Quarterly Totals	# of Students	Total College Credits	Tuition \$ Saved

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Fall, 2006	168	2003	\$148,823
Average		11.9	\$886
Winter, 2006	164	2041	\$151,646
Average		12.4	\$925
Spring, 2007	153	1914	\$142,210
Average		12.5	\$929

Source: SBCTC Data Warehouse

Measure: Worker Retraining student outcomes based on Data Linking for Outcomes Assessment (DLOA)

Data Linking for Outcomes Assessment (DLOA) tracks employment outcomes for worker retraining students including data on program completion, employment and wages. Student information from the 34 community and technical colleges is linked with Employment Security records in WA, OR, ID, AK, and MO and with federal employment records. Data is reported for all students (leavers and completers) who are found in Employment Security records three quarters after leaving the college.

During 2006-07, 318 students were enrolled in the Worker Retraining program. The exiting cohort for that year was 154 students with 85 of them completing. Of these, 23 students earned certificates and 43 earned associate degrees with the remainder completing 45 college-level vocational credits. 78% of that cohort was employed three quarters after training with a median wage of \$12.36 per hour.

Measure: "Family Homework Nights" in Learning Center implemented.

The GHC Learning Center instituted a Family Homework Night at GHC as an opportunity for GHC students to set a positive example and share their school experience with the children in their lives. Students were invited to bring their school-age children to work on homework together in the GHC Learning Center. Tutors were available as well as students from the WSU teacher prep program.

INDICATOR: FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ENHANCE TEACHING AND LEARNING ARE EXPANDED.

Measure: Faculty and staff have access to a variety of opportunities for professional development.

Faculty Professional Development –The negotiated faculty contract provides for advancement on the salary schedule based on professional development. In 2006-07, nine faculty members advanced on the salary schedule after completing a variety of training activities including academic credit, outside work, attendance at conferences, and research.

During the 2006-07 academic year, 18 individual faculty members participated in professional development activities, and one earned her Masters Degree. They earned over 60 academic credits and attended discipline related conferences. Full-time faculty also pursue professional development by taking advantage of sabbatical leave for advanced study in discipline-specific areas, writing, research, and development of course materials that apply new approaches to student learning. In 2006-07 a Developmental Education instructor received a sabbatical for winter and spring quarters to enhance her teaching skills related to

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diversity. She traveled to Mexico to gain direct experience working with diverse populations and will use those skills with students in her developmental math courses. Also in 2006-07, GHC was awarded a grant from OSPI in collaboration with five school districts for faculty development in math and science.

The following professional development opportunities were made possible through funding provided by the Title III grant:

- One faculty member attended the Commission on Adult Basic Education (COABE) National Conference
- Lab development for Biology 202 and Biology 211
- Curriculum revision for Reading 80 and 90, Building Maintenance, ABE/GED, CIS 102, writing and math, work readiness
- Development of supplemental materials for Building Maintenance, CIS, OFTC, online interactive supplemental learning materials
- 15 instructors attended a workshop held by the State Board for ESL Instructors. The focus of the workshop was activities and strategies for enhancing English language civics instruction
- Production of "Higher Education Teachers in Media" video
- Creation of an advising tool for business division programs
- Creation and offering of online material workshop for faculty

INDICATOR: THE COLLEGE RECOGNIZES FACULTY FOR THEIR ACHIEVEMENTS.

Faculty Excellence Development Awards:

Annual award with funding based on project proposal; selected by committee review and Board of Trustees approval. Funding for these awards varies based on interest earnings from an Endowment Fund. The funding for Faculty Excellence Development Awards was \$11,000 in 2006-07.

Teacher of the Year:

Annual \$1000 award voted on by students. Funding for the Teacher of the Year Award is provided by the GHC Foundation.

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STRATEGIC DIRECTION 2: COLLEGE CLIMATE AND STAFFING

EVALUATE AND ENHANCE COLLEGE CLIMATE BY PROVIDING EFFECTIVE LEADERSHIP AND PROMOTING PRODUCTIVE AND SATISFYING RELATIONSHIPS AMONG CONSTITUENCIES.

INDICATOR: COMMUNICATION AND COLLABORATION IMPROVED AMONG CONSTITUENT GROUPS TO PROVIDE AN ENVIRONMENT IN WHICH ALL PEOPLE FEEL RESPECTED AND VALUED.

- President held quarterly open-forum style meetings with faculty and classified staff to improve communication and address concerns.
- Expanded use of campus-wide e-mail, new electronic message board purchased for dissemination of news and events. New “Status for Today” feature added to homepage. Revised “Suspended Operations” procedures for inclement weather for clarity; using FlashNews to alert staff and students to status.
- Emergency Planning process developed and communicated. Administrative Team Retreat focused on practicing the procedures. Fall sessions will be held with faculty and staff.
- The Learning Center has established a myspace account to send mass announcements of upcoming events to students.
- SCCC administration now attending DOC counselor meetings to discuss educational opportunities available; SCCC staff has hosted two potlucks with DOC staff to promote communication.
- To improve understanding of the Financial Aid process, presentations are being made in classrooms, high schools, off-campus sites, and at the quarterly Student Success Conferences.
- Minutes from the Administrative Team, President’s Cabinet, Connections and Safety meetings are now being shared with off-campus centers.
- Title III grant funding used to purchase National Clearinghouse tracking service for follow-up contact with non-returning students.
- ASGHC hosted a political forum which was promoted in the community; increase in artist participation and community attendance at Fall Art Show; Speakers Series ongoing for staff and students; drama/music presentations well attended.
- A Human Resources informational workshop was conducted for ABE/ESL instructors.
- Updated sexual harassment and ethics training was provided for all GHC staff.

INDICATOR: APPRECIATION FOR THE RICHNESS OF DIVERSITY ENHANCED THROUGH HIRING, STUDENT OUTREACH, PROFESSIONAL DEVELOPMENT OPPORTUNITIES, AND WORKSHOPS.

Measure: College enrollment, faculty, and staff reflect the demographic characteristics of the district.

GENDER	GH College Students		GH College Employees		GH County	
Male	1,602	37%	110	43%	33,390	50%
Female	2,728	63%	148	57%	33,804	50%
TOTAL	4,330		258		67,194	

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RACE/ETHNIC BACKGROUND	GH College Students		GH College Employees		GH County	
	Count	Percentage	Count	Percentage	Count	Percentage
Latino/Hispanic	517	12%	7	2.4%	3,258	5%
Asian/Pacific Islander	103	2%	0	0%	891	1%
African American	38	1%	3	0.4%	226	<1%
Native American	212	5%	5	1.2%	3,132	5%
Other/ Multi-Racial	160	4%	0	0%	1,527	2%
White	3,194	76%	243	96%	59,335	87%
TOTAL	4,224*		258		68,369	

Source: IPEDS 2004, SBCTC Academic Year Report, U.S. Census Bureau (2000 Census). Differences in totals are due to non-reporting students and nonresident aliens

**Excludes 102 students who did not report race and 4 international students.*

Measure: **Students perceive that the college promotes the strengths inherent in diversity: Student Satisfaction.**

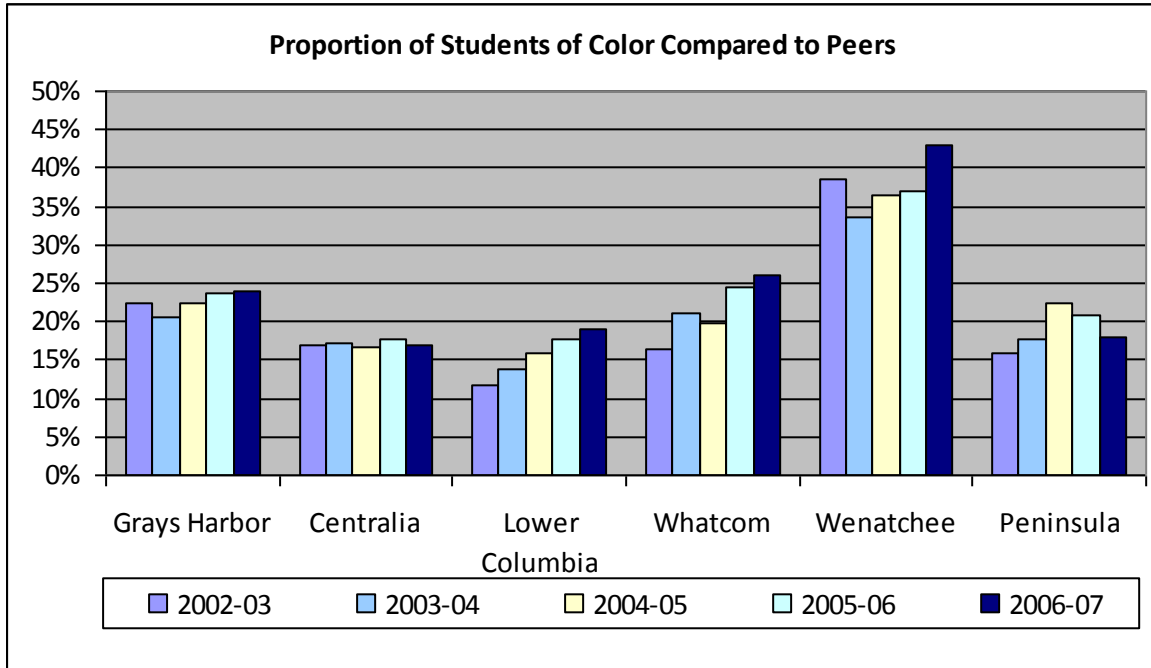
GHC strives to provide a learning environment that is free of harassment/discrimination of any kind (race, sexual-orientation, age, gender, religion, etc.). In your experience, was GHC that kind of learning environment?

	2005	2006	2007
Strongly Agree/ Agree	87%	91%	77%
Disagree/ Strongly Disagree	1%	1%	9%

Source: 2005-2007 Graduate Survey

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Measure: Enrollment of state-supported students of color compares favorably with peer colleges and the CTC system average.



*All state supported students reporting race
 Source: SBCTC Academic Year Report

Measure: Enrollment of state-supported students with disabilities compares favorably with peer colleges and the CTC system average.

	Grays Harbor	Centralia	Lower Columbia	Whatcom	Wenatchee	Peninsula	System Average
2002-03	11.6%	5.8%	8.2%	4.9%	3.4%	5.8%	4.5%
2003-04	10.3%	5.0%	4.3%	4.7%	3.8%	5.2%	4.8%
2004-05	9.2%	5.1%	3.1%	4.9%	6.6%	4.5%	4.7%
2005-06	10.0%	4.9%	3.3%	5.2%	7.5%	4.2%	4.5%
2006-07	9.7%	5.3%	2.6%	5.1%	7.0%	4.1%	4.6%

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Measure: **Students, faculty and staff have opportunities to participate in multicultural activities.**

GHC's governance structure includes a Diversity Committee composed of students, staff and faculty and supported by college resources. The committee is a recommending body that is dedicated to analyzing current campus policies; campus climate and assessment; recommending policy changes; and developing diversity initiatives and educational opportunities for the campus community. Some of the recent work of the committee involves writing and submitting a project proposal requesting a diversity center be opened at GHC. At the close of the 2006-07 academic year, the committee received approval to open the Equity & Diversity Resource Center and was granted office space, equipment and funding resources to do so. The committee also brings speakers to campus, creates regular displays, participates in community events, and hosts campus events. In addition to this, the committee sends a significant number of students to the Students of Color and the Power of One conferences held in the spring.

In addition to the activities of the committee:

- SCCC staff will be released to attend two events annually of the monthly cultural diversity activities sponsored by DOC.
- TRiO staff members attended a Cultural Poverty Workshop
- ASGHC dedicates a portion of its funding to providing opportunities for students and staff to learn about other cultures and diversity issues.
- The Bishop Center for Performing Arts regularly provides programming for our rural community that is both educational and culturally diverse.

Measure: **The College establishes strategies to increase the number of qualified applicants of color.**

- Outreach and recruitment to the Hispanic and Native American populations has been incorporated into the college's Strategic Plan. The college has initiated a significant increase in outreach activities to establish partnerships and increase communication with community groups such as WorkSource, the Diversity Action Council, the Hispanic Roundtable, the Hispanic Affairs Committee and the Aberdeen City Diversity Panel. The Chief Human Resource Officer is the Grays Harbor College representative for the National Organization for Blacks in Government and attends the annual Staff and Faculty of Color Conference.
- To increase advertising effectiveness to minority candidates, job announcements are being posted to websites such as HigherEd.com that target minority job-seekers in higher education.
- When appropriate, job searches are being extended or re-opened to increase the number of qualified applicants of color.
- All job bulletins are distributed to tribal communities within 100 miles of GHC and all community and technical colleges in the state.

Measure: **Increase in the percentage of minority staff**

Grays Harbor College has increased its total percentage of minority staff from 3.2% in 2003 to 7.2% in spring 2007. This increase is largely a result of the marked increase in advertising and community outreach efforts.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: PROFESSIONAL DEVELOPMENT SUPPORTED FOR ALL CONSTITUENCIES, INCLUDING TEAM TRAINING AND LEADERSHIP DEVELOPMENT.

Measure: Participation of faculty, classified staff and administration in professional development.

Classified Staff - Grays Harbor College allocates \$7575 annually in the general operating budget to support training for classified staff. In the Strategic Plan for 2006-07, that funding was increased by \$2500. These funds are managed by the Classified Staff and Development Committee and are used to support campus activities designed to enhance professional and personal development; funding for outside training requests such as academic credit; and attendance at state conferences. In 2006-07, \$2595 of this funding was used for tuition, technical fees, and books to support the continued education of nine classified staff. In addition, 15 GHC staff members attended the annual STTACC conference and 40 staff members participated in the annual Breakaway Day.

Scheduled activities in 2006-2007 included the following workshops for “Tidbits” lunch and Quarterly programs:

- Holiday letter Mail merge
- Winterize your car
- Travel tips
- How to make Borsht
- Health & Fitness
- Home maintenance
- Disaster Prep
- Finance

The Human Resources Office also provided faculty and staff with opportunities for professional development during 2006-07. Courses were offered in sexual harassment, ethics and affirmative action. Additionally, Human Resources conducted an informational workshop for ABE/ESL instructors. In 2006-07, several classified staff earned Associates degrees and are working on their Bachelors degrees.

Benefit Website –Human Resources developed a comprehensive, user-friendly employee benefit website in mid 2005 to improve employee access to needed information. By spring 2008, the website will be expanded to include new employee orientation, which will help inform and guide employees in their first 30 days of employment.

Measure: The college recognizes faculty and staff for their achievements.

Outstanding Classified Staff Award:

Quarterly award voted on by classified staff.

President’s Excellence Award:

\$1000 award - one each for Administrator, Full-time Faculty, Part-time Faculty and Classified Staff; based on nomination and committee selection. Funds for Classified and Administrative Excellence Awards are managed by the GHC Foundation. Faculty awards are provided through an account designated for Faculty Excellence.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: A PLAN FOR STAFFING BASED ON NEED AND SUPPORTED BY DATA AND INFORMATION WAS DEVELOPED AND IMPLEMENTED.

Measure: New staff were hired as provided for in the 2006-07 Strategic Plan

- Part-time permanent Office Assistant III hired in Financial Aid office
- Asst. Director position filled in Financial Aid office
- A new Dean for Transitions Services has been hired
- A new Director of Security position was filled.
- Full-time, tenure-track positions filled for ABE and ESL.
- Replacement positions filled for Foundation Director, Foundation Assistant, Athletic Director, and Coordinator of Student Programs
- Part-time non-permanent employee hired in custodial/grounds dept. for Columbia Education Center.
- Part-time non-permanent employee hired in Admissions & Records to set up and implement a system of document imaging.
- Part-time non-permanent employee hired as technician for the Bishop Center.
- GIS instructor hired winter 07.
- A permanent Network Systems Administrator hired to support information services.

Measure: Annual staff FTE compared to peer colleges

College staffing is measured in terms of full-time equivalents (FTE). One staff FTE represents a non-faculty employee working full-time for 12 months. Teaching faculty are reported as FTEF with one FTEF representing a nine-month academic year appointment or 1.0 staff FTE.

INSTITUTIONAL EFFECTIVENESS 2006-07

ANNUAL STAFF FTE BY CATEGORY OF EMPLOYEE (ALL FUNDS)

	FTES*	Student Headcount*	Classified FTE	Admin FTE	Professional Technical FTE	Teach Faculty FTEF	Non-teach faculty FTE	Total
2002-03								
Grays Harbor	2,391	6,500	44	12	11	88	7	162
Big Bend	1,964	5,198	52	13	12	90	6	173
Peninsula	2,901	10,538	46	7	12	110	8	183
Centralia	2,867	9,421	60	26	10	101	10	207
Lower Columbia	2,982	7,425	70	6	3	120	6	206
2003-04								
Grays Harbor	2323	6,688	45	15	11	88	5	165
Big Bend	1950	5,133	50	13	13	89	6	171
Peninsula	2822	10,418	45	5	11	105	9	175
Centralia	2705	10,111	57	26	10	102	9	203
Lower Columbia	2750	6,709	71	5	3	114	6	201
2004-05								
Grays Harbor	2399	6,665	46	14	13	86	7	166
Big Bend	1790	4,554	54	14	12	87	5	173
Peninsula	2770	10,423	45	5	11	116	7	184
Centralia	2580	10,444	57	28	13	103	10	212
Lower Columbia	2657	6,720	75	12	22	119	7	234
2005-06								
Grays Harbor	2,486	6,654	55	15	24	110	9	212
Big Bend	1,713	4,462	78	17	31	92	11	229
Peninsula	2,727	10,109	55	7	21	130	6	217
Centralia	2,645	10,727	75	32	24	108	13	253
Lower Columbia	2,749	7,202	121	13	31	127	11	303
2006-07								
Grays Harbor	2475	6526	59	13	23	102	17	216
Big Bend	1727	4560	76	18	33	95	9	231
Peninsula	2691	9711	54	8	19	117	11	209
Centralia	2544	10527	80	32	30	114	15	271
Lower Columbia	2837	6853	113	12	30	134	12	301

Source: SBCTC Academic Year Report

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Student/Faculty Ratios compare favorably with state averages.

An analysis of fall quarter student/faculty ratios reveals that GHC's ratio has declined every year since 2003 to a 2006-07 low of 15.64. While small colleges typically have lower student/faculty ratios than larger colleges or the system average, the widening gap (currently 5.79) between GHC and the system average suggests that course offerings have not decreased in response to enrollment decline.

Student/ Faculty Ratios: Fall Quarter Analysis

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
STATE FTE	1,646.97	1532.73	1,719.48	1,567.55	1,490.95
RUNNING START & INT. CONTRACT FTE	118.46	100.89	99.64	133.55	123.91
FACULTY FTE	94.83	90.19	102.48	97.51	103.26
S/F RATIO	18.62	18.11	17.75	17.45	15.64

	S/F Ratio Grays Harbor	% Change from Previous Year	S/F Ratio CTC System	% Change from Previous Year
Fall 2000	17.13	-0.2%	22.71	-0.2%
Fall 2001	18.08	6%	23.09	2%
Fall 2002	19.44	8%	23.71	3%
Fall 2003	18.62	-4%	23.51	-0.8%
Fall 2004	18.11	-3%	21.89	-7%
Fall 2005	17.75	-2%	21.21	-3%
Fall 2006	17.45	-2%	21.61	2%
Fall 2007	15.64	-10%	21.43	-0.8%

INSTITUTIONAL EFFECTIVENESS 2006-07

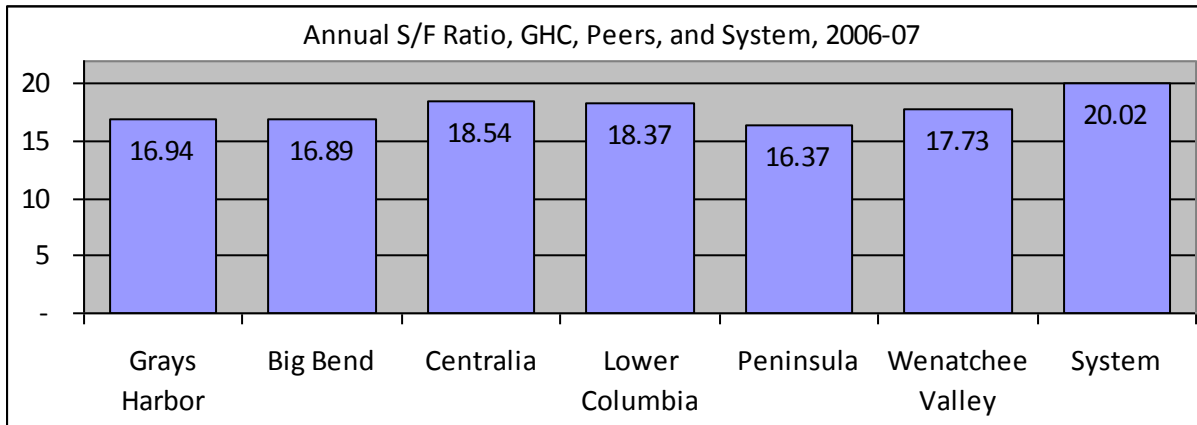
Student/ Faculty Ratios: Fall Quarter Analysis

Ratio Comparison

	Grays Harbor	CTC System	Difference
Fall 2000	17.13	22.71	5.58
Fall 2001	18.08	23.09	5.01
Fall 2002	19.44	23.71	4.27
Fall 2003	18.62	23.51	4.89
Fall 2004	18.11	21.89	3.78
Fall 2005	17.75	21.21	3.46
Fall 2006	17.45	21.61	4.16
Fall 2007	15.64	21.43	5.79

Source: SBCTC Student-Faculty Pivot Table

Student/ Faculty Ratios: Annual Analysis



Source: SBCTC, Student-Faculty Ratio. Includes Running Start and International Contract Students; does not include SCCC.

INDICATOR: COORDINATION INCREASED BETWEEN INTERNAL DEPARTMENTS.

Numerous strategies were implemented to increase coordination and communication between departments. Some examples include:

- Participation of SCCC faculty in faculty in-services as well as the institution of a quarterly Planning Day for SCCC faculty
- Communication between the Diesel Technology program and transition programs to inform students of career possibilities
- A schedule of four visits per quarter to Whiteside and Elma sites established. Initial visits have had very good attendance and collaboration from instructors.

INSTITUTIONAL EFFECTIVENESS 2006-07

STRATEGIC DIRECTION 3: COMMUNICATIONS AND OUTREACH

DEVELOP AND IMPLEMENT A COMPREHENSIVE (INTERNAL AND EXTERNAL) COMMUNICATIONS AND OUTREACH PLAN TO INCREASE STUDENT AND COMMUNITY ACCESS AND ENROLLMENTS, AND TO COMMUNICATE A POSITIVE IMAGE OF THE COLLEGE TO THE COMMUNITIES IT SERVES.

INDICATOR: GRAYS HARBOR COLLEGE ACTIVELY PROMOTES ITS PROGRAMS AND SERVICES THROUGH A VARIETY OF MEDIA.

Measure: Career Focus Magazine

Career Focus Magazine, first published in 2005-06, is distributed twice each year to all residential addresses in Grays Harbor and Pacific Counties. It is a unique publication that not only communicates GHC's offerings, but also showcases student successes, college programs, and different career paths. Career Focus was well received in its first year and was continued in 2006-07 as a valuable marketing tool. A direct phone line that is listed exclusively in Career Focus was set up to answer publication-related inquiries and to monitor interest. The second issue published in 2006-07 included this phone number and more than 20 phone calls were received about various topics. Career Focus will be continued in 2007-08 with a more streamlined publication and will focus on a younger target market.

Measure: Summary of marketing media

Educational programs and services are marketed using print media, television, billboards, radio, telephone, the college website, public presentations at community events and local high schools, testimonials of alumni and current students, and student ambassadors. Strategies have been developed to target the diversity in both age and educational needs within the district.

<u>Print Marketing:</u> Quarterly Schedule Catalog Viewbook Career Focus Vocational Degree/Cert Brochures Banners and Signs Billboard Advertisement Newspaper Advertisements: Daily World Chinook Observer Pacific Co. Press Willapa Harbor Herald South Beach Bulletin North Coast News East County News Ocean Shores Community Club News Montesano Vidette	<u>Electronic Marketing:</u> GHC Website Azorus CRM Software <u>Television and Radio:</u> Television Advertisement (Comcast) Ocean Shores TV Radio Advertisements: Grays Harbor Radio Jodesha Broadcasting The River : New NW Broad KSWW <u>Miscellaneous Marketing:</u> GHC Student Ambassadors Reader Board
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INSTITUTIONAL EFFECTIVENESS 2006-07

Quarterly Schedule: The quarterly schedule remains the cornerstone of the college’s marketing plan and is designed to appeal to all segments of the population. It is mailed to all households in Grays Harbor and Pacific Counties, over 50,000 homes. Efforts to continually improve this document result in revisions and additions each year. Recent editions of the Class Schedule have been streamlined and re-organized in an effort to trim printing and mailing costs and to make a more efficient publication for users. Each issue is also available and easily accessible on the web.

College Catalog: An updated college catalog is produced every 2 years. A new version was available Spring Quarter, 2007 for the upcoming year. Because common course numbering was adopted by the community and technical college system in 2006-07, the catalog is being produced annually at this time. When the transition is complete, production will return to a biennial schedule.

Reader Board: An electronic sign was installed at the entrance to the main campus in September 2006. It has been a valuable tool for communication of upcoming GHC events to students, faculty, staff, and the community.

Word-of-Mouth: Word-of-Mouth remains a very important source of information for prospective students about Grays Harbor College. GHC attempts to capitalize on this fact by increasing student/community awareness of the College. As an example, GHC regularly hosts Knowledge Bowl competitions for junior high and high school teams; the college invites four-year colleges and high school students to the campus for transfer fairs, and local high school students are invited throughout the year for campus visits that include class observation.

INDICATOR: ADEQUATE RESOURCES ARE DEDICATED TO COLLEGE MARKETING AND PROMOTIONAL EFFORTS.

Measure: Annual marketing budget

Marketing/Recruiting Activities With Associated Costs 2006-07	
Activity	Expenditure
Student Ambassadors - Payroll	\$ 11,700
Supplies	\$ 490
Meeting and participation fees	\$ 1,731
Amy Ostwald Design	\$ 1,420
Miscellaneous	\$ 1,365
Travel	\$ 350
Azorus CRM software	\$ 15,000
Portrait Expressions - pictures	\$ 2,900
Advertising	
Billboard	\$ 3,649
Newspaper	\$ 8,433
Radio	\$ 10,321

INSTITUTIONAL EFFECTIVENESS 2006-07

Printing	\$ 25,815
Television	\$ 14,917
Quarterly schedule printing	\$ 15,598
2006-07 Catalog	\$ 10,044
Totals	\$ 123,733

INDICATOR: SYSTEMS ARE DEVELOPED TO BUILD AND STRENGTHEN COMMUNICATION AND PARTNERSHIPS WITH THE LARGER COMMUNITY INCLUDING NONPROFIT ORGANIZATIONS, LABOR, INDUSTRY, GOVERNMENT AGENCIES, COLLEGES AND UNIVERSITIES, AND COMMUNITY AND SERVICE GROUPS

- Associate Dean for ABE has presented at Aberdeen and Montesano City Council meetings, met with mayors of Hoquiam and Elma, and attended Talk Time. Literacy Coordinator has met with service organizations in Elma, Montesano, and Aberdeen.
- Second issue of Career Focus was distributed in March. Presentations have been made at ten area high schools to more than 400 students; 100+ high school students from three different high schools have visited campus.
- Student Success Conference promoted to high school and middle school counselors, radio, and the Daily World.
- GHC campus will host Rotary Club meeting, Rotary Auction, and four Junior High knowledge bowl events.
- President serves on State Customer Advisory Council for WorkForce programs.
- Adult Literacy Week: presentations given to eight service clubs and four city councils. Featured on Talk Time and radio.
- President spoke to Hoquiam Development Association and appeared on Ocean Shores television.
- President participated in Legislative Kick-Off, Trustees dinner with legislators, and various meetings regarding legislation.
- President working with labor organizations; has met with WPEA and is a member of Blue/Green Labor/Environmental Coalition.
- Natural Resources will be working with AmeriCorp students fall 2007 on internships with local industry for sustainable business. Students will conduct an audit of GHC environmental efficiency.
- Meeting held with Pacific County business representatives to develop internships in manufacturing.
- Social service agencies contacted to inform about new HUST instructor and to cultivate internships.

INDICATOR: GHC HAS ESTABLISHED PARTNERSHIPS WITH SCHOOLS, COLLEGES, AND STATE AND LOCAL AGENCIES.

Measure: Summary of partnerships

Educational Partners

High Schools

- **Running Start**
GHC partners with eighteen of the district's high schools to offer students Running Start - a dual credit program which allows students to earn college credit and high school credit simultaneously without paying college tuition. **Approximately 160 students enroll in Running Start each quarter** and are able to get a head start on their college degree. Each year, several students complete both their high school diploma and associate degree at the end of their senior year. The President of Grays Harbor College is also a member of Gray-Pac, a consortium of educational providers.

INSTITUTIONAL EFFECTIVENESS 2006-07

- **Tech-Prep**

GHC serves as the centerpiece for the Twin County Tech Prep Consortium. **GHC works in partnership with 16 area high schools** to promote articulation and provide smooth transitions for students completing vocational-technical coursework while still in high school. The consortium has its own advisory committee including representatives from secondary and postsecondary education, business, labor, and professional and trade associations. GHC's Tech Prep Coordinator serves on the Washington Tech Prep Board, the Washington Association of Occupational Educators Executive Board, the General Advisory Committee for Willapa Valley, Aberdeen and Hoquiam High Schools, and the Washington Association for Career and Technical Education.

- **College in the High School**

GHC entered an agreement with Elma High School in 2005-06 to offer College in the High School. In 2006-07, two freshman English composition classes were offered. College in the High School will be continued in 2007-08.

Colleges/Universities

- **WSU Learning Center**

GHC partners with Washington State University to provide opportunities for district residents to enroll in upper division courses and programs without leaving the Twin Harbors. WSU maintains a Learning Center on the GHC campus which received 2,500 visits in 2006-07 and served 600 individual patrons. Through the WSU Distance Degree Programs, students can complete a Bachelor of Arts in Elementary Education, Criminal Justice, Social Sciences, Humanities, Human Development, or Business Administration (Entrepreneurship, Management and Operations or Management Information Systems major); BSN for Registered Nurses; Master of Science in Agriculture, or a Master of Engineering Management. Since 1995, 67 students from Grays Harbor and Pacific counties have graduated from WSU through the Distance Degree Programs.

- **TESC**

The Evergreen State College offers two Bachelor of Arts degrees taught on weekends at the GHC campus by TESC faculty. **26 students were enrolled in 2006-07; 25 students have earned their Bachelor's Degree in the last 5 years.**

	01-02	02-03	03-04	04-05	05-06	06-07
Fall Quarter Student Headcount	9	29	26	14	16	26
# of Bachelor's Degree Recipients	6	6	8	5	6	0

- **Reservation-Based Program**

Grays Harbor College and the Evergreen State College have collaborated to offer a direct transfer Associate in Arts and a Bachelor of Arts degree on several Native American reservations in Western Washington. Courses are primarily online and students meet once a week at tribal sites and four Saturdays per quarter with the Evergreen students at the Longhouse on the Evergreen campus. Students are supported by upper division students, faculty mentors, GHC outreach services, student support services and community-based study leaders.

This program with TESC continues to expand with 50 students currently enrolled. The President has met with other community colleges to discuss expansion of the program.

INSTITUTIONAL EFFECTIVENESS 2006-07

- **CTEP**

Grays Harbor College is a member of the Collaborative Teacher Education Program. Through this program, students can earn a B.A. in Elementary Education from Washington State University while attending classes at the WSU Learning Center on the GHC campus. **89 students have graduated from the program** and many are now employed in teaching positions in Grays Harbor and Pacific counties.

WSU-Pullman, the current provider, will be discontinuing CTEP after the 2006-2008 cohort. WSU-Vancouver will begin offering the CTEP program in 2008 and have agreed to begin with a three year commitment. Other possible degree options are being investigated in Business Administration, Engineering, and Energy Management. Dual enrollment opportunities for students to enroll in Grays Harbor College and WSU simultaneously are also being explored.

Collaborative Teacher Education Program						
	2000	2001	2003	2004	2006	TOTAL
Total Number of Graduates with K- 8 certificates	12	15	23	15	24	89
Full-time Teacher	10	11	17	9	13	58
Substitute Teacher	2	2	3	5	9	23
Work other than K-8	0	2	3	1	2	8
TOTAL	12	15	23	15	24	89

State and Local Agencies

Dept. of Corrections

Since 2000, GHC has contracted with DOC to provide educational services for 2000 offenders incarcerated at Stafford Creek Corrections Center. In 2006-07, an average of **692 offenders per quarter** were enrolled in classes taught by 14 full-time and 2 part-time GHC instructors. Programs included Basic Skills [Adult Basic Education, English as a Second Language, GED Preparation], Vocational Skills [Building Maintenance Technology, Information Technology, Welding Technology], and Life Skills [Partners in Parenting]. 1446 students participated in these program areas and **Course enrollment at SCCC produced 509 annualized FTEs.**

Program Area	Duplicated Headcount
Basic Skills	1097
Parenting	153
Vocational	305
Total	1555

Source: SBCTC 2006-2007 Washington Community Colleges Correctional Education Annual Report

INSTITUTIONAL EFFECTIVENESS 2006-07

In 2006-07, offenders at Stafford Creek made the following progress:

Progress	Offenders
At least one ABE level	224
At least one ESL level	44
GED tests passed	684
GED certificates issued	130
Module certificate	199
1-year certificate	20
Total	1301

- **Pacific Mountain Workforce Development Council**

The Pacific Mountain Workforce Development Council promotes economic and workforce development in Thurston, Lewis, Pacific, Grays Harbor and Mason Counties. Most recently the council authored a \$5 million federal WIRED grant to transform the regions talent pool in construction, manufacturing and energy regional clusters. GHC continues its strong partnership with the Pacific Mountain Workforce Development Council with GHC's President serving as a member.

- **Aberdeen NeighborWorks**

The Carpentry Technology program partners with Aberdeen NeighborWorks to build custom, quality homes designed to help revitalize neighborhoods throughout the Aberdeen area .Students learn all phases of carpentry through this practical hands-on training program. The partnership is presently in its eighth year and **students are working on their eighth home**. Proceeds from the sale of these homes provide funding which helps support NeighborWorks' other community service projects. Carpentry students also participate in other community service projects such as collaborating with the Woodworker's Guild for charity events and constructing items for Relay for Life fundraisers.

- **Economic Development Council**

The Vice-President for Administrative Services represents Grays Harbor College on the Pacific County Economic Development Council.

- **WorkFirst** - GHC has successfully partnered with Employment Security, DSHS, and Community Jobs to provide WorkFirst, Washington State's welfare reform program designed to help low-income parents, find jobs, keep their jobs, move up the wage ladder, and become self-sufficient. The WorkFirst program provides vocational counseling, customized job skills training and vocational training. **In 2006-07, WorkFirst provided funding for 394 people.** 18 low-income students were served on-campus. 78 new on-campus students attended Customized Job Skills Training (CJST), High-Wage High-Demand (HWHD), and Vocational training. At WorkSource Grays Harbor, 502 attended classes such as Steps to Success, Basic Skills, and Job Club. 20 of these students also participated in work study through the WorkFirst program and 149 participated in the *Families That Work* component of the program.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: SYSTEMS ARE DESIGNED AND IMPLEMENTED THAT INCREASE AWARENESS, OUTREACH AND COLLABORATION WITH K-12 CONSTITUENTS INCLUDING DISTRICT BOARDS, ADMINISTRATION, STAFF AND STUDENTS

- Vocational faculty participated in three local high school Career Fairs. Business Division faculty participated in Business Week at both AHS and HHS.
- Social Science Division Chair met with counselors at AHS, HHS, and Montesano High Schools.
- Board of Trustees and President continue to invite school district personnel to attend Board meetings for discussion of areas of common interest or concern.

INDICATOR: COMMUNICATION SYSTEMS FOR ENGAGING STAFF, STUDENTS, AND COMMUNITY ARE ASSESSED AND IMPROVED, CONTRIBUTING TO THE PROMOTION OF A POSITIVE IMAGE OF GHC

Measure: A variety of activities are conducted to promote the College in the community.

- The Bishop Center for Performing Arts mails approximately 3300 program brochures to residents each year. Additional mailings occur prior to each performance. **More than 7.700 individuals attended Bishop Center events in 2006-07.**
- GHC athletic programs are ambitiously promoted in newspaper and radio advertisements, and on the GHC website. An active Choker Club made up of community members sponsors fund-raising events to support athletic programs including an annual golf tournament and crab feed.
- Grays Harbor College staff and students actively support local charities. For the last 12 years, the Associated Students of GHC have hosted a holiday charity dinner with proceeds benefiting Coastal Community Action. For the last eight years, Grays Harbor College employees have entered teams and solicited pledges for the local Relay for Life sponsored by the American Cancer Society. In 2006, GHC raised over \$1,200 for the Grays Harbor first annual AIDS walk. Student Clubs at GHC host numerous charity events to support local food banks, clothing banks, and Christmas toy drives. The Student Nurses Association sponsors blood drives, as well as blood pressure and flu shot clinics.
- The Natural Resources program conducts educational tours for grade school students including tours of Lake Swano habitat, the salmon fish hatchery and the Aquaculture Center.
- The Spellman Library Art Gallery showcases the work of a variety of talented artists in a number of exhibits throughout the year.

INDICATOR: SYSTEMS ARE DESIGNED AND IMPLEMENTED THAT ENHANCE COMMUNICATION WITH UNDERSERVED AND UNTAPPED POPULATIONS.

- Diversity of college staff has increased from 3.2% staff of color in 2003 to 11% currently.
- Funding was provided in the 2007-08 budget to create an Equity and Diversity Resource Center on the GHC campus. The center will be operational fall quarter.
- SCCC staff will be released to attend two events annually of the monthly cultural diversity activities sponsored by DOC.
- TRiO staff members attended a Cultural Poverty Workshop.
- Hispanic Outreach - Advertised Elma ESL classes in Spanish in local newspaper. Bilingual admissions application available. Working to develop links from GHC webpage to WorkFirst and WorkSource bilingual documents. Transitions Facilitator developing dual language materials for home page, class schedule, and flyers for ESL recruiting and Tech Prep. Next edition of Career Focus will include a Spanish page.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: OPPORTUNITIES ARE FOSTERED FOR CULTURAL GROWTH AND AWARENESS AMONG STUDENTS, STAFF AND THE COMMUNITY

The Bishop Center for Performing Arts was constructed with funding from the E.K. and Lillian Fleet Bishop Foundation in 1974. Since that time, the Bishop Foundation has supported the Bishop Center by providing supplemental operating funds as well as capital project funds. With the dissolution of the Bishop Foundation, the Bishop Center was awarded an endowment fund to continue this support. This ongoing source of funding, along with broad-based private and public support, will allow the Bishop Center to continue its mission of providing high quality, cultural performances and top-notch facilities to enhance appreciation of the arts within the community.

Measure: The Bishop Center for Performing Arts receives financial support from multiple sources

Bishop Center Corporate Sponsors			
	Bank of the Pacific	Anchor Savings Bank	Weyerhaeuser
1999-00	\$2,500	\$5,000	
2000-01	\$3,000	\$5,000	
2001-02	\$3,000	\$5,000	
2002-03*	-	\$2,500	
2003-04	\$3,000	\$7,500	
2004-05	\$3,000	\$7,500	
2005-06	\$3,000	\$7,500	
2006-07	\$3,000	\$7,500	\$5,000

*Bishop Center closed for remodeling

Bishop Center Private Donations		
	Individuals	Contribution
1999-00	49	\$5,950
2000-01	63	\$9,475
2001-02	56	\$8,320
*2002-03	44	\$7,145
2003-04	61	\$9,350
2004-05	103	\$11,680
2005-06	74	\$13,300
2006-07	88	\$14,690

Donor contributions increased by 8% in 2006-07

INSTITUTIONAL EFFECTIVENESS 2006-07

BISHOP CENTER PUBLIC GRANTS

Donor	Event	Year	Amount	Individuals Benefiting	Youth Benefiting	Number of Performances
Western States Art Federation	Western Opera - La Traviata	1998-99	2,500	550	44	1
Western States Art Federation	Sukay World Music	1998-99	900	1,156	447	2
WA State Arts Commission	The Oregon Trail Band	1998-99	2,000	434	295	2
WA State Arts Commission	Jack Gladstone	1999-00	1,275	506	367	3
Western States Art Federation	Dance Theatre of Oregon	1999-00	625	110	32	1
WA State Arts Commission	Golden Bough - "Kids at Heart"	2000-01	1,080	631	281	3
Western States Art Federation	Western Opera - Die Fledermaus	2000-01	1,250	398	32	1
Western States Art Federation	Mystical Arts of Tibet	2000-01	938	510	120	1
WA State Arts Commission	Tears of Joy Theatre – Toad Prince	2001-02	1,100	907	757	3
Bishop Center closed for remodeling		2002-03	-	-	-	-
Western States Art Federation	Ballet Folklorico	2003-04	2,500	252	56	2
Western States Art Federation	Silk Road Music	2003-04	1,650	1,701	804	3
WA State Arts Commission	Tingstad & Rumbel	2003-04	1,100	228	48	1
Western States Art Federation	Ladysmith Black Mambazo	2004-05	2500	423	32	1
WA State Arts Commission	Ladysmith Black Mambazo	2004-05	2000	423	32	1
Western States Art Federation	Kitka	2004-05	2000	819	614	3
Western States Art Federation	Trio Voronezh	2005-06	1750	863	708	3
Western States Art Federation	Obo Addy: Okropong	2006-07	1700	928	691	3
TOTAL			\$26,868	10,839	5,360	34

In addition, in 2006-07 the Bishop Center received a \$3,400 Organizational Support Program (OSP) grant from the Washington State Arts Commission for promotion of the Bishop Center.

INSTITUTIONAL EFFECTIVENESS 2006-07

BISHOP CENTER CAPITAL PROJECTS

<u>Year</u>	<u>Project</u>	<u>Cost</u>
1998	Roof Repair	\$35,000
1999	Carpet & Curtains	\$40,700
1999	Piano Reconditioning & Lobby Art	\$5,000
2002	Orchestra Lift	\$143,120
2003	Expansion/Remodel	\$1,400,000
2004	No new projects	
2005	New Roof	\$321,653
2006	No new projects	

Measure: Events sponsored by the Bishop Center for Performing Arts are well attended

Bishop Center Attendance

1996-97	5214	
1997-98	5479	
1998-99	6692	
1999-00	5669	
2000-01	7705	
2001-02	7823	(1943 at daytime school performances)
2002-03	1495	Bishop Center closed for remodeling
2003-04	7102	(2524 at daytime school performances)
2004-05	7484	
2005-06	9964	
2006-07	7776	

Bishop Center attendance decreased by 20% in 2006-07. The decrease was primarily in attendance by school-age children due to funding reductions in the K – 12 system.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: THE COLLEGE PROVIDES A VARIETY OF PERFORMANCES, ART EXHIBITS, AND PRESENTATIONS ANNUALLY

Measure: Summary of 2006-07 events

2006-2007 Bishop Center Events

<u>Month</u>	<u>Description</u>
July	Fiddler on the Roof
August	West Side Story
October	Daniel Packard: Grown-Up Talk Show Obo Addy: Okropong
November	"Proof" GHC Drama Dept. Production Grays Harbor Symphony Orchestra GHC Music Department Concert
December	Craicmore Yuletide Traditions Grays Harbor Civic Choir: An English Christmas
January	Tears of Joy Puppet Theatre: Little One Inch Little One Inch Jeni Fleming Jazz Trio
March	Sweet Charity Musical GHC Music Department Concert Eugene Ballet Company: Swing Kings
April	Misty River An Evening with Angela Davis
May	Grays Harbor Symphony Orchestra Spring Concerto GHC Original One Act Plays GHC Music Dept. Honors Recital
June	Grays Harbor Civic Choir GHC Music Dept. Concert

John Spellman Library Art Gallery

The John Spellman Library Art Gallery is the major venue for art presentation in the community. As such, it provides an opportunity for artists to display their work and for the community to experience the cultural enrichment to be gained by exposure to the arts. The library typically hosts three annual art shows – the Fall Gala, the High School Student Art Show, and the GHC Student Art Show. Other shows are hosted on a non-recurring basis as artists and opportunities arise.

INSTITUTIONAL EFFECTIVENESS 2006-07

Spellman Art Gallery Schedule of Events 2006-07

- **October 2006 - An Art Show** presented By G. Ruth Webb, featuring new work by G. Ruth Webb, Gail Johannes, Molly Iverson, Alice Kohl, Pam Stein, Janice Miller, and Kathi Sund-Connelly.
- **November 2007 – The 14th Annual Fall Gala Art Show** included works of art from 19 Harbor artists. Featured local artists included Elizabeth Bolton, Kathi Butorac, Kathryn Cotnoir, Kathi Curry, Julie Daniels, Beth Day Waters, Debbie Delia, Jenny Goeres, Kathleen Graddy, Robin Harlow, Robert Hunter, Bev King Lufkin, Carrie L. Larson, Kathleen Parrish Peterson, Cathy Rusley Smith, Erik Sandgren, Jo Anne Sanford, Lindell Stacy-Horton, and Steve Swindell. The show included a variety of media including ceramics, water color, oil, acrylic, charcoal and stained glass. The event opened with an evening reception and was attended by over 150 guests.
- **January – March 2007 – Stumps and Clearcuts**, presenting the work of seventeen artists from Oregon and Washington in conjunction with seven speaker presentations. This thematic exhibition created a forum for the expression and discussion of diverse opinion and the many considerations surrounding timber harvest.
- **April – May 2007 – High School Art Show:** The Spellman Art Gallery hosted the annual High School Art Show which features the best works of local high school students completed in their high school art programs. The juried showing concluded with a reception to honor the winners.
- **May – June 2007 –** Art works produced by Grays Harbor College students in credit-bearing classes from the 2006-07 academic year were showcased during the GHC Student Art Show. Students in the college’s design class completed the installation of the works as part of the class curriculum.



“Mt. Adams from Taklakh Lake”, by Erik Sandgren, as exhibited in Stumps and Clearcuts.

INSTITUTIONAL EFFECTIVENESS 2006-07

STRATEGIC DIRECTION 4: RESOURCES AND BUDGET

ALIGN BUDGET, RESOURCE ALLOCATION, OPERATIONS, AND DECISION-MAKING WITH THE STRATEGIC PLAN AND THE MISSION OF THE COLLEGE.

INDICATOR: A MASTER PLAN FOR FACILITIES IS IN PLACE AND BEING PURSUED.

In 2001-02, Grays Harbor College developed a Facilities Master Plan to serve as a framework for capital improvements that would support the mission and goals of Grays Harbor College. This process involved professional consultants; a committee of faculty, staff, and students; and input from community members, the GHC Foundation Board, and the Board of Trustees. The proposed series of replacement and renovation projects will accomplish the master plan goals, allow the college to remain fully functional, and create a campus that will support GHC's tradition of educational excellence well into the future. The Facilities Master Plan was updated in 2006-07.

2006-07 Implementation of Facilities Master Plan

Construction on the new **Jewell C. Manspeaker Instructional Building** was completed in December of 2006. Classes were held winter quarter 2007. Final costs for the Jewell C. Manspeaker Instructional Building were \$21.3 million in state capital funds. The facility now houses administration, general classrooms, social sciences, faculty offices and several conference rooms, as well as the new board room for campus. A dedication ceremony for the new construction was held in March 2007 and was well attended by the Grays Harbor community, Grays Harbor College staff, and students.

The new **Columbia Education Center Building** in Ilwaco was completed in August 2006, with classes starting in the fall. The total cost was \$1.8 million, funded by state capital funds and private matching funds. This facility now provides local access to the AA transfer degree, applied science degrees, and vocational certificates. The 6,342 square foot facility includes two general classrooms, a wet lab classroom, an interactive television classroom, a computer lab, a resource room, offices, reception area and student lounge space.

Automotive/Welding Technology Building – as of June 2007 the building construction is still on schedule with plans to move into the new welding and automotive shops November 30th. Expected costs for design and construction are just over \$5M, funded from state capital funds.

Science/Math/Art (SMART) Building – Pre-design meetings with SRG Associates are set to begin the week of welcome with an initial kickoff meeting and separate meetings with various faculty stakeholder groups. This process will continue throughout the academic year with the final Pre-design due July 2008.

600 Building Demolition –The final iteration of the Master Plan calls for the demolition of the 600 Building. The timing of the decision will not allow the demolition and paving of the building footprint to be completed prior to the rainy season in fall of 2007. Demolition is anticipated in late spring/summer of 2008, and this process will include recycling some of the building materials.

Swano Dam Spillway Repair –\$200K was received from the SBCTC for emergency repair of the three overflow culverts leading out of the dam. These culverts showed sign of deterioration and some seepage of soil materials. This project is in process, with a completion date of October 2007.

Lower Parking Lot – Resizing, Coating & Re-striping. The campus architect suggested that by removing the parking stops and some of the plant islands as well as resizing the parking spots from 10' wide to 9' wide, we could gain 25-30 parking spaces. This was recently completed, along with a quick coat sealing and re-striping. We are also in the process of moving some staff parking down to the lower lot on a voluntary basis.

Stairs from lower lot to Cardiac Lane – to be redone due to the old stairs not meeting code requirements. The new stairs will be designed to be similar to the stairs leading up to the 2000 building, and should be completed by December 2007.

INSTITUTIONAL EFFECTIVENESS 2006-07

Whiteside Education Center – foundation repairs, including the back area as well as the front porch area were completed. The cost for this project was \$60,890.

Projects to be initiated within the next two years include:

- **Childcare Center** – design and construction (currently pending a CDBG grant proposal for \$750K to match the \$1M committed from the State)
- **Phase II of the 700 Building remodel project** – design and construction of internal remodeling of current spaces within the existing building, now that the Automotive and Welding programs have moved into the new facility.

INDICATOR: OPERATING BUDGET EXPENDITURES ARE IN BALANCE WITH REVENUES AND AN ADEQUATE FUND BALANCE IS MAINTAINED

State General Fund				
(includes Salaries, Benefits, Goods & Services, Travel and Equipment)				
	Budget	Expenditures	Balance	Remaining
Jun-03	9,909,080	9,649,682	259,398	2.62%
Jun-04	10,110,005	10,002,376	107,629	1.06%
Jun-05	10,700,222	10,659,758	40,464	0.38%
Jun-06	11,319,531	11,282,638	36,893	0.33%
Jun-07	11,822,524	11,798,881	123,643	1.04%

Associated Students of Grays Harbor College					
	Budget	Actuals	Sales	Balances	Remaining
Jun-03	200,637	200,298	13,757	14,096	7.03%
Jun-04	207,145	214,600	18,045	10,590	5.11%
Jun-05	228,783	227,054	11,953	13,682	5.98%
Jun-06	241,967	240,139	13,785	15,613	6.45%
Jun-07	255,435	255,794	16,321	15,321	6.25%

Source: GHC Financial Budget

INDICATOR: FINANCIAL SERVICES IMPLEMENTS NEW PROCESSES AND PROCEDURES DESIGNED TO IMPROVE EFFICIENCY AND REDUCE COSTS

Measure: Purchasing card program

In 2001-02, GHC implemented a credit card purchase program to improve purchasing efficiency on campus. The purchasing card program has resulted in a reduction in the paperwork and staff time associated with purchasing goods; has decreased the time needed to acquire supplies; has resulted in more effective internal controls for the purchase of goods; and has allowed for better monitoring of budget resources.

Since the program was initiated, use of the credit card for purchases has increased each year with a **509% increase from 2001-02 to 2006-07.**

Year	Credit Card Transactions
2001-02	464
2002-03	1266
2003-04	1562
2004-05	2152
2005-06	2371
2006-07	2827

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: FINANCIAL RESOURCES ARE OPTIMIZED TO ENSURE THAT PROGRAMS AND SERVICES ARE AVAILABLE TO DISTRICT RESIDENTS.

Measure: Non-operating funds generated in support of programs and services

Technology Fees

In 1998, Grays Harbor College students voted to establish a technology fee that would supplement the college's financial commitment to support technology improvements. To date, **over \$970,768 has been collected** through this fee which provides computer equipment, supplies and staffing for college classrooms and programs.

Foundation Funds

The mission of Grays Harbor College is supported by an active and effective Foundation that has generated **an asset base of \$5.9 million** as of June 30, 2007. In 2006-07 the Foundation contributed \$317,971 to scholarships and an additional \$42,129 to the following college initiatives including childcare grants, book loans, Bishop Center, and emergency loans to students. In addition, the Foundation pledged \$150,000 to help construct a new childcare facility on campus.

2006-07 Financial Contributions

- 647 donations to the Foundation totaled \$847,588. Gifts received ranged from \$7 to \$500,000. Although this represents a 51% decrease from the previous year, 2005-06 was atypical due to an aggressive fundraising drive to support construction of the Columbia Education Center.
- 215 individual donors supported the GHC Foundation in 2006-07; 37 donors contributed \$1000 or more.
- Employee giving decreased by 52% - from \$14,129 in 2005-06 to \$6,738 in 2006-07. This decline actually represents a return to previous levels following the 2005-06 fundraising drive for the Columbia Education Center which sharply increased employee giving.
- Foundation Board giving accounted for \$13,475 or 1.6% of donations received.

Student Activity Fees

In 2006-07, Grays Harbor College collected \$300,397 in student activity fees. Those fees were used to support athletics, student clubs, student government, and administration of student programs.

INDICATOR: FINANCIAL RESOURCES ARE OPTIMIZED TO ENSURE THAT PROGRAMS AND SERVICES ARE AVAILABLE TO DISTRICT RESIDENTS.

Measure: Non-operating funds generated in support of programs and services

Grant Funds

Grays Harbor College actively pursues grant funding to support and enhance programs and services available to students and district residents. In 2006-07, **grant and contract funding exceeded 3.8 million**. Included in this total were 15 federal grants totaling \$940,885; 16 state grants totaling \$2,787,789; and six grants with private industry and other education partners totaling \$163,809.

INSTITUTIONAL EFFECTIVENESS 2006-07

Grant Awards 2006-07		
GRANT	PURPOSE	Award Amount
SBCTC GRANTS		
State Board Grants		
Adult Basic Education	Base Allocation	\$ 111,758
Adult Basic Education	EL/Civics	\$ 12,074
Adult Basic Education	Family Literacy	\$ 28,981
JSP-Ocean Spray		\$ 200,000
TOTAL State Board grants		\$ 352,813
Perkins Grants		
Academic Proficiencies		\$ 65,718
Involving Others		\$ 1,100
Improvement of Quality		\$ 91,094
Special Populations		\$ 26,574
Professional Development		\$ 13,150
Non-Trad Training and Employment		\$ 42,642
Worksource/One Stop		\$ 7,800
Administrative Support		\$ 5,915
TOTAL Perkins Grants		\$ 253,993
Other SBCTC Grants		
Performance Funding-Prof Dev		\$ 2,882
Best Practices Innovation Grant		\$ 6,615
Biology on line-Redesign Grant		\$ 2,200
Stafford Creek Correctional Center	Corrections Education	\$ 1,634,261
Tech Prep	Base Allocation	\$ 80,357
Customized Training		\$ 44,800
WorkFirst	Base Allocation	\$ 461,634
Adult Basic Education	Volunteer Literacy Program	\$ 14,277
Adult Basic Education	Volunteer Literacy Advocacy	\$ 500
Adult Basic Education	CASAS – Train the Trainer	\$ 450
TOTAL, Other SBCTC Grants		\$ 2,247,976
TOTAL SBCTC GRANTS		\$ 2,854,782

INSTITUTIONAL EFFECTIVENESS 2006-07

FEDERAL GRANTS			
Title III (Oct 2006 start)	Management	\$	107,383
Title III (Oct 2006 start)	Activity	\$	257,586
Title III Carry Over	Management	\$	4,490
Title III Carry Over	Activity	\$	16,000
TRIO GRANT (Sept 2006 start)		\$	220,000
TOTAL, Federal Grants		\$	605,459
OTHER GRANTS			
ESD#113-Model Watershed Project		\$	15,325
National Fish/Wildlife Foundation		\$	49,800
College Sparks Foundation		\$	39,000
Department of Ecology		\$	75,000
Department of Ecology-Water Control		\$	112,000
Pacific Mountain Consortium		\$	36,310
Reservation-Based Learning-TESC		\$	46,147
WSU-CTEP		\$	8,950
NFWF-ALDER CREEK		\$	49,710
TOTAL OTHER GRANTS		\$	432,242
TOTAL ALL GRANTS		\$	3,892,483

INDICATOR: FISCAL RESPONSIBILITY

Measure: Annual audits conducted by the Office of the State Auditor confirm that college resources are well managed and that findings and recommendations are promptly addressed.

In 2005-06, the Office of the State Auditor conducted a regularly scheduled biennial audit of Grays Harbor College for compliance with state laws and regulations for the period July 1, 2004 – June 30, 2006. No findings were received. The next scheduled audit will be in the fall of 2008.

Measure: Continual Improvement in Fiscal Responsibility

- Forms and processes are being revised for fundraising and athletics in response to verbal recommendations.
- Cash receipts training materials are being developed.
- The Business Office participated in a baseline OFM risk study.

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: **CREATE AN ENVIRONMENT THAT ENSURES PARTICIPATION AND COMMUNICATION REGARDING THE BUDGET PROCESS.**

Measure: **Options for alternative resources to support the college and its mission are explored, identified, and implemented.**

- The College has applied for and received High Demand funding for a CDL I-Best program, \$270,000 in Opportunity Grant funding, and a system grant to support student persistence. Title III grant is in its third year and Trio Grant is in its second year.
- Natural Resources program has been awarded several grants: National Fish and Wildlife Foundation, \$49,000 for Alder Creek Restoration; Department of Ecology Water Quality, \$75,000; Model Watershed Project, \$15,325.
- Dean for Workforce Education has partnered with Westport Shipyard to offer Yacht Finish and Marine Finish Carpentry programs.
- Dean for Extended Learning has partnered with Ocean Spray Cranberry to provide technical support training for new product line.
- The College has partnered with the Port of Grays Harbor, primary agency executing a \$5 million WIRED grant to improve the area's workforce pool.

INSTITUTIONAL EFFECTIVENESS 2006-07

STRATEGIC DIRECTION 5: STUDENT SERVICES

DEVELOP AND IMPLEMENT A PLAN FOR THE ENHANCEMENT OF STUDENT SERVICES AND PROGRAMS TO SUPPORT SUCCESS FOR CURRENT AND PROSPECTIVE STUDENTS.

INDICATOR: A STUDENT CENTERED PLAN WAS DEVELOPED AND IMPLEMENTED TO IMPROVE ADVISING AND ENTRY SERVICES FOR ALL STUDENTS, INCLUDING STUDENTS AT OUTREACH CAMPUSES AND DISTANCE EDUCATION STUDENTS.

- A consistent counseling schedule has been established for the Whiteside Education Center. A counselor is provided at the Columbia Education Center once each quarter prior to each registration period.
- A part-time counselor has now been hired for the Riverview Center.
- Human Development workshops are provided regularly and counseling is provided for Families that Work and WorkFirst Hospitality program students, as well as on an “as needed” basis for the Whiteside Center.
- A new process and form has been created to connect GED students from all sites with the Title III Transitions Coordinator. Database tracking system of ABE/GED/ESL students is in development.
- Outreach Coordinator of the Elma Center has been trained to register students and administer testing.
- WorkFirst students are now being assigned to a GHC program advisor to develop an academic plan for program completion. The plan is monitored by the WorkFirst Coordinator. Life Work Skills curriculum has been revised to include Dependable Strengths and Bridges Out of Poverty. This course is now a support course for all WorkFirst students.

INDICATOR: STUDENTS PERCEIVE THE COLLEGE TO BE STUDENT-CENTERED AND SUPPORTIVE OF STUDENT SUCCESS.

Measure: Student satisfaction

GHC graduates were surveyed and asked to what extent they agreed with the following statement: *If I had to make my college choice over again, I would choose to attend GHC.*

<u>Strongly Agree/ Agree</u>	<u>Indifferent</u>	<u>Disagree/ Disagree Strongly</u>
85%	8%	6%

Source: 2007 Graduate Survey

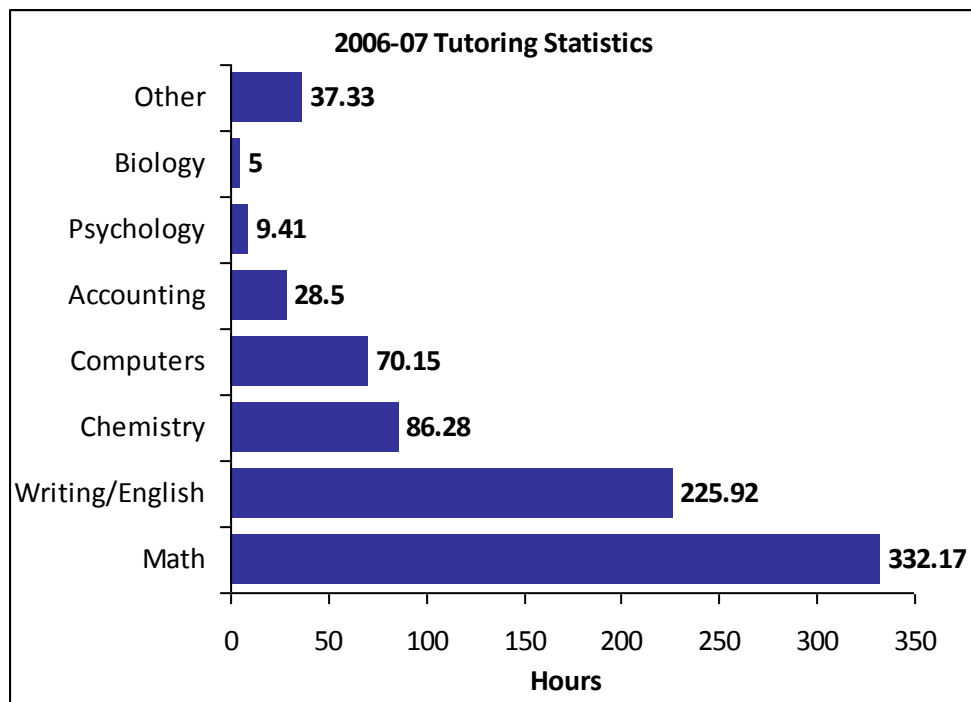
Measure: Support services exist to facilitate student success

GHC Learning Center

The Learning Center offers a variety of resources, including tutoring, the Writing Desk, a Study Space for individual or group study, workshops, computer access, and supplemental materials. In 2006-07, 6190 students clocked in to the Learning Center, representing 572 unduplicated individuals. In 2006-07, the Learning Center Coordinator was awarded the Golden Pretzel, an award given by students in the TRiO program for “bending over backwards to help students.” The software program ModuMath, a self-paced math tutorial, was put on a server in the Learning Center, making it much more accessible for GHC students.

INSTITUTIONAL EFFECTIVENESS 2006-07

- A Writing Desk professional was hired in November 2004 and is providing services 19 hours per week.
- A Tutoring Training program, mandatory for all tutors, was developed in collaboration with faculty and implemented in fall quarter 2005. The training program has now been certified by the College Reading and Learning Association. 22 students were hired as peer tutors during the academic year to help fellow students with their studies.
- 506 students used the tutoring services provided by the Learning Center in 2006-07 for a total of 795 tutoring hours. Math tutoring was the most frequent need with 332 hours devoted to this subject.



TRiO

The TRiO program was launched in the 2005-06 academic year with a mission is to serve first-generation, low-income students and students with disabilities in a manner which increases persistence and graduation; as well as to assist and encourage successful transfer of TRiO students to four-year institutions.

161 students participated in the TRiO program with higher than targeted completion and retention rates. In the 2006-07 academic year, TRiO made contacts with hundreds of students, hosted 25 events and workshops; took students to seven different colleges to foster transfer; and assisted students with applications, schoolwork, and the many challenges of college life. 29 Students have graduated from the program.

INSTITUTIONAL EFFECTIVENESS 2006-07

The TRiO program has met seven of their eight objectives:

- 161 low-income, first generation and/or students with disabilities were enrolled in the TRiO program
- 100% were given needs assessments
- 100% were given financial aid counseling
- 76% of participants completed developmental coursework with a GPA of 2.0 or higher (against a 70% target)
- 91% of participants were in good standing at the end of the quarter (against a 70% target)
- 70% were either retained to the next program year, graduated from the host institution or transferred to a four-year institution.
- 100% of TRiO staff serves on institutional committees yearly
- After 2 years, 33% of the first TRiO cohort has graduated and/or transferred. It is expected that the TRiO program will meet the goal of 42% by the end of next year.

Counseling Center Services

Counseling Center staff provided academic, career, and personal counseling; testing; and advising services to support student success at GHC. The number of students served by academic counseling appointments increased each year from 2003-04 to 2006-07. That same trend could be seen in career and personal counseling appointments until 2006-07 which saw a significant decline in both areas (40% and 88% respectively). Similarly, the number of unscheduled drop-ins rose in 2006-07 after a three year decline.

Individual Counseling	2003-04	2004-05	2005-06	2006-07	05-06 to 06-07 change
Drop-in students*	3140	2371	2354	2774	18%
Academic counseling appointments	466	637	697	732	5%
Career counseling appointments	67	169	179	129	-28%
Personal counseling appointments	45	81	219	117	-47%
Total students served	3718	3258	3449	3752	9%

*Individual and group advising hours not tracked because the Counseling Center does not track the advising activities of advisors outside of the Counseling Center, and therefore this does not take into account a significant amount of counseling activity

Testing Services

	2003-04	2004-05	2005-06	2006-07	% Change
College Placement Tests and Interpretations	1629	1751	1654	1599	-3%
CLEP Tests	13	17	15	13	-2%
Proctored Exams	43	63	95	79	-20%
Total students served	1685	1831	1764	1691	-4%

INSTITUTIONAL EFFECTIVENESS 2006-07

Advising Services

	2003-04	2004-05	2005-06	2006-07	% change
Hours providing individual and group advising	259	313	457	320	-43%
Financial Aid appeals	131	71	79	54	-46%

Source: Student Services Annual Report 2006-07

Athletics

- 79 students participated in volleyball, women's and men's basketball, softball, baseball, and women's and men's golf during 2006-07 generating 69.4 annualized FTE (208.29 FTE in 2006-07).
- 35 athletes (58%) were from Grays Harbor and Pacific counties with the remainder from other areas of the state of Washington, Alaska, Idaho, California and Montana.
- 62 athletes (78%) received full or partial tuition scholarships totaling \$21,600 and work-study jobs were provided for 33 athletes.

Student Activities and Leadership Programs

- **Leadership Development and Training Opportunities:** 11 students were sent to the Northwest Student Leadership Conference.
- **A new Community Leadership Class** was offered winter quarter 2007; 50% of the students enrolled were involved in student activities on campus.
- The SALP Office, Grays Harbor Activities Board, and clubs have all been given office space and a lounge in the 200 building.
- One new organization, the Grays Harbor Gay, Lesbian, Bisexual, Transgender, and Straight Alliance club, has been approved and has become very active on campus.
- A new **Grays Harbor Activities Board** has been established on campus. It is comprised of three students employed by the College to plan a variety of extracurricular activities on campus. Including the athletic department, there are now a total of **12 active student organizations**.
- **Outreach to community education centers** included the funding of an off-campus club, coordination of off-campus and campus elections, and the distribution of the calendar handbook to the off-campus sites.
- **Transfer Trips**, a program instituted in 2004 and administered out of the Student Programs office, offered five trips to different area four-year colleges and universities, held a panel discussion with GHC alumni on transferring, offered a presentation on getting scholarship awards, and facilitated a discussion on the transfer process.

Source: Student Services Annual Report 2006-07

INSTITUTIONAL EFFECTIVENESS 2006-07

Student Success Conferences

Student Success Conferences are organized by the Learning Center and Transition Services. These conferences are held every quarter and offer a variety of workshops geared towards improving student success and helping students become aware of many of the resources available to them. Examples of workshops that have been held in 2006-07 include:

- Financial Aid
- Succeeding in Online Classes
- Writing a Research Paper
- Academic Honesty
- English and Writing Help Online
- Health Insurance
- Managing Finances
- Career Path Exploration
- Degree/Certificate Options
- Positive Communication
- Equity and Diversity Resource Center

In 2006-07, 391 students attended these conferences.

Measure: **Development and improvement of programs and services that help students successfully transition from one level of coursework to the next**

Individualized assistance and guidance for transitioning students was initiated Spring Quarter 2005 by the Title III program. Support is offered in areas such as completing applications, submitting financial aid and obtaining program information. Presentations are also provided in classrooms on the Aberdeen and Whiteside campuses.

Career Survey Course: Members of the Workforce Education, Adult Basic Education, Tech Prep, and Job Placement departments collaborated in an effort to develop a new course for transitioning students unsure of a career path. The course was piloted in winter 2006 and received very positively by students; focus group findings indicated that over 80% of participants rated the course as helpful. In the focus group, all of the students stated that the course was valuable and that it motivated and enabled them to make smarter career and educational choices. 38% of the students who took this course progressed to developmental or college-level courses.

Transitions Course: A transitions course was created that prepares students for college by providing an introduction to some basic materials and concepts covered in the college classroom. Primary emphasis is on academic literacy competencies, cultural competencies, problem solving and critical thinking techniques. Additionally, students apply to the college for admission, fill out the federal financial aid form, and investigate alternative sources of funding. In a focus group, students in the Transitions class stated that the course gave them the confidence and skills needed to further their education and plan for a career. 71% of the students who took this course progressed to developmental or college-level courses.

INSTITUTIONAL EFFECTIVENESS 2006-07

Developmental Math & College Study Skills: A new linked course was piloted spring 2005. Students in Math 058/059 were encouraged to register for FYE 102, College Study Skills. The instructors collaborated to develop new teaching strategies to help students be more successful. Students in other math classes were also allowed to enroll in the link. Evaluation of the course was overwhelmingly positive, with 100% of students stating that they would recommend this linked class to a friend. Based on assessment feedback, two areas of the curriculum were revised: “Success in Math” and “Money Matters.” Guest presentations were given for both of these areas. The curriculum on math anxiety, studying effectively for math, and math test-taking was added to and revised. “Money Matters” revisions and additions included paying for college, budget management and credit issues. The student surveys indicate that the new curriculum has been beneficial and useful and those areas are often mentioned as the “most useful” course content.

Measure: Student Satisfaction

Taking into account all aspects of the college – classes, instructors, services, and social climate – how satisfied were you with your overall experience at GHC?

<u>Very satisfied/ Satisfied</u>	<u>Neutral</u>	<u>Dissatisfied/ Very Dissatisfied</u>
91%	5%	4%

Source: 2007 Graduate Survey

INDICATOR GOAL 5.1: A STUDENT CENTERED PLAN WAS DEVELOPED AND IMPLEMENTED TO IMPROVE ADVISING AND ENTRY SERVICES FOR ALL STUDENTS, INCLUDING STUDENTS AT OUTREACH CAMPUSES AND DISTANCE EDUCATION STUDENTS.

As part of the 2007 Graduate Survey, GHC graduates were asked to rate the following items based upon their experience as a GHC student:

	Excellent/Good		Average		Poor/Very Poor	
	2006 →	2007	2006 →	2007	2006 →	2007
The quality of instruction	91%	88%	8%	8%	0%	4%
The quality of course offerings	69%	78%	28%	19%	4%	3%
Help in pursuing your career goals	76%	80%	23%	15%	2%	4%
Preparation for transfer	68%	70%	14%	16%	3%	2%
Academic advising by faculty	68%	73%	27%	20%	4%	4%
Academic advising - entry advising	64%	63%	26%	27%	7%	6%
Academic advising – other	59%	68%	25%	23%	4%	3%
Counseling Services	62%	67%	21%	18%	2%	4%
Library & Media Center Services	85%	89%	8%	8%	6%	1%

Source: 2006 and 2007 Graduate Survey

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Students perceive the educational programs and services of the college to be of high quality.

Based upon your experience as a student at GHC, how would you rate the quality of instruction?

<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>
56%	32%	8%	3%	1%

Source: 2007 Graduate Survey

Measure: Students have access to online registration and are increasingly using this resource.

The number of students using web-based registration has declined over the past two years by seven percentage points. Based on statements from focus groups, students felt positively about online registration and it would be of use to determine if there are unforeseen barriers to online registration underlying this decrease.

	WWW	Other
2002-03	20%	80%
2003-04	25%	75%
2004-05	27%	73%
2005-06	23%	77%
2006-07	20%	80%

Source: 2006-07 Student Services Annual Report

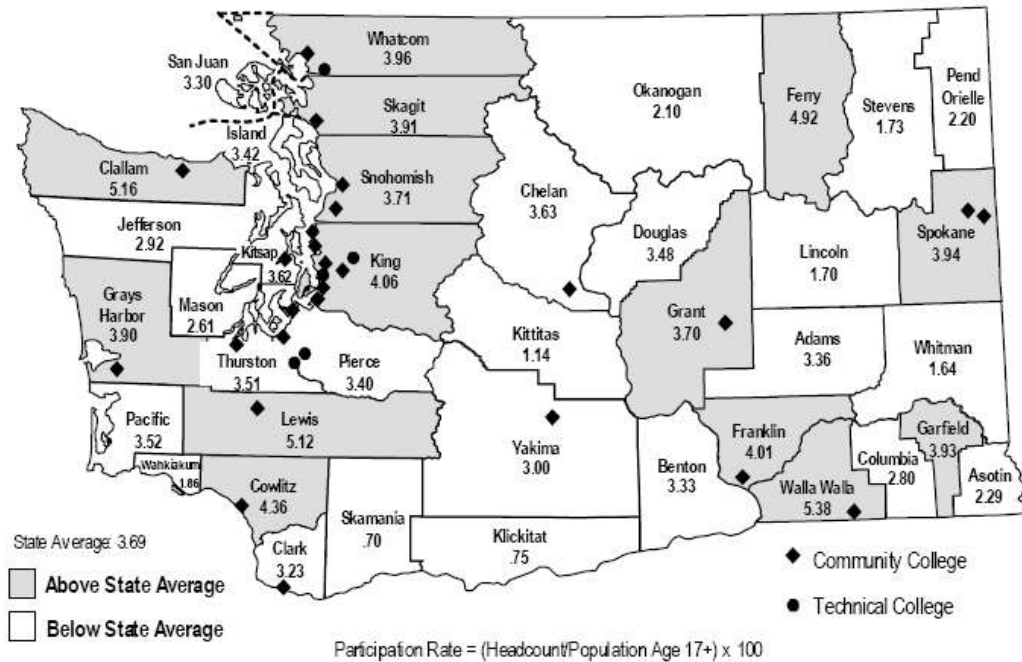
INDICATOR: DISTRICT RESIDENTS UTILIZE THE EDUCATIONAL OPPORTUNITIES AVAILABLE AT GHC.

Measure: Grays Harbor College service levels by county

In 2006, the State Board calculated participation rates by county for the Community and Technical College system. From 2002 to 2006, the statewide average decreased from 3.86 to 3.69 enrolled students per 1,000 population. Within GHC’s service district, the Grays Harbor County participation rate had a corresponding decline from 4.31 in 2002 to 3.90 in 2006 though remaining above the state average. The Pacific County participation rate improved to 3.52 per 1000, just below the state average.

INSTITUTIONAL EFFECTIVENESS 2006-07

Community and Technical College Participation Rates by County, Fall 2006

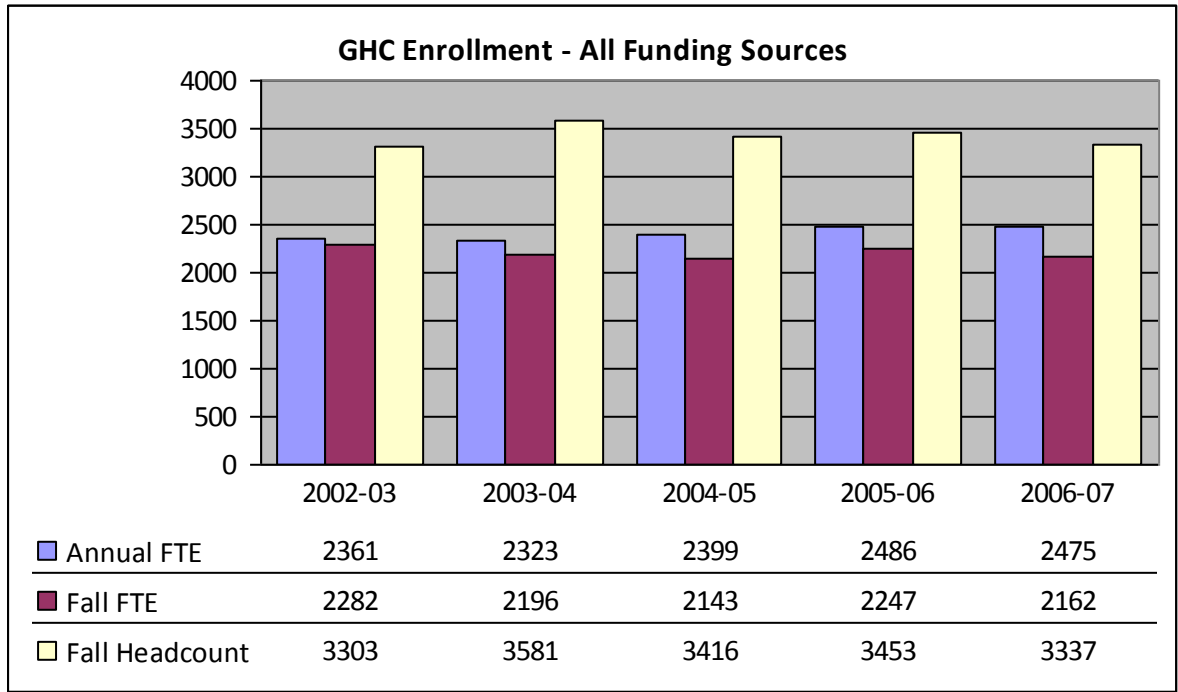


Source: 2007 Washington State Higher Education Trends and Highlights

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Fall and academic year enrollment data

The chart below includes the total full-time equivalent (FTE) students for both fall quarter and academic year. One quarterly FTE is 15 credit hours; one annual FTE is the equivalent of one student enrolled for 45 credits in a year.

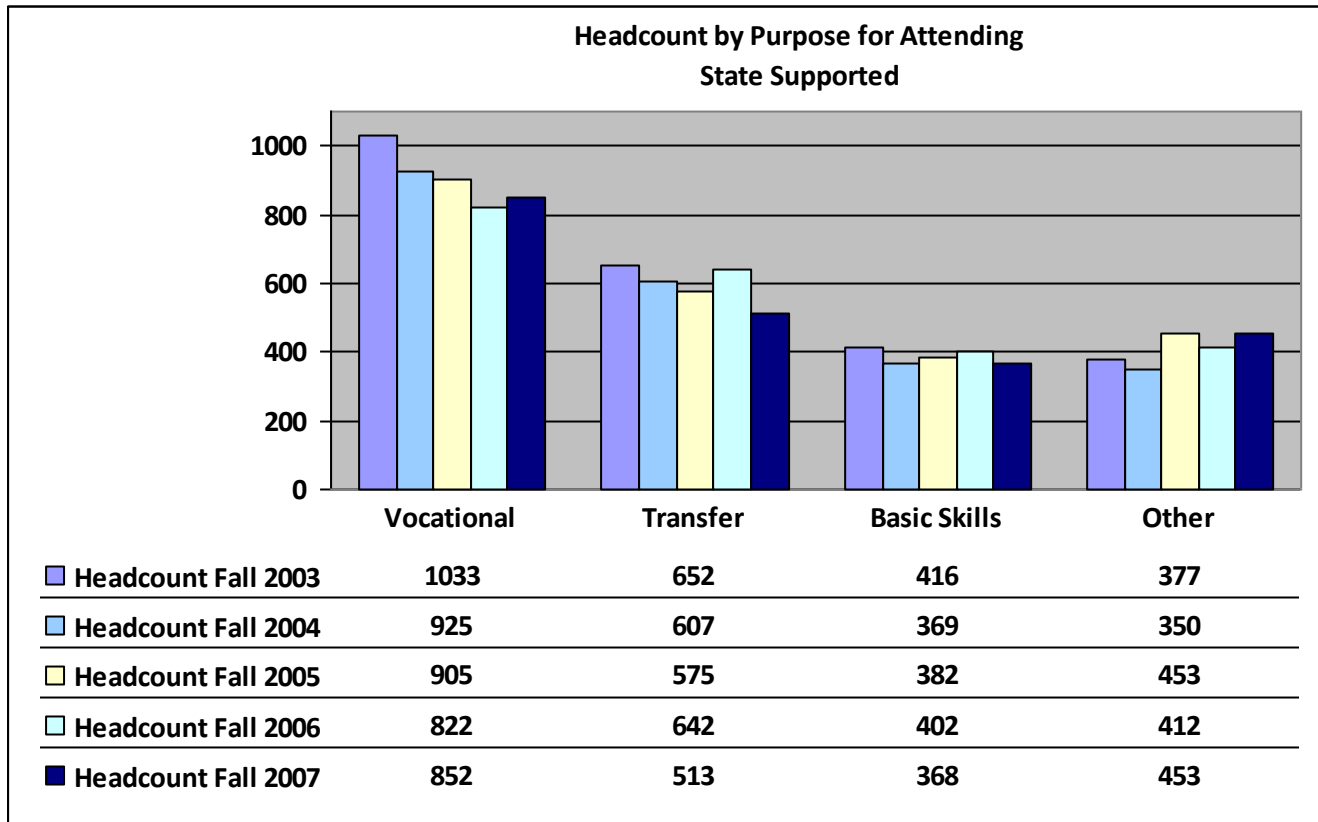


Fall quarter headcount showed a 7% decrease over the last four years while annual and fall FTE have remained relatively stable.

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Enrollment by “Purpose for Attending”

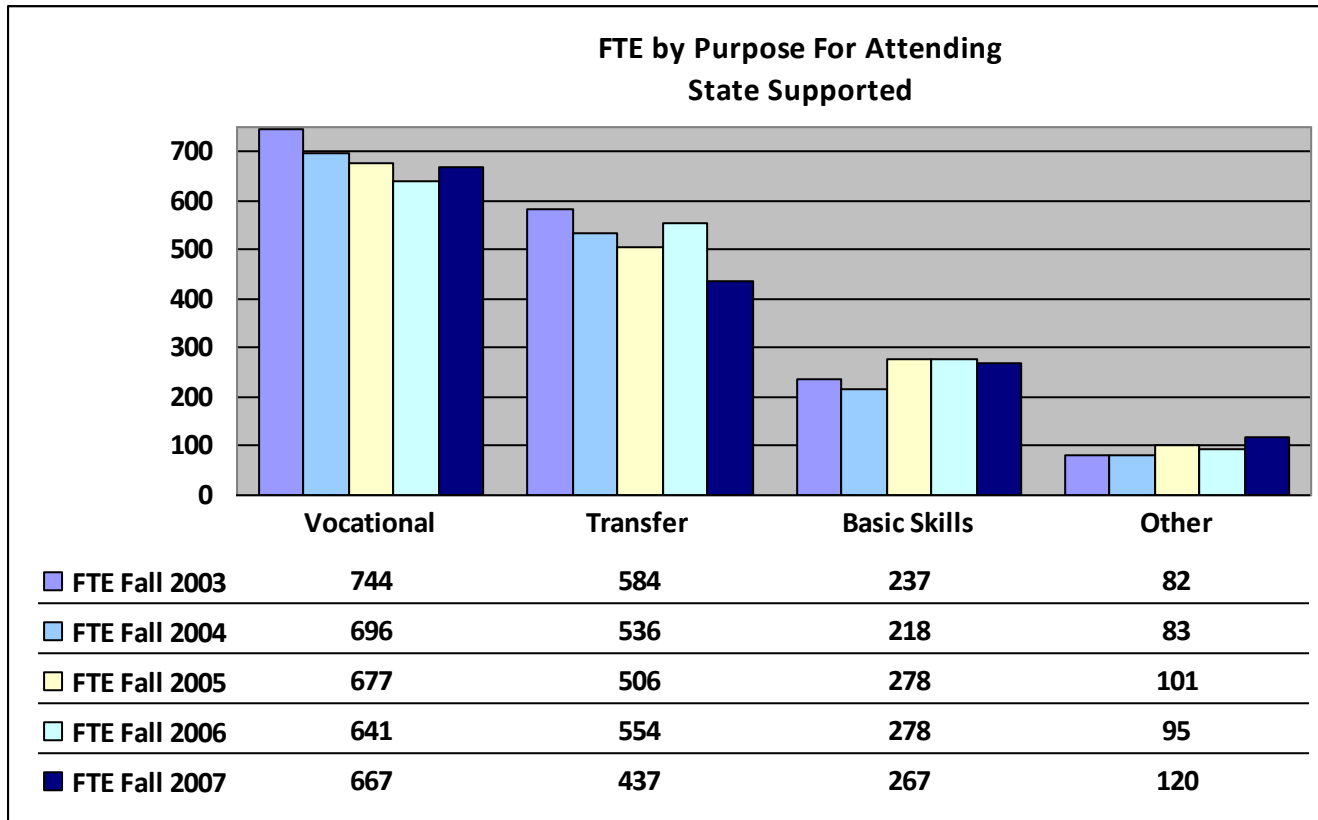
The following charts represent headcount and FTE by the data element “Purpose for Attending.” Students declare their intent of study upon initial enrollment and state mandates restrict them from changing that intent in subsequent quarters. As such, it is useful for trend purposes only. Overall, there has been a downward trend in both vocational and transfer enrollment over the past five years, showing decreases of 18% and 21%, respectively. The number of basic skills students has remained relatively stable and the number of students stating “Other” as their purpose for attending has increased 20% over the last five years.



INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: FTE by "Purpose for Attending"

With the decline in worker retraining students, vocational FTE has declined since 2003. Transfer FTE also has declined between 2003 and 2007.

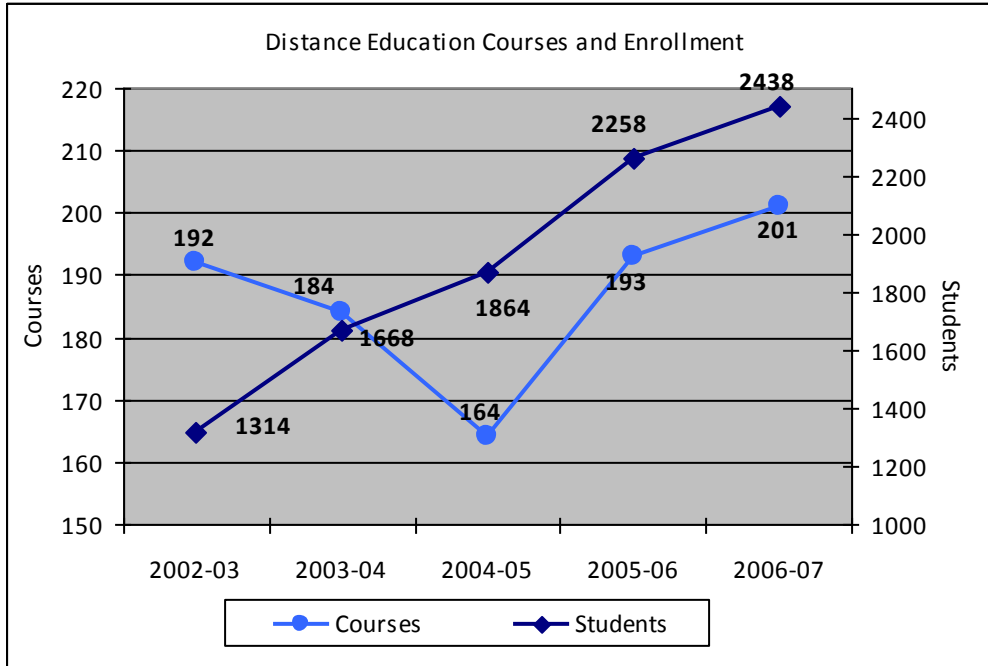


INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: DISTANCE EDUCATION IS AVAILABLE AND UTILIZED BY DISTRICT RESIDENTS.

Measure: Enrollment and course offerings available through distance education

Student enrollment in Distance Education courses continues to increase each year, increasing 8% in the last year. **Over the last 5 years enrollment in Distance Education has increased 86%.**



	2002-03		2003-04		2004-05		2005-06		2006-07	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
ITV	60	192	61	245	50	195	41	168	28	115
WAOL	123	1011	121	1390	109	1604	147	2043	169	2280
Hybrid	8	95	2	33	5	65	5	47	4	43
Telecourse	1	16	0	0	0	0	0	0	0	0
Total	192	1314	184	1668	164	1864	193	2258	201	2438

Source: SBCTC Data Warehouse

INSTITUTIONAL EFFECTIVENESS 2006-07

How many courses, if any, did you take at GHC through distance learning (online, ITV, etc.)?

	1-2	3-4	5 or more	None
2004-05	38%	18%	11%	32%
2005-06	34%	17%	21%	26%
2006-07	38%	19%	19%	22%

Source: 2005 - 2007 Graduate Survey

Residence County of Students Enrolled in WAOL courses

Grays Harbor County	71.1%
Pacific County	14.7%
Outside Service District in WA	12.1%
Out of State	1.4%
County not specified	0.6%

INDICATOR: COSTS OF ATTENDANCE ARE AFFORDABLE.

Measure: Comparison of GHC tuition with 4-year institutions

The cost of tuition and room and board (as an independent student) at Grays Harbor College is approximately \$5000 less over two years than the cost associated with regional four-year institutions.

2005-06 Tuition Costs

	Tuition	Room & Board	Total
GHC	\$2,504	\$7,140	\$9,644
Evergreen	\$4,840	\$7,140	\$11,980
UW	\$5,985	\$8,001	\$13,986
Central	\$5,238	\$6,690	\$11,928
WSU	\$6,464	\$7,340	\$13,804
St. Martins	\$21,155	\$6,400	\$27,555

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: FINANCIAL AID IS AVAILABLE TO STUDENTS WHO NEED FINANCIAL ASSISTANCE IN ORDER TO ATTEND COLLEGE

187 students were awarded scholarships to attend GHC in 2006-07. Awards included 82 full-tuition scholarships and 55 partial-tuition scholarships totaling \$261,657, compared to 106 full-tuition scholarships and 44 partial-tuition scholarships from the previous year. In addition, another 76 students received World Class Scholar awards in the amount of \$72,246. The reduction in full-time tuition awards from the previous year is due to the expiration of the Starlight Scholarships at the end of the 2005-06 academic year.

Measure: Need-based and non-need Financial Aid Awarded

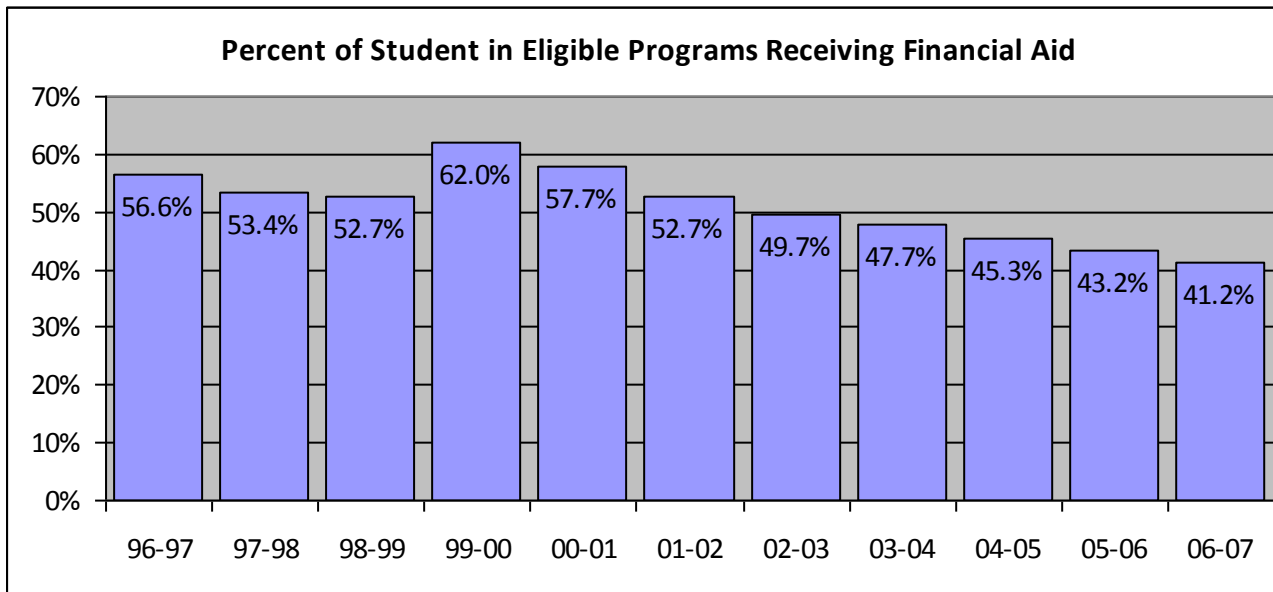
After a three-year increase in total aid awarded, there has been a 7% decrease in financial aid awarded since 2003-04. This decrease has been in the need-based category with a 7% decrease in the number of need-based awards and a 9% decrease in the amount of aid awarded. Non-need based aid has stayed roughly the same over the past four years yet the overall amount of aid awarded has decreased.

Financial Aid Awards	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Need-based Aid						
# of Awards	2008	2135	2112	2057	1837	1956
Amount Awarded	\$3,356,880	\$3,609,575	\$3,728,336	\$3,436,690	\$3,234,223	\$3,376,964
Non Need-based Aid						
# of Awards	704	723	807	805	832	831
Amount Awarded	\$1,136,047	\$1,232,302	\$1,420,783	\$1,479,157	\$1,577,216	\$1,410,665
Total Aid Awarded	\$4,492,927	\$4,841,877	\$5,149,119	\$4,915,847	\$4,811,439	\$4,787,629
FAFSA Applicants	1761	1946	2019	1913	1798	1747
Unduplicated Aid Recipients	1260	1306	1364	1264	1172	1161
% of Applicants Receiving Aid	72%	67%	68%	66%	65%	65%

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Financial Aid awarded compared to previous years

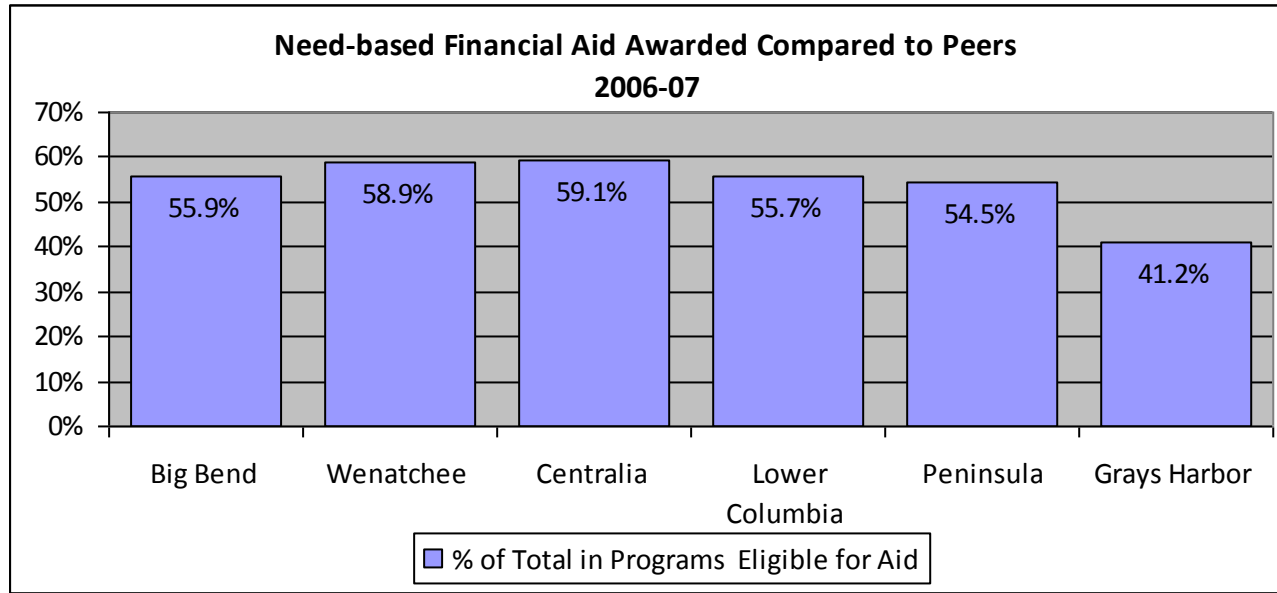
The percent of students in eligible programs receiving financial aid has decreased 17% (8.5 points) in the past five years and 34% (20.8 points) since its peak in 1999-2000. The reasons for this are unclear as there are no significant differences in key demographics between students receiving and not receiving financial aid. Given that student retention and receipt of financial aid are positively correlated, it will be important to examine this further in the upcoming year.



INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Financial Aid awarded compared to peer colleges

Financial aid awarded to Grays Harbor College students in eligible programs remains significantly below its peers.



Measure: Student satisfaction

In the spring quarter of each year, students are surveyed regarding their level of satisfaction with various areas of student services. In 2006-07, 83% of students responding to the Student Services Spring Survey agreed that the staff was courteous and willing to help and that they were knowledgeable about policies and procedures. 78% agreed that their concerns were listened to and addressed.

	<u>Strongly Agree/ Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree/ Strongly Disagree</u>
The staff was courteous and willing to help.	83%	11%	5%
The staff was knowledgeable about policies and procedures.	83%	11%	5%
My concerns were listened to and addressed.	78%	15%	7%

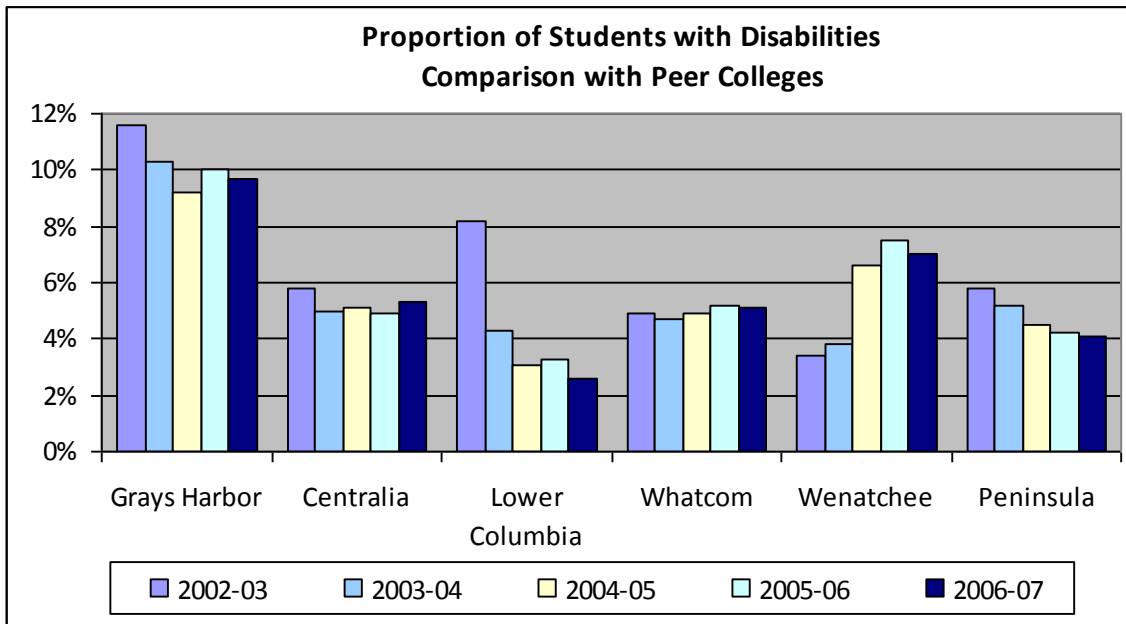
INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: STUDENTS WITH SPECIAL NEEDS UTILIZE THE EDUCATIONAL OPPORTUNITIES AVAILABLE AT GHC.

Measure: Enrollment of students with disabilities

The number of students with disabilities enrolling at GHC has remained relatively stable, with an average number of 449 students per year since the 1997-98 academic year. In 2006-07, 438 students self-identified as having a disability when they enrolled at GHC. The percent of the student population represented by students with disabilities has declined from nearly 12% in 2002-03 to 9.7% in 2006-07.

Measure: Enrollment of students with disabilities compared to peer colleges



INSTITUTIONAL EFFECTIVENESS 2006-07

Proportion of Students with Disabilities Compared to Peer Colleges

(State Supported)

	Grays Harbor	Centralia	Lower Columbia	Whatcom	Wenatchee	Peninsula	System Average
2002-03	11.6%	5.8%	8.2%	4.9%	3.4%	5.8%	4.5%
2003-04	10.3%	5.0%	4.3%	4.7%	3.8%	5.2%	4.8%
2004-05	9.2%	5.1%	3.1%	4.9%	6.6%	4.5%	4.7%
2005-06	10.0%	4.9%	3.3%	5.2%	7.5%	4.2%	4.5%
2006-07	9.7%	5.3%	2.6%	5.1%	7.0%	4.1%	4.6%

INDICATOR: OPPORTUNITIES ARE PROVIDED TO ENHANCE STUDENT LEARNING EXPERIENCES AND SOCIAL DEVELOPMENT THROUGH STUDENT ACTIVITIES OUTSIDE OF THE CLASSROOM.

- GHC is now a member of the Association College Unions International (ACUI), a nonprofit educational organization that brings together college union and student activities professionals from hundreds of schools in seven countries.
- A travel and conference fund has been developed to send students who might not be part of clubs or organized groups to conferences, seminars, and meetings. Using this fund, two students attended the Leadership Conference and students were sent to the Students of Color Conference. Funding has been provided to continue this strategy in the 2007-08 academic year.
- ABE/DEVED students were made aware of and encouraged to attend the Student Success Conference and speaker presentations.

INSTITUTIONAL EFFECTIVENESS 2006-07

STRATEGIC DIRECTION 6: TECHNOLOGY/EQUIPMENT/FACILITIES

DEVELOP AND COMMUNICATE A COMPREHENSIVE, COLLEGE-WIDE VISION FOR THE INTEGRATION OF TECHNOLOGY, EQUIPMENT AND FACILITIES INCLUDING APPROPRIATE TRAINING FOR ALL STAFF.

INDICATOR: A COMPREHENSIVE AND COLLEGE WIDE PLAN FOR TECHNOLOGY PURCHASES, UPDATES, AND MAINTENANCE BASED ON NEEDS ASSESSMENT IS DEVELOPED AND IMPLEMENTED.

- Prior to opening the new Manspeaker Instructional Building, a small group of faculty helped determine what the “standard classroom technology” should be. This standard was implemented for all of the classrooms in the new building. In 2007-08, faculty will be surveyed in their use of this equipment – was it used, was it appropriate, was other equipment needed, etc. Faculty will also be asked if this is the first time they have integrated technology into their classroom activities and whether additional or different technology would be more desirable. The results of this survey will help determine additional equipment that needs to be purchased and installed. The budget process during Spring 07 already revealed the need to add some document cameras to some classrooms. These have been purchased and will be installed for Fall quarter.
- The Computer and Related Technology Committee will develop a campus technology plan that addresses the needs of all constituents using technology. The committee will use a draft that has been developed and will be tasked with providing additional input and completing this plan. Though this strategy emphasizes the need for an Instructional Technology plan, the scope should be enlarged to create a campus technology plan that includes input all from all areas using the technology.
- One strategy submitted in the strategic planning process was not tracked in the 2006-07 plan because it is funded by the student technology fee rather than the operating budget. The installation of wireless access for students has remained a high priority project. This strategy is substantially complete as wireless access points (APs) are installed and will be ready for fall returning students in the Library and the Manspeaker Instructional Building. The second phase is included as a strategy in the 2007-08 Strategic Plan. This will involve extending wireless availability with additional APs in the HUB, the 200 and 300 buildings, heavy equipment, and looking into a solution for off campus sites as well.
- An outside auditor from the Technology Solutions Group, a Division of CIS, performed the mandated Dept. of Information Services/ISB audit of our plan and GHC was found to be in full compliance on all of the 94 requirements. The next audit required is three years from the date of this audit.

INDICATOR: TECHNOLOGY IS USED TO ENHANCE RECRUITING EFFORTS AND IMPROVE COMMUNICATION WITH EXISTING STUDENTS

Measure: Purchase and Implementation of Azorus

Azorus, a customer relationship management tool, was purchased by the college using Title III funding. Students access Azorus through a portal on the GHC website called GHC-4-U and establish an account using their e-mail addresses. The Azorus portal went live in fall 2006 and has been used to help recruit potential students who express an interest in the college and establish an account. The site includes recruiting and marketing materials about various instructors, programs, and services. Azorus has been used to send e-mail reminders for the New Student Day which resulted in an increase in attendance from prior years. Over the past eight months, there has been a decline in the number of visits and the hit rate though this may be a cyclical phenomenon and needs to be monitored for a longer period of time. Additionally, Azorus has not yet been used to its full potential; a policy and procedure manual for the use of this product is in development, which will facilitate this.

INSTITUTIONAL EFFECTIVENESS 2006-07

Month	Unique Visitors	Number of Visits	Pages	Hits
Jan 2007	541	716	5153	29777
Feb 2007	315	374	2823	14784
Mar 2007	403	559	5682	30802
Apr 2007	253	348	3439	20212
May 2007	215	281	1301	8761
Jun 2007	231	328	1351	9960
Jul 2007	164	237	1204	7654
Aug 2007	129	190	764	5655

Goal 6.1: Develop and implement a process for assessing instructional and administrative technology needs.

INDICATOR: FACULTY AND STAFF HAVE ACCESS TO THE TECHNOLOGY AND EQUIPMENT NECESSARY TO SUPPORT THEIR WORK.

Measure: Number of computers available for faculty/staff use

GHC maintains approximately **443 computers** to support the work of faculty and staff. In addition to computers, the college maintains **15 servers** that are used for print serving, data sharing, login authentication, employee and student email accounts, web servers, message board, and instructional support in specific program areas such as automotive, GIS, natural resources and math. The college has adopted a five-year replacement cycle for faculty and staff computers.

Measure: Technology training is provided for faculty and staff

- HelpDesk software has been moved to a dedicated server. A button has been placed on faculty/staff resource page and use is increasing.
- New ModuMath software was purchased with Title III grant funds and training provided to students, faculty, and staff.
- Faculty received training on the new classroom technology incorporated into the Manspeaker Building.
- Training sessions were provided on the new re-hosted platform that will be implemented this fall for staff who work with the current CIS application.
- Training sessions will be scheduled this fall as some faculty and staff move to the new Office 2007 suite.

INDICATOR: STUDENTS HAVE ADEQUATE ACCESS TO COMPUTERS AND OTHER TECHNOLOGIES.

INSTITUTIONAL EFFECTIVENESS 2006-07

Measure: Number of computers available for student use

GHC currently has **525 computers** that are specifically available to students in open labs, classroom labs, testing facilities and the library. Of this total, 141 are located at the college's off-campus education centers. This equates to a **ratio of 4.71 full time students per computer** based on 2475 FTEs in the 2006-07 academic year. The college has adopted a three-year replacement cycle for student computers.

Measure: Operating Funds/Technology Fees allocated to technology purchases

Grays Harbor College allocates approximately \$100,000 annually in its operating budget to support computers and related technology. The college allocation is managed by the Computer and Related Technology Committee whose job it is to set priorities and establish a strategic plan for meeting the technology needs of students, staff and faculty.

In 1998, Grays Harbor College students voted to establish a technology fee that would supplement the College's commitment and provide money to address specific areas of concern to students. Approximately \$125,000 is collected annually through this fee which is managed by a Technology Fee Committee representing student interests. Purchases made using these technology funds are listed in the following table:

Technology Fee Purchases

1998-99	41 new computers, 4 library database services, 3 laser printers	\$97,993
1999-00	30 new computers, 3 library database services, CD burner, new instruction file server, PT lab help, Microsoft Agreement for student reduced –price software	\$83,644
2000-01	31 new computers, 3 library database services, PT lab help, 25 switches for campus Internet	\$71,560
2001-02	72 new computers, 3 library database services, 5 Power Macs, PT lab help	\$106,965
2002-03	31 new computers, color printer and maintenance, 3 library database services, PT lab help	\$53,781
2003-04	87 new computers, 3 library database services, 4 printers, 12 licenses for library lab, 23 flat screens/network equip. for library lab, PT lab help, data projector, authorized \$20,000 for supplies & maintenance	\$196,288
2004-05	40 computers, technician for media lab, 3 library database services, \$12,835 for supplies and maintenance	\$82,420
2005-06	56 computers, technician for media lab, 3 library database services, \$3,602 for supplies and maintenance	\$114,477
2006-07	Technician for media lab, wireless and lab/classroom equipment, 93 computers, 3 database subscriptions, \$10,000 for supplies	\$189,429
	Total	\$996,557

INSTITUTIONAL EFFECTIVENESS 2006-07

INDICATOR: A COMPREHENSIVE AND COLLEGE WIDE PLAN FOR EQUIPMENT AND FACILITIES PURCHASES, UPDATES AND MAINTENANCE WAS DEVELOPED AND IMPLEMENTED.

- The Facilities Master Plan was updated in 2006.
- In response to customer demand, a new cash machine was purchased for the Kitchen to support bank card transactions.
- Document Imaging equipment has been purchased and installed in Admissions and Records. Part-time staff was hired and has begun imaging all A & R documents.

INDICATOR: A COMPREHENSIVE PLAN FOR SAFETY AND SECURITY AT ALL COLLEGE FACILITIES DEVELOPED AND IMPLEMENTED.

Measure: Campus safety statistics

The following statistics report incidents of crime identified as college campus crimes, reported by the Aberdeen Police Department and/or recorded by the Vice President for Student Services.

Crime Statistics - GHC Main Campus

Violations	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Aggravated Assault	-	-	-	-	-	-
Arson	-	-	-	-	-	-
Burglary	1	5	-	4	1	1
Drug Violations	-	-	-	-	-	-
Liquor Law Violation	-	-	-	-	-	-
Motor Vehicle Theft	-	-	-	-	-	-
Murder/Manslaughter	-	-	-	-	-	-
"Prejudice" crimes*	-	-	-	-	-	-
Rape & Other sex offenses	-	-	-	-	-	-
Robbery	-	-	-	-	-	-
Theft (incl. vehicle prowl)	4	15	7	13	8	7
Weapons Possession	-	-	-	-	-	-

INSTITUTIONAL EFFECTIVENESS 2006-07

Crime Statistics - Other Sites 2006-07

Violations	Riverview	Ilwaco	Elma
Aggravated Assault	-	-	-
Arson	-	-	-
Burglary	-	-	-
Drug Violations	-	-	-
Liquor Law Violation	-	-	-
Motor Vehicle Theft	-	-	-
Murder/Manslaughter	-	-	-
"Prejudice" crimes*	-	-	-
Rape & Other sex offenses	-	-	-
Robbery	-	-	-
Theft (includes vehicle prowl)	-	1	-
Weapons Possession	-	-	-

* Refers to "prejudice" crimes of forcible and nonforcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson and other crimes that involved bodily injury that show evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity or disability.

INDICATOR: THE COLLEGE PROVIDES SERVICES TO SUPPORT THE HEALTH, SAFETY AND WELFARE OF FACULTY, STAFF AND STUDENTS.

Grays Harbor College has two standing committees directly responsive to this college goal – the Health & Wellness Committee and the Safety Committee. Each of these committees includes members from faculty, staff and administration and each meets regularly to promote health and safety, address immediate issues of concern, and develop long-range goals. In addition, Student Programs provides numerous programs and activities in support of student safety, health and wellness. GHC's Human Resources Office and Counseling Center also provide workshops, training and instruction designed to promote this college-wide goal.

Measure: Summary of activities in 2006-07

Safety & Wellness Fair: In May 2007, the Safety and Health & Wellness Committees jointly sponsored GHC's Fifth Annual Safety & Wellness Fair to provide information on a variety of health and safety topics.

- Local agencies, private vendors, college groups and members of the community sponsored tables on such diverse topics as healthy lifestyles, mental health, disease prevention, stress/anger management, home safety, and emergency preparedness.
- Information and assessment tools were offered by GHC student nurses on a variety of topics including smoking cessation, diabetes, fetal alcohol syndrome, cancer, and cardiovascular health.
- Stress assessments and mini-massages were offered through the GHC Counseling Center.
- Demonstrations were also held throughout the day including Fatal Vision Goggles, a training tool to demonstrate the concept of impairment and the dangers of impaired driving and demonstrations of the Automatic Emergency Defibrillator. The event was well attended and will be held again in 2008.

INSTITUTIONAL EFFECTIVENESS 2006-07

Instruction: Human Development courses taught by Counseling Center staff included Stress Management & Wellness, Career Options, and Human Relations.

Child Care: GHC partners with Wunderland Childcare, Inc. to provide quality, affordable, on-site daytime and evening childcare for students, staff and the community. 2006-07 marked the highest enrollment ever in the childcare program with 258 children enrolled during the day and 91 enrolled in the evening. This is most likely a result of the closure of two community daycare centers and an increase in the number of infants being cared for at the facility. An average of 116 children were enrolled in child care each quarter. 64% of the children enrolled in the daytime childcare program are children of GHC students and 82% of the children enrolled in the evening program are children of GHC students.

The plans for construction of a new childcare facility are underway; the college has received a \$1,000,000 matching grant from the legislature and construction is slated for 2009. The new facility will increase available square footage from 3,900 to 6,413 square feet and will address all code issues from the existing structure.

Van Driver Safety Training: In 2001, GHC initiated a van driving course to be completed by all faculty, staff or students driving college vehicles. The course is valid for a two-year time period with refresher training available after that time.

ACADEMIC YEAR	NUMBER OF CLASSES	INDIVIDUALS TRAINED
2001-02	6	36
2002-03	9	60
2003-04	4	28
2004-05	9	77
2005-06	9	94
2006-07	11	103

Automated External Defibrillator: Automatic External Defibrillators (AED) have been purchased by the Safety Committee to increase the chances of survival for victims of sudden cardiac arrest. Employee training is held every two years and is scheduled for the 2007-08 academic year. There is an AED at the main campus, Whiteside, Riverview, and the Columbia Education Center.

Forklift Safety Evaluations: Employees who use forklift equipment complete certification exams and regular safety evaluations. Training is performed every three years. 6 new people were forklift trained and 9 people received refresher training in the 2006-07 academic year.

Ergonomics Safety: Ergonomic information is posted in the Human Resources office. The Ergo Easer tool was purchased in 2004-05 to help individuals evaluate and re-organize their workstations and is available to all employees on the internal network drive.

Fitness Lab: The fitness lab was opened to all students beginning winter 2005. In 2006-07, a total of 148 students were enrolled in one of the 26 Fitness Lab classes.

Mental Health: GHC provides Employee Advisory Service, a referral service for those dealing with mental health issues.

INSTITUTIONAL EFFECTIVENESS 2006-07

DATA SOURCES

Community College Strategic Planner/ Strategic Advantage

The Community College Strategic Planner (CCSP), re-named Strategic Advantage in 2007, is a comprehensive online forecasting tool designed for tracking, analyzing, and reporting economic, workforce, and education data. This online software incorporates current, detailed regional economic and population data, web-based analysis tools for assessing and analyzing regional economies, regional input-output modeling tools for simulating the full impact of industry change on regional economies, and customized reports.

Student Services Spring Survey

Each year in the spring, a survey is conducted to measure the quality of college services including the Business Office, Financial Aid, Admissions & Records, and Counseling Services. In spring 2007, 341 students responded to the survey.

Student Services Annual Report

Student Services published its sixth annual report in 2006-07 detailing the services, programs and activities provided by Student Services. Student Services managers in the areas of Admissions & Records, Advising and Counseling, Athletics, Childcare, Disability Support Services, Financial Aid, Marketing, Student Activities and Leadership Programs, TRiO, and the Bishop Center for Performing Arts each contributed a summary for their area of responsibility. Revisions have been made to the format of the annual report based on feedback from student services staff. The report now includes goals for the next academic year along with specific, measurable objectives designed to measure progress toward those goals. Objectives are now linked directly to the college's Priority Goals.

Graduate Survey

In spring 2004 GHC initiated a Graduation Breakfast and Graduate Survey to honor students who had completed their degree during the academic year and to gather feedback from recent grads on their experiences while at Grays Harbor College. Since 2004, this survey has been administered annually in the spring. The spring 2007 Graduate Survey was completed by 98 graduates (37%) either at the breakfast or through a follow up mailing.

Transitions Course Focus Group

In June 2006 five of the seven students enrolled in the Transitions course participated in a focus group designed to determine what motivated them to take the class, their level of satisfaction, and what they felt the strengths and weaknesses of the class were.

Career Survey Focus Group

In March 2006 seven of the eleven students enrolled in the Transitions course participated in a focus group designed to determine what motivated them to take the class, their level of satisfaction, and what they felt the strengths and weaknesses of the class were.

INSTITUTIONAL EFFECTIVENESS 2006-07

Grays Harbor College Estimated Employment Rate for Completers						
GHC Code	CIP	CIP Description	Total	Estimated Employment Count	Estimated Employment Rate	Year
N/A	000000	Unknown CIP	2	1	64%	N/A
165	030101	Natural Resources Technology	3	2	51%	3 Year
514	110301	PC Networking Technician	1	1	100%	3 Year
518	110601	Software Applications	1	0	27%	3 Year
509	119901	PC Maintenance and Service Technician	1	1	100%	3 Year
N/A	120507	Waiter/Waitress & Dine Mgr	1	0	27%	N/A
602	151302	AutoCAD	2	1	64%	3 Year
N/A	200201	Care & Guide Of Children	1	1	100%	N/A
	240101	Liberal Arts & Sciences	17	15	87%	3 Year
	320204	GED Prep	11	7	67%	3 Year
841	430107	Criminal Justice	3	3	100%	3 Year
745	460201	Carpentry Technology	1	1	100%	3 Year
748	460290	Yacht Finish Carpentry	2	2	100%	3 Year
775	470605	Diesel Technology	1	0	27%	3 Year
814	480508	Welding Technology	2	1	64%	3 Year
715	490205	Commercial Truck Driving	2	1	64%	1 Year
529	510707	Medical Records Office Assistant	2	1	64%	3 Year
399	510805	Pharmacy Technician	6	5	88%	Inactive
420	511593	Human Services Technology	10	8	78%	3 Year
323	511601	Nursing	10	10	100%	3 Year
326	511613	Practical Nursing	3	2	76%	3 Year
329	511614	Certified Nursing Assistant	3	3	100%	3 Year
502	520201	Business Management	4	4	100%	3 Year
547	520204	Office Technology	4	3	64%	3 Year
505	520302	Retail Bookkeeping	3	2	76%	3 Year
277	521905	Hospitality	2	1	27%	3 Year
Grand Total			98	78	79%	

INSTITUTIONAL EFFECTIVENESS 2006-07

Grays Harbor College						
Estimated Employment Rate for Early Leavers						
GHC Code	CIP	CIP Description	Total	Estimated Employment Count	Estimated Employment Rate	Year
N/A	000000	Unknown CIP	28	20	71%	N/A
165	030101	Natural Resources Technology	1	1	100%	3 Year
514	110301	PC Networking Technician	3	2	50%	3 Year
518	110601	Software Applications	5	4	70%	3 Year
402	131210	Early Childhood Education	2	1	63%	3 Year
841	430107	Criminal Justice	3	3	100%	3 Year
745	460201	Carpentry Technology	1	0	25%	3 Year
814	480508	Welding Technology	1	1	100%	3 Year
529	510707	Medical Records Office Assistant	1	1	100%	3 Year
399	510805	Pharmacy Technician	1	1	100%	inactive
420	511593	Human Services Technology	2	1	63%	3 Year
326	511613	Practical Nursing	4	4	100%	3 Year
502	520201	Business Management	4	4	100%	3 Year
Grand Total			56	43	76%	