

**ANNUAL REPORT  
2008 – 2009**

**GRAYS HARBOR COLLEGE**

**Aberdeen, Washington**



**FEBRUARY 2010**  
**Office of Research, Assessment & Planning**

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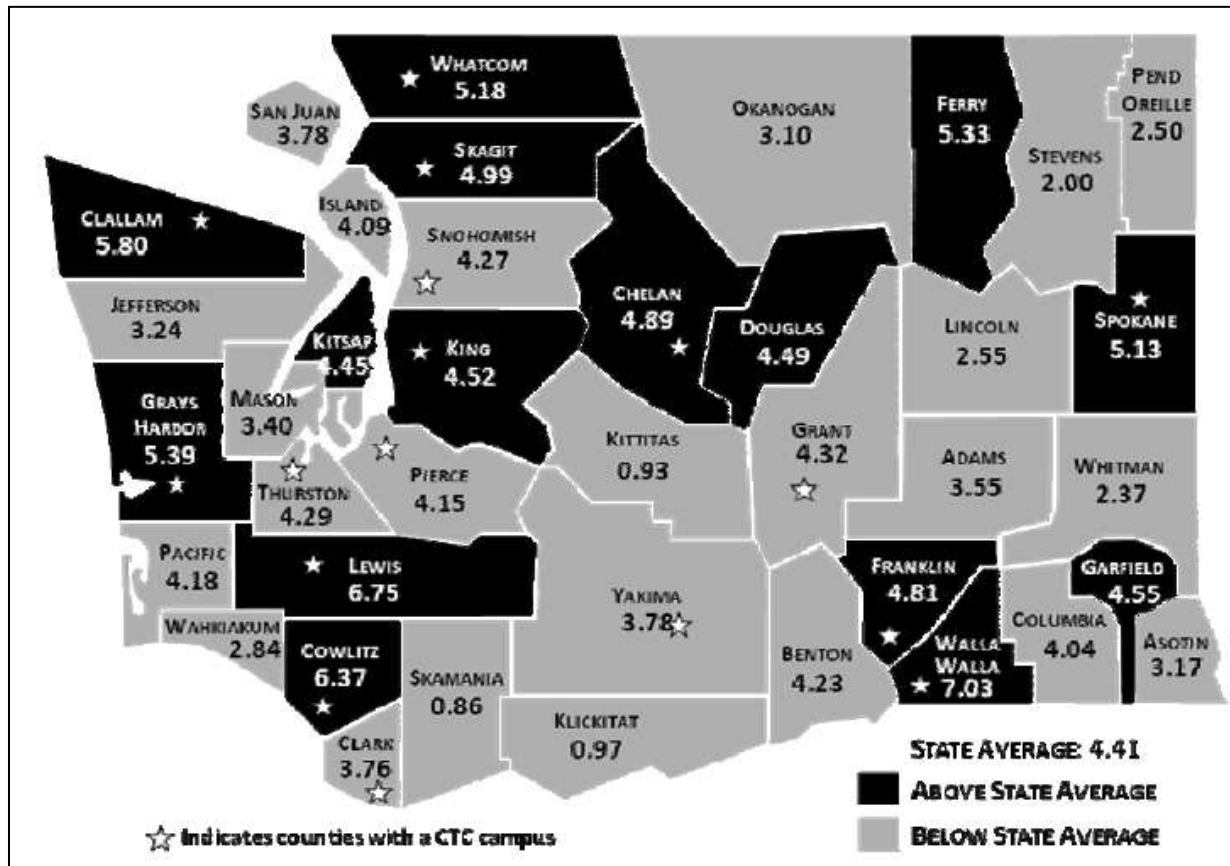
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## STRATEGIC DIRECTION 1: Instruction

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.

### MEASURE: Grays Harbor College Participation Rates by County

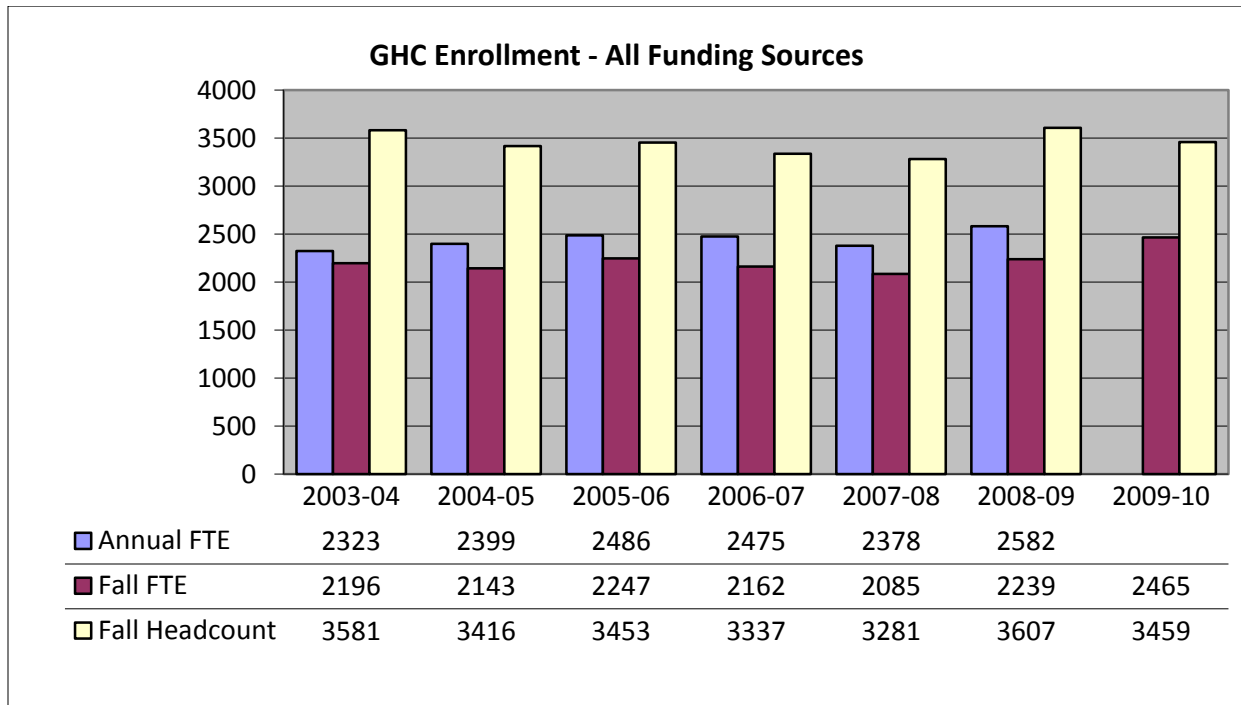
In 2008, the State Board calculated participation rates by county for the Community and Technical College system. From 2006 to 2008, the statewide average increased from 3.69 to 4.41 enrolled students per 1,000 population. Within GHC's service district, the **Grays Harbor County participation rate increased significantly from 3.90 in 2006 to 5.39 in 2008**. Grays Harbor ranks 5<sup>th</sup> out of 39 counties in community college participation. The **Pacific County participation rate also improved from 3.52 in 2006 to 4.18 per 1000 in 2008**. Though Pacific County remains below the state average, participation rates have improved considerably from the 2002 rate of 2.54. Pacific County ranks 20<sup>th</sup> out of 39 counties.



Sources: OFM Official April 1, 2008 Population Estimates, SBCTC Management Information System (MIS) Reports

**MEASURE: Fall and academic year enrollment data**

GHC has experienced significant growth in enrollment consistent with the statewide trend and fueled by poor economic conditions. From fall 2007 - fall 2009, FTE has grown by 18%. Fall 2009 FTE has increased by 10% over 2008 compared to the system average of 8.5%. In 2008-09, annual FTE reached a level higher than any of the preceding five years and is expected to continue that trend in 2009-10. Though there has been a slight decrease in headcount in fall 2009, growth over the last two years is 5%.

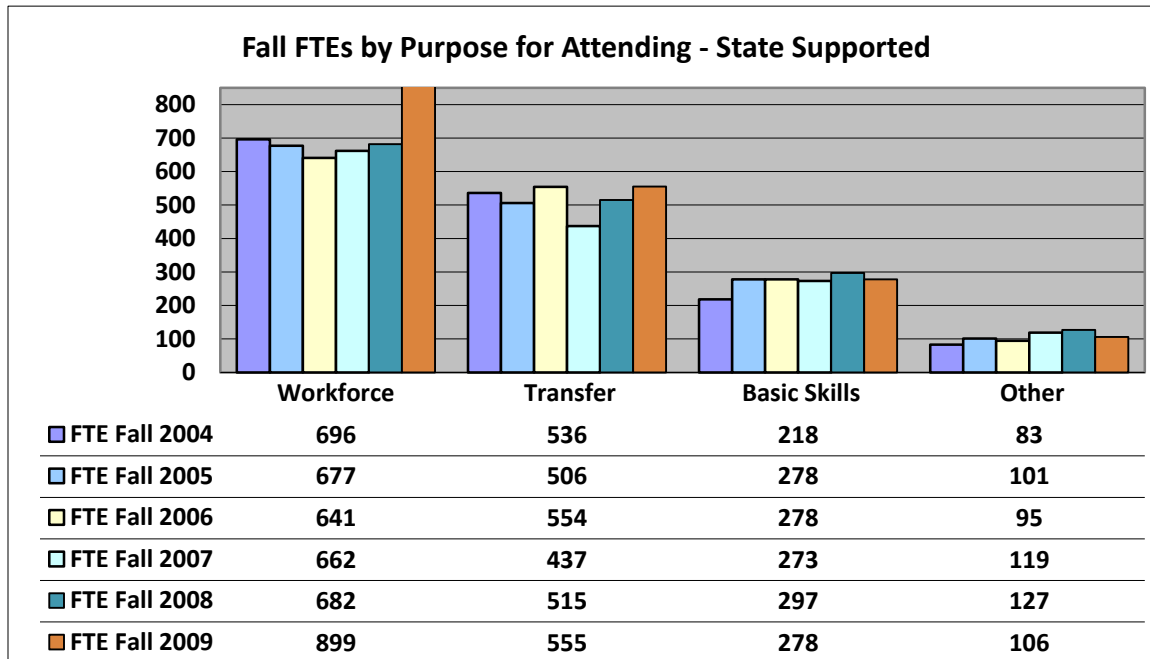


One quarterly FTE is 15 credit hours; one annual FTE is the equivalent of one student enrolled for 45 credits in a year.

**MEASURE: Fall FTE by “Purpose for Attending”**

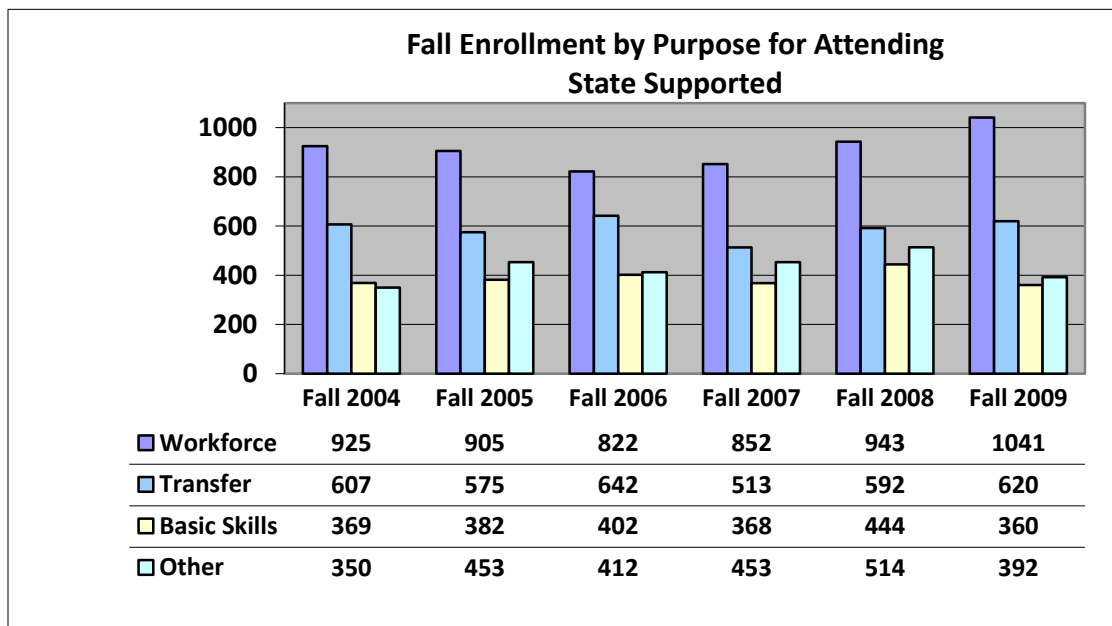
The following charts represent headcount and FTE by the data element “Purpose for Attending.” Students declare their purpose for attending on the admissions application when they enroll at the college. This remains their coded intent throughout their history at the college even though, for many students, actual course taking behavior indicates that their goal has changed.

In fall 2009, workforce FTE increased by 27% and transfer FTE increased by 5%. Basic Skills and Other (which includes personal interest, childcare, and non-degree courses) declined by 7% and 22% respectively.



**MEASURE: Fall Enrollment by “Purpose for Attending”**

Due to economic conditions the college has experienced significant growth in both workforce and transfer enrollment in each of the last two years. The number of students enrolling in Workforce programs increased by 11% in fall 2008 and 9% in fall 2009. Enrollment by transfer-intent students grew by 15% in fall 2008 and another 5% in fall 2009. GHC experienced a decline in Basic Skills enrollment consistent with the CTC system as a whole. Enrollment declined by 23% in fall 2009, reaching its lowest level in the six years represented. After strong growth in enrollment for personal interest courses between fall 2006 and fall 2008, enrollment in those courses declined by 31% in fall 2009.



**MEASURE: Prepared for Transfer**

<b>TRANSFER</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
Unduplicated Headcount	1042	1106	955
Number of “Transfer Ready”	188	152	196
<b>% of Transfer Intent Students who were “Transfer Ready”</b>	<b>18%</b>	<b>14%</b>	<b>21%</b>

**MEASURE: Prepared for Work**

<b>WORKFORCE</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
Unduplicated Headcount	1738	1765	1791
Number of “Workforce Ready”	219	217	219
<b>% of Workforce Intent</b>			
<b>Students who were “Workforce Ready”</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>

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

Student retention and persistence has been a college-wide focus over the last several years with dedicated personnel and other resources allocated to the effort. In addition to the support provided by various grant programs such as TRiO, Title III, Opportunity Grant and I-Best programs, the college hired a Student Success Coach and created a position of Director of Student Success. It is likely that this emphasis on retention and persistence has been a factor in the 9% improvement in the number of full-time students making “substantial progress” as well as the 3% decline in “early leavers” reflected in the 2008-09 data (fall 2007 student cohort).

**Progress of Students Planning Associate Degrees Two Years After Entering College (state & contract)**

**2006-07 (Fall 2005 Cohort)**

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

**2007-08 (Fall 2006 Cohort)**

	<b>Substantial Progress</b>	<b>SYSTEM</b>	<b>Some Progress</b>	<b>SYSTEM</b>	<b>Early Leaver</b>	<b>SYSTEM</b>
<b>Full-time</b>	<b>52%</b>	<b>58%</b>	<b>29%</b>	<b>22%</b>	<b>19%</b>	<b>19%</b>
<b>Part-time</b>	NA	33%	NA	22%	NA	45%

**2008-09 (Fall 2007 Cohort)**

	<b>Substantial Progress</b>	<b>SYSTEM</b>	<b>Some Progress</b>	<b>SYSTEM</b>	<b>Early Leaver</b>	<b>SYSTEM</b>
<b>Full-time</b>	<b>61%</b>	<b>NA</b>	<b>23%</b>	<b>NA</b>	<b>16%</b>	<b>NA</b>
<b>Part-time</b>	NA	NA	NA	NA	NA	NA
Substantial Progress (Graduates in 4 or more quarters, Some Progress (attends 2 or 3 quarters), Early Leaver (attends one quarter only).						

**MEASURE: Students perceive that the College helps them to achieve their educational goals.**

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>
<b>2008-09</b>	<b>66%</b>	<b>22%</b>	<b>8%</b>
2007-08	73%	24%	3%
2006-07	80%	15%	4%
2005-06	76%	23%	2%
2004-05	79%	17%	3%
2003-04	72%	22%	4%

Source: 2004-2009 Graduate Surveys

**MEASURE: Students with transfer goal successfully transfer to colleges and universities.**

**Student Transfers from GHC to Public Baccalaureate Institutions**

<b>2008-09</b>	129
2007-08	99
2006-07	129
2005-06	112

**MEASURE: Trio students successfully transfer to colleges and universities.**

<b>Year</b>	<b>Number of Students in Cohort</b>	<b>Persistence Rate* (Year to Year Objective is 50%)</b>	<b>Graduate and/or Transfer in 3 years (Project Objective is 42%)</b>	<b>Number of Students Served (Mandatory 160 participants)</b>
2005-06	161	83%	44%	161
2006-07	47	70%	55%	161
2007-08	86	85%	Data available November 2010	162

*\*Persistence Rate: participants who are continuing students, graduated and/or transferred to 4 year school, or graduate only*

**MEASURE: Students are retained as measured by fall to fall enrollment**  
 (% of first time, degree-seeking students returning from previous fall)

**IPEDS ANNUAL RETENTION RATE - BASED ON FALL 2007 COHORT**

<b>SYSTEM</b>	Fall 2007 cohort of first-time first-year degree-seeking students	Those who re-enrolled or completed their program by Fall 2008	<b>RETENTION RATE</b>
<b>FULL-TIME</b>	11,884	6,917	<b>58%</b>
<b>PART-TIME</b>	3,648	1,489	<b>41%</b>

**GRAYS HARBOR COLLEGE**

Fall quarter first-time first-year degree-seeking students who re-enrolled or completed their program by the next fall

	<b>Full-Time</b>			<b>Part-Time</b>		
	# of Students in Cohort	# Re-enrolled or Completed	% Retention	# of Students in Cohort	# Re-enrolled or Completed	% Retention
2004 (fall 03 cohort)	153	86	56%	34	16	47%
2005 (fall 04 cohort)	85	43	51%	25	9	36%
2006 (fall 05 cohort)	74	41	55%	21	7	33%
2007 (fall 06 cohort)	92	48	52%	20	11	55%
<b>2008 (fall 07 cohort)</b>	<b>105</b>	<b>63</b>	<b>60%</b>	<b>10</b>	<b>2</b>	<b>20%</b>

**MEASURE: Students are retained as measured by fall to spring enrollment**

(% of all degree-seeking students retained from fall to spring quarter)

**Retention from Fall 2007- Spring 2008**

	Number of Students	Enrolled Spring 2008 or Earned Degree/Certificate	Retention Rate
<b>Enrolled Full-Time Fall 2007</b>	509	379	74% (includes graduates)
<b>Enrolled Part-time Fall 2007</b>	263	129	49% (includes graduates)

Plan\_ Attend 13,14,15 excludes SCCC

**MEASURE: Students successfully complete core courses in math and English.**

**ANNUAL CORE COURSE COMPLETION RATES 2003 – 2009\***

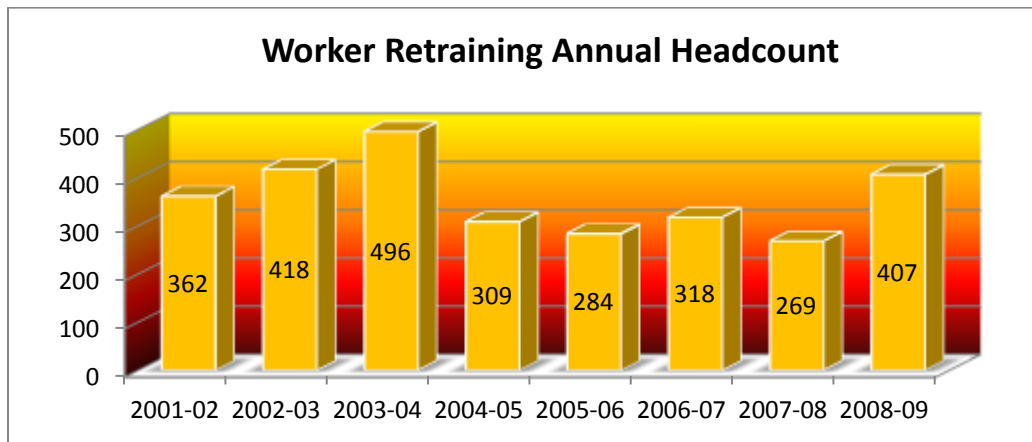
Year	College Level English	College Level Math	Pre-College English	Pre-College Math
2002-03	80.5%	81.6%	69.1%	74.6%
2003-04	77.9%	91.7%	73.0%	71.4%
2004-05	84.8%	83.7%	72.8%	68.3%
2005-06	77.0%	89.0%	74.4%	69.2%
2006-07	67.0%	88.6%	71.3%	72.6%
2007-08	71.0%	76.1%	72.0%	69.4%
<b>2008-09</b>	<b>76.0%</b>	<b>78.5%</b>	<b>75.5%</b>	<b>75.3%</b>

\* credits earned vs. credits attempted

**MEASURE: Enrollment in Worker Retraining Programs**

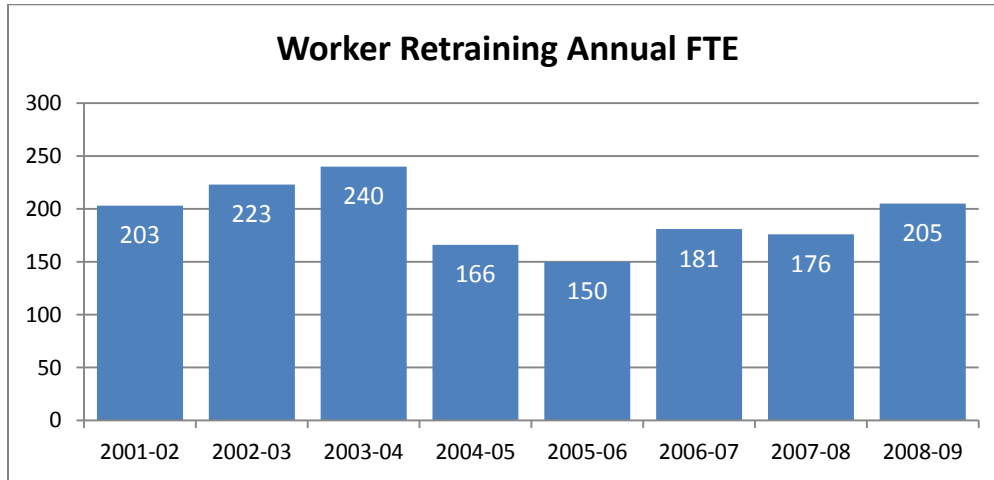
Grays Harbor College continues to play a major role in providing workforce education and training by providing long and short-term programs in high wage/high demand occupations; I-BEST programs for students with low level skills; work readiness programs; customized and apprenticeship training; and dual enrollment programs such as Tech Prep that prepare high school students for changing employment opportunities.

Worker retraining programs experienced high demand throughout the Community and Technical College system, illustrated by the system average increase of 36%. GHC surpassed the system average with enrollment growth of 51%.



**MEASURE: Annualized FTE in Worker Retraining Programs**

In 2008-09, worker retraining FTE reached its highest level since 2003-04 allowing GHC to meet 101% of its annual allocation of 204 FTEs. Fall 2009 FTE is up 168% over 2008 (from 115 to 308). It is anticipated that the 205 annualized FTEs allocated for 2009-10 will be easily exceeded.



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

\* This data is collected through a data match of CTC records with Employment Security records. As a result, 2008-09 data is not yet available. Historically, GHC has met or exceeded the system average estimated employment rate for job prep students. Results have also shown that completers have a higher employment rate, are more likely to be employed in the field they trained in, and have higher average earnings than non-completers.

2004 - 2005(Class of 03-04)					
# 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	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

<b>2006-2007(Class of 05-06)</b>					
<b># of Students</b>	<b>Placed in U.I. Covered Jobs</b>	<b>Estimated Out-of-Region or Self-Employment</b>	<b>Total Est. Employed</b>	<b>Estimated Employment Rate</b>	<b>Cont. in Education</b>
212 Comp	160	14	174	82%	7
165 Leavers	101	16	117	71%	2
<b>2007-2008(Class of 06-07)</b>					
<b># of Students</b>	<b>Placed in U.I. Covered Jobs</b>	<b>Estimated Out-of-Region or Self-Employment</b>	<b>Total Est. Employed</b>	<b>Estimated Employment Rate</b>	<b>Cont. in Education</b>
180 Comp	133	13	146	<b>81%</b>	8
205 Leavers	130	18	148	<b>72%</b>	0

\* **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

**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.**

Please indicate to what extent you agree that the college has contributed to your progress in each of the campus-wide learning outcomes:

	<b>Agree/ Strongly Agree</b>			<b>Undecided</b>			<b>Disagree/ Strongly Disagree</b>		
	2007 →	2008	<b>2009</b>	2007 →	2008	<b>2009</b>	2007 →	2008	<b>2009</b>
Critical Thinking	94%	92%	<b>94%</b>	1%	7%	<b>4%</b>	5%	2%	<b>2%</b>
Literacy	88%	82%	<b>88%</b>	9%	12%	<b>7%</b>	3%	6%	<b>5%</b>
Information Use	90%	84%	<b>90%</b>	5%	11%	<b>7%</b>	5%	4%	<b>2%</b>
Competency in the Disciplines	86%	84%	<b>87%</b>	6%	12%	<b>10%</b>	8%	4%	<b>3%</b>
Social & Personal Responsibility	85%	82%	<b>81%</b>	10%	12%	<b>14%</b>	5%	6%	<b>6%</b>

Source: Graduate Surveys 2007-2009

**MEASURE: Course syllabi are reviewed regularly and changes, additions and deletions are made as needed.**

In 2007-08 twenty-three FT faculty members participated in a syllabi update/revision project with Outcomes Assessment providing \$8500 in stipends to support the initial phase of the project. The syllabi database developed in 2004 was updated to reflect changes in current courses, new course additions, and removal of obsolete courses. The database of current syllabi includes 441 different courses.

In 2008-09, Division Chairs facilitated phase two of the syllabi update project. **314 syllabi (71%) have been updated/ revised and 127 (29%) will be completed in 2009-10.** This project is an important first step in preparation for the Accreditation Self-Study and visit.

**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**?

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very Poor</b>
<b>2007</b>	56%	32%	8%	3%	1%
<b>2008</b>	43%	47%	9%	1%	1%
<b>2009</b>	<b>48%</b>	<b>40%</b>	<b>10%</b>	<b>2%</b>	<b>0%</b>

Source: Graduate Surveys 2007-2009

**MEASURE: Students are satisfied with their experience at Grays Harbor College**

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

	<b><u>Very Satisfied/Satisfied</u></b>	<b><u>Neutral</u></b>	<b><u>Dissatisfied/Very Dissatisfied</u></b>
<b>2009</b>	<b>84%</b>	<b>13%</b>	<b>3%</b>
<b>2008</b>	<b>87%</b>	<b>10%</b>	<b>3%</b>
<b>2007</b>	<b>91%</b>	<b>5%</b>	<b>4%</b>
<b>2006</b>	<b>89%</b>	<b>10%</b>	<b>2%</b>

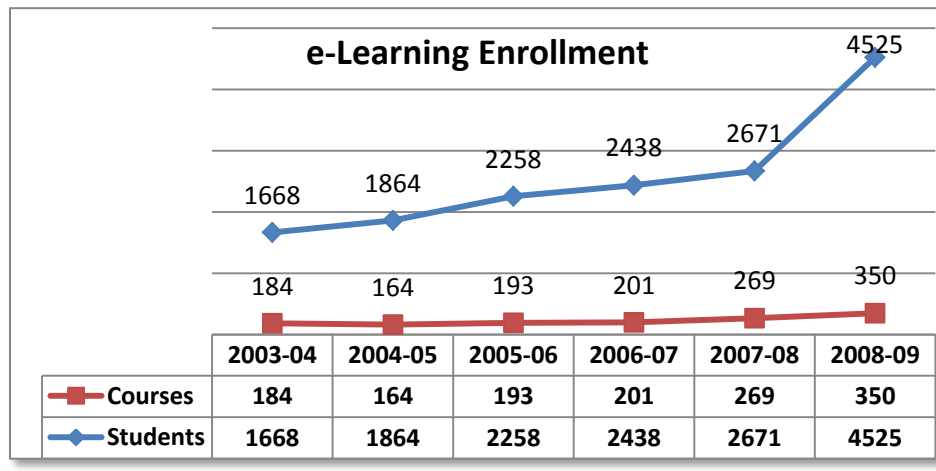
Source: Graduate Surveys 2006-2009

**MEASURE: Course offerings available through e-Learning are expanded.**

Enrollment in e-Learning and the number of course offerings available to students continued to grow in 2008-09. Online student enrollment grew by 19%. The most significant growth, however, occurred in hybrid courses under the new coding classification of H5 and H6. These courses are taught by GHC faculty and are designed to replace some face-to-face time with alternative learning methods. These courses accounted for 1553 duplicated students enrolled in 86 courses. Unduplicated headcount (state funded) in all e-Learning was 1643 for 2008-09.

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
ITV	61	245	50	195	41	168	28	115	38	135	34	133
Online	121	1390	109	1604	147	2043	169	2280	215	2302	221	2737
Hybrid	2	33	5	65	5	47	4	43	16	234	95	1655
<b>Total</b>	<b>184</b>	<b>1668</b>	<b>164</b>	<b>1864</b>	<b>193</b>	<b>2258</b>	<b>201</b>	<b>2438</b>	<b>269</b>	<b>2671</b>	<b>350</b>	<b>4525</b>

Source: SBCTC Data Warehouse



\*Count of "Courses" includes all course sections; WAOL courses taught by GHC faculty; and individual ITV sites. "Students" is annual duplicated headcount.

**MEASURE: Students earn an increasing number of momentum points in all categories of the Student Achievement Initiative**

Under the directive of the Washington State Legislature to improve student success, the SBCTC developed a program called the Student Achievement Initiative. Areas measured within this program include student advancement through levels of Adult Basic Education, completion of pre-college coursework, completion of college-level math, completion of 15 and 30 college-level credits, and program/degree completion.

The program offers a financial incentive to colleges that improve student success in these areas over the 2006-07 baseline data provided by the State Board. 2007-08 was considered a “Learning Year” for each college to determine where improvement was needed and to develop strategies that would result in increased student success. In 2008-09 progress was measured and funding awarded based on the increase in the number of students making progress in these areas over the baseline. GHC improved in all areas except student completion of college-level math.

**Grays Harbor College**

Momentum Points Earned

<b>Year</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Basic Skills Gains	1071	1720	1397	1664
College Ready	685	771	768	1115
15 College-Level Points	541	598	474	682
30 College-Level Points	453	445	399	501
Quantitative Course	390	445	393	276
Tipping Point	288	272	276	293
<b>Total Points</b>	<b>3428</b>	<b>4251</b>	<b>3707</b>	<b>4531</b>

**MEASURE: GHC faculty provide instruction using e-Learning modalities.**

Significant progress has been made in the college’s goal to decrease the number of purchased e-Learning courses and to encourage GHC faculty to offer these options to their students. In 2008-09, 86 courses with over 1500 duplicated enrollments were taught by GHC faculty using a hybrid format. Faculty can choose to teach a hybrid course supported by the Angel platform used by the CTC system or they can develop a local hybrid using web-enhanced tools in place of some face-to-face class time. In addition, more faculty are teaching online courses through WAOL. All courses except math are now supported online for the Direct Transfer Associate in Business degree.

## STRATEGIC DIRECTION 2: College Climate and Staffing

Evaluate and enhance college climate by providing effective leadership and promoting productive and satisfying relationships among constituencies.

### MEASURE: Student and staff racial diversity meets or exceeds that of the county.

RACE/ETHNIC BACKGROUND	Grays Harbor County		Pacific County		GH and Pacific Counties Combined	
Latino/Hispanic	3,258	5%	1,052	5%	4,310	5%
Asian/Pacific Islander	891	1%	455	2%	1346	2%
African American	226	0.3%	42	0.2%	268	0.3%
Native American	3,132	5%	513	2%	3,645	4%
Other/ Multi-Racial	3,610	5%	976	5%	4,586	5%
White	59,335	88%	18,998	91%	78,333	89%
<b>TOTAL</b>	<b>67,194</b>		<b>20,984</b>		<b>88,178</b>	

By definition from the Federal Office of Management and Budget (OMB), for Census 2000, race and Hispanic or Latino origin are two separate categories. People who report themselves as Hispanic or Latino can be of any race. Therefore, in tables, the number of Hispanic or Latino is not added to the totals of the 'race' columns. Hispanics who are 'white' are counted in the total of 'white' in the race table; Hispanics who are 'black or African American' are counted in that race category, etc.

GENDER	GH County		Pacific County		GH and Pacific Counties Combined	
Male	33,390	49.7%	10,402	49.6%	43,792	49.7%
Female	33,804	50.3%	10,582	50.4%	44,386	50.3%
<b>TOTAL</b>	<b>67,194</b>		<b>20,984</b>		<b>88,178</b>	

Source: U.S. Census Bureau 2000

RACE/ETHNIC BACKGROUND	GH College Students*		GH College Employees		GH County	
Latino/Hispanic	557	12%	8	3.0%	3,258	4.8%
Asian/Pacific Islander	143	3.3%	2	0.8%	891	1.3%
African American	72	1.7%	3	1.1%	226	0.3%
Native American	315	7.3%	3	1.1%	3,132	4.7%
Other/ Multi-Racial	22	0.5%	0	0.0%	3,610	5.4%
White	3,353	75%	248	93.9%	59,335	88%
<b>Total Reporting Race</b>	<b>4,462</b>		<b>264</b>		<b>67,194</b>	
<b>% of Color</b>	<b>25%</b>		<b>6.0%</b>		<b>11.7%</b>	

Source: IPEDS 2009, SBCTC Academic Year Report 2008-09, U.S. Census Bureau 2000

**MEASURE: College mission areas reflect the diversity of the student population.**

Fall 2007	Asian/Pacific Islander		African American		Latino/Hispanic		Native American		Other		White		% of Color	Total Reporting Race
	Overall	79	4%	27	1%	245	12%	167	8%	23	1%	1661	78%	25%
Transfer	30	6%	13	3%	40	8%	60	12%	5	1%	388	77%	28%	505
Workforce	23	3%	5	1%	41	5%	50	6%	10	1%	743	89%	15%	837
Basic Skills	21	6%	3	1%	152	42%	43	12%	5	1%	152	42%	60%	366
Fall 2008	Asian/Pacific Islander		African American		Latino/Hispanic		Native American		Other		White		% of Color	Total Reporting Race
	Overall	88	4%	43	2%	280	12%	168	7%	9	<1%	1924	80%	24%
Transfer	27	5%	14	2%	41	7%	58	10%	0	<1%	482	82%	23%	589
Workforce	32	4%	19	2%	58	6%	61	7%	4	<1%	777	85%	19%	909
Basic Skills	25	6%	5	1%	170	39%	28	6%	2	<1%	218	50%	52%	439

State Supported Students; Students will be counted once for each race/ethnicity they report; % subgroups may not total to 100%. Source: SBCTC Fall Report and DW

**MEASURE: GHC is a safe campus for students, staff, and faculty.**

**REPORTABLE INCIDENTS AND ARRESTS CALENDAR YEARS 2006, 2007, 2008**

<b>OFFENSE (Mandatory Reporting)</b>	<b>YEAR</b>	<b>MAIN CAMPUS</b>	<b>OFF CAMPUS EDUCATION CENTERS*</b>	<b>PUBLIC AREAS**</b>
<b>Murder/Non-Negligent Manslaughter</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Negligent Manslaughter</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Sex Offenses, Forcible</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Sex Offenses, Non-Forcible</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Robbery</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Aggravated Assault</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Burglary</b>	2007	2	1***	0
	<b>2008</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>Motor Vehicle Theft</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Arson</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Liquor Law Arrests and/or Violations Referred for Disciplinary Action</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Drug Law Arrests and/or Violations Referred for Disciplinary Action</b>	2007	1	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Illegal Weapons Possession Arrests and/or Violations Referred for Disciplinary Action</b>	2007	0	0	0
	<b>2008</b>	<b>0</b>	<b>0</b>	<b>0</b>

	YEAR	MAIN CAMPUS	OFF CAMPUS EDUCATION CENTERS*	PUBLIC AREAS **
<b>Optional Reporting</b>	2007	7	0	0
<b>Theft (Including Vehicle Prowls)</b>	<b>2008</b>	<b>11</b>	<b>0</b>	<b>0</b>

\*Off Campus Education Centers include: Whiteside, Riverview, Simpson and Columbia

\*\*Public Areas are mainly the city streets and sidewalks (both sides of the street) bordering campus. \*\*\*Riverview

**HATE CRIMES** Every college and university is required to disclose the number of reported occurrences that manifest evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity/national origin or disability, as prescribed by the Hate Crime Statistics Act (28 US C 534) for the following criminal offenses - murder/non-negligent manslaughter; negligent manslaughter; sex offenses- forcible; sex offenses ~ non-forcible (incest and statutory rape); robbery; aggravated assault; burglary; motor vehicle theft; arson; and any other crime involving body injury.

Geographical Areas: Main Campus and Off Campus Education Centers

2007 There were no reported bias motivated incidents.

2006 There were no reported bias motivated incidents.

**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. 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.

Funding available through the Title III grant, the Outcomes Assessment Committee, and the College’s *Excellence Awards* provides opportunities for faculty to enhance teaching and learning. There were no funds available for *Excellence Awards* in 2008-09.

**Title III Funding Academic Year 2008-2009**

The following projects were approved through the faculty development application process

- One classified staff and one exempt staff attended the national CASAS Summer Institute training (SCCC staff and exempt)
- Revision, updating and integrating of Engl 095, Engl 101 and Engl 102 syllabi project – all full-time Engl instructors participating
- Purchase of new equipment for new Forestry program

The following were approved through a special faculty development application process focusing on ABE/ESL projects

- Creation of booklet on historical Grays Harbor figures for ESL students
- Creation of ESL handbook for students
- Creation of supplemental learning materials on test taking for ESL students
- Creation of new learning activities for ABE math

The following professional development activities were funded by the grant and provided on campus

- “On Course” training for full and part time faculty and exempt (31 total participants)
- A series of 5 workshops for ABE instructors focusing on math. One-day workshops included “Best practices for the use of manipulatives in teaching ABE math,” “How to transition students from ABE to DevEd math,” “How to use technology in teaching ABE math,” “Issues, Challenges and Solutions in ABE math” and “The new e-CASAS and connecting curriculum to learning standards.”
- A series of 4 workshops for ESL instructors. One-day workshops included “Teaching in multilevel classrooms,” “Maximizing new reading and vocabulary materials,” “The new e-CASAS and connecting curriculum to learning standards” and “Teaching ESL with technology.”
- In addition ESL instructors were offered the opportunity to participate in the Washington state WAESOL conference

### **Outcomes Assessment Funding Academic Year 2008-2009**

- Outcomes Project to develop a writing rubric for scholarly nursing papers and test inter-rater reliability (6 nursing faculty)
- Outcomes Project to revise/update course syllabi, rate DSA’s, and provide assessment examples (23 FT faculty)
- Funded attendance at the Washington State Teaching and Learning Conference for 6 faculty, 1 exempt, and 1 classified employee

### 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.

#### World Class Scholars

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

Since the program's inception, **837 students have been recognized as World Class Scholars; 453 students (54%) chose to attend GHC and received funding.** Those students have received more than **\$575,000 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.

#### MEASURE: % of World Class Scholars enrolled at GHC in fall quarter following HS graduation

Enrollment of World Class Scholars at GHC			
HS Graduating Year	HS Seniors Graduating as World Class Scholars	WCS Enrolled and Receiving Funding at GHC (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%
2008	112	70	62%
<b>2009</b>	<b>108</b>	<b>50</b>	<b>46%</b>

**MEASURE: Students who participate in the World Class Scholars program successfully graduate from GHC**

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**Number of Students Who Earned a Degree/Certificate – Cumulative Total**

<b>2006 Cohort Size</b>	<b>2005-06</b>	<b>Within 1 Year 2006-07</b>	<b>Within 2 Years 2007-08</b>	<b>Within 3 Years 2008-09</b>
<b>36</b>	0	2	10	18
<b>% Earned Degree</b>	0%	6%	28%	50%

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**Number of Students Who Earned a Degree/Certificate - Cumulative Total**

<b>2005 Cohort Size</b>	<b>2004-05</b>	<b>Within 1 Year 2005-06</b>	<b>Within 2 Years 2006-07</b>	<b>Within 3 Years 2007-08</b>
<b>32</b>	0	4	15	21
<b>% Earned Degree</b>	0%	13%	47%	66%

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**Number of Students Who Earned a Degree/Certificate - Cumulative Total**

<b>2004 Cohort Size</b>	<b>2003-04</b>	<b>Within 1 Year 2004-05</b>	<b>Within 2 Years 2005-06</b>	<b>Within 3 Years 2006-07</b>	<b>Within 4 Years 2007-08</b>
<b>36</b>	1	4	16	23	25
<b>% Earned Degree</b>	3%	11%	44%	64%	69%

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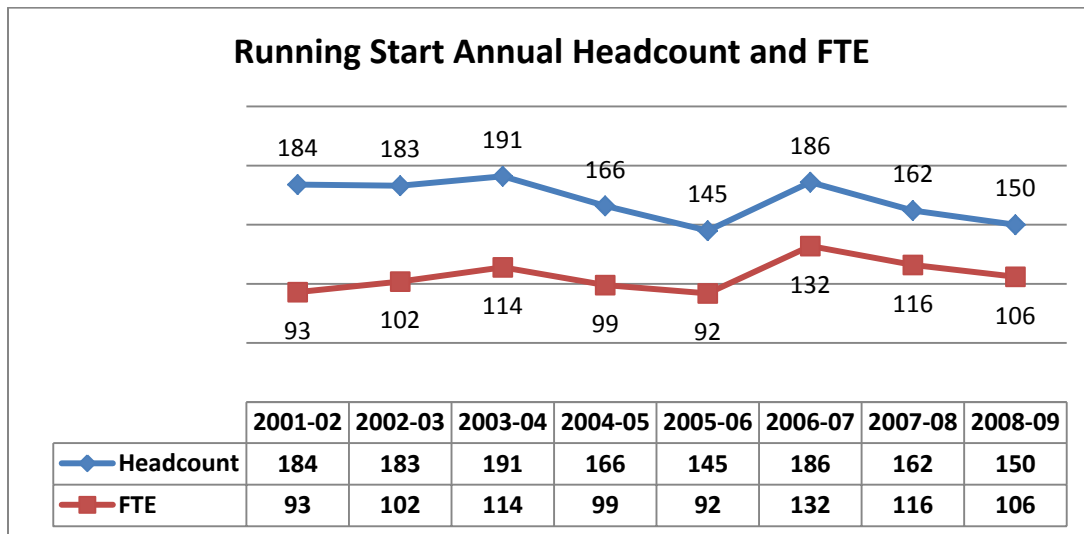
**MEASURE: GHC maintains its market share of district High School graduates.**

**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%
2007-08	972	243	25%

Source: SBCTC – Recent High School Graduates Report

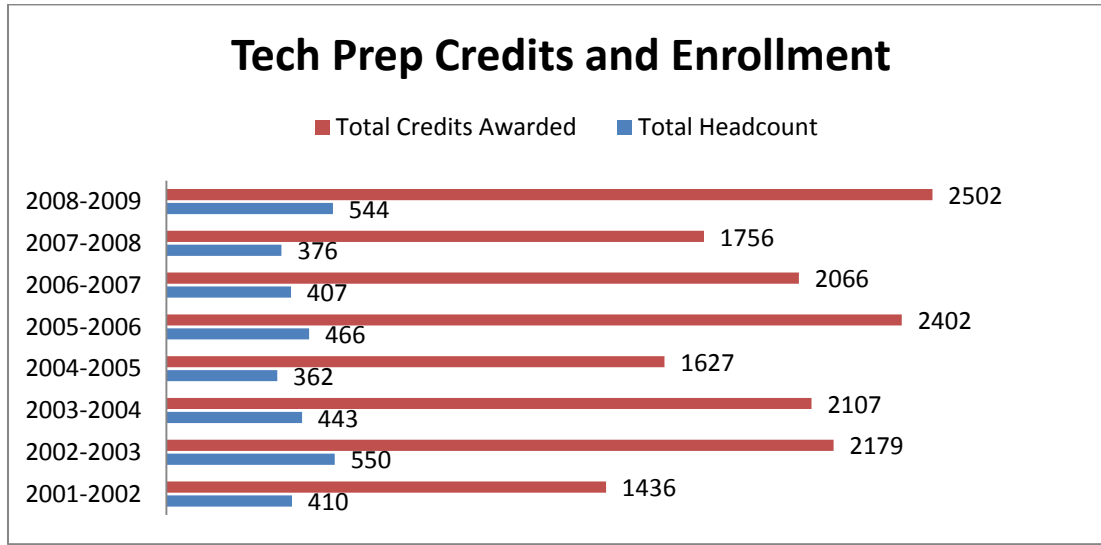
**MEASURE: Dual enrollment opportunities are available through Running Start and Tech Prep**



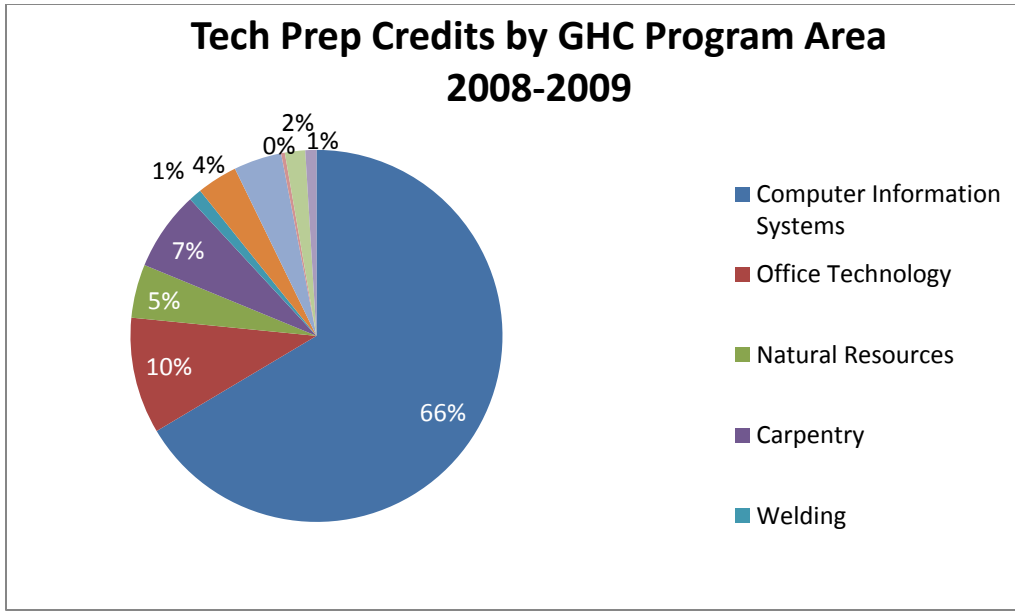
**Measure: Credits earned and tuition savings of Tech Prep students**

**Tech-Prep** – Grays Harbor College is the centerpiece for the Twin County Tech Prep Consortium. GHC works in partnership with 12-13 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.

In 2008-2009, articulation agreements were in place with eleven high schools in Grays Harbor and Pacific counties and one out-of-district high school. These schools offered 25 different tech prep courses in 11 program areas. During the academic year, 544 Grays Harbor College Tech Prep students earned 2,502 college credits, with an associated tuition savings of more than \$193,000. On average, each student completed 4.77 credits and saved \$403.00 in tuition costs.



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
2007-2008	376	1,756	4.67	6.09	\$142,504.90
<b>2008-2009</b>	<b>544</b>	<b>2,502</b>	<b>4.77</b>	<b>5.88</b>	<b>\$193,359.40</b>



**MEASURE: Running Start students are retained and re-enroll as state-funded students**

**Retention and Conversion of Running Start Students**

*Retained: Enrolled the following year as a Running Start Student;  
Earned Degree or Certificate: Excludes GED or High School Diploma*

<b>2004-05 Cohort</b>			
	Enrolled as a GHC State-Funded Student	39	23%
	Retained in RS	51	31%
	Enrolled, but not as a State-Funded or RS Student	3	2%
	Earned Degree or Certificate	12	7%
<b>Total Running Start Students</b>	Did not enroll in following year	61	37%
		<b>166</b>	<b>100%</b>

**2005-06 Cohort**

Enrolled as a GHC State-Funded Student	35	24%
Retained in RS	39	27%
Enrolled, but not as a State-Funded or RS Student	1	1%
Earned Degree or Certificate	8	6%
<b>Total Running Start Students</b>		
Did not enroll in following year	62	43%
	<b>145</b>	<b>100%</b>

**2006-07 Cohort**

Enrolled as a GHC State-Funded Student	35	19%
Retained in RS	73	39%
Enrolled, but not as a State-Funded or RS Student	2	1%
Earned Degree or Certificate	8	4%
<b>Total Running Start Students</b>		
Did not enroll in following year	68	37%
	<b>186</b>	<b>100%</b>

**2007-08 Cohort**

Enrolled as a GHC State-Funded Student	40	25%
Retained in RS	41	25%
Enrolled, but not as a State-Funded or RS Student	2	1%
Earned Degree or Certificate	23	14%
<b>Total Running Start Students</b>		
Did not enroll in following year	56	35%
	<b>162</b>	<b>100%</b>

**MEASURE: GHC has established partnerships with 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 2008-09, an average of **802 offenders per quarter** 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). 1647 students participated in these program areas and course enrollment at SCCC produced 630 annualized FTEs, an 11% increase over 2007-08.

<b>Program Area</b>	<b>Duplicated Headcount</b>
Basic Skills	1285
Parenting	172
Vocational	348
<b>Total</b>	<b>1805</b>

**In 2008-09, offenders at Stafford Creek made the following progress:**

<b>Progress</b>	<b>Offenders</b>
At least one ABE level	377
At least one ESL level	44
GED tests passed	600
GED certificates issued	116
Module certificate	231
1-year certificate	5
<b>Total</b>	<b>1373</b>

Source: SBCTC Correctional Education Annual Report

**MEASURE: District residents are aware of the College’s programs and services and view them positively**

The CLARUS assessment completed in 2008 revealed that only a small number of district residents rated the college as “excellent” at providing remedial/developmental skills (8.3%); job training (12.9%); and preparing the unemployed for work (13.4%). A high number of residents answered “Do Not Know” to all of survey questions about the college.

**Community Ratings of Grays Harbor College on Community College Characteristics**

		Geographic Region				Total	
		Grays Harbor		Pacific		Count	Col %
		Count	Col %	Count	Col %		
ACADEMIC REPUTATION	Poor	3	1.1%	0	0.0%	3	0.9%
	Fair	7	2.7%	7	8.0%	14	4.0%
	Average	27	10.3%	4	4.6%	31	8.9%
	Good	81	30.8%	21	24.1%	102	29.1%
	<b>Excellent</b>	<b>53</b>	<b>20.2%</b>	<b>9</b>	<b>10.3%</b>	<b>62</b>	<b>17.7%</b>
	Do Not Know	92	35.0%	46	52.9%	138	39.4%
Total		263	100.0%	87	100.0%	350	100.0%
CONTINUING EDUCATION AND CAREER SKILLS FOR THOSE WHO ALREADY HAVE JOBS	Poor	7	2.7%	0	0.0%	7	2.0%
	Fair	105	39.9%	53	60.9%	158	45.1%
	Average	20	7.6%	2	2.3%	22	6.3%
	Good	83	31.6%	18	20.7%	101	28.9%
	<b>Excellent</b>	<b>48</b>	<b>18.3%</b>	<b>14</b>	<b>16.1%</b>	<b>62</b>	<b>17.7%</b>
Total		263	100.0%	87	100.0%	350	100.0%
HIGH-QUALITY INSTRUCTION	Poor	3	1.1%	0	0.0%	3	0.9%
	Fair	9	3.4%	4	4.6%	13	3.7%
	Average	27	10.3%	6	6.9%	33	9.4%
	Good	81	30.8%	21	24.1%	102	29.1%
	<b>Excellent</b>	<b>47</b>	<b>17.9%</b>	<b>6</b>	<b>6.9%</b>	<b>53</b>	<b>15.1%</b>
	Do Not Know	96	36.5%	50	57.5%	146	41.7%
Total		263	100.0%	87	100.0%	350	100.0%
OVERALL QUALITY OF EDUCATION	Poor	3	1.1%	0	0.0%	3	0.9%
	Fair	6	2.3%	3	3.4%	9	2.6%
	Average	21	8.0%	3	3.4%	24	6.9%
	Good	99	37.6%	24	27.6%	123	35.1%
	<b>Excellent</b>	<b>48</b>	<b>18.3%</b>	<b>10</b>	<b>11.5%</b>	<b>58</b>	<b>16.6%</b>
	Do Not Know	86	32.7%	47	54.0%	133	38.0%
Total		263	100.0%	87	100.0%	350	100.0%

<b>PREPARING THE UNEMPLOYED FOR WORK</b>	Poor	3	1.1%	2	2.3%	5	1.4%
	Fair	13	4.9%	2	2.3%	15	4.3%
	Average	20	7.6%	8	9.2%	28	8.0%
	Good	89	33.8%	14	16.1%	103	29.4%
	<b>Excellent</b>	<b>37</b>	<b>14.1%</b>	<b>10</b>	<b>11.5%</b>	<b>47</b>	<b>13.4%</b>
	Do Not Know	101	38.4%	51	58.6%	152	43.4%
Total		263	100.0%	87	100.0%	350	100.0%
<b>REMEDIAL OR DEVELOPMENTAL SKILLS</b>	Poor	2	0.8%	0	0.0%	2	0.6%
	Fair	10	3.8%	0	0.0%	10	2.9%
	Average	18	6.8%	3	3.4%	21	6.0%
	Good	72	27.4%	14	16.1%	86	24.6%
	<b>Excellent</b>	<b>21</b>	<b>8.0%</b>	<b>8</b>	<b>9.2%</b>	<b>29</b>	<b>8.3%</b>
	Do Not Know	140	53.2%	62	71.3%	202	57.7%
Total		263	100.0%	87	100.0%	350	100.0%
<b>JOB TRAINING</b>	Poor	3	1.1%	1	1.1%	4	1.1%
	Fair	8	3.0%	3	3.4%	11	3.1%
	Average	27	10.3%	6	6.9%	33	9.4%
	Good	88	33.5%	22	25.3%	110	31.4%
	<b>Excellent</b>	<b>36</b>	<b>13.7%</b>	<b>9</b>	<b>10.3%</b>	<b>45</b>	<b>12.9%</b>
	Do Not Know	101	38.4%	46	52.9%	147	42.0%
Total		263	100.0%	87	100.0%	350	100.0%

## STRATEGIC DIRECTION 4: Resources and Budget

Align budget, resource allocation, operations, and decision-making with the Strategic Plan and the mission of the college.

### **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 fall 2008, the State Auditor's Office performed an independent accountability audit of the College for the period July 1, 2006 through June 30, 2008 which resulted in no findings. The College is audited every two-years by the State Auditor's Office. The next audit will be performed in fall of 2010 for the two year period July 1, 2008 through June 30, 2010.

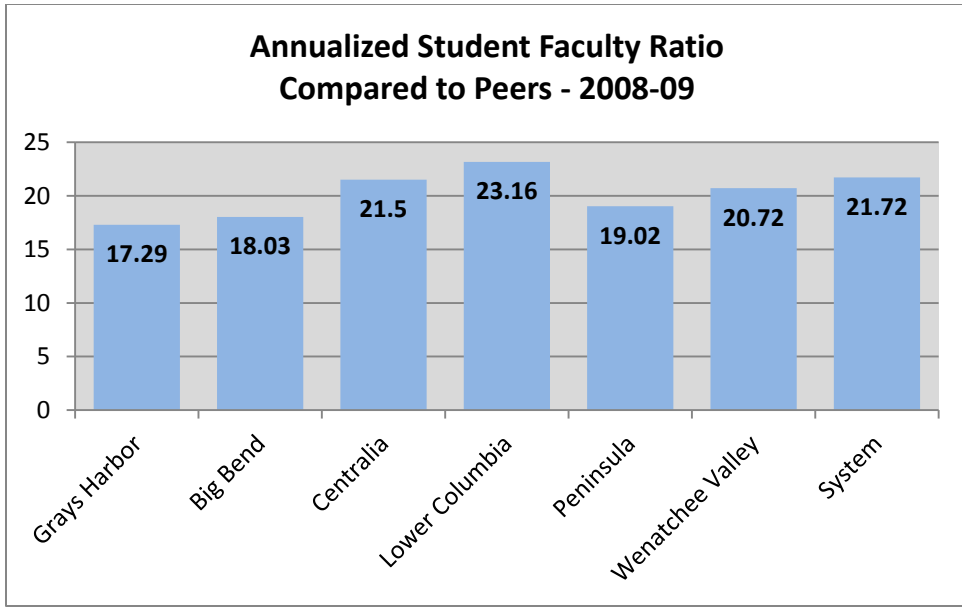
In 2008-09, the State Board performed an Operation Review in fall 2009 for the 2008-09 fiscal year. The primary focus of the review was WorkFirst, Adult Basic Education, and Enrollment/FTE reporting. The final report has not been issued but the college did receive verbal recommendations in an informal exit meeting. None of the recommendations were significant and corrections were already underway for the majority of the items.

### **MEASURE: Student/Faculty Ratios compare favorably with state averages.**

The Student Faculty Ratio for fall quarter 2009 **improved dramatically from 17.09 in 2008 to 22.24 in fall 2009**. Efforts designed to increase the fill rate in course sections and cancel low enrolled courses have improved efficiency and saved the college needed resources in these difficult economic conditions.

### **Student/Faculty Ratios: Fall Quarter Analysis**

	S/F RATIO GHC	% CHANGE FROM PREVIOUS YEAR	S/F RATIO CTC SYSTEM	% CHANGE FROM PREVIOUS YEAR
FALL 2001	18.08	5.5%	23.09	1.7%
FALL 2002	19.44	7.5%	23.71	2.7%
FALL 2003	18.62	-4.2%	23.51	-0.8%
FALL 2004	18.11	-2.7%	21.89	-6.9%
FALL 2005	17.75	-2.0%	21.21	-3.1%
FALL 2006	17.45	-1.7%	21.61	1.9%
FALL 2007	15.64	-10.4%	21.43	-0.8%
FALL 2008	17.09	9.3%	22.03	2.8%
<b>FALL 2009</b>	<b>22.24</b>	<b>30.1%</b>	<b>23.93</b>	<b>8.6%</b>



Source: SBCTC Student-Faculty Pivot Table. Includes Running Start and Int. Contract Students, does not include SCCC

**MEASURE: Additional revenue sources are sought to supplement state funding**

Grays Harbor College actively pursues grant funding to support and enhance programs and services available to students and district residents. In 2008-09, **grant and contract funding exceeded 4.7 million**. Included in this total were 4 federal grants totaling \$897,890; 7 state grants totaling \$2,876,272; and 11 grants with private industry and other education partners totaling \$998,947.

## Grant Awards 2008-09

GRANT	PURPOSE	Award	Amount
<b>STATE GRANTS</b>			
Adult Basic Education	Base Allocation	\$	105,674
Adult Basic Education	EL/Civics	\$	10,822
Adult Basic Education	Family Literacy	\$	15,000
Early Learning (St of WA)		\$	30,400
Perkins Ldrship Block Grant		\$	11,621
Perkins Ldrship Spec. Projects		\$	17,814
Misc. General Grans	WAOL	\$	1,855
Stafford Creek Correctional Center	Corrections Education	\$	1,989,372
Tech Prep	Base Allocation	\$	79,304
Misc. General Grant	Vol Lit Week	\$	1,000
WorkFirst	Base Allocation	\$	554,902
Perkins/BootCamp		\$	4,853
Volunteer Literacy Program		\$	14,277
Youth Offender Grant		\$	39,378
<b>TOTAL, STATE GRANTS</b>		<b>\$</b>	<b><u>2,876,272</u></b>
<b>FEDERAL GRANTS</b>			
TITLE III	Management (YR 5)	\$	108,304
TITLE III	Activity (YR 5)	\$	256,688
TITLE III	Management (YR 4 Carryover)	\$	3,686
Title III Carry Over	Activity (YR 4 Carryover)	\$	42,192
TRiO Grant	Year 4	\$	231,550
TRiO Grant	Year 3 Carryover	\$	19,291

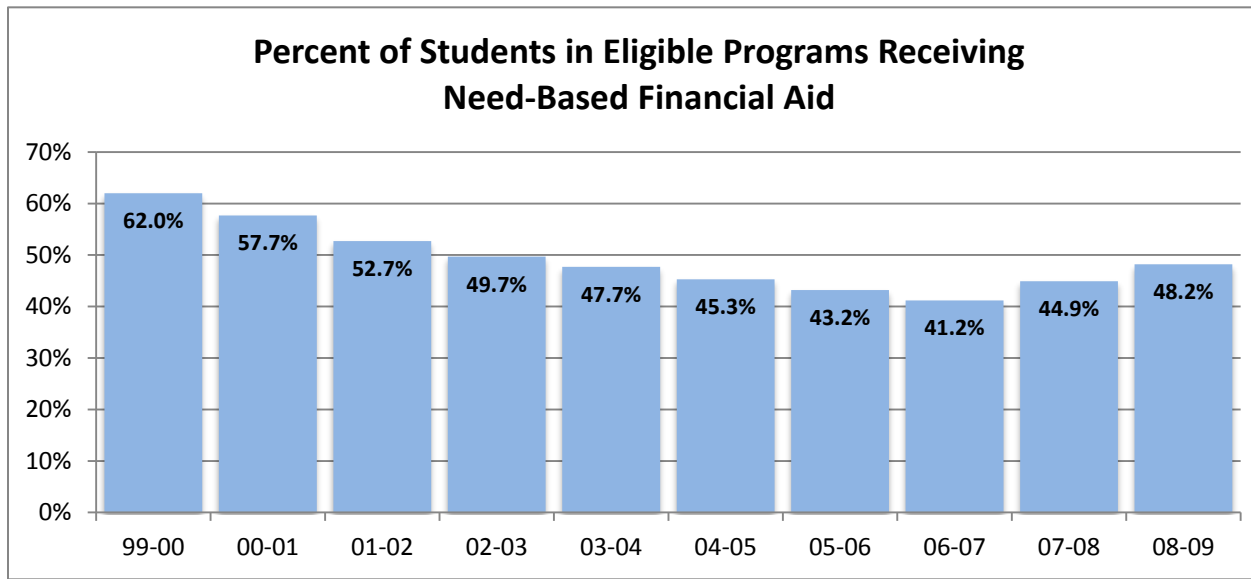
<b>Perkins Grants</b>		
Prof/Technical Programs		\$ 72,188
Involving Others		\$ 748
Improvement of Quality		\$ 56,946
Special Populations		\$ 29,893
Professional Development		\$ 16,150
Non-Trad Training and Employment		\$ 41,767
Worksource/One Stop		\$ 12,000
Administrative Support		\$ 6,487
<b>TOTAL Perkins Grants</b>		<b>\$ 236,179</b>
<b>TOTAL, Federal Grants</b>		<b>\$ 897,890</b>
<b>OTHER GRANTS</b>		
GH County	Chehalis Basin	\$ 48,550
PacMtn	Prof Service Grant	\$ 58,423
PMWC-IRCAT GRANT		\$ 16,800
Forestry	GHPDA	\$ 70,000
Reservation-Based Learning-TESC		\$ 34,600
Ind. Process Controls		\$ 125,000
WSU-Ctep		\$ 16,000
Pacific Educ Grant/NOAA		\$ 33,206
GH County-Solid Waste Program		\$ 32,500
Department of Ecology		\$ 317,570
Process Controls		\$ 246,298
<b>TOTAL OTHER GRANTS</b>		<b>\$ 998,947</b>
<b>TOTAL ALL GRANTS</b>		<b>\$ 4,773,109</b>

## 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.

### Measure: Financial Aid is awarded to assist students in achieving their educational goals

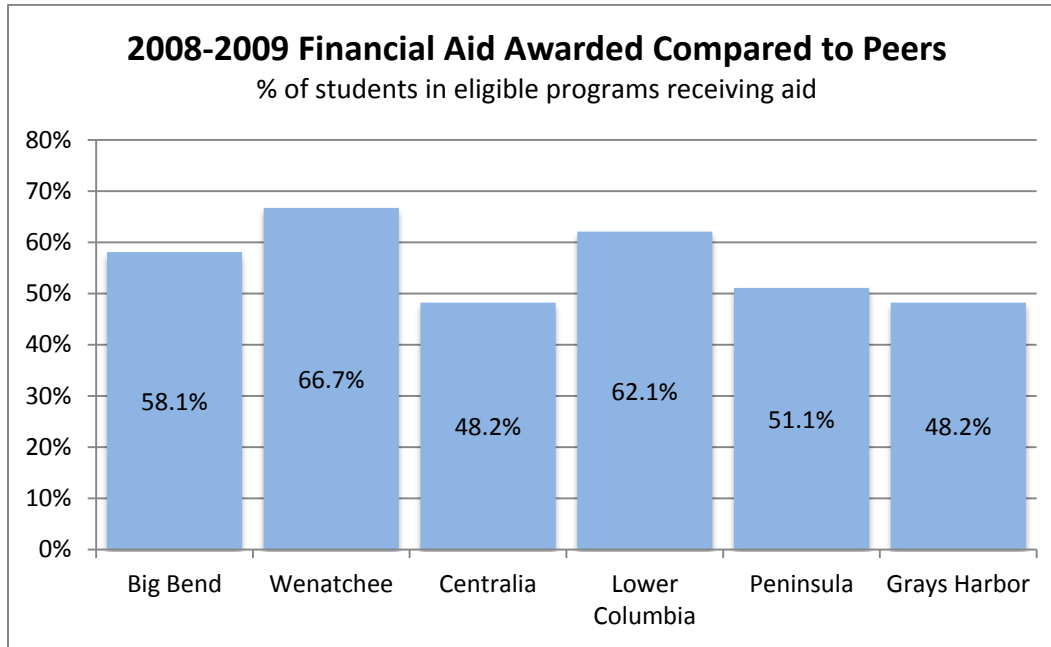
Financial Aid Awards	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>Need-based Aid</b>								
# of Awards	2008	2135	2112	2057	1837	1956	2057	2059
Amount Awarded	\$3,356,880	\$3,609,575	\$3,728,336	\$3,436,690	\$3,234,223	\$3,376,964	\$3,710,958	\$4,901,124
<b>Non Need-based Aid</b>								
# of Awards	704	723	807	805	832	831	778	924
Amount Awarded	\$1,136,047	\$1,232,302	\$1,420,783	\$1,479,157	\$1,577,216	\$1,410,665	\$1,357,347	\$1,685,863
<b>Total Aid Awarded</b>	<b>\$4,492,927</b>	<b>\$4,841,877</b>	<b>\$5,149,119</b>	<b>\$4,915,847</b>	<b>\$4,811,439</b>	<b>\$4,787,629</b>	<b>\$5,068,305</b>	<b>\$6,586,987</b>
FAFSA Applicants	1761	1946	2019	1913	1798	1747	1667	2245
Unduplicated Aid Recipients	1260	1306	1364	1264	1172	1161	1122	1148
<b>% of Applicants Receiving Aid</b>	<b>72%</b>	<b>67%</b>	<b>68%</b>	<b>66%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>51%</b>
<b>Average Financial Aid Award</b>							\$4,517	\$5,738



### **Need-based and non-need Financial Aid Awarded**

The downward trend in the % of eligible students receiving need-based aid that had been occurring since 1999-2000 appears to be reversing, improving by 7 percentage points over the last two years. In 2008-09, the number of students applying for aid was up by 578 students (35%) over 2007-08. Unfortunately, due to the high number, only 51% of applicants were awarded aid compared to an eight year average of 67% of applicants receiving aid.

Additionally, total aid awarded increased by 1.8 million in 2008-09, a 30% increase. The increase is a result of growth in the number and value of need-based and non-need based awards.



**MEASURE: Proportion of Students with Disabilities Compared to Peer Colleges** (State Supported)

In 2008-09, 446 students self-identified as a student with disabilities. This resulted in an increase of .3% over 2007-08 in the proportion of GHC students with disabilities. GHC has consistently exceeded our peer colleges with Wenatchee second highest at 7.7%.

	<b>Grays Harbor</b>	<b>Centralia</b>	<b>Lower Columbia</b>	<b>Whatcom</b>	<b>Wenatchee</b>	<b>Peninsula</b>	<b>System Average</b>
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%
2007-08	9.0%	5.2%	2.6%	5.4%	6.7%	5.0%	4.6%
<b>2008-09</b>	<b>9.3%</b>	<b>4.9%</b>	<b>2.5%</b>	<b>5.2%</b>	<b>7.7%</b>	<b>5.7%</b>	<b>4.6%</b>

<b>GHC Students Served by Disability Type (duplicated headcount)</b>	
Deaf/Hearing	14
Mobility	40
Speech/Language	4
Learning Disability	32
Blind/Visual	13
Chronic/Acute Health	173
Neurological/Nervous System	18
Psychological/Emotional	40
<b>Total Headcount</b>	<b>334</b>

**MEASURE: Proportion of Students of Color Compared to Peer Colleges** (State Supported)

Academic Year	Grays Harbor	Centralia	Lower Columbia	Whatcom	Wenatchee	Peninsula
2004-05	22%	17%	16%	23%	36%	20%
2005-06	24%	18%	18%	25%	37%	21%
2006-07	24%	17%	19%	26%	43%	18%
2007-08	26%	19%	20%	26%	46%	23%
<b>2008-09</b>	<b>26%</b>	<b>19%</b>	<b>21%</b>	<b>26%</b>	<b>43%</b>	<b>23%</b>

**MEASURE: GHC provides opportunities for students to participate in athletics**

In 2008-09 Grays Harbor College participated in six sports with over 96 student athletes involved. These athletes attended GHC for a combined 224 quarters generating **206.8 FTE, an annualized FTE of 68.9.**

The opportunity to compete was provided to 70 student athletes, 53% of whom were from Grays Harbor or Pacific counties. The rest of the athletes were primarily from throughout Washington. These athletes received financial support from a variety of sources:

- 58 (83 %) received full or partial tuition waivers and/or scholarships.
- Tuition waivers of 25% were granted to 55 student athletes, totaling 108 quarters.
- Scholarships, granted from student activity funds and private donations were awarded to 50 student athletes totaling \$34,140.
- Three student athletes were granted full tuition scholarships through the GHC Foundation.
- Work-study jobs were provided to 32 student athletes for a total of \$30,028 during the year.

In 2008-2009, twenty one athletes finished their second year of participation with seven graduating during the academic year.

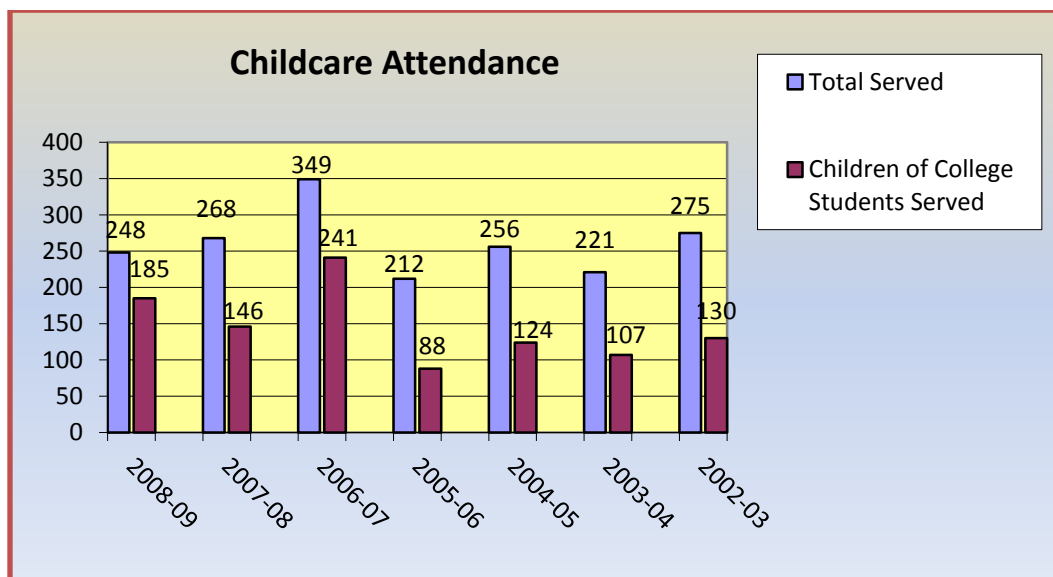
**Team GPA of GHC Athletic Teams**

<b>Volleyball</b>	Team GPA 2.69
<b>Men's Basketball</b>	Team GPA 2.41
<b>Women's Basketball</b>	Team GPA 2.68
<b>Men's and Women's Golf</b>	Team GPA 2.71
<b>Men's Baseball</b>	Team GPA 2.75
<b>Women's Softball</b>	Team GPA 2.57

**MEASURE: On-site child care is provided for GHC students and the community**

GHC partners with Wunderland Childcare to provide quality, affordable, on-site daytime and evening childcare for students, staff and the community. In 2008-09 the college began construction on a new childcare facility with planned completion in January 2010. When finished, the square footage of the facility will increase from its current 3900 sq. ft. to 6413 sq. ft. and the center will be up to code in all areas.

Total enrollment in Wunderland Child Care Center has decreased since 2006-07 when it served its highest number of children. In 2007-08 enrollment decreased by 30% and in 2008-09 by 8%. The average enrollment over the seven year period is 261 students annually. In 2008-09, **197 children attended the daytime program and 51 children attended the evening childcare program.** The average quarterly enrollment was 83 children per quarter. Of the 248 children who attended in 2008-09, there was a **25% increase in the number of children of GHC students.** 142 of the children enrolled in the daytime childcare program (72%) were children of GHC students and 43 of the children enrolled in the evening program (84%) were children of GHC students. It is expected that attendance will improve with the availability of the new facility.



**MEASURE: Counseling Services are available to help students achieve their goals.**

Counseling Center staff provided academic, career, and personal counseling; academic testing; and advising services to support student success at GHC. Although there has been a decline of 11% overall in individual counseling services since 2006-07, that decrease is the result of fewer drop-in students which has been offset by increases in career (133%) and personal (122%) counseling appointments. Due to the enrollment growth the college has been experiencing, there has also been a significant increase in the number of college placement tests administered by counseling center staff.

<b>Individual Counseling</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>Change from 2007-08</b>
<b>Drop-in students</b>	3140	2371	2354	2774	2433	2004	-429
<b>Academic counseling</b>	466	637	697	732	932	804	-128
<b>Career counseling</b>	67	169	179	129	116	301	185
<b>Personal counseling</b>	45	81	219	117	178	260	82
<b>Total services</b>	<b>3718</b>	<b>3258</b>	<b>3449</b>	<b>3752</b>	<b>3659</b>	<b>3369</b>	<b>-290</b>

<b>Testing Services</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>Change from 2007-2008</b>
College Placement Tests/Interpretations	1629	1751	1654	1599	1829	2227	398
CLEP Tests	13	17	15	13	12	15	3
Proctored Exams	43	63	95	79	616	312	-304
<b>Total Testing Services</b>	<b>1685</b>	<b>1831</b>	<b>1764</b>	<b>1691</b>	<b>2457</b>	<b>2554</b>	<b>97</b>

<b>Advising Services</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>Change from 2007-2008</b>
<b>Individual and group advising; entry advising</b>	259	313	457	320	447	521	74
<b>Financial Aid appeals</b>	131	71	79	54	56	17	-39
<b>Academic Warning</b>						24	

**MEASURE: Students of all social classes feel welcome at Grays Harbor College.**

	<b>Faculty, staff and students at this college are welcoming to people of different social classes.</b>					
	<b>Part-Time</b>		<b>Full-Time</b>		<b>All Students (weighted)</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Strongly disagree</b>	<b>6</b>	<b>43%</b>	<b>34</b>	<b>26%</b>	<b>49</b>	<b>35%</b>
Disagree	.	.	13	10%	7	5%
Agree	6	43%	64	50%	65	46%
Strongly agree	2	14%	18	14%	20	14%
<b>Total</b>	<b>14</b>	<b>100%</b>	<b>129</b>	<b>100%</b>	<b>140</b>	<b>100%</b>

SOURCE: CCSSE 2007

**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.

**MEASURE: Employers use GHC to provide education/training**

**TABLE 9. Usage Of Grays Harbor College By Size Of Employer**

		SIZE OF EMPLOYER				Total	
		Less Than 50 Employees		50 Or More Employees		Count	Col %
		Count	Col %	Count	Col %		
HAVE USED GRAYS HARBOR COLLEGE AS AN EDUCATIONAL OR TRAINING RESOURCE	Yes	32	14.7%	33	39.8%	65	21.7%
	No	183	84.3%	47	56.6%	230	76.7%
	Do Not Know	2	.9%	3	3.6%	5	1.7%
Total		217	100.0%	83	100.0%	300	100.0%
NON-USERS' LIKELIHOOD OF USING GRAYS HARBOR COLLEGE IN THE FUTURE	Likely	49	26.8%	24	51.1%	73	31.7%
	Unlikely	128	69.9%	21	44.7%	149	64.8%
	Do Not Know	6	3.3%	2	4.3%	8	3.5%
Total		183	100.0%	47	100.0%	230	100.0%

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**TABLE 12. Employee Participation In College Classes By Size Of Employer**

		SIZE OF EMPLOYER				Total	
		Less Than 50 Employees		50 Or More Employees		Count	Col %
		Count	Col %	Count	Col %		
COLLEGE-LEVEL CLASSES TAKEN BY EMPLOYEES	None Currently Taking Classes	145	66.8%	26	31.3%	171	57.0%
	Taking Classes	65	30.0%	48	57.8%	113	37.7%
	Do Not Know If Any Are Taking Classes	7	3.2%	9	10.8%	16	5.3%
Total		217	100.0%	83	100.0%	300	100.0%

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**MEASURE: Non-operating funds are generated in support of technology improvements**

**Technology Fees**

In 1998, Grays Harbor College students voted to establish a technology fee that would supplement the college’s financial commitment to technology improvements. To date, **over \$990,000 has been collected** through this fee which provides computer equipment, supplies, and staffing for college classrooms, labs, and programs.

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
<b>2007-08</b>	<b>Data base subscriptions, supplies for color printers, 3 new color printers (main campus, Raymond &amp; Ilwaco), 5 Optiplex for the media lab, installation of wireless internet. Partial assistance with media &amp; computer lab salaries</b>	<b>\$97,058</b>

**Measure: Number of computers available for faculty/staff use**

GHC maintains approximately **350 computers** to support the work of faculty and staff. In addition to computers, the college maintains **22 servers** (up from 15 in 2006-07) 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: Number of computers available for student use**

GHC currently has **619 computers** that are specifically available to students in open labs, classroom labs, testing facilities and the library, an increase of 94 since 2006-07. Of this total, **161** are located at the college’s off-campus education centers. **This equates to a ratio of 3.8 full time students per computer based on 2475 FTEs in the 2007-08 academic year.** The college has adopted a three-year replacement cycle for student computers.