

Strategic Plan Priority Goal Progress Report 2007 - 2008

Goal 1.1: Develop and implement a system to evaluate all instructional programs to identify community needs for new programs, growth, continued status, or possible elimination.

Instructional Review Process:

During the course of this year an instructional review process was developed by the Instructional Management Team. The draft was then reviewed and modified by a team comprised of instructional managers, division chairs, and additional division faculty representatives. All faculty will complete an annual review with one third completing a more comprehensive review process every three years. The review will contain both qualitative and quantitative data for the program area and provide an analysis by faculty of that data as well as recommendations for improvement. A team of reviewers will read each review completed to determine what action, if any, needs to be taken based on the data and analysis. This process will begin in fall 2008 with reports due by Jan. 1, 2009.

Student Achievement Initiative:

A cross disciplinary team was established in response to the Student Achievement Initiative, a SBCTC system-wide initiative to improve student success. The SAI measures achievement of all enrolled students based on successful completion of basic skills level gains, developmental coursework, quantitative reasoning, and degree or certificate attainment. GHC will be measured against the baseline established in 2005-2006 and will receive additional funding based on improvement in student achievement. Some of the accomplishments this year include the following:

- The Division Chair of the math/science division, along with division faculty, redesigned course sequencing in math and made several curriculum changes. Basic Skills programs including ABE, ESL and GED have been combined with the developmental math and science departments under the leadership of a new Dean for Transitions Programs. The reorganization provides students with a more seamless transition and improved rates of progression from basic literacy to college courses.
- Tutoring assistance for students has been more widely promoted. Tutor Training is now provided every quarter and evaluations of the training are conducted each time. Ongoing evaluation and revision of the training will continue. Student evaluations of tutors are conducted every quarter and the Learning Center Coordinator also does an evaluation of every tutor throughout the year that includes observation of tutoring sessions. Math continues to be the most requested subject for tutoring and the number of students using the services of the writing desk also increased in 2007-08.

New courses (Continuing Education and Online):

Raymond:

- Buying and Selling on EBay (9 students enrolled)—Winter 08
- Organic Gardening (2 students enrolled)—Winter 08
- WorkSource Partnership Microsoft Applications—Winter 08
- Publisher/Excel (19 students enrolled)—Winter 08

Ilwaco

- Introduction to Digital Video (8 students enrolled)—Winter 08
- Ceramics Naselle (7 students enrolled)—Winter 08
- Intro to Vista—Spring 08 (12 students enrolled)

Elma

- Mastering Digital Photography (6 students enrolled)—Winter 08
- Sustainability and Master Gardening with WSU Extension - this course has been scheduled for F, W, Sp 2008-09 in Raymond and Aberdeen.

Aberdeen

- Online Dev Ed Math from WWCC (includes Math 60, 70, 95, 98)—Fall 07/Winter 08
- GHC online Engl 60 (4 students) and Engl 95 (18 students enrolled) —Winter 08
- Hybrid Engl 60 (19 students enrolled) and Engl 95 (21 students enrolled) —Winter 08
- GHC online Engl 102 (30 students enrolled) —Winter 08
- Res AA program Integrative Seminars Green Hill School Chehalis (5 students enrolled, 100% success rate)—Fall 07
- Principles of Accounting series (16 students enrolled)
- Hybrid Intro to Bus (8 students enrolled)—Winter 08
- Photoshop (7 students enrolled)—Winter 08
- Yoga—Winter 08 (17 students enrolled) Spring 08 (16 students enrolled). The course will be continued in 08-09.
- Hybrid CIS 131 (10 students enrolled)—Winter 08
- WorkSource Partnership Microsoft Applications: includes Basic Computers/Internet, Computer Fundamentals/Internet, Publisher/Excel —Jan. 08
Course averages 7 students enrolled - Aberdeen and Raymond. The course will be offered through October 08.
- Prepare for Your First Trip to China (36 students) —Winter 08 (one time offering)
- Exploring Sustainability issues with PUD, still a work in progress

Westport

- Buying and Selling on EBay—Spring 08 (6 students enrolled). Computer support poor; course will take place in Aberdeen for fall 08.

Ocean Shores

- You are Unique, Writing Your Life Story—Spring 08 Instructor illness forced cancellation
- Financial Workshop for Individual Investors—Spring 08 Course was cancelled. Will be offered again fall 08 on campus. Current enrollment is 1 student.
- Watercolor Fun—Spring 08 Cancelled due to low enrollment.

New Courses (Basic Skills/Developmental Education):

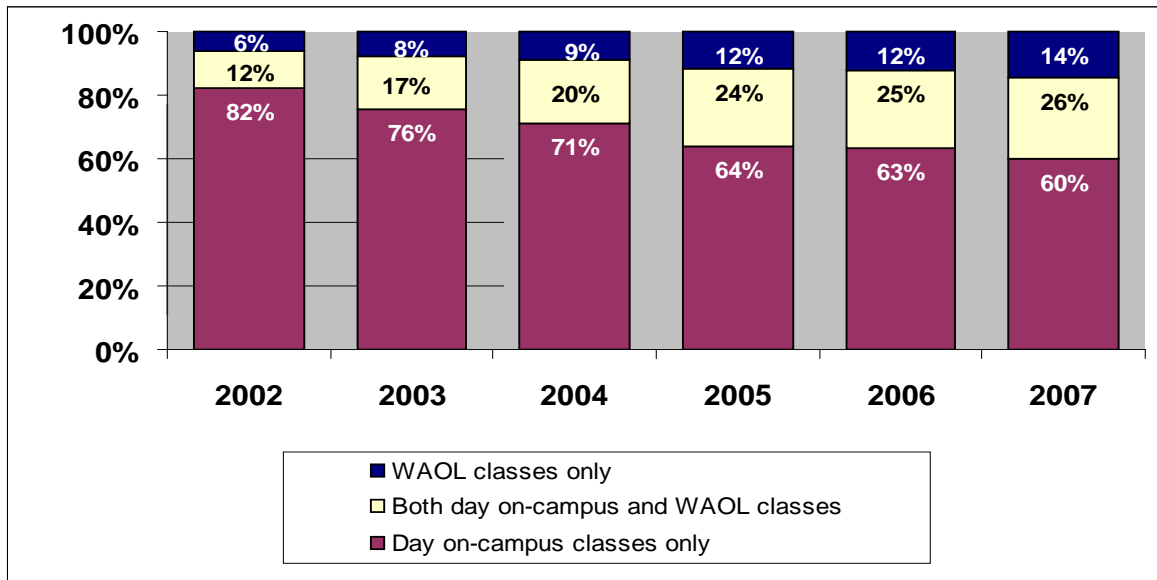
- Carpentry IBEST—Winter 08
- Automotive IBEST—Winter 08
- Welding IBEST - Spring 08
- Diesel IBEST - Spring 08
- FYE 102 – Study Skills for Intermediate Algebra(25 students enrolled)—Winter 08
- Math 97 – Intermediate Algebra for non-STEM coursework—Spring 08
- Math 95wLab—Winter 09
- ESL at Hoquiam Jr. High (in cooperation with district)—Winter 08

New Program Offerings:

Four additional certificate options have been added in the Carpentry program. The new options include one certificate of completion and three additional certificates of achievement.

The number of GHC students enrolled exclusively in WAOL classes continues grow while the number enrolled in day on-campus classes has decreased from **82% in 2002 to 60% in 2007**.

Distance Education:



The number of online and hybrid courses offered by GHC FT instructors has increased significantly. In 2007-08, 10 courses were offered in a hybrid delivery format and 20 more were taught online. All 30 courses were taught by GHC FT faculty. In 2008-09, 31 courses will be offered in a hybrid delivery format and 41 more will be taught online. These 72 courses will also be taught exclusively by GHC FT faculty.

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

- * An agreement was reached with WSU-Vancouver to continue the CTEP program with a new cohort of students starting the program this year. The partnership will be re-evaluated at the end of the 2-year program.
- * The Articulation Review (OAR) self-assessment was completed fall quarter 2007. A report was received from the ICRC and minor changes were made to degree language in the 2008-2009 catalog as a result.
- * GHC is offering the Office Technology – Medical Records Certificate at Ilwaco HS using a hybrid model
- * Initial conversations were held with Raymond School District to establish a CNA program. Although strong efforts were made by both the college and the district, we were unable to locate a qualified instructor for the program for the 2007-2008 school year.
- * Faculty participation in K-12 Career Days, local Job Fairs, and World Class Scholar Days has increased.
- * The Reservation-based program with TESC continues to be a successful partnership demonstrating high levels of degree completion for students, increased involvement of GHC faculty in the program, and expansion to additional tribal communities. Due to the program’s success, TESC was awarded a new grant to continue support for this program.

- * A new Asst Director for HS/College Relations has been hired. In 2007-08, Grays Harbor College had a total of 55 World Class Scholar students enrolled. The GHC Foundation awarded over \$63,000 in scholarships to these students. 111 high school seniors received World Class Scholar honors in Grays Harbor and Pacific Counties with 59 of those students enrolled for fall 2008 classes. In 2008-09 a total of 78 first and second year students will be receiving the \$1,250 partial tuition scholarship.

GHC's annual World Class Scholar Day brought 120 local junior and sophomore students up to the campus to see what it's like to be a college student for a day. Students had the opportunity to sit in on two classes, tour the campus, and enjoy the activities of the ASGHC event, "Project Mayhem."

During the 2007-2008 school year GHC had Tech Prep articulations with 11 school districts. 436 students received 1,688 credits through the Tech Prep program saving a combined total of \$125,418.40 in tuition. In 2008-2009 we will be offering Tech Prep in 12 school districts and adding 7 new agreements with those schools.

GHC Tech Prep also hosted its 1st annual "Try a Professional Trade Event" on the GHC campus which was attended by more than 50 students from five different area high schools. The day included visits to two vocational classrooms, two workshops, and lunch. Each classroom was set up so that students could get a "hands on" feel for the program they had chosen. Of the six high school seniors who attended the event, three have registered for classes for fall 2008. The event will be expanded to include additional schools this year.

Goal 2.3: Increase communication and collaboration among constituent groups to provide an environment in which all people feel respected and valued.

Bishop Center Tickets: The Bishop Center now offers a limited number of complimentary tickets to students to eliminate the financial barriers and provide more opportunities for students to attend the performances. Availability of tickets has been posted on campus and students have taken full advantage of this resource, for example, 67 GHC students attended the annual musical with the free tickets that were provided.

"New Employee" online orientation: A link is now available on the GHC website to provide new employees with comprehensive information about benefits and other relevant college programs. This is also a useful source of information for current employees.

New Salary Step: Working with Instruction and the Faculty Union, a new salary step has been established on the faculty salary schedule for those who have reached the maximum in their respective salary group.

Performance Evaluation: A new evaluation system was developed by the Executive Team for evaluation of all exempt staff. The tool is based on the values and behaviors identified as necessary for successful job performance. In November, the Executive Team piloted the new online tool when they evaluated the President. Members of the Executive Team and all other exempt staff have now been evaluated. Each employee self selected their evaluators with the number of evaluators ranging from 6 – 30. A meeting with the supervisor followed for discussion of the results. The employee and supervisor each completed a brief summary which was placed in the employee personnel file.

A revised performance evaluation tool has also been implemented for classified staff which will enhance communications on employee performance.

December Storm:

Prior Planning: As part of emergency planning efforts, the College purchased cell phones for members of the E-Team in November. These phones were used extensively during the December storm providing an essential communication link between members of the E-Team. The College also had in place a comprehensive Emergency Action Plan on which all administrators had received training.

Incident Response: Although power was out on the main campus and computers/servers were unavailable, the Chief of Information Technology was able to collaborate with CIS to create a temporary announcement page to communicate updates and information to faculty, staff and students. CIS was able to capture all email that was being sent to Grays Harbor College and store it until power was restored avoiding the loss of 3500 pieces of email. This effort saved employees work hours and stress and averted a host of potential problems.

In addition to electronic communication, radio, telephone, television and newspapers were used to provide information to students, staff and the community during the storm. A meeting was held on campus for faculty and administration to plan GHC's immediate storm response. When operations resumed, meetings were held with classified staff and administrators to develop plans for winter quarter registration and storm assistance services and to discuss options available for work time lost due to the storm. The Counseling Center distributed "Recognizing and Responding to Students in Distress" to aid faculty, administration, and staff in responding to student needs.

Future Planning: Information Technology Services is evaluating additional disaster backup plans, such as the possibility of locating a server at Satsop Development Center where power was maintained during the entire storm. As a result of the storm, Emergency Action Plans with area fire depts. and County Emergency Services were created.

Goal 2.4: Increase coordination between internal departments:

The December Storm was an excellent example of the willingness of faculty, staff, and administrators to come together to serve GHC students and the community.

- "Storm Central" was quickly formed, providing a team and process for distributing financial assistance to GHC current students and potential students dealing with the effects of the storm. Storm Central was located in the Choker Dining Room and staffed for extended hours by volunteers representing **student services, admissions and records, the business office, faculty, financial aid, the counseling center and instructional staff**. In addition, **maintenance and custodial staff** set up the new area with needed equipment; **Information Technology** staff installed computers and other necessary technology; **Administrative Services** secured funding and developed processes for distribution and **Public Relations** utilized all available avenues to get the word out to the community. **Switchboard staff**, as many students' first point of contact, worked long hours to answer calls and direct students needing assistance. **Student Clubs** collected donations to purchase food gift cards for needy students. The **Executive Team** provided leadership to quickly address problems or questions as they developed. **Human Resources** established flexible work guidelines which allowed staff to make up lost work time while contributing to the success of this effort.

The GHC Foundation generously added \$30,000 for the Uncle Craig fund to help students with fees and other emergency needs.

As a result of the College's response to the disaster, approximately 375 students came to the center to apply for assistance with 286 of them completing applications. Among those applicants 47% did not have financial aid and 56% (160 students) indicated they were either unable or unsure about their ability to attend classes winter quarter without financial help.

Here is a breakdown of the number of students receiving aid and the average amount received.

Waivers	251	\$164,901.25	average \$657
Book Loans*	124	19,630.00	average \$158
3% grant	48	13,092.79	average \$273
Fees w/ Uncle Craig funds	21	3,703.05	average \$176
Tuition w/ Uncle Craig funds	9	2,873.07	average \$319
Uncle Craig Cash Support	42	<u>4,070.00</u>	average \$97
Total		\$208,270.16	

*Book loans were up 600% over previous winter quarters. (average is 20 loans in a typical winter quarter).

Goal 2.5: Enhance appreciation for the richness of diversity through hiring, student outreach, professional development opportunities and workshops.

- Current staff of color is 10.7%. Overall diversity which includes veterans and persons with disabilities is 11.4%. Success in this goal is the result of an increase in the diversity of the applicant pool due to targeted advertising for open positions.
- Safe Space training was offered for faculty, administration, and staff to help promote a safe and welcoming environment for LBGTQ students.
- GHC is now a member of the WSCCCSA (WA State Community College Consortium for Study Abroad). One GHC student recently received the prestigious Gilman award and will be attending a quarter in Florence Italy.
- Initiated by the Title III program, a student mentoring program is now underway pairing administrative and classified staff with students who have expressed an interest. Offering support and guidance as well as referrals to other campus resources, the mentors provide a relationship which can be critical to student retention.

Goal 3.1: Design and implement systems that increase awareness, outreach and collaboration with K-12 constituents including district boards, administration, staff and students.

- GHC Trustees' held a joint meeting with school districts in North Beach, Quinalt and Taholah to answer questions, discuss issues of concern, and foster collaboration.
- The annual Counselor Exchange with high school counselors was held. At this year's meeting, a survey was conducted of counselors regarding their Running Start needs/concerns/satisfactions. Counselors also offered feedback regarding the enrollment forms and the College clarified communication processes that will be used to address student concerns. These annual meetings provide a way for GHC to maintain contact, respond to issues and update high schools on college activities. .
- GHC again hosted the Grays Harbor Transition fair for local high school students with disabilities.

Goal 3.3: Develop systems to build and strengthen communication and partnerships with the larger community including nonprofit organizations, labor, industry, government agencies, colleges and universities, and community and service groups.

- A representative from the Financial Aid office visited all off campus Work Study employers to maintain strong working relationship with them and facilitated assistance as needed.
- GHC President was elected to GH Economic Development Council/Exec Committee and also serves as a GH Chamber of Commerce Board member.
- Dean for Extended Learning serves on the Grays Harbor Vision 2020 board and finance committee as the Grays Harbor College representative.
- GHC, in collaboration with Workforce Development Council, Olympic College, Centralia, and South Puget Sound, received a WIRED grant. The grant is designed to transform the region's talent pool and economy via industry-driven goals.
- In 07-08 GHC developed a Maintenance Mechanics Program in response to labor market demands. Curriculum and content was developed with heavy involvement of local employers and labor and put into a model that included large amounts of Work Based Learning at local companies. Unfortunately, when the model was presented to local employers the response was weak. Revisions and/or alternatives will be considered in 2008-09.
- The College has also received a five million dollar Innovative Partnership Zone grant in collaboration with the Port of GH, Satsop Development Park and businesses in the Port area to develop existing and attract new sustainable businesses.
- A survey was administered by GHC in collaboration with the Hospitality Assoc. of Ocean Shores (HAOS) to assess training needs and to identify those areas in which GHC could provide assistance.
- GHC continues its Energy Tech program in partnership with Centralia College at Satsop Development Park. Only anecdotal information is available but those reports note that several students who were attending GHC and taking Energy Tech classes via ITV are now employed.
- The GHC Natural Resources program has been awarded a \$430,000 grant from the Dept of Ecology. This funding will support a 5 year contract with Satsop Public Development Authority for a Sustainable Forest Management faculty member. In addition several grant applications were submitted by the Natural Resources instructor to Grays Harbor County and the Chehalis Basin Watershed project through Washington Dept. of Ecology. The grants would provide funds to sustain and enhance the Chehalis Water Basin and to provide educational programs.
- GHC has partnered with Bellingham Technical College on the Pipeline to Manufacturing Careers. The College will receive \$330,000 over 3 years to develop and implement Process Control and Programmable Logic Controller courses for certificate programs.
- The GHC Foundation mailed out two informational newsletters to 1800 current, previous, and prospective donors in the community. The newsletters shared the Foundation's fundraising success as well as the projects they have supported including scholarships, storm assistance for students, equipment purchases and GHC capital projects.
- GHC opened a new Small Business Development Center in the 200 building on the GHC campus in collaboration with WSU.

- A TV monitor was installed in the Bishop Center lobby featuring video previews of future shows as a new marketing tool designed to increase attendance.
- The annual fall gala art show was held in the Spellman Library. An exit reception was added to the event which was well attended.
- GHC President provided leadership in getting authorization from the State Board to provide \$100,000 in tuition waivers for storm affected GHC students. Centralia, South Puget Sound & Olympic College also received SBCTC tuition waivers. This effort also resulted in attaining a waiver for the 07-08 FTE target. Without the waiver, the College would not have met its target which would have resulted in significant financial repercussions.
- GHC partnered with the GHC Foundation to provide additional resources to assist students beyond the state-funded tuition waivers.

Goal 3.5 Design and implement systems that identify and enhance communication with underserved and untapped populations.

- GHC hired a **Student Success Coach** to provide intensive advising, support services, and financial aid assistance for low-income, first generation students not being served through the TRiO grant. This position supports the College's efforts to achieve the Student Achievement goals of retention, progression and degree attainment.
- **Transition Services Facilitator** worked more closely with community agencies and organizations, as well as having greater involvement on campus. Staffing hours were adjusted to provide more access for students and individual services were provided when needed.
- A **Student Support Specialist** was hired to oversee the Opportunity Grant program. The program serves low-income, first generation students enrolled in specific high demand, high wage vocational programs. GHC programs approved for this grant include welding, CDL, accounting, carpentry, and nursing. This position will support the Student Achievement Initiative by providing increased degree attainment.
- A coordinator was hired to manage the **I-Best program**, serving students with low basic skills who are co-enrolled in vocational programs. Research shows that this type of co-enrollment facilitates progress through Basic Skills levels, one of the goals of the Student Achievement Initiative. GHC's IBEST target for 2007-08 was 7 FTE. That target was exceeded by 330%; 23 FTE were enrolled in IBEST programs.
- An unofficial **Non-Traditional Student Group** was formed on campus fall quarter. Advised by a TRiO program staff member, the purpose of the group is to provide an additional support structure for NTS's. Approximately 12 students attend each meeting.
- GHC used several **innovative marketing efforts** to enhance enrollment in the 07-08 academic year. New radio ads were developed and expanded to additional stations, bus transportation was provided for students in Elma to attend ESL classes and events, targeted marketing efforts were developed for the CDL and Opportunity Grant programs, 8 school-age summer programs in Natural Resources and Science were held with an average enrollment of 12 students each, and ESL classes for parents of Hoquiam HS students were offered in collaboration with the Hoquiam School District.

For fall 2008, a new marketing effort, the "200 New Students Needed" campaign, was launched to address financial hurdles facing students. New bus signs were created for inside all transit buses in GH and Pacific counties. New radio and cable television spots were also created

for this campaign. Efforts to personally contact high school counselors took place before K-12 schools started.

- The Transition Services Facilitator initiated a new program entitled **“How to Make it to College”** and implemented the event as a recruiting tool for Spring 2008. Target populations included ABE and ESL students ready to transition to other classes and community members who were apprehensive about starting college. The event included information about the process of becoming a student and what to expect. All student services areas participated in the event which drew 7 participants. Of the seven who attended, 3 enrolled in classes for spring quarter. We are continuing to follow up with the other participants.

The Transition Services Facilitator visited ABE and ESL classes regularly during 2007-08 to inform them of the opportunities available to them at GHC and to inform them of the transition services the College provides. That effort resulted in an increase in enrollment in the Transitions course for spring quarter.

Goal 4.2: Explore, identify and implement options for alternative resources to support the college and its mission.

- A Community Development Block Grant was written by Foundation Director Wes Peterson, with assistance from others, to secure the remaining funding for the construction of a new childcare center. In March the college learned that the application was successful and GHC will receive \$750,000 for the project.
- Grays Harbor College received a Grays Harbor Community Foundation grant to bring local school children to the Bishop Center for two performances in 2007-08. 1355 students attended the grade school sponsored shows.
- In memory of former administrator and instructor Craig Wellington, Uncle Craig’s Fund was established to provide discretionary funds to meet students’ emergency needs. Through collaboration with the GHC Foundation this fund was expanded to support students affected by the December storm.
- The College applied for and was awarded an Opportunity Grant in the amount of \$270,000 to serve low income, first generation students in five career pathways.
- The College applied for and was awarded a Workforce High Demand Grant that provides permanent funding for the CDL program. This program was reinstated in response to employer need within the service district. A full time tenure track instructor has now been hired.
- GHC President solicited and was granted \$100,000 in tuition waivers from SBCTC to aid students affected by the storm.
- Title III grant continues to provide funding for faculty professional development. In 2007-08 the grant funded a total of 13 projects. Projects included training on CASAS testing, conference participation, development of new supplemental instructional materials and materials for the web and curriculum revision. A total of 14 faculty and 1 staff member participated in these projects.
- The College is exploring the possibility of funding from FEMA and County Emergency funding resources for storm related damage.
- GHC’s Capital Budget Request was submitted to SBCTC in Dec. 2007 and included replacement of the HUB.

Goal 5.1: Develop and implement a student centered plan to improve advising and entry services for all students, including students at outreach campuses and distance education students.

- **One Stop Advising:** Student Services employees have completed discussion about the concept of a one-stop advising center. There is endorsement for moving to this model assuming construction of new space if funding is approved for HUB replacement.
- **Transitions Services:** The Transitions Services Facilitator sent out 81 letters to 2007-08 GED graduates encouraging them to come and talk about more education. Of that group, 17 (24%) are enrolled for 2008 fall quarter classes. .
- **Pathways to Success** program was instituted where students who are on academic warning and probation are contacted and encouraged to come in and see a counselor to discuss possible barriers to their success. A small percentage of students, approximately 10%, responded to the intervention. Although it is too early to determine the success of the program, early results are favorable for both retention and grades.
- **Retention Database** was developed to track the College's retention rates and to identify demographic factors and other key contributors to retention.
- **Student Success Conferences** are conducted each quarter through Title III and the Learning Center. This all day conference includes mini-sessions on a variety of student success topics and students can attend individual sessions to meet their needs. Facilitators of the sessions include college faculty, students and staff as well as outside resources. The Spring 2008 conference had the highest participation ever by students with 295 total session attendees. 2007-08 also had the highest annual participation with 580 attendees utilizing this conference as a resource for student success.
- **Noel Levitz webinar**, "How We Retain More Students by Intervening Earlier" was made available to all faculty, staff, and administration.

Goal 6.2: Develop and implement a comprehensive and college wide plan for technology purchases, updates and maintenance, based on needs assessment.

Wireless Access: During Phase I, access point locations were installed on the main campus. Wireless coverage was expanded to include the 200, 300, and 1800 buildings. User logs indicate up to 25 different users per day accessing the wireless network. In the second phase of the project, wireless access was installed at the Riverview and Columbia Education Centers. User logs show approximately 100 users per day accessing the network. There are no plans to extend wireless coverage to other locations and the project is now completed.

Instructional Technology: As a first step in development of a successful college-wide plan for technology, an online survey was administered to faculty currently teaching in the 2000 building. The survey took place during spring quarter and included questions such as training needs, additional or different technology desired, current use of technology, and the level of technology integrated into classroom activities. The results of this survey will provide much needed information as technology is expanded to other buildings.

Survey Results:

- * *Nearly 80% of the respondents use the technology in the classroom every day*
- * *75% indicated they experience no problems with any of the equipment in the classroom.*
- * *Approximately 12% of those users who have experienced problems, do not seek assistance, they have simply chosen not to use the equipment.*
- * *A number of respondents indicated areas that they would like some additional training and this will be offered during fall for all interested.*
- * *Respondents were asked to itemize some areas where they experienced problems when using the technology. These problems have been analyzed and will continue to be monitored by Information Technology.*

Library Resources: Online library resources have been expanded to include two new ScienceDirect scholarly resources and 360 Search, a new search interface.

Survey Monkey Software: Beginning fall 2007 Institutional Research transitioned quarterly course evaluations for continuing education and online courses from paper scantron forms to Survey Monkey software. This approach seems to appeal to students and is much more efficient, saving many hours of staff time required to distribute, collect and record individual responses for each class. Survey Monkey was also used for the online exempt evaluation process, the GHC technology survey, and for administration of a hospitality industry survey in Ocean Shores.

Resource Allocation: In response to enrollment trends indicating strong growth in online student enrollment, the College re-allocated funding resources to support this continued growth. An additional \$301,000 was allocated for FY2007-08.

ModuMath Software: Based on the success of the ModuMath software that is being used in the Aberdeen campus Learning Center, this software has been installed and is now available at the Columbia, Riverview and Whiteside education centers as well. The Title III grant also purchased “Intelligent Tutor” software that will be piloted in the Learning Center during the 2008 fall quarter. If it proves useful to students it will also be provided at the educational centers.

Staff Training: Many faculty and staff members have been updated to the Office 2007 suite and Information Technology has provided individual support and training to full time and part time staff and faculty on campus and at the education centers. Most of this training has been provided as ‘just-in-time’ training, but short classes were also offered during the summer.

Technology Fee: Technology Fee funding was used to purchase color printers for student lab use at the Columbia and Riverview education centers. Technology Fee Funds were also used to replace the two primary computer labs on campus for fall 2008. These are the classrooms that are used for Office Technology classes and all Intro to Computers classes on the Aberdeen Campus.

Title III Funds: Title III has replaced computer labs in the Simpson and Whiteside Education Centers. In addition, laptops and carts were purchased for 3 additional off campus sites where classes are taught in ABE/ESL.

Tracking Technology: As interest in and experience with technology continues to grow a number College users have taken advantage of some existing technology solutions that do not require installation of additional hardware or software. Examples include posting short videos of upcoming Bishop Center events on UTube and creating an online “wiki” for tracking projects. These tools are available to individuals online at no cost.

Goal 6.3: Develop and implement a comprehensive and college wide plan for equipment and facilities purchases, updates and maintenance.

Master Plan meetings were held and participation encouraged from all employees. A revised Grays Harbor College Master Plan was completed in December 2007.

Capital Projects:

- The new **Automotive/Welding Technology Building** was completed and opened for classes winter quarter. Several events took place to show off the new facility including an open house, tours for faculty and staff, a meeting of the GHC Foundation along with a tour, and the winter meeting of the Olympic section of the American Welding Society.
- **SMARt Building:** Faculty and staff have had ongoing participation in campus planning meetings. Fifteen participants (President, VPAS, 9 faculty, 4 architects) traveled to EVCC, TCC and UPS as part of the planning process. In Feb. six nurses traveled to Clark College/WSU Vancouver to view that college's simulation lab.
- **HUB replacement:** Pre-planning meetings were held and a request for replacement of the HUB was developed and submitted to SBCTC.

Sustainability:

The theme for Fall Kick Off 2007 was *Building a Sustainable Grays Harbor College*. Dr. Mark Milliron, former Director of the National Institute of Staff and Organizational Development at Univ. of Texas – Austin, was the featured speaker on the topic of “Emerging Technologies and Sustainable Instruction.” All employees participated in Sustainability Conversations during the afternoon session and developed suggestions for ways the College could engage more fully in sustainability.

As a follow up to that exercise, a Sustainability Committee chaired by the Chief of Campus Operations was formed. The committee has established several new policies and programs to help the college in its efforts to be more environmentally conscious. For example:

- Printers in all labs and the majority of offices have been set to print double-sided
- Employees are being encouraged to use email if possible
- AmeriCorp Volunteers working at GHC are developing a carbon footprint analysis for the College.
- Recycling Program well underway with 120 bins located in classrooms and offices. Aberdeen Sanitation is now allowing commercial accounts to participate in large tote recycling and the College is involved in that effort.
- The committee is promoting awareness by working closely with student groups, as well as using email and flyers to share information.
- The Surfrider Foundation, an activist group whose goal is to protect the coast, visited campus to encourage membership in their organization. Their activities include beach clean-up, water testing, and protesting activities that negatively impact the coastal ecosystems. A student funded club supported by ASGHC will be formed if there is sufficient student interest.
- The College has committed to purchasing only 100% recycled paper, which is locally produced.

Additional ideas are in the discussion or research phase including:

- Bus Passes for faculty and staff to reduce individual auto commuting
- Establishing GHC as a battery drop off center

- Researching alternatives to styrofoam food containers in food service
- Researching paper towel vs. hand dryers for restrooms, particularly in new construction

Safety & Security:

- GHC has hired a new Director of Campus Security & Safety.
- The Emergency Action Plan has been completed and distributed to all employees. Administrators received training at the Administrator's annual retreat and faculty training took place at the February in-service.
- The Emergency Procedures document has been completed and distributed to all full-time faculty and staff. Procedures for off-campus sites are nearly complete.
- Safety classes are regularly scheduled. All employees are invited and encouraged to attend.

Fire Extinguisher Training - 23 employees have completed the training with one additional class scheduled.

Bomb Recognition Training - February 7th - Bomb Technician from the Washington State Patrol will provide training on dealing with bomb threats, letter and parcel bomb recognition, suspicious items and employee safety precautions.

Natural Gas Safety - March 6th - John Hubler from Cascade Natural Gas will provide training on natural gas safety, including turning off gas valves in an emergency and the dangers of carbon monoxide.

High Voltage Lines - April 3rd - Lyle Powell from Grays Harbor PUD will provide information on the dangers and hazards of high voltage lines. Some of the topics will include what to do if you see downed power lines, precautions for the next big windstorm and other safety tips.

In addition, training has been provided in evacuation procedures, dealing with threatening individuals, and emergency management. There was also a CERT training class provided on campus. Completion of the class resulted in those attendees being certified as emergency response persons.