

# EQUITY, DIVERSITY & INCLUSION STRATEGIC PLAN



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# College (Strategic) Plan

## Overview

GHC has a college plan that is made up of its vision, mission, and five college priorities adopted by the Board of Trustees on November 19, 2019. Each college priority has a work group, made up of faculty, staff, and students, that has developed a set of objectives and indicators to measure college success toward mission fulfillment. The foundational elements of GHC's College Plan are the Mission Statement, Vision Statement, and College Priorities.

## Mission Statement

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.

## Vision Statement

Grays Harbor College inspires our students and enriches our community by providing positive growth through learning.

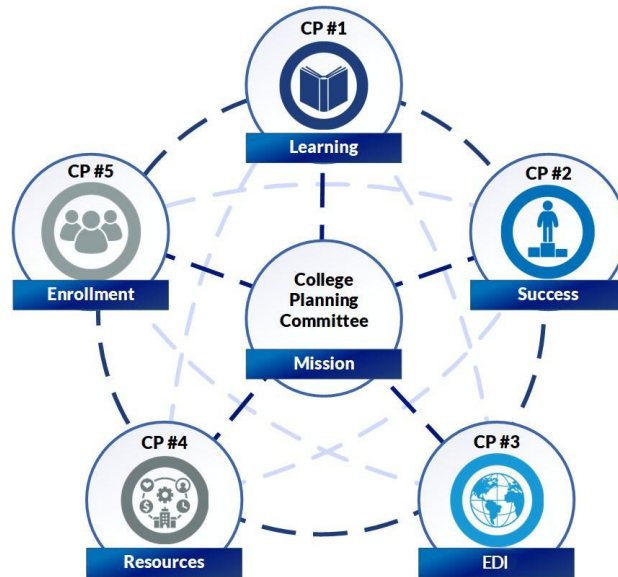
## College Priorities

- Enrich student learning
- Promote student, faculty, and staff success
- **Foster a diverse, equitable, and inclusive learning environment**
- Ensure effective, efficient, and sustainable use of college resources
- Strengthen community connections and partnerships

GHC's College Plan is built on extensive input from students, faculty, staff, and the community. Following the completion of Grays Harbor College's College Plan, with the conclusion of its Year-Seven Self-Evaluation in the spring of 2019, the College embarked on the development of a new college plan via a campaign called Envision the Future. In May of 2019, shortly following the accreditation visit, all-college employees and Board of Trustees members were invited to review the existing mission, vision and core themes and discuss the revision and/or possible creation of new vision, mission, and strategic priorities (formerly the core themes and now called college priorities). Surveys of students and employees were also done, to capture information from those who could not attend the visioning sessions. Additionally, community group input was sought in the summer of 2019 and the college community was given the opportunity to review and categorize the input received. The Board of Trustees adopted a widely vetted Mission, Vision and College priorities in October of 2019. The plan is reviewed formally every seven years, but is revised as needed, based on the principles of continuous improvement (plan, do, check, act).

# Equity, Diversity, and Inclusion Strategic Plan Overview

Foster a Diverse, Equitable, and Inclusive Learning Environment



Grays Harbor College's mission, vision, and college priorities support and encourage employees, students, and community to embrace a culture of belonging and work for equity in college process, practices, and outcomes. As mentioned above, College Priority #3 is to **Foster a Diverse Equitable and Inclusive Learning Environment**. Additionally, the college strives to infuse equity, diversity, and inclusion (EDI) across all the college priorities and the daily practices of our College Community through our words and actions. The priorities are each supported by a cross-functional work group that spearheads the priority and helps to encourage and promote collaboration and support across all areas of the College. College Priority #3 is led by the College's Diversity Advisory Committee (DAC). The group pre-dated the creation of College Priority #3, but readily agreed to take on the leadership role when the priority was adopted. This EDI Strategic Plan pulls together a summary of the related objectives, indicators, and actions from the College Plan into one place to highlight and move forward the work of equity, diversity, and inclusion in a systematic way in support of student success.

# Executive Summary of EDI Plan

## Summary of How this Plan Meets the Goals of SB 5194 and 5227

As discussed above, GHC has a significant Equity, Diversity, and Inclusion focus in its College Priorities. Since the passage of SB 5194, the College has updated its plans to include the items called for in the legislation. Additionally, the College has hired two positions, one new position and one a reimagined position with specific responsibilities for implementing items related to the legislation. The first is a new Coordinator of Student Access, Inclusion, and Community. The second position is a Director of Campus Life, Diversity, & Leadership, which is a re-envisioned Student Life position that will be responsible for providing leadership for diversity and equity initiatives for GHC Students. The folks in these roles will work in conjunctions with and support the work of the College Priority Work Groups and will provide leadership in cultivating an inclusive culture and campus climate at GHC.

### 1. **Culturally Appropriate Student Outreach Program – CP #5 – 5.1.1.B. and 5.1.1.D.**

Under the leadership of the Director of Admissions and Entry Services, and working with other recruiting and outreach staff, GHC's Coordinator of Student Access, Inclusion, and Community will establish and implement culturally appropriate student outreach program to communities of color, students with disabilities, and low-income communities.

### 2. **Peer Mentoring Strategies – CP #5 - 5.2.1B.; and 5.2.1.C.**

GHC will create opportunities for students from minoritized communities to form student-based organizations to mentor and assist each other in navigating the educational system. A student Diversity and Equity Club was envisioned for the 2021-2022 Academic Year, however, with the pandemic making most classes and activities remote, the launch was delayed until 2022-2023. This will be one of several programs and activities for 2022-2023 designed by our Coordinator for Student Access, Inclusion and Community and others that will connect students with the college community and to help them learn to navigate College processes.

### 3. **Faculty Diversity Program – HR Directive 20-02 Diversity Plan; CP #3 3.2.1.D. and CP3.3.1.A.**

Led by the College's Human Resources Division, GHC is developing metrics around the diversity of employees. Under consideration as measures are the diversity of candidates and new hires. The College's focus on diversifying the faculty, staff, and administration—increasing the number of Grays Harbor College faculty, staff, and administrators from a range of backgrounds, racial, ethnic, and social groups, and increasing the range of work, life and research experiences and perspectives employees bring to the College—is not a focus on quotas or numbers. Rather, it reflects the College's commitment to academic excellence, student learning, innovation, and continual improvement.

The *Grays Harbor College Best Practices Hiring Guide* is provided as a resource to assist search committees, program chairs, deans, and administrators as they conduct searches that support Grays Harbor College's commitment to achieving academic excellence through hiring a diverse, high quality faculty, staff, and administration that values student learning. The strategies and resources outlined in the guide are intended to help Grays Harbor College (a) become more proactive and intentional in its efforts to attract a diverse candidate pool; (b) improve the recruitment and hiring process; and ultimately (c) enhance the quality and diversity of the Grays Harbor College faculty, staff, and administrators while strengthening our focus on student learning.

In addition, a direct relationship exists between recruiting and retaining a diverse student body and a diverse faculty, staff, and administration. As the College works toward its college priorities, diversity and inclusive, and learning-centered pedagogies will be key considerations.

**4. EDI Definitions**– GHC web site: <https://www.ghc.edu/EDI/diversity-definitions>

Developed and maintained by the Diversity Advisory Committee, GHC’s Diversity Definitions can be found on the web site and as a part of this plan. During the 2022-2023 Academic Year, the DAC will be considering additional definitions and other locations that may be appropriate places for the definitions to be included.

**5. Campus Climate Assessments – CP #3 – 3.2.1.A – 3.2.1D**

GHC’s College Plan implementation is based on a continuous improvement model of plan, do, check, and act. Reflecting on feedback and data around efforts to improve and sharing the results broadly with employees, students, and the community are practices embedded in the College Planning Process and will be a key part of implementing our EDI Strategic Plan.

Assessment around equity, diversity, and inclusion includes, but is not limited to, conducting climate surveys for employees and students. In the winter of 2021 GHC Conducted the PACE Climate Survey, including the Race/Ethnicity sub-scale. Data from this survey was used to inform and help measure the College Plan and its Equity, Diversity, and Inclusion components. It also informs the Annual Action Plans which detail the activities that support the College Plan. This spring (2022), the College conducted the Community College Survey of Student Engagement (CCSSE), including the Race/Ethnicity pilot survey to gather additional input to inform our Action Plans and help measure the College Plan.

Additionally, GHC has built an equity index for many of our college success metrics and data disaggregated by race/ethnicity, age, gender, and other demographics are available to the college community and updated regularly. Supplementary data are in [data dashboards](#) where employees can review success metrics based on a wide variety of variables (Appendix 5).

Once the College receives the findings related to diversity, equity, and inclusion from the assessments administered this last year, they will be post to the website circulated to the five College Planning Work Groups so they can incorporate applicable findings and feedback into the annual action plans.

**6. Feedback Sessions – CP #3 – 3.2.1.A – 3.2.1D**

Students, faculty, and staff serve on College Planning Committees and are responsible for creating both the metrics and strategies to support the plan. The items found in this plan are a collaboration among several cross-functional groups that include significant student input.

As part of developing it’s EDI Strategic Plan, the Diversity Advisory Committee sought input from students, faculty, and staff regarding the elements of the plan and any missing components. This information was collected via an open forum as well as asynchronously via a survey open to all student, faculty, and staff. The information was used to review and revise this EDI Strategic Plan. GHC will circulate the collected feedback amongst the five College Planning Work Groups, via the college’s intranet, with the intention that they incorporate applicable findings and feedback into their annual action plans.

As called for in College Priority #3, beginning next year and continuing in subsequent years, there will be additional in-person listening and feedback sessions for the entire campus community. Input will inform modifications and additions to the plan as appropriate in an ongoing manner.

**7. EDI Professional Development & Training – CP #3 – 3.3.1.A.**

Beginning in the 2022-2023 Academic Year and building on workshop opportunities provided during 2021-2022, GHC will provide a deliberate program of EDI/anti-racist training for faculty, staff and students. A framework and timeline for providing this training to employees and students will be developed by the beginning of fall 2022. Faculty in Instruction are engaging with best practices around diversity, equity, and inclusion as a part of the division’s 2022-2024 goals. Additionally, the college administration is discussing oversight responsibilities and ways to more formally connect this strategic plan with existing college governance and college priority efforts.

# Elements of GHC's EDI Plan

Note: While the metrics below focus on Historically Underserved Student of Color (HU-SoC) as a group, dashboards with more granular data exist to provide college work groups with the information they need to identify challenges for individual racial/ethnic groups and to inform potential solutions.

## Objective 2.2: Students will reach their educational goals.

Indicator 2.2.3: EDI and Program-to-Program data demonstrates equitable success for all student groups

### Metrics:

- Students will reach their educational goals (Priority 2, Objective 3)
- 2.2.3 EDI and Program-to-Program data demonstrates equitable success for all student groups

MEASURE	BASELINE	CURRENT	TARGET	STATUS
2.2.3.A Increase HU-SoC <sup>ii</sup> Equity Index <sup>iii</sup> for Course Completions to <b>0.96 or greater</b> , demonstrating a narrowing of the equity gap.	0.93	0.92	≥ 0.96	▼
2.2.3.B. Increase HU-SoC Equity Index for Completion of a Degree or Certificate by Year 3 to <b>0.86 or greater</b> , reducing equity gap from “moderate” to “mild.”	0.81	0.93	≥ 0.86	★
2.2.3.C. Increase HU-SoC Equity Index for Employment by Year 4 to <b>0.97 or greater</b> , showing a continued decrease in the equity gap.	0.96	0.94	≥ 0.97	▼
2.2.3.D Increase HU-SoC Equity Index for Transfer to a 4-year Institution by Year 4 to <b>0.90 or greater</b> , reducing equity gap from “moderate” to “mild.”	0.85	0.86	≥ 0.90	▲

## Strategies:




Strategy	Expected Outcome	Indicator(s)	Time Frame
Assess Co-Requisite Math and English Courses implemented in 2021-2022 to determine impact on equity gaps.	Determine impact of Co-Requisite Courses on course completion equity gaps	2.2.3.A. and 2.2.3.B	2022-2023
Implement student use of Guided Pathways Curriculum Maps for all programs.	Students will identify their path earlier in their college career and move through to completion	2.2.3.A.; 2.2.3.B; 2.2.3C.; and 2.2.3.D.	2022-2024
Faculty EDI Professional Development Activities	Faculty will engage in professional development around Equity, Diversity, and Inclusion and incorporate learning into the classroom and their assessment activities	2.2.3.A.; 2.2.3.B; 2.2.3C.; and 2.2.3.D.	2022-2023

## Objective 3.1: Maximize student potential by closing achievement and performance gaps

Indicator 3.1.1: Close equity gaps in GPA, Course Completion, and Student Progress Measures

### Metrics:

- Maximize student potential by closing achievement and performance gaps. (Priority 3, Objective 1)
- 3.1.1 Close equity gaps in GPA, Course Completion, and Student Progress Measure

Metric	BASELINE	CURRENT	TARGET	STATUS
3.1.1.A. HU-SOC average GPA in college-level courses is <b>2.94 or higher</b> .	2.70	2.75	≥ 2.94	
3.1.1.B. Increase HU-SoC <sup>ii</sup> Equity Index <sup>iii</sup> for Course Completions to <b>0.96 or greater</b> , demonstrating a narrowing of the equity gap.	0.93	0.92	≥ 0.96	
3.1.1.C. Increase HU-SoC Equity Index for achieving 15 College-Level Credits within the first year to <b>0.95 or greater</b> , demonstrating a narrowing of the equity gap.	0.91	0.91	≥ 0.95	

## Strategies:

Strategy	Expected Outcome	Indicator(s)	Time Frame
Diversity designated classes are developed and designated in the college curriculum	GHC curriculum represents the experiences of people of color and other marginalized groups.	3.1.1C. and 3.2.1.C.	2022-2024
Professional Development for faculty and staff regarding student achievement strategies.	Faculty and staff will demonstrate growth in knowledge regarding student achievement strategies that support HU-SoC.	3.1.1.A.; 3.1.1.B; and 3.1.1.C.	2022-2023 and beyond
Engage new students early on by providing information and outreach on College resources.	Reduce equity gap for HU-SoC by increasing attainment rate for 15 College Level Credits within first year.	3.1.1.B. and 3.1.1.C	2022-2023
Encourage use of Student-Centered Assessment Strategies among faculty	More faculty using TILT, High Impact Assessment Practices, Experience Based Learning, etc. to remove barriers and support student learning	3.1.1.A.	2022-2024

## Objective 3.2: Create a culture of belonging through access and inclusion

Indicator 3.2.1: GHC Students, Faculty and Staff indicate through words and actions that they feel a sense of belonging at GHC

### Metrics:

- *Create a culture of belonging through access and inclusion. (Priority 3, Objective 2)*
- *3.2.1 GHC Students, Faculty and Staff indicate through words and actions that they feel a sense of belonging at GHC.*

### Strategies:

Strategy	Expected Outcome	Indicator(s)	Time Frame
Define and communicate what is meant by "Sense of Belonging"	Awareness and understanding of College Goal related to sense of belonging. Deepen understanding of what it means to create a sense of belonging at GHC	3.2.1.B.; 3.2.1.C; and 3.2.1.D.	2022-23
GHC faculty, staff and students will gain knowledge and skills related to access and inclusion.	Faculty, staff, and students will increase their understanding around sense of belonging and its value to an organization.	3.2.1.B.; 3.2.1.C; and 3.2.1.D.	Training in 2022-23 and beyond
Find ways to engage students in EDI through activities and educational opportunities	Multicultural student club; Student Mixer Events; DEC Activities; Speakers; Other	3.2.1.A. ; 3.2.1.B. ; 3.2.1.C;	Training in 2022-23 and beyond
Implement use of Land Acknowledgement that was approved by the Board of Trustees in Spring 2022.	Appropriate use of Land Acknowledgement at College and other meetings.	3.2.1.B.; 3.2.1.C; and 3.2.1.D.	Adopted 5/17; implementation ongoing.
Outreach to promote GHC within the Community	Increase awareness of GHC programs and services in all parts of the district and within all our communities.	3.2.1.B.; 3.2.1.C; and 3.2.1.D.	Ongoing, See also College Priority #5
Conduct Campus Climate Assessments	Increased data/information to inform EDI discussion from Survey Results Survey results shared on the web site	3.2.1.A. ; 3.2.1.B. ; 3.2.1.C; 3.2.1.D.	Ongoing on regular cycle
Conduct Listening and Feedback Session	Increased feedback from college community is informing EDI work at GHC.	3.2.1.A. ; 3.2.1.B. ; 3.2.1.C; 3.2.1.D.	Yearly (with Students compensated for their time.)
EDI Professional Development & Training	Provide DEI/anti-racism training to faculty, staff, and students.	3.2.1.B.; 3.2.1.C; and 3.2.1.D.	All new faculty and staff (22-23)

# Objective 3.3: Institutional Processes Foster racial, social, and economic justice for students, faculty, and staff

Indicator 3.3.1: GHC institutional processes foster racial, social, and economic justice for all

## Metrics:

- Institutional Processes Foster racial, social, and economic justice for students, faculty, and staff. (Priority 3, Objective 3)
- 3.3.1 GHC institutional processes foster racial, social, and economic justice for all

Metric	BASELINE	CURRENT	TARGET	STATUS
3.3.1.A. Average score on annual process evaluation rubric is [target TBD] or higher. (scale of A to Y).	Rubric by Fall 2022	TBD	TBD	

## Strategies:

Strategy	Expected Outcome	Indicator(s)	Time Frame
By the end of Fall Quarter 2022, establish baselines and have improvement goals set in the following institutional processes/areas using the rubrics that have been developed.	Baseline and plans created to impact areas where identified processes score low on rubric (see Appendix for rubric). Areas include:  1. Curriculum 2. Hiring 3. Student Onboarding 4. Diversity & Equity Center	3.3.1.A.	2022-2023
Understand and address funding challenges faced by HU-SoC.	Historically underrepresented students of color will have similar to or equal rates and/or amounts of loans compared to non-historically underrepresented students.	3.3.1.A.	2022-2024
Move in the direction of converting to and/or developing Open Education Resources (OER) and/or other strategies for textbooks	More affordable textbook options available to students.	3.3.1.A.	2022-2024
Provide professional development opportunities for staff/faculty related to understanding racial, social and economic justice.	Increased understanding and ability to discuss and apply concepts of racial, social, and economic justice; ability to identify things such as systemic inequality, white privilege, and other key concepts.	3.3.1.A.	2022-2024

# Objective 5.1: GHC recruits and enrolls an appropriate number of students to support college operations.

Indicator 5.1.1: Outreach and Recruitment Successfully Garner New Applications & Enrollments

## Metrics:

- GHC recruits and enrolls an appropriate number of students to support college operations (Priority 5, Objective 1)
- 5.1.1 Outreach and Recruitment Successfully Garner New Applications & Enrollments

Metric	BASELINE	CURRENT	TARGET	STATUS
5.1.1.A. Increase number of applications for a college-level fall quarter start from 1,224 (Fall 2021) to [1530].	1,224 (Fall 2021)		≥ 1,530	
5.1.1.B The Equity Index for applications received from HUSOC is at or above [0.65] when compared to HUSOC from GHC’s service district.	0.62		0.65	
5.1.1.C. Increase number of new students (non-running start) under 20 enrolled in fall quarter to [400] or higher.	282 (Fall 2021)		≥ 400	
5.1.1.D. Increase connections with pk-20, employers and other community organizations. <i>Committee is determining how to measure this.</i>				

Note: Due to a recent revision to this priority, the metrics for CP #5 are still draft.

## Strategies:

8.

Strategy	Expected Outcome	Indicator(s)	Time Frame
Increase strategic outreach to growing underserved populations (e.g., basic skills, full-time students, students under 20 years old, Latin/x, LGBTQ+, African American, and Native Nation communities)	<ul style="list-style-type: none"> <li>Creation of a culturally appropriate student outreach program.</li> <li>Increased number of applications from identified communities.</li> <li>Current external partnerships will be retained and new external partnerships created.</li> </ul>	5.1.1.B and 5.1.1.D.	2022-2023
Bring prospective students/families on campus to forge connections.	Increased number of applications from identified communities	5.1.1.A.; 5.1.1.B; and 5.1.1.C	2022-2023
Make GHC welcoming to Spanish-speaking students and their families.	Increase of applications from Spanish-speaking, Latinx communities	5.1.1.A.and 5.1.1.B	2022-2023

Indicator 5.1.2: GHC’s intake process is equitable and efficient

**Metrics:**

- GHC recruits and enrolls an appropriate number of students to support college operations (Priority 5, Objective 1)
- 5.1.2 GHC’s intake process is equitable and efficient.

Metric	BASELINE	CURRENT	TARGET	STATUS
5.1.2.A. Increase overall conversion rate of fall quarter applications to enrollment to <b>19% or higher.</b>	16%		≥ 19%	
5.1.2.B. Decrease median time between application and first enrollment (during open enrollment) to 14 days.	30 days		≤ 14 days	
5.1.2.C. Decrease time from financial aid application to final award is from [x] to [y].				

**Strategies:**

Strategy	Expected Outcome	Indicator(s)	Time Frame
Address barriers in the application to enrollment pipeline.	Improvement of intake process. May include: Immediate student ID provision; Testing prep/support; Empathic advice; and Reduce jargon	5.1.2.A. and 5.1.2.B.	May – September 2022
Increase efficiency and communication in processing college/program and financial aid applications	Reduced time between steps in the Financial Aid Process. Reduced time between initial application and first enrollment. Decrease response time for new college/program applications and FAFSAs	5.1.2.B. and 5.1.2. C.	May – December 2022
Continue bringing Guided Pathways into entry & advising	Students get on their path quickly		2022-2023
Convert more students from Transitions into academic programs	More HS completion students transition to college-programs		2022-2024
Implement strategies to reduce summer melt	Reduce number of students lost between Winter application and Fall Term Start.		2022-2023

## Objective 5.2: Retention and enrollment levels support both student goals and college operations.

Indicator 5.2.1: GHC's diverse student body is supported and retained to complete their goals.

### Metrics:

- Retention and enrollment levels support both student goals and college operations. (Priority 5, Objective 2)
- 5.2.1 GHC's diverse student body is supported and retained to complete their goals.

Metric	BASELINE	CURRENT	TARGET	STATUS
5.2.1.A. [56%] of ALL degree-seeking students (including first time students) are retained from fall to fall.	48% (Fall 2020 FTEC cohort)		≥ 56%	
5.2.1.B. Increase HUSOC Equity Index for Fall-to-fall retention from 0.93 to <b>0.98 or greater</b> , demonstrating a narrowing of the equity gap.	0.93		0.98	
5.2.1.C. Increase Success Rate in gatekeeper classes (TBD) from to [85]%. Baseline has yet to be measured and disaggregated.			≥85%	
5.2.1.D. Increase the average FTE of state-funded, college-level enrollments from 0.88 to [0.90].	0.88		≥0.90	

Note: Due to a recent revision to this priority, the metrics for CP #5 are still draft.

## Strategies:

Strategy	Expected Outcome	Indicator(s)	Time Frame
Offer Peer Mentors, Support Groups, and Activities for identified groups. This includes the creation of opportunities for students from minoritized communities to form student-based organizations to mentor and assist each other in navigating the educational system	Historically underserved students have support needed to be successful.	5.2.1B.; and 5.2.1.C	May – December 2022
Address equity gaps in gate-keeper courses	More HU-SoC Students pass gatekeeper courses with a C+ or higher and progressing	5.2.1.C.	2022-2024
Build support for student’s out-of-class needs	Students have access to adequate food, housing, and support services	5.2.1.B	May – December 2022

# Area Plans:

In addition to the action plans (strategies) above that directly support GHC’s College Plan, other areas of the college are also doing work in support of the College’s EDI Strategic Plan. Below are a couple of the major areas adding to the EDI Strategic Plan.

## HR Directive 20-02 – Workforce Diversity Plan

Strategy	Expected Outcome	Indicator(s)	Time Frame
Establish workforce diversity goals	Goals will be established to help eliminate equity gaps in College Employees		2022-2024
Implement Accountability Mechanisms in Hiring	<ul style="list-style-type: none"> <li>Best Practice Tools Available to Search Committees.</li> <li>Consistent use of a Criteria Matrix</li> </ul>		Ongoing
PACE Survey & Racial Diversity Component	Increased data for decision-making		Winter 2023

## Guided Pathways Plan

Strategy	Expected Outcome	Indicator(s)	Time Frame
Implement Structured Exploratory Experiences	Students will make more informed choices when picking a pathway.		2022-2023
Improve Course Scheduling Process	Provide easy access to courses for students in all pathways		2022-2023
Implement progress monitoring to ensure students’ momentum	Students experiencing challenges with their coursework will be identified and supported sooner		2022-2023
Revamp the Entire Placement Process	Students will receive more accurate placement into math, English, and reading.		2022-2023

# Grays Harbor College Definitions to Support Equity, Diversity, and Inclusion

<https://www.ghc.edu/EDI/diversity-definitions>

**Diversity:** Diversity includes all the ways in which people differ, and all the different characteristics that make one individual or group different from another. It includes race, culture, ethnicity, gender, age, national origin, religion, ability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

**Equity:** The proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunity, treatment, impact, and outcomes for all.

**Inclusion:** Inclusion has roots in the disability movement, as a strategy for including students with disabilities in mainstream classrooms. Over time, it has come to describe the process by which all students who have historically been excluded and marginalized because of their race, ethnicity, religion, nationality, citizenship status, and gender identity and other social identity markers, can experience belonging, be respected and valued, and fully participate in all aspects of the educational environment. In this sense, inclusion goes beyond mere integration to require the removal of barriers to educational participation. However, it falls short of requiring equitable outcomes or the transformation of institutional power arrangements.

**Cultural competence:** The National Center for Cultural Competence (n.d.) references the seminal definition provided by Cross et al, 1989: "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively.

1. Five essential elements contribute to a system's institution's, or agency's ability to become more culturally competent which include:
2. Valuing diversity
3. Having the capacity for cultural self-assessment
4. Being conscious of the dynamics inherent when cultures interact
5. Having institutionalized culture knowledge
6. Having developed adaptations to service delivery reflecting an understanding of cultural diversity

These five elements should be manifested at every level of an organization including policy making,

administrative, and practice. Further these elements should be reflected in the attitudes, structures, policies and services of the organization.” (National Center for Cultural Competence, n.d.)

**Historically marginalized communities:** Historically marginalized communities or populations are: “Individuals, groups, and communities that have historically and systematically been denied access to services, resources and power relationships across economic, political, and cultural dimensions as a result of systemic, durable, and persistent racism, discrimination and other forms of oppression. Long standing and well documented structural marginalization has resulted in poor outcomes – health, social, political, economic and overall increased vulnerability to harm. Historically Marginalized Populations are often identified based on their race, ethnicity, social-economic status, geography, religion, language, sexual identity and disability status.” (Department of Health and Human Services, 2021).

**Communities of color:** The term “of color” embraces Black, Asian, Latino, and indigenous peoples both within the U.S. and transnationally, whose collective marginalization as “colored” peoples and colonial subjects informs coalition politics that cut across many issues. “Communities of color” is sometimes used interchangeably with people of color but can also refer to the geographic areas in which they are concentrated.

**Low-income communities:** According to the federal government, a “‘low-income individual’ means an individual whose family’s taxable income for the preceding year did not exceed 150 percent of the poverty level amount,” as established by the Census Bureau. (U.S. Department of Education, 2021). Low-income communities, then, refers to a collective of individuals so defined (Office of Management and Budget, 1997).

**Community organizations:** Community organizations, or community-based organizations, refers to nonprofit or grassroots organizations that operate in and for the benefit of a specific community.

# Appendix

## Appendix 1: 2021-2022 GHC Diversity Advisory Committee Membership List

Name	Role	Division
Kristy Anderson	Administrator	Institutional Effectiveness & College Relations
Gary Arthur	Faculty	Instruction
Kathy Barker	Faculty	Instruction
Jenel Cope (Chair)	Faculty	Instruction
Karys Downs	Student	Student Services
Holly Duffy	Exempt Staff	Institutional Effectiveness & College Relations
Cal Erwin-Svoboda (Chair)	Administrator	Student Services
Brandy Foreman	Staff	Instruction
Hannah Melcher	Faculty	Instruction
Vanessa Mondragon- Williams	Student	Student Services
Janet Parker	Classified Staff	Administrative Services
Anita Plagge	Faculty	Instruction
Matt Poisso	Faculty	Instruction
Kenji Seta	Exempt Staff	Student Services
Brian Shook	Faculty	Instruction
Tiffany Smith	Faculty	Instruction
Tom Stearns	Faculty	Instruction
Cara Beth Stevenson	Classified Staff	Instruction
Jeremy Winn	Exempt Staff	Instruction
Sandy Zelasko	Exempt Staff	President's Office

# Appendix 2: Rubric for Assessing Institutional Processes

This document is a working document.

College Priority #3 Objective 3.1 Diversity Rubric for Curriculum, Hiring, Diversity & Equity Center, and Student Onboarding Last Revision Date: 3/9/2022

Note: This document was created to measure and create a baseline for College Priority #3 Objective 3.1 and is intended to be updated/revised/expanded as needed

Component	Stage One	Stage Two	Stage Three
<b>Curriculum</b>			
Overall Goal	The curriculum is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion, and equity as an asset to developing strong coursework.	The current curriculum reflects a value for diversity, inclusion, and equity in some areas but not all. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently.	Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricular offerings at the institution. Curricular change efforts integrate a value for diversity, inclusion, and equity as an informing influence. Development of curriculum is an ongoing process in which the college changes by learning from new, diverse influences
Teaching and Learning Strategies and Methods	Few (25%) faculty members integrate a variety of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of students in their classes.	Some (50%) faculty members integrate a variety of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of students in their classes.	Most faculty (75%) members integrate a variety of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of students in their classes.
Teaching and Learning Resources	The campus offers few if any resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (For example: professional development, teaching and learning centers, mentoring programs, etc.)	The campus offers resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (For example: professional development, teaching and learning centers, mentoring programs, etc.)	The campus offers many resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (For example: professional development, teaching and learning centers, mentoring programs, etc.)
Learning Outcomes	Few (25%) faculty have identified the need for diversity, inclusion, and equity learning outcomes for students; student learning	Some faculty (50%) include student learning outcomes focusing on diversity, inclusion, and	Most faculty (75%) include student learning outcomes focusing on diversity, inclusion, and

Component	Stage One	Stage Two	Stage Three
	outcomes developed in academic departments do not address diversity.	equity as part of their typical planning and assessment practices.	equity as part of their typical planning and assessment practices.
<b>Hiring</b>			
Overall Goal	Hiring and retention policies and procedures do not address diversity, inclusion, and equity considerations.	Policies and procedures are designed to hire and train a diverse workforce but have proven only partially successful.	The institution has developed hiring and retention policies and procedures that have proven to be highly effective at bringing and keeping individuals who add to its diverse workforce.
Job Postings, Descriptions, and Recruitment	The college makes no organized attempt to create and place job postings and descriptions that reflect diversity, equity, and inclusion and no specific efforts are made to recruit diverse candidates - though there may be scattered efforts and attempts.	The college makes some organized attempt to create and place job postings and descriptions that reflect diversity, equity, and inclusion. In addition, some direct efforts are made to recruit diverse candidates. Best practices are used but may not be fully developed or incorporated into all postings.	Job postings and descriptions clearly reflect the college's commitment to diversity, equity, and inclusion. Efforts to recruit diverse candidates are consistent and successful. All job posting and recruitment efforts reflect best practices in inclusive language and distribution.
Interviews	The college makes no organized attempt to evaluate a job candidate's commitment to diversity, equity, and inclusion, though there may be scattered efforts and attempts.	The college has made some effort to train interviewers to evaluate a candidate's commitment to diversity, equity, and inclusion, but the training may not be consistently used or applied. Training may be developed or available but is not consistently or routinely used.	Interviewers are trained to evaluate a candidate's commitment to diversity, equity, and inclusion and demonstrate that training and commitment in their interviews of potential candidates. Interviewers are trained in interviewing methods that foster equitable hiring such as awareness of implicit bias, the GHC hiring guide requirements, and other appropriate methods.
<b>Student Onboarding</b>			
Recruitment & Outreach	The college has a rudimentary plan for addressing gaps in diversity, equity, and inclusion. There are scattered efforts, but it is not intentional and/or effective.	Recruitment and Outreach have a plan for addressing gaps in diversity, equity, and inclusion, and they are taking some steps toward addressing those gaps.	Recruitment and Outreach have a clear plan for addressing any gaps in diversity, equity, and inclusion and take concrete steps to address any gaps. For example, events and literature are available in the appropriate languages. The college conducts culturally competent outreach specifically targeted toward students of color and other non-dominant/historically underserved groups.

Component	Stage One	Stage Two	Stage Three
Placement	The college has a rudimentary plan for addressing diversity, equity, and inclusion in placement. There are scattered efforts, but it is not intentional and/or effective.	The college has a plan for addressing diversity, equity, and inclusion in placement testing and other placement strategies and is taking some concrete steps to implement that plan and close any identified gaps.	The college has developed a clear plan for increasing diversity, equity, and inclusion in placement testing and other placement strategies and is taking all concrete steps to implement them. For example, placement materials clearly reflect current best practices and cultural competency.
Entry Advising & Registration	The college has a rudimentary plan for addressing diversity, equity, and inclusion in entry advising and registration. There are scattered efforts, but it is not intentional and/or effective.	The college has a plan for addressing diversity, equity, and inclusion in entry advising and registration and is taking some concrete steps to implement that plan.	Entry advising and other entry services are available in all appropriate languages. Staff are trained in and use best practices and cultural competency for advising and assisting students, especially students from non-dominant groups. Registration procedures are efficient, helpful, and supportive, especially for underserved groups.
Financial Aid	The college has a rudimentary plan for addressing diversity, equity, and inclusion in financial aid, especially in regard to grants and scholarships. There are scattered efforts, but they are not intentional and/or effective.	The college has a plan for addressing diversity, equity, and inclusion in financial aid and is taking some concrete steps to implement that plan, including efforts to equitably award scholarships and grants.	Financial Aid has a clear plan for increasing diversity, equity, and inclusion in its services and takes concrete steps to address any gaps. For example, scholarships and grants are awarded equitably.
<b>Diversity &amp; Equity Center</b>			
Facilities	The Diversity and Equity Center exists and is used occasionally for meetings. Some resources are available but they are not fully developed.	The Diversity and Equity Center has set hours when it is available to students, though the schedule and services could use improvement. Some scheduled events and services are held and designed to support students.	The Diversity and Equity Center has clear hours, services, and availability to all students. Funding is provided to maintain and update the space as needed. Art, books, and other resources are available to promote diversity, equity, and inclusion.
Staffing	Staffing is limited to volunteer efforts by a few students/faculty/staff.	There are staff members with training in best practices for fostering Diversity, Equity, and Inclusion and at least part of their set duties include overseeing and staffing the Diversity and Equity Center.	There is a clear plan for staffing the Diversity and Equity Center, with dedicated funding and/or time allotted to those duties. Staff members and volunteers are trained in best practices for fostering Diversity, Equity, and Inclusion.

Component	Stage One	Stage Two	Stage Three
Campus Commitment and Involvement	While some students, staff, and faculty know of the existence of the center, its purpose and role on campus is unclear and not fully supported.	The college has made some dedicated effort to promoting the success of the Diversity and Equity Center and the Center is known for providing some valuable services to students.	The success of the Diversity and Equity Center is considered central to the mission of GHC. Events and services provided by the Center are promoted, well attended, and highly regarded in creating a diverse, inclusive, and equitable campus which seeks to serve the needs of all students, particularly those in non-dominant groups.
Outreach & Data	TBD	TBD	TBD
Budget	TBD	TBD	TBD

### References

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education  
[https://www.wpi.edu/sites/default/files/Project\\_Inclusion\\_NERCHE\\_Rubric-Self-Assessment-2016.pdf](https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf)

## Appendix 3: Guided Pathways Rubric

When making key decisions about implementing aspects of guided pathways, consider and address the following questions before implementation. Adjust as needed based on your reflection.

- Who is impacted by this decision? Who benefits and who is burdened?  
Criteria: Students are positively impacted by the decision. Students and the most amount of underserved constituent groups benefit. Few are burdened. Barriers are removed. The decision will deconstruct systemic barriers and move towards equity- minded action.
  
- What are the potential unintended consequences of this decision?  
Criteria: All possible contingencies are considered. If there is an undue burden/consequence, the decision is revisited or the option is revamped.
  
- Have you considered or engaged minoritized voices? Where all the right constituents “at the table?”  
Criteria: All voices were considered and engaged. Engage and seek additional feedback if not enough constituent groups were at the table. Recognize there may be a difference in approach to soliciting feedback by race and the confluence of student identities.
  
- How transparent was the process that led up to deciding? What is the plan for transparency when implementing the decision?  
Criteria: All decisions are made and implemented in the spirit of transparency. The loop is routinely closed.
  
- How does this decision impact equity in student access and completion?  
Criteria: Decisions need to improve equity in access and completion for all. Because equity is not always equal, one-size does not fit all. Differing levels of interventions need to address/support differing constituent groups or priorities.
  
- How does this decision support the [mission, vision, and principles](#) of guided pathways overall?  
Criteria: Review mission, vision, principles to ensure alignment.

# Appendix 4: Equity and Diversity Positions - Job Descriptions

## Example A:



## *Director of Campus Life, Diversity and Leadership*

SALARY: \$6,089.50 Monthly

\$73,074.00 Annually

OPENING DATE: 03/11/22

CLOSING DATE: Open until filled. First review date is 04/10/22

### **DESCRIPTION:**

Grays Harbor College is now accepting applications for a Director of Campus Life, Diversity and Leadership. The Director is an exempt, student-fee funded position that is responsible for providing leadership, supervision, development, direction and management of core campus life functions including, the Associated Students, leadership development, diversity and equity initiatives, performing arts and lecture series, civic engagement, student organizations, new student orientation and graduation, and four studentfunded program centers. This position also serves as a student conduct officer. The Department of Student Life is a fast-paced, high-energy, intensive, environment, with work-intensive schedules including weekends and evenings during peak periods. The Director is an active member of the campus community reports to the Vice President of Student Services.

GHC has a strong commitment to the achievement of equity and inclusion among its faculty, staff and students and values the rich diverse backgrounds that make up the campus community. To ensure the college provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all, we are seeking a candidate who has an understanding of, and experience with, successfully supporting individuals with varying backgrounds, including people with disabilities; people with various gender identities and sexual orientations; individuals from historically underrepresented communities; and other groups.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provides leadership and administrative oversight for campus life service areas and initiatives ensuring consistency with current, changing and future needs of students and community.
- Oversees student life efforts associated with accountability, outcomes assessment, accreditation, goal setting and continuous improvement.
- Oversee student governance, including GHC Student Government, student representation on tenure and college governance committees, maintaining accuracy and full compliance of the ASGHC financial code, constitution and by-laws.
- Establish the overall standards of performance of personnel, budgetary controls, contracts, directions

- of programs and services under this position's supervision.
- Provide administrative oversight in the formation, sanctioning, and orientation process for student organizations and clubs.
- Provide direction and oversight of a student leadership development program, learning outcomes, and assessment of programming and student leaders.
- Facilitate student engagement in academic recognition programs including Phi Theta Kappa and the All-USA Academic Team.
- Provide socializing and networking opportunities for student veterans, bring awareness of military and veteran issues to campus and connect student veterans with the larger veteran community in the surrounding areas.
- Serve as the administrator of four student funded program centers; Student Activities & Leadership Center, Esports arena, Harbor Landing Food Pantry and the Diversity & Equity Center.
- Ensure the effective development and expenditure of service and activities fees consistent with state laws and established guidelines and regulations. Oversee the annual S&A budget process with student government.
- Work in collaboration with students, faculty and staff to provide a wide range of culturally relevant programs that encourage knowledge of, respect for, and development of skills to cultivate a more inclusive culture and campus climate.
- Coordinate the Diversity Speaker Series and facilitate campus wide workshops and trainings on issues of equity, diversity, global issues and social justice.
- Support the continuous growth and development of the Esports program.
- Collaborate with the athletics department to ensure there are opportunities for student athletes to be involved in campus life.
- Oversee the coordination and implementation of the annual commencement ceremony.
- Support and provide leadership in the implementation of a new student orientation program that is innovative and responsive to the needs of students and engages faculty.
- Serve as a designated Student Conduct Officer for the campus. Follow all processes and procedures stated in WAC 132B-125 in implementing the Code of Student Conduct.
- Support the planning and implementation of the Bishop Center's annual performing arts series, including: reviewing performances, contract negotiation, coordinate series schedule/logistics and day of show support at assigned events.
- Participate in local and regional professional organizations pertinent to the field.
- Represent GHC at the state level on the Council for Unions and Student Programs
- Serve on division, and college committees as requested by the Vice President.
- Responds to campus emergencies as needed.
- Supervise full-time Student Life personnel and part-time employees including students, and AmeriCorps Vista personnel.
- Provide oversight of the Student Activities & Leadership Center, Diversity & Equity Center, Harbor Landing Food Pantry and Esports arena

#### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions

#### **REQUIRED**

- Bachelor's Degree in student development, higher education administration, student personnel administration or a bachelor's degree in any field plus at least one year of employment experience working with college students
- Understanding of the role of student governance and student funded programs in a community college
- Two years' experience in higher education

- Experience developing and implementing student programs and activities.
- Demonstrated understanding of student development frameworks, multiculturalism, inclusion, social justice, and social change models/theories.
- Demonstrated skills in fiscal management.
- Ability to treat colleagues and students in a civil manner.

#### **DESIRED KNOWLEDGE, SKILLS AND ABILITIES**

- Master's degree in student development, higher education administration, student personnel administration
- Have thorough knowledge of research and best practices around student success.
- Two years' experience in student funded programs and activities
- Experience in program development including assessment planning, implementation, and continuous improvement
- Outstanding cultural competency with proven ability to work effectively with diverse populations.
- Experience developing and facilitating workshops
- Budget and financial management experience
- Demonstrated leadership, and/or supervisory experience.
- Experience with budget management and contracting
- Bilingual language

#### **SUPPLEMENTAL INFORMATION:**

In addition to the GHC online Application you will need to submit the following materials. Incomplete applications will not be accepted or considered.

- Letter of application addressing your qualifications for the position.
- Resume
- Contact information for 3 professional references.
- Transcripts of all college work completed. Unofficial copies are acceptable, official copies will be required at time of hire.

#### **Vaccinated campus:**

All employees in higher education are required to be fully vaccinated for COVID as a condition of employment. Employees may apply for exemptions for medical and deeply held religious reasons.

#### **Background checks**

Prior to a new hire, a background check including criminal record history will be conducted. Information from the background check will not necessarily preclude employment but will be considered in determining the applicant's suitability and competence to perform in the position. Applicants considered for this position will be required to disclose if they are the subject of any substantiated findings or current investigations related to sexual misconduct at their current employment and past employment. Disclosure is required under [Washington State Law](#).

Grays Harbor College does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964,

Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Title II/Section 504 Coordinator - Darin Jones, Chief Executive of Human Resources  
Grays Harbor College  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
360-538-4234

Title IX Coordinator – Kari Collen, Dean of Student Access and Success  
Grays Harbor College  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
360-538-4121

For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481 a

**APPLICATIONS MAY BE FILED ONLINE AT:**

<http://agency.governmentjobs.com/ghc/default.cfm>

1620 Edward P. Smith Drive

Aberdeen, WA 98520

(360) 538-4257

HR@ghc.edu

Position #00551

DIRECTOR OF CAMPUS LIFE, DIVERSITY AND LEADERSHIP

LK

## Example B:



# *Coordinator of Student Access, Inclusion and Community*

**SALARY:** \$5,085.75 Monthly

\$61,029.00 Annually

## **GRAYS HARBOR COLLEGE**

**invites applications for the position of:**

**OPENING DATE:** 03/02/22

**CLOSING DATE:** Open until filled. First review date is 3/16/22

## **DESCRIPTION:**

Grays Harbor Colleges is now accepting applications for a Coordinator of Student Access, Inclusion and Community. The Coordinator will conduct regular educational outreach services and engagement activities with a particular focus supporting communities of color, low-income communities, students with disabilities, opportunity youth, and adult re-engagement. This position will build community awareness of Grays Harbor College through the development of partnerships and strong relationships with community organizations, agency partners and Native Nations. The coordinator will also assist with GHC's movement to cultivate a more inclusive culture and campus climate for our students.

This is a full-time, exempt position that reports to the Director of Admissions & Entry Services with additional oversight and guidance on student funded programs and student success initiatives being provided by the Director of Student Life. The Carl D. Perkins Grant partially funds this position. Grays Harbor College has an excellent benefits package to include comprehensive health care insurance, primary and supplemental retirement programs, long-term disability insurance, vacation and sick leave, and employee tuition waivers.

GHC has a strong commitment to the achievement of equity and inclusion among its faculty, staff and students and values the rich diverse backgrounds that make up the campus community. To ensure the college provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all, we are seeking a candidate who has an understanding of, and experience with, successfully supporting individuals with varying backgrounds, including people with disabilities; people with various gender identities and sexual orientations; individuals from historically underrepresented communities; and other groups.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

### **Program Administration**

Provide leadership and oversight of the Diversity and Equity Center.

Oversee efforts associated with accountability, budgetary controls, contracts and direction of initiatives and services under

this position's supervision.

Lead the implementation high-impact practices and student-centered programs to support the unique needs of students from diverse racial, ethnic and gender backgrounds, including counseling of students.

Navigate politically escalated situations/current events to help create a safe and open space for students, faculty and staff to share diverse points of view and to promote healthy dialogue.

### **Outreach & Recruitment**

Support new students (and their families) as they navigate becoming a student at GHC, including the entry process, educational pathways and navigating student aid programs.

Recruit new students to GHC emphasizing the outreach and recruitment of historically underrepresented student populations, including communities of color, low-income communities, students with disabilities, opportunity youth, and adult populations, aligned to strategic enrollment goals. Support enrollment of adult students who have never enrolled in college or who have some college credits but no credential.

Monitor enrollment and achievement indicators to ensure access, retention and completion of diverse student populations; adjust strategies based on indicators.

Serve as the College's primary recruitment and entry pathway officer for Native Nation students and their families.

Assist with coordinating campus and recruitment-related activities focused on targeted populations, such as information sessions, application and registration workshops, academic program information sessions, campus tours, and other outreach activities.

Participate in the development of creative and innovative recruitment strategies, targeted marketing campaigns and lead generation activities.

Provide leadership in working to improve access and educational outcomes for diverse student populations, especially underrepresented and underserved groups.

Work cooperatively with partner agencies, community organizations, institutions, councils and businesses to recruit students, facilitate student referrals and enrollment, and develop processes to facilitate communication and student success.

### **Retention**

Collaborate with Student Life to plan diversity and inclusion programming events.

Provide educational and career advising for prospective students and students who participate in student multicultural programming and services.

Provide leadership and guidance as the advisor to student organizations focused on diversity, equity, and inclusion.

Develop opportunities for students from historically marginalized communities to form student-based organizations that permit students to work together to mentor and assist one another in navigating the educational system and to access trained mentors using evidence-based mentoring strategies.

Engage in ongoing retention activities and events for students, specifically focused on historically underrepresented student populations, including but not limited to summer bridge events, quarterly support and social events, check-in outreach communication campaigns, etc.

Monitor, assess, and regularly report outcomes on strategies to retain, mentor, and improve graduation and completion rates of underrepresented student populations.

Serve as the college's liaison to the state-wide Multicultural Students Services Directors Council (MSSDC).

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Minimum Qualifications**

Bachelor's Degree OR Associate Degree with a minimum of two years of experience in working with students in higher education or social service delivery setting OR equivalent combination of education and experience.

Experience facilitating workshops, seminars and/or presentations.

Strong organizational, written, and oral communication skills

Knowledge of the unique needs of low-income, first-generation populations, at-risk populations, special-needs populations, and other under-represented populations

## Desired Qualifications

At least two years of experience in providing coordination of events or in recruitment

Experience in professional, technical student guidance, career guidance, financial aid, educational planning and/or admissions in technical, community or other college setting

Experience in developing and maintaining collaborative partnerships with agencies, institutions, councils and/or businesses

Experience working with diverse populations of students, clients and community and business partnerships in an educational setting

Conversational Spanish language proficiency

## SUPPLEMENTAL INFORMATION:

This position is open until filled. First review date is 3/16/22. In addition to the GHC online Application you will need to submit the following materials. Incomplete applications will not be accepted or considered.

Letter of application addressing your qualifications for the position.

Resume

Contact information for 3 professional references.

Transcripts of all college work completed. Unofficial copies are acceptable, official copies will be required at time of hire.

**Vaccinated campus** - All employees in higher education are required to be fully vaccinated for COVID as a condition of employment. Employees may apply for exemptions for medical and deeply held religious reasons.

**Background checks** - Prior to a new hire, a background check including criminal record history will be conducted. Information from the background check will not necessarily preclude employment but will be considered in determining the applicant's suitability and competence to perform in the position. Applicants considered for this position will be required to disclose if they are the subject of any substantiated findings or current investigations related to sexual misconduct at their current employment and past employment.

Disclosure is required under [Washington State Law](#).

Grays Harbor College does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

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Aberdeen, WA 98520

(360) 538-4257

HR@ghc.edu

Position #00551

DIRECTOR OF CAMPUS LIFE, DIVERSITY AND LEADERSHIP

LK

# Facts at a Glance (Fall 2021)

“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.”

- Data in this section is sourced from the 2014-2019 American Community Survey 5-Year Estimates
- Values include all students unless specified as follows: (a) Values include 2020-21 State-Funded and Running Start students (b) Values include State-Funded students EXCEPT for Running Start

## Student Demographics

### Race and Ethnicity

- 58.6% White
- 16.9% Latino/Hispanic
- 11.1% Two or more groups
- 7% Race/Ethnicity unknown
- 2.5% American Indian/Alaska Native
- 2% Black/African American
- 1.5% Asian
- 0.3% Pacific Islander
- 0.1% International

### Gender

- 62% Female
- 38% Male

### Unique headcount

- 2,664

### Median Age

- 25

### Additional Information:

- Single Parent with Dependents 12%
- Couple with Dependents 14%

Values include all students unless specified as follows: (a) Values include 2020-21 State-Funded and Running Start students (c) Fall 2021 quarter data, includes State-Funded and Running Start students

## Service Area

- Grays Harbor College serves Grays Harbor and Pacific Counties.
- Combined population: 94,467
- Median age:
  - 44 (Grays Harbor County)
  - 53 (Pacific County)
- Median household income:
  - \$51,240 (Grays Harbor County)

## Faculty

- Student-to-faculty ratio: 17:1

## Needs-Based Aid

- 39% of students receiving Pell Grants
- 47% of students receiving Pell Grants or identified as economically disadvantaged

## Enrollment

### Annual Headcount Breakout

- 1,741 State-Funded
- 404 Running Start
- 475 Stafford Creek
- 44 Contract Training

### FTE Annual Breakout

- 68% State-Funded
- 20% Running Start
- 11% Stafford Creek
- 1% Contract Training

### FTE by Course Intent

- 54% Academic Transfer
- 31% Workforce
- 7% Developmental Education
- 9% Basic Skills

### Full-Time / Part-Time Enrollment

- 52% Attending Full-time

- 39% Attending Part-time
- 5% Mixed
- 4% Summer Only

## **FTE by Course Modality**

- 3% Face-to-Face
- 15% Hybrid Course
- 57% Online
- 23% Remote Instruction (ITV/Zoom)
- 4% Web-Enhanced Course

## **Completions**

- 520 Total Awards
  - Breakout by Award Type
  - 35 High School / GED
  - 81 Certificate (<45 Credits)
  - 49 Certificate (45+ Credits)
  - 60 Associates in Applied Science
  - 12 Associates of Applied Science Transfer
  - 207 Associates of Arts DTA
  - 12 Associates of Science
  - 11 Associates of Science DTA
  - 22 Associates of Technology
  - 31 Bachelor's of Applied Science

# Appendix 5: Disaggregate Student Achievement Data

## Dashboard Information

This dashboard contains disaggregated information on several persistence, completion, and post-college success metrics.

Data for Grays Harbor College (GHC) students is compared to both the entire Washington Community and Technical College (CTC) system, as well as a set of 5 in-state peer colleges (listed below).

Unless noted otherwise, data is based on a full-year cohort (students start at any time within the academic year).

The Metrics Are:

- Attainment of 15 College-Level Credits within the first year
- Attainment of 45 College-Level Credits within the first year
- Fall to Winter Retention (fall starts only)
- Fall to Fall Retention (fall starts only)
- Attainment of College-Level Math within the first year
- Attainment of College-Level English within the first year
- Completion of a Degree or Certificate by the end of year 3
- Transfer to a 4-year institution by the end of year 4
- Employment by the end of year 4

Each metric is on its own page. The dashboard has been formatted to be printed on letter-sized paper, in a portrait orientation.

## WA Peers

GHC has identified 5 colleges in the Washington State Board for Community and Technical Colleges (SBCTC) system as our peers. These colleges are similar to GHC in size, location (rural), demographic mix, etc. They are:

- Big Bend Community College, Moses Lake, WA
- Centralia College, Centralia, WA
- Lower Columbia College, Longview, WA
- Peninsula College, Port Angeles, WA
- Walla Walla Community College, Clarkston, WA

## WA CTC System

Includes all 34 Community and Technical Colleges from across Washington State.

## Demographic Definitions

- Historically Underserved Students: Includes Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students
- Low Income: Based on receipt of need-based aid (Pell, WA State Need Grant, or WA Opportunity Grant)
- Full Time: 12 or more credits per quarter

## Data Source

- SBCTC First-Time Entering Cohort (FTEC) Dashboard, updated November 2021.
- The FTEC dashboard includes students who take a pre-college or college-level class for the first time in the specified year.
- The reporting year is the first year of the academic year (e.g., reporting year 2019 represents academic year 2019–2020).

*Last Updated: December 2021*

# Attainment of 15 College-Level Credits by the End of Year 1

Percentage of students who accumulated 15 college-level credits within their first 4 quarters

## Cohort includes:

- GraysHarbor
- WACTCSystem
- WAPeers

## Overall

- Grays Harbor 63%
- WA CTC System 62%
- WA Peers 64%

## Historically Underserved

### Students of Color

- Grays Harbor 57%
- WA CTC System 57%
- WA Peers 61%

### Non-HU Students

- Grays Harbor 65%
- WA CTC System 64%
- WA Peers 66%

### Not Reported

- Grays Harbor 70%
- WA CTC System 59%
- WA Peers 62%

## Ful/Part-Time I

### Full-Time

- Grays Harbor 68%
- WA CTC System 77%
- WA Peers 75%

### Part-Time

- Grays Harbor 48%
- WA CTC System 44%
- WA Peers 45%

## Age Group

### 0–19

- Grays Harbor 72%
- WA CTC System 68%
- WA Peers 71

### 20–24

- Grays Harbor 53%
- WA CTC System 56%
- WA Peers 56%

### 25–29

- Grays Harbor 52%
- WA CTC System 58%
- WA Peers 60%

### 30–39

- Grays Harbor 56%
- WA CTC System 57%
- WA Peers 55%

### 40+

- Grays Harbor 49%
- WA CTC System 54%
- WA Peers 53%

### Not Reported

- WA CTC System 34%

## Gender

### Female

- Grays Harbor 63%
- WA CTC System 63%
- WA Peers 65%

### Male

- Grays Harbor 63%
- WA CTC System 61%
- WA Peers 64%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor 68%
- WA CTC System 61%
- WA Peers 64%

## Received Need-Based Aid

- Cohort Percent
- Grays Harbor 57%
- WA CTC System 66%
- WA Peers 66%

## Data Source

Contains 5 years of data, including students who first took a college-level course sometime between 2015–16 and 2019–20.

# Progress and Completion Metrics by Race/Ethnicity

## Cohort includes:

- GraysHarbor
- WACTCSystem
- WAPeers

## 15 Credits by Year 1: Overall

- Grays Harbor 63%
- WA CTC System 62%
- WA Peers 64%

## 15 Credits by Year 1: By Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor 46%
- WA CTC System 52%
- WA Peers 51%

### Asian

- Grays Harbor 83%
- WA CTC System 66%
- WA Peers 69%

### Black or African American

- Grays Harbor 62%
- WA CTC System 52%
- WA Peers 59%

### Hispanic or Latino

- Grays Harbor 63%
- WA CTC System 58%
- WA Peers 61%

### Native Hawaiian or Other Pacific Islander

- WA CTC System 54%
- WA Peers 68%
- (Grays Harbor data not reported in chart)

### Not Reported

- Grays Harbor 73%
- WA CTC System 59%
- WA Peers 62%

### White

- Grays Harbor 64%
- WA CTC System 64%

- WA Peers 66%

## Two or More Races

- Grays Harbor 57%
- WA CTC System 61%
- WA Peers 63%

## Data Source

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard. Values use 5 cohort years of data.

# Attainment of 45 College-Level Credits by the End of Year 1

Percentage of students who have accumulated 45 college-level credits within their first 4 quarters

## Overall

- Grays Harbor 18%
- WA CTC System 17%
- WA Peers 19%

## Historically Underserved

### HU Students of Color

- Grays Harbor 14%
- WA CTC System 13%
- WA Peers 15%

### Non-HU Students of Color

- Grays Harbor 19%
- WA CTC System 18%
- WA Peers 21%

### Not Reported

- Grays Harbor 21%
- WA CTC System 16%
- WA Peers 20%

## Full-Time / Part-Time

### Full-Time

- Grays Harbor 23%
- WA CTC System 27%
- WA Peers 28%

### Part-Time

- Grays Harbor 4%
- WA CTC System 4%
- WA Peers 5%

## Age Group

### 0–19

- Grays Harbor 25%
- WA CTC System 20%
- WA Peers 25%

### 20–24

- Grays Harbor 7%
- WA CTC System 12%
- WA Peers 13%

## 25–29

- Grays Harbor 8%
- WA CTC System 14%
- WA Peers 14%

## 30–39

- Grays Harbor 11%
- WA CTC System 14%
- WA Peers 13%

## 40+

- Grays Harbor 8%
- WA CTC System 14%
- WA Peers 14%

## Not Reported

- Cohort Percent
- WA CTC System 7%

## Gender

### Female

- Grays Harbor 17%
- WA CTC System 16%
- WA Peers 18%

### Male

- Grays Harbor 19%
- WA CTC System 17%
- WA Peers 22%

### Unknown

WA Peers 19%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor 23%
- WA CTC System 17%
- WA Peers 20%

### Received Need-Based Aid

- Grays Harbor 12%
- WA CTC System 17%
- WA Peers 17%

## Notes

Contains 5 years of data, including students who first took a college-level course between 2015–2016 and 2019–2020. Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## Cohort includes:

- GraysHarbor
- WACTCSystem
- WAPeers

## 45 Credits by Year 1: Overall

- Grays Harbor 18%
- WA CTC System 17%
- WA Peers 19%

## 45 Credits by Year 1: By Race/Ethnicity

### American Indian or Alaska Native

- Cohort Percent
- Grays Harbor 9%
- WA CTC System 11%
- WA Peers 11%

### Asian

- Grays Harbor 24%
- WA CTC System 20%
- WA Peers 24%

### Black or African American

- Grays Harbor 12%
- WA CTC System 11%
- WA Peers 12%

### Hispanic or Latino

- Grays Harbor 14%
- WA CTC System 13%
- WA Peers 15%

### Native Hawaiian or Other Pacific Islander

- WA CTC System 12%
- WA Peers 16%
- (Grays Harbor data not reported in chart)

### Not Reported

- Grays Harbor 24%
- WA CTC System 17%
- WA Peers 20%

### White

- Grays Harbor 19%

- WA CTC System 18%
- WA Peers 21%

## Two or More Races

- Cohort Percent
- Grays Harbor 16%
- WA CTC System 15%
- WA Peers 18%

## Data Source

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard. Values use 5 cohort years of data.

# Attainment of College-Level Math by the End of Year 1

Percentage of students who have completed college-level Math within their first 4 quarters

## Overall

- Grays Harbor 31%
- WA CTC System 26%
- WA Peers 26%

## Historically Underserved

### HU Students of Color

- Grays Harbor 28%
- WA CTC System 20%
- WA Peers 24%

### Non-HU Students of Color

- Grays Harbor 33%
- WA CTC System 28%
- WA Peers 28%

### Not Reported

- Grays Harbor 33%
- WA CTC System 25%
- WA Peers 27%

## Full-Time / Part-Time

### Full-Time

- Grays Harbor 36%
- WA CTC System 31%
- WA Peers 33%

### Part-Time

- Grays Harbor 18%
- WA CTC System 19%
- WA Peers 15%

## Age Group

### 0–19

- Grays Harbor 43%
- WA CTC System 33%

- WA Peers 38%

## 20–24

- Grays Harbor 20%
- WA CTC System 21%
- WA Peers 21%

## 25–29

- Grays Harbor 16%
- WA CTC System 21%
- WA Peers 21%

## 30–39

- Grays Harbor 19%
- WA CTC System 18%
- WA Peers 19%

## 40+

- Grays Harbor 11%
- WA CTC System 13%
- WA Peers 16%

## Not Reported

- WA CTC System 18%

## Gender

### Female

- Grays Harbor 31%
- WA CTC System 24%
- WA Peers 25%

### Male

- Grays Harbor 32%
- WA CTC System 27%
- WA Peers 28%

### Unknown

- WA CTC System 24%
- WA Peers 22%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor 37%
- WA CTC System 26%
- WA Peers 27%

### Received Need-Based Aid

- Grays Harbor 25%
- WA CTC System 23%
- WA Peers 25%

#### Notes

Contains 5 years of data, including students who first took a college-level course between 2015–2016 and 2019–2020. Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## Math in Year 1: Overall

- Grays Harbor 31%
- WA CTC System 26%
- WA Peers 26%

## Math in Year 1: By Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor 13%
- WA CTC System 17%
- WA Peers 17%

### Asian

- Grays Harbor 44%
- WA CTC System 37%
- WA Peers 34%

### Black or African American

- Grays Harbor 22%
- WA CTC System 17%
- WA Peers 17%

### Hispanic or Latino

- Grays Harbor 37%
- WA CTC System 20%
- WA Peers 25%

### Native Hawaiian or Other Pacific Islander

- WA CTC System 19%
- WA Peers 26%
- (Grays Harbor data not reported in chart)

### Not Reported

- Grays Harbor 35%
- WA CTC System 25%
- WA Peers 27%

### White

- Grays Harbor 32%
- WA CTC System 27%
- WA Peers 27%

### Two or More Races

- Grays Harbor 28%
- WA CTC System 24%
- WA Peers 25%

## Data Source

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.  
Values use 5 cohort years of data.

# Attainment of College-Level English by the End of Year 1

Percentage of students who have completed college-level English within their first 4 quarters

## Overall

- Grays Harbor 45%
- WA CTC System 41%
- WA Peers 43%

## Historically Underserved

### HU Students of Color

- Grays Harbor 42%
- WA CTC System 39%
- WA Peers 41%

### Non-HU Students of Color

- Grays Harbor 46%
- WA CTC System 42%
- WA Peers 43%

### Not Reported

- Grays Harbor 49%
- WA CTC System 37%
- WA Peers 43%

## Full-Time / Part-Time

### Full-Time

- Grays Harbor 50%
- WA CTC System 51%
- WA Peers 52%

### Part-Time

- Grays Harbor 32%
- WA CTC System 29%
- WA Peers 27%

## Age Group

### 0–19

- Grays Harbor 62%
- WA CTC System 59%
- WA Peers 59%

## 20–24

- Grays Harbor 30%
- WA CTC System 29%
- WA Peers 29%

## 25–29

- Grays Harbor 25%
- WA CTC System 26%
- WA Peers 28%

## 30–39

- Grays Harbor 26%
- WA CTC System 23%
- WA Peers 23%

## 40+

- Grays Harbor 17%
- WA CTC System 18%
- WA Peers 18%

## Not Reported

- WA CTC System 17%

## Gender

### Female

- Grays Harbor 47%
- WA CTC System 42%
- WA Peers 44%

### Male

- Grays Harbor 43%
- WA CTC System 39%
- WA Peers 40%

### Unknown

- WA CTC System 37%
- WA Peers 36%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor 53%
- WA CTC System 41%
- WA Peers 45%

### Received Need-Based Aid

- Grays Harbor 36%

- WA CTC System 41%
- WA Peers 39%

### **Data Source:**

Contains 5 years of data, including students who first took a college-level course between 2015–2016 and 2019–2020. Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## English in Year 1: Overall

- Grays Harbor 45%
- WA CTC System 41%
- WA Peers 42%

## English in Year 1: By Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor 28%
- WA CTC System 32%
- WA Peers 36%

### Asian

- Grays Harbor 55%
- WA CTC System 43%
- WA Peers 43%

### Black or African American

- Grays Harbor 37%
- WA CTC System 33%
- WA Peers 34%

### Hispanic or Latino

- Grays Harbor 51%
- WA CTC System 42%
- WA Peers 42%

### Native Hawaiian or Other Pacific Islander

- WA CTC System 38%
- WA Peers 43%
- (Grays Harbor data not reported in chart)

### Not Reported

- Grays Harbor 55%
- WA CTC System 37%
- WA Peers 44%

### White

- Grays Harbor 45%
- WA CTC System 42%
- WA Peers 43%

### Two or More Races

- Grays Harbor 42%

- WA CTC System 42%
- WA Peers 42%

### **Data Source:**

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.  
Values use 5 cohort years of data.

# Persistence: Fall to Winter Retention

Percentage of students who started in fall and were retained to winter quarter.

## Overall Retention

- Grays Harbor: 85%
- WA CTC System: 81%
- WA Peers: 82%

## Historically Underserved Students

### Hispanic/Latino Students

- Grays Harbor: 85%
- WA CTC System: 78%
- WA Peers: 81%

### Non-Hispanic Students of Color

- Grays Harbor: 85%
- WA CTC System: 82%
- WA Peers: 83%

### Not Reported

- Grays Harbor: 85%
- WA CTC System: 79%
- WA Peers: 81%

## Full-Time / Part-Time

### Full-Time Students

- Grays Harbor: 87%
- WA CTC System: 87%
- WA Peers: 87%

### Part-Time Students

- Grays Harbor: 78%
- WA CTC System: 72%
- WA Peers: 71%

## Gender

### Female

- Grays Harbor: 87%
- WA CTC System: 82%
- WA Peers: 83%

### Male

- Grays Harbor: 82%
- WA CTC System: 80%

## WA Peers: 81%

### Unknown

- WA CTC System: 66%
- WA Peers: 78%

## Age Group

### 0–19

- Grays Harbor: 88%
- WA CTC System: 86%
- WA Peers: 86%

### 20–24

- Grays Harbor: 78%
- WA CTC System: 73%
- WA Peers: 76%

### 25–29

- Grays Harbor: 80%
- WA CTC System: 75%
- WA Peers: 79%

### 30–39

- Grays Harbor: 80%
- WA CTC System: 75%
- WA Peers: 76%

### 40+

- Grays Harbor: 72%
- WA CTC System: 73%
- WA Peers: 74%

### Not Reported

- WA CTC System: 37%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor: 85%
- WA CTC System: 80%
- WA Peers: 81%

### Received Need-Based Aid

- Grays Harbor: 84%
- WA CTC System: 84%

- WA Peers: 84%

## **Data Source:**

Contains 5 years of data, including students who first took a college-level course sometime between 2015–16 and 2019–20.

Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## Fall to Winter Retention: Overall

- Grays Harbor: 85%
- WA CTC System: 81%
- WA Peers: 82%

## Fall to Winter Retention by Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor: 83%
- WA CTC System: 74%
- WA Peers: 79%

### Asian

- Grays Harbor: 94%
- WA CTC System: 84%
- WA Peers: 84%

### Black or African American

- Grays Harbor: 76%
- WA CTC System: 74%
- WA Peers: 80%

### Hispanic or Latino

- Grays Harbor: 88%
- WA CTC System: 80%
- WA Peers: 81%

### Native Hawaiian or Other Pacific Islander

- WA CTC System: 77%
- WA Peers: 75%

### Not Reported

- Grays Harbor: 87%
- WA CTC System: 78%
- WA Peers: 81%

### White

- Grays Harbor: 85%
- WA CTC System: 82%
- WA Peers: 83%

### Two or More Races

- Grays Harbor: 83%

- WA CTC System: 81%
- WA Peers: 82%

## Data Source:

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.

Values use 5 cohort years of data. Hover over a bar for more information, including the year range.

# Persistence: Fall to Fall Retention

Percentage of students who started in fall who were retained to the following fall.

## Overall

- Grays Harbor: 56%
- WA CTC System: 53%
- WA Peers: 57%

## Historically Underserved

### Hispanic/Latino Students

- Grays Harbor: 54%
- WA CTC System: 50%
- WA Peers: 54%

### Non-Hispanic Students of Color

- Grays Harbor: 57%
- WA CTC System: 55%
- WA Peers: 57%

### Not Reported

- Grays Harbor: 61%
- WA CTC System: 52%
- WA Peers: 56%

## Full-Time / Part-Time

### Full-Time Students

- Grays Harbor: 59%
- WA CTC System: 60%
- WA Peers: 63%

### Part-Time Students

- Grays Harbor: 49%
- WA CTC System: 43%
- WA Peers: 43%

## Gender

### Female

- Grays Harbor: 59%
- WA CTC System: 55%
- WA Peers: 58%

### Male

- Grays Harbor: 53%
- WA CTC System: 52%
- WA Peers: 55%

## Unknown

- WA CTC System: 45%
- WA Peers: 53%

## Age Group

### 0–19

- Grays Harbor: 61%
- WA CTC System: 62%
- WA Peers: 63%

### 20–24

- Grays Harbor: 44%
- WA CTC System: 41%
- WA Peers: 45%

### 25–29

- Grays Harbor: 48%
- WA CTC System: 43%
- WA Peers: 48%

### 30–39

- Grays Harbor: 53%
- WA CTC System: 43%
- WA Peers: 46%

### 40+

- Grays Harbor: 43%
- WA CTC System: 40%
- WA Peers: 44%

## Not Reported

- WA CTC System: 31%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor: 61%
- WA CTC System: 54%
- WA Peers: 58%

### Received Need-Based Aid

- Grays Harbor: 51%
- WA CTC System: 51%
- WA Peers: 53%

## Data Source:

Contains 5 years of data, including students who first took a college-level course sometime between 2015–16 and 2019

# Progress and Completion Metrics by Race/Ethnicity

## Fall to Fall Retention: Overall

- Grays Harbor: 57%
- WA CTC System: 53%
- WA Peers: 57%

## Fall to Fall Retention by Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor: 56%
- WA CTC System: 44%
- WA Peers: 41%

### Asian

- Grays Harbor: 74%
- WA CTC System: 59%
- WA Peers: 60%

### Black or African American

- Grays Harbor: 44%
- WA CTC System: 44%
- WA Peers: 48%

### Hispanic or Latino

- Grays Harbor: 62%
- WA CTC System: 54%
- WA Peers: 58%

### Native Hawaiian or Other Pacific Islander

- WA CTC System: 45%
- WA Peers: 54%

### Not Reported

- Grays Harbor: 64%
- WA CTC System: 51%
- WA Peers: 56%

### White

- Grays Harbor: 57%
- WA CTC System: 54%
- WA Peers: 57%

### Two or More Races

- Grays Harbor: 51%
- WA CTC System: 52%

- WA Peers: 54%

## Data Source:

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.

Values use 5 cohort years of data. Hover over a bar for more information, including the year range.

# Completion of a Degree or Certificate by the End of Year 3

Percentage of students who have completed a degree or certificate by the end of year 3.

## Overall

- Grays Harbor: 29%
- WA CTC System: 27%
- WA Peers: 35%

## Historically Underserved

### Hispanic/Latino Students

- Grays Harbor: 24%
- WA CTC System: 23%
- WA Peers: 32%

### Non-Hispanic Students of Color

- Grays Harbor: 31%
- WA CTC System: 28%
- WA Peers: 36%

### Not Reported

- Grays Harbor: 32%
- WA CTC System: 26%
- WA Peers: 37%

## Full-Time / Part-Time

### Full-Time Students

- Grays Harbor: 32%
- WA CTC System: 35%
- WA Peers: 41%

### Part-Time Students

- Grays Harbor: 22%
- WA CTC System: 17%
- WA Peers: 24%

## Gender

### Female

- Grays Harbor: 30%
- WA CTC System: 29%
- WA Peers: 37%

### Male

- Grays Harbor: 28%
- WA CTC System: 25%
- WA Peers: 33%

## Unknown

- WA CTC System: 21%
- WA Peers: 37%

## Age Group

### 0–19

- Grays Harbor: 32%
- WA CTC System: 26%
- WA Peers: 36%

### 20–24

- Grays Harbor: 20%
- WA CTC System: 23%
- WA Peers: 29%

### 25–29

- Grays Harbor: 26%
- WA CTC System: 27%
- WA Peers: 35%

### 30–39

- Grays Harbor: 30%
- WA CTC System: 30%
- WA Peers: 36%

### 40+

- Grays Harbor: 31%
- WA CTC System: 33%
- WA Peers: 37%

## Not Reported

- WA CTC System: 12%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor: 34%
- WA CTC System: 26%
- WA Peers: 37%

### Received Need-Based Aid

- Grays Harbor: 25%
- WA CTC System: 28%
- WA Peers: 33%

## Data Source

Contains 5 years of data, including students who first took a college-level course sometime between 2015–16 and 2019–20.

Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## Degree Completion by Year 3: Overall

- Grays Harbor: 29%
- WA CTC System: 27%
- WA Peers: 35%

## Degree Completion by Year 3: by Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor: 20%
- WA CTC System: 22%
- WA Peers: 24%

### Asian

- Grays Harbor: 47%
- WA CTC System: 30%
- WA Peers: 44%

### Black or African American

- Grays Harbor: 23%
- WA CTC System: 20%
- WA Peers: 28%

### Hispanic or Latino

- Grays Harbor: 28%
- WA CTC System: 26%
- WA Peers: 35%

### Native Hawaiian or Other Pacific Islander

- WA CTC System: 23%
- WA Peers: 29%

### Not Reported

- Grays Harbor: 34%
- WA CTC System: 27%
- WA Peers: 37%

### White

- Grays Harbor: 30%
- WA CTC System: 28%
- WA Peers: 36%

### Two or More Races

- Grays Harbor: 24%
- WA CTC System: 24%
- WA Peers: 31%

## Data Source:

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.

Values use 5 cohort years of data. Hover over a bar for more information, including the year range.

# Transfer to a 4-Year Institution by Year 4

Percentage of students who have transferred by year 4.

## Overall

- Grays Harbor: 22%
- WA CTC System: 27%
- WA Peers: 25%

## Historically Underserved

### Hispanic/Latino Students

- Grays Harbor: 19%
- WA CTC System: 21%
- WA Peers: 22%

### Non-Hispanic Students of Color

- Grays Harbor: 23%
- WA CTC System: 28%
- WA Peers: 26%

### Not Reported

- Grays Harbor: 26%
- WA CTC System: 29%
- WA Peers: 30%

## Full-Time / Part-Time

### Full-Time Students

- Grays Harbor: 22%
- WA CTC System: 26%
- WA Peers: 25%

### Part-Time Students

- Grays Harbor: 23%
- WA CTC System: 28%
- WA Peers: 25%

## Gender

### Female

- Grays Harbor: 25%
- WA CTC System: 28%
- WA Peers: 27%

### Male

- Grays Harbor: 20%
- WA CTC System: 25%

- WA Peers: 23%

## Unknown

- WA CTC System: 35%
- WA Peers: 26%

## Age Group

### 0–19

- Grays Harbor: 32%
- WA CTC System: 37%
- WA Peers: 34%

### 20–24

- Grays Harbor: 15%
- WA CTC System: 24%
- WA Peers: 20%

### 25–29

- Grays Harbor: 13%
- WA CTC System: 18%
- WA Peers: 18%

### 30–39

- Grays Harbor: 14%
- WA CTC System: 17%
- WA Peers: 15%

### 40+

- Grays Harbor: 10%
- WA CTC System: 10%
- WA Peers: 10%

## Not Reported

- WA CTC System: 18%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor: 31%
- WA CTC System: 31%
- WA Peers: 32%

### Received Need-Based Aid

- Grays Harbor: 15%
- WA CTC System: 16%
- WA Peers: 16%

## Data Source:

Contains 5 years of data, including students who first took a college-level course sometime between 2015–16 and 2019–20.

Historically underserved students include Black/African American, Native American, Alaska Native, Pacific Islander (including Hawaiian), Hispanic, and Latino students.

# Progress and Completion Metrics by Race/Ethnicity

## Transfer by Year 4: Overall

- Grays Harbor: 22%
- WA CTC System: 27%
- WA Peers: 25%

## Transfer by Year 4: by Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor: 15%
- WA CTC System: 19%
- WA Peers: 17%

### Asian

- Grays Harbor: 35%
- WA CTC System: 33%
- WA Peers: 36%

### Black or African American

- Grays Harbor: 25%
- WA CTC System: 20%
- WA Peers: 28%

### Hispanic or Latino

- Grays Harbor: 18%
- WA CTC System: 20%
- WA Peers: 19%

### Native Hawaiian or Other Pacific Islander

- WA CTC System: 17%
- WA Peers: 22%

### Not Reported

- Grays Harbor: 26%
- WA CTC System: 30%
- WA Peers: 31%

### White

- Grays Harbor: 23%
- WA CTC System: 28%
- WA Peers: 25%

### Two or More Races

- Grays Harbor: 20%
- WA CTC System: 26%

- WA Peers: 25%

## Data Source:

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.

Values use 5 cohort years of data. Hover over a bar for more information, including the year range.

# Employment by Year 4

Percentage of students who are employed by year 4.

## Overall

- Grays Harbor: 68%
- WA CTC System: 68%
- WA Peers: 65%

## Historically Underserved

### Hispanic/Latino Students

- Grays Harbor: 65%
- WA CTC System: 70%
- WA Peers: 69%

### Non-Hispanic Students of Color

- Grays Harbor: 69%
- WA CTC System: 68%
- WA Peers: 64%

### Not Reported

- Grays Harbor: 60%
- WA CTC System: 66%
- WA Peers: 61%

## Full-Time / Part-Time

### Full-Time Students

- Grays Harbor: 67%
- WA CTC System: 69%
- WA Peers: 65%

### Part-Time Students

- Grays Harbor: 69%
- WA CTC System: 67%
- WA Peers: 65%

## Gender

### Female

- Grays Harbor: 67%
- WA CTC System: 70%
- WA Peers: 66%

### Male

- Grays Harbor: 68%
- WA CTC System: 67%

- WA Peers: 64%

## Unknown

- WA CTC System: 67%
- WA Peers: 68%

## Age Group

### 0–19

- Grays Harbor: 73%
- WA CTC System: 75%
- WA Peers: 69%

### 20–24

- Grays Harbor: 69%
- WA CTC System: 70%
- WA Peers: 66%

### 25–29

- Grays Harbor: 68%
- WA CTC System: 68%
- WA Peers: 65%

### 30–39

- Grays Harbor: 61%
- WA CTC System: 65%
- WA Peers: 64%

### 40+

- Grays Harbor: 57%
- WA CTC System: 59%
- WA Peers: 54%

## Not Reported

- WA CTC System: 64%

## Low Income

### Did Not Receive Need-Based Aid

- Grays Harbor: 71%
- WA CTC System: 68%
- WA Peers: 65%

### Received Need-Based Aid

- Grays Harbor: 65%
- WA CTC System: 68%
- WA Peers: 66%

## Data Source:

Contains 5 years of data.

# Progress and Completion Metrics by Race/Ethnicity

## Employment by Year 4: Overall

- Grays Harbor: 68%
- WA CTC System: 68%
- WA Peers: 65%

## Employment by Year 4: by Race/Ethnicity

### American Indian or Alaska Native

- Grays Harbor: 73%
- WA CTC System: 63%
- WA Peers: 60%

### Asian

- Grays Harbor: 69%
- WA CTC System: 72%
- WA Peers: 63%

### Black or African American

- Grays Harbor: 46%
- WA CTC System: 66%
- WA Peers: 56%

### Hispanic or Latino

- Grays Harbor: 73%
- WA CTC System: 75%
- WA Peers: 77%

### Native Hawaiian or Other Pacific Islander

- WA CTC System: 68%
- WA Peers: 55%

### Not Reported

- Grays Harbor: 60%
- WA CTC System: 65%
- WA Peers: 61%

### White

- Grays Harbor: 69%
- WA CTC System: 68%
- WA Peers: 64%

### Two or More Races

- Grays Harbor: 63%
- WA CTC System: 68%
- WA Peers: 63%

## Data Source:

Data is taken from the WA SBCTC First Time Entering Cohort (FTEC) dashboard.

Values use 5 cohort years of data. Hover over a bar for more information, including the year range.

# End Notes

- I) The objective and indicator number references refer to GHC's College Plan and will therefore appear out of order in the EDI Strategic Plan, which includes a compilation of objectives and indicators from several of GHC's College Plan priorities.
- II) HU-SoC: Historically Underserved Students of Color. This grouping includes students who have self-identified as at least one of the following: Black or African American, Latino or Hispanic, American Indian or Alaska Native, or Pacific Islander, including Native Hawai'ian. GHC understands that aggregation can obscure individual experiences and differences in the data. However, when GHC uses IPEDS race/ethnicity categories, counts in some categories are small enough to be personally identifiable. To protect personally identifiable information, the HU-SoC aggregate is used in external reports. Data disaggregated by race/ethnicity is available internally to employees to better inform decision making and planning.
- III) An Equity Index is a ratio that demonstrates whether a target population is over- or underrepresented in the population of successful students. Ratio values below 1.0 indicate the target population is underrepresented. Moving the ratio closer to 1.0 indicates a narrowing of the gap. The Equity Index is based on work from the USC Center for Urban Education. GHC aggregates the most recent three years of data when calculating an Equity Index



# Non-Discrimination Statement

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 individuals have been designated to handle inquiries regarding the College's non-discrimination policies:

Title II/Section 504 Coordinator  
Darin Jones, Chief Executive of Human Resources  
Grays Harbor College  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
360-538-4234

Title IX Coordinator  
Kari Collen, Dean of Student Access and Success  
Grays Harbor College  
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