

MARCH 2024

AD-HOC REPORT

Submitted to the Northwest Commission on Colleges and Universities by:

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GRAYS HARBOR
COLLEGE

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Introduction

Accreditation Updates

Grays Harbor College's accreditation was reaffirmed in 2019 based on its spring 2019 Year-Seven Mission Fulfillment and Sustainability Evaluation. This visit resulted in five recommendations that required improvement:

1. *The Commission recommends that Grays Harbor College develop a realistic financial forecasting plan to include evaluation of financial resources to ensure short term solvency and anticipate long-term obligations. This process should include appropriate opportunities for participation by college constituencies. – Fulfilled 7/22/2020.*
2. *The Commission recommends that Grays Harbor College expedite the process for development and utilization of regular and documented review, with revision as necessary, of policies, particularly those related to financial planning, budget development, and oversight and management of financial resources. – Fulfilled 7/25/2022.*
3. *The Commission recommends that Grays Harbor College integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity.*
4. *The Commission recommends that Grays Harbor College fully implement student learning outcomes assessment across all degrees and programs, including the general education program, and use the assessment results to inform planning and improvement.*
5. *The Commission recommends that Grays Harbor College engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness.*

In 2020, the Commission accepted the College's ad-hoc report—without visit—on Recommendation #1, fulfilling this recommendation. After the College's mid-cycle report and virtual visit in the spring of 2022, Recommendation #2 was also fulfilled. This report addresses the remaining three recommendations – Recommendation #3, Recommendation #4, and Recommendation #5.

Since its comprehensive visit in 2019, Grays Harbor College (GHC) has also submitted Financial Resource Review reports to The Northwest Commission in fall 2019, fall 2020, fall 2021 and fall 2022. All FRR reports were subsequently accepted and GHC was asked to submit another Financial Resource Review Report to the Commission in the spring of 2024.

College Updates

Since its Mid-Cycle Evaluation in the spring of 2022, Grays Harbor College has successfully transitioned back to primarily in-person courses from the pandemic-induced remote learning environment, and is about to open a new 69,965 square foot Student Services and Instruction Building (SSIB). While still offering online and remote learning modalities, many of Grays Harbor College's classes have been in-person since the fall of 2022. The new SSIB will open in the spring co-locating many of the College's student support services in one area and providing more space for student life, future instructional programs, and food service.

Leadership Changes

There have been some changes to the executive leadership of Grays Harbor College since its Mid-Cycle Evaluation in 2022. GHC hired a new president, Dr. Carli Schiffner in the summer of 2023 upon the

retirement of Dr. Ed Brewster. Dr. Schiffner came to GHC from her position as deputy executive director of education at the Washington State Board for Community and Technical Colleges. The College also hired two deans in the Instruction Division, Dr. Evi Buell, who started in the summer of 2022 and Dr. Paulette Lopez in the summer of 2023. In the summer of 2023, the vice president of instruction (VPI) resigned. A search to replace this position is underway with an expected start date of July 2024.

The executive team, once known as the E-Team, has been rebranded as the President’s Cabinet. The executive director of the Grays Harbor College Foundation/director of college development was added to the President’s Cabinet in the summer of 2023. In the fall of 2023, the College, with funding from the College Foundation, hired a one-year temporary executive director of project management and strategic initiatives, Julie Randall, to support enrollment growth and retention.

In January of 2024, the associate vice president (AVP) of human resources resigned and a search is underway to fill the position. An interim executive director of human resources, Jamie Quigg, was hired to fill in the gap left by the AVP’s departure. GHC’s vice president of student services, Cal Erwin-Svoboda is currently out on temporary medical leave and that role is being filled by Laurie Franklin. Laurie has been in the Washington Community & Technical College System for over 20 years, most recently as the vice president of student services at Everett Community College. Jody Pope is the interim athletic director. [Appendix 1: 2023-2024 President’s Cabinet Membership 2023-2024]

Recommendation 3 | Integrated Planning and Resource Allocation to Maximize Institutional Capacity

R.3

The Commission recommends that Grays Harbor College integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity. (2020 Standards 1.B.1, 1.B.3, 1.D.3)

Overview

Over the last three years, Grays Harbor College has worked consistently to integrate its budget and College Plan (institutional strategic plan). [Appendix 2: College Plan] The revenue information underlying the annual budget is based on realistic projections that are tied to annual enrollment forecasts. Likewise, initiatives to support the College Plan – which encompasses major institutional efforts such as enrollment management, Guided Pathways, equity and inclusion, and student learning and success – are funded through the budget process. The planning process, discussed in the Recommendation #5 section of this report, is participatory and supported by robust, cross-functional work groups.

The College has an annual budget process that is transparent and provides the opportunity for employees to submit budget requests into the budget planning process. This submission process allows college employees to have a voice in the budget process and the annual budget is posted on the College Intranet for employees to access at any time. The Board of Trustees reviews and formally adopts the budget each June. The Board of Trustees receives quarterly updates on the budget status from the vice president for administrative services. While the board meetings are open for all to attend, these status reports are repeated at an open meeting available to all employees after the report out to the board.

As part of their report to the College, GHC's 2022 Mid-Cycle Peer-Review Team concluded the following:

The College has made significant progress toward completion of this recommendation. It will be important to follow-through with the process and budget cycle as outlined in the Mid-Cycle report and confirmed during the visit. Given the lack of a complete budget cycle, the Evaluation Committee continues to recommend the College integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity. In addition, upon the completion of each cycle, assess the process and refine it accordingly, "Plan What We Do, Do What We Plan".

Since this report, GHC has sustained the practice of basing revenue projections on realistic enrollment forecasts, has made budget decisions based on the College Plan, and has continued to build on the participatory budget process adopted in 2020.

Alignment of Revenue Projections with Enrollment Forecasts

In 2020, GHC adopted the approach of using its student enrollment predictions to influence budget planning. Specifically, the College now uses estimated student enrollment as the driver for tuition and fees revenue estimates. The College's current budget resources forecasting approach is a collaborative effort involving the President's Cabinet, the Institutional Research Office, Enrollment Services, and the Budget Office. Each year, during winter quarter, a projected enrollment number for summer and fall of the next fiscal year is collaboratively decided. This full-time equivalent (FTE) estimate is used as the driver for estimating revenue targets for tuition and fees in the annual operating budget. After the fall quarter enrollment census date, the performance of actual enrollment and revenues are compared to the projected enrollment and estimated revenue targets. When actual enrollment and revenues are below the projected targets, the College effects necessary course corrections to adjust the annual operating budget.

Initial enrollment estimates are produced by the assistant dean of institutional planning, research, and reporting. Current year estimates are based on FTE realized to date, and data from prior years on how enrollment changes between the current date and the end of the quarter. Data provided by the Washington State Board for Community and Technical colleges on state-wide trends in community and technical college enrollment is also used to inform the estimates.

Initial projections are reviewed by the director of enrollment services and the dean of student access and success to provide additional insights to inform the final estimates. These individuals provide additional context such as tuition rates, application counts and pending enrollments, and anecdotal feedback their staff has received from potential students about enrollment for current and upcoming quarters.

When looking ahead to future years, county-level population estimates by age from the Washington State Office of Financial Management and county-level enrollment-by-grade from the Washington Office of Superintendent of Public Instruction are used to understand potential changes in populations that may affect enrollment. Additionally, data from both the national Bureau of Labor Statistics and the Washington Employment Securities Department is utilized to understand how employment rates and job openings may impact enrollment.

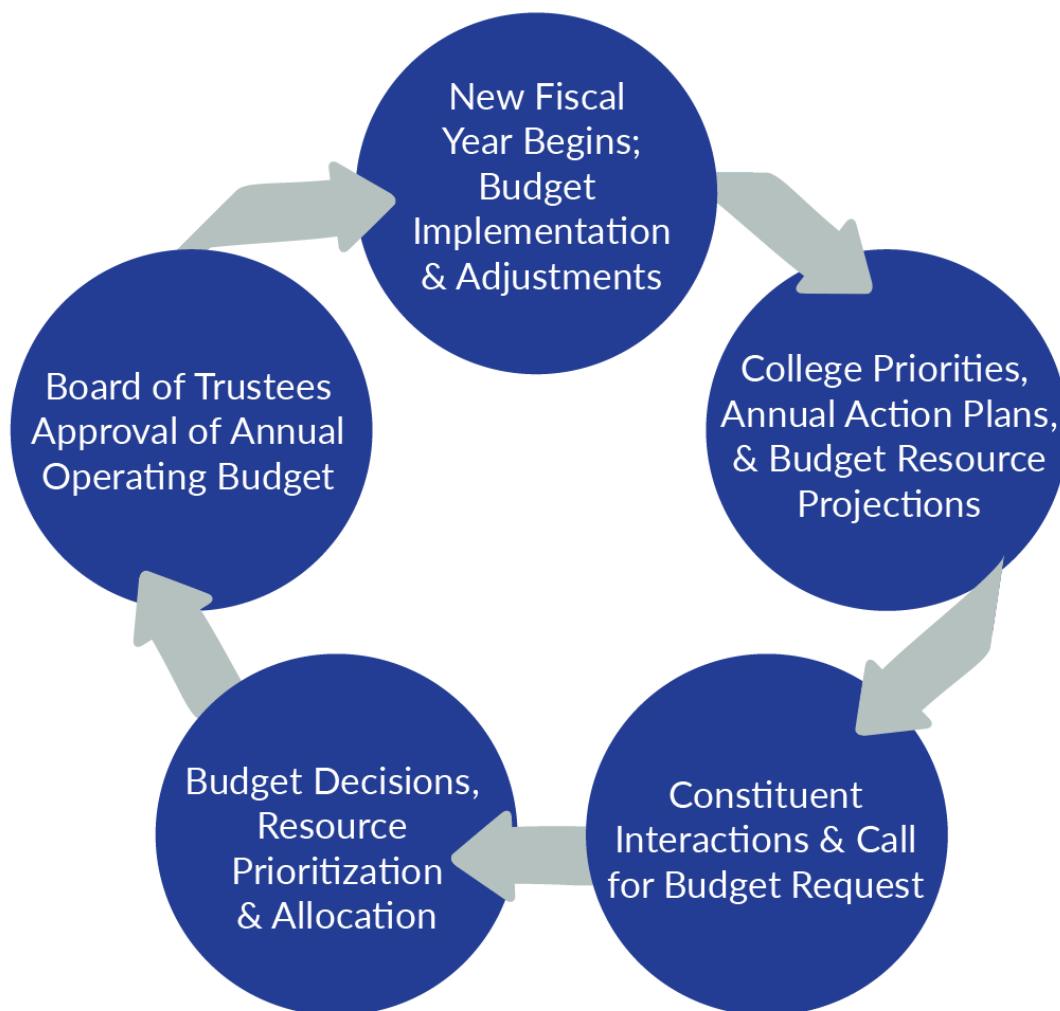
Enrollment estimates are regularly revisited and updated throughout the year as actual enrollment numbers come in. Updated enrollment estimates are shared quarterly with the President's Cabinet, and Board of Trustees, or more often if unexpected shifts in the estimates occur. [Appendix 3: FTE Estimates for summer and fall 2023]

Alignment of Budget with the College Priorities

Budget Process Overview

In March of 2020, GHC’s College Council (a cross-functional, representative governance committee) adopted *Administrative Procedure 503.01 Accounting and Budgeting* to improve consistency in budget planning and development and to codify a connection between planning and budget. This policy was updated in December of 2021 to improve clarity and further spell out the steps of the budget process. [Appendix 4: Administrative Procedure 503.01] Figure 1 shows the budget planning and development cycle implemented at GHC to operationalize Administrative Procedure 503.01.

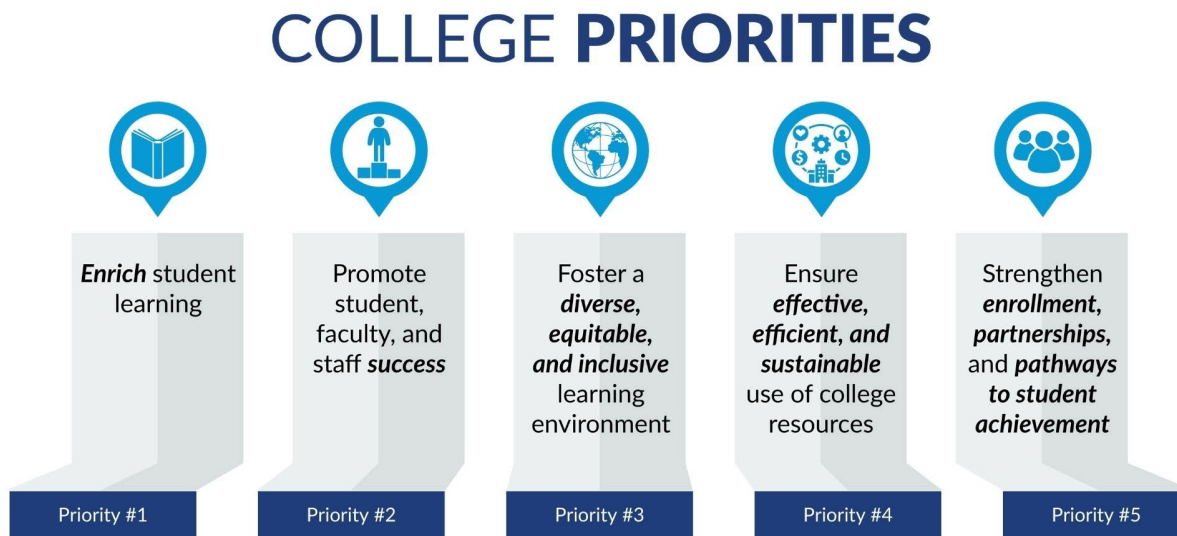
Figure 1 – Budget Planning & Development Cycle



The College has specific principles that serve as framework and ideals for budget prioritization and resource allocation. The overarching principle is to align the annual operating budget to the five priorities

in the College Plan. The five priorities represented in the 2019-26 College Plan signify the major institutional initiatives at the College and define the College Plan (Figure 2).

Figure 2 - Grays Harbor College Priorities



In addition to alignment with the College Priorities, other principles for planning and developing the annual operating budget include:

- maintaining fiscal sustainability through resource allocation decisions,
- taking a long-term perspective, and
- developing, preparing, approving, and implementing the annual operating budget in a manner that will ensure transparency, consultation, and involvement of broad college constituencies.

In line with the principles that frame the budget process, each year the President’s Cabinet identifies the annual criteria it will use for determining what will be funded from the budget requests for that year. For the FY 2024 Budget developed in spring 2023, items were funded based on: alignment with the College Priorities, the ability to create or support student FTE, and/or requests that fulfill a critical need for the College. Once the budget is adopted by the Board of Trustees, the vice president of administrative services posts the Annual Budget on the College’s intranet.

Budget Requests

To support the annual budget process, the College has developed and implemented a standardized budget request form that maps departmental budget requests to the College Priorities through a series of budget resource prioritization questions. Specific questions include the amount requested, whether the request is one-time or ongoing, issues addressed by the request, how the request ties to the College Priorities, how the request ties to the department’s priorities, and the outcomes that will be achieved with the request. [Appendix 5: Budget Request Template]

Budget managers are invited to actively participate in the budget request process by submitting one or more budget requests, which plays a crucial role in shaping the financial direction of the organization. Managers are further asked to engage the employees in their area(s) in this process as they determine what needs they have for the upcoming year.

After receiving the completed departmental budget request templates, the Business Office prepares a spreadsheet to summarize and collate the budget request information. The collated budget request information in the spreadsheet is intentionally designed to show the alignment of each budget request item with one or more of the College Priorities. [Appendix 6: Budget Request Summary for FY 2024]

One example of a large request that was funded for FY 2024 and is in line with the College Priorities, is the investment GHC made in EAB Navigate for Community Colleges. EAB Navigate is a student support software that brings together students, advisors, and faculty in a collaborative network to support students throughout their time at the college. According to the budget request submitted by the Student Services Division, EAB Navigate for Community Colleges aligns with College Priority 2 and College Priority 4:

*This budget request aligns with **promote student, faculty and staff success (College Priority #2)** and Objective #2, which has the following available indicator: students reach their goal(s) of course and degree/certificate completion. Additionally, this request aligns with **ensure Effective, Efficient, and Sustainable Use of College Resources (College Priority #4)** and Objective #1, which has the following available indicators: Invest in strategic efforts supporting college innovation and sustainability. [Appendix 7: FY 2024 EAB Budget Request]*

The decision to fund EAB Navigate for Community Colleges was based on its connection to the College Priorities and represents a significant step forward in GHC's commitment to enhancing the educational experience of our students. Investing in this cutting-edge platform allows faculty and staff to seamlessly collaborate on identifying and addressing individual student needs, ultimately leading to improved retention rates and academic success.

Another example of an item that was funded for Fiscal Year 2024 is a part-time exempt Tutoring Coordinator for the Tutoring Center. While the request was made for a full-time position, the decision was to fund the position, at least initially, as part-time, given the limits of the College's operating budget. The position was seen as a priority because of its direct impact on student retention and its connection to College Priority 1, to enrich student learning. This position is currently in the hiring process with an offer pending. [Appendix 8: FY 2024 Tutoring Center Coordinator Budget Request] [Appendix 9: Tutoring Center Coordinator Job Description]

Participation and Transparency in the Budget Process

Since the 2022 Mid-Cycle visit, GHC has maintained transparency in the budget process by continuing quarterly budget updates to the College by the vice president of administrative services, and adhering to its annual budget development process called for in Administrative Procedure 503.01. Further, the college has sought to improve communication channels by providing budget requestors regular updates throughout the multi-month budget development process via their President's Cabinet administrator. These updates not only provide valuable insights, but also foster open dialogue and collaboration. As part of the College's commitment to connect stakeholders to the budget process, GHC has made significant improvement in information dissemination and constituency engagement (Figure 3).

As mentioned above, the vice president of administrative services posts comprehensive details of budget requests and their respective funding outcomes on the Intranet, ensuring that all staff members have access to this critical information. The spreadsheet that is shared shows the funds allocated through the budget process including a notation of their alignment to the College's priority work groups, creating a

clear link between budget decisions and the strategic objectives of our institution. [Appendix 6: Budget Request Summary for FY 2024]

Figure 3 - College Constituent's Involvement in Resource Prioritization and Allocation



One example of how the process of including employees in budget development works in practice takes place in the Student Services division where, for a number of years, the Student Services Administrative Leadership Team (SSALT) has reviewed the submitted budget requests from the division, including developing a prioritized list for the vice president. SSALT, which includes department heads from across all functional areas in the division, bring requests to the division after working with employees in their area to identify needs. Feedback in the summer of 2022 showed a desire for more communication and sharing of information during the budget process. Since that time, SSALT leadership has made a significant effort to communicate with their teams and will be seeking feedback again at the end of the FY 2025 budget cycle.

During the FY 2024 budget process approximately ten budget requests were submitted to the SSALT team. Based on the collected feedback, the following two items were top priorities: (1) expansion of Pacific County Education Center Operations, and (2) Outreach and Recruitment. Both of these items are linked to the strategic objectives of the institution. During the budget deliberation process, both requests were discussed. As a prerequisite to contributing funds to expand operations in Pacific County, a task force has been charged with creating a plan that details how a budget allocation for this initiative will align with the College's strategic objectives. Outreach and Recruitment was supported by the purchase of an add-on module to EAB which was funded as part of the budget request discussed above.

During each budget cycle, processes similar to the one in Student Services outlined above occur across the College. In Campus Operations, for example, each area (maintenance, custodial, grounds, bookstore, etc.) have the opportunity to develop requests and come to the table to discuss with the assistant vice president of campus operations. These requests are then rolled up to Administrative Services where they are brought forward to the President's Cabinet by the vice president of administrative services. As a result of this process, in 2024 a number of mission-critical items—such as a lawn tractor to replace one nearing the end of its useful life—were funded by shifting existing funding and/or using one-time funds.

Budget managers across campus play a key role in the budget process, working with the employees in their area(s) to develop requests in support of their department needs and the College Priorities. They are also responsible for ensuring that funds get spent in support of the College Priorities and in-line with budget decisions/approved budgets. Budget managers meet regularly with the vice president of

administrative services, to receive updates and provide a forum for questions. Last spring a survey of budget managers revealed the desire for more training and support in the budget process and in using the College’s new enterprise system called ctcLink. Training was held during fall kick-off, with the business office offering multiple trainings aimed at budget managers. In the spirit of continuous improvement, all employees will be invited to take a survey about the effectiveness and transparency of the budget process after the conclusion of the FY 2025 budget process in spring of 2024.

Recommendation 3 Conclusion

Grays Harbor College integrates budget planning with enrollment and College Priorities consistently through the institutional processes in place that guide budget development, enrollment management, and college planning. Budget planning is synchronized with student enrollment planning to ensure realistic revenue estimates are used for budget development. A documented process of budget development – Administrative Procedure 503.01 – provides a consistent and transparent budget development process with an emphasis on aligning the annual operating budget to the five priorities in the College Plan. Faculty and staff are encouraged to participate in the annual budget process and are kept informed of the College’s budget status throughout the year at quarterly budget meetings. A foundational piece of the annual operating budget is the tie between budget development and enrollment planning. In making budget decisions each year, the President’s Cabinet works collaboratively to support the College Priorities based on requests that rise up from employees through their divisions, with whatever funds are available or can be reapportioned.

Recommendation 4 | Student Learning Outcomes Assessment

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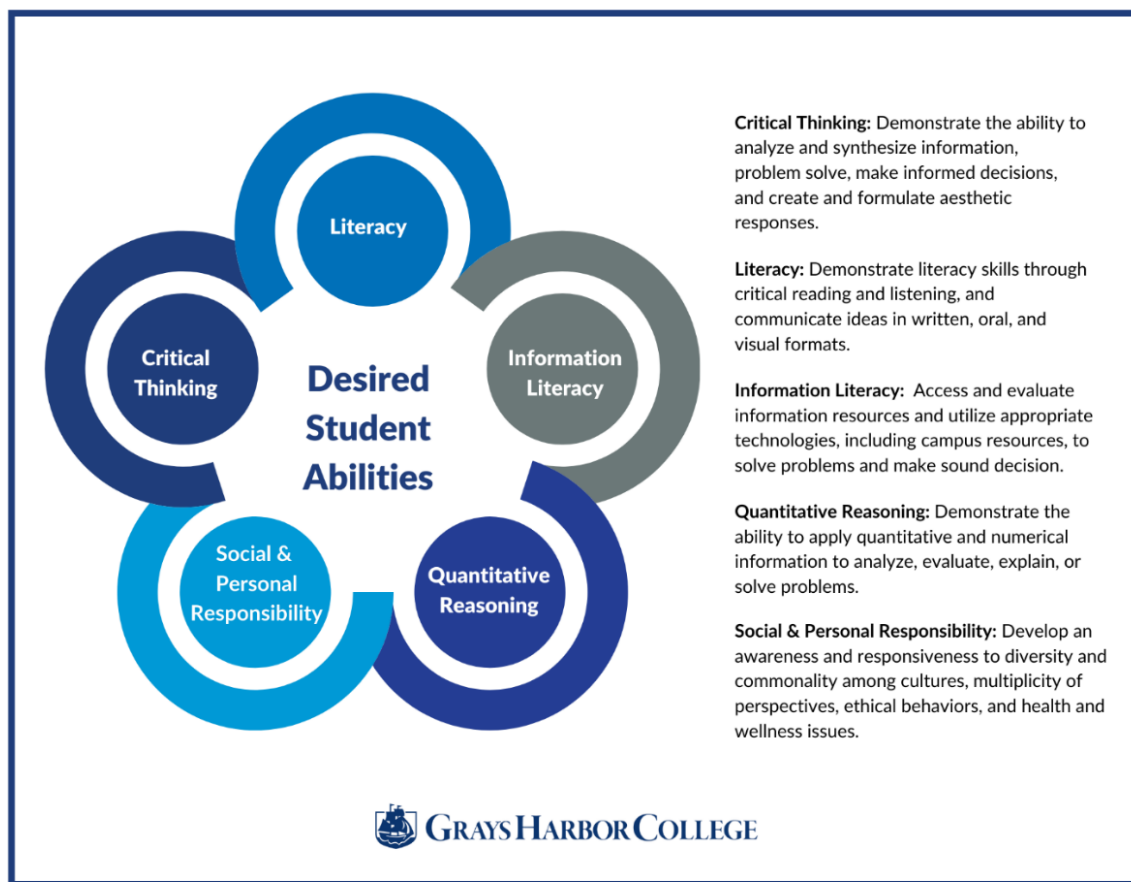
The Commission recommends that Grays Harbor College fully implement student learning outcomes assessment across all degrees and programs, including the general education program, and use the assessment results to inform planning and improvement. (2020 Standard(s) 1.C.3; 1.C.5; 1.C.6; 1.C.7)

Overview

To foster positive growth through learning, Grays Harbor College has five established institutional learning outcomes—called desired student abilities (DSAs)—that outline the expected core competencies of all associate and bachelor-level programs, including the general education curriculum (Figure 4).

GHC engages in systematic, comprehensive assessment of student learning with an emphasis on continuous improvement. With the establishment of desired student abilities, the adoption of rubrics to measure those student abilities, and the continuation of course-level assessment attached to these abilities, GHC has implemented student learning outcomes assessment across all programs—including general education—and faculty are reflecting on the results to improve student learning as part of the larger institutional process of continuous improvement (Figure 5). Current work is a faculty-driven effort to systematize the collection of results and to tether the assessment of outcomes to specific courses at specific intervals in order to effectively address the needs for program review and review of the DSAs.

Figure 4 - Grays Harbor College's Desired Student Abilities

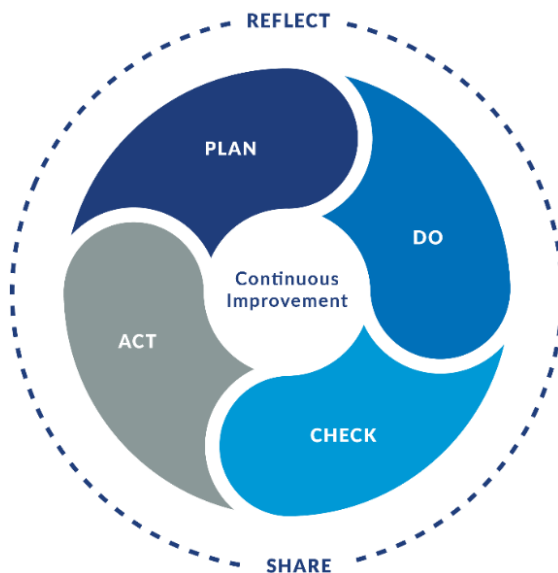


Faculty are responsible for designing and delivering curriculum and developing key assignments that align with the course, program, and DSA learning outcomes. For the DSA outcomes, the AAC&U VALUE rubrics are used as the baseline for assessment with some modification—for example, the Information Literacy DSA is assessed on a rubric modified by an Instructional committee. [Appendix 10: AAC&U Value Rubrics] [Appendix 11: Information Literacy Rubric] Faculty also complete an annual reflection survey on the assessment process and what they are seeing in the data. More importantly, the reflection survey asks about the expectations of the results, how they will modify their teaching, and what was learned about the evaluation process. This information informs improvements in teaching, the reporting process, and professional development plans; course assessment reports and reflections are submitted before the end of the academic year to their respective supervisors. Once reviewed by both faculty and dean, they are stored in a shared network drive.

GHC faculty have annual opportunities to perform assessments as an individual faculty member, as a department, and as part of the college. Faculty have proposed analyzing program-level outcomes—and affecting change for student success—as part of professional development during the pre-term kickoff week in the fall, as well as examining data related to the DSAs during the October faculty professional day. This is an opportunity to both plan and check per the institution’s continuous improvement model, while also creating space to both share and reflect, giving the institution momentum for course-level change. Formalizing and finalizing the documentation for this process is part of the College Priority 1 workgroup’s 2023-24 Acton Plan. [Appendix 12: College Priority 1 2023-24 Action Plan]

All associate and bachelor-level programs have specific course and program learning outcomes, listed in the college catalog, that support and align with the institutional-level learning outcomes. The learning outcomes at all levels are transparent and posted in the catalog, included in course syllabi, and linked in key assignments.

Figure 5 - Continuous Improvement Cycle



Background on Outcomes Alignment

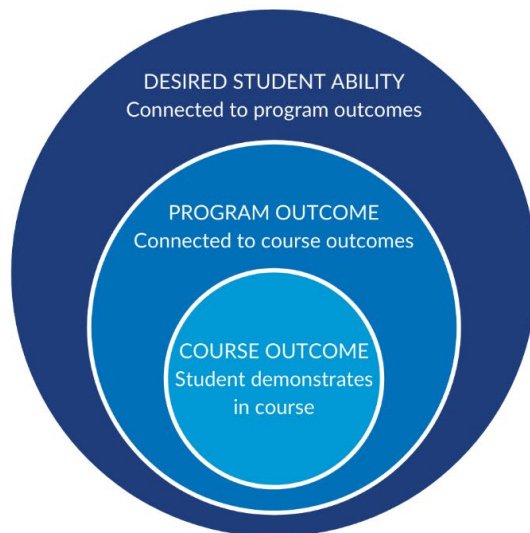
Grays Harbor College’s teaching and learning assessment process rests upon the following theoretical framework: the college wide general education outcomes (Desired Student Abilities) are the institutional level outcomes and essentially function as the program level outcomes for the Associate of Arts – Direct Transfer Agreement (AA – DTA). There is overlap between program level outcomes in all programs and the DSAs. Course outcomes contribute to a student’s attainment of program and institutional outcomes. Because students experience their programs course by course, the college sees evidence of student attainment of all outcomes at the course level. [Appendix 13: TILT Example Assignment]

This means that assessment of student performance at the course level is also able to be used as a measure of attainment of both program and institutional outcomes. For example, an outcome for English 101 is “identify information needs and locate, analyze, critically evaluate, integrate, and appropriately attribute information sources.” This outcome is measured directly within the course, and the results of this assessment can then be used with the Associate of Arts—Direct Transfer Agreement outcome “demonstrate information literacy.”

This course outcome can also be used with the DSA on information literacy: “access and evaluate information resources and utilize appropriate technologies, including campus resources, in order to solve problems and make sound decisions.” As explained in a module to all faculty, “[s]tudents completing their studies at Grays Harbor College will demonstrate the following desired student abilities, or competencies, as they progress through their coursework and engage in college activities and support services... The desired student abilities support life-long learning and are critical to the graduates’ future success at work,

in further education, and in their lives as community members.” Course outcomes and their assessment informs assessment programmatically and institutionally, and the alignment of these outcomes is a point of continuous improvement (see *Academic Year 2023–24*)(Figure 6).

Figure 6 - Course, Program, and Institutional Outcomes



History of Outcomes Assessment at GHC

Prior to 2017-18, the college assessment process had been one that focused on backwards design of assessments within courses. Faculty would create assessments meant to show student attainment of course and program outcomes, collect student performance evidence, and then analyze performance against faculty defined goals, which would lead to revisions. Division chairs would create an overview of individual faculty analyses to show the overall assessment of program areas and to allow for larger discussions of desired program revisions. Before 2017, faculty had developed plans to more systematically assess all course outcomes and programs on a rotating schedule.

In the 2017-18 academic year, the individual faculty assessment process was further refined with the college-wide introduction of the Transparency in Learning and Teaching (TILT) framework for formatting assessments. The TILT approach helps faculty to promote a student’s conscious understanding of how they learn through clear assignments – giving students the purpose, task, and criteria for success up front so that they know what they are expected to learn and demonstrate before they take on the task.

While this work was welcomed by faculty, the implementation coincided with a new instructional administration that did not fully see the TILT work as an extension of previous work. This resulted in a decoupling of course assessment work with analysis at the program level. Additionally, the college lost sight of its formal assessment schedule, though faculty continued the practice on an individual or divisional level.

However, work established prior to 2020, did set the stage for the continuing program review process. As GHC reported in its February 2019 report to NWCCU, alignment of program outcomes and DSAs is desirable. “The sense of the meeting was that students would be better served if GHC focused on a more limited set of transfer degree outcomes aligned with the DSAs”. This mindset continues in the present

(see *Academic Year 2023–24*) with a desire to be efficient with scaffolding assessment measures beyond the classroom, ensuring that faculty focus remains on student learning.

Academic Year 2020–21

Responding to Recommendation #4, during fall 2020, the Instruction Division—including faculty, deans, directors, the new vice president, and the assessment committee—held informal conversations about the assessment process to understand which strategies were effective, why initiatives succeeded or failed, and the faculty’s engagement in and, knowledge of, assessment of student learning. Many of these conversations took place during the October faculty professional day. During winter 2021, a representative group of faculty participated in three learning modules on assessment.

Module 1

The purpose of the first module was to share general information about assessment, gauge faculty’s prior knowledge and general attitude toward assessment, and share experiences related to teaching and learning. This included opportunities to reflect on issues with assessment effectiveness at Grays Harbor College. Results from one survey asking about potential roadblocks hindering progress revealed:

- Lack of consistent reporting process
- Lack of follow-up making it seem like the work was a waste of time
- Unclear explanation for the reason behind assessment reporting
- No sharing of data
- Not including part-time instructors/low faculty participation

Module 2

The purpose of the second module was to review GHC’s desired student abilities, align each course with program and DSA outcomes, and analyze the relationship between class assignments, course outcomes, program outcomes, and DSAs. Unfortunately, completion of this module was not documented as it occurred.

Module 3

The third module focused on developing a student learning assessment reporting, sorting, and data-sharing process for the institution. Participating faculty selected an already planned key assignment from one of their courses that measured one or more of the DSAs and used one of the VALUE rubrics to evaluate student learning. The results were then collected via an online survey that included course information, rubric objectives, and the corresponding score. Faculty also completed a reflection survey which provided information to improve the reporting survey and plan professional development for the coming year.

In addition, the College Priority 1 (CP1) work group, which currently leads the student learning outcomes assessment efforts at GHC, discussed the importance of building on previous assessment initiatives, focusing on effective teaching and student engagement, and keeping assessment data collection simple and meaningful for 2021–22.

Academic Year 2021–22

For 2021–22, the Office of Instruction focused on a pre-pilot for the DSAs. From the beginning of the academic year, faculty were engaged in the assessment process through online modules that included multiple teaching resources. Two faculty, Darby Cavin and Brenda Rolfe-Maloney, hosted a Zoom training

on frameworks such as TILT. All resources from the training, including a recording of the Zoom session, were posted on the Instruction Canvas page for future reference and training. After the training, faculty were responsible for designing key assignments using the TILT framework and reporting results through the DSA pre-pilot reporting survey.

The process was to design, align, evaluate, report, and reflect + revise + repeat. [Appendix 14: Student Learning Assessment DSA Pre-Pilot] Faculty were asked to select a signature assignment for their course, align the assignment with a specific skill or objective of the intended DSA, evaluate the work as normal, report the results of the evaluation through the VALUE rubric, reflect on the results, and then revise and repeat the process. The design is centered around continuous improvement. The discussion through the year focused on aligning key assignments with course, program, and DSA learning outcomes. Faculty also spent time in breakout sessions reviewing each of the criteria and discussing the stages of development within the VALUE rubrics. Then, during the professional development day in February, faculty reviewed DSA pre-pilot preliminary results from the fall reporting and reflection surveys.

The goal of the DSA pre-pilot for the 2021–22 academic year was to establish a process for reporting, sorting, and sharing at the programmatic and institutional levels. The DSA pre-pilot emphasized the reporting process more than the assessment of student learning; nonetheless, the results of the reporting and reflection surveys did provide an opportunity for faculty to gain experience using qualitative and quantitative data to measure student learning at the program and institutional level.

By the end of the year, 5,357 students (duplicated count) were assessed on one or more of the DSAs. The goal was for less than 20% of students assessed scoring 1 on the rubric. (A score of 1 on the Value rubrics is the lowest level of the rubric, and represents the benchmark level. It is possible for work evaluated to not meet that benchmark, and score a 0.) The reported data for 2021–22 shows that the overall goal was met for each of the DSAs—even though there are certain objectives in specific courses that did not meet the goal. [Appendix 15: DSA Pre-Pilot Report of Results]

Academic Year 2022–23

With the results of the DSA pre-pilot in hand, the Office of Instruction moved forward with the student learning assessment baseline (SLAB) pilot [Appendix 16: SLAB] for the 2022–23 academic year. The goals for the SLAB pilot were to align course, program, and institutional learning outcomes [Appendix 17: Outcomes], provide exceptional learning opportunities, design inclusive and transparent signature assignments, and establish a baseline of student learning assessment data. A special emphasis for this year was to assess the global learning DSA/VALUE rubric. Comprehensive programmatic review was also introduced as an area of focus and development during the academic year; this work is ongoing in parallel with work in Guided Pathways.

The results from the 2021–22 DSA pre-pilot were reviewed; the conversation centered around how the overall results met the target, but some individual objectives and specific courses did not. The pre-pilot also revealed that the reporting survey did not include program learning outcomes (PLOs). As a result, PLOs were added to the 2022–23 reporting survey. In doing so, it was necessary for faculty to review the program learning outcomes, including general education, so they were relevant and available in a language commonly understood by students. This review process began during the leadup to the October faculty professional day and is ongoing. Some tentative conclusions reached are that the use of data from a wide variety of classes has the potential to allow for larger program assessment because it allows program leads to see how students are performing across a variety of courses. On the other hand, because faculty were not coordinated in their choices of courses, outcomes, or VALUE rubrics, the stated goal of using this information as a comprehensive baseline appears to not be tenable. Further, while the process

included collection of student performance data, it included no analysis or evaluation of the teaching and learning process that resulted in that performance nor any space for reflection on ongoing strategies for improvement, elements that had been core to assessment processes at the college prior to 2017. These conclusions created the focus of some frank assessment conversations in the summer of 2023.

Academic Year 2023–24

During conversations in the summer, a consensus developed between faculty and administration that the assessment submission and analysis components of the outcomes assessment process were not meeting the needs or patterns of the faculty workflow. During work sessions between instructional administrators and representatives from division chairs and the faculty union, a revision plan and new assessment submission documentation was developed. [Appendix 18: Course Level Assessment Form] This work has continued during the academic year with revisions to the structure of the VALUE rubric(s) tethering to individual course outcomes and the process by which the loop is closed for course-level outcomes. An initial draft of the plan, and the documents in use for assessment, were introduced during the fall faculty kickoff meeting. In attendance for this session was Dr. Ed Harri, senior vice president at NWCCU; he spoke at the conclusion of the assessment session, commending the work of the team and providing encouragement through his belief that GHC is well positioned by continuing on this path—both for the next accreditation visit and for ensuring student learning. In a follow-up email, he commented that “it was a really nicely done session and I believe you’re moving in a great direction.” [Appendix 19: Dr. Ed Harri Email 9/14/23]

Revision Plan

Following feedback from faculty during the summer work sessions, revisions to the baseline and comparison project were determined to be necessary to create a more direct pipeline to student success, moving along the institution’s continuous improvement model from check to act in a meaningful, responsive manner. The structure of the project, alongside the benchmarks for success and procedures for operating the rubrics, was developed with insufficient faculty input. During the summer work sessions, initial steps to create a more user-friendly submission system were created for the fall quarter. Feedback was collected in the fall quarter—alongside a demonstration of how the process works and test data from faculty—and was used to inform the College Priority 1 workgroup’s planning for the remainder of the academic year for 2024–25 implementation. That group, led by co-chairs Shiloh Winsor (faculty) and Evi Buell (dean), is continuing this work along with revisions to the submission system, VALUE rubric alignment, and a system for effectively closing the loop with faculty.

Submission and Sharing

Faculty remained concerned about the operational aspect of participating in assessment work. A common complaint from faculty was a lack of understanding of how the submission process was designed to operate and the inflexibility of the online submission form. Faculty measuring more than one outcome within a single class were required to fill out the entire form for each outcome. A faculty-led development collaboration resulted in a submission process that combines the data points of the existing baseline project and the process that allowed faculty to more thoroughly reflect on the teaching and learning process up through the 2017–18 academic year.

For example, one humanities instructor analyzed their Philosophy 101 course. Per their reflection, they chose this course because they had “recently made some changes to the class and... want to see how effective they have been and consider what else” can be done to improve the class. They selected their outcome and aligned it with a program and DSA outcome, and they established 75% as a proposed marker for success. On reflection, the instructor noted that “several students consistently misunderstood the

assignment directions and had to keep rewriting,” something that has prompted future change, including using the TILT framework for assignment development. [Appendix 20: Criswell Example Assessment]

Another faculty member, this one in math, examined their intermediate algebra course, one where they had previously created a TILTed assignment that was later modified to be more effective. They wanted to “see if the changes... were helpful and if any additional modifications should be made to improve.” [Appendix 21: Do Example Assessment] They noted the following in their results:

From the previous year’s outcomes assessment, I added an additional day of instruction on solving systems of equations using all 3 methods; graphing, substitution, and elimination for added practice. 100% of the students met the standard with 80% or above proficiency. 1 mastered the standard with 90% or better proficiency. The two students that met standard with a 80-89% proficiency, but not at a mastery level yet, were challenged by the Economic Applications of finding Break Even Points and deciphering the correct placement of information from the problem into their equations. I would like to incorporate more application problems like these in the extra day of practice. I know with at least one of the students in this last category, English is their second language, so the added language in the word problems could be the additional struggle. I would like to take a look at other ELA strategies that I could also employ that might be helpful for not just these two students identified, but beneficial to all students.

Faculty Feedback

Revisions to the submission process have unearthed some concerns and some plaudits. Faculty provided feedback on the effectiveness of this process that will help to simplify data collection and move the focus to analysis and affecting change. One faculty member noted that the need to use multiple pieces of software (Word, Excel, Teams) was frustrating to some of the instructors in their division. Data management was an initial concern, with faculty struggling to navigate the shared drive folders meant for collection; with the forthcoming implementation of a cloud-based storage solution, this piece will be greatly simplified. There were also multiple faculty members who voiced some design concerns about where to find the DSA rubrics. These concerns have been added to the CP1 work group 2023-2024 Action Plan this feedback will lead to action for the next iteration of the submission system. [Appendix 12: College Priority 1 2023-24 Action Plan] There was overall appreciation for the thoroughness of the assessment tools provided, ones which were authored by faculty.

VALUE Rubrics

One of the major points of contention in consultation with faculty was the opaque connection between the VALUE rubrics and the DSAs. Taken in total, there are 74 potential data points in the VALUE rubrics as adopted by the Office of Instruction to measure five DSAs. As part of the revised work plan for the 2023–24 academic year, CP1 is working to slim down the number of data points and assign them more directly to courses for outcome assessment while maintaining the goal of assessing all of the DSAs through the general education curriculum. This work will be completed for a 2024–25 academic year implementation.

Closing the Loop

Another opaque piece of the process that emerged from conversation between administration and faculty is the complication of taking the data as presented and affecting change through a consistent approach to informed, equitable decision-making. Keen on improving student success, designing an inclusive, sustainable process is a task taken on by a subcommittee of CP1; the results of this process will be finalized before the end of the 2023–24 academic year. The desired outcome is for a regular process with feedback shared amongst faculty and between faculty and their respective deans to develop so that the institution

can be flexible to meet student needs in a data-informed manner and can collaboratively chart a course for change as both data and higher-education trends illuminate such a need. For instance, the development of equity metrics by the Institutional Effectiveness and College Relations Office provides a window for deans and faculty to understand where there are gaps in their courses and programs, where students are facing roadblocks instead of pathways. This creates an opportunity to unpack barriers, including equity barriers, in courses, programs, and across the institution.

Other Actions

Other projects that the CP1 work group is planning to complete in the 2023–24 academic year include developing a regular schedule for comprehensive program review, and coordinating with the Institutional Effectiveness and College Relations division on tuning a data dashboard for course, program, and DSA outcomes. While this is in process, CP1 is ensuring a robust system for documenting revisions is put in place and that the entire assessment process is comprehensive enough to serve all programs, but is flexible enough for contextual needs in specific areas.

Academic Year 2024–25 and Beyond

Conversations between Instructional administrators and faculty have resulted in a common understanding that data collection needs an effective mechanism, but that it must be unobtrusive to faculty work. Future work in this regard includes establishing rubric elements for outcomes within individual course assignments for simplified data collection. This will be a big lift across administration, faculty, and staff.

Centering the conversation on continuous improvement and collaborative, data-informed decision-making is an attainable aspiration for Grays Harbor College. The core of this work is in fostering an equitable college experience, identifying equity gaps and implementing decision-informed, collaborative decision-making at regular intervals. As one part of the continuous improvement process, President Schiffner has hired executive educational strategist, Dr. Jess Clark, as a consultant. Dr. Clark is working with faculty and staff to develop a Curriculum Handbook that maps the process for course and program development and approval. The steps taken during the 2023–24 academic year, along with continuing to improve the assessment submission method so as to be unobtrusive, will refine and strengthen the assessment culture of the institution.

Recommendation 5 | Assessment of Accomplishments and Evaluation of Planning

R.5

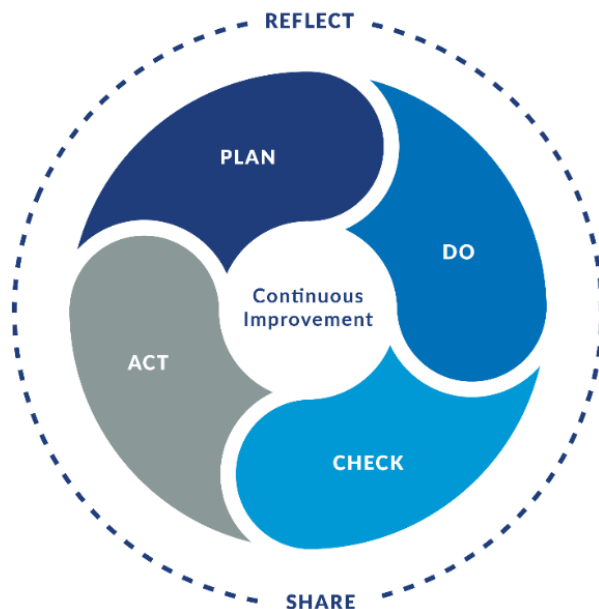
The Commission recommends that Grays Harbor College engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness. (2020 Standard(s) 1.B.1; 1.B.4)

Overview

GHC uses its college-wide planning process to engage in systematic, participatory, and self-reflective planning using evidence-based assessment to monitor its accomplishments and inform its work at all

levels of the institution. GHC’s five College Priorities allow the College to clearly define and evaluate institutional effectiveness using the basic assessment process: plan, do, check, act (Figure 7). As discussed above in Recommendation 3, the College’s planning process provides direction to GHC’s governance and budgeting processes and allows for a clear understanding of the ongoing status of the College Priorities.

Figure 7 - Continuous Improvement Cycle

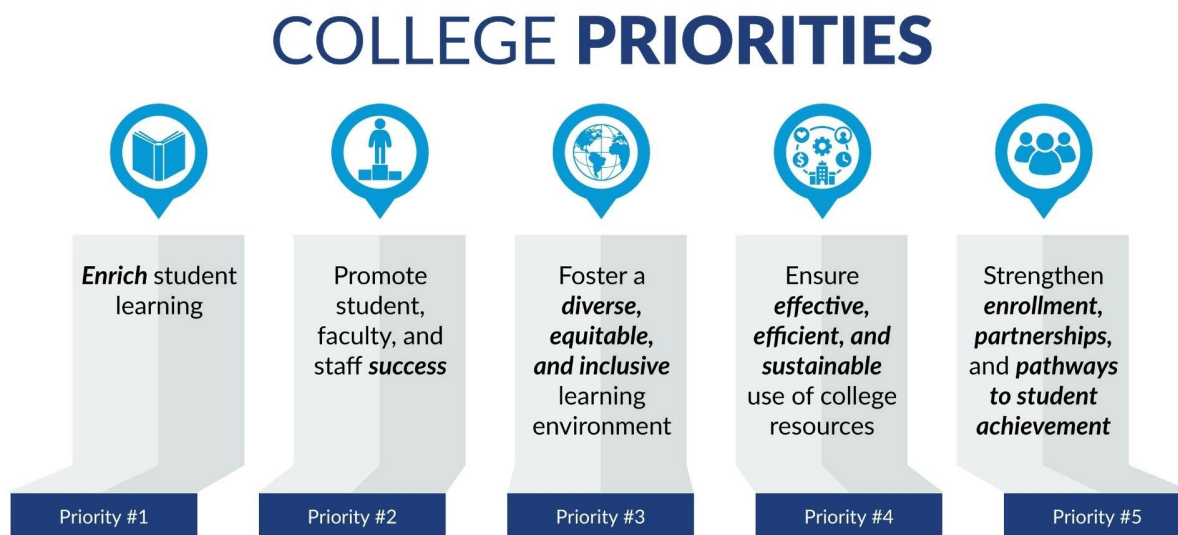


The Mission of Grays Harbor College reads: *Grays Harbor College provides meaningful and engaging learning opportunities and support services to enhance the knowledge, skills, and abilities of our students and support the cultural and economic needs of our community.*

The college mission is consistent with the authority granted by the Washington State Legislature to offer transfer, workforce, bachelor of applied science, basic education for adults, and continuing education programs. GHC’s college-wide institutional strategic plan, known locally as the College Plan, includes five College Priorities, which support the mission and define success for the planning cycle (Figure 8).

GHC’s College Plan as well as the associated College Plan Scorecard and Student Progress and Completion Metrics Dashboard (i.e. peer comparison data) can be found on the College’s external website at: <https://www.ghc.edu/ghc-vision-mission-and-values>. The College Plan Scorecard and Student Progress and Completion data provides evidence of college progress toward mission fulfillment. [Appendix 2: College Plan] [Appendix 22: College Plan Scorecard] [Appendix 23: Student Progress and Completion Metrics].

Figure 8 - Grays Harbor College Priorities



A Systematic and Participatory Planning Process

GHC employs a seven-year institutional planning cycle that coincides with its accreditation cycle. At the institutional-level, college priorities, objectives, and indicators are systematically reviewed every seven years, or sooner if there is a compelling reason to do so. The College Plan is organized around the five College Priorities. Each Priority has transparent and achievable objectives that are used to define success for mission fulfillment. To execute the College Plan, each Priority has an annual action plan that defines specific strategies to implement and measure during the year. These annual action plans allow for regular review and revision. They are updated in spring by the College Priority work groups to prepare for the following year. [Appendix 24: 2022-2023 College Priority Action Plans] [Appendix 25: 2023-2024 College Priority Action Plans]

Revising the Vision, Mission, and Priorities

Following the completion of Grays Harbor College's 2012-19 Strategic Plan in the spring of 2019, the College embarked on the development of a new institutional/strategic plan via a project called **Envision the Future**. The Envision the Future campaign included many opportunities for employees, students, community members, and the board of trustees to provide input (Table 1). Shortly after the accreditation visit in May of 2019, all College employees and Board of Trustees members were invited to at least one of three planning sessions to review the existing mission, vision and core themes, and to discuss the revision and/or possible creation of new vision, mission, and college priorities. During these sessions, attendees broke into groups and answered questions that prompted them to review various vision, mission, and priorities statements. Input from the sessions was captured and a trend analysis was completed over the summer. Approximately 80 employees participated in the campaign by attending an in-person meeting (60 attendees) or completing a survey with similar questions (20 respondents). [Appendix 26: Envision the Future Survey] Using a slightly different survey tool and with help from students in the Human Services Program, students across the College were also polled to lend their voice and perspective to plan development.

Table 1 - Campaign Timeline - Envision the Future through Mission, Vision, & Strategic Priorities

Date	Event
May 2019	The Strategic Planning Committee invites Faculty and Staff to Envision the Future of Grays Harbor College by providing input at in-person open forums and via online surveys through Survey Monkey.
May 2019	Human Services students gather input from students on the future direction of GHC by having in-person discussions over coffee and doughnuts.
August 2019	Board of Trustees provides input.
August 2019	E-Team provides input.
August/September 2019	Community Focus Groups provide input.
September 2019	At Fall Kick-off, drafts of Mission, Vision, and Strategic Priorities statements are shared with the College Community and input is gathered.
October 2019	Survey of employees to determine Mission, Vision, and Strategic Priorities from two options presented.
November 2019	Mission, Vision and Strategic Priorities (College Priorities) Adopted by Board of Trustees.

The Board of Trustees, with all five members in attendance, used their summer Board Retreat to engage in the process and provide input. Additionally, selected community stakeholders were clustered into four different focus groups: Business and Finance; Hospitality and Tourism; Education Partners and Community Service; and Government and Healthcare. The groups of community stakeholders met with the president to provide their insights to the College’s role in the community. Members of the Board of the College Foundation also provided input on the community questions.

The input from all of these groups was tabulated and several common themes arose for the vision, mission, and strategic priority statements. At the fall kick-off event, an employee in-service day where all college employees gathered, the employees were once again asked to form groups and select from a number of options for mission, vision, and priorities. These options were formed by synthesizing all the input given thus far. As a result of employee feedback at the kick-off event, the options for vision, mission, and strategic priorities were narrowed to two each.

At the October 2019 Board of Trustees meeting, the Board indicated that all options were acceptable, and they would like to approve the ones that were most supported by the College employees. After the College voted on the alternatives via survey, the information was shared with the Board of Trustees at their November Board meeting, at which time they approved the new vision, mission, and strategic (now college) priorities.

Developing an Institutional Strategic Plan

Once the high-level elements of the College Plan, such as the Mission, Vision, and College Priorities, were adopted, College Priority work groups were formed. The work groups were made up of faculty, staff, and students. These work groups spent the next year deciding on the objectives, indicators, and metrics for the five College Priorities.

First, they developed 2-3 objectives for each College Priority by discussing what it would look like if the College were successful in achieving the Priority. Next, the work groups began to develop questions and look at data that would help them measure each objective. From that information, indicators were established, each being made up of one or more metrics that included baseline data and targets for mission fulfillment. For key student achievement and success indicators, external benchmarks and/or peer data was identified as well. After they were established by the work groups, the objectives, indicators, and metrics were shared with the College Planning Committee. The Committee, which includes at least one lead from each College Priority work group, was able to help identify overlaps in the plans and connect those priorities that needed to work together.

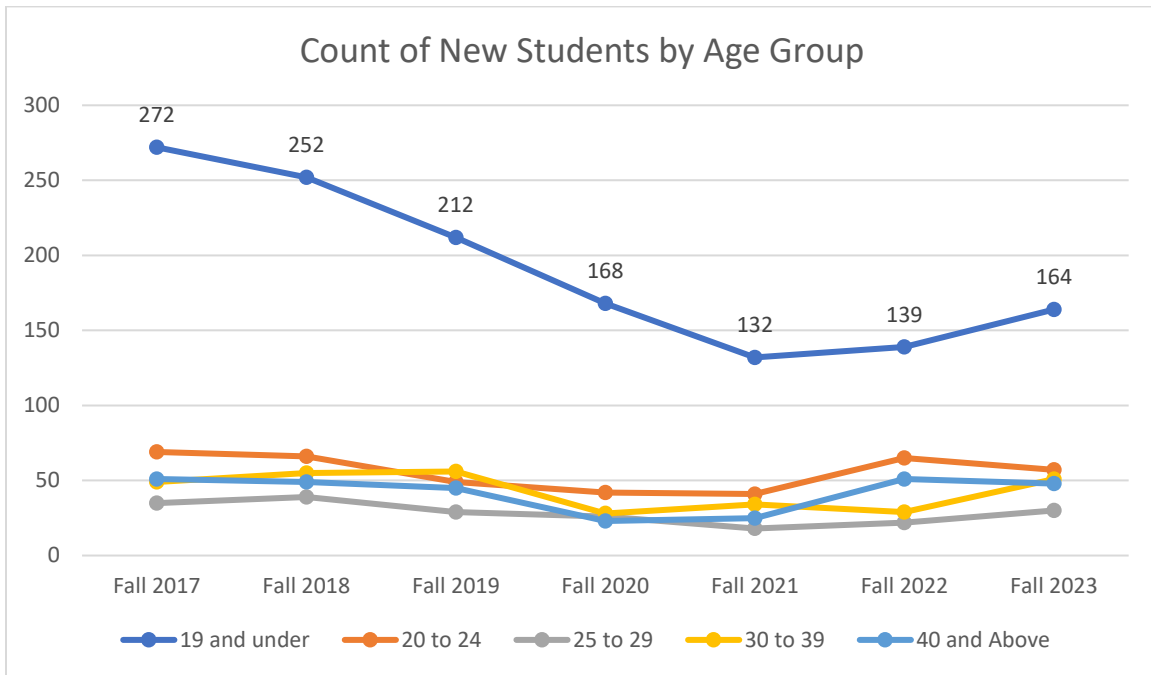
The metrics that measure the success of the College Plan over time are compiled into the College Plan Scorecard and posted, by priority, on GHC's external website (<https://www.ghc.edu/ghc-vision-mission-and-values>). [Appendix 22: College Plan Scorecard] They are updated throughout the year as new data becomes available. The College Plan Scorecard shows not only current progress, but data trends over time. This provides not only a current status, but also a deeper understanding of progress over time on each Priority. The work groups review scorecard data in the fall (or when major updates are made) and adjust their action plans accordingly.

Revisions to the objectives, indicators, and metrics are occasionally made by a work group in consultation with the College Planning Committee, often in response to emerging data trends or other internal and/or external changes in the College environment. This flexibility allows for continuous improvement while maintain the integrity of the assessment process. The metrics on the College Plan Scorecard measure the success of the College Priority objectives and indicators. This data contains lagging indicators and it is the measure of success over time.

One example of a significant change that GHC made to its College Plan came in January of 2022 when the President's Cabinet (known at that time as the E-Team), in consultation with the College Planning Committee and the College Priority work group, decided to revise College Priority 5 in order to address an ongoing challenge with enrollment. Despite relaxed pandemic protocols in early 2022, enrollment for both new and continuing students remained in decline. As a result, the college made the decision to revamp College Priority 5 from "strengthen community connections and partnerships" to "strengthen enrollment, partnerships, and pathways to student achievement".

By focusing College Priority 5 on recruitment, retention, and completion of students, the College has been able to bring enrollment work front and center. On the recruitment side, the new metrics for Priority 5 relate directly to increasing student applications, increasing new student enrollment for students under 24 (non-Running Start), and decreasing the time it takes to award financial aid. Metrics on the retention side include fall-to-fall retention and success rates in gateway courses. New student enrollment in particular has rebounded from fall 2021 to fall 2023 (Figure 9).

Figure 9 - New Students by Age Group (fall quarter, excludes dual enrollment)



Plan Implementation

Every spring, each College Priority work group develops or updates their action plan for the upcoming year. Each action plan has strategies, action items, a timeframe, and deliverables that they expect to achieve in the year ahead. These action plans are tied to the College Priority objectives and provide a road map for reevaluating strategies and activities during the year. They are developed with the College Plan Scorecard metrics in mind, and the idea that they will move the College Priority toward achievement of its indicators of institutional effectiveness. [Appendix 24: College Priority Action Plans – 2022-2023] [Appendix 25: College Action Plans – 2023-2024] Action Plans are overseen by the work group. In some cases, members or sub-groups of the work group take on specific strategies or activities. In other cases, work group members take on the task of coordinating with a department or another group to ensure that a strategy or activity is completed. Work group membership ranges in size from approximately 15-25 people, depending on the Priority. Some work groups have subgroups that meet between meetings in order to accomplish tasks. [Appendix 27: 2023-2024 College Priority Work Group Membership List]

Each work group’s action plan has many strategies. One example of a strategy that was implemented in 2022-23 by College Priority 5 was “Increase the ways we forge connections with prospective students and families”. In their spring 2023 progress report, Priority 5 noted that:

This year, a concentrated effort has been made to make improvements to prospective student outreach; using multiple communication channels to connect with students who applied, piloting a mobile office hours initiative which sends GHC personnel into the community at pre-determined dates/times, increased outreach to Pacific County, increasing workforce funding pipeline, and partnering with entry advisors to host three step, one day events where students can apply, place, and enroll all in one day.

Additionally, the Admissions Team, Running Start/Dual Enrollment, and TRIO EOC are out in the community hosting FAFSA and registration workshops, information nights, sharing all the College news, career fairs, and more! [Appendix 28: College Priority Progress Reports – spring 2023]

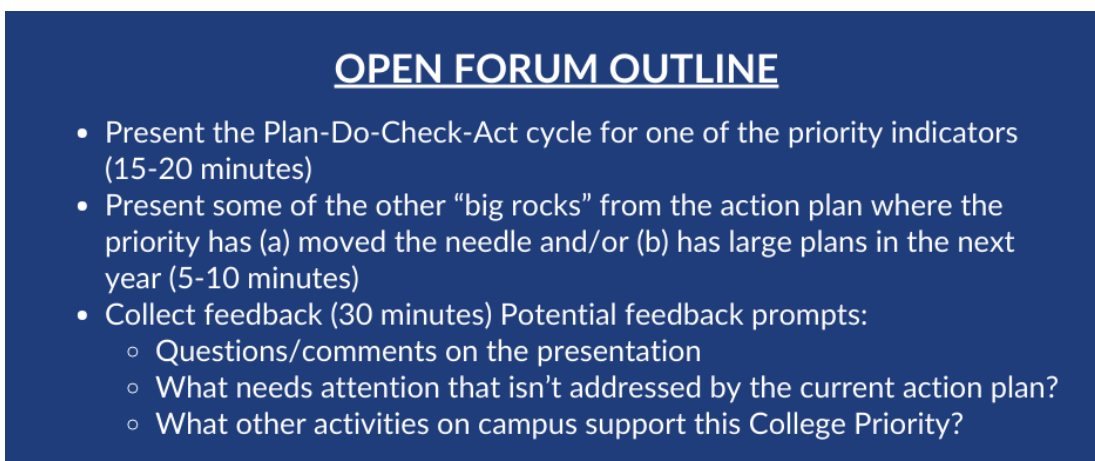
As part of their report to the Board of Trustees in October of 2023, College Priority 5 reported its accomplishments on both enrollment and retention. [Appendix 29: College Priority 5 Presentation to GHC Board of Trustees, Sept. 2023] For the “forge connections” strategy above, they reported the following accomplishments:

- Participated in 75+ community events
- Refreshed outreach materials and equipment (including adding Spanish language option to many materials)
- Implemented targeted outreach to rural communities
- Established a Dual Credit Office with a presence in the K-12 districts all year
- Implemented two digital media advertising campaigns
- Deployed eight direct-mail campaigns to connect with key demographic groups in the district

Since 2022-23, each College Priority work group has held an annual open forum during a specific month of the academic year to invite the College community to listen and ask questions about the actions being implemented by the work group. At the suggestion of a faculty member involved in College Priority 2, the open forums have allowed the campus to find out more about the work of each group, given all employees an opportunity to ask questions about the work of the College Priority, and provided a broader perspective on the work and potential areas of opportunity and need.

This year, the College Priority work groups are continuing to hold open forums and are using part of the time at those forums to get feedback on the action plans. Figure 10 depicts the outline that work group leads are encouraged to use for their one-hour open forums this year.

Figure 10 - Outline for College Planning Work Group Open Forums 2023-2024



OPEN FORUM OUTLINE

- Present the Plan-Do-Check-Act cycle for one of the priority indicators (15-20 minutes)
- Present some of the other “big rocks” from the action plan where the priority has (a) moved the needle and/or (b) has large plans in the next year (5-10 minutes)
- Collect feedback (30 minutes) Potential feedback prompts:
 - Questions/comments on the presentation
 - What needs attention that isn't addressed by the current action plan?
 - What other activities on campus support this College Priority?

Each year in the fall, employees are encouraged to continue in or join one of the College Priority work groups. Last year, the groups had approximately 65 employees and a handful of students involved.

Whenever possible, students are encouraged to participate in the college priority work groups, although participation of students has been more sporadic since the beginning of the pandemic.

In addition to the College Priority work groups, this year, GHC's administrative units are being given the opportunity to tie their work directly to the College Plan via a structured process. Past feedback on institutional-level planning has indicated that not everyone sees the connection between the work that they do and the College Plan. During the 2023-24 academic year, there are a series of activities to help College employees identify the ways in which they support the College Priorities. Employees were asked to consider the relationship between their work and the college priorities, both individually and as divisions and departments. These activities were supplemented by a prep-session for managers in December and a college-wide discussion on All College Day in February 2024. The goal is to help everyone see that there is significant overlap between the work that they are doing and the College Priorities: Plan What We Do and Do What We Plan (Figure 11).

Figure 11 - Planning Committee Mantra



Self-Reflective Planning Using Evidence Based Assessment

Reflective and Evidence Based

In implementing their action plans, GHC's five College Priority work groups are responsible for working with the assistant dean of planning, institutional research, and reporting to monitor the results of their progress. Monitoring occurs both at the strategy level and at the indicator level. At the indicator level, metrics are measuring progress towards desired priority objectives, i.e. outcomes. These metrics, which can be found on the College Plan Scorecard, are reviewed regularly by the College Planning Committee as well to ensure ongoing institutional effectiveness. In fact, there are multiple tools work groups can use to track their progress toward desired objectives, indicators, metrics, and supporting/disaggregate data, which are all displayed in in-depth Tableau dashboards available to employees on the College's intranet. [Appendix 22: College Plan Scorecard]

For example, in the College Priority 5 section of the College Plan Scorecard, using historical and baseline data as a guide, the Priority is meeting 2 of its 3 metrics for Indicator 1.1 which reads: *Outreach and Recruitment Successfully Garner New Applications and Enrollments*. College Priority 3 uses 2021-22 rather than 2019-20 as its baseline because the priority and its indicators were reimaged in 2020, as discussed above (Table 2).

Table 2 - Excerpt from the College Priority 5 Section of the College Plan Scorecard

Metric	Scorecard Year:							Target	Current Status
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		
Objective 1: GHC recruits and enrolls an appropriate number of students to support college operations.									
Indicator 1.1: Outreach and Recruitment Successfully Garner New Applications & Enrollments									
Metric	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Target	Current
5.1.1.A) Increase number of applications for a college-level fall quarter start from 1,249 (fall 2021) to 1,400 or above.	1,398	1,431	1,249	761	798			≥ 1,400	▼
	Historical	Historical	Baseline	▼	▼				
5.1.1.B) The Equity Index for new student applications received from HU-SoC ¹ remains at or above 0.98 when compared to HU-SoC from GHC’s Service District.	2.52	2.36	2.05	2.24	2.00			≥ 0.98	★
	★	★	★	★	★				
5.1.1.C) Increase number of new college-level students (non-running start) of all ages enrolled in fall quarter to 350 or higher.	391	287	250	313	350			≥ 350	★
	Historical	Baseline	▼	▲	★				

In 5.1.1.A, student applications are trending in the right direction again at 798, but not yet to the target of 1,400. As a result of this and other enrollment indicators in the College Plan, GHC’s president, Dr. Carli Schiffner, has made the decision to invest heavily in a Strategic Enrollment Action Plan (SEAP) over the next couple of years, with multiple strategies and identified leads. The SEAP is being integrated with College Priority 5 to build on enrollment at Grays Harbor College. Direct admissions from high school to college and adult re-engagement are key parts of the Strategic Enrollment Plan as is following through on the College’s Guided Pathways work. GHC, with support from the College Foundation, was able to hire a one-year Cabinet-Level position to support this endeavor, the executive director of project management and strategic initiatives. The SEAP and the new position are expected to increase enrollment, which should move the needle for the College Priority 4 and 5 scorecards metrics.

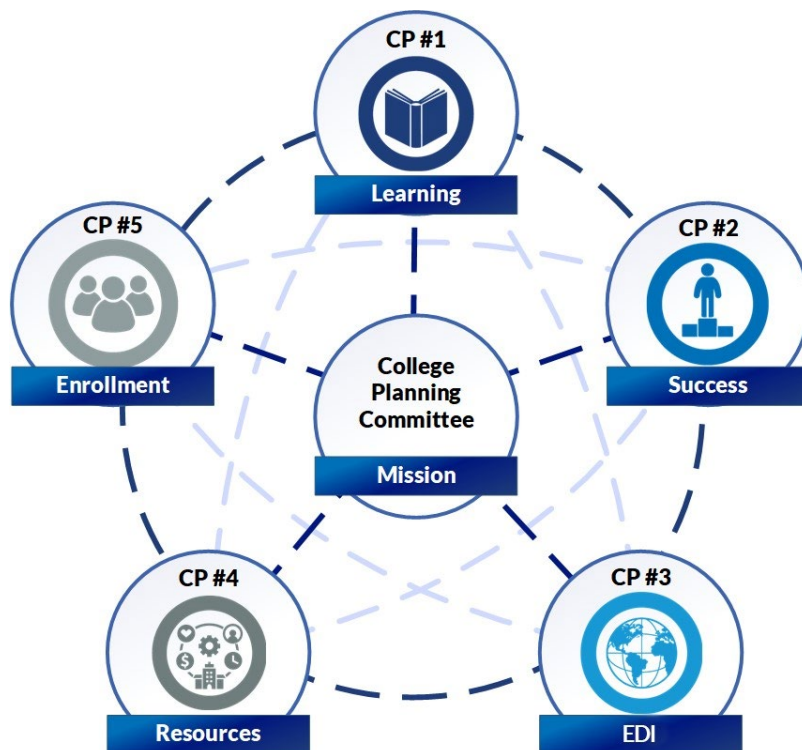
While assessing the metrics on the College Plan Scorecard allows the College to know where it stands in relation to achieving each priority, the scorecard alone is not enough to guide the effort of the work groups. Assessment of strategies and activities in the annual Action Plans is also employed as a tool to allow work groups to monitor leading indicators such as how many people might be involved in an event or activity, how many activities are offered, etc. Strategy-level indicators, in contrast to indicator-level metrics, are leading indicators used by the work groups to help determine if a group’s actions are moving

¹ HU-SoC – Historically Underserved Students of Color. This population includes individuals who indicate a racial or ethnic background of Black or African American, Native American or Alaska Native, Native Pacific Islander, including Native Hawaiian, and Hispanic or Latino.

the College in the right direction. Most of this data is collected by the work group and used throughout the year to make course corrections. Additionally, peer comparison data is made available annually (updated each summer) for key student progress and completion milestones. This data helps the College to benchmark its progress, particularly in the area of equity and inclusion. As shared in Recommendation #3 above, student progress and completion metrics are available on the college’s public website at <https://www.ghc.edu/student-progress>. [Appendix 23: Student Progress and Completion Metrics]

In order to support increased accountability during the annual action plan cycle, a narrative progress report was added to the planning process annually, beginning in spring 2023. The purpose was twofold: first, to give the College Planning Committee an idea of the progress made by each group, and second, to help share information among the work groups and the College Planning Committee. [Appendix 28 College Priority Progress Reports spring 2023] [Appendix 30: College Priority Progress Reports – winter 2024] The College Planning Committee reviews and discusses the reports and identifies areas of work group overlap, as well as any challenges that may be slowing progress. Groups are encouraged to communicate with one another and reach out if they need help with identified barriers. The connection of the five College Priorities and the College Planning Committee provides a support network that encourages synergy among the work groups and more broadly with the College Community (Figure 12).

Figure 12 - College Planning Committee and Work Group Connections



The College Planning Committee, in conjunction with the work groups, reports out to the College community at college-wide presentations, workshops, and events, and to the Board of Trustees. When areas of concern are identified, the data is discussed so that the College can understand where things are

not working as desired. This year, each work group is holding a study session for the GHC Board of Trustees, to help Trustees stay informed about the work group efforts and their progress toward the College Priorities. These sessions are used, not only to update the Board of Trustees and the College community on progress, but also to create another periodic opportunity for work groups to reflect on what they have achieved and what work still needs to be done (Table 3).

The Board of Trustees study sessions are open to everyone and serve as another opportunity for the College to become more aware of and engaged with the College Plan. At their presentation to the Board of Trustees (BoT) in September 2023, College Priority 5 had the opportunity to share their accomplishments from 2022-23 and their plans for 2023-24. And, in October 2023 and January 2024 College Priority Work Groups 4 and 1 gave similar presentations. [Appendix29: College Priority 5 BoT Presentation] [Appendix 31: College Priority 4 BoT Presentation] [Appendix 32: College Priority 1 BoT Presentation]

Table 3 - 2023-24 Board of Trustees Study Sessions with College Priority Work Groups

Date	College
September 2023	College Priority 5 - Strengthen enrollment, partnerships, and pathways to student achievement
October 2023	College Priority 4 - Ensure effective, efficient, and sustainable use of college resources
January 2024	College Priority 1 - Enrich student learning
April 2024	College Priority 3 - Foster a diverse, equitable, and inclusive learning environment
May 2024	College Priority 2 - Promote student faculty and staff success

Impact of Data on Decision-Making

As data becomes available for each metric, College Priority work groups review their progress toward their objectives and determine where more work is needed, where changes should be made to improve institutional effectiveness, and if any additional data or other information is needed to understand progress toward the metrics. Much of the data becomes available in the fall as work groups begin implementation of their annual plans. The following are a couple of examples illustrating the impact of data on action plans.

In response to continued declining enrollment, College Priorities 4 and 5, in conjunction with the President’s Cabinet, developed a new strategy to offer the opportunity for student to “Take a Class on Us” (TACOUS) during fall quarter 2022. (Increasing enrollment is a shared objective of Priority 4 and Priority 5.) Members of the Priority 4 and Priority 5 work groups, along with the financial aid director, collaborated to put together an application process while members of College Priority 5 on the outreach and marketing teams, helped to advertise and spread the word throughout the community. In just the first two quarters, 587 individuals enrolled in a free class. In analyzing data from the first two quarters, TACOUS students tended to take more credits than non-TACOUS Students (16% to 11% who took more than 15 credits). Eighty-one percent of the fall quarter TACOUS students were retained to winter quarter which is only slightly less than the non-TACOUS number of 85%. However, if you look at students taking 3 or 4 classes, the trend is reversed, with TACOUS students more likely to be retained than non-TACOUS students. This

data was helpful in determining that the College would maintain the TACOUS strategy for the rest of the year and into fall 2023. While cause is difficult to prove with many moving parts, enrollment during the TACOUS campaign was above that of the year prior.

Another example of action taken based on data can be found in Priority 2’s 2022-23 action plan. To measure metric 2.1.1.A on the College Plan Scorecard, Priority 2 uses a selected group of questions from the Employee Climate Survey, PACE (Personal Assessment of the College Environment), which is conducted every two years. Results of individual questions are put into three categories related to the Priority objective: (1) The College provides purposeful work, (2) the College creates and maintains a positive environment, and (3) the College provides needed resources for employees to complete their work. The value on the scorecard is an aggregate of these three categories. [Appendix 33: PACE 2023 Survey data for CP2- Indicator 1.1] PACE results from the 2021 survey showed that the College’s mean scores had dropped in all three areas since the baseline of 2018. Communication and trust were areas of particular concern. After doing a follow-up survey to help identify specific strategies, the College Priority 2 work group implemented a series of strategies and action items including:

- College Priority open forums – to communicate about planning
- Leadership visibility initiative – to have the Executive Team out and about at least 30 minutes per week getting to know staff outside of their area
- New employee information – to identify information that new employees need to know about the College (including Mission and College Priorities)

In the spring of 2023, when the 2023 PACE Results came back, there was progress for 2 of the 3 employee groups in the three areas numbered above. Faculty mean scores remained low, but for staff and exempt employees, mean scores rose. Unfortunately, in terms of the overall metric, the number went down from 3.36 to 3.3 (Table 4). College Priority 2 is currently reviewing their action plan to determine new strategies that can be added to continue to address the areas identified from PACE.

Table 4 - Excerpt from College Priority 2 Section of the College Plan Scorecard

Metric	Scorecard year							Target	Current Status
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		
Objective 1: Employees will engage in purposeful work set in a positive environment with dedicated resources									
Indicator 1.1 – The college provides purposeful work, creates and maintains a positive environment, and provides needed resources for employees to complete their work.									
Metric	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Target	Current
2.1.1.A) Average Score of selected metrics from PACE Climate Survey is at least 3.5 or higher. (Scale of 1 to 5)	3.48	-	3.36	-	3.30	-		≥ 3.5	▼
	Baseline	-	▼	-	▼	-			

Next Steps

As noted above, the College Planning Committee is in the process of more fully integrating administrative units directly into planning in 2023-24. With this specific, intentional focus on how each area contributes to the College Priorities, the Committee hopes to create greater synergy with employees and the College Plan. Only when the Plan becomes the work that we do each day, will GHC gain momentum and achieve its objectives.

Accountability and moving more items from plan to action are key topics of the Planning Committee this year. College Priorities 1 and 5 have taken significant steps to increase action. College Priority 1 added a faculty co-chair and increased faculty participation significantly. As a result, they are in the process of revising their portion of the College Plan Scorecard to better fit their collective desired outcomes. College Priority 5 is, as noted above, taking bold steps with a strategic enrollment action plan to increase outreach, marketing, and streamline intake and advising processes.

Additionally, as GHC gets closer to 2026, the College Planning Committee will be looking at how to sustain the progress made in the College Priority areas. Once the College Plan has run its seven-year cycle, a thorough review of the Mission, Vision, and College Priorities will be repeated, beginning in the spring of 2026.

Recommendation 5 Conclusion

By having well thought-out priority plans developed by cross-functional teams, the College Priorities are useful in guiding decision-making throughout the College. Ongoing assessment of institutional effectiveness and course corrections based on data are hallmarks of GHC's planning process. Additionally, as discussed above in Recommendation 3, the College Priorities influence budget decisions, leadership discussions, enrollment management and division planning, among other things. Because so many employees are involved in a College Priority work group, the priorities are an active part of the college and its constituents.

Report Conclusion

Grays Harbor College has continued to improve, refine, and systemize its budget, planning, and assessment processes since its spring 2019 comprehensive visit. Results have included:

- more informed budget projections;
- better alignment between the budget and the College Plan (institutional/strategic plan);
- increased engagement from employees in the budget and planning processes;
- a better understanding of the College Priorities and how they connect to employee's work;
- a better understanding of how students are doing in achieving GHC's Desired Student Abilities;
- and more faculty engagement in the measuring and use of assessment results.

Grays Harbor College understands and recognizes that engaging the college community in institutional processes, effectively assessing student learning and student achievement, and implementing a system of planning and budgeting that supports student achievement, is work that will continue into the future. The College believes it is meeting these responsibilities and can continue to sustain this work going forward. Thank you for the opportunity to share our progress with you.

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GRAYS HARBOR COLLEGE

Grays Harbor College does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

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In order to productively engage with equity, diversity and inclusion (EDI) issues, it is important to have a shared understanding of the language that we use. The Diversity Advisory Committee developed a glossary of Diversity Definitions during the 2021 academic year. To access this glossary, please visit <https://www.ghc.edu/edi/diversity-definitions>.