



YEAR SEVEN SELF-EVALUATION REPORT

*Prepared for the Northwest Commission
on Colleges and Universities*

SEPTEMBER 2016



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Key:

Fort Steilacoom - FS
Puyallup - PY
Joint Base Lewis McChord - JBLM

Institutional Overview

Fifty years ago, Pierce College began creating life-changing possibilities for students out of a makeshift building in Lakewood. Today, the district encompasses two colleges in Lakewood and Puyallup, education centers at Joint Base Lewis McChord (JBLM), virtual education through its distance learning program, and extensive community education opportunities.

Pierce College District covers more than 1,000 square miles in western Washington. The district includes all of Pierce County except the City of Tacoma and the Gig Harbor peninsula (the Tacoma and Peninsula School Districts). Pierce serves a population characterized by diversity and high mobility. The population in Pierce County is growing rapidly, even when compared to other areas of Washington State, which is projected to be the fourth fastest-growing state in the nation over the next decade.

During the 2015-16 academic year, Pierce District enrolled 15,957 students (unduplicated count) across all program areas and locations, generating 8,609 full-time equivalent students (FTE). Of these, 49% were enrolled in an academic transfer program, 35% a Professional/Technical degree or certificate program, 5% in Basic Skills courses, and 11% in courses for personal interest. Students enrolled for an average of 12.1 credits. Of the 2015-16 student body, 60.5% of students were female; 51.1% were under the age of 26; 10.9% enrolled in Running Start (dual enrolled in high school and college); 49.8% reported their race/ethnicity as white, 14.1% as Hispanic/Latino, 8.5% as African American, 8.5% as Asian/Pacific Islander, 6.6% as multiracial or other, 1% as Native American, 3.6% as international students, and 8% chose not to disclose their race/ethnicity.

Pierce College
2015-16 Enrollment Data

Site	# of Students Enrolled	Full-Time FTE	% of Academic Transfer	% of Professional Degree or Certificate	% of Basic Skills Courses	% of Personal Interest Courses	Average Credit Load
Fort Steilacoom	6,154	2,876.9	51.1%	43.5%	2.9%	2.5%	13.7
Puyallup	6,926	2,903.9	54.2%	35.3%	9%	1.4%	12
eLearning	4,807	1,151	61.9%	34.2%	2.5%	1.4%	10.2
JBLM	3,046	982.8	61.8%	29.8%	0.2%	8.2%	11

Student Body	Female	Under Age 26	Enrolled in Running Start	White	Hispanic/Latina	African American	Asian Pacific Islander	Multi-Racial or Other	Native American	International Students	Non-Disclosure of Race/Ethnicity
Fort Steilacoom	61.5%	55.9%	9%	42.4%	16.5%	10.5%	9.6%	7.9%	1.3%	6.2%	5.5%
Puyallup	60.9%	63.2%	20.3%	55.6%	13.6%	5%	8.2%	7.1%	1%	1.2%	8.4%
eLearning	66.8%	63.6%	20%	55.6%	9.9%	7.1%	7.2%	8.3%	0.9%	2.1%	8.8%
JBLM	52.3%	33.5%	0.2%	49.6%	16.3%	17%	8.6%	5.6%	0.8%	0.5%	1.7%

*NOTE: Students may be counted more than once in some categories because students can change demographics each quarter.

Across the district, employees function with a strong focus on mission, vision, and Core Themes. While each location has areas of singularity, a shared governance structure that engages students, faculty, and staff from all corners of the district creates a unified identity while serving the needs of each location equitably. Further, as a matrix organization, faculty and staff actively participate in

operational teams that encourage innovation, engagement, and action, which complement the more traditional hierarchical structures. While complex, Pierce College works to provide multiple contexts in which each member of the organization can contribute to mission fulfillment.

We are proud of the academic excellence and student success that has filled the past 50 years, and look forward to creating even more opportunities for a diverse community of learners to thrive in an evolving world. Our 50th year provides a wonderful opportunity for us to reflect on the past, celebrate the present and move forward with a renewed dedication to our community and our students.

Institutional Data Form



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Pierce College District

Address: 9401 Farwest Drive SW

City, State, ZIP: Lakewood, WA 98498

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Pierce College District

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Dental Hygiene	Bachelor of Applied Science in Dental Hygiene	Commission on Dental Accreditation	August 4, 2011 Conversion to BASDH date on August 6, 2015
Nursing	Associate in Nursing	Accreditation Commission for Education in Nursing	April 6, 2015
Veterinary Technology	Associate in Veterinary Technology	AVMA Committee on Veterinary Technician Education and Activities	November 9, 2015

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: The quarterly FTE for a student enrolled in a course is calculated by dividing the credit equivalency by 15.)

Official Fall 2015 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2015	One Year Prior Dates: 2014	Two Years Prior Dates: 2013
Undergraduate	7788	7922	7868
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2015 (most recent year) Student Headcount Enrollments (District FTEs includes Continuing Education, Running Start and International students)

Classification	Current Year Dates: 2015	One Year Prior Dates: 2014	Two Years Prior Dates: 2013
Undergraduate	9337	9368	9661
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	90					81		9
Associate Professor	15					14		1
Assistant Professor	36	391				29		7
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$60,605.53	14
Associate Professor	\$49,298.35	3
Assistant Professor	\$50,917.01	1
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 01 through June 30
 Reporting of income: Accrual Basis
 Reporting of expenses: Accrual Basis

Pierce College prepared its inaugural audited financial statements in FY1314, which included discounts and allowances on tuition, etc. that are not reported for prior fiscal years and are therefore not comparable to FY1314 & FY1415. Data from the previous Institutional Data Form is provided separately for FY1011, FY1112 & FY1213 below.

BALANCE SHEET DATA

	July 01, 2014 thru June 30, 2015	July 01, 2013 thru June 30, 2014
CURRENT ASSETS		
Cash and cash equivalents	17,195,920	12,339,881
Investments, current portion	2,162,187	3,481,340
Accounts receivable, net	3,796,077	4,098,504
Due from Office of the State Treasurer	905,661	2,267,738
Student loans receivable	0	55,247
Interest receivable	5,023	4,266
Prepaid expenses	6,661	0
Total current assets	24,071,479	22,246,976
NON-CURRENT ASSETS		
Restricted cash and cash equivalents	59,657	63,763
Long-term Investments	16,818,924	17,224,362
Student loans receivable	121,222	106,378
Capital assets, net	161,158,704	163,948,328
Total non-current assets	178,158,508	181,342,831
Total assets	202,229,987	203,589,807
DEFERRED OUTFLOWS OF RESOURCES	1,332,565	0
CURRENT LIABILITIES		
Accounts payable	2,686,149	1,675,823
Accrued liabilities	2,460,164	4,991,328
Deposits payable	13,885	3,400
Unearned revenue	4,092,514	4,200,011
Leases and Certificates of Participation Payable	465,000	445,000
Total current liabilities	9,717,712	11,315,562
NON-CURRENT LIABILITIES		
Compensated absences	4,668,114	4,490,332
Pension liability	8,394,514	0
Long-term liabilities	6,145,000	6,610,000
Total non-current liabilities	19,207,628	11,100,332
Total liabilities	28,925,340	22,415,895
DEFERRED INFLOWS OF RESOURCES	3,563,160	0
NET POSITION		
Net investment in capital assets	154,548,704	156,893,328
Restricted for expendable purposes:		
Institutional financial aid	1,491,935	1,027,481
Student loans	121,222	156,306
Unrestricted	14,912,190	23,096,798
Total net position	171,074,051	181,173,913

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

	Last Completed FY Dates: July 01, 2014 thru June 30, 2015	One Year Prior to Last Completed FY Dates: July 01, 2013 thru June 30, 2014
OPERATING REVENUES		
Student tuition and fees, net	27,293,784	23,277,961
Federal grants and contracts	1,011,661	950,715
State and local grants and contracts	15,090,136	17,462,182
Endowment income	0	0
Auxiliary enterprise sales	1,142,679	1,434,332
Other (identify) Agency Accounts, etc.	446,736	513,147
Interest on loans to students	5,413	5,578
Total operating revenues	44,990,409	43,643,915
OPERATING EXPENSES		
Instruction	21,822,820	25,951,588
Research	0	0
Public services	0	0
Academic support	14,289,474	8,441,072
Student services	8,694,634	9,558,234
Institutional support	8,062,620	9,435,158
Operation and maintenance of plant	7,236,029	6,125,840
Scholarships and fellowships	12,886,185	11,706,625
Auxiliary enterprises		2,000,699
Other (identify) Depreciation	5,056,339	5,072,434
Total operating expenses	81,420,396	78,291,650
Net operating loss	(36,429,987)	(34,647,734)
NON-OPERATING REVENUES (EXPENSES)		
State appropriations	23,648,137	24,422,057
Federal Pell grant revenue	12,436,622	12,150,534
Investment income, net of expense	60,942	111,148
Building fee remittance	(2,096,674)	0 (NR)
Innovation fund remittance	(498,399)	0 (NR)
Interest on indebtedness	(294,441)	(311,641)
Net non-operating revenues (expenses)	33,256,187	36,372,098
Gain (Loss) before capital appropriations	(3,173,800)	1,724,363
Capital appropriations	3,258,397	1,076,175
Increase (decrease) in net position	84,597	2,800,538
NET POSITION		
Net position, beginning of year	181,173,913	178,373,375
Restatement	(10,184,459)	0
Net position, beginning of year, restated	179,989,454	N/A
Net position, end of year	171,074,051	181,173,913

INSTITUTIONAL INDEBTEDNESS

	Last Completed FY Dates: July 01, 2014 thru June 30, 2015	One Year Prior to Last Completed FY Dates: July 01, 2013 thru June 30, 2014
TOTAL DEBT TO OUTSIDE PARTIES		
For Capital Outlay	6,610,000	7,055,000
For Operations	0.00	0.00

Financial Information: Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 through June 30

Reporting of income: Accrual Basis

Reporting of expenses: Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
CURRENT FUNDS			
Unrestricted			
Cash	5,581,293.86	22,378,010.62	4,292,547.75
Investments	26,149,705.54	5,560,723.65	17,210,299.04
Accounts receivable gross	2,874,673.52	2,559,004.10	5,087,656.65
Less allowance for bad debts	(158,589.59)	(152,215.73)	(228,724.54)
Inventories	0.00	407,451.38	546,139.34
Prepaid expenses and deferred charges			
Other (identify) Summer Qtr Auto App FA	1,011,574.71	1,222,768.84	2,359,778.56
Due from	2,684,738.23	3,323,091.32	3,014,870.68
Total Unrestricted	38,143,396.27	35,298,834.18	32,282,567.48
Restricted			
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due from	0.00	0.00	0.00
Total Restricted	0.00	0.00	0.00
TOTAL CURRENT FUNDS	38,143,396.27	35,298,834.18	32,282,567.48
ENDOWMENT AND SIMILAR FUNDS			
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due from	0.00	0.00	0.00
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.00	0.00	0.00
PLANT FUND			
Unexpended	0.00	0.00	0.00
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Total unexpended	0.00	0.00	0.00
Investment in Plant			
Land	0.00	0.00	0.00
Land improvements	0.00	0.00	0.00
Buildings	160,417,499.99	161,512,684.99	157,378,279.99
Equipment	2,274,362.28	914,264.33	832,900.45
Library resources	753,595.00	780,495.00	872,221.40
Other: Parking Lots, Ramps, etc.	2,103,042.60	2,240,795.60	2,383,118.60
Total investments in plant	165,548,499.87	165,448,239.92	161,466,520.44
Due from			
Other plant funds: LT Obligations COPs	7,485,000.00	7,929,301.35	8,372,506.19
TOTAL PLANT FUNDS	173,033,499.87	173,377,541.27	169,839,026.63
OTHER ASSETS:			
LT OBLIGATIONS OTHER THAN COP	4,312,073.48	4,238,237.48	4,707,073.66
TOTAL OTHER ASSETS	4,312,073.48	4,238,237.48	4,707,073.66
TOTAL ASSETS	215,488,969.62	212,914,612.93	206,828,667.77

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
CURRENT FUNDS			
Unrestricted			
Accounts payable	999,098.85	1,377,743.22	767,551.50
Accrued liabilities	1,393,627.44	1,509,592.08	1,247,444.62
Students' deposits	0.00	0.00	0.00
Deferred credits	5,566,142.59	5,610,934.43	6,736,395.79
Other liabilities: Payroll HD, CFD	13,133.67	679.96	379.76
Due to	310,078.39	407,270.33	244,193.46
Fund balance	0.00	0.00	0.00
Total Unrestricted	8,282,080.94	8,906,220.02	8,996,713.18
Restricted			
Accounts payable	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
Total Restricted	0.00	0.00	0.00
TOTAL CURRENT FUNDS	8,282,080.94	8,906,220.02	8,996,713.18
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0.00	0.00	0.00
Quasi-endowed	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.00	0.00	0.00
PLANT FUND			
Unexpended			
Accounts payable	0.00	0.00	0.00
Notes payable	0.00	0.00	0.00
Bonds payable	0.00	0.00	0.00
Other liabilities (identify)	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
Total unexpended	0.00	0.00	0.00
Investment in Plant			
Notes payable	0.00	0.00	0.00
Bonds payable	0.00	0.00	0.00
Mortgage payable	0.00	0.00	0.00
Other liabilities: Certificates of Participation	7,485,000.00	7,929,301.35	8,372,506.19
Due to	0.00	0.00	0.00
Other plant fund liabilities (identify)	0.00	0.00	0.00
TOTAL INVESTMENTS IN PLANT FUND	7,485,000.00	7,929,301.35	8,372,506.19
OTHER LIABILITIES: LONG TERM OBLIGATIONS OTHER THAN COP	6,215,805.40	5,748,944.20	6,809,031.22
TOTAL OTHER LIABILITIES	6,215,805.40	5,748,944.20	6,809,031.22
TOTAL LIABILITIES	21,982,886.34	22,584,465.57	24,178,250.59
FUND BALANCE	193,506,083.28	190,330,147.36	182,650,417.18

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
Tuition and fees	20,232,469.27	17,799,695.04	16,479,670.47
Federal appropriations	25,691,864.54	28,416,576.00	26,534,284.05
State appropriations	24,868,312.40	31,226,189.53	39,425,287.77
Local appropriations	2,848,707.36	7,481,099.50	2,795,429.58
Grants and contracts	16,738,840.54	16,328,534.00	17,306,479.36
Endowment income	0.00	0.00	0.00
Auxiliary enterprises	2,530,444.75	4,253,852.53	5,294,713.08
Other: Other Financial Aid, etc.	7,272,955.23	3,690,677.44	7,164,005.87
TOTAL REVENUES	100,183,594.09	109,196,624.04	114,999,870.18
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	26,258,726.07	32,844,957.19	33,439,787.80
Research	0.00	0.00	0.00
Public services	0.00	0.00	0.00
Academic support	6,755,147.40	3,780,320.92	4,033,124.87
Student services	7,982,202.31	6,740,822.53	7,446,884.08
Institutional support	7,341,622.21	7,253,984.64	7,443,888.52
Operation and maintenance of plant	4,867,299.41	4,636,230.03	5,213,067.11
Capital Expenditures	6,298,126.53	10,860,449.01	14,039,326.36
Capital Depreciation	4,847,271.00	4,511,157.00	4,247,057.00
Scholarships and fellowships	32,218,267.81	32,834,276.75	31,541,451.07
Other: Agency Accounts	451,972.50	319,733.24	537,326.16
Mandatory transfers for:			
Principal and interest	35,103.34	35,103.34	34,103.34
Renewal and replacements	0.00	0.00	0.00
Loan fund matching grants	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Total Educational and General	97,055,738.58	103,817,034.65	107,977,016.31
Auxiliary Enterprises			
Expenditures	4,059,936.28	5,386,854.70	5,935,814.88
Mandatory transfers for:			
Principal and interest	738,041.26	738,841.26	739,041.26
Renewals and replacements	0.00	0.00	0.00
Total Auxiliary Enterprises	4,797,977.54	6,125,695.96	6,674,856.14
TOTAL EXPENDITURE & MANDATORY TRANSFERS	101,853,716.12	109,942,730.61	114,651,872.45
OTHER TRANSFERS AND ADDITIONS/DELETIONS	0.00	0.00	0.00
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(1,670,122.03)	(746,106.57)	347,997.73

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
For Capital Outlay	7,485,000.00	7,929,301.35	8,372,506.19
For Operations	0.00	0.00	0.00

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES
(DATA REPORTED FOR THE 2015-16 ACADEMIC YEAR)**

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Joint Base Lewis McChord (JBLM) Stone Education Center Bldg.	Associate of Arts	1295	2579	77
	Associate in Technology			
	Associate in Computer Network Engineering			
	Certificate in Computer Systems Administration			
Tacoma Public Utility Tacoma, WA	Potable Water Supply Apprenticeship	24	24	8
Tacoma Fire Department 2124 Marshall Ave. Tacoma, WA 98421	Associate in Emergency Medical Services	45	0	0
Bethel School District 516 176 th St. E. Spanaway, WA 98387	Child Nutrition Program Management Certificate	10	25	1
	Custodial Technology Certificate			
	Maintenance Technology Certificate			
	Transportation Technology			

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface: Updates Since Year 3 Report

Pierce College submitted its last report to the Northwest Commission on Colleges and Universities (NWCCU) in Fall 2013. In the subsequent three years, Pierce has made many significant changes aimed at measurably meeting mission and improving student success.

Bachelor of Applied Science Degrees. Pierce was granted authority by the SBCTC and NWCCU to offer two Bachelor of Applied Science degrees, the BAS-DH in Dental Hygiene and the BAS-T in P-3 Teaching. A Substantive Change document has been submitted to the commission to add a third degree, the BAS-HSEM in Homeland Security Emergency Management. These degrees further enhance our ability to serve our communities.

Competency-Based Learning. Pierce was approved by the NWCCU in 2015 to offer competency-based education degrees. We are members of a consortium of 8 community and technical colleges across Washington State, with Columbia Basin College serving as the lead institution, offering the AA-Business DTA. Pierce students enroll in the fully online program, assess for each outcome within a course. In this way, students earn credits based on their work or life experience and advance at their own pace. Personalized coaching and synchronous sessions with faculty assist students at all points of their education.

Pierce Open Pathway. In fall 2015, Pierce College at JBLM launched a complete Associate of Arts – DTA degree using only open educational resources (OER) in place of traditional textbooks, making Pierce the third community college in the nation to offer a fully OER-based university transfer degree pathway. Called the Pierce Open Pathway (POP), the degree is available in both grounded and online modalities.

Pierce College Adult Diploma. The Pierce College Adult Diploma program includes the transition to college, with students' last high school quarter doubling as their first quarter of college. This provides them a chance to succeed in college, with college-level tuition and fees waived.

Guided Pathways. In response to our goal of improving the overall student experience, Pierce has elected to integrate the principles of guided pathways into our Start2Finish advising/mentoring model. This effort is based on the book *Redesigning America's Community Colleges*. We were selected through a competitive process as one of 30 colleges nationwide to participate in the American Association of Community Colleges Guided Pathways Grant. This grant provides us with expert coaches and the opportunity to travel to six institutes over 18 months to learn about, plan for, and implement the research-based tenets and best practices regarding every element of pathways design. We were also awarded a \$500,000 grant (\$100,000 annually over five years) from College Spark Washington, a foundation focused on improving higher education through a student success lens to support our implementation of Guided Pathways. Pierce has established a process to embrace this work as full transformation of our college, impacting all departments and services.

Mandatory College Success Course. Over a three year period, Pierce has phased in mandatory College 110, which covers self-assessment, goal-setting, career exploration and development, study habits, efficient use of online tools for educational planning and enrollment, campus resources, diversity, and team building.

Shared Governance Restructure. In 2012, a taskforce co-chaired by the faculty union president and the president of Pierce College Fort Steilacoom, with representation from faculty, staff, administration, and students, reviewed Pierce's shared governance system of councils and committees. A recommendation for a new structure came forward to the Cabinet and the chancellor in 2013 for review, and was implemented in 2014-15. The new structure broadens the scope of shared governance and increases the representation of constituent groups.

Center for Engagement and Learning (CEAL). The Center for Engagement and Learning (CEAL) was created to provide professional development and support to promote excellence and innovation in teaching and learning, with a goal of improving student success rates.

Distributed Data Access - Tableau Dashboards

Tableau dashboards let non-technical users interact with nearly real-time student achievement data. In a few clicks, faculty and staff can filter student data on locations, demographics, across a variety of time frames at the course-level, including subsequent course success rates. Dashboards have been developed for key institutional metrics such as course completion rates, grades, retention, and graduation rates.

Close the Gap 2020. Pierce College has set these goals in order to guide the direction of the institution both intentionally and strategically in its mission of providing quality educational opportunities for a diverse community of learners to thrive in an evolving world. At its core, the goals were set to advance the educational objectives of our students. Yearly targets have been set for each goal to assure continuous progress, assessment, and refinement.

Policy Manual Restructure. To further clarify Pierce's modified policy governance model, we have been restructuring a single, mixed policy/procedure manual into three distinct manuals: Board Policy Manual, District Administrative Policy Manual, and a Procedures Manual. The restructured Board Policy Manual will be formerly adopted by the Board on October 12, 2016.

Pierce Strategic Tracking Online (POST). Pierce purchased the third-party software package Strategic Planning Online (SPOL), which was quickly renamed Pierce Online Strategic Tracking (POST), allowing us to establish connections between planning, budgeting, assessment, and Accreditation. POST will lead to the ability to view and track progress on plans at many levels. Full implementation, with the necessary training and expanded access, is expected in 2016-17.

Center for Global Scholars Residence Hall. In Fall 2016, students moved into Pierce's first residence hall, the Center for Global Scholars (CGS). This offsite facility, a fully renovated former nursing home, can house 63 students and a full time Resident Manager. The facility was purchased and renovated by the Pierce College Foundation.

Increased Integration of Pierce College at Joint Base Lewis McChord. Pierce restructured the military academic calendar to ensure all terms are contained within the bounds of the District's four quarters. And, we hired four full-time faculty coordinators to represent JBLM on various district committees and within the academic departments, facilitating standardization of learning outcomes.

Response to Recommendations

The Northwest Commission on Colleges and Universities (NWCCU) conducted a Year 3 virtual visit and evaluation of Pierce College in fall 2013. On the basis of that evaluation, NWCCU reaffirmed accreditation, but requested an ad-hoc self-evaluation by October 15, 2015, to respond to the single recommendation we received:

Recommendation 1:

The Commission recommends that for each year of operation, Pierce College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).

Pierce College submitted the report to the Commission confirming that the first full set of district financial statements had been completed and appropriate procedures for future audits had been established. NWCCU affirmed in their February 5, 2016, letter that Pierce had satisfied the recommendation and was in compliance with ER 19 and Standard 2.F.7.

Bachelor of Applied Science (BAS) Degrees Candidacy Status

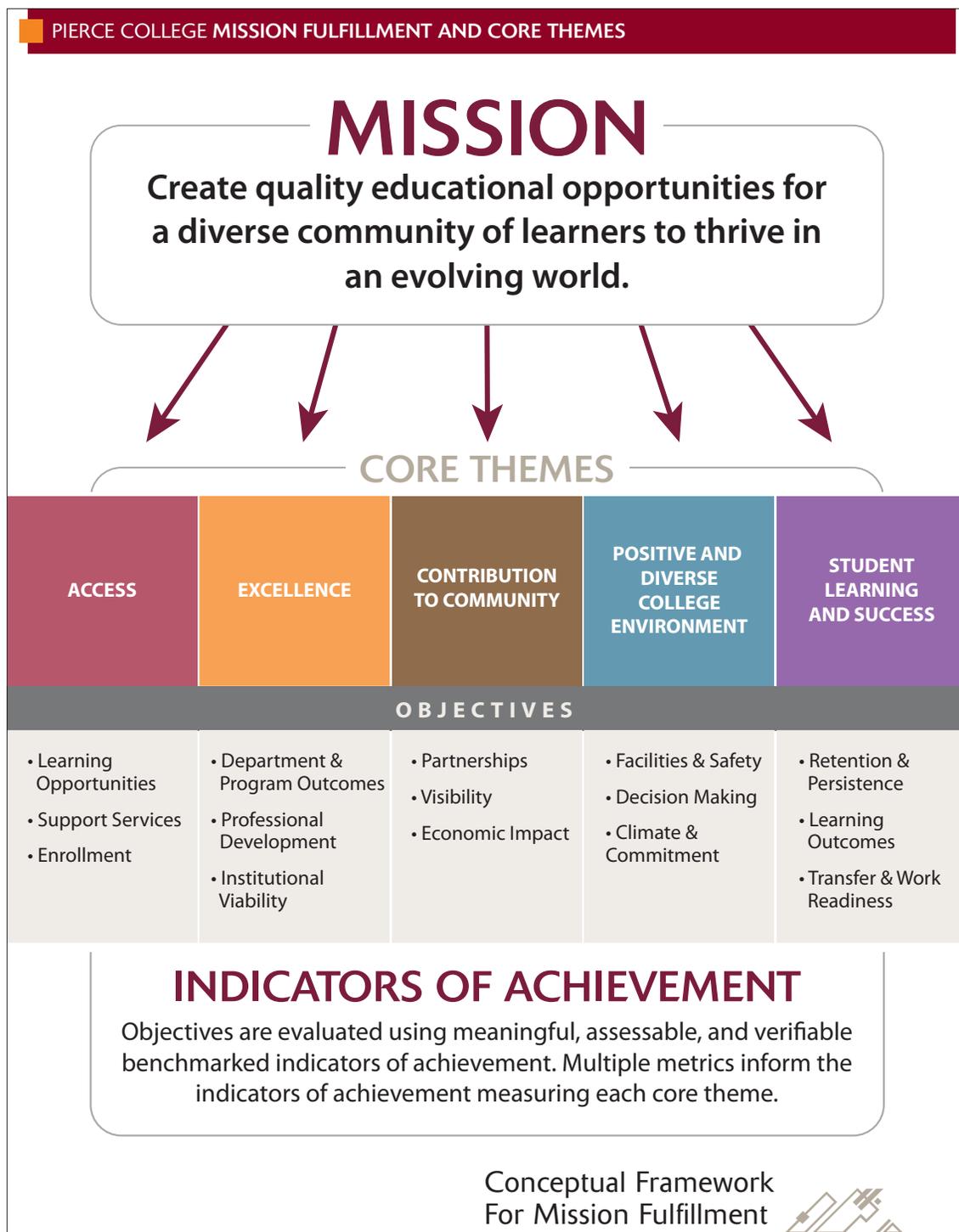
In 2012, the Washington State Legislature authorized the State Board for Community and Technical Colleges to approve Bachelor of Applied Science (BAS) degree programs offered by community and technical colleges (RCW 28B.50.810). In 2015, the college submitted a substantive change proposal to NWCCU, seeking approval to offer its first BAS degree in Dental Hygiene. In August 2015, NWCCU approved the change and granted the college candidacy status at the baccalaureate level. Pierce is currently offering this degree, with the first class entering Summer 2016.

In August 2016 NWCCU approved the college's second substantive change proposals to begin offering the BAS degree in Teaching. Pierce will begin offering this degree in January, 2017.

In June 2015 Pierce submitted an substantive change request to offer the BAS degree in Home Land Security Management. Approval is pending.

Pierce remains in candidacy status at the baccalaureate level pending action by NWCCU at its January 2017 meeting and requested an update to be included in the Year Seven Self-Study.

Chapter One: Mission, Core Themes, and Expectations



Meet Rosanna Sharpe, 2016 Distinguished Alumni

April 1, 2016 [Events, Features, Lead Story](#) [No comments](#)



After Rosanna Sharpe was accepted into the prestigious United States Military Academy at West Point, she had her sights set on following in her father's footsteps and entering the military. She had earned stellar grades in high school, passed multiple physical exams, and earned an endorsement from a member of congress. She was looking forward to starting a successful career in the military.

But it wasn't long after she started her time at West Point that an old gymnastics injury began to act up. She was sent home to take care of the injury, and planned to return upon her recovery.

Sharpe underwent surgery on both knees, but her injuries ultimately prevented her from returning to West Point.

Instead, she enrolled at Pierce College to continue her education.

Although she was disappointed she wasn't able to return to West Point, Sharpe was excited to attend the local community college that her father and many of her friends had enrolled in. "Enrolling at Pierce College was an obvious choice for me at the time," she said. "Pierce College was in my community, and I truly believe in its mission to educate people living in the surrounding area."

Although Sharpe struggled through a couple of difficult science classes at first, she remembers walking past several art classes and feeling the energy and positivity of the students and faculty in the area.

"I remember feeling this moment of joy as I was walking through the art department," she said. "People were so happy that I thought I should take an art class myself. That was a life changing moment, and that was the moment that got me on track to study art."

Sharpe earned her associate of arts degree from Pierce College, and went on to earn a Bachelor of Fine Arts in arts administration with a minor in business from Long Island University. She then chose to pursue a master's in museum studies with a minor in African American studies from Syracuse University.

Sharpe currently serves as the Executive Director of the Northwest African American Museum in Seattle, where she works hard to educate the community and local school children about the contributions of African Americans to American history. "We have an active program where we bring in middle school children who are able to see, often for the first time, the deeper narratives about the contributions of the African American community to this country as a whole," she said. "It is so important to educate, enlighten and empower our young people to take pride in their culture."

Sharpe currently has more than 20 years of experience working in museums such as the Tacoma Art Museum, Museum of Glass and Experience Music Project in Seattle.

Although she was the first in her family to attend college, Sharpe says she did not accomplish these feats on her own. "It was always expected of me to attend college," she said. "I had always gravitated toward academics, and my parents had always encouraged me to pursue my dreams by climbing the academic ladder. I take a lot of pride in being a first generation college student, but I certainly didn't do it alone and had a great deal of support from my family."

Eligibility Requirement 2 - Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The State of Washington, through the Washington State Board for Community and Technical Colleges (SBCTC), grants Pierce College the authority to operate two of the state's 34 community and technical colleges: Pierce College Fort Steilacoom and Pierce College Puyallup. Pierce College (formerly Fort Steilacoom Community College) was established by the Community College Act of 1967, revised as the Community and Technical College Act of 1991 (RCW 28B.50). Through this act, all college districts in the system are charged with offering "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020). In fall 1999, Pierce became a two-college district when the State Board for Community and Technical Colleges elevated Pierce College Puyallup from satellite campus to college status. The Pierce College Board of Trustees is given formal authority to grant degrees through RCW 28B.50.140. Pierce was granted authority to offer selected Bachelor of Applied Science degrees by the State Board for Community and Technical Colleges in 2015.

Eligibility Requirement 3 - Mission and Core Themes

The institution's mission and Core Themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and Core Themes.

The mission of Pierce College is to create quality educational opportunities for a diverse community of learners to thrive in an evolving world. Pierce's mission and Core Themes are clearly defined and fully consistent with its charter as a public community college responsive to the unique educational needs and characteristics of its service district. Through a comprehensive strategic planning process in 2010, the mission was re-evaluated and formally adopted by the Board of Trustees on February 9, 2011.

As a comprehensive two-year community college, Pierce provides a variety of educational opportunities, including the following: courses and training for academic transfer; Professional/ Technical programs; pre-college and transition programs in basic skills including reading, writing, math, GED preparation and testing, Adult High School Completion, English as a Second Language, IBEST (Integrated Basic Education and Skills Training) and ITRANS (Integrated Transitions); life-long learning and personal enrichment courses through continuing education; and corporate and business training through Invista Performance Solutions (a partnership with other Pierce County community and technical colleges). All Pierce's human and financial resources are devoted to support the mission and Core Themes. Pierce offers two Applied Baccalaureate degrees (and expects to offer an additional degree in 2017), 29 Associates degrees and 41 certificates.

As part of the mission review process in 2010, Pierce identified its Core Themes considering that they

individually manifest essential elements of the Pierce mission and collectively encompass its mission. These Core Themes were originally designated as Institutional Outcomes, established in 2007 to measure mission fulfillment through Pierce's own institutional effectiveness process. This was prior to the implementation of NWCCU's new accreditation standards, showing that Pierce has a strong track record for measuring mission fulfillment and a well-established continuous improvement process and culture.

Standard 1A: Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Pierce embraces an educational mission focused on providing our geographically and socially diverse community with the starting or continuing point they need to progress. The spectrum of pre-college, Professional/Technical, transfer, and continuing education programs offered at Pierce provide opportunities for all to realize possibilities. The vision, mission, Core Themes, and values (Figure 1) give direction to our work and are widely communicated and understood; they are prominently displayed within the institution, and published on the website, in the catalog, and in other many key documents. The Board officially approved the mission statement at their February 2011 meeting.

The mission is composed of three elements, and planning is often conducted in the context of examining the elements separately and holistically. The elements are:

1. Pierce College creates quality educational opportunities... (*what we do*)
2. ...for a diverse community of learners... (*for whom*)
3. ...to thrive in an evolving world. (*the outcome*)

Dividing the mission into three components makes it more memorable and transparent, and provides an excellent framework for developing objectives and assessment metrics, as we will describe further in Chapter 3.

With this mission as our guide, Pierce developed objectives and metrics that would demonstrate mission fulfillment. The Institutional Effectiveness (IE) Committee analyzed the mission to identify the essential components, developed the Core Themes to measure mission fulfillment, and recommended to the Executive Committee that Pierce accept the prior Institutional Outcomes as the Core Themes.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Pierce's definition of mission fulfillment considers the context of the its purpose, characteristics and expectations. Mission fulfillment is achieved by the Core Themes collectively meeting or exceeding established thresholds. Each Core Theme is comprised of three objectives informed by multiple indicators of achievement and specific data metrics with defined performance targets (Tables 1-5).

Based on an indicator's performance relative to its targets, the indicator is rated at one of five possible levels on a colored scale ranging from "meets or exceeds standard" (green) to "immediate action needed" (red). Thus, indicator target attainment is demonstrated on the scorecard with a green or green/yellow rating. Historical data, as documented in the 2009-2012 Institutional Effectiveness Reports, serves as the baseline for evaluating progress.

Figure 1: Mission

MISSION

Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.

VISION

Possibilities realized: Innovative and engaged learners enriching our local and global communities.

CORE THEMES

Access

At Pierce College District, students will have access to comprehensive educational offerings and services.

Excellence

Pierce College District will ensure quality, sustainability and continuous improvement in all of its departments and programs.

Contribution to the Community

Pierce College District will be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational opportunities and economic development.

Positive and Diverse College Environment

Pierce College District will promote an environment in which quality teaching and learning are fostered, decision-making is collaborative, and students and employees feel valued and respected.

Student Learning and Success

Pierce College District students will experience quality, relevant learning that increases their knowledge, skills and abilities to maximize the potential for individual success whether transferring to a four-year institution or preparing directly for the workforce.

VALUES

Learning; Integrity; Respect; Accountability; and Sustainability.

Board policy states that "**Mission shall be considered fulfilled when a minimum of 70% of Core Theme performance indicators are met.**" In other words, at least 70% of the indicators Pierce uses to measure Core Theme achievement need to attain a green or green-yellow rating for us to consider that we have met the most basic mission fulfillment. *While 70% indicates the minimum for mission fulfillment, it has never represented our expectations or goals for Pierce.*

In 2007, Pierce's Board of Trustees adopted a modified policy governance model. This model uses institutional "ends" statements to reflect what the Board views as expected results for the institution. The Core Themes serve as those "ends," further embedding the process and importance of mission fulfillment into the work of Pierce and the Board of Trustees.

Standard 1B: Core Themes

1.B.1 The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

Pierce identified five Core Themes that individually manifest essential elements of, and collectively encompass, its mission. These Core Themes are Access, Excellence, Contribution to Community, Positive and Diverse College Environment, and Student Learning and Success. Pierce College's mission includes three clear essential elements: (1) Create quality educational opportunities (2) for a diverse population of learners (3) to thrive in an evolving world. Each of the Core Themes is directly associated with one of the three essential elements of our mission statement (Figure 2).

Figure 2:

Mission Elements & Core Themes

Mission Element 1:

Create Quality Educational Opportunities

Core Theme: Access

At Pierce College District, students will have access to comprehensive educational offerings and services.

Core Theme: Excellence

Pierce College District will ensure quality, sustainability and continuous improvement in all of its departments and programs.

Core Theme: Contribution to Community

Pierce College District will be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational opportunities and economic development.

Mission Element 2:

For a Diverse Community of Learners

Core Theme: Positive and Diverse College Environment

Pierce College District will promote an environment in which quality teaching and learning are fostered, decision-making is collaborative, and students and employees feel valued and respected.

Mission Element 3:

To Thrive in an Evolving World

Core Theme: Student Learning and Success

Pierce College District students will experience quality, relevant learning that increases their knowledge, skills and abilities to maximize the potential for individual success whether transferring to a four-year institution or preparing directly for the workforce.

Developing the Mission and Core Themes: An Institution-wide Process

As part of a comprehensive strategic planning process, the mission was re-evaluated in 2010. The district community joining together in meaningful conversation about the uniqueness of Pierce and our role in advancing opportunities for individuals, business, industry, and the community. Faculty, staff, and administrators generated ideas and rationale. From those discussions emerged thoughtful and innovative concepts and initial phrases, as well as suggestions for what process we might use for further community feedback and final endorsement. A representative committee, including students, distilled the broad thinking into several drafts. After further discussion and a comment period from faculty, staff, and students, the Policy and Governance Cabinet affirmed the work by recommending that the chancellor submit the vision, mission, and values statement for approval by the Board of Trustees. The Board adopted the statements in February 2011. Now, the mission forms the backbone of Pierce’s culture, and is widely visible throughout campus.

Core Theme I: Access

Objectives

1. **Learning opportunities:** *Learning opportunities at Pierce College District will align with the educational goals of our students, as well as meet local business and industry demands.*
2. **Support services:** *Students will have access to the support services that are important to them and meet their needs.*
3. **Enrollment:** *Pierce College will serve the population in its district.*

Table 1: Access

LEARNING OPPORTUNITIES INDICATORS OF ACHIEVEMENT	METRICS
Educational goals	Student satisfaction with progress to goal meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey
	Transfer, Professional Technical, and Basic Skills students’ progress to goal “further and faster” as indicated in Student Achievement Initiative data and compared to the Washington State CTC system average
Business and industry	Educational offerings match 70% or more of the top 30 occupational categories in Pierce County that are projected to increase
STUDENT SERVICES INDICATORS OF ACHIEVEMENT	METRICS
Student feedback for support services	Meets or exceeds the national cohort average on the Community College Survey of Student Engagement’s benchmark for the support for learners
ENROLLMENT INDICATORS OF ACHIEVEMENT	METRICS
Student and service area demographics	District student demographic averages meet or exceed service area demographics for females and persons of color

Core Theme II: Excellence

Objectives

1. **Department and program outcomes:** *Pierce College's departments and programs meet their performance outcomes.*
2. **Professional development:** *Pierce College and its employees support professional development.*
3. **Institutional viability:** *Pierce College is meeting foundational elements.*

Table 2: Excellence

DEPARTMENT AND PROGRAM OUTCOMES INDICATORS OF ACHIEVEMENT	METRICS
Grade distribution	70% of students within each site and division earn a 2.0 or higher course grade
Non-instructional departments and teams	Achievement of defined department outcomes meets or exceeds 70%*
Instructional programs	Achievement of program/discipline review standards meets or exceeds 70%*
PROFESSIONAL DEVELOPMENT INDICATORS OF ACHIEVEMENT	METRICS
Professional development plans	A professional development plan is documented for 100% of full-time employees
Employee feedback for professional development	Satisfaction with professional development indicators meets or exceeds 70% on Employee Climate Survey
INSTITUTIONAL VIABILITY INDICATORS OF ACHIEVEMENT	METRICS
Fiscal health	College's fiscal health meets 100% of financial indicators
Planning	Key planning documents that guide decision-making are in place for upcoming academic year
NWCCU standards	100% compliance on all NWCCU's accreditation standards, policies and requirements

* Metric available in the 2016 Institutional Effectiveness Report

Core Theme III: Contribution to Community

Objectives

1. **Partnerships:** *Pierce College engages in ongoing partnerships and collaborations with the community*
2. **Visibility:** *Pierce College is visible to the community.*
3. **Economic impact:** *Pierce College promotes economic development in the community.*

Table 3: Contribution to Community

PARTNERSHIPS INDICATORS OF ACHIEVEMENT	METRICS
Educational pathways	Educational pathways in place for 100% of professional technical programs
	Work-based learning (i.e., internships, externships, practicums) participation rates meet or exceed previous year's figures
Contracts	Current government and business contracts meet or exceed previous year's headcount and revenue
Advisory committees	100% of professional technical advisory committees met during the previous academic year
	Indicators meet or exceed 70% on the Advisory Committee Survey
VISIBILITY INDICATOR OF ACHIEVEMENT	METRICS
External feedback	External evaluation of recognition and value in the community meets or exceeds previous survey or focus group results
ECONOMIC IMPACT INDICATORS OF ACHIEVEMENT	METRICS
Basic skills impact	Meets or exceeds previous year's percentage of total student headcount and Student Achievement Initiative (SAI) momentum points* for basic skills and I-BEST students
	GEDs and high school diplomas earned meets or exceeds previous year's percentage of total degrees awarded
Workforce education impact	Meets or exceeds previous year's SAI momentum points* for Workforce Education, Worker Retraining and WorkFirst students
Transfer education impact	Meets or exceeds previous year's SAI momentum points* for Transfer students
	Meets or exceeds three-year SAI momentum points* for Transfer Education students
	Meets or exceeds previous year's number of degrees earned at University of Washington Tacoma

*Student Achievement Initiative (SAI) momentum points are awarded to Washington community and technical colleges based on students achieving academic milestones. SAI momentum points are a component of the SBCTC's performance funding model that recognizes colleges that are moving students further and faster in their academic programs.

Core Theme IV: Positive and Diverse College Environment

Objectives

1. **Facilities and safety:** *Pierce College facilities support quality teaching and learning.*
2. **Decision-making:** *Students and employees perceive engagement in shared governance at Pierce College.*
3. **Climate and diversity:** *Students and employees are satisfied with their experiences at Pierce College. Pierce College is committed to maintaining a workforce that is reflective of the diversity of our service area.*

Table 4: Positive and Diverse College Environment

FACILITIES AND SAFETY INDICATORS OF ACHIEVEMENT	METRICS
Buildings and grounds	Student and employee buildings and grounds indicators meet or exceed 70% on the Community College Survey of Student Engagement (CCSSE) or the Student Satisfaction Survey, and the Employee Climate Survey
Classroom technology	Classrooms designated as level 3 or 4 on a four-level technology scale meets or exceeds previous year
Campus safety	Student and employee campus safety indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and the Employee Climate Survey
	Mandatory state and federal reports filed by deadlines and report deficiencies addressed
DECISION-MAKING INDICATORS OF ACHIEVEMENT	METRICS
Student and employee feedback for decision-making	Student and employee decision-making indicators meet or exceed 70% on the CCSSE or Student Satisfaction Survey, and Employee Climate Survey
CLIMATE AND DIVERSITY INDICATORS OF ACHIEVEMENT	METRICS
Climate	Student and employee climate indicators meet or exceed 70% on CCSSE or Student Satisfaction Survey, and Employee Climate Survey
Commitment	Student and employee commitment indicators meet or exceed 70% on CCSSE, and the Workforce Education Graduate Survey, and the Employee Climate Survey
Employee Diversity	Employee demographics averages meet or exceeds service area demographics for females and persons of color

Core Theme V: Student Learning and Success

Objectives

1. **Retention and persistence:** *Pierce College students progress in the areas of student achievement momentum points, transition rates, course completion, program completion and graduation rates.*
2. **Learning outcomes:** *Pierce College students achieve institutional and programmatic learning outcomes.*
3. **Transfer and work readiness:** *Pierce College students successfully transfer to four-year institutions or move directly to the workforce.*

Table 5: Student Learning and Success

RETENTION AND PERSISTENCE INDICATORS OF ACHIEVEMENT	METRICS
Retention and persistence	Student Achievement points meet or exceed college, state and benchmark figures from previous year
	Fall-to-fall retention rate for all and new students and individual demographics meets or exceeds previous year
	Fall-to-winter retention rate for all and new students and individual demographics meets or exceeds previous year
	Percent of level 4, 5 and 6 basic skills students transition to developmental education and/or college-level courses within one year meets or exceeds previous year
Course completion	Ratio of successful course completion to attempted completions meets or exceeds 70%
	Overall percent of students successfully completing developmental math and English meets or exceeds previous year
	Percent of students, disaggregated demographically, successfully completing developmental math and English meets or exceeds previous year
	Overall percent of students successfully completing gateway courses meets or exceeds previous year
	Percent of students, disaggregated demographically, successfully completing gateway courses meets or exceeds previous year
	70% of overall academic transfer students successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time)
	70% of academic transfer students, disaggregated demographically, successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time)
Program completion rates	Overall program completion rate meets or exceeds previous year
Graduation rates	Graduation rate meets or exceeds previous year until overall graduation rate equals 20% higher than the state average
	Graduation rate, disaggregated demographically, meets or exceeds previous year
	Graduation rates meet or exceeds benchmark colleges and state averages

Table 5: Student Learning and Success, cont.

LEARNING OUTCOMES INDICATORS OF ACHIEVEMENT	METRICS
Student feedback for learning outcomes	Meets or exceeds the national cohort average on CCSSE's Active and Collaborative Learning, Student Effort, Academic Challenge and Student-Faculty Interaction benchmarks
	Meets or exceeds the national cohort average on SENSE's academic benchmarks
Core abilities	Student progress on Core Abilities learning outcomes meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey
	Student achievement on Core Abilities outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for Academic Transfer Students/ Fundamental Areas of Knowledge (FAKs)	Student achievement of Fundamental Areas of Knowledge (FAKs) meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for professional technical program students	Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for transitional education students	Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for ABE and ESL students	Gains in progression of ABE/ESL students meets or exceeds previous year on WABERS report
TRANSFER AND WORK READINESS INDICATORS OF ACHIEVEMENT	METRICS
Transfer rates and success	Meets or exceeds GPAs of other community college transfer students and native students at top four transfer institutions
Professional technical degree completers employed	Meets or exceeds 70% of employment, job relatedness and preparedness rates per the Workforce Education Graduate Survey (WEGS)

Chapter Two: Resources and Capacity



Pierce College Distinguished Alum named Washington's Teacher of the Year

December 3, 2015 [Features](#), [Lead Story](#) [No comments](#)



Nathan Gibbs-Bowling has unapologetically high standards for each one of his Lincoln High School students. His own personal goal is to create what he calls a 'nerd culture' in his government classes, where becoming an informed citizen is the norm.

"I want students to leave my class knowing that being smart is a cool thing," he said. "I demand a lot from my students, and I want them to really own their learning."

The dedication this Pierce College alum shows his students has earned him a number of awards and accolades in recent years. Gibbs-Bowling was recently named the 2016 Washington state Teacher of the Year. Later this spring, he will travel to Washington, D.C., where he will meet President Barack Obama and take part in the national Teacher of the Year competition.

In 2014, Gibbs-Bowling also won the prestigious Milken Educator Award and, in 2015, was named a Pierce College Distinguished Alum.

"I absolutely love what I do," he said. "I get to come to work and teach kids who look like me in the city I grew up in."

He's already inspired a number of students to become teachers, and he's looking forward to the day they join him on staff at Lincoln High School. "This is the best school in the state," Gibbs-Bowling said. "We have one of the highest-need populations of students, and lots of these kids have a lack of predictability in their lives. It's a challenge to get a student to think about their future when they might feel like the future is not a guarantee for them."

Gibbs-Bowling and his colleagues have been known to hold food drives for students, collect clothes, along with nice shirts and ties for students with upcoming job interviews. "I like to think that I'm an uncle to 150 kids," he said. "We all just try to support students and fill the gap as best we can."

Eligibility Requirements 4 through 21

Eligibility Requirement 4 – Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Pierce's mission statement is focused on higher education outcomes. Pierce's shared governance structure, leadership and administrative team allow independent operation with accountability to the chancellor, Board of Trustees, SBCTC and legislature. Pierce has the organizational and operational independence and capacity to meet the NWCCU's standards and eligibility requirements.

Eligibility Requirement 5 – Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its Core Themes.

Pierce ensures equal employment opportunity and prohibits discrimination in employment on the basis of race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam-era veteran, the presence of any sensory, mental, or physical disability, or genetic information. Pierce is an equal opportunity employer, as is stated on all employment recruitment materials.

Eligibility Requirement 6 – Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Integrity is demonstrated through the conduct of the Board of Trustees and all employees. Pierce establishes and adheres to ethical standards that prohibit discrimination and provides equal opportunity and equal access to its programs and services. All students and employees experience academic consistency, are treated fairly, and are provided with information that is accurately and promptly communicated regarding policies, programs and services.

Eligibility Requirement 7 – Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and Core Themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Pierce's policy-making body is a five-member Board of Trustees appointed by the Governor to five-year terms. The Pierce College Board of Trustees is charged with the responsibility and the authority for operation of Community College District 11 as prescribed in RCW 28B.50.140 and other statutes. The Board of Trustees has the responsibility to establish policy and to evaluate the success of Pierce's operation to include financial reviews, approve fundraising goals and plans, and direct strategic planning efforts.

Eligibility Requirement 8 – Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

As appointed by the Board of Trustees, the chancellor is Pierce's chief executive officer. The Board delegates the general responsibility for interpreting Board policy into administrative action and administering and operating Pierce in accordance with Washington State law and Board-approved policies. Any and all powers and duties listed in RCW 28B.50.140 and other statutes, and express or implied authority for carrying out the administration and operation of Pierce, may be delegated to the chancellor and may be exercised by the chancellor in the name of the Board of Trustees, with the exception of authority to hire the chancellor. The chancellor's full-time responsibility is to Pierce College. Neither she, nor an executive officer of the district, chair Pierce's Board of Trustees.

Eligibility Requirement 9 – Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its Core Themes.

Eligibility Requirement 10 – Faculty

Consistent with its mission and Core Themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Pierce is served by a qualified team of administrators that efficiently manage the district at all levels. These leaders focus on student success and institutional viability to ensure mission fulfillment and achievement of Core Themes.

Pierce employs a sufficient number of qualified faculty to achieve educational goals, provide oversight to academic policy, and ensure the integrity and continuity of its academic programs. The performance of faculty is regularly and systematically evaluated as outlined in the faculty negotiated agreement. Moreover, full-time members of the faculty not only teach full-time course loads, they also regularly provide academic advising to students, contribute to the operation of departments, and participate in shared governance activities, including tenure committees.

Eligibility Requirement 11 – Educational Program

The institution provides one or more educational programs that include appropriate content and rigor consistent with its mission and Core Themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Pierce's educational programming consists of appropriate content and rigor consistent with its mission. Each certificate and degree program has clearly defined student learning outcomes which culminate into certificates and degrees consistent in recognized fields of study.

Eligibility Requirement 12 – General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Pierce has a defined general education program that is defined in all degree and certificate programs (Table 6).

Table 6: General Education Requirements

Award Type	Total Number Quarter Credit Hours	General Education Credit Hours
Certificate <45 credits	10-44	0-25
Certificate ≥ 45 credits	45-76*	10-35*
AA/AS/DTA-MRP	90-113	60-113
AAS/ADN	91-129*	20-48*
AAS-T	96-102*	40-45*
BAS	186-192*	66-78*

* Pierce's Professional/Technical programs of 45 credits or more provide instructional content in communication, computation and human relations, and have clearly defined learning outcomes that align with program goals.

Eligibility Requirement 13 – Library and Information Resources

Consistent with its mission and Core Themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Consistent with the Pierce's mission and Core Themes, it is the mission of the library to be a dynamic, high quality learners' library. The library fulfills this mission by employing professionally qualified librarians who are active educators and faculty members. Librarians provide access to information resources and services that support and augment the classroom experience, foster academic excellence through the freedom of inquiry, maintain library facilities and technological tools that inspire student engagement, and encourage and facilitate intellectual independence and lifelong learning through instructional programs that emphasize information competency and integrate with classroom instruction.

Eligibility Requirement 14 – Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and Core Themes.

Pierce maintains the physical and technological infrastructure necessary to support its mission and Core Themes. Pierce has two colleges, one in Lakewood and one in Puyallup. Pierce College Fort Steilacoom sits on a 146-acre campus and Pierce College Puyallup occupies a 123-acre site. Facilities and landscaping are

maintained in a manner for the optimization of learning. Pierce's technological infrastructure supports administrative, client, network, print, media, classroom, telecommunication and web activities. Pierce occupies two office spaces at Joint-Lewis McCord that is maintained by the base.

Eligibility Requirement 15 – Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Pierce supports academic freedom for both faculty and students. This is evident in the Board Policy Manual 2.08, Title: "Academic Freedom" which states, "The Board of Trustees recognizes and will act to support traditional academic freedom as it applies to members of the district community carrying out their assigned duties, responsibilities and obligations, including the professional presentation or study of what might be considered by some to be controversial." Section 4.1 of the faculty union contract affirms that commitment.

Eligibility Requirement 16 – Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Pierce has an open-door admission policy, practices equal opportunity, and does not discriminate in its educational programs. No one is denied admission to Pierce because of race, color, national origin, sex, sexual orientation, disability or age. Pierce has developed and adheres to policies and programs to guide admission and placement of students in certificate and degree programs. Placement is based on the individual student assessment of prerequisite knowledge and abilities. Pierce's policies for termination and readmission are published in the catalog and administered in an equitable manner.

Eligibility Requirement 17 – Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and Core Themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Pierce's website and catalog are key information resources for students. As such, all information is accurate and updated regularly. The public information resources provide comprehensive information on admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar, vision, mission, Core Themes and values, and other information key to student success and decision-making. Pierce is transitioning to the use of Acalog software to produce the catalog, providing further assurance that our information resources provide consistent information.

Eligibility Requirement 18 – Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Pierce's policies ensure financial stability with adequate funding to sustain academic programs and other operations over the long term. These policies provide for maintaining a contingency reserve, seeking external grants to support innovative initiatives, and using a sound and transparent budget planning process to adjust programs or services based on careful reviews and analysis. A financial report is provided to the Board of Trustees on a monthly basis, including available funding, resource development and risk management.

Eligibility Requirement 19 – Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Pierce undergoes an annual external financial audit by professionally qualified personnel who conduct the audit in accordance with generally accepted auditing standards. The FY 2014 and 2015 audits had no findings or management letter recommendations. In addition, Pierce is also audited biennially by the Washington State Auditor's Office (SAO). The results of both of these audits are shared with, and discussed by the Executive Team and Board of Trustees in a timely manner, and appropriate actions taken should there be findings and recommendations.

Eligibility Requirement 20 – Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Pierce discloses to the Northwest Commission on Colleges and Universities accurate and complete information required by the Commission for its evaluation and accreditation functions.

Eligibility Requirement 21 – Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Pierce accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities. Pierce agrees that the Northwest Commission on Colleges and Universities may disclose the nature of any action, positive or negative, regarding its status with the Commission.

Standard 2A: Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Governance

Governance at Pierce College is an effective system with clearly defined authority, roles, and responsibilities. The system of governance ensures that the authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students complies with those described in the Revised Code of Washington (RCW); Washington Administrative Code (WAC); State Board of Community and Technical College (SBCTC) policies; Pierce Board and administrative policies, and the collective bargaining agreements for the American Federation of Teachers (AFT), which represents faculty; and the Washington Public Employees Association of Higher Education (WPEA), which represents classified staff.

The Pierce College shared governance system clarifies and communicates the respective roles of the Board of Trustees, administration, faculty, classified staff, and students using a structure that maximizes participation and the best thinking of all and placing authority at the appropriate level. This provides a framework in which timely decisions are guided by involvement from, and are transparent to, the rest of the district community (Figure 3).

Board of Trustees

Pierce College's policy-making body is a five-member Board of Trustees appointed by the Governor of Washington to five-year terms. The Pierce College Board of Trustees meets regularly and is charged with the responsibility and the authority for operation of Pierce College District as set in RCW 28B.50.140 and other statutes. The Board of Trustees has the responsibility to establish policy and to evaluate the success of Pierce's operation to include financial reviews, approve fundraising goals and plans, and direct strategic planning efforts. The Board has delegated all powers and duties under RCW 28B.50.140 to the chancellor, except those retained by the Board; included in that delegation is the authority to carry out the administration and operation of Pierce College.

Chancellor

The governance system recognizes that the chancellor is directly accountable and responsible to the Board of Trustees for the educational leadership and effective management of Pierce's human, physical, and fiscal resources. The chancellor holds all authority and responsibility for the administration and operation of Pierce College District except when expressly retained by the Board.

College Presidents

Each college president is directly accountable and responsible to the chancellor for the educational leadership and effective management of their respective college's human, physical and fiscal resources, with a focus on provision of leadership, direction and guidance to the learning and student success administration of the district.

Board of Trustees Impact on Tenure

Pierce's Board of Trustees recognizes that its role in granting tenure is not only critical to the quality of education students receive, but also critical to the college's culture of excellence and continuous improvement.

The Board used their retreat and annual goal setting to effect changes in the tenure process. The first year, they invited the faculty union leadership to their retreat to discuss the importance of tenure and the inconsistency in tenure packets from probationary faculty. The following year, they directed that the tenure criteria and process be clarified and strengthened. This led to a joint administrative and faculty overhaul of the tenure manual and significantly enhanced training for tenure committees. These changes make it much clearer that although teaching ability is the main criteria, it is not the only criteria that must be met for tenure.

To reach the high standards required to enter into a tenure commitment, Pierce also evaluates for student perceptions, participation in shared governance, mentoring/advising, analysis of student learning and alignment of pedagogy, critical self-reflection, professional growth and development, professionalism and role as a member of the college community. This past year, the Board directed that Pierce enhance post tenure review .

The Board is in the process of adding to its policy on tenure to better reflect the intent of these changes. The policy previously read simply that they would consider tenure appointments for those have "satisfactorily completed the tenure process. " The new policy, to be adopted at the October 2016 Board meeting, will read " The Board will consider for tenure appointments probationary tenure-track faculty who have satisfactorily completed a tenure process. Tenure will be granted to faculty members of such character and scholarly ability that the district can justifiably undertake to employ them for the rest of their academic careers."

Executive Team

The Executive Team is comprised of the chancellor, presidents, vice president(s), chief information officer, and the public information officer. This Team is responsible for implementing and administering plans and programs, and overseeing budgets. Members of the Executive Team as individuals are accountable for particular divisions and outcomes at Pierce and are active participants in the shared governance system.

Policy and Governance Cabinet (Cabinet)

Cabinet has been, and continues to be, the major district planning and policy recommendation body. Its work includes steering and assessing the new system of shared governance described below; monitoring the district planning system; developing values and principles for the district budget process; receiving, reviewing, informing, and recommending regarding district budget allocation recommendations; discussing issues confronting the district; and advising the chancellor.

New Council Structure

In 2012, a taskforce co-chaired by the PCFT faculty president and the president of Pierce College Fort Steilacoom, with representation from faculty, staff, administration, and students reviewed the Pierce's shared governance system of councils and committees. A recommendation for a new structure came forward to the Cabinet and the chancellor in 2013 for review, and was implemented in 2014-15 (Table 7). The new structure broadens the scope of shared governance and increases the representation of constituent groups. The former structure consisted of the Council for Learning and Student Success (CLASS); the new structure splits CLASS into Two Councils: the Learning Council and the Student Advancement Council; the new structure also adds the Technology Council and the Facilities and Safety Council. This expansion strengthens shared governance to include major operations areas. Each Council is co-chaired by an executive team member and a

Figure 3: Governance-Action Model

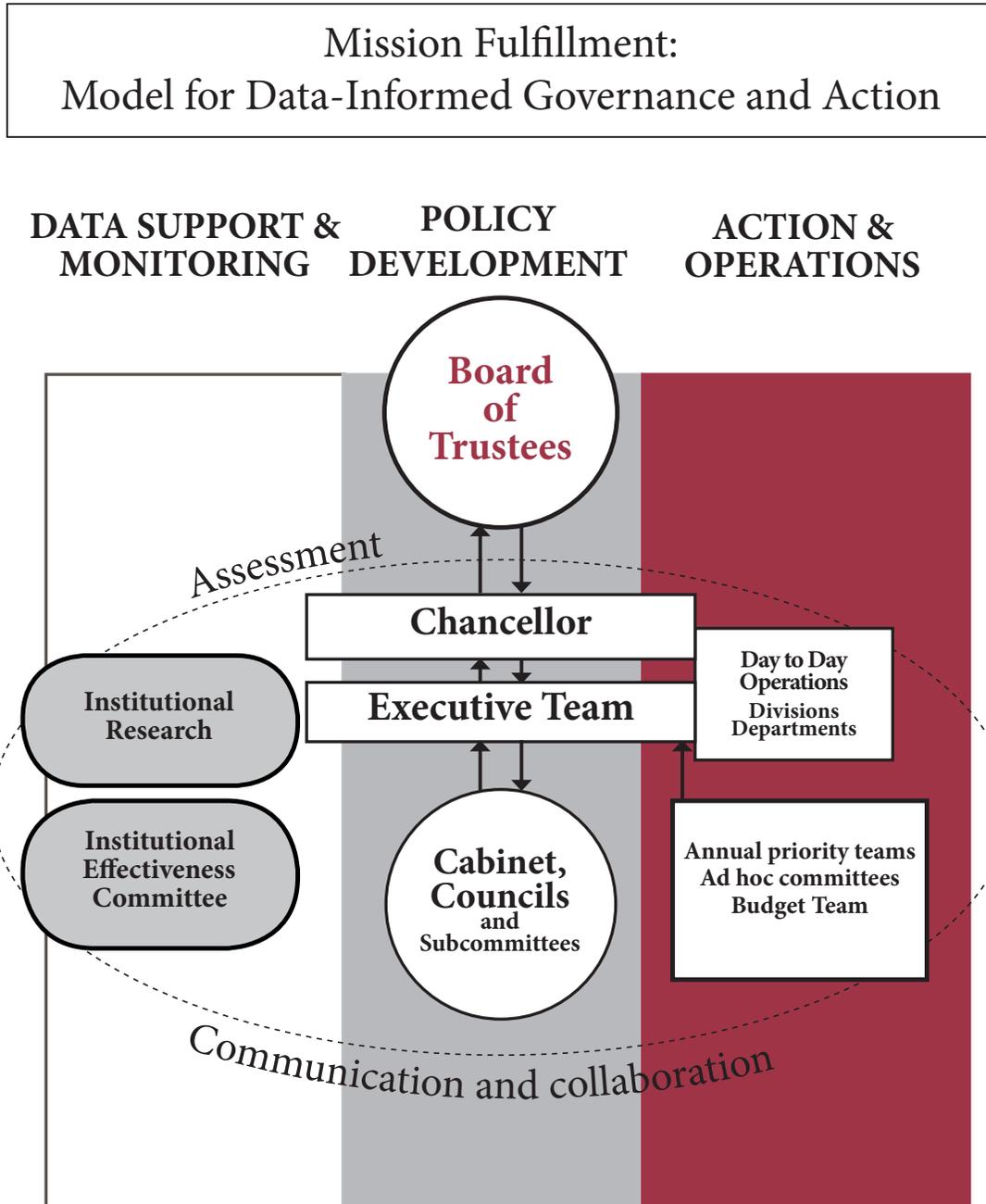


Table 7: Council Structure

Role and Responsibilities	Membership
<p>CABINET is the major District planning and policy advisory body for the chancellor. Cabinet focuses on broad district effectiveness and budget oversight, discusses and formulates policy recommendations, and steers and monitors the work of the shared governance councils.</p>	<ul style="list-style-type: none"> • Faculty members (4) • Classified Staff Member (4) • Council Chairs or appointed council representative (4); may not be an Executive Team member • Exempt staff (4); appointed by the Chancellor and may not be an Executive Team member • District Chancellor (1) • Presidents (2); FS rep. (1), PY rep. (1) <p><i>Note: E-team members attend to provide information and support</i></p>
<p>LEARNING COUNCIL (LC) develops, reviews, and evaluates plans and set directions for instructional and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and strategic direction of the District.</p>	<ul style="list-style-type: none"> • Faculty members (10 – 13) • Dean of Financial Aid and Enrollment Services(1) • Dean of Instruction (6) • Dean of Student Success (1) • Vice President for Workforce, Economic, and Professional Development (1) • Additional Outcomes Team Faculty (2-3), <i>nonvoting</i> • Director of Educational Outcomes and Effectiveness (1), <i>nonvoting</i> • Director of the Center for Engagement and Learning (1), <i>nonvoting</i> • eLearning Representative (1), <i>nonvoting</i> • Instructional Support Liaison (1), <i>nonvoting</i> • Recorder (1), <i>nonvoting</i> • Vice President of Learning and Student Success (2), <i>nonvoting</i>
<p>STUDENT ADVANCEMENT COUNCIL develops, reviews, and evaluates plans and set directions for student services and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and strategic plan of the District.</p>	<ul style="list-style-type: none"> • Faculty Members (6 - 9) • Students (3) • Classified Staff (2) • Dean of Instruction (2) • Dean of Student Success or designees (3) • Dean of Financial Aid and Enrollment Services (1) • Student Life Directors (2) • Student Services Designees (4-6) • Vice President of Learning and Student Success (1), <i>nonvoting</i>
<p>TECHNOLOGY COUNCIL develops, reviews and evaluates the district technology strategic plan and recommended technology policies in accordance with the mission, vision, values, core abilities, and strategic direction of the district.</p>	<ul style="list-style-type: none"> • Faculty Members (3) • Students (3) • Chief Information Officer (CIO) (1) • Classified Staff (3) • Dean of Instruction (1) • Dean of Student Success (1) • Director of Facilities (1) • Human Resources designee (1) • Vice President of Administrative Services (1) • Student Life Director (2), <i>nonvoting</i> • ctc Link Project Manager (1), <i>nonvoting</i>
<p>FACILITIES AND SAFETY COUNCIL develops, reviews, and evaluates plans and policy recommendations, and set direction for district wide facilities and safety in accordance with the vision, mission, values, core abilities, and strategic direction of the district.</p>	<ul style="list-style-type: none"> • Faculty Members (3) • Safety Committee rep. (2) • Sustainability Committee rep. (1) • Students (3) • Assistant Director of Facilities/Director of Campus Safety (1) • CIO or designee (1) • Classified Staff (3) • Dean of Instruction (1) • Dean of Student Success (1) • Facilities Director or designee (1) • Student Life Director (1) • Vice President of Administrative Services serving as Co-chair (1)

member who is elected by the Council. The elected co-chair serves on Cabinet, providing a formal link and strong shared governance and information network. In fall 2016, Cabinet will evaluate the new structure and if appropriate, make recommendations for improvement.

Budget Team

The Budget Team consists of the Executive Team members, Pierce College Federation of Teachers (PCFT) president, Washington Association of Public Employees (WPEA) representative, the director of finance, the director of budget, an instructional dean and selected department budget managers. The Budget Team conducts open hearings on department and division budget proposals, evaluates requests against institutional priorities and outcomes, and presents recommendations to the Cabinet regarding the annual operating budget and one-time expenditures.

Presidents' All-College Meetings

Meetings are held quarterly at FS and PY for exchange of ideas and to gather input and feedback from internal constituents. Council reports are standard agenda items.

Pierce College Federation of Teachers (PCFT)

PCFT leadership is elected by a vote of the faculty membership. Per the Negotiated Agreement, to make it possible for the Faculty President to carry out her duties as a participant in the shared governance structure, the Faculty President is released from assigned duties other than the 3/9 teaching assignment. The PCFT President and Vice President are free to attend appropriate meetings without restriction or loss of remuneration. PCFT leadership appoints or works with the administration to appoint faculty or facilitate faculty selection to the shared governance committees, councils and task forces. PCFT reports monthly at the regular Board of Trustees meetings.

Washington Public Employees Association (WPEA)

WPEA leadership is elected annually by a vote of the classified staff membership. WPEA leadership appoints or works with the administration to appoint classified staff or facilitate classified staff selection or election to the shared governance committees, councils and task forces. WPEA report monthly at the regular Board of Trustees meetings.

Associated Students of Pierce College

The Associated Students of Pierce College regularly presents updates to the Board of Trustees, is represented on the Cabinet and other shared governance committees, and provides input to various constituent so that student perspective is considered in decision-making. Within Pierce, both the FS and PY campuses maintain an independent student government body, the Associated Students of Pierce College Fort Steilacoom (ASPCFS) and the Associated Students of Pierce College Puyallup (ASPCP), respectively. Both ASPCFS and ASPCP have established constitutions and bylaws that outline their missions, authorities and powers, membership terms, and policies and procedures. Both also work in conjunction with their associated college and local community to ultimately represent, promote and address the needs of the student body. Students are engaged with Pierce through service on numerous shared governance committees.

The representative memberships of Pierce's committees and councils contribute to the inclusive, transparent and collaborative processes.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Pierce, a two-college district, is part of the 34-college, 30-district, Washington State Board for Community and Technical Colleges (SBCTC). Pierce's two colleges and extended learning operations have a single governance system, defined above. System policies, regulations and procedures are clearly defined and equitably administered across the Pierce. The SBCTC's limited oversight includes allocating state funds, setting enrollment-reporting procedures, managing statewide data, and advocating for the college districts in legislative and regulatory matters.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Pierce is currently in compliance with the Standards for Accreditation of the NWCCU. Pierce's Vice President for Learning and Student Success at FS is the Accreditation Liaison Officer and is on the Institutional Effectiveness (IE) Committee. She is responsible for monitoring compliance with the NWCCU's Standards and working with the chancellor, Board of Trustees and Executive Team to ensure that compliance is not impacted by Pierce's internal collective bargaining agreements, legislative actions and other mandates. She regularly attends NWCCU training meetings to stay current with commission processes and changes.

The Executive Team meets weekly and regularly discusses and monitors accreditation compliance, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The Board consists of five voting members appointed by the Governor of Washington to five-year terms. The Board has the authority to establish policy and to evaluate the success of its operations (Pierce District Policy Manual 1.02.000). Each Board member serves without compensation, except reimbursement for reasonable expenses when performing Pierce business. No Board member has a contractual, employment or financial interest in Pierce College District.

Board duties and responsibilities are further defined in the Board Policy Manual. In Summer 2016, the Board and administration worked together to separate Board Policy and Administrative Policy.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Pierce's Board of Trustees acts only as a committee of the whole. Board Policy specifies that legal authority is vested in the Board and may be exercised only through Board action taken at regular or special Board meetings. No individual member may speak or act on behalf of the Board unless specifically authorized by Board approval. Every member is under obligation to support any decision or policy adopted by a majority (a minimum of three concurring votes).

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Pierce Board policies are specified in the Board Policy Manual. Policies define the Board's responsibilities and the processes for meeting those responsibilities. The responsibilities, in addition to policies regarding their own organization and operation, include the following: broad oversight for all institutional policies; the right to amend, repeal or modify policy; the compilation and publication of the policies in a manual; and the availability and distribution of the Policy Manual. The manual is available in hardcopy or electronically. In summer 2016, the Board and administration worked together to clearly separate Board policy and administrative policy, and the Board is expected to vote on the new Board policy manual at their October meeting.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Having adopted a modified Policy Governance model, the Board delegates to the chancellor/CEO the authority and responsibility for interpreting Board policy into administrative action and administering and operating the district. The chancellor's goals are reviewed during the Board's summer retreat work session and become the foundation for the chancellor's annual performance evaluation. Performance areas include the following: community relations; legislative relations; educational planning; budget control; personnel and labor relations; management activities; Board relations; constituent relations; and strategic planning.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Board Policy provides for the use of an evaluation checklist that assists the Board in conducting its annual Board evaluation, typically conducted during its summer retreat work session. The Board evaluates its performance to ensure that obligations are fulfilled effectively and efficiently.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives

Pierce has an effective system of leadership, staffed by qualified administrators with appropriate levels of responsibility and accountability. Overall leadership is vested in the chancellor's Executive Team. Members of the Executive Team are qualified administrators with appropriate levels of responsibility and accountability.

The Executive Team, in addition to the chancellor, includes the two college presidents; the two college vice presidents for Learning and Student Success; vice president for Administrative Services; Vice President for Human Resources; vice president for Workforce, Economic and Professional Development; vice president for Strategic Advancement; chief information officer; and the director for Marketing and Communications. Each Executive Team member is assessed annually via a thorough Performance and Development Plan (PDP) process that is comprised of defined expectations and performance evaluation measures. Moreover, the chancellor submits a self-evaluation to the Board of Trustees for review during the Board's annual summer retreat. A new position, executive officer for Equity, Diversity, and Inclusion, will join the Executive Team in fall 2016 after the national search has been completed.

Executive Team members represent and lead major units of the district. The Executive Team generally meets weekly, or as needed, to plan, organize and manage the affairs of the district and assess its achievements and effectiveness. They engage in regular planning and assessment activities specific to their functional area.

The chancellor is the chief executive officer of the Pierce College District and has full-time responsibility for the institution. The chancellor reports to the Board of Trustees, is accountable for implementing the Board-approved policies, and serves as secretary to the Board, not as an ex officio member nor chair of the Board. The chancellor received the Association of Community College Trustees 2016 Pacific Region CEO award in recognition of her leadership at Pierce College

Each college (Pierce College Puyallup and Pierce College Fort Steilacoom) is led by a president. The chancellor's and presidents' credentials are as follows:

Chancellor

Michele L. Johnson, Ph.D.

Dr. Johnson holds a Doctorate of Philosophy in Educational Planning and Management from the University of Oregon, and has 38 years of experience in community colleges: 15 years as a tenured faculty member, and 12 years as an executive dean, chief academic officer, and campus president before becoming chancellor in 2005.

Pierce College Fort Steilacoom President

Denise Yochum, M.A.

Ms. Yochum holds a Master of Arts in Speech Communication from San Diego State University and is currently a Ph.D. candidate in Leader Studies at Gonzaga University. She has 29 years of experience in higher education: six years as a university faculty member, 12 years as an exempt administrator progressing from director through vice president of Instruction, and 11 years as President.

Pierce College Puyallup President

Marty Cavalluzzi, Ph.D.

Dr. Cavalluzzi holds a Doctorate of Philosophy in Marine Science from The College of William and Mary, and has 17 years of experience in higher education: four years as a faculty member and research assistant, and 13 years as an associate dean, dean, and executive vice president for Instruction and chief academic officer before becoming president in 2013.

The Office of Institutional Research (IR) conducts and oversees research, analyzes and reports on data, and provides tools for faculty and staff to engage in continuous evaluation and improvement; IR also compiles data for Pierce’s Institutional Effectiveness Report, providing a summary of Pierce’s mission fulfillment defined by metrics measuring our Core Themes.

At all organizational levels, Pierce maintains a sufficient number of qualified administrators to manage the district. The chancellor’s Executive Team, together with the deans and directors at the campuses, sites and district offices, comprise the leadership structure of the district. Managers engage in strategic planning, assessment and evaluation, and policy development and implementation.

Pierce has consistently attracted well-qualified candidates for administrative positions. Administrative job descriptions describe skills, competencies, qualifications, duties and responsibilities and accountability.

The Executive Team is comprised of seasoned administrators. All have a rich background in higher education and/or their discipline, and have demonstrated strong commitment to and ability to fulfill the Pierce’s mission and Core Themes.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Pierce has academic policies related to teaching, service, scholarship, research and artistic creation, and those policies are communicated to students and employees with responsibilities related to these areas. Policies are equitably administered across both Colleges. Academic policies guiding teaching and learning for all faculty, students and instructional staff are detailed in the Academic Information section of the catalog, and in the Policy Manual. Academic policies are available on the website as well as through the student portal. The 2012-15 Negotiated Agreement between Pierce and PCFT delineates policies related to teaching and service, copyrights and patents, research and sabbaticals, and other rights and responsibilities. The Student Rights and Responsibilities Code/Student Code of Conduct (SRRC) addresses the rights of students regarding their scholarly and artistic creations.

Policies regarding access to and use of library and information resources are documented, published and enforced. These policies are published on the website and outline general information about the library, circulation and borrowing policies, policies regarding facilities and equipment, copyright and privacy, and collection development. Policies are developed and enforced district wide in order to ensure students have the same expectations at each library. Policy updating and training occur as needed at library staff meetings.

Pierce maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of Pierce's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals. The transfer-of-credit policy, as established by the state and followed by the district, is published in the catalog's Academic Information section under Transfer Right and Responsibilities and in the Admissions section of the catalog. Pierce's credentials evaluators, who report through the registrar, determine how external credits transfer. Students are responsible for providing official transcripts and, if required additional documentation such as course syllabi, to determine course equivalency. As needed, the evaluator consults with faculty in the related department in order to make a final determination for course transfers. Students transferring credits from other Washington community and technical colleges are accepted under the statewide reciprocity policy.

Pierce has 151 active articulation agreements with other academic institutions to facilitate transfer of credits toward degrees. These agreements further clarify for students the requirements of the transfer institution so that effective advising can simplify student matriculation. There is a prescribed procedure for design and approval of new agreements.

Pierce is an institutional member of the Servicemembers Opportunity Colleges (SOC), a consortium of more than 1,800 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. In addition to SOC membership, Pierce is one of approximately 145 select institutions providing flexible SOC programs on more than 150 Army and Air Force installations worldwide. Pierce is a member of the Pierce County Careers Connection (PC3) and has agreements with school districts throughout the county to award credit for some Professional/Technical courses taken in high school. Pierce has designed Career Pathways Roadmaps to assist students as well as advisors, local high schools and employers. These roadmaps have been in place for approximately two years for all of Pierce's degree programs and are available on the website. From information about entrance considerations and degree plans, to articulated transfer institutions and prospective careers, the roadmaps provide an effective tool outlining the mobility between Pierce College and other institutions.

With the publication of Redesigning America's Community Colleges and the national research and discussion about Guided Pathways, Pierce has taken steps to expand the concept of these roadmaps to further embrace and employ the principles of Guided Pathways.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances and disability accommodations are available and clearly stated for students, and are administered consistently and equitably. In addition to the leadership provided within each of the Student Success units, policy directions and initiatives are guided by the Student Advancement Council (SAC), a cross-district, interdisciplinary shared governance structure with members from the student body, faculty, and staff. The SAC aids in the development, review, evaluation, and updating of major student success policies and procedures, such as the Learning & Student Success Strategic Plan, Student Code of Conduct, and grievance procedures, often in collaboration with other councils in the shared governance councils

The Student Rights and Responsibilities Code/Student Code of Conduct (SRRC), revised in 2016, and the Policy Manual, comprise the rights and expectations of students, including the processes for resolving alleged code violations. The revisions were undertaken due to the changes in how sexual misconduct allegations are to be processed based on Title IX and VAWA (Violence Against Women Act) requirements, as well as update focuses on educational processes and components. Pierce is seeking to streamline processes and clarify language to facilitate understanding for students. The Deans of Student Success on each campus currently serve as the judicial affairs officers on the respective campuses. They are responsible for overseeing the judicial processes, including training and guiding staff regarding all practices. Pierce is in the process of recruiting for a District Conduct Officer, a new position built into the new SRRC. With this position, Pierce will have a new level of administrator to adjudicate complaints, leaving the Deans of Student Success to more fully advocate for the student at the time of the initial complaint. Disciplinary sanctions imposed may be appealed. Appeal processes are outlined in the current and revised code of conduct, which may result in sanctions being upheld, removed, reduced or increased. The code, all relevant forms, and all appeal and complaint processes are available on the website, printed brochures and student handbook.

The Access and Disability Services (ADS) department facilitates reasonable accommodations for qualified students, employees, and applicants with disabilities in accordance with the Americans with Disabilities Act of 1990, and the Federal Rehabilitation Act of 1973. Services include classroom reassignments, note takers, accommodated testing, course substitution requests, service animal policies, grievances and complaints. Information related to services, policies and procedures is available on the ADS webpage.

Pierce adopts and adheres to admission and placement policies that evaluate student knowledge

and guide enrollment to assure a reasonable probability of student success. Policies regarding the continuation in and termination from educational programs is clearly defined, widely published and administered in a fair and timely manner.

Pierce is an open admission institution serving a diverse group of students with a wide range of abilities and educational needs. Examples of policies addressing specific areas of student rights and responsibilities include the following:

Admissions: Consistent with Pierce's mission to create quality educational opportunities for a diverse community of learners, Pierce is an open admission institution serving a diverse group of students with a wide range of abilities and educational needs. The Admissions webpage includes clearly defined steps of the Admissions process. The Admissions section of the catalog outlines admissions policies regarding who may enroll, and policies for new, former, transfer, Running Start and international students.

Some have selective admission's criteria and a competitive admission process. These programs include Nursing and Veterinary Technology. Admission requirements for these programs are published in the catalog and program web pages, and are administered by the Dean for Health and Technology. Admission requirements for Pierce's bachelor degree program, the Bachelor of Applied Science in Dental Hygiene (BASDH), and the Bachelor of Applied Science in Teaching (BAS-T) are available on the program's web pages.

Admissions and placement policies for international students are provided in the catalog and on the website. Students must complete the Pierce International Student Admission Application, including high school transcripts, proof of English proficiency, and bank statements documenting that students meet Pierce and U.S. Immigration requirements.

Placement: Pierce uses multiple methods for placement into appropriate reading, writing and math courses. Although the community and technical college system is evaluating alternatives due to the discontinuation of COMPASS, it will be used as the Pierce's placement tool through fall quarter. The COMPASS is used to evaluate abilities in reading, writing and math in order to assure a reasonable probability of student success that is commensurate with college expectations. In addition to COMPASS scores, students may also use college transcripts, recent high school transcripts, Smarter Balanced Assessment scores, and placement reciprocity to determine appropriate placement for math and English classes that are required for degree attainment. The Testing Center works with Admissions, Entry Services and Advising to provide accurate placement advisement. Further information about placement can be found in the Placement section of the catalog, and on the Testing Center's web page.

Academic Progress Reporting: Pierce's Student Success team helps students create a plan to succeed in achieving their academic goals. Through Academic Progress Reporting, faculty and staff work together to identify and alert students who are displaying potentially problematic behaviors. Early intervention allows students time to change behaviors and connect with campus resources to improve their success. Policies related to Academic Progress Reporting can be found under the Academic Deficiency (Low Grades) header on the Academic Policies webpage.

Academic Standards: Policies regarding the continuation in and termination from Pierce's educational programs are clearly stated on the Academic Policies web page, and in the Academic Information section of the catalog. Students whose performance drops below stated academic standards are placed

on academic alert, probation or dismissal. Also included are procedures for students who wish to return after being dismissed for academic reasons and a petition processes for appealing dismissal. The policies ensure consistency in academic sanctions and provide timelines for their implementation.

Pierce publishes clear and consistent policies that guide its co-curricular activities and student life program. These policies include student rights and responsibilities for clubs, events, fund expenditures and use of student media. The Associated Students Pierce College Fort Steilacoom (ASPCFS), and the Associated Students Pierce College Puyallup (ASCPY) serve as the sole representative voice of Pierce students in policy and all formal representative actions. The ASPCFS and ASCPY constitutions outline the student governance process and delegate oversight of the process to students. Constitutional by-laws are reviewed by student government as needed and may be revised through a two-thirds vote at ASPC council meetings. The Associated Student groups are responsible for their own resource allocation, as provided by the Services and Activities (S&A) Financial Code. Student-led S&A budget committees allocate more than \$2 million annually to support a broad spectrum of activities and offerings that enhance students' extra-curricular and co-curriculum opportunities. Students are made aware of these programs on the Student Life webpages and in the catalog.

Student Publications

The Pioneer (published bi-monthly) at FS, and The Post (published monthly) at PY, are Pierce's student newspapers, and SLAM (published annually) is the student literary arts magazine. These publications are funded by ASPC and guided by the student media policy. All have long legacies of award-winning excellence. The faculty advisors are published authors who hold affiliations with professional organizations such as Society of Professional Journalists, College Media Association, Washington Association of Writing Programs, and the Washington Humanities Association.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Pierce publishes, regularly reviews, and equitably applies its human resource (HR) policies to all classification of employees and students. HR policies and procedures are available to employees and students in a variety of formats. The intranet web page includes links to the Policy Manual and student related policies such as the Student Code of Conduct. The HR intranet web page provides additional links to procedures and related forms.

In addition, the intranet includes the two collective bargaining agreements. The Negotiated Agreement between PCFT and Pierce is published on both the Faculty Resources and the HR Policies and Procedures web page of the intranet. The 2012-15 PCFT agreement was rolled over for one year. Negotiations for the 2016-2019 agreement have been completed, with a faculty ratification vote scheduled for October, 2016. The Master Agreement between the WPEA and Pierce is published on the HR intranet page in the policy section under Classified Staff.

Pierce is an equal opportunity employer, as stated on all employment recruitment materials, catalog and other related publications. Additionally Pierce provides reasonable accommodation for persons with disabilities such as students, employees and applicants for employment. Pierce regularly engages in required training, and makes online training available, to ensure that HR policies and procedures are equitable applied.

Pierce employees are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination. For faculty and classified staff working conditions, rights and responsibilities are referenced in the respective collective bargaining agreements. Both the faculty and classified agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures.

Administrative/exempt employees serve at the will of the district. Adhering to Pierce policies and procedures, HR and supervisors are jointly responsible for ensuring that administrative exempt employees understand their conditions of employment, work assignment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Administrative exempt and classified employees receive copies of their job description, which contains an explanation of key duties and key competencies required to be successful in the position. Position descriptions for classified employees are consistent with the job class specifications set by the Washington State Department of Enterprise Services.

Official personnel files are maintained in a locked storage room within HR. Personnel files may be reviewed by the employee, an authorized representative, or the employee's union representative upon permission by the employee. Employee medical records and records of employee accommodation requests, grievances, and disciplinary matters are maintained in locked file cabinets within secure HR offices. Social Security numbers appear only on those documents needed for payroll or benefits purposes. A personal identifier number is assigned to each employee for general use on other personnel documents or for transactions within Pierce, such as the library. Employee medical information is kept secure in locked files within HR offices and is maintained according to state law and HIPAA standards. Electronic files are protected through a secure data system with log-ins, unique IDs, passwords, controlled access and encryptions.

Employees whose positions require them to view, access, or maintain confidential information are responsible for maintaining the security and confidentiality of the information and for using the information only to conduct authorized business. Personal employee information may be disclosed to third parties to conduct business operations, to respond to public records requests, or to comply with subpoenas for records. Pierce complies with the State Public Records Act, and the Family Educational Rights and Privacy Act (FERPA), as well as SBCTC's General Retention Schedule.

Institutional Integrity

2.A.21 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Pierce College uses modern and traditional methods to represent itself clearly, accurately and consistently through its communications to students and the general public. Our communications program accurately represents Pierce’s academic intentions, programs, and services to students and to the public, and demonstrates that our academic programs can be completed in a timely fashion.

Web-based communications, including blogs, social media, and a robust website provide real-time, updated information. PierceConnect is an interest-based email service used to provide targeted information to current and prospective students as well as alums and community members.

The Director of Marketing and Communications serves on the Executive Team; he is responsible for monitoring publications to assure accuracy and clarity in all messaging to students, the public, the media, community leaders, legislators and other constituents, with assistance from his staff and subject matter experts throughout Pierce.

Pierce advocates, subscribes to, and exemplifies high ethical standards in managing and operating the district, including dealings with members of the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. This is embedded into the culture at Pierce, where integrity, fairness, and equity are valued at all levels.

Pierce employees are bound by the provisions of the Washington State Ethics Act, as interpreted by the State Executive Ethics Board. Integrity and Respect are two of five values adopted by the Board. The Core Theme of creating a “Positive and Diverse College Environment” recognizes the importance of value and respect. In addition, Pierce’s discrimination, harassment, affirmative action and equal opportunity policies prohibit discrimination toward any member of the Pierce community and promote equal opportunity and treatment as a functional part of its daily activities. Pierce has a civility policy that establishes principles and expected behaviors that are designed to create and nurture an

environment in which respectful and open communication can occur, free from intimidation.

Pierce's approach to ethics is to be proactive by assisting employees with compliance rather than reacting to violations. The Vice President for Administrative Services serves as the ethics officer for Pierce. He provides on-going guidance and training regarding state ethics rules and district policy, and the vice president for human resources provides guidance in recruitment, hiring, supervision, and day-to-day work assignments.

Additional ethics guidelines have been established for specific constituencies:

- Section 2.7 of the PCFT Negotiated Agreement reaffirms the responsibility of both full- and part-time faculty to "be mindful of and abide by state ethics law in conducting union and collective bargaining related business."
- The Washington Ethics law, Revised Code of Washington, Chapter 42.52, and Washington Administrative Code (WAC) 465-40-010 applies to all state employees. It governs the actions and working relationships of Pierce employees that hold a public trust that obligates them, in a special way, to honesty and integrity in fulfilling the responsibilities to which they are elected and appointed. Paramount in that trust is the principle that public office, whether elected or appointed, may not be used for personal gain or private advantage.
- Processes for resolving complaints and grievances are outlined in the relevant codes (WAC) and their associated documents. For example, the Washington State Ethics Act sections RCW 42.52.410 and 42.52.420 address the filing and investigation of ethics complaints.

The fair and equitable treatment of students is ensured in Pierce College Student Rights and Responsibilities Code/Code of Conduct (SRRC). The Code clearly states rules of student conduct, guarantees certain student rights, and establishes procedures governing student conduct. Student complaint and grievance processes are logged using Maxient software. This system allows students to submit a complaint and/or grievance online. The software will then route the issue to the appropriate Pierce College personnel for action. Students who would prefer to file using a paper form will still be able to do so. The Maxient software will allow Pierce College to run reports on a multitude of data points to include the number of complaints, the type of complaints, the demographics of the students submitting, and more.

Moreover, the confidentiality of student information is protected through the Family Education Rights and Privacy Act (FERPA). The dean of Enrollment Services and Financial Aid/Registrar serves as Pierce's FERPA officer. All staff members with access to students' records are required to complete FERPA training and sign a confidentiality statement prior to accessing records.

Pierce has clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. Pierce's Ethics Officer includes conflict of interest training with the ethics training mentioned in Standard 2.A.22.

Pierce is relatively free from undue influence by social, political, corporate or religious organizations. Even so, conflict of interest remains a central ethical consideration in any complex institution. Accordingly, the Washington State Ethics Act specifically addresses issues of potential conflict, including financial or business interests, misuse of state positions, outside compensation and gifts.

Copyright compliance is addressed in two administrative policies: Copyright and Patents policy that guides intellectual property; and Library Policy Fair Use of Copyrighted Works for Education and Research that guides use of materials in the classroom. The faculty job description includes the expectation that Fair Use guides all use of instructional materials. To support these efforts Pierce's print shops and multimedia departments work in accordance with the library to recognize, educate and report potential violations related to copyright infringement.

Pierce's accreditation status is posted in the About Pierce section of the catalog and website. No language speculates on Pierce's future accreditation status.

Pierce's contractual agreements with external entities for products or services are consistent with our mission and Core Themes, adhere to institutional policies and procedures, and comply with the NWCCU's Standards of Accreditation. All contractual agreements are in writing, approved by appropriate personnel, and are clear regarding scope of work, roles, and responsibilities.

Pierce enters into contracts for routine goods and services and enters into grant agreements that require Pierce to meet funders' program outcomes. Contracts and agreements are reviewed by the Vice President of Administrative Services or an appropriate designee, depending on the nature and

cost of the contract. Spending related to these agreements is approved by an authorized program budget manager who ensures goods and services meet the needs of the program and align with the mission and goals of Pierce.



To manage risk, when entering into inter-local or inter-agency agreements, professional services or client services contracts, Pierce uses contract templates approved by the Attorney General's Office. Pierce's assigned assistant attorney general also reviews contracts upon request. Smaller contracts and routine vendor service agreements are reviewed by the Vice President of Administrative Services or other qualified staff.

Pierce staff who execute personal or client service contracts under former state contracting law have received state training as required. Effective January 2013, a sweeping state procurement reform went into effect. Pierce has been closely monitoring and adapting its practices in response to guidance from the Department of Enterprise

Services, implementing the new provisions of the law. As required by state law, all personnel who oversee or manage personal service contracts were retrained by the end of 2015. The Purchasing Department tracks and ensures that as new personal service contracts are executed, the contract manager is either already trained or meets the training requirement prior to contract implementation.

Very few services are performed or products provided on behalf of Pierce by external entities. Pierce partners with libraries throughout the country so that credentialed library faculty can provide 24/7 response to inquiries sent from students via email and instant messaging. Pierce library faculty review the transcripts of these interactions and can follow up with the student if necessary. Pierce also partners with other community colleges to provide online tutoring services, through the State Board for Community and Technical Colleges. Tutors are trained by each of the schools that participate in the consortium and are monitored by quality coordinators. All sessions are recorded and students are surveyed regularly.

Pierce also has agreements with vendors who provide bookstore, food and vending services on its behalf. The contracts include performance standards appropriate to the services offered. A Pierce contract liaison monitors whether the contractor meets the performance standards. Pierce also occasionally enters into professional service contracts for limited and defined management consulting services.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, Core Themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Pierce's vision, mission, Core Themes, and values affirm the right and responsibility of all members of the district community to pursue knowledge without impediment or undue influence. The Board Policy manual includes a policy confirming academic freedom.

In addition:

- The Negotiated Agreement Rights of Academic Employees Section 4.1 cites the 1940 AAUP "Statement of Principles on Academic Freedom and Tenure" (including 1970 Interpretative Comment) and explains that the intent of this statement is not to discourage what is "controversial". Controversy is at the heart of the free academic inquiry that the entire statement is designed to foster.
- Students' rights to freedom of inquiry are outlined in the policy manual and the SRRC. Through these policies, students are "encouraged through free inquiry and free expression to develop their capacity for critical judgment and to engage in sustained and independent search for knowledge. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility."

Along with these rights come responsibilities. The SRRC also informs students of their responsibilities, noting that students "will conduct themselves as responsible members of the community. This includes

an expectation that students will obey the law, will comply with rules and regulations of the district; will maintain a high standard of integrity and honesty; will respect the rights, privileges and property of other members of the district community; and will not interfere with legitimate college affairs.” Pierce outlines in the Educational Philosophy section of the Catalog: “Pierce College District will promote an environment in which quality teaching and learning are fostered, decision-making is collaborative, and students and employees feel valued and respected.”

The Tenure Process Manual is designed to assure that tenure is granted to faculty members of such character and scholarly ability that Pierce, so far as resources permit, can justifiably undertake to employ them for the rest of their academic careers.

Pierce’s Administrative policies include a Civility Policy which cites free expression rights but also guides responsibility: “Pierce College is committed to every individual’s expectation of civility in the workplace while preserving the right to freedom of expression in addressing matters of public concern. In order to fulfill our mission, respect and equity must be practiced by all members of the district community in our efforts to increase the learning potential and success of everyone. All members of the Pierce community must embrace the inherent elements of learning: challenging ideas, debate and expression of thought. Yet, all members of the district community must accept the responsibility of challenging ideas, debate and expression of thought within a framework of mutual respect and professionalism.”

The faculty job description outlines the expectation that all faculty present scholarship fairly, accurately, and objectively and to abide by the administrative Copyright Policy. Personal views, beliefs and opinions are identified as such.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The Board Policy Manual clearly defines Board approved policies for oversight and management of district financial resources. In addition to its own policies, Pierce complies with requirements of the SBCTC Policy Manual and Fiscal Affairs Manual, the Office of Financial Management’s State Administrative and Accounting Manual, and the Department of Enterprise Services’ Purchasing Manual, among others. Where necessary, Pierce’s policies and procedures refer employees to these other sources and requirements, in lieu of restating such requirements in its own policies.

The Board of Trustees is responsible for financial oversight of the district. Board policy directs the chancellor to conduct a thorough and sound process of annual budget development for presentation to the Board, present options and alternatives for Board consideration and recognize the approved budget as the Board of Trustees’ expression of fiscal priorities.

Board Approval of Operating Budget

The Board sets annual expectations for operating budget development, takes formal action to adopt the budget and receives periodic revenue and spending reports, timed to coincide with their meeting

schedule. The chancellor has tasked the Cabinet to monitor the budget development process. The Cabinet receives monthly updates of progress and reviews the proposed budget in detail, advising the chancellor on whether the process met Pierce's values and principles and recommending whether the budget, as proposed, is ready for consideration by the Board. At either the May or June Board meeting, depending on legislative action on the state budget, a proposed general operations budget is presented to the Board for approval.

Board Approval of Capital Budgets

Pierce maintains a facility master development plan for FS and PY, developed with input from campus constituents and approved by the Board of Trustees. Every two years Pierce may submit requests for capital projects to the SBCTC for funding by the legislature. These requests are submitted in priority order, based on the Pierce's Facilities Master Development Plans. In addition, State Minor Capital Improvement funds are allocated by the legislature and designated for use by the SBCTC. Once awarded to Pierce these funds are used to address campus improvement priorities identified in the Facilities Master Development Plans and by the Pierce's Executive Team and facilities director. The state also provides funds for capital repairs, based on how each facility scores on a system wide facilities condition survey.

When funds provided by the state are insufficient, the Board reviews and approves requests for spending from district reserves, technology fee or Services and Activities (S&A) fee monies to support capital projects.

Board Monitoring of Operating and Capital Budgets

At each regularly scheduled meeting, the Board receives a written progress report on capital projects, along with a financial and enrollment dashboard report that shows spending and encumbrances against major capital projects. The dashboard report also shows operating budget spending and tuition revenues compared with budgeted and prior year levels. The report includes data related to key drivers of tuition and other revenues, including state funded enrollments and Running Start enrollments. Finally, the report also includes revenue and spending information related to grant, scholarship and financial aid programs.

Reserves, Investments and Cash Management

Pierce's Cash Reserves Policy requires Board approval for expenditures from district reserves. The chancellor may approve unanticipated expenditures outside of the operating budget (from reserves) of up to \$50,000. The use of this authorization appears as a reconciling item on the next financial dashboard report. Any unanticipated spending needs in excess of \$50,000 require Board approval. In addition, state law requires Board approval of all spending from the Technology Fee or Services and Activities (S&A) fee. This includes when these fund sources will supplement capital funds provided for specific purposes by the state.

In its last interim report, the district reported an unrestricted reserve balance of \$17.9 million, but the district has subsequently changed its internal methodology for classifying various portions of its reserve. What was previously reported as a lump sum of unrestricted reserves is now split into two categories: Unrestricted and Policy Restricted. Unrestricted fund balances have not been identified by the Board of Trustees for any specific purpose; Policy Restricted fund balances are not legally required to be restricted, but the Board of Trustees have designated that they be held for specific programs or purposes. These designations can be change by the Board of Trustees at any time. At the close of FY 2015-16, the total combined balance in the Unrestricted and Policy Restricted funds was \$26.1 million. Of that amount, \$16.1 million was Unrestricted, and \$10.0 million was Policy Restricted.

Fundraising

State law allows the Board of Trustees to solicit donations on behalf of Pierce. Pierce's Fundraising and Solicitation of Funds Policy delegates authority to the chancellor to oversee these functions and requires individuals or groups to obtain authorization prior to soliciting donations in the name of Pierce. In addition, the Board has approved a quid pro quo agreement detailing the exchange of services between the district and the Pierce College Foundation, a registered 501 (c)(3) entity.

Debt Management and Transfers and Borrowings between Funds

Pierce's Debts to the College Policy prohibits the district from extending further services to anyone owing a debt to Pierce and allows the district to offset amounts owed against any refunds or payments owed to that person.

Pierce has been very conservative about entering into debt, limiting borrowing to student-funded capital projects and energy upgrades. The Delegation of Board Powers and Duties to the District Chancellor Policy excludes borrowing from the powers otherwise delegated to the chancellor. As a result, the Board reviews and takes action on any proposed borrowing.

The Delegation of Board Powers and Duties to the District Chancellor Policy delegates all express or implied authority to carry out the administration and operation of the district, other than a few authorities the Board reserves for itself. Included in this delegation is the implied authority to approve transfers and borrowings between funds. Although rare, when transfers or borrowing occurs, it is approved by the chancellor.

Standard 2B: Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Pierce employs sufficient numbers of qualified employees to support operations. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Position descriptions accurately reflect duties, responsibilities and authority of the position.

Pierce employs more than 1,500 individuals including approximately 131 full-time faculty, 373 part-time faculty, 258 classified staff and 86 administrative exempt staff who are qualified in their fields of expertise to provide quality instruction and services to students, employees and the external community. Pierce also employs approximately 287 part-time hourly and student staff who work less than 1,050 hours per year to assist with support and operations functions. Goals of the budget process, as it relates to personnel, are focused on supporting current programs and services that fulfill the mission and Core Themes.

The Human Resources Office (HR) is responsible for ensuring that district positions are accurately and appropriately classified and that all criteria and qualifications are detailed on all job announcements and procedures for selection of each employee group are clearly defined and publicly stated. Clear

information and multiple resources on the HR website guide the recruitment process. Recruitments are facilitated through an online system, NeoGov, a third party software provider.

Job descriptions are prepared for all positions. Faculty job descriptions are written in an outcomes format divided into three sections: faculty teaching and learning; advising; and shared governance. Descriptions are reviewed before contracts are issued each academic year. The faculty Negotiated Agreement also describes the professional duties that faculty are expected to perform.

Job descriptions for administrative exempt and classified staff accurately reflect the duties, responsibilities, and authority of each position. Descriptions are provided to each employee and periodically reviewed by the supervisor and the employee during evaluations, re-classification requests, market reviews, departmental reorganizations, or prior to recruitment to fill a vacancy. They are updated when essential functions, responsibilities, or requirements of the position change.

Pierce College is an Affirmative Action employer. In conjunction with recruitment, Census, County and State Board data, Pierce's Affirmative Action Plan sets out goals by employee category in order to help develop recruitment plans that attract potential employees, reflect the diversity of its service area, and ultimately support Pierce's mission and core theme for a positive and diverse environment. For the purpose of awareness, Affirmative Action goals are provided to screening committees early in the recruitment process, however, hiring from these goal groups is not required, and demographic data is hidden within the system to limit any bias. An Affirmative Action representative is appointed to each screening committee by the Affirmative Action Officer who reports to the chancellor.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Performance evaluations are a key element in continuous improvement for administrative exempt and classified staff. HR maintains procedures and forms to ensure a systematic and complete evaluation process. Exempt employees and classified staff are scheduled to be assessed annually, with exempt employees following a July 1-June 30 schedule and Classified staff the calendar year. Both groups use a two-part Performance Development Plan (PDP) form to evaluate the previous year's expectations for key results and key competencies and also sets up expectations for the upcoming year. Pierce identified core competencies based upon a competency master list developed and posted by the State HR/ Department of Enterprise Services. At the annual assessment meeting, the supervisor and employee discuss the evaluation each has prepared.

During the PDP, the employee will complete a self-evaluation and develop a plan with goals for the coming year that will be discussed with the supervisor. PDPs are scheduled to be completed annually with an expected 100% compliance rate. HR provides additional training for supervisors, and works with the executive team to assure consistency and compliance.

In addition to the annual performance evaluation, newly hired classified employees are assessed at three months, and upon completion of a six or 12-month probationary period in accordance with the WPEA contract.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Pierce considers its human resources one of its most valuable assets, recognizing the value of professional growth and development of faculty, staff and administrators, and supporting the ability for all employees to stay current in their role. Pierce provides a variety of professional development opportunities for employees.

The Center for Engagement and Learning (CEAL) (public site and internal site) was introduced in 2013. CEAL reports to the Vice President of Workforce, Economic and Professional Development and supports all Pierce employees in meeting Core Themes and mission, providing coordinated opportunities for all employees. Specifically, the CEAL offers professional development programming for faculty that responds to the Institutional Effectiveness Action Priorities, as informed by the Institutional Effectiveness Report. Moreover, in conjunction with its Achieving the Dream efforts, Pierce has also connected CEAL to meeting institutional initiatives around improved engagement, retention, completion, and student academic success. Finally, the CEAL hosts the Instructional Design department, which assists faculty in enhancing teaching and learning, as well as effectively integrating instructional technology into the learning process.

All employees are provided additional opportunities for professional development through Pierce's All-District days held twice a year, through in-service days, communities of practice and online learning opportunities through My Learning Gateway and Lynda.com, online training tools which provides access to training on a variety of topics in a flexible format. Both My Learning Gateway and Lynda.com offerings include courses in skills improvement, professional development, and compliance. In addition, Pierce College encourages employees to pursue additional education and make adjustments to work schedules to accommodate those attending other colleges. A statewide benefit available to all state employees is a tuition waiver to attend other state colleges on a space-available basis.

Faculty

Faculty are provided a total of 15 days per year for planning and professional development. Faculty are engaged in the organization of professional development opportunities. For example, the Faculty In-Service Committee organizes in-service events that include: workshops, presentations, and informal "let's talk about teaching/learning" conversations; the long-running Faculty Lecture Series that invites faculty members to share research and practice from the field with their colleagues; a well-received "Ignite" presentation hosted by faculty giving five minute mini-lectures on engaging topics from their disciplines; various on-line trainings on Canvas Essentials, Transitioning to Teaching On-line and APPQMR. A full day has been negotiated as an Assessment Day, hosted by the Outcomes Assessment Team. Faculty have an option of attending an annual event called the Summer Institute, which focuses on best practices in teaching and learning.

The Negotiated Agreement provides for each full-time faculty member to receive \$500 annually for professional development. Part-time faculty have access to \$250 per year. Professional/Technical faculty also have access to Perkins funding for industry-based professional development to help them maintain currency in their field. The institutional annual budget includes \$64,000 for full time professional development and \$14,000 for adjunct faculty.

Each year Pierce offers up to six quarters of sabbatical leaves for full-time faculty who have been at Pierce for at least seven years. Sabbatical leave is recommended by the Educational Leave Committee to the Chancellor and presidents and approved by the Board. Sabbatical leave pays the full salary of the faculty member to participate in study, research, or creative activities to enhance Pierce's instructional programs. Professional leave is also available to full-time faculty. Faculty who are granted professional leave agree to pay replacement costs. All faculty are encouraged to engage in curriculum development and revision, projects focused on student retention and assessment, and the development and implementation of special innovative department or team-centered projects. Funds are made available through both internal innovation pools and state grants. Re-assigned time is provided to full-time faculty to fill roles as faculty department coordinators, to provide leadership roles on committees such as the Outcomes Team, and to participate in other shared governance activities.

The First-Year Faculty Cohort (for FS, PY, and JBLM) is a year-long learning community designed to support probationary tenure track faculty by providing specific development and connections with best practices and senior faculty. The Targeted Skills Training Program and the Master Teaching Program are two contractual promotional opportunities available to tenured faculty, in which faculty attend intensive seminars and then apply their learning to a year-long project aimed at increasing pedagogical effectiveness. Adjunct faculty are invited to participate in two professional development events that connected their teaching practice to larger Institutional Outcomes and priorities. The events are full day trainings that occur on a Saturday. A \$100 stipend is offered for attendance and completing a reflective deliverable about how the content will impact teaching and learning.

The Outcomes Team guides meaningful assessment activities at the faculty Summer Institute, an in-service event for faculty focusing on improvement of educational assessment. The 2016 Summer Institute was attended by 56 faculty who focused on key projects related to discipline/program assessment priorities. Resources are made available to support faculty assessment efforts.

Classified and Administrative/Exempt

During the academic year, classified staff and administrative exempt employees are eligible to participate in paid Saturday training days focused on key initiatives, safety, and technology. On average, 64% of eligible employees attend at least one of the trainings, demonstrating their dedication to improving personal performance.

Classified, administrative exempt employees may apply for the Alan Spence Employee Scholarship, a scholarship offered by the Community and Technical College Leadership Development Association (CTCLDA, a statewide organization). Additionally, Pierce partners with universities in the area to provide reduced tuition opportunities for staff.

Administrative/exempt employees are regular attendees at meetings of CTCLDA that holds quarterly conferences focused on topics relevant to administrators and mid-level managers. Every three years, two Pierce upper-level administrators apply to participate in the Washington Executive Leadership Academy (WELA), a year-long leadership development program designed as part of a senior leadership succession plan. Our two campus presidents and two vice presidents are successful WELA graduates.

Classified employees are provided additional development opportunities through an in-service day organized by the Classified Staff Training Committee with activities to expand their professional skills



and experience. Classified employees are also encouraged to attend trainings provided by the State HR department. The Classified Staff Training Committee subsidizes department budgets so employees can attend classes or trainings deemed appropriate to their job. Employees are eligible to request paid time to attend professional development opportunities such as conferences and workshops.

2.B.4 Consistent with its mission, Core Themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Guided by its mission and Core Themes, Pierce employs a sufficient number of qualified educators to achieve its educational objectives, oversee academic policies, and assure the integrity and continuity of all academic programs.

Statewide minimum qualifications for faculty appointments appear in Washington Administrative Code 131-16-091. All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. Pierce's procedure on faculty credentials meets or exceeds these minimum requirements. All faculty are hired based on approved standards of accreditation and after review of official transcripts. The Human Resources Office verifies that employment applicants' transcripts are from an institution approved by the Department of Education. Official transcripts are required at the time of hire. Other credentials are verified by the hiring manager.

The recruitment and hiring process for part-time faculty is outlined in the Negotiated Agreement Article 11.1, and similarly for the specially funded part-time faculty for the military programs in Article 13.1. The part-time faculty credential procedure outlines the minimum qualifications for each position, including the designation of courses each individual is approved to teach. Part-time faculty members are scheduled for class assignments by the department coordinator, subject to approval of their appointment by the appropriate dean and the Vice President for Learning and Student Success.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Full-time faculty workloads are defined and governed in Article 7 of the Negotiated Agreement. The outcomes based job description addresses responsibilities in teaching, participating in shared governance and initiatives, advising/mentoring students, and participation in appropriate professional development to maintain currency in the assigned discipline(s). The workload optimizes faculty time

to meet Pierce's expectations for the three key areas of the outcomes-based job description. These allocations are designed for faculty to lead curriculum and academic policy review and maintenance, and to ensure integrity of academic programs. The instructional load includes assignments for laboratory and clinical nursing instruction. Other faculty responsibilities, including office hours and descriptions of workloads for library faculty, faculty advisors, faculty counselor advisors and faculty counselors are set out in Article 7.1 of the Negotiated Agreement.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty are assessed on the performance of their job duties and professional responsibilities on a regular cycle as outlined in the Tenure Manual and the Negotiated Agreement. Tenure-track faculty initially undergo a three-year tenure review process, in compliance with state law RCW 28B.50.850 through 28B.50.873 and the Negotiated Agreement. The multi-dimensional process calls for quarterly student evaluations, collegial and administrative observations, and regular self-evaluation throughout the tenure-review period. The Board has clear expectations for tenure reports and grants tenure to only high quality candidates. The vice presidents for Learning and Student Success meet with all tenure-track faculty and their committees to communicate Board criteria. The new First-Year Faculty Cohort design and activities reinforce that the tenure process is both rigorous and supportive.

Tenured faculty are evaluated every three years according to Pierce's post-tenure review procedure, outlined in Article 14 of the Negotiated Agreement. The teaching competence and professional improvement of each faculty member is reviewed through the use of multiple indices including teaching observations by peers, the dean, student evaluations, a self-evaluation by the candidate, analysis of the professional growth and development in both teaching and learning, and the discipline to demonstrate continuous improvement. The evaluation process is designed to assess the faculty's ability to demonstrate high-quality teaching and to complete other assignments professionally and competently. Classroom evaluations by students must be completed by a represented sample of at least one-third of the individual's classes each year. This evaluation process includes a conference with the dean and the drafting and approval of a new three-year plan, which address goals, professional development, and any concerns/deficiencies. All of these areas can also be addressed at any other time, depending on the circumstance. While all faculty participate in this process, the plans and reports have varied in depth and breadth. Beginning in FY13, the deans began norming all plans and post-tenure review documents, providing more extensive feedback to faculty, refining guidelines for submission and approval, and strengthening the process so that plans align not only with disciplinary needs, but also with institutional priorities. The evaluation process for specially-funded contracted faculty (e.g., military, Department of Health and Human Services, and international programs) is akin to the tenure process with a three-year review by a committee and participation in the First-Year Faculty Cohort, but does not include a recommendation and action by the Board of Trustees. It awards them with permanent status within the program for which they were hired.

Tenured faculty submit three-year Professional Growth and Development Plans (PGDP) as part of their post-tenure review process. Faculty have the option of submitting an annual progress report on their plan. This Salary Improvement Plan (SIP) makes them eligible to receive a salary increase

generated from turnover savings. Faculty in the tenure process develop a one-year professional development plan in conjunction with their tenure committee which serves as their eligibility for SIP. For Professional/Technical faculty, PGDPs align with the state regulations requiring Professional/Technical faculty with regular workload assignments of 67% or higher are to have professional development plans for certification. The plans must include objectives based on state-identified skill standards. The certification process takes three to five years and requires the supporting documentation to verify the achievement of each objective.

Evaluation of part-time faculty is outlined in Article 11.3 of the Negotiated Agreement. Department coordinators have the responsibility of ensuring that part-time faculty are evaluated by students once per quarter for each class taught during the first 9 quarters of employment using Pierce's standard rating form. In addition, the faculty coordinators and deans regularly conduct an observation evaluation. Evaluation of specially funded part-time faculty at the military programs is coordinated by the instructional administrator of the military program and follows the evaluation procedure for other Pierce part-time faculty.

After a part-time faculty member in good standing has taught at Pierce for 12 quarters/terms within the previous five years, the part-time faculty member may apply for a promotion to senior part-time faculty. Consideration for this promotion for eligible part-time faculty will include administrative needs of the department and division.

Standard 2C: Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Pierce offer students quality and rigorous learning experiences that fully prepare them to achieve their educational and employment goals. Programs and courses culminate with a broad range of certificates and degrees in recognized fields of study that articulate with accredited baccalaureate programs and meet community and employer needs (transfer degrees and Professional/Technical degrees and certificates). These programs meet or exceed accepted standards in higher education, are informed by their respective disciplines as well as the institution's mission, and are carefully designed to achieve defined student learning outcomes. Through an articulated shared governance process the faculty, in conjunction with the academic administration, oversees all courses, certificates, and degrees. Pierce's Board of Trustees has final approval of the certificates and degrees offered.

Responsibility for appropriate content, rigor, and consistency of mission are assured through a multi-level review and approval process that includes department/program faculty, Professional/Technical program advisory committees, the Learning Council (which oversees Pierce's curriculum committees), vice presidents for Learning and Student Success, and for three programs, specialized accreditation organizations.

Pierce also upholds academic rigor, consistency, and integrity through articulation agreement



partnerships with Washington state baccalaureate and select other institutions, and by participation in major statewide articulation and transfer councils and committees. All transfer degrees are accepted by the Washington state public baccalaureate institutions based on our membership in the Washington State Intercollegiate Relations Commission (ICRC), a statewide council that coordinates transfer articulation. The ICRC is responsible for all Direct Transfer Agreements (DTAs) and assures program consistency for the public and private baccalaureate institutions accepting Washington state community and technical college transfer credits. Pierce maintains an active membership in ICRC and complies with all ICRC Handbook guidelines. This assures students that our programs, degrees and student learning outcomes meet regional standards and secures their ability to transfer.

Pierce's deans, vice presidents for Learning and Student Success, vice president for Workforce, Economic and Professional Development, college presidents, chancellor, and Board of Trustees, share in the guidance of all instructional programs. Shared governance spans from program establishment to program oversight, encompassing the supervision of academic personnel, curriculum, instruction, instructional sites, and teaching modalities.

Several indicators in the Institutional Effectiveness Report assesses Pierce's rigor: comparable grade point averages at our four top transfer institutions; national norming results from the Community College Survey of Student Engagement (CCSSE); feedback from alumni surveys; data from stakeholder surveys; and faculty-driven curriculum development and review. Of particular importance to quality and rigor is the data demonstrating that our transfer students earn a grade point average (GPA) comparable to that of students transferring from other Washington community colleges. University of Washington Tacoma (UWT) remains the top transfer institution for Pierce state supported students. When comparing the GPAs between Pierce transfer students and other students at our top four transfer institutions, Pierce transfer students earned similar GPAs as other Washington community and technical college transfer students at Central Washington University, Saint Martin University and

Pacific Lutheran University during 2012, but lower GPAs at UWT and Washington State University.

Students also agree that Pierce programs offer quality and rigor. For example, in spring 2014 Pierce participated in the CCSSE and one of the benchmarks with the strongest response was Academic Challenge. Academic Challenge is defined by the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance. The national cohort scores are standardized to have a mean of 50; Pierce earned a mean score of 53.9 in the area of Academic Challenge. The score for full time students was 58.5, reinforcing that time on task correlates to increased effort.

Student perceptions regarding the quality and rigor of Pierce's Professional/Technical programs are evident in the results of Pierce's annual Workforce Education Graduate Survey (WEGS). More than 90% of 2015 survey respondents who furthered their education since graduating from Pierce expressed satisfaction with the level in which Pierce academically prepared them for their experiences at their most recent school. Moreover, 98% of employed respondents indicated that they felt prepared for their current position. Results show that 65% were very prepared and 33% were somewhat prepared for current position.

Feedback from key stakeholders (consisting of employers, community partners and broad industry representatives) for Pierce's Professional/Technical programs is assessed in the Advisory Committee Survey. In this survey, more than 80% of respondents agreed positively with the following statements: Pierce is doing the right things to help business and industry, and offers good services to local businesses; committee members understand the purpose of the advisory committee and their roles, and Pierce provides good, high quality education to its students. It is important to note, per the Washington Employment Security Department, Pierce provides learning opportunities in alignment with local business and industry needs. Overall, Pierce offers at least one educational program in 21 of the top 30 (70%) occupational subcategories projected to increase between 2017 and 2022 for the local catchment area.

Professional/Technical Programs

Regarding Professional/Technical programming, Pierce currently offers 41 certificates, 21 associate degrees and two bachelor degrees in addition to short-term programs, apprenticeship programs, and collaborations with other community and technical colleges. These programs are designed to train students for employment, as well as enhance skills for those currently employed. Professional/Technical certificates and degrees satisfy licensure and professional certification requirements, and meet standards for employment in their respective fields. Pierce uses advisory committees comprised of members of our local professional community who assist in the development of student learning outcomes. This helps to assure that the curriculum is current and meets the needs of employers. Advisory committees meet at least twice annually to oversee curriculum and learning outcomes, to inform the institution on new directions and equipment in the field, and to discuss pathways to employment through work-based learning opportunities. All Professional/Technical programs assess student learning at the program level assuring the student has effectively integrated the skills, concepts, and knowledge to meet industry needs and licensure or certification standards. Additionally, Dental Hygiene, Veterinary Technology, and Nursing have successfully met the rigorous accreditation standards of their specialized professional associations.

Distance Education

Pierce Colleges meets the distance education policy requirements defined by the NWCCU. At Pierce College we offer courses in online, hybrid, and face-to-face modalities. The Negotiated agreement defines an online course as using web-based tools and 100% of all planned and scheduled instruction and interaction is completed online. A hybrid course is a distance learning course that displaces some, but not all planned and scheduled face-to-face class time with web-based tools.

Course modalities are assigned by the divisional dean and director of eLearning during the class scheduling process, using recommendations provided by faculty. All credit-bearing courses at Pierce College, regardless of modality, are subjected to the rigorous review process defined in Standard 4.A.2. As stated in the negotiated agreement, full-time faculty may teach up to two-thirds of their full-time load online (excludes full-time faculty that provide instruction for programs that are 100% online). Only instructors that have completed the Quality Matters™ (QM) training are eligible to teach online or hybrid courses. The eLearning department is responsible for ensuring all faculty who teach online or hybrid courses meet minimum training levels, which include successfully completing the Applying the Quality Matters Rubric (APPQMR) training within their first quarter of teaching.

Students enrolled in distance education programs are expected to participate in new student orientation where they learn about student services available at Pierce College. Information on student services is also addressed in the college success course, College 110 (all students are required to successfully complete College 110 within the first two quarters of attendance). Distance education students are provided instructional support through the Western eTutoring Consortium.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Degree, program and course learning outcomes are published in written and electronic form in the catalog, the website, and on course syllabi. These outcomes guide faculty in their instructional design and allow students and the Pierce community as a whole to readily identify course, program and degree scope and content. Outcomes are consistent, no matter however offered or wherever delivered.

- Degree outcomes are published in the catalog under the Programs of Study section (Transfer, Professional/Technical, and Adult Basic Education) and on the website.
- Professional/Technical program learning outcomes are published in the catalog under the Programs of Study section, on each Program's Curriculum Sheet and on each program page on the website.
- Course level learning outcomes and syllabi are published in the Degree and Course Information link (under Student Resources section of the website).
- Course outlines containing student learning outcomes are available to faculty through the Course Manager interface.

In addition, outcomes at all levels are easily visible to students through the Degree and Course Information section of the website. This interactive tool facilitates student access to degree outcomes, as well as Professional/Technical program websites, degree and certificate options, course inventory, and program outcomes. Outcomes for existing courses are reviewed according to a six-year cycle by the discipline/program, advisory committees, the appropriate curriculum committee, the Outcomes

Team, and Learning Council.

Pierce is in the midst of moving to the Acalog platform to improve real-time information, including expected course, program, and degree learning outcomes, for prospective students, and enhance effectiveness of curricular communications for current students and employees.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Pierce awards academic credits and degrees based on documented student achievement. This award process is guided by policies that are in alignment with accepted higher education learning outcomes and content equivalencies, as well as credit hour standards. All grades, courses, learning outcomes, certificates and degrees are recognized by the SBCTC and the state's public and private baccalaureate institutions as outlined in the Direct Transfer Agreement (DTA), the Department of Defense Memorandum of Understanding, and the Joint Base Lewis-McChord Installation Memoranda of Understanding with the Army and the Air Force. Pierce follows the Principles of Excellence defined in Presidential Executive Order # 13607 of April 27, 2012. Pierce participates in the Servicemembers Opportunity Colleges (SOC) to maintain standards for active duty service members. Participation in these agreements is evidence that Pierce student achievement and performance is consistent with local, regional, and national higher education norms and standards. Pierce's Policy on Definition of Credit Hour guides equivalencies and maintains consistency.

Pierce publishes information for students and the public on how credits are earned and degrees are granted. As outlined in the Earning Credits section of the catalog, credits for courses leading to degrees, certificates, and other credentials are awarded on a quarterly credit-hour basis.

Grading

Course grades are awarded by faculty based on assessments designed to demonstrate the student learning outcomes identified on each course outline and course syllabus. Grades follow an established grading policy approved by the faculty. Grades determine the awarding of credit on the official transcript as well as the ability of students to progress to subsequent courses requiring satisfactory prerequisite performance. Certificates and degrees are awarded based on student achievement of learning outcomes at the course and discipline/program levels. The grading policy was most recently reviewed and revised by Learning Council in 2012.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Degrees are based on a combination of the requirements for transfer and/or success in the workforce, and reflect the major knowledge, skills, and attitudes necessary to excel in the field of study. Degree content is designed by subject-matter experts and is approved by the appropriate Curriculum Committee and the Learning Council. Professional/Technical programs are further reviewed by professionals in the field and approved by SBCTC.

Pierce offers 29 associates degree programs:

University transfer degrees (Direct Transfer Agreements) include:

Associate of Arts
Associate of Science - Track 1
Associate of Science - Track 2
Biology
Business
Construction Management
Math Education
Pre-Nursing

Professional/Technical degrees include:

Accounting
Business
Business Information Technology - General Office
Business Information Technology - Medical Billing and Coding
Business Information Technology - Medical Office
Business Information Technology - Office Management
Computer Network Engineering
Construction Management
Criminal Justice
Database Management and Design
Digital Design
Early Childhood Education (AA)
Early Childhood Education (AAS-T)
Fire Command and Administration
Health Informatics and Integrated Technology
Homeland Security Emergency Management
Kinesiology
Nursing
Occupational Safety and Health Technician
Social Service/Mental Health
Veterinary Technology

Pierce offers two bachelor of applied science degrees:

Bachelor of Applied Science in Dental Hygiene
Bachelor of Applied Science in Teaching

Pierce's certificate and degree programs are soundly designed with appropriate breadth, depth, course sequencing and learning synthesis. Admission and graduation requirements are clearly defined and published in the catalog and website.

The design of all certificate and degree programs originates from the faculty at the discipline/program level and is thoroughly reviewed at several stages for substance, integrity, breadth, and consistency with standards and policy. A review is then conducted by the following: discipline curriculum

committee (composed of faculty) led by an outcomes team faculty member; advisory committee (for Professional/Technical programs); Learning Council; vice presidents for Learning and Student Success; vice president for Workforce, Economic, and Professional Development; presidents; chancellor; Board of Trustees; and SBCTC.

To be awarded a degree or certificate from Pierce, at least 25 of the last 45 credits earned must be completed at Pierce, with the exception of mobile military personnel and their families who have a reduced academic residency requirement of only 15 credits earned at Pierce in order to be eligible for a certificate or a degree, as outlined in our agreement through SOC. Certificate programs of 21 to 44 credits require at least half the credits be earned at Pierce, and all coursework for short-term programs of 20 credits or less must be completed at Pierce. Students in all courses of study must have a cumulative college-level grade point average of 2.0 or higher; this applies to all Pierce courses listed on a student's transcript plus any courses accepted toward a degree or program from other institutions.

The Graduation section of the catalog outlines the standards for satisfying the requirements for receiving a college credential. Students are required to submit a Degree and Diploma Application, available online.

All transfer degrees are in full compliance with statewide DTA degree frameworks that facilitate degrees contain appropriate breadth, depth, course sequencing, and learning synthesis within transfer degrees.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Curriculum Design, Approval, Implementation and Revision

Faculty hold primary responsibility for the design, initial approval, implementation, and continuous review of all curricula. Learning Council, the representative body for shared governance oversees this process, assures quality and determines that curricula meet the standards of Pierce and the higher education community. Learning Council members are elected by their divisions; other members, such as the representatives from JBLM, are appointed; and still others, such as the Registrar, serve by nature of their position. Diverse membership assures a holistic curriculum perspective. A library faculty member serves on Learning Council to assure alignment of the curriculum with library services, instruction, and resources.

Reporting to Learning Council are four sub-groups, each focused on a key element of educational program effectiveness. The Outcomes Team is chaired by the Director of Educational Outcomes and Effectiveness, and the other subgroups are chaired by a faculty member who is also a member of the Outcomes Team:

The Outcomes Team leads instructional outcome assessment efforts, including workshops, institutional effectiveness, development of the Institutional Assessment Plan and Institutional Learning and Assessment Portfolio (ILAP). The Outcomes Team is comprised of faculty representatives of

disciplines/programs/divisions selected via an application process.

Discipline and Program Review Committee leads instructional assessment efforts related to program/discipline review. Designs and guides the triennial program/discipline review, assuring a systematic and meaningful process. Reviews completed documents for themes, patterns and recommendations. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.

Curriculum Review Committee manages the curricula review process and assures educational standards for rigor, outcomes, common course numbering, credit hour and course content are met. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.

Instructional Policies and Procedures Review Committee oversees the review of instructional policies and procedures. Recommends the creation, editing, or elimination of policies and procedures. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.

These groups provide standing reports to Learning Council, ensuring that educational policy, curriculum, rigor and standards are of the highest priority and focus.

Faculty are responsible at each stage of the curriculum review approval process. The complete Curriculum Review Approval Guidelines and Procedures was reviewed and accepted by the Learning Council in May 2016.

To ensure consistency and quality in modality, eLearning courses are also reviewed to meet the Quality Matters (QM) a nationally recognized peer review process that results in certification and improvement of online course design. Course reviews are led by a Quality Assurance (QA) Team consisting of individuals who have obtained QM Peer Reviewer certification. New courses must complete a QM review before being taught. At JBLM, a team of two QA Team members re-reviews a course each time it is taught by a new instructor or there is a change in the textbook.

Faculty also played a key role in the implementation of Open Educational Resources (OER) at Pierce. In fall 2015, the program at JBLM offered a fully transferable Associate of Arts degree using open educational resources. OER's are freely accessible, openly license documents and media that replace costly textbooks. Pierce hired a full-time Open Education Project Manager to work with faculty in applying OER.

Faculty Role in the Selection of New Faculty

For the hiring of full-time faculty, screening committees are comprised largely of faculty members who review announcements and recommend degree and experience requirements. As part of the interview process, all related discipline/program faculty members have opportunities to meet each candidate and provide feedback to the screening committees for their consideration. Committees then recommend candidates to the vice presidents for Learning and Student Success.

Faculty Responsibility for Assessment of Learning Outcomes

Faculty drive the process for the assessment of educational outcomes, as is formalized in the Assessment Plan. Pierce defines educational assessment as a systematic process of observing, describing, collecting, recording, scoring, and interpreting information about student learning.

A contracted Assessment Day increases the opportunity faculty have to come together and discuss department, program and degree assessments. Faculty analyze assessment findings and discuss aggregated data, patterns, observations and experiences at the discipline, program, degree, and certificate levels. These discussions form the basis of the Institutional Learning Assessment Portfolio (ILAP). Action plans are then developed, which form the basis for subsequent assessment activities. Learning Council approves the ILAP and action plan recommendations after review by faculty.

The Outcomes Team assigns one of its members as a liaison to each division in order that two-way communication about assessment and curriculum is always present at division meetings. A representative from JBLM was added to the Outcomes Team in FY13. Furthermore, the Outcomes Team guides meaningful assessment activities at the faculty Summer Institute, a widely attended in-service event for faculty focusing on improvement of educational assessment. The 2016 Summer Institute was attended by 56 faculty who focused on key projects related to discipline/program assessment priorities. Resources are made available to support faculty assessment efforts.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library faculty work closely with discipline faculty to design individualized instruction that corresponds to Information Competency outcomes and meets the needs of students as they navigate the research process. During the 2014-15 academic year (Summer 2014 - Spring 2015), library faculty taught 471 course integrated instruction classes across the curriculum. Library faculty craft online research guides and design the [library](#) website to enhance instruction, facilitate connections with discipline faculty and individual courses, and to provide instructional opportunities in a variety of subject areas and learning modalities. The library is a key link in the Resources section of Canvas. As part of our ATD efforts, the library has increased its role in working with pre-college student success, including ESL and ABE, focusing on the purpose of an academic library in preparing students for transition to academic coursework. College Success (COLLG 110) is a mandatory course for all students and contains a library instruction component that provides students with the foundations of library use and information literacy.

To measure Information Competency in all modalities and types of instruction, library faculty record and assess these learning interactions and participate in development of the ILAP and all Institutional effectiveness and assessment processes.

To further integrate library and information resources into the learning process, library faculty partner with discipline faculty to maintain a collection of current, balanced, and relevant resources that support the curricula. With Pierce's focus on retention and equity, the librarians are taking a closer look at the collection to ensure that our collection reflects the inclusiveness valued by Pierce College.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Pierce recognizes the value of prior experiential learning assessment and the value of moving students in an accelerated pace to achieve their educational goals. Pierce began awarding credit for prior experiential learning even before the passage of the 2010 Substitute Senate Bill 6357, in which the Washington legislature formally recognized the value of these credits. To receive experiential learning credit, students must demonstrate through written documentation that they have met the course outcomes for which they are requesting credit. The Credit for Prior Learning (PLA) Evaluation Form outlines the procedures and the criteria for awarding credit. Credit may only be granted upon recommendation of a qualified discipline-specific faculty member. Credit for prior learning cannot account for more than 25% of the credits needed for a degree. The Negotiated Agreement outlines faculty compensation in section 7.4, and the catalog outlines prior learning for students.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Transfer Credit and Transcript Evaluation

Pierce is guided by clear, published policies and processes regarding the acceptance of credit from accredited colleges and universities, which satisfies NWCCU's Transfer and Award of Academic Credit Policy. Pierce ensures that accepted credit is of high academic quality and appropriate for programs, and equivalent to Pierce's credit offerings. Articulation agreements exist between select institutions, providing students ease of credit transfer.

Student Transfer Rights and Responsibilities are clearly detailed in the Earning Credits section of the catalog. Students are informed about different types of nontraditional credit, such as College-level Exam Program (CLEP) exams and Advanced Placement coursework. Additionally, as a member of Servicemembers Opportunity (SOC), Pierce maximizes application of transfer credits for military students.

Official transcripts are evaluated for Pierce course equivalencies by experienced staff members who are trained in evaluation. Evaluations are done on a course-by-course basis using the official course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions and course syllabi, and may also confer with the dean or with faculty from the academic division where the credit might apply. Credit accepted for transfer to Pierce is not used in the calculation of Pierce's grade point average.

Developing an Articulation Agreement

The program coordinator for Kinesiology, a full-time professor, recognized the value to students in having a clear degree pathway from Pierce to a four-year degree. Through Pierce College's Articulation Agreement Development Process, she investigated the potential for an articulation agreement with the Pacific Lutheran University (PLU) Kinesiology Department, beginning by interviewing PLU faculty, examining their curriculum, hosting PLU faculty and the Associate Dean to Pierce College, and visiting PLU with Pierce College Kinesiology students. To ensure the transferability of courses from Pierce College to PLU, our program coordinator spent a year in collaboration with the PLU kinesiology faculty and their associate dean. In fall 2016 the articulation agreement will be reviewed by the Learning and Student Achievement Councils, and in winter 2017 Pierce College plans to co-market the Kinesiology Program with PLU. To solidify the relationship and ensure alignment of curriculum between the two programs the PLU associate dean became a member of Pierce's Kinesiology Program's Advisory Committee.

The SBCTC's Inter-college Reciprocity Policy guides Pierce's actions for determining which courses satisfy distribution area requirements. Pierce's compliance with this policy eases student transfer between the state's community colleges and the baccalaureate institutions.

To further facilitate transfer, Pierce subscribes to the common course numbering system established in 2007 by the SBCTC. Pierce shares a single set of course numbers so that course articulation is seamless for students.

Policies and procedures that guide employees and students in understanding and applying transfer credit are detailed in the Student Rights and Responsibilities Handbook and published in the catalog.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The general education curriculum offered by Pierce encompasses five Core Abilities and five Fundamental Areas of Knowledge (Table 8). These are integrated into the degree programs, and are designed to prepare students with appropriate breadth and depth of knowledge and skill for successful transfer, work and life experiences in an evolving world.

For its transfer associate degrees, Pierce follows the structure defined by the ICRC Direct Transfer Agreement (DTA). This framework ensures that students complete a core of general education that represents an integration of basic knowledge and skills, preparing them for ongoing development of their academic, professional and life skills.

Though some degree options may increase the requirements, the minimum credits in each skill and distribution area are as follows for all the transfer associate degrees except the associate of science tracks:

- Communications: 10 credits
- Quantitative Skills: 5 credits
- Humanities: 15 credits
- Social Sciences: 15 credits
- Natural Sciences: 15 credits, which must include at least one lab course
- General Transferable Electives: 15 credits
- General Electives: 15 credits

The associate of science tracks require a larger block of pre-major and sequenced coursework in the first two years of study including considerably more quantitative skill and natural science courses, depending on the specific field of study. These degrees require the following minimum general education credits:

- Communications: 5 credits
- Quantitative skills: 10-15 credits, plus pre-requisites
- Humanities and Social Sciences: 15 total credits, with at least one course from each distribution
- Natural Sciences: at least 45 credits
- General Electives: 15 credits

AA and AAS degree advising worksheets list the applicable courses for each requirement.

The FAKs general education outcomes align with the five distribution areas defined by ICRC. In addition to the required FAK distribution outcomes, general education at Pierce includes the five Core Abilities. Together, they serve to prepare our students to thrive in an evolving world.

Professional/Technical Programs

Pierce's suite of Professional/Technical degree and certificate programs are designed to provide students with the technical and related skills needed for successful employment. The degrees and certificates emphasize practical, work-related skills that translate to effectiveness and expertise in the workplace. All programs must meet statewide standards and be approved by the SBCTC prior to program implementation. Program approval requires research on employer needs and employment opportunities with annual data matching with performance of degree completion and employment. Each program has unique and tailored program and degree outcomes, but all include the five Core Abilities described in the table above. This includes Pierce's Professional/Technical bachelor degree programs, the Bachelor of Applied Science in Dental Hygiene (BASDH) and the Bachelor of Applied Science-Teaching (BAS-T).

Courses that meet each degree and certificate requirement are clearly delineated in the catalog and on the Degree and Course Information website. In addition, Professional/Technical advising worksheets list the applicable courses for each requirement. Program Roadmaps list the outcome and demonstrate the student pathway through career, program, and transfer. Outcomes are also published on each Professional/Technical program website.

Pierce also offers several Professional/Technical certificates and degrees in collaboration with other institutions. These degrees are conferred with the general education requirements determined by the primary institution or through a joint Memorandum of Understanding (MOU) signed by the Chief

Instructional Officer of each institution. The SBCTC includes these collaborative programs in the system's official program inventory. If Pierce awards the degree, the program is categorized as a regular program (e.g., Occupational Safety and Health; Homeland Security and Emergency Management.) MOUs are updated routinely as determined by the length of the MOU or as emergent needs arise.

Many Pierce Professional/Technical degrees also provide transferable pathways through articulations with four-year colleges and universities. These include: Central Washington University, Brandman University, The Evergreen State College (upside down and articulation degrees), Western Governor's University, Devry, and Eastern Washington University.

**Table 8:
Core Abilities and Fundamental Areas of Knowledge (FAK)**

CORE ABILITIES	FUNDAMENTAL AREAS OF KNOWLEDGE
<p>Critical, Creative, and Reflective Thinking (CCRT): Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions</p>	<p>Communication: Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively</p>
<p>Effective Communication: Graduates will be able to exchange messages in a variety of contexts using multiple methods</p>	<p>Humanities: Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience</p>
<p>Information Competency: Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning</p>	<p>Natural Sciences: Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world</p>
<p>Multiculturalism: Graduates will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves</p>	<p>Quantitative And Symbolic Reasoning: Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society</p>
<p>Responsibility: Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems</p>	<p>Social Sciences: Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena</p>

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Each transfer associate degree program is guided by clear and assessable student learning outcomes. Degree outcomes include: Fundamental Areas of Knowledge (FAK) that describe the unique outcome for each distribution area; and the five Core Abilities that describe key skills that faculty have determined best prepare all students to be successful in college, personal life and career. The five Core Abilities are also embedded in Pierce's Professional/Technical bachelor degree program, the Bachelor of Applied Science in Dental Hygiene (BASDH) and the Bachelor of Applied Science-Teaching (BAS-T). Degree outcomes included in courses and guide course development and assignment design. Consistent with the Core Theme of Student Learning and Success, degree outcomes were developed to prepare students to thrive in an evolving world.

The FAK and Core Abilities outcomes are regularly reviewed by faculty. Any suggested revisions are approved by both Divisions and Learning Council. FAK and Core Ability outcomes were most recently reviewed in a comprehensive process in 2011-12. The outcomes are published in the catalog and on the website, and are incorporated in the master course outlines. The Core Abilities are also visible on posters and decorative wall art throughout the hallways.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

All Professional/Technical degree programs are guided by a comprehensive set of assessable student learning outcomes. These outcomes (including related instruction courses) are cooperatively developed by program advisory committees and approved by Learning Council. Each Professional/Technical certificate or degree of 45 credits or more includes a minimum of 18 credits of related instruction, and non-technical portion of study which provides instruction in areas of communication, computation, and human relations. Related instruction may be part of a course that specifically addresses related instruction (e.g. ENGL 101 for communications), may be embedded (listed in course outcomes) within a program course, or may be a prerequisite to program admittance. The majority of Pierce degrees above 45 credits draw related instruction courses from the DTA Approved Distribution Course List. Since students are prepared with these transfer courses instead of abbreviated related instruction, degrees and certificates seamlessly transfer, they serve as career "ladders" or pathways that increase student options as they continue in higher education and move forward in careers. Pierce also offers the Professional/Technical bachelor degree programs, the Bachelor of Applied Science in Dental Hygiene (BASDH) and the Bachelor of Applied Science-Teaching (BAS-T), which have identifiable content and assessable learning outcomes, clearly posted on its web page, that are taught and monitored by qualified faculty.

Pierce's Faculty Credentialing Policy stipulates (with very few exceptions) that Professional/Technical faculty be Master's prepared and experts in their field. Faculty must also earn Professional/Technical

certification within one year of employment. Certificates of less than 45 credit hours in length are not required to include related instruction. Related instruction courses are clearly designated on program curriculum documents



Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

2.C.15 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Pierce College does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Pierce maintains records that describe the number and nature of non-credit instructional offerings.

Pierce's Community and Continuing Education Program offers a variety of educational services designed to meet community needs, including:

- **Professional Development and Job Skills:** These courses and workshops are designed to help participants with improving specific employability areas (i.e. technology, business and career development, social media, marketing, etc.).
- **Personal Enrichment:** These courses and workshops, both face-to-face and online, help individual community members improve their lives.
- **Contracted Training:** In a creative partnership between Pierce, Tacoma Community College and Clover Park Technical College, the Invista Performance Solutions collaboration is a one-stop organization for corporate training for Pierce County. Invista staff work with business and industry throughout the county and beyond to design learning goals to be achieved through customized training and that meet employer needs. Invista provides a wide array of programs that align with the mission. Courses and programs offered support the fulfillment of Pierce's mission by creating meaningful and relevant learning and contributing to the community.
- **Credit-based Programming:** In a limited number of instances, Continuing Education partners with Pierce academic departments to develop short courses or pilot programs. An example is the Project Management Certificate Program, a partnership between Continuing Education and the Construction Management Department. Project Management was piloted in Continuing Education and moved to the department as demand increased

The vast majority of Continuing Education's services are non-credit. In cases where credit is awarded, Continuing Education staff collaborate with the department coordinator representing the discipline. Faculty selection follows the practices common to the department involved. Credit courses are developed and updated according to district guidelines for all credit-bearing courses (see Standard 4.A.2). The Continuing Education does not offer credentials outside of Pierce's disciplines.

Where academic credit is awarded for Continuing Education courses, grades and credit

determinations are consistent with institutional practices. Where Continuing Education Units (CEUs) are awarded, one CEU is defined as 10 contact hours of participation in an accredited and organized continuing education program with qualified instruction, and following standard processes in tracking and awarding CEUs. Units are recorded to one decimal point. The primary purpose of CEUs is to provide a permanent record of the educational accomplishments of an individual who has completed one or more significant, non-credit courses.

Pierce Continuing Education is a Washington State Education, Office of the Superintendent of Public Instruction approved provider of clock hours, which are issued in compliance with standards and procedures set forth in chapter 181-85 WAC. Clock hours are used by K-12 teachers to maintain a Continuing Certificate. Each 60 minutes of approved in-service equals one clock hour.

Pierce maintains direct responsibility for the academic quality of its corporate and continuing education programs and courses. Courses offered for academic credit through Continuing Education are approved through the identical process as all other Pierce courses (see Standard 4.A.2). Continuing Education course design is conducted with appropriate faculty input and student learning is assessed.

Standard 2D: Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Pierce provides a comprehensive array of intentionally designed student services that augment and support each student's learning experience. At Pierce, student services and instruction are a single entity, reporting to the campus Vice presidents for Learning and Student Success, fostering the critical collaborations necessary to truly support students on their educational pathway. While generally parallel, some services and programs differ between colleges/sites depending on the needs, characteristics, and demographics of the student populations.

Guided by the Council for the Advancement of Standards in Higher Education, and by the Handbook of Best Practices of the Washington State Student Services Commission, Student Success supports Pierce's mission and Core Themes of Access, Excellence and Student Learning and Success. Defined student learning outcomes guide assessment, which in turn drives budget and planning, all in an effort to maintain effective learning environments for student success. Student Success programs and services can be categorized into three major groups: student-specific services; academic supports; and student life.

Student-Specific Services

Pierce responds to specific student needs through a number of focused programs, including the following:

- **Access and Disability Services:** Pierce College supports an integrated learning experience for students with disabilities by promoting an environment that is free from physical and attitudinal

barriers. Services and academic accommodations provided by the Access and Disabilities Services (ADS) Office are designed to ensure that students with disabilities have equal access to all district activities and programs. In addition to approved academic accommodations and services, ADS offers consultation assistive technology, awareness programming for the district community, and learning strategies for students. ADS offices are located at both Fort Steilacoom and Puyallup. JBLM students are primarily served by the Puyallup office. ADS serves more than 600 students annually across the district.

- **Career Counseling:** In light of the evidence tying clear career goals to school commitment, the Faculty Counselor Advisors offer personalized counseling, administer and interpret career assessments, aid in goal clarification and identification of skills/expertise, conduct workshops on how to research careers using Washington Occupational Information System (WOIS), and teach an educational planning component in the College Success courses, which links student academic and professional goals.
- **Child Development Centers:** Constructed by the district to increase recruitment and retention rates for student parents as well as serve their unique needs the Milgard Child Development Center at FS and the Garnero Child Development Center at PY bring compassionate, thoughtful, and research-based care and education to children ages one to five. Centers respond directly to student data indicating that reduced fees and flexible scheduling enable them to afford more credits and spend more time in class and studying. The Centers utilize teaching methods that encourage discovery, curiosity, relationships and social interaction. Our teachers set the environment and guide children through learning and exploration while partnering with parents and the community. Parent participation is crucial to all areas of the program. In addition, our buildings and landscapes function as laboratories, where children can explore, experiment, discover and build partnerships. Both centers include both Head Start and Early Head Start program services integrated directly into classrooms. Both centers are accredited under the National Accreditation Commission of the Association for Early Learning Leaders and are also rated under Early Achievers which is Washington State's child care quality rating system. Since 2012, the centers combined have provided over 336,000 hours of child care.
- **Computer Labs:** There are 70 computer stations in PY and 36 computer stations at FS, the two main open lab areas are equipped with state-of-the-art technology and programs necessary for successful completion of college coursework. Adjacent computer classrooms at each campus provide additional stations when they are not used for classroom instruction. The labs and support teams provide resources and support for students accessing and utilizing technology to be successful in their coursework. JBLM students use open computer labs available for all active duty military personnel at Lewis and McChord; and all three education centers have wireless access available. The Emergency Medical Service program at Pierce College Fort Steilacoom offers a laptop loaning program to their students.
- **Counseling:** To address the variety of needs of students - personal, emotional, and academic - Pierce provides counseling services to enrolled students at each college. Short-term counseling services are free of charge to all students, including those enrolled at JBLM. Faculty counselors at the FS and PY are licensed mental health counselors for the State of Washington. Active duty military and veterans also have access to counseling through the Department of Defense.

- **International Education Programs:** Pierce's International Education office provides admissions, orientation, and support services, a four-level college-prep Intensive English Program, host family opportunities, and cultural and social activities (e.g. the International Club and Conversation Partners), to international students. The staff also support and promote international and multicultural educational experiences for all students and community members throughout the district, as well as international study away programs. Approximately 400 international students representing 35 countries enroll annually.
- **Job & Career Connections:** Job & Career Connections Centers at each college offer self-directed and staff-assisted employment search, employment referral assistance, employment statistics information, referrals to campus and community resources, and occupational/educational program pathway information. Over 2,500 students were served in FY15 with career and employment related services. In response to an internal survey, Job & Career Connection added career to the centers name in order to inform students of career pathway resources and opportunities.
- **Running Start:** Running Start is a partnership between the SBCTC, individual colleges such as Pierce, and the Washington state school districts. High school juniors and seniors may enroll in Pierce courses and simultaneously take courses that apply toward high school graduation and college general education requirements. Running Start students do not pay tuition for eligible classes. Students pay comprehensive and course fees, as well as the cost for learning materials. In order to provide access for students with limited financial resources, Pierce has a Running Start textbook loan program that covers some of the most commonly enrolled courses. Running Start students are fully integrated into the colleges and can use and participate in all services with the exception of athletics. Approximately 300 of the FS students and 750 of the PY students are enrolled in Running Start.
- **TRiO Student Support Services:** Annually serving 160 students at FS since 2001, this federally-funded student support services program responds to the needs of eligible students. TRiO students are either first generation, have a documented disability, or meet low income guidelines. They aspire to earn four-year degrees and have academic needs ranging from placement into pre-college classes to having been out of school for five or more years. The 2014-15 reported program outcomes exemplify the extent to which TRiO-supported students succeed at Pierce. A total of 79.5% of TRiO students successfully completed courses and persisted across academic years; 59.4% of students earned an Associate Degree or Certificate (cohort 2011-12) and 80.4 % of those that graduated transferred to a four-year institution. In the 2014-15 report 88.8% percent of TRiO students were in good academic standing and 41% students



made the honor roll (one or more times during that year)

- **Veteran Services:** Pierce College is highly committed to serving the military and veteran community. In 2014-2015, Pierce completed approximately 8,300 certifications on behalf of over 1,500 students for Veterans Affairs (VA) educational benefits. Pierce supports the unique needs of the veteran student population, and their families, as they transition from the military to higher education and new career choices. The Veterans Resource Center provides assistance with resources and needs such as a veteran's advisor, textbook lending library, computer usage, quiet study areas, tutoring and camaraderie with other veterans. The Veterans Resource Center also assists in connecting veterans with campus services and community resources. Our two military campuses utilize available district resources to supplement the services that are offered on site by the Department of Defense and various other organizations on JBLM. Staff and faculty are familiar with resources available and partner with other educational entities to provide resources to the students. Veterans and their qualifying family members receive priority registration and pay in-state resident tuition in accordance with state legislation.

Pierce College was ranked as the number one most military friendly community college in America in 2015 through BestColleges.com's list of the top 45 military friendly colleges in the nation. This recognition proves our commitment to attending to the higher education needs of service members and their families.

Pierce partners with Rally Point 6, a community-based non-profit organization dedicated to providing veterans, spouses, and dependents reintegration support. Pierce is leading the education subcommittee of public community and technical colleges, public and private colleges and universities, and public agencies to provide connections and navigation support to potential and current students based on their interests and needs.

Academic Support

A comprehensive array of specialized services assists students with achieving classroom goals. Services are designed to further their learning, and include the following:

- **Multimedia Centers:** Funded through student technology fees, centers help general students, as well as those enrolled in specialized media-focused programs, to move information and ideas into creative formats. They provide students with resources for their class-related design and production needs including web development, graphics and animation, digital audio and video, scanning, and multimedia authoring using a number of software programs. Student technicians assist students in learning applications. All computers are loaded with Adobe Design and Production software for supporting specialized programs such as Digital Design, and Theatre/Filmmaking.
- **Supplemental Instruction:** Supplemental Instruction (SI) offers significant enhancement to classroom instruction through a combination of class participation, open office hours, and peer-educator facilitated study sessions. Pierce offers SI support primarily in STEM and Business courses. National and internal data supports the effectiveness of peer tutoring and SI as a statistically significant method of improving retention, completion, and ultimately graduation rates. Over the last three years, SI participants averaged a full letter grade (1.10 on a 4 point scale) higher in their course grades than their classmates who opted not to participate in the SI study

Academic Support Centers (Tutoring)

The Office of Institutional Research recently explored data from the Academic Support Centers (ASC) and their impact on student success. Data indicates that nearly three-quarters (72%) of students who used the ACS between fall 2013 and spring 2015 successfully completed a Math course, compared to 64% of non-ASC students. In that same time period, 80% of student who used ASC successfully completed an English course, compared to 73% of non-ASC students.

sessions. These promising results, combined with increased demand from faculty, and Pierce's commitment to increasing student success, have prompted an institutional commitment to grow SI by 15% in FY14 and an additional 20% in FY15.

- **Tutoring Services:** Tutoring offers a full spectrum of learning support for campus based and e-learning students. Each campus offers drop-in, appointment-based, and eTutoring options with hours covering day, evening and weekend access. JBLM offers students eTutoring, limited on-site drop-in tutoring, as well as the option to use either campus' grounded services. The FS center offers additional upper level Math and Science tutoring in a satellite Science Center. All tutoring sessions emphasize proven best practice college success strategies: building self-regulated learning behaviors, coaching academic life skills, and concept proficiency through collaborative learning.

As a result of our tutoring program we have seen a 7% and 8% increase in the percent of students completing English and math utilizing tutoring services, respectively. Students participating in tutoring services tend to receive higher grades (3.03 vs. 2.86) and are more likely to persist to the subsequent quarter (19% higher). Demand for tutoring services has risen consistently over the last five years. Student utilization of tutoring has increased from serving 13% of the student population to an average of 20%. There has been a 15% rise in the number of faculty requests for in-class tutoring assistance. In response to data and demand by faculty, advising staff, and administration, a direct tutoring referral program was piloted in 2014 as one of Pierce's Achieving the Dream best practice intervention and is now fully implemented.

- **District Writing Centers:** The libraries at the Puyallup and Fort Steilacoom campuses house Pierce's two Writing Centers. The Writing Centers offer drop-in and scheduled appointments to support student writing at all levels and in all disciplines. In January 2016, the Writing Centers were placed under the common management of the Writing Center manager. A focus of the Writing Centers has been working on establishing a consistent and streamlined service for students. Examples of changes in policies and procedures that have been implemented include the use of computers in the Writing Centers do not require students to sign-in with the Writing Center. In summer 2016 an online appointment scheduling system was implemented to give students flexibility on how they utilized the Writing Centers.

The Writing Centers are staffed with peer writing tutors (currently-enrolled Pierce students) and professional writing tutors. Both of the tutoring pools are trained in writing center-specific pedagogies and tutoring strategies by the program manager and faculty coordinator. In winter and spring quarters of 2016, student visits to the Writing Centers for writing consultations totaled 1,891 and 1,517 for Fort Steilacoom and Puyallup campuses, respectively. Qualitative data (Pierce

College Writing Center spring 2016 accreditation report) obtained from student feedback forms showed an overwhelmingly positive appreciation for the Writing Centers from those students who attended writing consultations.

- **Student Life:** As a community of diverse learners, Pierce provides a variety of opportunities for growth, engagement, and learning through student government and student activities. Student Life is further described in Standard 2.D.11.

Further, Pierce supports student success with access to physical spaces that promote community development and engagement. Pierce's Student Centers, Health Education Centers, open study spaces in the libraries and scattered indoors and outdoors throughout the campuses, and unique areas at Fort Steilacoom including the Veterans Resource Center and the winter gardens, have been built and maintained as welcoming, attractive places for student collaboration, reflection, and community. Designing spaces for student collaboration is a key element of the new Campus Master Plans.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Pierce complies with all federal, state, and local regulations regarding operations, reporting, safety and security policies, and other important disclosures. A team of non-commissioned officers is responsible for enforcing policies and procedures that govern security and safety on campus. At JBLM, security of facilities and adjacent areas are the responsibility of Military Police Departments. Pierce program staff at JBLM work in collaboration with Pierce Campus Safety personnel and the military to address issues of student conduct and safety.

An Annual Security Report is issued to comply with the Higher Education Opportunity Act and the Clery Act; a daily crime log is available for public inspection and a summary of Campus Safety policies, crime prevention, and emergency management information can be found on the campus safety website. Additionally, Pierce collaborates with other colleges across the WACTC system in the recently formed Safety, Security and Emergency Management Council (SSEM), whose purpose is to assist Pierces in establishing related procedures and practices across the system. SSEM is developing a Peer Audit Program for Clery Act compliance that Pierce will use. Pierce takes a preemptive approach to risk management and uses an "all hazards" approach to emergency planning.

The Behavioral Intervention and Threat Assessment (BITA) team receives, investigates, and responds to reports of concerning or troublesome behaviors of students and other members of the district community that may pose a threat to themselves or others. Members of the team include the campus Conduct Advisors, Counselors, and Campus Safety staff.

SafeZone, addressing the needs of Lesbian, Gay, Bi-Sexual and Transsexual, Transgendered (LGBT) students, contributes to a safe environment through education and programming. At the request of SafeZone students, beginning FY14, Pierce began including designations other than male and female on registration forms and also provides students the option of self-identifying as LGBT.

2.D.3 Consistent with its mission, Core Themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Pierce recruits and admits students with potential to benefit from its educational offerings. Through orientation and advising, Pierce provides timely, useful, and accurate information to prospective and current students pertaining to academic requirements, graduation, and transfer policies.

As an open-access institution, Pierce attempts to meet the educational needs of any individual who can benefit from its educational services. Moreover, as an Achieving the Dream Leader College, Pierce has organized specific institutional efforts in order to achieve cultural competency, equity, diversity, and inclusion, which will help close achievement gaps and eliminate barriers to student success. Pierce's Enrollment Services and Student Success departments provide information on the district's entry processes and procedures.

At Pierce, student recruitment is shared by the Marketing and Communication department (MarCom), the Enrollment Services department, and the program coordinators of the individual educational programs. MarCom produces Pierce's promotional materials, organizes recruitment events, and employs professional staff members who conduct outreach to local schools and the community. Instructional program coordinators also conduct outreach throughout Pierce County schools, events, and local business and industry connections. JBLM staff conduct outreach events on military installations both locally and nationally, providing educational resource materials to active-duty populations and their families.

In an effort to foster outreach efforts and initiate relationships with students, the PierceConnect website provides opportunities for potential students exploring district options to receive personalized information about becoming a Pierce student. For example, if a high school student indicates interest in our music program, they receive information describing transfer music courses, audio recording studios, and all district music events as they occur throughout the year.

Educational publications and information on programs of study, certificate and degree requirements, graduation and university transfer policies, and other key student information are available on the website, including the catalog, and in focused brochures at key campus and off campus locations. Information is updated annually.

Advising

Following a multi-year process of development for the Start2Finish model which includes a required orientation, assessment, advising, and a required college success course, Pierce continues to advance its focus on improving academic advising and educational planning for students. In addition to adding a new leadership role (director of advising & entry services), this year we have launched a new initiative focused on the development of pathways that will expand the Start2Finish model to guide students through focused program maps to completion and transfer/employment. Further, we are improving the skill-set of our advisors, addressing advisor caseloads, building stronger connections between advisors and faculty, and sharpening our focus on further developing our career services.

Pierce also provides targeted advising services through the High School Completion program, TRiO

Student Support Services program, International Education program, Intercollegiate Athletics, Opportunity Grants, Worker Retraining, and other specialized programs (e.g. American Honors).

Advisors have access to two online tools to assist with effective advising: Advising dashboard and Degree Audit. The Advising dashboard assists advisors in reviewing student records and advising history to effectively support students in progression to degree. The Advising dashboard captures student activity and degree audit records, educational plans, and advising notes, which provide key tools for advisors to assess student progress and to improve and/or create appropriate services and interventions. Degree Audit is an online tool that compares a student's courses at Pierce with current degree and certificate requirements. Advisors use Degree Audit to provide students with a snapshot of their progress towards completion, as well as a list of remaining classes required for one or more certificates or degrees. These tools enhance the advising experience for the students and advisors.

JBLM staff work collaboratively with Army and Air Force Education Services Offices (ESO) to ensure a supportive environment and to present informational workshops on educational opportunities, how to get started in college, and funding options for military students. JBLM students must meet with a military educational advisor to declare a program of intent before they are approved for tuition assistance or veteran's benefits. JBLM staff are currently developing a specialized orientation and college success program that meets the needs of the service member student population. Certificate and degree outcome information, transfer policies for military personnel, residency requirements, and other access and support resources information can be accessed on the Pierce College at JBLM web pages.

Advising Model: Responding to the Feedback Loop

While Pierce has had a system for Academic Early Warning for several years, assessment results revealed the system was not succeeding at the level we wanted. Early Alert had a lower level of use than expected and faculty reported that they were reluctant to send an alert because they didn't know who was responding. When they did send a report they were not always informed about the outcome. Our concerns grew when the most recent CCSSE and SENSE results revealed lower than desired scores on our Start2Finish advising model.

We conducted student focus groups and learned that students were not happy with our Start2Finish advising model: They could not make advising appointments in a timely manner, were unable to reach their faculty advisor when needed, lacked confidence in their choice of courses, and did not feel supported.

We realized that a full redesign of Start 2Finish was in order. This decision coincided with the opportunity to apply to be a part of the American Association of Community Colleges (AACC) Pathways Grant; we determined that redesigning Start to Finish to focus on a case management and Guided Pathways model was a strong evidence-based approach. We were accepted as one of 30 colleges nationwide to participate in the grant, and the entire district is actively engaged in this transition. One strategic move was to train our curriculum advisors to become Success Coaches. We also approved three additional advisors to reduce the case load to a level where all goals for coach/student engagement could be met. This change provides immediate support for students in the current model and also prepares us for the extended case management essential for the Guided Pathways model to succeed.

Students are provided with tools to assist them in planning their educational journey and maximizing their Pierce experience. Improving these tools is a high priority for Pierce, and the focus as we continue the pathways work mentioned above.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Students enrolled in programs that are slated for elimination, or in which significant changes have been approved, are provided the opportunity to complete in a timely manner. As noted in Pierce's Catalog, if a degree or certificate is discontinued, students will be able to complete the program, provided the student fulfills the requirements within three years of the date of initial enrollment at Pierce. The Vice presidents for Learning and Student Success and the Vice President for Workforce, Economic, and Professional Development oversee the development and implementation of a "teach-out" plan to accommodate currently enrolled students. Substitutions for discontinued courses will be permitted where appropriate. All significant changes in Professional/Technical certificates and degree programs also require approval from the SBCTC.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: Institutional mission and Core Themes; Entrance requirements and procedures; Grading policy; Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; Rules, regulations for conduct, rights, and responsibilities; Tuition, fees, and other program costs; Refund policies and procedures for students who withdraw from enrollment; Opportunities and requirements for financial aid; and Academic calendar.

The catalog, published annually, provides comprehensive information regarding Pierce, including district programs, policies, costs, services, and personnel. The catalog is developed through a collaborative process directed by the Vice presidents for Learning and Student Success and the Director of Marketing and Communications. Pierce is in the midst of moving to the Acalog platform to improve real-time information for prospective students, and enhance effectiveness of curricular communications for current students and employees.

The catalog's main sections include:

- District mission and Core Themes
- Entrance requirements and procedures
- Grading policy
- Information on academic programs and courses with degree and program completion requirements
- Program and degree learning outcomes and required course sequences (when applicable)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- Rules and regulations for conduct, rights, and responsibilities
- Tuition, fees, and other program costs
- Refund policies and procedures for students who withdraw from enrollment
- Opportunities and requirements for financial aid
- Academic calendar

2.D.6 Publications describing educational programs include accurate information on: National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; Descriptions of unique requirements for employment and advancement in the occupation or profession.

Licensure and entry requirements for appropriate Professional/Technical programs and descriptions of unique requirements for employment are provided to students on curriculum guides and program websites. The website also contains the Higher Education Act Gainful Employment and Graduation Rate Data. Further, this information has been expanded and linked directly to Professional/Technical pathway web pages that highlight the links between educational attainment and employment opportunities at each level of certificate/degree completion.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Pierce complies with requirements of applicable Washington State records retention schedules. Paper records are filed, stored, and removed as prescribed in the retention schedule. A large portion of records are maintained electronically through the student management and financial aid management systems used by all SBCTC. System maintenance and backup is facilitated by SBCTC.

Pierce maintains confidentiality of student records as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). An explanation of student FERPA rights appears on the website and in the catalog under Notification of Student's Rights under the Family Educational Rights and Privacy Act (FERPA). Additionally, Pierce blocks release of directory information for students who request information not be disclosed. All staff members with access to students' records are required to complete FERPA training and sign a confidentiality statement prior to accessing records. In addition, we have developed a new module for ongoing training for faculty who work with students in a mentor/advisor role.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Pierce provides an effective and accountable program of financial aid consistent with its mission and student needs. Pierce helps students access financial aid funds from a variety of sources including Federal Student Aid, Washington State government resources, Pierce Foundation, institutional funds and external scholarship opportunities. Approximately 60% of Pierce students receive need-based financial aid.

The Financial Aid website is a primary information portal for both incoming and returning students. The site provides information on scholarships and student loans, as well as traditional aid sources.

Financial Aid staff at each campus are available to assist students seeking information or clarification and assist with orientation, college success courses, and in the outreach sessions at local high schools. Pierce's Student Loans web page outlines student responsibilities and requirements associated with student loans. Students are required to complete the Federal Online Direct Student Loan Entrance

Counseling at the U.S. Department of Education Student Loans website.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Students receiving financial aid at Pierce College are notified of any repayment obligations prior to and at the time of disbursement of funding. The Pierce College Financial Aid website includes further explanation about the possibility of repayment of financial aid funding for non-attendance.

Students are notified of loan repayment obligations when they accept their loans through the Direct Loan Acceptance Form. Additionally, they are notified of repayment obligations and where they can view their loan history on the Direct Loan Disbursement Notification that is emailed to the student at the time of disbursement.

Pierce's draft cohort default rate is published by the United States Department of Education every February with final rates published in September. Pierce's 2012 three-year official cohort default rate is 13.2%. Pierce College contracts services through SALT, a default prevention servicer. SALT monitors the loan repayment cohorts (both the current year and next year's cohort) and conducts outreach to students who are more than 60 days delinquent on their loan payments.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

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As referenced in Standard 2.D.3, the Start2Finish model includes a dual system of advising, providing services by curriculum advisors and faculty counselor advisors, as well as instructional faculty mentor/advisors. Student Success staff, in collaboration with the Institutional Research Office, provide on-going assessment of Start2Finish using a defined evaluation plan. Assessment and continuous improvement ensures students are well served, progressing and completing degrees and certificates in a timely manner.

Pierce provides advising services to support specialized needs and additional requirements of program participation for High School Completion, TRiO Student Support Services, International Education, Intercollegiate Athletics, Opportunity Grants, American Honors, and Worker Retraining. Each department considers the specialized needs of these students and advances their ability to understand additional requirements and/or resources that participating in these programs make possible. Some of these advisors offer "wrap-around" services, such as special cohort math readiness workshops or extra tracking and retention services to more fully support student success.

Advising services are provided on a walk-in basis at all three JBLM education centers. Services include general advising, transfer advising, referral to campus resources, degree planning, and transcript and military experience credit evaluation. Advising is voluntary for service members since they receive mandatory academic counseling from their Education Services Officer and from their Command staff. Students pursuing degrees not offered at JBLM are referred to the appropriate PY or FS advisor. Efforts to adapt the Start2Finish model for the JBLM population are on-going and will be implemented by 2015.

Faculty counselor advisors and curriculum advisors participate in professional development opportunities, including the National Academic Advising Association (NACADA) conferences, and workshops to learn and implement best practices. Advisors at JBLM are informed of current policies and procedures inhibiting educational requirements through webinars and documents provided through Department of Defense. In addition, as a part of the reclassification of our curriculum advisors, we have built a six-month training plan to advance the skills and development of our core team of entry and completion advisors.

While faculty have been advising students and designing educational plans, the Start2Finish model delineates an enhanced mentorship role focused on discipline-specific career choices, academic success, and transfer and workforce goals. New training for faculty members related to their role as mentor/advisors has continued with the development of new training modules on key skills and practices. In addition, newly hired tenure track faculty receive advising training in the Center for Engagement and Learning's (CEAL) yearlong First-Year Faculty Cohort, and continues for many in the Second Year Faculty Institute. The CEAL and IR collaborated on a survey sent to all faculty that focused on advising knowledge and ways Pierce can provide the training and support needed.

Students are notified about advising requirements and responsibilities via email, letters, the Pierce website, catalog, quarterly bulletin, and department notifications. Further, with the development of our new pathways model, we are creating key milestones that prompt outreach to students who are "off track" in order to provide guidance and support to improve progress and completion.

2.D.11 Co-curricular activities are consistent with the institution's mission, Core Themes, programs, and services and are governed appropriately.

Co-curricular activities are consistent with the institution's mission, Core Themes, programs, and services and are appropriately supervised by the offices of Student Life on each campus. Student Life supports student learning and success, particularly as the offerings ensure that "students experience quality, relevant learning that increases their knowledge, skills, and abilities to maximize the potential for individual success."

Governance of Pierce's co-curricular programming is the responsibility of two student government associations, the Associated Students of Pierce College Fort Steilacoom (ASPCFS), and the Associated Students of Pierce College Puyallup (ASPCP). ASPCFS and ASPCP provide program oversight and funding for the many programs and activities across the district. As outlined in their respective constitutions, student government responsibilities include allocating student funds, providing leadership and involvement opportunities for students, and acting as the collective voice of enrolled

students. Pierce's co-curricular programs are managed by the campus Directors of Student Life, who serve as budget authorities for student funds. The directors ensure that student funds are spent in compliance with institutional and state policies.

Pierce provides opportunities for growth and learning through student leadership roles in campus governance, social and cultural awareness activities, ongoing leadership development programs, civic learning, and social activities and organizations. Pierce develops and maintains student-funded programs that build and support student community clubs, campus publications, and athletics, as well as advancing Pierce's diversity and global initiatives by providing funding and coordination of diversity, international, and social justice programs.

Student activities during 2015-2016 show the level of engagement organized by student leaders. In addition, many campus events are sponsored by clubs and organizations, ranging from guest lectures/discussions to art exhibits to community service projects.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Pierce's bookstore is run through a contracted vendor, Barnes & Noble. The bookstores at each college carry all required textbooks and a full line of school supplies. The benefits of a vendor-operated service are realized through the additional services and savings to Pierce students. Bookstores now offer a larger array of textbook rentals and the buying power to lower the overall cost of textbooks.

Campus cafeterias and catering services are also provided by a vendor, Lancer's Hospitality. The campus cafeterias are hubs for student activities. At FS, Lancers also provides an espresso stand and "grab and go" food items in the Olympic North Building.

Students and district personnel have appropriate opportunities to provide suggestions on the operation of these services through email and regular employee and student surveys.

All constituents have the opportunity to provide input and feedback biennially through a confidential Employee Climate Survey, administered through the Institutional Research department.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Intercollegiate athletic and other co-curricular programs and related financial operations are consistent with Pierce's mission and conducted with appropriate oversight. Admission requirements and procedures, academic standards, degree requirements and financial aid awards for students participating in co-curricular programs are not only consistent with, but usually exceed those of other students.

Pierce's Athletic Department is dedicated to the academic, athletic, and social growth of every participating student. The program and student athletes are closely monitored to ensure Pierce's educational mission is being met. Pierce is a member of the Northwest Athletic Conference (NWAC) and meets all NWAC requirements. For example, student athletes are required to satisfy the same degree requirements and financial aid policies but are required to maintain a 2.5 GPA academic standing, which is higher than other Pierce students. Pierce files the U.S. Department of Education, Equity in Athletics Disclosure report annually.



Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, Professional/ Technical degrees and certificates, and preparation for successful transfer to accredited baccalaureate

programs. The athletic program collaborates with Pierce's Financial Aid Office and the Pierce Foundation to identify funds to support financial aid awards for eligible student athletes

Oversight of the athletic program is conducted by a full-time athletic director who serves as the budget authority and departmental administrator for all athletic facilities and programs, as well as the supervisor for all coaching staff.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Pierce maintains an effective identity verification process for students enrolled in eLearning courses to establish that the student enrolled is the same person whose achievements are evaluated and credentialed. There are no student fees for identify verification.

Canvas, the district's online learning management system, is accessed by a Pierce-assigned student identification number, along with a default password of six characters. During enrollment students are provided an itemized list of additional fees associated with online course(s) and notified of their username and password. Identity verification at JBLM also includes a series of personal identification questions required to gain access to a students' Canvas account information by email or phone.

Another level of identity verification is inherent in the quarter-long weekly structured activities of our courses. Faculty use interactive discussion forums that are writing-rich and involve regular student-instructor interaction. This technique, based on national best practices, provides instructors the ability to observe writing and communication styles that support recognizing the work of individuals. Faculty use this technique to enhance student learning and to deter plagiarism.

Identity verification using photo ID is required in all forms of test proctoring used during high-stakes exams. Proctoring is available on campus for no charge in testing centers. Student can arrange other proctors that are approved by the instructor or eLearning staff. Arranged proctors are oriented to the student photo identification and test security procedures. These services are typically provided at no cost, but students may at their own discretion select to arrange proctoring with fee-basis organizations. Electronic proctoring is also available, as of Spring Quarter 2016, using Software Secure's RemoteProctorNow service, which includes student verification via webcam and audio. The process has a built in step for presentation of photo ID, and recording of the assessment time period. The combination of the proctoring/authentication alternatives provides identity verification of all Pierce College eLearning students.

Standard 2E: Library and Information Resources

2.E.1 Consistent with its mission and Core Themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, Core Themes, programs, and services, wherever offered and however delivered.

Pierce provides access to quality library and information resources that support the district's mission, Core Themes, programs and services. This is accomplished by:

- Providing highly integrated instruction in research methods, and promoting critical inquiry and information competency;
- Maintaining a collection of relevant print and electronic information resources with appropriate levels of currency, depth and breadth to engage students in the ideas that emerge in the classroom and through all district programming;
- Ensuring quality facilities that encourage interaction with information and active collaboration with fellow students while providing effective services that support and promote inquiry and learning.

The library is guided by a comprehensive set of policies.

With facilities of approximately 77,000 square feet at both Fort Steilacoom and Puyallup, the library provides information-rich environments for Pierce's diverse community.

In addition to the two facilities operating as "one library" with one administration and streamlined,

seamless and consistent access for students, the library provides quality support to online and military students through robust electronic resources, online research guides, chat services, and interlibrary loan resources. The Pierce library was the recipient of the 2005 Association of College and Research Libraries Excellence Award, designating it as the top community college library in the country. That level of excellence has continued, with the library's creativity and impact felt throughout Pierce. The library's ultimate outcome is to sustain a learners' library in order to engage students with information and ideas and to develop their information competency.

Collections

The library collections offer a rich variety of relevant and current print and electronic resources strategically selected to support Pierce's courses, programs and degrees. Current collections include 102,034 physical items (books, serials, DVDs), electronic databases (general and subject), 70, 871 digital books and serials and more than 80 databases; all resources are discoverable through an online catalog. Library faculty work closely with discipline faculty to select materials that maximize student potential to engage with the ideas that emerge in the classroom and throughout district programming.

The library faculty regularly select, review and assess use of resources guided by the Collection Development Policy. Library faculty serve on curriculum committees to ensure that selection is informed by the academic programs. Circulation transactions exceeded 25,000 items in the 2015-16 academic year and have remained at about that level, despite increasing availability of online sources. The library shares resources between the two campuses and through technology and courier services to JBLM. To further assist students, electronic devices such as iPads, laptops, e-readers, digital cameras and calculators circulate to students. The library subscribes to several professional review sources to serve as a starting point for decisions about the addition of new materials. All databases are reviewed annually for quality, scope, and alignment with curriculum before renewal. While all library faculty share in collection development, the Dean of Libraries is primarily responsible for assuring the quality of the resources and expenditure tracking.

The library has invested in electronic resources as a way to broaden the scope of the collection as well as increase access for students. In the 2014-15 academic year, the library invested \$95,718 in electronic collections. Because of this strong online presence, the library is particularly able to support our large active duty military population, regardless of geographic location, as well other students who work or have other responsibilities that may restrict their onsite use of the library.

Cost-efficient access to resources is achieved through participation in several state consortia for purchasing of materials and operation of shared discovery systems. These consortia, as well as the use of online forms, also contribute to maintaining an effective and efficient interlibrary loan operation. Moreover, the library partners with other departments (e.g., Veterans Center, Running Start, and TRIO) and the Pierce College Foundation to provide creative alternatives for students who are unable to purchase textbooks. These varied ways for students to access collections and technology have a significant impact on student retention and success by removing barriers to continued education.

Currency, breadth, and depth of collections are regularly assessed using a variety of reports. Each report (e.g., collection age, call number range depth, circulation data, interlibrary loan requests, and library faculty notations of gaps when responding to reference questions) is analyzed individually, using cross-comparisons to allow for a comprehensive picture of collection strengths and needs. The most difficult collection challenges lie in the sciences and the specialty areas of nursing, dental hygiene

and veterinary technology. While the library is unable to build a significant collection of databases and serials in these disciplines given their prohibitive cost, students are able to access material necessary for their coursework through interlibrary loan. Great care is given to insuring equity and diversity within the collection development spreadsheets that includes the Library of Congress classification area, the item type, and the ideal number of items based on an algorithm that estimates our gap as compared to an ideal collection.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

Pierce's evidence-based assessment process includes classroom assessments, faculty surveys, student surveys and relevant data from the library's diverse user groups to guide planning and continuous improvement. These assessment tools are designed to reveal whether the library is meeting its outcomes and fulfilling its mission of serving as an exceptional teaching and learning library. Each department within the library creates an annual action plan that guides activities for the year. Perception data, regularly collected from student and employee surveys, also inform library planning and action plans. For example, data collected from a student survey resulted in expanded library hours. A library remodel design at FS, as well as the addition of new features in the PY library resulted from extensive data, focus groups, and surveys regarding what students and faculty needed in order to generate successful classroom papers and projects. Each library now has more collaborative spaces where students can work together with technology in addition to increased spaces for individual and silent study. Student and employee input also guided selection of furniture and the purchase of internet café-style electronics charging stations. Based on the success of the FS library remodel, planning is underway to incorporate more learning resources, such as the Writers Studio and Design Studio, into the future PY library as well.

Through its department meetings, staff meetings, and action plans, the library consistently assesses all of its functions, including reference, instruction, technical services, and collection development. Action plans are evaluated each June and new plans are developed in light of institutional priorities, student and employee needs, and library developments. Library faculty regularly review the collection and databases, making recommendations for improvement. Data are collected from gate counts, use/browse statistics of print resources, eBook and periodical database collections, reference desk transactions, library instruction sessions, the Employee Climate Survey, and student surveys such as the CCSSE. The information acquired is systematically analyzed and utilized in planning, providing the library with regular opportunities to evaluate and continuously improve.

2.E.3 Consistent with its mission and Core Themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

While supporting and promoting all of Pierce's Core Themes, the library's strongest emphases lie in teaching and in supporting information competency. Whether at the reference desk, in the classroom or throughout the district, library faculty view every interaction as an opportunity to build information competency skills for students, faculty, staff and administrators. Library faculty work closely with discipline faculty to design library instruction classroom sessions that will meet the

needs of students as they navigate the research process and ensure their success with course papers and projects. Using data about student learning collected over the years, library faculty determine areas of emphasis for teaching and how to plan and nurture the instruction program. The library offers approximately 419 instruction sessions per year, in addition to teaching credit courses in the Information Studies Department. These courses have strong fill rates and are tied to students' success in other courses. Information Studies courses are often linked to courses in other departments, such as English, Criminal Justice, and Political Science. Information Studies courses have been added to the American Honors curriculum.

In 2014, the Puyallup library collaborated with student programs in order to maximize use of student space in an otherwise underutilized lobby space. With the purchase of new furniture and the thoughtful use of existing space, the lobby transformed into an extension of the library. This vital study space added much needed space for students, creating an additional 50 seats.

With a proactive faculty and staff providing a welcoming environment, convenient operating hours, and a wide array of furniture and equipment to provide study or work possibilities, the library facilities are themselves a key element of student engagement and learning. The library spaces are designed to encourage students to work together. Gate count total for both campuses increased from 2013-14 to 2014-15. There was a significant increase in PY and a slight decrease in FS. Between both campuses, the gate count was 403,404, which represents a 2% overall increase and continues an upward trend in library usage.

In alignment with the Institutional Assessment Plan, library faculty have developed a three-year assessment plan that creates an opportunity to assess reference, course integrated instruction and Information Studies on a continuous improvement cycle. Assessment of student learning is integrated into all aspects of the library faculty teaching. Library faculty partner with discipline faculty in assignment design, in development of integrated and authentic assessments for course-integrated



instruction, and in assessing student learning at the reference desk. Library faculty are strong partners in the annual faculty Outcomes Team activities, as well as the assessment of degree outcomes. In addition, they contribute to campus life through leadership in activities such as the yearly Common Book project, Pierce County Reads, Banned Book Week, the student arts magazine, and other programs and events. In addition, they contribute to campus life through leadership in activities and on committees such as the Technology Council, eLearning Advisory Committee, Student Literary Arts Magazine, Open Educational Resources Committee, Reading Apprenticeship, as well as in community programs such as Pierce County Reads.

The library encourages and supports participation in professional development. Both faculty and staff participate and present papers and workshops at local and national conferences for assessment, teaching learning, and student engagement. In 2012, a library faculty member and a library support staff member each received competitive scholarships to attend national library conferences. In 2014, Laurie Schuster won the Innovative Educator Award, given by the League for Innovation in the Community College. In 2014-15, librarians participated in the ACRL-sponsored Assessment in Action Project during which they designed, implemented, and reported the results of a study of the effectiveness of their course-integrated instruction program.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Pierce College library regularly and systematically evaluates the quality, adequacy, utilization and security of library and information resources. The library website is the primary electronic access point to the library's services and information resources. The website is intentionally designed within a pedagogical and philosophical framework; it serves as an entryway to the library as much as the front doors of the physical facilities. Student surveys and comment cards are made available to those who use the library in person, as well as those who access resources remotely. Focus groups and statistics assist the library faculty in improving the design of the website.

The online catalog is one module of a robust integrated library management system (LMS) that also includes circulation, cataloging, acquisitions, serials maintenance, and administrative reporting. The consortium approach is not only a financial advantage, but it also builds in a level of cooperation and resource sharing to increase access. Instead of a systems administrator on each campus, this consortium model means one systems administrator can serve the needs of all institutions with more specialized knowledge and skill than would be affordable at the individual college-level. Recognizing the growing need for the access to even more diverse types of materials, the consortium migrated to a statewide library system in fall of 2013. This included PRIMO, a single search tool for students to help them more easily locate different types of material in one search. This tool exposes more library content to users, delivering highly relevant results and powerful filters for adjusting results. PRIMO is a key step toward migration to a next generation "back end" library management system that will significantly impact student experience with information.

Collections are safeguarded with a 3M security system. Security gates are located at each public entrance and all materials are security tagged. Barcodes on materials provide for an efficient inventory process. Inventory assessment is conducted on an ongoing basis by the circulation staff and reports are issued regularly. A continuous inventory means the library can replace lost materials, but also

increase access to materials through fast monitoring of mis-shelved items. Circulation transactions are secure with a materials barcode/Id barcode connection in the LMS. While the system may retain overall number of items a student has checked-out, current fines and fees, or summary data, the LMS operations are consistent with privacy policies, breaking links between name and title when all obligations are satisfied. Secure access to the Reserves module, electronic databases, and printing is through a password protected interface.

Standard 2F: Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Pierce demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Pierce's financial position is one of low capital debt, no operating debt, stable operating budget, and overall reserves that translate to almost four-and-one-half months of operating costs. Pierce's annual operating budget is approximately \$50 million. While Pierce's overall budget has varied over the past five years due to the natural cycles of capital expenditures, the remainder of the budget has been steady. Pierce develops and adheres to a balanced operating budget each year. A financial dashboard report is prepared for each Board of Trustees meeting; this includes the district's current position on key elements, including any new budget resources received during the year, budget to actual spending, state-funded and Running Start enrollments, cash tuition collections, and major capital project obligations and spending.

Beginning with the annual operating budget development process, and continuing throughout the year, Pierce monitors revenue collected in comparison with models used to estimate key resources. These include the district's state allocation, tuition, Running Start payments from local high schools, and reimbursements of indirect costs from Military and International contracted programs. In addition, the district reviews cash balances and cash demands frequently. Pierce maintains available (pooled) cash sufficient to accommodate expected cash expenditures. The district invests balances that exceed expected obligations in a mixture of short and mid-term investments, providing sufficient liquidity if unexpected needs arise.

In developing the annual operating budget, issues of long-term obligations and solvency are considered. Efforts to formalize long-term planning have been hampered by the unpredictability of state funding, which continues to represent the largest resource available to the district. Pierce's largest investment is its employees, with salaries and benefits accounting for approximately 88% of each year's operating budget.

Reductions in state funding have required Pierce to make difficult choices over the past few years,

strategically eliminating some programs and services. At the same time, Pierce sought or reallocated resources to support emerging programs and reorganize or increase services designed to help our students succeed. During the budget process, Pierce continues to examine its efforts and redirect resources in response to actual results and outcomes, through its participation in Achieving the Dream and Institutional Effectiveness work.

The volatility and unpredictability of state funding contributes to Pierce's conservative approach to debt and reserves. Pierce currently has only two long-term liabilities, incurred to construct Heath Education Centers at each college; students voted to create a dedicated fee to help pay for design, construction and debt service for these facilities. The anticipated revenue from these fees is pledged to pay the principal and interest on certificates of participation (COP) (bond-like instruments held by the State Treasurer's Office). Current cash balances in these accounts are sufficient to meet approximately two years of scheduled repayments. The revenue stream supporting these accounts is reviewed at least annually and continues to be sufficient to make payments during the remaining repayment period, even when likely fluctuations in enrollment levels due to economic cycles are considered.

In 2013, the Board authorized the administration to incur debt related to a state-supported energy efficiency program. Under the program, Pierce will leveraged resources by using grant funds awarded by the State of Washington Department of Commerce, along with incentives from local utilities and Pierce's contribution (funded by debt), to complete major energy efficiency improvement projects across the two campuses. In competing successfully for the grant, Pierce demonstrated that savings from the energy improvements was sufficient to fund the district's costs for the project, over time. These projections have proven true to date and are saving approximately \$100,000 per year in utility costs.

The Board of Trustees revised its Cash Reserves Policy in December 2010. The policy sets Pierce reserve target as a band, with the lower end at 10% of annual operating budgets and the upper end including the 10% and an amount equivalent to the current principal owed on any debt. Since the close of FY10-11 Pierce has exceeded the upper limit of the reserve target, due in part to the cumulative effect of state hiring freezes, strong enrollment demand leading to stronger than anticipated tuition revenues, and strength in enrollment of Running Start students who generate revenue through legislatively mandated transfers from local school districts. It is anticipated that Reserve balances will be reduced over the next 5-10 years for ongoing capital project priorities.

Revenue

Currently, Pierce receives less than half of its funding from the state. State support declined from 66% of the operating budget in FY2008-09 to 48% in FY2014-15. In FY07-08, Pierce received a \$26 million state allocation. By FY2012-13, state support had declined to \$22.5 million.

Tuition is Pierce's largest source of funding. Multiple years of state budget cuts, accompanied by legislatively authorized tuition increases designed to backfill a small portion of the lost revenue, have dramatically increased the Pierce's reliance on tuition revenue. Tuition revenue increased from 24% of Pierce's operating budget in FY08-09, to 34% in FY13-14. In FY2014-15, the Washington Legislature reduced tuition rates at all Community and Technical Colleges by 5%. This was "backfilled" by state appropriations that did not, however, fill the gap created by the tuition rate decreases.

When combined, the effects of state funding decreases and tuition increases have resulted in significant lost revenue to Pierce. Despite this, Pierce's legislatively mandated enrollment target has

not decreased. The result has been a steady erosion of Pierce's per FTE funding levels. In May 2016, the State Board for Community and Technical Colleges adopted a new funding model to address the long term inequities in the per FTE funding of colleges throughout the state. Under this model, Pierce is projected to get an overall increase in its state allocation of approximately \$2 million phased in over four years.

In recent years, in an effort to serve heightened student demand, Pierce exceeded its enrollment target. Pierce was able to achieve this, despite its lowered per FTE funding, because high student demand led to a higher than normal student faculty ratio. However, enrollment demand softened in FY12-13, once again lowering the student faculty ratio and resulting in Pierce meeting, but not exceeding, its target. Pierce, like the overall Community and Technical College System has had downward enrollment pressure through FY2014-15. Pierce re-coded some of its self-support courses in the Military Program to the state supported category in FY2014-15 in order to ensure meeting its state enrollment targets.

Pierce's Running Start population has grown steadily since the program's inception, reaching 928 annual FTE in FY2012-13. These students receive dual credit toward high school and college completion while enrolled in regular college classes. Pierce has seen enormous growth in this program with revenue increases of 10-20% in the previous three years. Pierce incorporates Running Start revenues into its operating budget planning and development process.

Other sources of revenue also help Pierce to achieve its mission. In recent years, grants and contracts in areas such as vocational education (Perkins), worker retraining, veteran's services, and support for first generation college students (TRiO) help Pierce to serve student needs that likely could not be funded within the district's current base funding level. Fees related to courses or programs with extraordinary costs are reviewed during the budget process, discussed with student government leaders and approved by the Board.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The past several fiscal years have been particularly challenging due to sources of funds shifting dramatically. State funding has steadily decreased, but increases in the amount of tuition collected partially offset the reduction in state funding. The International Education, Military Education, and Running Start Programs provided additional funds, while careful reduction of under-enrolled classes, effective tailoring of class offerings to student demand, and modest, temporary vacancy of positions provided savings.

A key element of the budget development process is setting an enrollment goal for the year. The deans and instructional vice presidents propose enrollment estimates, along with information about potential related cost increases or savings. Instructional planners use Pierce's Tableau data dashboards to conduct "what if" scenarios on fill rates, gateway courses, program requirements and numerous other factors in developing their proposal. Variable costs presented by the deans and instructional vice presidents are the most sensitive to enrollment changes, but other planning groups are also asked to describe the potential cost impact of increasing or decreasing Pierce's enrollment goal.

In addition to the deans and instructional vice presidents, there are additional planning groups that

cover other large areas of the institution:

- Facilities and Security;
- Institutional Support Services (support functions such as Finance and Purchasing, Human Resources, Marketing and Communications, Advancement, Information Technology);
- Indirect and Revenue Operations (Continuing Education, International, Athletics, Bookstore, Food Service, Child Development Centers, Military); and
- Student Services.

The purpose of the planning groups is to provide not only budget requests but to coordinate the budget setting activity in and among the planning groups. This is to ensure that projects and priorities budgeted by the deans and instructional vice presidents can be supported by the appropriate support activities throughout the institution.

Grant funding generally falls into three groups: ongoing; start-up; or short term. The spending plan for the Pierce's largest and most flexible ongoing grant, the Carl D. Perkins Career and Technical Education grant, is coordinated with and presented as part of the Instructional Budget Planning Group's proposal. Spending plans for smaller, multiple-year grants such as TRIO are reviewed by the Executive Team when awarded. Start-up grants allow Pierce to develop a program or service, and then determine which elements can or should be funded in future operating budgets. An example of a program that began with grant funding that was later transitioned to the operating budget is the Center of Excellence for Veterans. Short-term grants meet either a temporary or one-time need. Other examples include American Recovery and Reinvestment Act (ARRA) grants that temporarily expanded capacity for high demand programs, and an energy efficiency grant that paid for solar panels on the Rainier Building at FS.

Pierce was a recent recipient of the Department of Education's Title III Strengthening Institutions grant funding. Annual planning, budgeting and accountability activities for these grant funds are monitored by a grant-specific planning committee, as well as staff in the Fiscal Services, Advancement, and Workforce Education departments.

The bulk of contributors choosing to make donations to the Pierce College Foundation, an associated 501(c)3 with a separate Board of Trustees. As a result, donations are not generally part of the district's resource projections, although during FY 2015-16 budget hearings, the Foundation stepped up to cover several budget requests to free up funds for other purposes. The Foundation coordinates the granting of scholarships with Financial Aid and other key student service areas, and the collection and distribution of funds with key district finance and cashing staff.

In accordance with state law, only about 75% of tuition provides revenue to the operating budget. The remaining 25% is divided, as required, among building fee and innovation funds held by the State Treasurer, an institutional financial aid fund, and the student services and activities account. Other non-tuition revenue sources include enrollment fees from contracted and self-supported instruction programs including Military programs, International Education, Fire Command, Homeland Security, and Continuing Education. In an effort to more accurately predict the flow of funding and to more promptly identify revenue risks, beginning in 2013, these programs formally present revenue projections and spending plans during budget hearings. Part of the spending plan addresses how much the program will provide to the operating budget to reimburse for goods and services provided by non-program staff. In addition, budget managers are expected to annually review non-tuition revenue

and planned spending from course fees and administrative fees. If fee revenues appear insufficient to cover costs, budget managers may recommend an increase or change in fee structure during their budget presentation.

State law requires that Student Services and Activities (S&A), and Technology Fee (Tech Fee) revenues and spending plans be developed and recommended by committees comprised of a majority of students, which are reviewed by Pierce administrators and approved by the Board of Trustees. Pierce's Student Programs Financial Code and Student Technology Fee Financial Code establish the composition of the committees, timelines and procedures for these processes.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Pierce has clearly defined policies, guidelines, and processes for financial planning and budget development that include multiple and appropriate opportunities for participation from across the district.

The process begins with the Budget Values and Principles document, which evolves each year to reflect external pressures, internal priorities and lessons learned from the prior year's budget process. The Board of Trustees, Cabinet, and the Budget Team have the opportunity to revise the document twice during the review process.

The Budget Team develops budget instructions that describe the composition of budget planning groups and the use of budget forms for submitting funding requests and savings proposals. Instructions and forms are posted on the budget development intranet site and are explained during a budget kickoff presentation held at each campus. The kickoffs are announced to and open to all employees. A follow up email is sent after the kickoffs, with key information and encouraging employees who are not assigned to a budget planning group to contact their supervisor or a Budget Team member with questions or suggestions on the budget process.

Public budget presentations, early in the development cycle, permit managers to describe their programs to the Budget Team and to present proposals for additional funding or savings.

The Budget Team meets numerous times late in the budget development cycle to review proposals and to determine which of the proposals presented earlier should be included in a balanced budget recommendation. Once developed, the recommendation is presented to the Cabinet at a special work session and again a week later at their regularly scheduled meeting. The Cabinet determines whether the proposed budget adheres to the pre-determined values and principles, and if so, recommends it to the Chancellor for presentation to the Board of Trustees.

As recommendations are made, the evolving budget is made available via the intranet in a timely manner. Budget information that includes proposed savings from vacancies or layoffs is not shared publicly until affected employees have been notified of this possibility.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Pierce uses the Financial Management System (FMS) to perform accounting and budget tasks. The system is maintained by the SBCTC's Information Technology division, which in turn charges each college a proportionate share of the cost. Pierce follows standard accounting practices prescribed by both the SBCTC and the Office of Financial Management. Both publish on-line prescriptive manuals (SAAM and FAM) with standards and practices that emulate those published by Governmental Accounting Standards Board (GASB).

Along with six other colleges (and eventually all Washington community and technical colleges) Pierce is currently replacing its legacy system with a system from Oracle/PeopleSoft. This project is lead by a team at the State Board for Community and Technical Colleges, using a third party implementation vendor, Ciber. Pierce's role is to ensure that our data, business processes, and practices align with the new system. Pierce has a multi-disciplinary team of employees working on this project. Until the overall migration is complete, Pierce continues its previous processes and practices for student enrollment, financial accounting, and human resource tracking.

Pierce posts updated budget information and related expenditure and revenue information bi-weekly and at the conclusion of each accounting month. Excel-based reports are formatted to assist budget managers and members of the Executive Team in monitoring budget execution, reviewing patterns of expenditures and ensuring funds are being used for intended purposes. Budget managers are required to timely report any discrepancies to the Finance Office and assist with resolution. The Vice President of Administrative Services, Director of Fiscal Services, and the Budget Analyst periodically scan budget and accounting reports and initiate resolution of any discrepancies, particularly during IPEDS reporting, budget development and year-end close processes. In addition, the Accounting Supervisor reviews SBCTC SMART reports daily for general ledger accounting errors and the grants and contract accountant reviews grant spending while submitting invoices for reimbursement.

Pierce strongly enforces internal controls, ensuring multiple and appropriate checks and balances. For example:

- The Finance Office maintains an list of employees who may approve orders for goods or services, travel reimbursement, or expenditures, with dollar limits prescribed by the Chancellor and Executive Team.
- The time and leave reporting system, maintained by the Human Resources Office, identifies specific supervisors who may approve time and leave reports for all categories of employees.
- The online employee recruitment system (NEO Gov) incorporates Pierce's requirements for appropriate authorization levels and verification of funding before replacing a vacant position or creating a new position.
- Written cash handling procedures apply to and are enforced for all departments and activities involved in any type of cash transaction. Pierce reports details of checks issued to its bank through a "positive pay" process that ensures any fraudulent checks presented to the bank will not be honored and has established and follows "Red Flag" rules in order to reduce the risk of identity theft.

The state's Department of Enterprise Services (DES) spearheaded procurement reform legislation in 2012 and is in the process of releasing final rules related to changes in the law. Requests for major purchases are submitted to the Purchasing Department, where employees ensure compliance with bid laws and other procurement regulations. For smaller purchases, the department oversees a corporate credit card program (P-Cards). Employees receive training when cards are issued describing restriction on their use - both by dollar amount and by type of item being purchased. A department may contact Purchasing if there is a compelling reason to temporarily increase card limits. Credit card statements are reviewed and approved by supervisors.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Facilities master plans capture Pierce's vision for FS and PY. The process of developing and updating the plans is sequenced to ensure they build on Pierce's mission, Core Themes, and objectives. They are also informed by Pierce's Learning and Student Success Strategic Plan.

Pierce's facilities plans must be developed in order to satisfy multiple constituents:

- The district, to meet its educational mission
- Requirements of our local jurisdictions
- State Board of Community and Technical College requirements and state priorities (to successfully compete for placement on the system's prioritized capital projects list).

Pierce engages in an extensive facilities planning process to prepare detailed requests for capital projects. Planning committees representing constituencies from all areas of the district discuss and prioritize capital needs, and assist in the development of project requests and plans at both FS and PY.

Major capital projects are generally funded by the state's capital budget and may include new construction or major renovations. The state sells general obligation bonds to fund authorized capital projects. Colleges submit detailed project proposals to the SBCTC. Proposals must describe the need for the project, whether it stems from growth in enrollment, inadequacy of existing structures to support the breadth of the institution's instructional programs, or inadequacy of existing structures to support current use and programming. Proposals include detailed cost estimates for design, supplemental engineering and architectural services, permits, construction costs, sales tax, equipment and a contingency fund for unforeseen costs. Proposals also include costs for initial furnishing and equipping of new and renovated facilities and an estimate of annual operating cost projections.

If a major project proposal successfully competes for a place on the system's prioritized list and is approved in the state capital budget, the Department of Enterprise Services conducts the bid process and holds the contract with the general contractor. Major project funding includes an allocation for furnishings and equipment (FF&E) and is accompanied by an allowance from the state's operating budget designed to cover ownership and operating costs, known as Maintenance and Operations (M&O) funds. Since M&O is allocated on a formula basis, Pierce uses value engineering principles to keep actual costs within the funds available.

For some major projects, Pierce's Board of Trustees may supplement state funding with district unrestricted reserves, student approved S&A or Tech Fee monies. The Board also accept donations from the Pierce College Foundation to supplement construction funding where allocated resources are unavailable or insufficient. For example, the Pierce Foundation held successful fundraising campaigns to pay for instruction-related equipment in the Rainier Building at FS, and the Arts and Allied Health Building at PY. In a second example, S&A funds were donated by student government to pay part of the cost of FS Campus cafeteria remodeling, an adjunct to a more comprehensive renovation project. Students identified features and furnishings not included in the renovation project as originally proposed and funded through the state capital process.

In addition to competing for major project funding, Pierce receives state capital funding to support minor works, small repairs, and emergency or hazard mitigation projects. Minor works funding is formula-driven, while repairs funding is based on a system wide facility condition survey and scoring system. Emergency and hazard mitigation funding is only available to address emergent damages or previously unknown conditions.

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Pierce uses debt very sparingly. Debt backed by tuition revenues was used to build the Sunrise Building at FS, an almost 12,000 square foot building completed in 1998 and paid off in 2009, and to fund an energy efficiency upgrade project. Debt payments for both projects were very

small in relation to Pierce's tuition revenues. Pierce also used debt to finance Health Education Centers on each campus. In this case, the debt is backed by revenue from a student fee authorized for this purpose through a student vote.

In 2013, Pierce was awarded a grant through the State Department of Commerce that was leveraged with utility incentives and Pierce resources to undertake a comprehensive energy efficiency upgrade. While the Board authorized Pierce to use debt obligation in order to complete the project, ultimately it was internally financed.



2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Pierce uses internal service funds to distribute the cost of its Print Shop operations and the installation

of computers purchased with non-operating funds. Pierce receives commissions from contracting out its bookstore, vending, and food service operations. Bookstore commissions are used to defray annual operating costs incurred by the district under the terms of the agreement and to supplement general operating revenues. Vending commissions fund athletic scholarships. Food Service commissions defray annual kitchen repair and maintenance costs for food service and child development center kitchens on both campuses. Any excess is held in the food service fund for future kitchen space upgrades or equipment replacement. All accounts currently hold balances that appear appropriate in size to their operations.

Pierce supports the costs of operating Child Development Centers (CDCs), Health Education Centers (HECs), and Parking Services on both campuses through a combination of operating support and program revenues. In accordance with state accounting requirements, program revenues are recorded in their respective auxiliary funds. Each year's operating budget includes an estimate of the amount of program revenues to be collected. All expenditures are initially recorded in the operating budget and expenditure transfers are regularly made by Finance staff. Program and Finance employees jointly monitor actual revenues against initial budget projections. In the case of the CDC and HECs, Pierce expects all revenues to be used in the year they are earned. In the case of Parking, fees are a designated portion of the comprehensive Student Services and Activity Fee. Fees collected exceed direct parking services with accumulated balances used to fund larger-scale parking lot repair projects.

Student Services and Activities (S&A) funds are managed through a proprietary auxiliary services fund. Budgets are developed in accordance with state law and the Student Programs Financial Code and are approved by the Board of Trustees. Both state law and the code prohibit using S&A funds to supplement general operations.

Pierce also records revenue and costs related to facilities rentals in an auxiliary fund. Pierce's rental program identifies departmental out of pocket costs incurred to support rentals and deposits these funds in auxiliary accounts by department. Each department is expected to spend funds from their auxiliary account during the same fiscal year as recompense for costs incurred in its operating account.

In general, facility rental fees are held for district purposes. The exception is rental fees for use of the Health Education Centers, which are set aside as a source of funds for future replacement of fitness equipment.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Pierce, based on a recommendation from the Northwest Commission, annually produces independent, complete, and GASB-compliant Financial Statements. Pierce's FY2013-14 audit, conducted by the Washington State Auditor's Office, was free of any findings. Pierce submitted the audited financial statements to the Commission and was acknowledged for having met the requirements of the recommendation. The financial statements for FY 2014-15 have been completed in Spring 2016 and the final audit by the Washington State Auditor's Office found no issues. In addition, the Washington

State Auditor awarded Pierce the Stewardship Award for “outstanding accomplishment in the stewardship of public resources in the pursuit of the shared goal of government that works better, costs less and earns greater public trust.”

Pierce is included as a part of the State of Washington’s Comprehensive Annual Financial Report (CAFR). In recent years, Pierce’s fixed asset balances were deemed to be material to the state CAFR and field work was conducted to review internal procedures and accuracy of balances reported. Pierce has had no findings or management letters over the past six years. Specific results of the audits include:

- **Accountability for Capitalized Equipment.** Our procedures were deemed to be better than adequate. Every item of capitalized equipment examined was properly recorded in our accounting records and found in the recorded location.
- **Capitalization of Buildings and Infrastructure.** Our accounting records were examined to compare capital expenditures for buildings and improvements to the increases in capitalized value of the related buildings or infrastructure. No discrepancies were found.
- **GASB 68 Audit.** Because of changes related to GASB Statement 68, the State of Washington chose select agencies for its work on its reporting of pension liabilities. Pierce was selected to be sampled for the State of Washington’s CAFR for the 2014-15 fiscal year. This was in addition to the specific work that Pierce did for its own financial statements, which included a section specific to GASB 68.

Pierce is subject to several other forms of independent external audit, which include a financial component. Pierce is included in the reporting entity of the Annual Statewide Single Audit, which is conducted by the State Auditor’s Office in accordance with the federal Office of Management and Budget’s Circular A-133. Auditors determine which federal programs to audit and identify state agencies to perform field work based on these standards, generally resulting in field work on Pierce’s federal student financial aid programs approximately once every three years.

As required by federal audit standards, Pierce is subject to sub-recipient monitoring by primary federal grant recipients who pass through program funding to the district. The level of monitoring varies depending on the grant, but generally includes detailed reporting processes, field visits, etc. The amount of federal grant funds, direct and pass-through, that Pierce managed in 2015-16 was \$2.9M. This amount is exclusive of Federal Financial Aid awards.

State law requires the State Auditor’s Office to conduct “post-audit” audits of “the books, records, funds, accounts, and financial transactions of a state agency.” Referred to as “Accountability Audits”, the State Auditor Office shifted its focus in recent years from conducting these audits on an agency by agency basis, to instead conducting audits on a topical basis.

The SBCTC also performs annual internal audits referred to as “Operations Reviews”. These may include review of federal pass-through dollars as mentioned above, along with review of provisioned or earmarked state dollars and other federal and state compliance issues.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Student fundraising activities are coordinated with the Finance Office and follow written cash handling procedures. The Finance Office provides advice and training regarding the use of two-part tickets, issuance of receipts, requirements for licenses or permits for some aspects of fundraising events, the legality of specific fundraising techniques, and proper procedures for securing cash and cash instruments. In many instances, finance department employees perform cash handling for these events. The Finance Office always monitors deposit of the proceeds of fundraising events.

The Pierce College Foundation is governed by an independent Board consisting of community members; Pierce has a Memorandum of Understanding with the Foundation which addresses the type and value of support provided to the foundation by the district, and expectation of foundation support to district programs. In 2015, the Foundation purchased and began renovation on a 63-student residence hall for Pierce College students. The relationship with the district relative to the use of the residence hall is governed by a separate Memorandum of Understanding.

The Finance Office performs accounting services to the Foundation, and coordinates the annual audit, which is performed by an accounting firm. The Finance Office also provides the foundation with advice concerning the conduct of fundraising campaigns, classification of donations and provides reports to the foundation Board on a regular basis.

Standard 2G: Physical and Technological Infrastructure

2.G.1 Consistent with its mission, Core Themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Physical Infrastructure

Pierce maintains quality educational facilities of over 720,000 square feet resting on 269 acres of land with views of Mount Rainier and the Olympic mountains. These physical resources are accessible, safe, secure and sufficient in quality and quantity to support Pierce's current educational programs, Core Themes and mission fulfillment. There has been much growth at Pierce with 300,000 square feet of facility space being added during the past 12 years, demonstrating Pierce's commitment and ability to offer quality learning environments to students and to enhance opportunities to meet Pierce's mission.

Pierce has two campuses, Pierce College Fort Steilacoom and Pierce College Puyallup, three off-campus instructional sites: Western State Hospital; and two facilities at Joint Base Lewis-McChord (JBLM). These off-campus sites are owned and operated by other governmental agencies. Pierce also serves citizens in smaller communities within its service area through eight small extended learning sites co-located with partner agencies across Pierce County.

Physical facilities represent a range of age, size and condition. The first permanent building was constructed at FS, the older of the two campuses, in 1971. The first building in PY was constructed in 1990.

Overall, Pierce has 11 major buildings and nine smaller structures totaling 720,581 gross square feet.



Of this, 416,517 square feet were constructed prior to 1999 and 304,064 square feet were constructed since 2000.

Fort Steilacoom

The campus buildings total 476,780 square feet -- six main buildings accounting for 449,373 gross square feet, and six smaller buildings totaling 27,416 square feet. Of this, 315,693 square feet were constructed prior to 1999, and 161,096 square feet have been constructed since 2000. Modifications have been made in three of our main buildings. The Health Education Center was renovated and expanded in 2006-07 to include the addition of a gymnasium. The lower floor of the Olympic South Building was remodeled in 2006 to provide improved space for Early Childhood Education and the Art program. The second floor of Olympic South, housing our Music program, is scheduled for a remodel in 2016. Pierce has been conducting a series of renovations in the Cascade Building since 2008 to conduct needed infrastructure upgrades and to improve instructional, student services and administrative spaces. An additional renovation phase is in line for future funding with design potentially taking place in 2017. As an example of some of our newest facilities, the 80,645 square foot Rainier Building, completed in 2010, replaced older lab and classroom space in the Cascade Building and includes eleven labs and twelve classrooms. The building, which received LEED Gold certification from the US Green Building Council, also includes a 1,600 square foot 58-seat Science Dome (planetarium and more) that has greatly enhanced instruction in a variety of teaching disciplines and had also extended our community outreach program. This facility consists of a 38-foot circular dome with a digital projection system that can show a wide variety of images on the dome surface.

Puyallup

The campus buildings total 231,733 square feet - five main buildings consisting of 231,733 gross square feet and three smaller buildings totaling 12,059 gross square feet. Of this, 100,824 square

feet were constructed prior to 1999, and 142,968 square feet have been constructed since 2000. The oldest building, the Gaspard Administration Building, was constructed in 1990. While no major modifications have been made to any building, minor improvements in the Gaspard Administration Building and Brouillet Library/Science Building have been undertaken to better serve students. For example, service window locations were changed to be more visible to students and create a more intuitive traffic flow. The 61,597 square foot Arts and Allied Health Building, completed in 2010, is the most recent addition to this campus and received LEED Gold certification from the US Green Building Council. This building supports an array of programs including music, art, theater, nursing and medical office technology. The 286 seat theater provides an excellent venue for our performance programs and has also provided the opportunity to draw visitors from throughout the community.

Facilities Planning

The newly convened Facilities and Safety Council is charged with developing, reviewing, and evaluating facilities plans and policy recommendations, and setting direction for district wide facilities and safety in accordance with the vision, mission, values, Core Abilities, and strategic direction of the district. The Facilities Master Plan for FS and Facilities Master Plan for PY guide the planning for the renovation of current buildings and structures and for the construction of new facilities on the two campuses. The plans represent strategic visioning to ensure that Pierce is planning, preserving and constructing facilities that meet the needs of Pierce's dynamic learning and working environments. The Facilities Master Plans are currently being updated and are intended to address needs through 2025.

Management and Maintenance

The Facilities and Operations Department is responsible for maintenance and preservation of all physical resources. Teams of maintenance, grounds, custodial and operational staff generally support a single campus, while departmental leadership and budget staff have district responsibility.

Pierce uses a computerized maintenance management system to monitor and assign routine and preventive maintenance work orders. Employees throughout Pierce may also submit online work requests as needed, and the department tracks how quickly it responds to and closes maintenance work orders.

Staff are skilled with a wide range of technical abilities allowing Pierce to perform a number of maintenance and repairs in-house that would, otherwise, cost considerably more if contracted out. Staff handle basic ongoing, preventive and corrective maintenance for building systems including HVAC, plumbing, mechanical, electrical, structural, and other general systems.

Some maintenance and repair work along with servicing of specialized mechanical equipment such as elevator repairs, building controls upgrades, and annual inspections of fire detection and suppression systems, is contracted out due to the need for specialized training and skills and to accommodate high workloads of staff.

Pierce has engaged in a series of projects to improve the overall quality of the working and learning environment in older buildings. This has included expanding technology, upgrading finishes and materials, reconfiguring interior spaces to accommodate new teaching and learning methodologies, as well as repairing and replacing lighting, air handling, and temperature control systems. Efforts

to promote a healthy instructional and working environment have included an extensive effort to investigate the presence of potential contaminants such as mold and asbestos in walls and in system components as well as to assess the effectiveness of roof and exterior wall weather barriers in preventing moisture penetration. Pierce initiated a series of projects to replace interior structures and components and exterior wall sections in our older buildings. A considerable amount of this work has been completed and this work is continuing.

Pierce continues to investigate and plan for replacement of additional systems and structures and to request funding to do so. This is typically a two-fold process. For new construction and major renovations, Pierce submits Project Request Reports (PRRs) to the State Board for Community and Technical Colleges (SBCTC), and ultimately to the Office of Financial Management (OFM), and the Legislature. This is a highly competitive process and these requests must demonstrate strong programmatic need in order to be successfully funded. Pierce also requests funding repairs and minor building improvements. Every two years the SBCTC conducts an on-site Facility Condition Survey of each of the 34 community and technical colleges to identify and quantify appropriate repair projects for each location for the upcoming biennium. Based on results of the most recent surveys at FS and PY, Pierce is planning for approximately \$2.4 million in repairs and system upgrades between now and 2018.

To manage long-term operating costs, Pierce actively seeks grants and other funding opportunities to upgrade existing systems with more energy efficient devices. Pierce received a grant through the State Department of Commerce in 2013 to upgrade mechanical control systems, providing more effective metering of energy utilization and re-commissioning major buildings to maximize efficient operation. This project was completed in 2015.

Health, Safety, and Access

Campus Safety monitors access to campus facilities through officer patrols and scheduled security checks. Officers report any maintenance or safety issues observed on routine rounds. Key access to buildings is determined by the appropriate management supervisor. Buildings are secured nightly (most with armed and monitored alarms) after a complete check of all rooms and unlocked each morning when classes or activities are scheduled.

To further enhance security and safety, many of our newer classrooms and most of our buildings are fitted with card access devices. Many of the exterior doors require card access entry during off-hours and can be programmed to lock down on command. This allows easy security of classroom doors, whether during off-hours or during an emergency situation. Expansion of card access on interior doors is being executed as funding permits.

Safety committees are active at each college and focus primarily on occupational safety and health issues.

All buildings and construction projects are designed to meet or exceed ADA standards. The Washington State Department of Enterprise Services has a standing committee that reviews all major projects during design for the purpose of identifying potential accessibility issues and recommending appropriate courses of action. Local permitting jurisdictions are strict about compliance with local, state and federal building codes and use the International Building Code (IBC) in permit review and approval. Additionally, Pierce has an internal infrastructure planning group that reviews new construction, renovations and minor remodeling projects during design for ADA compliance.

Pierce takes a preemptive approach to risk management, and uses an “all hazards” approach to emergency planning, based on risk assessment tools promulgated by the Federal Emergency Management Agency (FEMA). Currently Pierce is using the National Incident Management System to define and assign roles for emergency response and continuity of operations. Pierce’s Emergency Management Plan is designed to ready the district to respond to disasters, terrorist incidents, or similar catastrophic events. The plan continues to undergo periodic revision in light of increased risk to all public institutions and colleges across the country, increasing availability and assistance of external emergency planning support organizations, and increasingly stringent state and federal mandates. Representatives from various departments to include Administrative Services, Facilities, Safety and Security, Information Technology, and Instruction have been engaged in thoroughly reviewing all emergency preparedness planning and portions of the plan are still being revised in order to address potential increased risks in our current environment. There are three primary areas of concern: preparation for potential emergency situations; response to emergencies that are occurring; and recovery to normal operations following an emergency condition.

The Continuity of Operations Plan (COOP) is also being reviewed in the event that we may experience longer term operational disruptions. Mass notification and communication systems remain a significant effort as we improve emergency preparedness measures in addition to increased emphasis on personnel training.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Pierce’s Facilities Department and District Safety Program Manager regularly review the policies and procedures for the safe use, storage, and disposal of hazardous or toxic materials. Policies and procedures are posted on Pierce’s intranet under Occupational Health and Safety.

Within Pierce College District the use, storage, and disposal of hazardous materials (HAZMAT) is conducted in accordance with Washington Administrative Code (WAC) chapter 296-800 (Safety and Health Core Rules) and its sub-chapter 296-843 (Hazardous Waste Operations). The code outlines all regulations and procedures (federal and state) applicable to HAZMAT environments and employees working with or exposed to HAZMAT. Programs are developed and implemented in compliance with applicable code and job hazard analysis (JHA), and reviewed every year to ensure currency and effectiveness.

Pierce files annual reports for both Fort Steliacoom and Puyallup with the Washington State Department of Ecology that describes its compliance with regulations defining safe use, storage and disposal of hazardous or toxic materials. Both campuses participate in annual fire inspections during which storage and labeling issues surrounding hazardous materials are addressed.

Pierce College contracts with vendors who are Occupational Safety and Health Administration (OSHA) certified, and Environmental Protection Agency (EPA)/ WAC compliant to safely and properly dispose of HAZMAT no longer needed or approaching expiration. College departments and programs have the option of utilizing these vendors to coordinate disposal of HAZMAT themselves, or by coordinating with the Campus Safety department to schedule and assist with disposal. In either case, Campus Safety will collect invoiced manifests to document all waste streams generated by

Pierce throughout the year. This documentation is then cited as supporting evidence of proper waste disposal, and when submitting the annual dangerous waste report to the Washington State Department of Ecology.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, Core Themes, and long-range educational and financial plans.

Pierce maintains an up-to-date FS Facilities Master Plan and PY Facilities Master Plan. Each plan addresses specific college needs in the context of Pierce's mission, Core Themes, and long-range educational and financial plans. The current master plans are being updated and are intended to serve Pierces through 2025.

The master plans are intended to achieve eight major planning goals:

- Establish a dynamic framework for continued growth and decision-making.
- Reinforce Pierce as a “learning-centered community” with quality comprehensive programs focused on student success. Implement the 2015-20 Learning and Student Success Strategic Plan.
- Create facilities that enhance interaction with other organizations and strengthen community connections.
- Facilitate community access to the campus through public and alternative transportation means.
- Use architecture, design, and prioritization to express and reinforce Pierce's mission and values in order to support a successful learning environment.
- Maximize operational and maintenance efficiencies to ensure a sustainable campus environment and to effectively manage long-term operational costs.
- Value open spaces and strengthen stewardship of the environment.

Both the master plans and individual major project requests are informed by Pierce's Learning and Student Success Strategic Plan. The Strategic Plan addresses the current and future educational needs of the district and helps define the quantity and nature of facilities and equipment needed to fulfill Pierce's mission and Core Themes.

The Executive Team, in conjunction with input from the instructional divisions, other departments throughout Pierce, and planning committees, establishes priorities for facilities renovation and expansion.

When a major project is identified, appropriate members of the Executive Team along with a planning committee representing the departments and programs that will utilize the new space, and a broad range of Information Technology, Media Services, Campus Safety, Purchasing, and the Access and Disability Services Office.

Pierce and its architectural and engineering design teams ensure new and renovated facilities are physically accessible. Projects must meet or exceed jurisdictional building code and fire and life safety requirements before a building permit will be issued. Internal departments, including Access and Disability Services and Campus Safety, participate in the process and recommend improvements and help design safety protocols.

Major projects are also reviewed by a team from the State Department of Enterprise Services, who

make recommendations to ensure or improve accessibility during project design.

Pierce's planning process has provided the basis for the next two highest priorities. In 2014, the State Board for Community and Technical Colleges placed further renovation of the FS Cascade Building on the system-wide master list of funding proposals to the Legislature. This project was developed in order to renovate and expand space to address the educational and facility needs of the Dental Hygiene and Veterinary Technology programs, and infrastructure and classroom space. It was hoped that this project would have begun with funding for design with the 2015-17 fiscal biennium; however, this project was not funded by the legislature. It continues to be on the system-wide priority list, with funding projected for the 2017-19 biennium.

For Puyallup, Pierce requested a STEM-focused building in January, 2016. This would have replaced and significantly expand older science classrooms and labs and would have provided a opportunities to renovate the existing Library/Science Building and expand the library, and to add needed student learning support space such as tutoring and the writing center. Unfortunately, this request was not prioritized on the system-wide master list for the 2017-19 budget. With the denial of this request, the district is formulating new strategies for internal funding of highly needed new space. The focus of this strategy is in the acquisition by lease or purchase, a building adjacent to the Puyallup Campus.

Facility needs across Pierce will continue to present challenges beyond the next few capital budget cycles. Campus master plans call for a new arts and communication building at Fort Steilacoom that would replace aging and outdated space for music and arts programs, as well as for general instruction. Pierce will also be in need of additional space in Puyallup for general instruction and instructional support space to serve anticipated population growth in east Pierce County. Both of these capital requests are several years out into the future.

The state sets limits on the size of buildings requested and sets ranges within which the costs of certain types of space must fall. Pierce ensures our project requests fall within these guidelines (e.g., 70,000 square feet or less for new construction unless permission is granted to exceed that limit). The Director of Facilities routinely updates the Board of Trustees on the status of all capital projects, providing information on construction schedules, impacts, progress, and other relevant information.

Over the past 14 years, Pierce has constructed eight new buildings:

Fort Steilacoom

- The 80,645 square foot Rainier Building was completed in 2010. This replaced 35-year old lab and classroom space located in the Cascade Building. The building includes 12 classrooms designed to accommodate 30-34 students each and 11 labs designed to accommodate approximately 24 students. The labs support instruction in biology, microbiology, anatomy and physiology, geology, oceanography, environmental sciences, astronomy, chemistry and physics. Additionally, the building contains a 1,600 square foot Science Dome (planetarium) that can accommodate 58 students.
- The 25,160 square foot Olympic North Building was completed in 2002. This building consists of nine classrooms, each with capacities of 30 to 40 students, one computer lab with a capacity of approximately 40 students, and two Business Technology labs with capacities of 24 and 40 students, respectively.
- The Milgard Child Development Center was completed in 2005. This facility is 9,900 square feet

in size and contains areas for toddler and preschool child care for student parents.

- The 2,652 square foot International House was constructed by the Pierce Foundation and was completed in 2000. This facility contains one classroom/meeting room and office space. This facility is primarily utilized by International Education and the Center for Homeland Security.

Puyallup

- The 57,000 square foot College Center Building was completed in 2004. This building consists of seven general classrooms with capacities ranging from 34 to 40 students, and four computer labs with capacities ranging from 24 to approximately 40 students. This building also contains the bookstore, dining facility, Student Life offices and multi-purpose meeting rooms.
- The Garnero Child Development Center was completed in 2006. The facility comprises 7,735 square feet, and provides space for toddlers and pre-school children of student parents.
- The Health Education Center was completed in 2008 and is 16,636 square feet in size. The facility consists of one general classroom, an exercise room, areas for exercise machines and free weights and associated locker rooms.
- The 61,597 square foot Arts and Allied Health Building is the newest building and was completed in 2010. This building supports an array of programs including music, art, theater, nursing and medical office technology. The building also includes six general classrooms and a multi-media lab. The building also features a state-of-the-art black box theater for use by on-campus and community theater programs.

In addition, significant space on each campus has been remodeled and updated within the past 14 years:

Fort Steilacoom

- The Health Education Center was completely renovated and expanded and this work was completed in 2007. The building originally encompassed 16,500 square feet and contained a swimming pool that was damaged in the 2001 earthquake. The pool was not reopened. A partial second floor was added to the facility and the swimming pool area was in-filled and converted to an exercise area. Two classrooms were added to the building. Additionally, the building was expanded to include a large gymnasium. As a result, the building was increased in size to 45,539 square feet.
- Starting in 2008, Pierce began a series of renovations in the Cascade Building, which is the district's oldest and largest building. At 247,529 square feet, the building could not be renovated in a single phase and subsequently, renovations were conducted in a three phase sequence; phase two was completed in 2014. Design funding for the third phase is expected in the 2017-19 biennium. These renovations have impacted broad areas of the building. We have reconfigured spaces, repositioned services and replaced or upgraded many building systems. The third phase renovation is intended to renovate Dental Hygiene and Veterinary Technology, reconfigure service support space, enclose an outdoor plaza and conduct further infrastructure improvements.
- In 2003, FS completed a project to add a third floor to the Olympic South Building. Six classrooms were added in this construction project. This floor also incorporates offices for Central Washington University's Pierce County extension. In 2006 FS remodeled the first floor of the building to improve space for Early Childhood Education and the Art Department.

Puyallup

- Over the past several years, PY has conducted a series of minor improvements in the Gaspard Administration Building. This included conversion of the original bookstore to offices, conversion of the original food service operation to offices for the Chancellor and the Foundation, reconfiguration of Student Services spaces and upgrades to building control systems.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Pierce reserves a minimum of \$300,000 for instructional equipment and classroom technology each year from the operating budget, as well as Carl Perkins federal funding and Worker Retraining funding to assist Professional/Technical programs. In FY 15-16, \$235,000 was allotted for instructional equipment. Pierce convenes collaborative groups, including faculty, staff, and administrators, to prioritize instructional equipment and classroom technology requests, within available funding. As the fiscal year progresses, any unanticipated savings, or other unspent funds may be set aside and used to fund prioritized requests that were not initially authorized. Additionally, the State Legislature has occasionally provided specific funding for large ticket items that the Washington Community and Technical Colleges find difficult to fund

Recent capital projects have enabled Pierce to invest in new furnishings and equipment, specific to how students and employees will use new and renovated spaces. Instructional and support program representatives play a key role on capital planning committees in defining how spaces will be used, what furnishings and equipment are needed and will be sufficiently durable to provide good service over time. Purchases are approved by representatives of the planning groups before orders are placed. Pierce considers issues such as how students collaborate, students' use of informal study spaces, and employees' needs for proximity to their coworkers and colleagues. This planning conforms to the goals of our master plans to reinforce Pierce's "learning-centered communities", in which we provide and support a physical, social and intellectual environment that emphasizes student success, and that also reflects Pierce's stated values of learning, integrity, respect, accountability and sustainability.

Ergonomics and Accommodations

Pierce's Human Resources Office (HR) purchases furniture, equipment and technology that are needed to be purchased to enable employees to work in an ergonomically safe fashion with or without formal accommodation. Supervisors and employees are encouraged to swiftly report any employee-specific ergonomic issues or needs for temporary and permanent reasonable accommodations to the Human Resources Office. HR conducts an ergonomic review of the employee's workspace, furniture, equipment and technology with the employee. HR provides recommendations for changes to work practices or the purchase of specialized furniture, equipment or technology.

The Access and Disability Services Offices (ADS) at each college work with students who identify a need for accommodation. In FY 15, 340 students were accommodated at FS and eLearning, and 328 at PY, JBLM, and eLearning. ADS has continued its approach toward equity and inclusion of its students with disabilities and has invested in the purchase of adaptive equipment such as adjustable chairs and tables, as well as strengthening its commitment to all platforms of learning by securing the most current licenses and upgrades on assistive technology software and student use laptops. ADS has further spread the message of disability awareness by forging strong relationships with the Office of Student Life on both campuses to fulfill the state mandate of Disability History Month on all campuses to include the military site at JBLM.

Vehicles

Vehicles and equipment utilized by the Facilities Department are included in our overall Preventive Maintenance (PM) program and are serviced on a scheduled basis. In addition to vehicles, our PM program includes several hundred items of equipment currently in our capital inventory. For vehicles, maintenance schedules are being based on time intervals rather than on mileage and include oil changes, fluid replacement and safety checks.

Pierce also owns ten vans which are used to support off-campus activities for Athletics and Student Life. Drivers must be authorized through campus safety.

Technological Infrastructure

2.G.5 Consistent with its mission, Core Themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Management and Operations

Pierce's Information Technology (IT) Department serves the district by maintaining approximately 3,000 personal computers over a Local Area Network (LAN) and a Wide Area Network (WAN) which supports telephone services, video and data communications. IT also operates and supports Pierce's print shops.

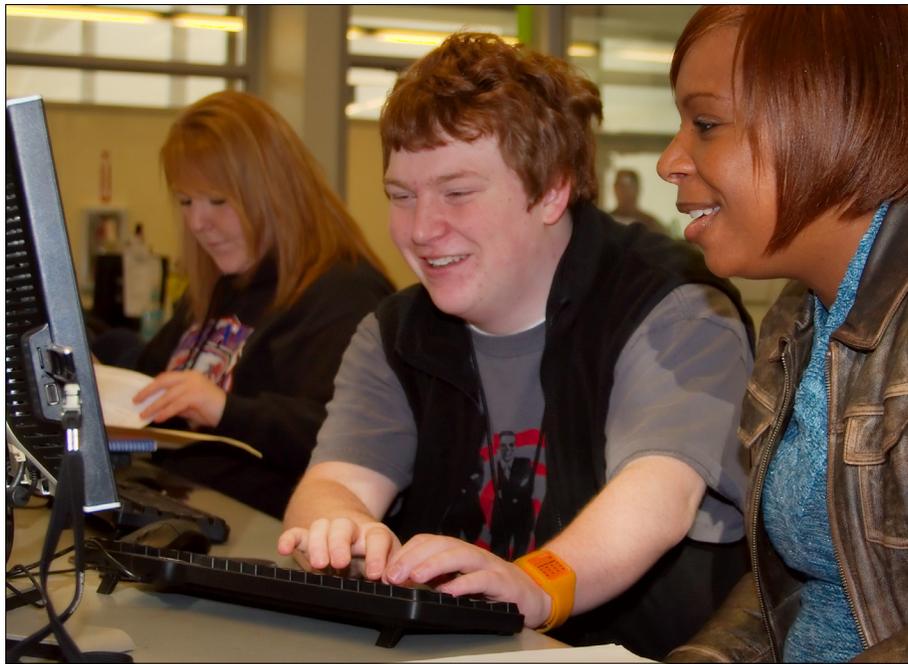
Pierce has internet access at all campus sites via direct connections to the Washington State K-20 network. JBLM utilizes Comcast and Century Link to communicate through the FS campus. The Packet-Shaper allows dedicated bandwidth for priority applications while preventing access to known illegal sites. Our current bandwidth is 1 Gbps at FS and 1 Gbps at PY. These two sites are connected through a 500 MB fiber optic circuit. The ability to reach the internet from geographically separate but connected locations creates a redundant system that provides failover capabilities for all sites. We secure our data networks with firewalls and other security devices based on Washington State OCIO (WAOCIO) security standards.

Pierce operates 15 physical and 143 virtual servers for students and administrative needs. Recently, a virtualized server environment was created. This allows for long-term cost savings, a reduction in the amount of electricity used, improved speed and flexibility in bringing up new servers in a timely manner, and a more agile network infrastructure. A comprehensive Computer Information Systems Resources policy guides network use. Wireless network connectivity using secure technology is provided in all buildings. Virtual Private Networking is provided to staff to facilitate access to resources internal to the network from offsite locations.

IT selects the most relevant and best of productivity and collaboration software products as its standard. Standardization allows the department to capitalize on the efficiency of common knowledge and training while also leveraging use of funds through volume purchases and enterprise-class

licensing agreements and support contracts.

IT strives to maintain computing, telecommunications, and network equipment that is current with accepted industry standards and meets future capabilities. Based on the Washington Office of Chief Information Officers standards and best practices, the replacement plan allows for efficient use of resources and equipment. Hardware assets are replaced on a set recurring cycle that is reviewed annually as part



of the budget process. Resources are routinely reviewed and reallocated to ensure that the network remains sufficiently robust so as to serve the needs of staff and students

IT increased the number of available wireless access points and upgraded the devices to a newer standard to allow for increased student use of portable devices. This improved the performance of the wireless network and the number of devices that can simultaneously access the network is expected to accommodate student needs for the next three years. In the FY2015-16, IT expanded wireless access points to ensure adequate coverage in all classrooms. Other advances of technology include addition of Microsoft's System Center which will streamline both hardware and software assets tracking, improve data accuracy, and speed up software.

In 2014, Pierce's IT began the installation of a unified communication system. This system is the integration of real-time, enterprise, communication services: instant messaging (chat), presence information, voice, mobility features, audio, web and video conferencing, desktop sharing, data sharing, and call control and speech recognition with non-real-time communication services.

Pierce's IT provides employees email with Microsoft (MS) Exchange and Outlook accounts. IT also assists departments in selecting software to meet specific identified needs while ensuring it can still be properly supported and utilized. All students have e-mail accounts through Google Education, fostering communication between faculty and students and assuring official information can be systematically delivered to students. Google email for students will be phased out in 2016 and replaced with Microsoft Office 365. Microsoft Office 365 Education is a collection of services that allows collaboration and sharing schoolwork. It is free for students who are currently attending an academic institution. Office 365 Education includes Office Online Suite, data storage, and apps. Employees have remote access via either an Intranet or a direct virtual private network (VPN) connection. Office productivity software and support is provided by IT using campus-wide licensing agreements.

Staff and Faculty Instruction and Support

Pierce's IT Department staffs a Help Desk an average of thirteen hours per work day to assist with troubleshooting hardware and software, with 24/7 on call service. In 2015, IT reorganized its technology teams to improve efficiency and effectiveness in support of academic, administrative and support services. The Help Desk, in harmony with Client, Web, Telecom, Network, and Media Services support teams, now provides a single point of contact for all technology needs. IT currently supports an estimated 3,000 computer work stations across all business units, 80 student computer labs or spaces with five or more computers, and 123 smart classrooms covering four satellite campus locations.

IT regularly provides training on the use of new versions of Windows, Microsoft Office, multimedia classroom equipment, networked multifunction copiers, telephone systems and the administrative data processing system (i.e., SMS, FMS and PPMS). Individuals or departments regularly receive training on specialized software or technology. IT training and assistance is also focused on creating efficiencies and helping staff improve their organization of information.

IT supports Pierce initiatives such as Achieving the Dream (ATD) by supporting the Institutional Research Office to aid in the automating of data analytics and reporting. The ultimate goal of this effort is to assist in decision-making processes that will aid in increasing student success. The programming team also works with district staff to create labor saving efficiencies, and to streamline our business practices and routine tasks using LEAN strategies. IT is flexible and also modifies "off the shelf" software as business needs demand through the use of Web Application Development and modification.

The Information Technology Division (ITD) within the SBCTC provides information technology services and support to Washington's 34 community and technical colleges, including Pierce. ITD develops, acquires and supports a suite of college administration applications including financial aid, payroll/personnel, financial management, and student management systems for use by the colleges. However, the SBCTC is updating the antiquated administrative data processing system, and is in the process of designing and implementing a new Enterprise Resource Planning (ERP) system for the 34 colleges. Pierce's IT Department is part of a district wide team preparing for the new technology. The ERP and ctLink will provide a much needed update of the system's Legacy application software. Since Pierce will be among the first to transition, planning across Pierce is well underway; our ctLink Project Manager plays a key role in ensuring that the Pierce is ready to adapt, adopt and implement new business, schedule, and budget objectives.

Student Instruction and Support

District computer labs and design studios offer a wide variety of services and instruction to students that prepare them to develop quality papers and projects for classroom assignments. During open hours, supportive and well-trained lab personnel provide students with individual assistance. Workshops offered throughout the year provide additional in-depth instruction. Lab hours and

services meet the needs of students who do not own computers, allowing them to easily complete assignments. Multimedia labs at FS and PY enhance students' facility with advanced technologies. Workshops and individual instruction in techniques and software such as PowerPoint and digital photography and editing, assist students in creating interesting visual projects.

Students have access to approximately 1,971 computers located in key areas. General purpose computer labs, classrooms, and libraries provide access to a basic suite of general computer software applications. Specialized software is provided and supported by IT for many instructional programs such as Computer Network Engineering, Digital Design, Astronomy, and Business Information Technology. Open labs are available to students 62 hours a week in PY, and 83.5 hours per week at FS, and staffed by a team of skilled Student Lab Assistants. Information kiosks are also available in high-traffic locations to facilitate student access to online resources. On a recent student technology survey, students were asked if they feel that the availability and quality of technology at Pierce is sufficient for students' needs. Response was 98% positive on availability, and 99% on quality.

Enhanced through the generosity of students, computers in all labs are replaced on a four year schedule using Student Technology Fee funds. Over the past three years, students have allocated approximately \$2.6 million towards computer and printer replacement and new technology equipment that supports student access and success. The Technology Fee allocates \$10 per student per quarter for printing supported by print management software, facilitating student access.

The Science Dome is the newest technology to engage Pierce faculty and students. The Science Dome is a 58-seat domed visualization theater, the only one of its kind in the south Puget Sound region. In addition to the physics and astronomy students interactively learning about the night sky, it has been used for live streaming, complex 3D displays related to earth science, biology, robotics, art, engineering, film-making, and digital design.

eLearning Support

eLearning faculty are offered face-to-face and module-based training in use of eLearning tools (i.e., Canvas Learning Management System, Panopto lecture capture, Collaborate Web meetings, SmarterMeasure student readiness indicator, and SmarterSurveys course evaluation survey system). Training focuses on the technology, pedagogy and online best practices. New in 2013-14, faculty members now have the support of an instructional designer to assist with improving their instructional strategies and practices.

eLearning students have access to eGO Orientation at the beginning of each academic quarter and eTutoring for assistance with both course content and writing. Tutors are available day, later evening, and weekend hours. Pierce receives this service as a member of the Western eTutoring Consortium that coordinates a pool of tutors from across western states. Pierce contributes local tutors to the consortium pool and benefits from the expertise of tutors from other colleges.

eLearning students are also supported by an eLearning Retention and Success Specialist who provides them with information and support services required to successfully meet their academic goals. The specialist leads district eLearning improvement efforts, including: monitoring eLearning student progression, following up with students who delay login, reaching out to students in need of academic

or technical assistance; participating in the development of students' study and academic skills; connecting eLearners to campus support services; helping students assess personal strengths and opportunities for growth; and connecting them to campus life.

Students and faculty both have access to technology support related to Canvas. During normal business hours, they can communicate with eLearning staff via phone, chat, email or web meeting tools. After hours, Pierce leverages resources by joining a SBCTC contract that enables students and faculty to receive nearly 24/7 response to technology inquiries about Canvas.

Pierce provides formal and informal opportunities for technology planning and stakeholder feedback. Input from the Pierce community is received through the Technology Council, program/discipline review, annual budget hearings, the Help Desk, student surveys, and weekly IT Department meetings. Pierce's Technology Plan serves as a tool to assure technology is infused throughout the district in service of the Core Themes and to maximize operational work plans and strategies. The plan serves as a strong and flexible foundation for accomplishing stated technology goals by addressing the specific technology needs of the campus community. To increase efficiency and assure alignment, the plan fully utilizes statewide technology initiatives, leadership and planning as provided by the SBCTC.

IT regularly reviews network capacity and resources required to support Pierce's programs and services. Regular procedures are followed regarding upgrades to network resources. Pierce also regularly monitors network traffic to off-site locations to ensure sufficient bandwidth to meet the requirements

Technology development is a key focus in the planning and construction of new buildings. A team of IT staff assure that systems are integrated, offering creative ideas and solutions that will enhance the work of future occupants.

Classroom equipment is evaluated by the Enhanced Technology Group (ETG) that is comprised of faculty, administrators and classified staff. ETG reviews all requests for upgrades, new equipment and classroom conversions and recommends priorities for funding.

The Chief Information Officer (CIO) serves as a member of Pierce's Executive Team, ensuring that technology initiatives are elements of all high level discussions. The CIO is an active member of the state's Information Technology Commission (ITC) and Education Services Committee. He has served as chair of ITC and is the current ITC representative to the Education Services Committee as well as taking on leadership for key statewide endeavors. This level of participation assures Pierce's planning efforts are broad-based and inclusive of statewide system planning.

Computers are replaced on a regular cycle administered by IT. The Budget Committee receives an annual update from IT regarding the age and condition of current computers as well as unmet needs. This results in a systematic budget request to fund technology improvements across Pierce; \$1 million was the approximate expenditure between 2015-16.

Chapter Three: Planning and Implementation

Mission Centered Continuous Improvement



- Core Theme Planning: Objectives and Metrics
- Institutional Planning and Activities
- Departmental Planning and Activities

2015 Distinguished Alumni: From convict to counselor

April 15, 2015 [Events, Features](#) [No comments](#)



As a teen, Pierce College alum Brandon Stogsdill made some bad choices. Growing up in an unstable home without a father created feelings of anger and depression, and he quickly learned to take out his aggression on others.

"I was getting in fights, selling drugs and getting involved with the wrong kinds of people," he said.

He bought a gun to protect himself at the age of 16, and got into an altercation which ultimately led to criminal charges for assault with a deadly weapon. Stogsdill was charged as an adult at the age of 17 and served three and a half years in prison.

"When I was first sent to prison, it felt like my life was over," he said. "But by the next morning, I woke up and realized I was still alive. I asked myself what I would change if I had a chance to, and the answer was everything."

When Stogsdill entered prison, he had a 1.7 grade point average and a ninth grade education. Although making serious life changes in prison was not easy, the first thing he focused on was his education. "I saw a poster in prison that said the more education you receive, the more money you can make in your career," he said. "I thought that sounded great, but I was never good at school."

No one in his life had ever talked to him about going to college, or about the importance of an education. He took it upon himself to put all his energy into the courses he took while in prison, and eventually the ideas clicked. "I kept trying to learn these ideas on my own, and started to realize that I could actually do well if I put my mind to it and was patient with myself," he said.

During his time in prison he took distance learning courses from Pierce College and earned 187 credits while working toward his associate degree.

Before he was released, he learned of the scholarship opportunities at Pierce College, and applied for four. He had little money and would be unable to pay tuition on his own. Luckily, he was selected for one of the scholarships and was given the opportunity to have his college paid for.

Thanks to the Pierce College Foundation, Stogsdill found himself in his first college classroom within one hour of his release from prison. "I was almost having panic attacks at first, but once it had sunk in that I made it to college, I was able to relax," Stogsdill said.

He met with Paula Henson-Williams with the Pierce College Foundation, to see if there were any services available to him to overcome his anxiety and nerves. Although at the time there were no official counseling services at the college, Henson-Williams offered to talk to him whenever he needed help.

"Paula was so supportive of me, which was very impactful," Stogsdill said. "I had just come from prison and a part of me still thought I was bad and that no one would want to deal with me. She was not only welcoming, but she was supportive, too. I was really touched by how much everyone at Pierce College truly believed in me."

Two quarters later, Stogsdill graduated with honors from Pierce College.

He went on to earn his bachelor's from University of Washington, and master's in clinical psychology from Argosy University.

Stogsdill currently works as a licensed therapist at Sound Mental Health, working with troubled youth using extreme sports as a way to transfer risky behavior into constructive alternatives. "I feel like working with these kids is my purpose and what I was called to do," he said. "I know the way these kids think, and I believe my background gets their attention and helps me engage with someone who typically wouldn't in counseling."

Eligibility Requirement 23 - Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and Core Themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The Institutional Effectiveness (IE) Committee is responsible for developing and monitoring mission fulfillment performance indicators to evaluate mission fulfillment. The indicators and metrics are carefully selected to appropriately measure whether each Core Theme is being addressed adequately. The Institutional Research Office works with the IE Committee to develop and publish the biennial Institutional Effectiveness Report, which presents the results of assessing these performance indicators. The IE Committee recommends priorities by Core Theme to the Executive Team and shared governance councils, who are responsible for assigning the work to the departments or committees and provide reports to the IE Committee on progress.

Standard 3A.1-4, 3B.1-2: Institutional Planning; Core Theme Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning of core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Pierce engages in ongoing, integrated, comprehensive and evidence-based planning that engages constituencies from within and outside the district, as appropriate. Pierce has defined a series of Core Themes-based metrics to measure mission fulfillment, and the results of analyzing these metrics lead to annual planning and budget priorities.

Comprehensive Plan

At Pierce, our comprehensive strategic plan is the same as our Core Theme planning. We recognize that since our Core Themes collectively define mission fulfillment, the Core Theme objectives and associated metrics define a comprehensive plan that is driven directly from mission and leads naturally through Pierce's continuous improvement process. This approach provides a very strong, direct focus on mission throughout the planning and evaluation processes.

In 2010, Pierce re-evaluated its mission through an inclusive process. The mission and Core Themes, that came out of this process drive Pierce’s comprehensive plan and were approved by the Board in 2011. From these, we develop our objectives, metrics, priorities, annual plans and action steps, and resource allocation.

The Board monitors mission fulfillment through monthly updates on key objectives and metrics as well as the biennial Institutional Effectiveness Report and Scorecard. The Board uses these tools and other data to develop their own annual goals. The administration assists the Board in meeting Board goals wherever appropriate, incorporating them into the work of the Executive Team.

Institutional Effectiveness

Because our institutional effectiveness (IE) process evolved to support the concept that our comprehensive plan is driven by Core Theme development, it needs to be discussed and understood as a central component of the planning process. The IE process steers the comprehensive strategic plan into action steps, and then ties the results back to mission.

Pierce has had a formal institutional effectiveness process since 2007, when our IE Committee first convened. The process has been strengthened in the intervening years as we moved through multiple IE cycles, learning how it could be most useful as a tool for ensuring mission fulfillment.

The IE Committee works with the district community to:

- Establish objectives for each Core Theme;
- Determine meaningful, assessable and verifiable metrics for each objective;
- Conduct a comprehensive biennial assessment of all metrics, resulting in a “Scorecard” summary (Figure 4) and Institutional Effectiveness (IE) Report;
- Based on the IE Report, provide the Executive Team with recommendations for areas of focus, which lead to many of our annual priorities; (See Standard 1)

The Budget Team, using “Core Theme” lens, makes recommendations for **funding** action proposals. (Departments are asked to “give back” some funding each budget cycle, to shift budget from lower priority or less effective work to fund new proposals or expand successful initiatives, Table 12, p. 166).

While this is a structured process, it is not rigid. Pierce has built-in opportunities to allow relatively quick action while staying true to its culture of transparency and inclusiveness. For example, the Budget Team will be called together to address an issue anytime during the year if needed.

IE Report and Scorecard

The Institutional Effectiveness (IE) Report, published biennially, serves as a comprehensive assessment tool designed to evaluate mission fulfillment as demonstrated through the institutional Core Themes. The report includes an executive summary, a Scorecard providing a snapshot of Pierce’s overall effectiveness, strengths and challenges, and a detailed examination and interpretation of each Core Theme. The Scorecard uses colors to represent the level of effectiveness achieved for each comprehensive plan objective. It provides a comprehensive summary of the metrics, indicators, and objectives that undergird the five Core Themes.

The Scorecard also serves as tool for evaluating progress on the strategic direction of programs and

Figure 4: 2014 Scorecard

PIERCE COLLEGE DISTRICT'S 2014 INSTITUTIONAL EFFECTIVENESS SCORECARD

MISSION

Create quality educational opportunities for a diverse community of learners to thrive in an evolving world.

CORE THEMES	OBJECTIVES	OVERALL OBJECTIVE RATING	INDICATORS OF ACHIEVEMENT				
ACCESS	Learning Opportunities	Low Attention Area	Educational Goals	Business and Industry			
	Support Services	Low Attention Area	Student Feedback				
	Enrollment	Standards Met	Student and Service Area Demographics				
EXCELLENCE	Department and Program Outcomes	Low Attention Area	Grade Distribution				
	Professional Development	High Attention Area	Employee Feedback	Professional Development Plans			
	Institutional Viability	Standards Met	Fiscal Health	Planning	NWCCU		
CONTRIBUTION TO COMMUNITY	Partnerships	Low Attention Area	Educational Pathways	Contracts	Advisory Committees		
	Visibility	Standards Met	External Feedback				
	Economic Impact	Low Attention Area	Basic Skills Education Impact	Workforce Education	Transfer Education Impact		
POSITIVE AND DIVERSE COLLEGE ENVIRONMENT	Facilities and Safety	Standards Met	Buildings and Grounds	Classroom Technology	Campus Safety		
	Decision Making	Attention Area	Decision-Making				
	Climate and Commitment	Attention Area	Climate	Commitment	Employee Diversity		
STUDENT LEARNING AND SUCCESS	Retention and Persistence	Attention Area	Student Achievement Initiative	Retention and Persistence	Course Completion	Graduation Rates	
	Learning Outcomes	Low Attention Area	Student Feedback	Core Abilities	Outcomes for Academic Transfer/FAKS	Outcomes For Transitional Education	Outcomes for ABE and ESL
	Transfer and Work Readiness	Low Attention Area	Transfer Rates and Success	Professional/ Technical Completers Employed			

Multiple metrics inform the indicators of achievement measuring Access, Excellence, Contribution to Community, Positive and Diverse College Environment, and Student Learning and Success.

MISSION FULFILLMENT RATING KEY:

Meets or exceeds standards	Area of attention			Immediate action needed

The Pierce College Board of Trustees' Policy on Mission Fulfillment establishes that mission is achieved by satisfying a minimum of 70% of the performance indicators across all of the core themes measures.

Figure 5: Data tools used in planning processes

2008-2012 American Community Survey
Five-Year Estimates
Accreditation Standing
Advisory Committee Survey
Affirmative Action Plan
Audits
Budget Reserve Ratio
Business Contracts
Campus Master Plans
Capital Budget Projects
CCSSE and SENSE Surveys
Community Survey
Data warehouse
Employee Climate Survey
Foundation Support for College Plan
Governmental Contracts
Human Resource Office Database
Institutional Learning and Assessment Portfolio
(ILAP) and Course Manager
Institutional Research and Planning documents
from:
University of Washington Tacoma
Saint Martin's University
Central Washington University
Pacific Luther University
Washington State University
Western Washington University
Information Technology Plan
Institutional Research Office Database
Learning and Student Success Strategic Plan
Operational Budget
PayScale's 2013-14 College Salary Report
Professional and Technical Programs Office
Program and Discipline Reviews
SBCTC Annual Report
SBCTC Student Achievement Initiative Tables
State and Federal Campus Safety Audit
Tableau dashboards
Washington Adult Basic Education Reporting
Systems
Washington Career Pathways Web Tool
Washington Employment Security Dept. Labor
Market and Economic Analysis database
Washington Employment Graduate Survey

services that have risen to the level of “mission critical” and are included on the Scorecard for monitoring. As part of our planning process, indicators of achievement/metrics are evaluated and updated on a biennial basis.

In Process: Pierce Online Strategic Tracking (POST) and “Planning Units”

The Scorecard has been the primary tool for evaluating the alignment of the comprehensive plan with outcomes. This approach had the limitation of being top-down, in the sense that only those processes and metrics considered mission critical were being evaluated through the formal process of crafting the biennial Institutional Effectiveness Report (and subsequent distillation into the Scorecard).

This approach is efficient, since problem areas can be quickly identified by stakeholders and resources shifted as needed. However, emergent activities and intended outcomes that might begin at the department or unit level were not systematically captured and fed into the IE cycle. The IE Committee had been planning a “non-instructional departments” indicator as part of the Excellence Core Theme since 2012. As part of the groundwork, non-instructional unit managers worked to ensure that their unit plans had clear, assessable, and measurable outcomes. The IE Committee sought a mechanism for capturing these unit-level plans from across Pierce, with the ability to roll them up directly into the comprehensive plan and provide more timely reporting out on outcomes. After initially seeking to develop a software solution internally, the IE Committee recommended that Pierce purchase the third-party software package Strategic Planning Online (SPOL), which was quickly renamed Pierce Online Strategic Tracking (POST). This software allows us to establish connections between planning, budgeting, assessment, and accreditation, and will lead to the ability to view and track progress on plans at many

The Work of the Institutional Effectiveness (IE) Committee

The IE Committee is charged with regularly reviewing how effectively Pierce is meeting its mission, accomplishing Core Theme objectives, and broadly communicating the results to promote a shared understanding of priorities. The Committee includes broad representation, and meets monthly; their work includes:

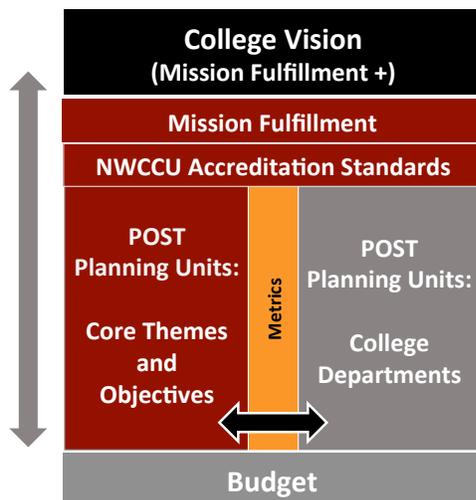
- Regularly evaluating mission and Core Theme fulfillment to inform planning and resource allocation; while the work is ongoing, this is done comprehensively with the development and publication of the biennial IE Report.
- Assisting in the integration of evaluative metrics into planning and evidence-based decision making; the introduction of the POST planning software (see Figure 4) is intended to make this more systematic and timely.
- Developing revisions to IE metrics and instruments. The IE Committee has revised metrics over the past three cycles, as our capacity for data collection and analysis has grown.

levels. POST brings capabilities far beyond tracking non-instructional outcomes, and will become a key tool in overall planning and continuous improvement work. The POST software was purchased in 2015, and since then we have been developing the structure, inputting the plans and outcomes, and assigning all the relevant connections. Full implementation, with the necessary training and expanded access, is expected in 2016-17.

After much discussion, we decided to set POST up as a “parallel structure” (Figure 6). Pierce’s

Figure 6

POST Structure: Parallel Planning Units Provide Flexibility and Accountability



Scorecard is the “top down” portion of that structure.

Pierce’s organizational chart is the “bottom up” portion of the parallel structure. Each non-instructional department manager is assigned a “planning unit” corresponding to their department. Their outcomes are entered into the assessment module in a variety of evaluative formats, including quantitative, qualitative, rubric, and questionnaire. If a “planning unit” embarks on a new effort, it can use POST to initiate the process of getting the appropriate level of support. This can be done by connecting the project to the Core Themes, assigning the project or project impact to another department or planning unit manager, or initiating a budgetary request that connects to multiple planning units or projects. By involving unit and budget managers in the planning process, POST will allow us to tie unit-level planning goals and budget requirements directly to our comprehensive plan/ Core Themes/objectives. The reporting function in POST will allow administrators to see how strategic

initiatives at all levels are progressing and ensure that institutional goals are met by monitoring the progress online.

Ultimately, POST will strengthen Pierce's culture of planning by establishing a unified understanding of how individual units impact the achievement of strategic goals, increasing the transparency and accountability of planning efforts, and involving the entire institution more directly in the planning process.

Flexibility

Pierce is a matrix organization, with a centralized district administration supporting the work of two colleges and a large military site, along with campus-based leadership and staff. As a result, Pierce's culture is highly collaborative, open, and entrepreneurial. Pierce takes planning very seriously, yet Pierce remains nimble enough to respond to opportunities and scale innovations within relatively short time frames. Because the mission and Core Themes are widely familiar and have a high level of commitment across Pierce, they are naturally embedded in all planning and idea generation processes, conceptually and often specifically in written documentation. This singleness of focus allows mission-driven and evidence-based innovations to find support quickly.

Open System

Pierce College is an open system. Pierce regularly exchanges feedback with external constituencies via: surveys; presentations, president's breakfast, college/community events; representation on numerous state and local boards and committees; general workforce and program advisory committees; meetings with state legislators; editorial board meetings; public comment during Board meetings and during Washington Administrative Code (WAC) public processes; workforce monitoring and economic reports; Pierce County school districts; Pierce County's four year public and private colleges; and the Washington State Board for Community and Technical Colleges (SBCTC).

SBCTC, led by a nine-member governor-appointed board, advocates for, coordinates and directs Washington state's system of 34 public community and technical colleges. At least one member of Pierce's Executive Team actively participates in the following SBCTC Commissions, which is where statewide planning occurs:

- Washington Association of Community and Technical Colleges (presidents and chancellors)
- Business Affairs Commission
- Human Resources Management Commission
- Information Technology Commission
- Institutional Research and Planning Commission
- Instruction Commission
- Public Information Commission
- Student Services Commission

All of these external connections feed into the comprehensive planning process through specific Institutional Effectiveness metrics (Tables 1-5, Figure 7) and provide ideas, context, and nuance for Pierce's annual planning and decision-making.

Connection to Budget

Pierce's Budget Planning begins with the Budget Values and Principles document, which evolves each year to reflect external pressures, internal priorities and lessons learned from the prior year's budget process. The first principle listed is *“Align resources to attain Core Themes, as measured by institutional effectiveness indicators. Specifically, opportunities will be identified to realign funds to proven and/or scalable strategies that improve student learning and success, and close achievement gaps.”*

The Budget Team conducts open hearings on the budget proposals and evaluates requests against institutional priorities and outcomes as defined by our Core Themes. Once developed, the recommendation is presented to the Cabinet, who determines whether the proposed budget adheres to the values and principles; if so, Cabinet recommends the budget to the Chancellor for presentation to the Board of Trustees for final approval.

Instructional Planning

In 2014, faculty and instructional administrators engaged in a planning process in order to articulate the goals, strategies, challenges, and opportunities needed to continue our strong instructional efforts into the next 3-5 years. Using readings and videos, groups examined the world through six lenses in order to identify what is on the horizon and what we would need to do to thrive in that scenario. These included: Political Lens, Learning Lens, Economic Lens, Technology Lens, Social Lens, and Demographic Lens. We developed prioritized, realistic goals in response to these factors, and exciting ideas about how to achieve them. The Learning and Student Success Strategic Plan was presented to the general faculty in 2015; edits were incorporated into the final draft which was then presented to Learning Council in 2016. The plan will be periodically refreshed, used as a guide to decision making, and provide a benchmark for our progress.

Non-Instructional Planning

With the full implementation of POST non-instructional departments and teams will set annual department annual department targets based on predefined performance outcomes wherever possible. Criteria for success will be measured and entered into the POST system. Individual departments such as Information Technology, Facilities, Safety and Security, Marketing, Development, and Information Resources have multi-year operating plans based on supporting the Core Themes objectives.

Figure 7
Comprehensive plan - Core Themes from planning to budget

Core Themes	Objectives	Metrics	Tactics
ACCESS	Learning Opportunities	<ul style="list-style-type: none"> • Educational Goals • Business & Industry 	Non-Scorablecard Metrics College Departmental Planning, Execution, and Assessment Budgeting
	Support Services	<ul style="list-style-type: none"> • Student Feedback 	
	Enrollment	<ul style="list-style-type: none"> • Student & Service Area Demographics 	
EXCELLENCE	Department and Program Outcomes	<ul style="list-style-type: none"> • Grade Distribution 	
	Professional Development	<ul style="list-style-type: none"> • Employee Feedback • Professional Development Plans 	
	Institutional Viability	<ul style="list-style-type: none"> • Fiscal Health • Planning • Accreditation: NWCCU 	
CONTRIBUTION TO COMMUNITY	Partnerships	<ul style="list-style-type: none"> • Educational Pathways • Contracts • Advisory Committees 	
	Visibility	<ul style="list-style-type: none"> • External Feedback 	
	Economic Impact	<ul style="list-style-type: none"> • Basic Skills • Workforce • Transfer 	
POSITIVE AND DIVERSE COLLEGE ENVIRONMENT	Facilities and Safety	<ul style="list-style-type: none"> • Buildings & Grounds • Classroom Tech. • Campus Safety 	
	Decision Making	<ul style="list-style-type: none"> • Decision-Making 	
	Climate and Commitment	<ul style="list-style-type: none"> • Climate • Commitment • Employee Diversity 	
STUDENT LEARNING AND SUCCESS	Retention and Persistence	<ul style="list-style-type: none"> • Student Achievement Initiative • Retention/Persistence • Course Completion • Graduation Rates 	
	Learning Outcomes	<ul style="list-style-type: none"> • Student Feedback • Core abilities • Transfer/FAK, Transitional Ed and • ABE/ESL Outcomes 	
	Transfer and Work Readiness	<ul style="list-style-type: none"> • Transfer Rates & Success • Prof/Tech Completers Employed 	

Standard 3B.3 and 4A.1: Core Themes Data Definitions

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

At Pierce, Core Theme planning and evaluation is informed by analyzing appropriately defined data. These are detailed below. The IE Committee reviews these metrics regularly and plans a comprehensive update in 2017 in conjunction with the development of the Year One Report.

Core Theme One: Access

1.1: Learning Opportunities

Learning Opportunities is broken down into two areas: educational goals, and business and industry. Educational goals are measured in two ways. Students provide feedback from their perspective on the extent to which they are meeting their goals, using the Community College Survey of Student Engagement (CCSSE). Student Achievement Initiative (SAI) data distributed by the state provide a second assessment, allowing Pierce to compare the “momentum” of its transfer, Professional/Technical, and basic skills students state benchmarks, as well as other colleges. Business and industry measures are derived by comparing the educational offerings at Pierce with top occupations projected by the Department of Labor to increase over the next ten years.

Metric Review: Business and Industry

Business and Industry: Historically, assessing the alignment of Pierce’s program offerings with local industry demand included the analysis of local labor market data, the identification of the top 30 long-term occupational sub-categories categories projected to increase, and the categorization of related Pierce programming. The challenge with this methodology is that these included occupations below the livable wage, those that do not require college-level training, and programs offered at other Pierce County colleges. To address this challenge, the IE Committee decided to examine the projected growth rate of occupations specifically associated with Pierce College degrees and certificates. Professional/Technical faculty identified specific occupations that corresponded with each degree offering. Of the occupational sub-categories that corresponded to programs of study at Pierce, nearly all forecasted positive long-term annual growth. These corresponding sub-categories exhibited many favorable characteristics with respect to the fit of Pierce’s program offerings, including a 1.34% average annual growth rate; a yearly average of 41 openings per sub-category (for a total of 5,188 annually); linkage to 117 different occupational titles; and a median salary projection of \$48,120, along with a mean salary projection of \$50,852. This new methodology allows Pierce to more deeply examine the viability and demand of all of its professional technical programs, not only those in the top tier of projected growth, and further supports data-driven decision making for its program offerings.

1.2: Support Services

Support Services is focused on student feedback relating to support services obtained from the Survey of Entering Student Engagement (SENSE) and CCSSE. SENSE data focus on new students' early experiences (within the first three weeks of their first quarter), while the CCSSE is a more broad measure of the self-report measures of all students. The data used for these measures is then compared to the national cohort for the survey administration year. Pierce benchmark scores must meet or exceed the national average in at least 70% of these measures.

1.3: Enrollment

Enrollment is monitored on a regular basis relative to student and service area demographics. Student demographics are constantly up-to-date and available via Pierce's Tableau dashboards. At least once a year, service area demographics are derived from the U.S. Census' American Community Survey (ACS) data, for comparison with district data. The Core Theme of Access presupposes the value of diversity as part of its primary connection to mission. To that end, Pierce considers mission fulfillment for Enrollment when district student demographic averages meet or exceed service area averages for females and students of color.

Core Theme Two: Excellence

2.1: Department and Program Outcomes

Department and Program Outcomes is broken down into two areas: grade distribution and non-instructional departments and teams. Grade distribution is used to indicate faculty assessment of student learning. Under this indicator, 70% or more students within each site and division must earn a 2.0 or higher course grade. (Within the Student Learning and Success Core Theme we use many more metrics, moving forward, we will be incorporating metrics from the Assessment Plans). For non-instructional departments and teams, department leadership set annual department targets based on predefined performance outcomes. Criteria for success are measured and input into the POST system. The overall score of the defined outcomes must meet or exceed 70% across all non-instructional departments.

2.2: Professional Development

Professional Development is evaluated by a set of two indicators, both of which contribute to evaluating the extent to which Pierce is a work environment where employees thrive. These indicators address professional development plans and self-report employee feedback on professional development. Pierce monitors the process of professional development planning by reviewing the number of Professional Development Plans on file for a given full-time employee type. The plans are developed from discussions between the employee and supervisor for job-specific efforts and professional training goals. For this metric, 100% of plans must be on file for classified, exempt, and faculty employees. In support of professional development for Pierce employees, Pierce also surveys all employees on professional development indicators using the Employee Climate Survey. The professional development scale is comprised of seven items, and employee satisfaction for these must meet or exceed 70%.

2.3: Institutional Viability

Pierce's institutional viability is closely and strategically monitored along three dimensions within the Excellence core theme: fiscal health, planning, and NWCCU standards. For fiscal health, the district has established four main metrics that must meet 100% of requirements. The operational budget must be balanced and not exceeded, the reserve ratio must meet or exceed Board requirements, capital

Metric Review: Professional Development

The IE Committee started looking more closely at the metric for Professional Development after the 2013 IE Scorecard showed it to be “yellow-red”, meaning that it did not meet the defined acceptable threshold. After examining the underlying reasons for the shortfall, the IE Committee identified three actions:

- 1. Work with the Human Resources (HR) department and Executive Team to improve results on one of the existing metrics: the number of Professional Development Plans (PDP) filed with HR;** The “yellow-red” score highlighted the fact that non-unionized employees had a low rate of PDPs on file, and a concerted, successful effort was made to improve this rate.
- 2. Review the instrument and analysis that is the basis for another existing metric: perceptions derived from the Employee Climate Survey.** The IE Committee expanded the Likert scale to include a “neutral” response instead of only allowing a negative or positive response. Interestingly, for the question about satisfaction with professional development, the IE Committee found that the shift from a four-point to a five-point scale coincided with a decrease in the number of “agree” responses, but no change in the number of “disagree” responses. The number of neutral responses, and associated verbatim comments, suggested that there was no common definition of the term “professional development” amongst employees. The IE committee realized that the inclusion of the “neutral” response resulted in the data analysis no longer being a straight-forward process of averaging employee responses. The Director of Institutional Research suggested using an odds ratio for comparing agree versus disagree responses. And the IE Committee agreed that this was effective and meaningful.
- 3. In 2016-17, develop additional metrics that assess actual professional development outcomes.** The committee is in the process of developing a specific survey on professional development to gather more information on employee expectations and actual activities.

budget projects must be managed within stakeholder time requirements and within budget, and audits must contain no findings. Planning is qualitative and based on six key planning documents being current and in place for the upcoming academic year. These documents include the educational plan, the foundation support plan, Campus Master Plans, the IT plan, unit (department) plans, and the affirmative action plan. One hundred percent of plans must be in place. For NWCCU standards, Pierce requires 100% compliance on all NWCCU’s accreditation standards, policies, and requirements.

Core Theme Three: Contribution to Community

3.1: Partnerships

There are three indicators of success associated with this objective: educational pathways, contracts, and advisory committees. Current and prospective students, as well as local high schools and employers, can benefit from the ease of educational roadmaps to career pathways. Recognizing the crucial nature of pathways, Pierce has set a threshold of 100% for the rate at which these roadmaps must be in place for Pierce’s Professional/Technical programs is assessed. The district also seeks continuous improvement in work-based learning (e.g., internships, externships, practicums), with the goal of meeting or exceeding the prior year’s figures. For contracts, Pierce monitors the headcount

and revenue of current government and business contracts, with the goal of meeting or exceeding the prior year's numbers. Finally, advisory committees play a key role in the continuous improvement of Professional/Technical programs. As a result, Pierce has set a standard in which 100% of technical advisory committees met the prior year, and an average score of 70% or more is maintained on the Advisory Committee Survey.

3.2: Visibility

Visibility is based on metrics from an external evaluation of the recognition and value ascribed to Pierce by the community. A continuous improvement approach is used to assess visibility, whereby the results of the current external evaluation must meet or exceed the results from the prior evaluation.

3.3: Economic Impact

All three related outcomes associated with economic impact are derived from student-intent specific SAI data, for basic skills, workforce, and transfer education. Using a continuous improvement approach, SAI points for each area must meet or exceed the previous year's point totals. In addition to SAI points, basic skills education impact is also partially determined by the number of high school diplomas awarded as compared with the prior year; transfer education impact is also determined by the number of degrees earned by Pierce transfer students at University of Washington Tacoma, our top state transfer institution. The number should meet or exceed the previous year's numbers.

Core Theme Four: Positive and Diverse College Environment

4.1: Facilities and Safety

The evaluation of the Facilities and Safety core theme objective is based on three indicators comprised of six metrics. The three indicators are buildings and grounds, classroom technology, and campus safety. Buildings and grounds is evaluated against a 70% threshold. For students, buildings and grounds satisfaction indicators from the CCSSE must meet or exceed this threshold; for employees, the threshold is applied to satisfaction of related measures on the Employee Climate Survey.

Classroom technology is a rubric-based indicator applied using a continuous improvement approach. The percentage of classrooms designated as level 3 or 4 on a four-level technology scale must meet or exceed the previous cycle's figures. Campus safety is also partially evaluated using a satisfaction rating from two surveys: CCSSE for students and Employee Climate for employees. Indicators relating to campus safety must meet or exceed a 70% threshold for this indicator. Additionally, the campus safety indicator requires 100% of mandatory federal and state reports be filed by their deadlines, and any deficiencies addressed.

4.2: Decision-Making

Decision-Making is evaluated based on student and employee feedback for institutional decision-making indicators. The metrics underlying these indicators are based on related CCSSE and Employee Climate survey items, which focus on decision-making processes at Pierce. A 70% threshold (strongly agree or agree) has been set for these metrics. These are collected per the biennial survey cycle, and the results used to inform decision-making policies and procedures.

4.3: Climate and Diversity

Evaluation of Climate and Diversity is based on three indicators of achievement, all of which

contribute to knowing whether or not Pierce's mission of promoting a diverse environment in which quality teaching and learning are fostered. These indicators address climate, commitment, and employee diversity. Climate and commitment are both evaluated against a 70% threshold. For students, campus climate and commitment satisfaction indicators from the CCSSE must meet or exceed this threshold; for employees, the threshold is applied to satisfaction of related measures on the Employee Climate Survey. Employee diversity is monitored on a regular basis relative to service area demographics. Employee demographics are constantly monitored by Pierce's Human Resources department. At least once a year, service area demographics are derived from the U.S. Census' American Community Survey (ACS) data, for comparison with district employee data. The core theme of Positive and Diverse College Environment presupposes the value of diversity as part of its principal connection to mission. To that end, Pierce considers mission fulfillment for Climate

Metric Review: Employee Climate Survey

A number of metrics within the Institutional Effectiveness Report are derived from the biennial Employee Climate Survey. In 2011, the Climate Survey did not include a Neutral option in its Strongly Agree to Strongly Disagree Likert Scale; at the time it was a four-point scale with an N/A option. Rather than force respondents to respond positively or negatively, a Neutral option was added in 2013. While adding the Neutral option yielded insights into areas where employees were ambivalent, it also reduced the sensitivity of the prior scale and corresponding measurement threshold (70% threshold of Agree/Strongly Agree). Recently, the IE Committee transitioned to an evaluation method favored by the Washington State Board for Community and Technical Colleges (SBCTC): odds ratios. The odds ratio approach used in the 2016 Employee Climate Survey compared the odds of holding favorable sentiment on a climate or workplace issue to the odds of holding negative sentiment (e.g., Agree%: Disagree%). This provided two advantages: (1) it allowed for a more relativistic assessment of the magnitude of a given sentiment, and; (2) it provided a more easily understandable comparison among indicators (e.g., employees are 8x more likely to hold favorable views of facilities and grounds than not).

and Diversity when district employee demographic averages meet or exceed service area averages for females and employees of color.

Core Theme Five: Student Learning and Success

5.1: Retention and Persistence

SAI points are measured against both the state average and a predefined set of benchmark colleges, where Pierce's scores should meet or exceed both comparison groups' scores in three important areas: points per student, completion points, and total points-less completion. These data are provided to all colleges by the SBCTC, and Pierce then publishes them live in a Tableau dashboard. Retention and persistence are a primary measure that these goals are being met by all students. At the institutional level, Pierce monitors and evaluates four indicators of achievement under this Core Theme: Student Achievement Points (metrics defined and collected by the State Board of Community and Technical Colleges to allocate performance funding), points, retention and transition rates, course completion, and degree and certificate completion rates. Retention rates are based on both fall-to-winter and fall-to-fall evaluation intervals. All retention is now tracked live in Tableau dashboards. That data can also be disaggregated by student biographic and demographic characteristics. The institutional effectiveness process disaggregates these data in a predefined way, utilizing Achieving the Dream

Metric Review: Student Achievement Initiative

The Student Achievement Initiative (SAI) is the performance funding system for Washington State's system of community and technical colleges (SBCTC). Until the 2013-14 academic year, the collective efforts of students attending more than one Pierce College campus had not been accurately measured due to Pierce's reporting structure. Although Pierce College serves as a district, its data was reported as two colleges – Fort Steilacoom and Puyallup. Fort Steilacoom data included Fort Steilacoom grounded courses, but also included all military and all eLearning students, while Puyallup data only included Puyallup grounded courses. Thus, data did not reflect the cumulative efforts of the thousands of students who enrolled at more than one Pierce site per year. For example, a student may have enrolled in 10 credits at the Puyallup campus, while also enrolling in a five credit online course. In regards to SAI points, that student was recorded as taking 10 credits at Puyallup, and five credits at Fort Steilacoom, but did not earn his/her collective 15 college-level credit SAI point although he/she only attended Pierce during that term. Through collaboration with the SBCTC, Pierce's SAI data is now reported at the district level, and student achievement is more accurately reflected in the IE Report.

(ATD) recommended equity groups. Course completion rates are broken out according to ATD's "Indicators of Institutional Improvement." A threshold of 70% has been set for these metrics, where the rate of students receiving a 2.0 or higher must meet or exceed the threshold. Specific analytic groups include pre-college math and English, gateway math and English, and college-level and overall course completion, as well as rates for college-level math and English completion within one year of enrollment. All comparisons are available in the Successful Course Completion dashboard. Graduation rates are based on a continuous improvement model, where the rates meet or exceed the prior year's rates, until the overall rate is 20% higher than the state average. Rates are also disaggregated demographically and compared to benchmark college and state averages. The graduation rate data are available live on the Student Degree & Certificate Completion dashboard.

5.2: Learning Outcomes

Learning and student success are at the heart of Pierce's vision, mission, and values. It is the most foundational measure of the mission that Pierce's students experience quality, relevant learning that increases their knowledge, skills and abilities to maximize their potential for individual success whether transferring, going into the workforce, or gaining basic skills to prepare them for life or college-level courses. Learning Outcomes are based on four indicators of achievement: 1.) Student Feedback for Learning Outcomes, from the CCSSE and SENSE benchmark scores, where Pierce students' responses are evaluated against the national cohort averages; 2.) Core abilities, based on student progress and a threshold of 70%, where the expectation is that students meet or exceed learning outcomes on both relevant CCSSE items, and in the Institutional Learning and Assessment Portfolio (ILAP); 3.) Fundamental Areas of Knowledge (FAK) are also found in the ILAP, the data source for evaluating for transfer, workforce, and transitional education students. A 70% threshold is utilized for program and discipline learning outcomes for FAKs; and 4.) For ABE and ESL students, the SBCTC provides data (WABERS) on "significant" gains using a standardized pre-test/post-test assessment model. The district employs a continuous improvement approach, where student gains should meet or exceed those in the previous year.

5.3: Transfer and Work Readiness

Transfer and Work Readiness relies on two indicators of achievement that evaluate how transfer and Professional/Technical do in 4-year institutions and in the workforce, respectively, after leaving Pierce. For transfer students, Pierce applies a continuous improvement approach to transfer rates and success, where Pierce students' GPAs should meet or exceed the GPAs of other community college students at Pierce's top four transfer institutions. To evaluate Professional/Technical degree completers employed, a threshold of 70% is used, where graduates must meet or exceed the threshold for metrics of employment, job relatedness, and preparedness, based on Pierce's annual Workforce Education Graduate Survey (WEGS).

Standard 3A.5: Emergency Planning

3.A.5 *The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

The Facilities and Safety Council, part of the shared governance system, is responsible for monitoring and vetting proposed emergency preparedness and contingency planning for continuity of operations. The Executive Team works directly with the District Director of Safety, Security and Emergency Preparedness and his staff to continuously update emergency preparedness plans and conduct associated training. The Pierce District has a regular and active presence on the Safety, Security, and Emergency Management Council (SSEMC), which operates under the State Board for Community & Technical Colleges (SBCTC), Washington Association of Community and Technical Colleges (WACTC), and Business Affairs Commission (BAC) to whom they report.

Pierce College takes a preemptive approach to risk management, and uses an "all hazards" approach to emergency planning, based on risk assessment tools provided by the Federal Emergency Management Agency (FEMA). The District also follows the Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education which is endorsed by FEMA, Department of Justice, U.S. Department of Homeland Security, Federal Bureau of Investigations, and U.S. Department of Health and Human Services. In keeping with this guidance, the district adheres to the National Incident Management System to define and assign roles for emergency response and continuity of operations using the Incident Command System (ICS). Pierce College's Emergency Management Plan is designed to ready the district to respond to disasters, terrorist incidents, or similar catastrophic events. The plan continues to undergo periodic revision in light of increased risk to all public institutions and colleges across the country, increasing availability and assistance of external emergency planning support organizations, and increasingly stringent state and federal mandates. Representatives from various departments to include Administrative Services, Facilities, Safety and Security, Information Technology, and Instruction have been engaged in thoroughly reviewing all emergency preparedness planning, and portions of the plan are still being revised in order to address potential increased risks in our current environment. In support of Pierce College's Continuity of Operations Plan (COOP), the District has partnered with Pierce County Emergency Management to implement Everbridge as the college's mass notification system. As part of Pierce College's contingency planning efforts every class has Canvas course shell created and available should it be necessary for instruction to be conducted at an alternate site or online. The District has also identified primary and secondary emergency operations centers and put them on the emergency generator, independent satellite TV and Internet services, color plotters, and printable whiteboards. Over the past three years, the District

has actively participated in joint active shooter training exercises along with local law enforcement agencies, fire departments, and emergency medical services teams for each campus. The District also participates annually in the Great Washington Shakeout earthquake preparedness drill by engaging the entire campus community in a functional Drop, Cover, and Hold On drill to include an evacuation of all facilities. These drills provide an opportunity for Pierce College's Campus Safety Officers, Incident Command Staff, and Evacuation Coordinators to exercise their capabilities and evaluate their own readiness. Campus Safety also conducts regular emergency preparedness training on staff and faculty training days and to individual departments and classrooms upon request.

Chapter Four: Assessment and Improvement

The collage displays several key performance indicators and data visualizations from Pierce College's assessment and improvement systems:

- Capacity & Fill Rate:** A dashboard showing quarterly course capacity and fill rates by campus and division. It includes a table with columns for Campus, Division, # of Courses, Open Capacity, # Enrolled, Available Seats, and % G. Below the table is a bar chart showing the percentage of capacity filled for various divisions.
- American Honors Headcount & Demographic:** A dashboard for the American Honors program, showing headcount and demographic data for students.
- Pathways to Completion:** A dashboard titled "What courses did students take to earn their degree?" showing a heatmap of course sequences for different majors.
- Successful Course Completion 2009-2018:** A dashboard with a line graph showing the percentage of students who successfully completed a course over time. The graph shows a decline from approximately 95% in 2009 to 89% in 2018.
- Course Enrollment & Grade Distribution:** A dashboard showing enrollment and grade distribution for various courses, including a bar chart of total student enrollment.
- FTE & Enrollment Report:** A dashboard providing information about the State Board of Community and Technical Colleges (SBCTC) credentials for the fall semester.
- Headcount & Demographics:** A dashboard showing headcount and demographic data for the college.
- Pierce College: 2020 Goals:** A dashboard showing enrollment and grade distribution data, along with a bar chart of enrollment by semester and a line graph of fall-to-winter retention rates.

Yotsaphon Sangnil named 2016 Pierce College Distinguished Alumni

April 22, 2016

[Features](#), [Lead Story](#)

[No comments](#)



When Yotsaphon Sangnil arrived in the United States as a high school student, he had his sights set on big dreams. Yet the former Pierce College international student admits it was not easy to move to a foreign country, adjust to a new language, and excel in school in a language that was not his own.

But the Thailand native believed the assistance and guidance he received from the International Education staff at Pierce College set him up for success in every way. He earned his high school diploma and associate degree from Pierce College before transferring on to

New York University's Stern School of Business.

"I always planned on transferring to a good university after Pierce College, and I made that clear to the counselors in the International Education office," he said. "They truly helped guide me every step of the way through the transfer process. I am so thankful for their help."

Sangnil graduated from NYU and began his career in finance, working for Bloomberg as an analyst before moving on to a position as a strategic consultant. "It was such a different environment in New York City," he said. "I was in the United States for 10 years total and my most memorable experiences were from my time at Pierce College. The faculty and staff there really made an impact on me during a time when I really needed help. It was tough being an international student and trying to succeed in a new country."

He ultimately moved back to Thailand to live closer to family, and now works as the Head of Investment Strategy and Financial Research at UOB Kay Hian, which is one of the largest financial firms in Asia.

"I truly believe that what I learned in the United States at Pierce College has helped me get to where I am today, and I know I made the right decision in attending Pierce," he said. "The people there are truly amazing and pushed me to get to where I am today. I can be honest and say that I wouldn't be where I am today without Pierce College."

This year, Sangnil was named as one of four Distinguished Alumni, and was honored during a celebration earlier in April.

Eligibility Requirement 22 - Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

All degree and certificate programs have identified student learning outcomes. Pierce College communicates expected course, program, and degree learning outcomes in the college catalog and the college website. Guided by an Assessment Plan, faculty assess student learning outcomes and utilize data at the course-, discipline-/program-, and institutional-level to enhance student learning. The Outcomes Team, comprised of eight faculty members and a director analyze degree and program-level learning outcome assessed in courses for the Institutional Learning and Assessment Portfolio (ILAP). This biennial report, presented to the Learning Council, summarizes the assessment activities across the college and provides recommendations for continuous improvement in student attainment of learning outcomes. The Learning Council prioritizes the recommendations and assigns departments or committees to address them and provide progress and action reports back to the council. In addition, Tableau dashboards are used by faculty to assess course completion rates, average grades, subsequent course completion, and other relevant data that impacts student achievement of learning outcomes.

Standard 4A.2-6: Assessment

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Pierce College engages in an effective system of evaluation of its programs and services. The Learning and Student Advancement Councils of Pierce's shared governance system are responsible for the student learning and success programs and services. The Learning Council is responsible for coordinating educational program effectiveness and the Student Advancement Council (SAC) is responsible for coordinating student learning support. The two Councils work closely together.

Educational Program Effectiveness

As stated in Standard 2.C.5, educational program effectiveness is coordinated by the Learning Council, which is co-chaired by a Vice President for Learning and Student Success and a faculty member elected by the Learning Council members. Learning Council membership includes 20-23 voting members in which ten to thirteen of those positions are filled by faculty members. The Learning Council sets the direction for instructional and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and district priorities. The work of the Learning Council includes:

- Developing, reviewing, and evaluating plans and setting direction for instructional and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and strategic direction of the District.
- Evaluating and making recommendations for new courses, certificates, and degrees.
- Identifying new instructional and student success directions that align with the mission, Core Abilities,

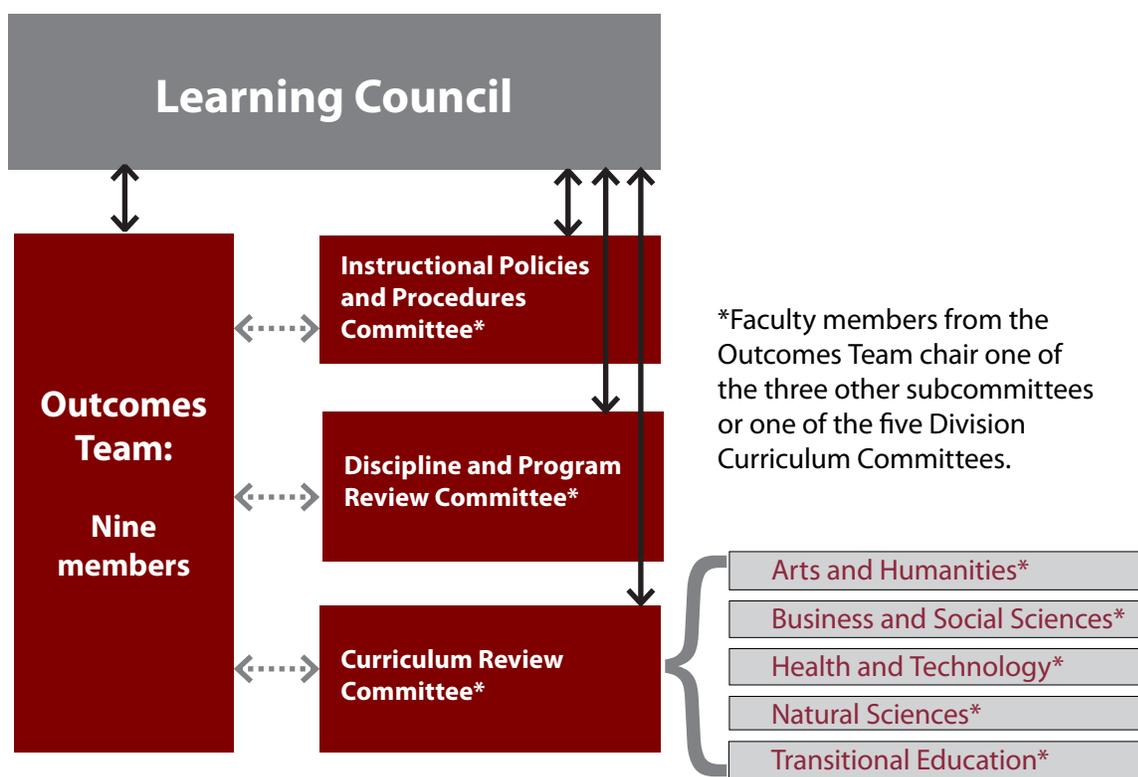
and Core Themes.

- Formulating and updating policies regarding district instruction.
- Ensuring district's alignment with NWCCU accreditation standards 2-5.
- Overseeing the work of four subcommittees focused on key elements of educational program effectiveness (Figure 8).

Four Subcommittees of the Learning Council

1. **The Outcomes Team** is responsible for providing leadership in Pierce's learning outcomes assessment work. The Outcomes Team, chaired by the director of Educational Outcomes and Effectiveness, is comprised of eight appointed faculty members. Each member is responsible for chairing a committee that supports the scope of work of the Learning Council. Five of the Outcomes Team members chair one of the five divisional curriculum committees. The remaining

Figure 8: Learning Council



three faculty members chair one of the following committees: Discipline and Program Review, Curriculum Review, and Instructional Policies and Procedures Review (Figure 8). They lead instructional outcome assessment efforts, including workshops, institutional effectiveness, development of the Institutional Assessment Plan and Institutional Learning and Assessment Portfolio (ILAP). The Outcomes Team is comprised of faculty representatives of disciplines/ programs/divisions selected via an application process.

Tableau Dashboards: A “Game Changer”

With its focus on data-informed decision-making and assessment, Pierce had made a commitment to decentralize data availability, and train faculty and staff on its use. One of Pierce’s Title III grant objectives was to make “desktop” data broadly available. In 2014, with the introduction of Tableau dashboards by a newly hired Data Solutions Specialist (DSS), this commitment was achieved far beyond any of the original expectations. Tableau dashboards let non-technical users interact with nearly real-time student achievement data. In a few clicks, faculty and staff can filter data on many fields, such as location, student demographics, time frames, course level, and subsequent course success rates.

Working with district stakeholders, the DSS began developing dashboards around key institutional metrics such as course completion rates, grades, retention, and graduation rates. At the same time, campus administrators were engaging with faculty leaders to obtain feedback, address concerns, and plan on integrating the new data tools into practice. All authorized and trained users can filter on course, section, and faculty level data, providing a powerful tool for instructional departments to conduct their own assessments and respond accordingly. Departmental and group training, as well as individual coaching, has also been provided, with 258 faculty, staff, and administrators now trained on use of the dashboards.

In 2015, Tableau dashboards were integrated into the Discipline and Program Review process; 93% of instructional programs have already completed the process informed by data from the dashboards.

Tableau in action:

Pre-college math. Using the Tableau data dashboards, math faculty examined their student success data and identified two indicators that seemed to drive student achievement: placement scores and sequence length. Faculty analyzed and re-calibrated placement scores, allowing more students to place directly into college-level courses. They also reconfigured the pre-college sequence so that students could get through in fewer quarters, and so the course outcomes were better aligned with the students would need to know for their program (STEM or non-STEM). *The results are amazing: the percentage of students starting in pre-college math and successfully completing college-level math within one year has doubled;* for African American students, the percentage has almost tripled, and for Latino/a students, the percentage has more than quadrupled. This case shows how the use of data and analysis was used in a cooperative and targeted way to vastly improve student outcomes.

Pre-College vs. English 101. English faculty used the Tableau data dashboards to move beyond working on interventions to reduce pre-college English barriers; they realized that to achieve greater scale, they needed to look at English 101, which is required of almost every student. In spring 2015, the faculty noticed that there was wide variance in the distribution of English 101 grades across the faculty. To investigate this, English faculty developed and implemented a norming assessment program for English 101. In Fall 2015, the English 101 faculty collected student work that would be a representative sample from English 101; students were chosen based on instructional site, course acceleration status, gender, and race/ethnicity. During the 2016 Assessment Day, full-time and adjunct faculty members participated in norming 146 essays. To examine grader reliability, each essay was evaluated by two different faculty members, and the Office of Institutional Research analyzed the results. Findings showed that while an individual faculty member tended to be consistent in assessing student work (grader agrees with self) the assessments between faculty was inconsistent (grader assessment does not agree with other graders’ assessment). To address this gap the English faculty recruited faculty members to redefine student learning outcomes in order to remove disparities in outcome interpretation. In fall 2016 the English faculty will be presenting their revised student learning outcomes to the Learning Council for approval.

2. **The Discipline and Program Review Committee** leads instructional assessment efforts related to program/discipline review. Designs and guides the triennial program/discipline review, assuring a systematic and meaningful process. Reviews completed documents for themes, patterns and recommendations. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.
3. **The Instructional Policies and Procedures Review Committee** oversees the review of instructional policies and procedures. Recommends the creation, editing, or elimination of policies and procedures. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.
4. **The Curriculum Review Committee** manages the curricula review process and assures educational standards for rigor, outcomes, common course numbering, credit hour and course content are met. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team. **Division Curriculum Committees** are responsible for assuring that Pierce's curricula meets the educational quality and rigor standards set by the Learning Council. Membership is open to all full-time and adjunct faculty who volunteer, and is chaired by a member of the Outcomes Team.

Assessment Day

A contracted Assessment Day was added to the faculty negotiated agreement in 2012 to increase the opportunity faculty have to come together and discuss department, program and degree assessment findings. Faculty analyze assessment findings and discuss aggregated data, patterns, observations and experiences at the discipline, program, degree, and certificate levels. These discussions form the basis of the ILAP. Action plans are then developed, which form the basis of the ILAP recommendations. The Learning Council approves the ILAP and action plan recommendations after review by faculty.

Curriculum Review Process

Faculty from each discipline and program are responsible for following a six-year curriculum review cycle, with the exception of the Dental Hygiene program that follows a seven-year cycle to align with

Pierce's Commitment to Educational Program Effectiveness

The position of director of educational outcomes and effectiveness was brought forward in 2013 through Pierce's continuous improvement planning process, with funding assistance from a Title III grant. The director works with instructional, administrative, and student success units to plan and sustain improvement of student outcomes at the course, program, discipline, and degree levels. In 2014-15, the newly hired director led the Outcomes Team in developing and implementing the discipline and program review. This review was based primarily on Pierce's powerful Tableau data dashboards and outcomes assessment results. To prepare faculty to use the Tableau tools, the director collaborated with Institutional Research (IR) and the Center for Engagement and Learning (CEAL) to deliver over 20 workshops in winter and spring quarters of 2015. As noted in Tables 11A and 11B several recommendations for improvement from the 2016 Institutional Learning and Assessment Portfolio (ILAP) resulted from the discipline and program reviews.

their external accrediting body, the Commission on Dental Accreditation. The Curriculum Review Committee is responsible for ensuring that disciplines and programs conduct a full review of their entire curriculum in accordance with their curriculum review cycle. When updating course content and learning outcomes, faculty collaborate with their division curriculum committees to ensure learning outcomes are student-centered, measurable or observable, and contextual.

Recommendations by the Curriculum Committees must be addressed by the faculty member that submits the curriculum change request prior to a course moving forward to the Learning Council for approval. Only Learning Council-approved curriculum change requests are reflected on the master course outline and college catalog. To ensure transparency on the approval flow process for curriculum at Pierce, the Outcomes Team developed a guidelines and procedures document detailing the steps and approval pathways to add, modify, and inactivate a course at Pierce. The 2016-17 academic year marks the start of the six-year curriculum review cycle.

In addition to curriculum review, the faculty from each discipline and program are responsible for conducting a triennial discipline or program self-study. In 2014 -15, disciplines and programs completed self-studies examining discipline and program effectiveness at the course- and degree-level. A summary report of the 2014 –15 studies was presented to Learning Council in February 2016. The student learning gaps identified in the summary report have been incorporated in the 2016 ILAP recommendations to ensure that systemic learning gaps are addressed from an institutional lens rather than a singular discipline or program lens.

In addition to curriculum review, the faculty from each discipline and program are responsible for conducting a triennial discipline or program self-study. In 2014-15, disciplines and programs completed self-studies examining discipline and program effectiveness at the course- and degree-level. A summary report of the 2014-15 studies was presented to Learning Council in February 2016. The student learning gaps identified in the summary report have been incorporated in the 2016 ILAP recommendations to ensure that systemic learning gaps are addressed from an institutional lens rather than a singular discipline or program lens.

Student Services and Student Learning Support

The Student Advancement Council sets the direction for student services and student learning support in accordance with the vision, mission, values, core abilities and fundamental areas of knowledge. The Student Advancement Council (SAC) membership includes 25-28 voting members of which nine of those positions are filled by faculty members. The work of the SAC includes:

- Developing, reviewing, evaluating and systematically updating a master plan for student advancement (admission, registration, advising, financial aid, student success, special populations, student life and athletics) in accordance with the district planning system
- Identifying, assessing and recommending new student services directions that align with the mission and strategic directions of the district
- Formulating and/or updating policies regarding district student advancement
- Ensuring the district's alignment with accreditation standards 2 and 4.

Starting in summer 2014, Pierce administered an end-of-quarter, all-student satisfaction survey. After four iterations and thousands of responses, three student service areas emerged upon which to focus research and innovation: 1) advising; 2) financial aid; and 3) registration/course availability. In

spring 2015, these three topic areas were the subject of focus groups. Results of the focus groups largely confirmed the survey data. Results were disseminated to leadership in the three key areas as well as the Executive Team, and the following actions have been implemented:

- Advising, efforts are now underway to develop training modules and professional development for faculty advisors in order to provide more consistent and informed advising.
- Financial aid resources are being streamlined into a “one stop shop” that allow students easier, more intuitive access to financial aid information and scholarships.
- Registration/course availability, The Office of Institutional Research has developed two Tableau dashboards that inform decision-making by deans and instructional VPs around the efficient allocation of classroom space based on course enrollment trends. The Course Waitlist dashboard allows leadership to examine patterns of courses that tend to be over-enrolled and have large waitlists. The Class Capacity and Fill Rate dashboard shows which sections are under-enrolled and by how much. The intent behind these two dashboards was that they could be used in combination to balance offerings of consistently over- and under-enrolled courses in order to make the most efficient use of space, while accommodating the supply-demand changes characteristic of enrollment periods.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes..

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement

Pierce College documents, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees achieve degree/certificate outcomes defined by the faculty. Pierce employs a continuous improvement process that ensures that faculty are able to effectively assess and evaluate student achievement of learning outcomes. All credit-bearing courses at Pierce College list student learning and degree outcomes on their course outlines. Student learning outcomes define the course-specific skills and knowledge to be attained by a student as a result of actively participating in the learning of the course, while listed degree outcomes indicate the related development of Pierce College graduates’ essential skills and knowledge.

At Pierce, we identify three types of degree/certificate outcomes:

1. Core Abilities (CA)

All degree-seeking students are expected to attain the skills and knowledge associated with the five core abilities: Critical, Creative, and Reflective Thinking Effective Communication, Information Competency, Multiculturalism, and Responsibility

Illustrations:

Assessment Leading to Improvements in Decision Making and Resources Allocation

College Success Course. Prior to 2014, Pierce's College Success Course (College 110) was encouraged, but not mandatory. An in-depth analysis of grade and retention data demonstrated significant achievement differences between students who enrolled in College Success courses compared to those who did not. A cross-divisional team of administrators and faculty worked to implement a plan to enhance the College 110 curriculum and put a scaling plan in place. Funding, scheduling, and professional development plans ensured quality, availability and consistency. The impact of mandatory College 110 is demonstrated in increased fall-to-spring retention rates, both overall and in key demographics.

Equity, Diversity, and Inclusion. This focus area was singled out by the Board of Trustees as one of their own goals for Pierce. Data supporting this position was well established; there were equity gaps that were evident in the quantitative data and supported by the qualitative data. As a result, through the planning process, equity, diversity and inclusion have become a lens through which we view organizational improvement. Pierce hired a consultant to conduct a third-party assessment of our most pressing needs and to provide recommendations. Students and employees participated in surveys, focus groups, and World Café events, and the consultant prepared an equity, diversity and inclusion plan. Among the consultant's recommendations was that an executive-level position for Equity, Diversity and Inclusion be established. Pierce's Budget Team had already anticipated this possibility and requested that funds be set aside and available if needed. Pierce is in the midst of hiring for this position. Pierce has also set bold goals for more equitable student achievement that are supported by measurable targeted activities.

Tutoring. Seeking to improve student success in math and science, a prescriptive tutoring program was developed and scaled. This created a network that partners the student, the advisor, the faculty member, and a peer tutor or academic coach so that all work together in support of student success.

The Office of Institutional Research recently explored data on tutoring and its impact on student success. Data indicates that nearly three-quarters of students who used the tutoring center between fall 2013 and spring 2015 successfully completed a math course, compared to 64% of those who did not use the tutoring center. In that same time period, 80% of student who used the tutoring center successfully completed an English course, compared to 73% of those who did not use the center.

2. Fundamental Areas of Knowledge (FAK)

General education graduates (e.g., AA, DTA) are also expected to have developed a broad foundation of knowledge and skills in the five Fundamental Areas of Knowledge: Communication, Humanities, Social Sciences, Natural Science, and Quantitative and Symbolic Reasoning

3. Program Outcomes (PO)

Program graduates are expected to have the subject matter skills and knowledge essential for excelling in the field of study. Faculty have articulated these as the program outcomes. Program outcomes are collaboratively developed with the program's faculty and Advisory Committee. Advisory Committees are comprised of local subject matter experts who volunteer their time and knowledge in order to ensure that degrees and certificates offered by a Pierce College Professional/Technical program are of value to the field and facilitate the forward career mobility

of our graduates in the workforce.

Pierce College's Institutional Assessment Plan provides the framework in which Pierce monitors student attainment of learning outcomes, and sets the stage for putting into place innovative interventions to address identified gaps in students' successful attainment of degree defined knowledge, skills, and behaviors. Pierce's assessment plan is a multi-layered quality management of student attainment of learning at the course, discipline/program, and institutional levels. As stated previously in standard 4.A.2, the Outcomes Team is responsible for developing the institution's assessment plan, which is reviewed and approved by the Learning Council.

For the 2011-2014 Assessment Plan, full-time faculty collected, assessed, and evaluated student attainment of degree outcomes for one-third of their course load per academic year. The Course Manager System was used to collect individual faculty assessment reports. Assessment Reports gathered information on the student artifact description, overall student performance, and reflections on pedagogy and assessment method. Faculty used a three point scale of "none, some, and sufficient," to score student artifacts. A score of 'none' indicated that the student failed to demonstrate knowledge of the learning outcome, a score of 'some' indicated the student had limited ability in demonstrating knowledge of the learning outcome, and a score of 'sufficient' indicated the student had demonstrated satisfactory knowledge of the learning outcome. Significant challenges with this model included limited ability to make college-wide recommendations to enhance student attainment of core abilities, no defined benchmark at the district or discipline and program level of student degree outcome attainment, consistency in scoring of student artifacts at the intra- and interdepartmental, and ineffective course sampling for assessment of the core abilities.

The 2015–2022 Assessment Plan was designed to address the process barriers associated with the 2011–2014 Assessment Plan by adjusting assessment of student attainment of degree outcomes to occur simultaneously at the course, discipline and program, and degree level by having each discipline and program create and follow a three-year assessment plan. Particular emphasis was placed on specific degree outcomes for each year of the assessment plan and enhancing the integration of learning outcome assessment with the discipline's or program's self-study. At Pierce's faculty contracted Assessment Day for the 2015-16 academic year, faculty created a degree outcomes assessment plan for each discipline and program. As part of this process faculty were responsible for defining degree outcome assessments in their curriculum and identifying optimal courses in which to assess student attainment of these learning outcomes over a three-year period of time. Fall 2016 will mark the introduction of the three-year cycle of assessment. The Outcomes Team is responsible for reviewing the discipline and program assessment plans and providing feedback to the disciplines and programs on plan effectiveness as it rolls up to assessment at the degree-level. Starting in the 2016-17 disciplines and programs will implement their plan. The new process (in which assessments are conducted as a discipline/program) was designed to better position faculty members to enhance student learning within and across disciplines and programs.

Pierce regularly evaluates the alignment, correlation, and integration of programs and services with respect to accomplishing Core Theme objectives; Pierce regularly evaluates and alters its planning and resource allocation processes, making adjustments to enhance Pierce's capacity, practices, and assessment to achieve goals and intended outcomes, wherever and however programs and services are offered. Throughout the planning, implementation, and evaluation cycle, Pierce reviews its assessment processes and metrics to assure meaningful, actionable results that impact mission fulfillment.

During 2012-13 year, Pierce joined Achieving the Dream (ATD). Working within ATD parameters helped Pierce institute practices of continuous improvement that built upon those established through the institutional effectiveness process. Pierce also recognizes that these structures and processes are organic in real-time, and that remaining agile and supporting change management is critical for continuous improvement. As a result, Pierce has incorporated new metrics into the Student Learning and Success Core Theme evaluation, to more holistically assess its programs, services, and initiatives in relation to Core Theme objectives.

Initially Pierce did not have the technology and research staff to collect and provide accessible data efficiently. We added a data solutions specialist to Institutional Research (IR) and provided additional technology tools. For example, the addition of accessible Tableau dashboards has been revolutionary, by decentralizing access to data and providing the ability to segment, sort, and “drill down” to identify more precisely where problems exist, and find trends. IR works with faculty and administration to develop collection mechanisms and reporting tools that get pertinent data into the hands of those working with students, as well as to guide decision-making.

Pierce College identified the need for more intuitive systems for stakeholders (students, faculty, staff, and administrators) to support students both academically and personally. To achieve this, the District is investing in advanced data modeling and predictive analytics with Civitas Learning, Incorporated. A cross-district team is currently working on implementation.

The data-informed discussions that have emerged from the IE process and through increasing use of Tableau by faculty (through the program and discipline review process noted in standard 4.A.2) and administrators have led to more insights into how to best accomplish core theme objectives. At the same time that the district community is gaining more access to data, the level of competence in formulating questions is also improving. In this way, insights into innovative ways to connect programs with improved objective outcomes are gradually incorporated into the culture of teaching and learning at Pierce.

Transfer Degree Assessment Cycle

Pierce College regularly reviews its assessment process to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. As described in Standards A.4.2 and A.4.3 Pierce has employed an institutional assessment plan to assess, evaluate, and improve student attainment of learning outcomes. Course-level assessment reports, discipline and program reviews, and the Institutional Learning and Assessment Portfolio (ILAP) identify opportunities for improvement to student learning and success and report on results of adjustments to the student learning experience at the course, discipline/program, and degree level.

All learning outcomes at Pierce are on a cycle of review. As stated in section 4.A.2 the faculty are responsible for verifying the alignment of their curriculum's course outcomes with degree outcomes every six-years, with the exception of the dental hygiene program that is on a seven-year cycle. As part of Pierce's course approval process, each new, content modified, or undergoing full review course has their course outcomes reviewed by the divisional curriculum committees. Divisional curriculum committees review course outcomes following the guidelines for designing student learning outcomes.

The faculty are responsible for reviewing and proposing changes to the Fundamental Area of

Knowledge (FAK) and core ability degree outcomes to the Learning Council. Core ability and FAK updates were last approved by the Council of Learning and Student Success on March 14th, 2012. Table 9 shows the timeline for the cycle of review of degree outcome language as outlined in the 2015–22 Assessment Plan.

Table 9: Timeline for Degree Outcome Review

DATE OF REVIEW	DEGREE OUTCOME
Fall 2018	Core Ability: Critical, Creative, and Reflective Thinking
	All Fundamental Areas of Knowledge
Fall 2019	Core Ability: Effective Communication
	Core Ability: Information Competency
Fall 2020	Core Ability: Responsibility
	Core Ability: Multiculturalism

With the design of the 2015-2022 Assessment Plan the Learning Council inserted assessment milestones to examine plan effectiveness and address plan limitations where appropriate. Plan milestones are described in Table 10.

Table 10: Assessment Plan Milestones

DATE OF REVIEW	MILESTONE
Fall 2015	Address needs identified at the 2015 Summer Institute
Spring 2016	Address needs identified during the departmental assessment plan development year
Spring 2019	Address needs identified during the first completed degree outcome assessment cycle
Spring 2022	Address needs identified during the second degree outcome assessment cycle in the Assessment Plan

Professional/Technical Assessment

Professional/Technical programs are responsible for reviewing program outcomes at least once every six years to ensure that learning outcomes remain current with the evolving needs of the field. Professional/Technical faculty work with their advisory committee to ensure that program outcomes appropriately reflect the rigor of the field. Learning Council is notified of changes to the program outcomes by the Professional/Technical program prior to publication.

Standard 4B: Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Pierce is an innovative organization that puts a premium on continuous improvement to meet mission, with a laser-focus on student success. Major improvements to how Pierce values and uses data to inform decisions and strategic direction have taken place in the last few years. Confirmation of the effects of these changes came in 2015, when Pierce was named an Achieving the Dream (ATD) “Leader College,” just two years after joining. Demonstrated improvements to access, student retention, and degree completion were among the reasons cited for the honor. These improvements were made possible in large part by creating a culture of evidence, where the results of data collection, assessment, and analysis were responded to with timely, practical interventions that were brought to scale to effect wholesale changes.

The foundation of Pierce’s assessment activities is the Institutional Effectiveness (IE) report. This report is a comprehensive document, produced biennially, that contains details on each of the metrics used for each indicator of success, which in turn provide evidence for the 15 objectives that underpin Pierce’s five Core Themes. The IE report is produced through to a well-defined, inclusive process that brings together faculty, staff, administrators, and researchers on the Institutional Effectiveness Committee. The Committee meets year-round, and continuously reassesses the scope and content of the IE Report and Scorecard to ensure the metrics are meaningful and broadly reflect the institution. After the report is completed and published, it is disseminated to the Executive Team, the Board of Trustees, and the district community. In summer 2014, the Board of Trustees and Executive Team reviewed the IE Report and Scorecard results and made key recommendations, including work on professional development and more equitable outcomes for students of color.

These recommendations were congruent with other work that had been proceeding as part of the ATD work. One of the first actions taken by Pierce after joining ATD in 2012-13 was to disaggregate student performance data. Disaggregating the data made it immediately clear that there were some groups consistently achieving at higher levels than other groups. The equity lens allowed Pierce to ask “who does the accommodating,” and view the gaps as an artifact of some groups being “under served” by Pierce.

Originally, ATD focus areas included: (1) Start to Finish, (2) Basic Skills, (3) Pre-college Math, (4) Pre-college English, and (5) Engagement, with (6) Equity added in fall 2015. Among the many changes in these focus area are mandatory orientation and advising, a mandatory college success course, a new basic skills model where students can earn their first college credits in their last basic skills class simultaneously, accelerated pre-college math and English models, increased faculty and staff engagement and professional development through the Center for Engagement and Learning, and college-wide work on equity and inclusion.

Continuous Improvement: Student Learning

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Pierce regularly assesses student learning in ways that inform academic planning and practices. As part of our instructional assessment model at the course, program, and degree level we identify two pathways of continuous improvement: 1) student learning evidence based; and 2) assessment process effectiveness. At the course-level we see evidence of continuous improvement related to student learning and process effectiveness. Course-level assessment commonly involves faculty assessing student attainment of learning outcomes. Faculty report on the distribution of student work categorized as demonstrating none, some, or sufficient knowledge/skill of the learning outcome. As part of the assessment report faculty provided reflection and recommendations for revision on both student learning and assessment methodology. Additionally, faculty have stored student learning outcome artifacts in the Course Manager system.

At the program-level we have evidence of continuous improvement related to student learning and process effectiveness. The ability for faculty to access student performance data at the course, program, and degree level has recently expanded exponentially at Pierce. In fall 2014 the Institutional Research Office released two Tableau dashboards that allowed faculty members to examine student performance in the classroom through a variety of demographic lenses. To facilitate district-wide adoption of the system to monitor student learning the 2015 Discipline and Program self-study introduced faculty to Pierce's Tableau dashboards. In collaboration with Institutional Research the Outcomes Team hosted 30 workshops on the Tableau dashboards. Currently, 70.2% (99/141) of full-time faculty have been trained to use the Pierce College Tableau dashboards. For the discipline and program self-studies, faculty were asked to examine two to four courses that had race/ethnicity, family status, veterans, and Pell grant recipients. A summary report of the 39 discipline and program reviews was presented to the Learning Council on February 3, 2015. Opportunities for improvement to student learning and success identified in the discipline and program reviews summary report were moved forward to the Learning Council in the 2014-16 Institutional Learning and Assessment Portfolio (ILAP) (Table 11).

The ILAP is an analysis of degree/certificate outcome assessment at Pierce. Central to the ILAP are the continuous improvement recommendations generated from the faculty analysis of assessment findings at the course, program and degree levels. The recommendations from the ILAP set the direction for the Outcomes Team to enhance educational program effectiveness at Pierce. The 2009-10, 2012-14, and 2014-16 ILAPs document the continuous improvement efforts of the Outcomes Team. Table 11 shows the 2014-16 ILAP recommendations.

Table 11
2014-16 Institutional Learning and Assessment Portfolio (ILAP) Recommendations

RECOMMENDATION	PRIMARY MANAGER	PROJECTED TIMELINE AND OUTPUTS
Establish procedures and guidelines for additions, modifications, and inactivation of curriculum, certificates, and degrees	Educational Quality and Rigor: Curriculum Review Committee	Spring 2016: LC approved procedures and guidelines for additions, modifications, and inactivation of curriculum. 2016 – 17: Complete procedures and guidelines for additions, modifications, and inactivation of a certificate/degree
Develop a discipline/program review process that monitors student success and closing the loop improvements to the student learning experience.	Educational Quality and Rigor: Discipline/Program Review Committee	Spring 2016: Initial draft of progressive self-study model reviewed by LC Fall 2016: Final draft of progressive self-study template approved by LC. Winter 2017: Disciplines and Programs will start the progressive self-study process. 2017 – 22: Monitor model effectiveness.
Stagger Outcome Team member appointments to maintain team effectiveness	Outcomes Team	Spring 2016: Recommendation implemented by Outcomes Team Chair
Redefine the ILAP reporting timeline to coincide with the College-wide assessment cycle.	Outcomes Team	Spring 2016: Recommendation implemented by the Outcomes Team
Investigate that degree and long-certificate graduates attain at least one instructional experience for each core ability	Outcomes Team	Fall 2016: Report on core ability distribution across the curriculum.
Establish a review process for all transfer degree curriculum sheets.	Outcomes Team	Winter 2017: Report on the review process and cycle for all transfer degree curriculum sheets.
Continued campus-wide training on the definition, assessment, and evaluation of degree outcomes.	Outcomes Team	2016 – 17 : Training on Critical, Creative, and Reflective Learning, and FAKs 2017 – 18: Training on Effective Communication, Information Competency, and FAKs 2018-19: Training on Multiculturalism, Responsibility, and FAKs
Define course eligibility requirements for related instruction and create and maintain a related instruction course list	Outcomes Team	2016 – 17: Collaborate with Profession-Technical Programs Office to define eligibility requirements and establish related instruction course list.

Table 11 cont.:
2014-16 Institutional Learning and Assessment Portfolio (ILAP) Recommendations

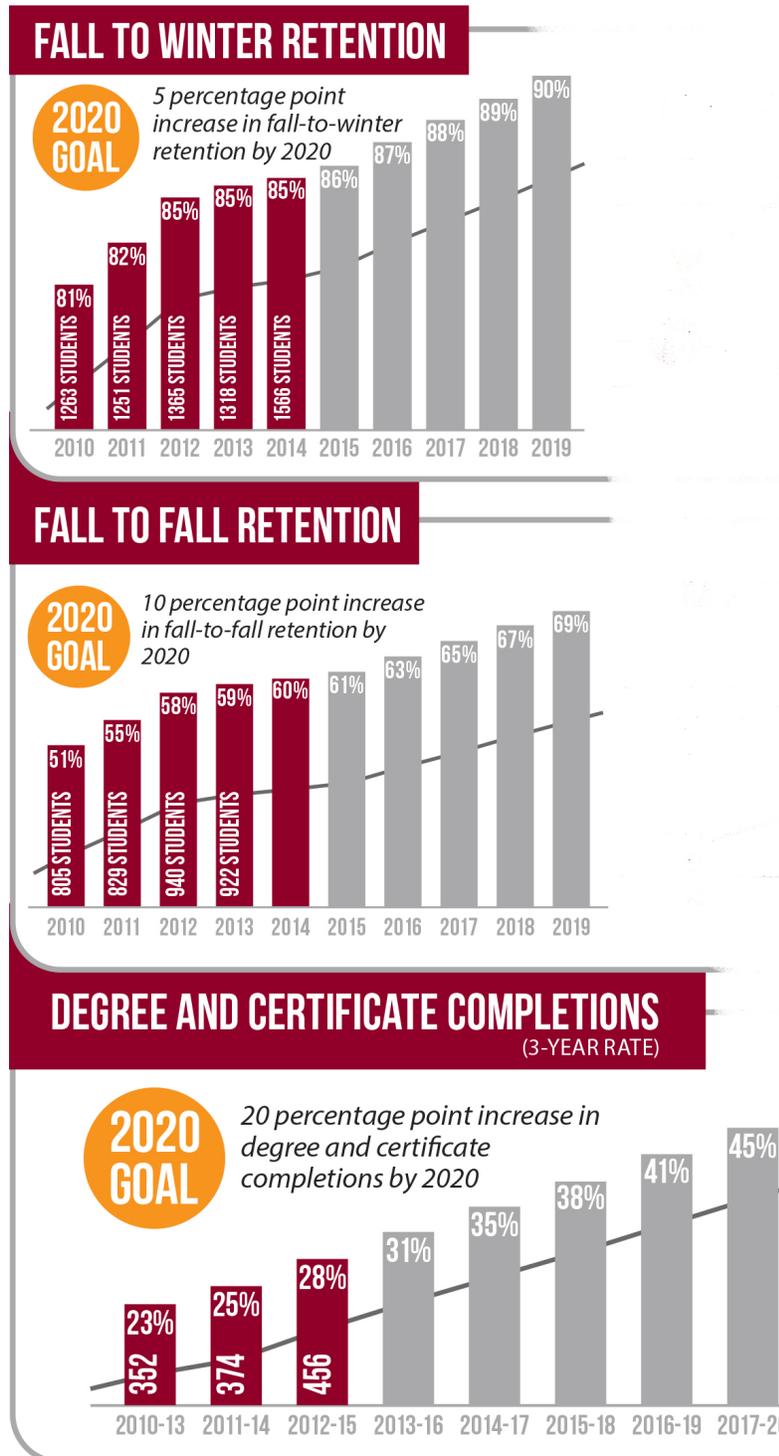
RECOMMENDATION	PRIMARY MANAGER	PROJECTED TIMELINE AND OUTPUTS
Establish a task force to investigate student success issues and concerns related to student attendance and recommend policies, guidelines and best practices.	Learning Council	Fall 2016: Establish a taskforce and timeline for the project.
Establish a task force to develop strategies to assess and support students' technology literacy. This recommendation is associated with the core ability information competency.	Dean of Library and Learning Recourses	Winter 2017: Report on ability to provide this service and if appropriate projected timeline of completion
<p>Referred to CEAL for consideration faculty identified professional development opportunities in the following areas:</p> <ol style="list-style-type: none"> 1. Creating an inclusive environment for LBGTQ, military veterans, those living in poverty, and students with learning disabilities - specifically, Asperger's, autism, post-traumatic stress disorder, and traumatic brain injury. 2. Utilization of Tableau dashboards to enhance the student learning experience. 3. Reducing plagiarism in the classroom. 	Center for Engagement and Learning	Winter 2017: Report on appropriateness of workshops and ability to offer workshops in these areas. If appropriate proposed timeline for development and offering of the workshops at the College.
Referred to the Student Advancement Council to consider investigating the impact of student access and degree completion due to registration penalties for stop-out students reentering into the College System.	Student Advancement Council	Winter 2017: Report on appropriateness to change current reentry policy and if appropriate projected timeline to update the college policy.
Referred to the Executive Team to consider a redesign to the current professional development funding model that would support faculty participation in national conferences.	Executive Team	Spring 2017: Report on appropriateness to change current contract agreement and if appropriate projected timeline to have proposed change reflected in the contract agreement.

Elements Driving Success

The compound effect of three embedded practices — the Institutional Effectiveness process, the Achieving the Dream framework, and distributed technology use and data analysis (Tableau data dashboards) has helped establish a holistic and organic foundation for the continuous improvement of programs and services.

Pierce has established and continues to foster a culture of evidence. Together, these practices help guide the ways in which resources are allocated. From this perspective, it is clear that mission fulfillment, as demonstrated through Core Themes, is at the center of college's evaluation system.

Chapter Five: Mission Fulfillment, Adaptation, and Sustainability



Chief Leschi Schools Superintendent named Pierce College Distinguished Alum

April 8, 2016 [Features](#), [Lead Story](#) [1 Comment](#)



After dropping out of high school in ninth grade, Amy Eveskcige did not necessarily believe college was in her future. None of her family members had attended college, but they ultimately encouraged her to finish her high school diploma. Eveskcige enrolled in a vocational program that allowed her to finish her high school diploma while also earning a professional certificate.

The certificate allowed her to work as a secretary at Chief Leschi Schools, operated by the Puyallup Tribe of Indians. Eveskcige, a Puyallup Tribal member, was encouraged by her elders to consider going to college.

"I was so nervous, because I never thought college was a place for me," she said. "I didn't think it was a setting that I belonged in because it wasn't something anyone in my family had pursued before."

Although she was not prepared to attend a four-year university, she liked the idea of attending Pierce College, where she would enjoy smaller class sizes and more personal interaction with her professors.

"Pierce College was just what I expected it to be," she said. "It was a place where I could be successful, and it was very rewarding to get to know my professors. The support I received from counselors and advisors was wonderful, and very important because I was working full time and going to school full time."

With the help of her advisors, Eveskcige managed to graduate in two years.

Her passion for finishing her education did not end after her time at Pierce. She applied and was rejected several times from University of Puget Sound. Her persistence paid off eventually in the form of an acceptance letter that was sent to her parents' house. "I still remember my mother stopping in the middle of the street, yelling for everyone to hear, 'my daughter is going to college!'"

She continued working full time at Chief Leschi while finishing her bachelor's degree in psychology. "I wanted so badly to show people that I'm capable of finishing college, so others behind me can have these same opportunities," she said. "As a first generation college student, you're helping build the pathway for others. It wasn't easy work, but it was necessary work."

Eveskcige attended University of Washington for her doctoral program and principal's credentials. She took a break from her doctoral studies after starting a family and ultimately earned her doctorate from Washington State University.

Eveskcige worked in a variety of teaching and administrative positions throughout the Tacoma and Puyallup school districts until a superintendent's position opened at Chief Leschi in 2015.

"It felt like the appropriate time for me to consider coming home," she said. "I was very blessed to have the opportunity to interview and speak with the community, parents and staff, and ultimately be selected to serve the community I was raised in."

Eveskcige is the first Puyallup Tribal member to hold this position of leadership at the school. "My heart is full," she said. "There is a sense of urgency, because we have so much work to do. Not just for the kids in school today, but for those seven generations from now."

Standard 5A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

This self-study, along with the methods and principles underlying its development, provides strong empirical evidence that Pierce College engages in ongoing, systematic and evidence-based assessment of its work and accomplishments. Our comprehensive institutional effectiveness process enables the Pierce community to analyze our strengths and challenges toward mission fulfillment. We have robust assessment methods; they are integrated into college processes; we are moving the needle and making an impact. Listed below are examples of ways in which Pierce addresses the five criteria described in this standard:

Regular and Systematic Assessment

- A 20-year history of outcomes assessment, evidencing commitment to outcomes and continuous improvement instituted prior to the NWCCU requirement.
- Publication of five Institutional Effectiveness reports: 2009, 2010, 2012, 2014, 2016.
- An institutional effectiveness process in place since 2007 that is a strong element of shared governance.
- Assessment that is inclusive of key constituent units, and culminates in self-reflective analysis and plans for improvement.
- Metrics of all key programs are incorporated into the scorecard, meaning that the core work of the institution is directly embedded. Example: Achieving the Dream five key indicators were added to the scorecard in 2014 and metrics focused on closing the achievement gap were added in 2016 when the goals of closing the gap by 2020 was set.
- Integrated Core Theme planning and activities into standard institutional processes (e.g. budget development).
- Use of a full assessment cycle process that allows us to not only learn from the results of assessment, but also to fully examine each step in the cycle to determine potential improvements in our process.
 1. Outcomes: What do we want to achieve?
 2. Criteria: How will we know we have achieved the outcome?
 3. Assessment: How will the data/evidence be collected?
 4. Analysis: What are we finding? Why might that be the case? Does disaggregation reveal nuances? Has the analysis process been inclusive of all relevant stakeholders?
 5. Change: What needs to be nurtured in order to be sustained? What needs to be changed in order to more fully achieve the outcome? What about the process is/is not working? Can the metrics be strengthened to more fully measure the outcomes?

Participatory Assessment

- Culture of evidence-based decision-making.
- The Board of Trustees receives monthly monitoring reports and presentations of innovations illustrating the impact of the actions on student learning and success.
- Broad distribution and use of the Institutional Effectiveness Report. The report is distributed to all members of the college community and discussed at Board, committee, council, and cabinet

meetings. It is often used at All-District day events to set the stage for discussions or planning. Departments utilize relevant areas of the scorecard in program/discipline reviews. The Institutional Research website contains an archive of previous reports.

- Faculty Assessment Day provides faculty with focused time to meet within departments and as a group to examine student learning at the course, program, and degree levels.
- Meeting minutes for all Councils are available.
- Multiple entry points within our system for new ideas and strategies.

Self-reflective Assessment

- Authentic and honest evaluation of the results of our assessments to determine our current status and determine future actions; what is to be nurtured and sustained because it is working well and what needs to be changed or implemented to improve.
- The Institutional Effectiveness Committee is conducting a full review of all scorecard metrics as part of our Year One NWCCU Self-Study in 2017 in order to further strengthen our measures.
- Achieving the Dream coaches' visits: Two, 1.5 day visits per year of focused attention from outside experts regarding the achievement of key Pierce initiatives. This adds an additional level of accountability as well as opportunity to consider the data/evidence from a broader perspective.
- Use of external reviews, including evaluation of Title III and hiring a consultant to assess our institutional cultural competence and focus our attention on equity, diversity, and inclusion.
- Annual review of actual vs planned expenditures to evaluate difference and guide more effective budget planning.

Table 12: Budget Reallocation

Evidence-based Assessment

- Elements of the scorecard are featured in monthly Board monitoring reports.
- Development and use of dashboards in multiple units.
- All Program/Discipline Review report recommendations were summarized into an action document for the Deans.
- ATD Priority Reports. Bi-annual meetings with coaches focused on the data indicators related to each priority area.
- Use of Tableau dashboards across the institution.
- Board of Trustees, Executive Team, and Dean Team annual retreats.

Effective Assessment

- We are moving the needle on key indicators critical to student success as evidenced in the Institutional Effectiveness Report.

Three-Year, \$2.5M Budget Shift Commitment to Student Success
Core Theme: Access \$75,725 Committed Funding to Support: Basic Skills Early Alert; Start to Finish; Advising Training Modules; Childcare; Student Calling Campaigns; and Other Student Support Services.
Core Theme: Excellence \$689,463 Committed Funding to Support: Professional Development Training Opportunities; Center for Engagement and Learning Support and Activities; Telecommunications, Networking and Classroom Technology; CCSSE/SENSE; Strategic Planning Software; and ctcLink Conversion.
Core Theme: Contribution to Community \$137,075 Committed Funding to Support: Science Dome Activities and Outreach; Service Learning and Student Engagement Coordination; and District Tours, Events and Community Activities.
Core Theme: Positive and Diverse College Environment \$306,839 Committed Funding to Support: Equity, Diversity and Inclusion Initiative and Consultant; Student Engagement Activities; Student Ambassadors; and Safety and Health Training.
Core Theme: Student Learning and Success \$1,384,923 Committed Funding to Support: College Success Courses; Supplemental Instruction; Tutoring; Labs; Writing Centers; Civitas Software; STEM; Precollege English and Math Acceleration; Basic Skills; Reading Apprenticeship; and Other Achieving the Dream Initiatives.

- Over a three-year period shifted \$2.5 million in an open budget process to support identified priorities (Table 12).
- Received Leader College status from Achieving the Dream after only two years in the program.
- Received grants that have criteria for evidence based processes and strong potential to achieve transformational change: Selected as one of 30 institutions to participate in the ACCT Guided Pathways Project; selected as one of five colleges in Washington to receive \$500,000 from College Spark to implement Guided Pathways; and ATD awarded Pierce College a three year \$100,000 grant to help build an OER pathway for the Associate in Pre-Nursing-DTA/MRP Transfer Degree.
- Successful independent audit with no findings the first time such an audit was conducted.
- Received the State Auditor's Stewardship Award in 2016, presented in recognition of outstanding accomplishment in the stewardship of public resources as we pursue the shared goal of government that works better, costs less and earns greater public trust.

The work evidenced in these examples is broad based, and includes all of the indicators of quality assessment outlined in the standards. Pierce's use of assessment in this holistic manner adds significantly to our ability to make accurate determinations of our effectiveness and is indeed why we believe we are thriving and fulfilling mission.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As described in Standard 1.B.1, the Board of Trustees approved the college mission and five Core Themes in 2011, affirming at that time that the Core Themes holistically measure mission fulfillment. Since 2009, Pierce has published a biennial Institutional Effectiveness Report that measures those Core Themes. The report provides a comprehensive analysis of each metric within the Core Themes, telling our story of mission fulfillment and providing a framework for further action, planning, and resource allocation. The Scorecard is a featured element of the IE Report, serving as a visual representation of our how well we are meeting mission.

Mission fulfillment is defined in Board policy as satisfying a minimum of 70% of the scorecard indicators of achievement across all of the Core Theme measures. Each Core Theme is comprised of three objectives informed by multiple indicators of achievement and specific data metrics. Based on an indicator's performance relative to its target, the indicator is rated at one of five possible levels on a colored scale ranging from "meets or exceeds standard" (green) to "immediate action needed" (red). Thus, indicator target attainment is demonstrated on the scorecard with a green or green/yellow rating. Historical data serves as the benchmark or baseline for evaluating progress. The data and ratings across all the Core Theme indicators in the 2014 Institutional Effectiveness Report are evidence that Pierce is successfully fulfilling its mission. The College met or exceeded 83% of the performance indicators identified, surpassing the Board designated threshold of 70%.

Next Steps

As a result of the 2014 IE Report and scorecard, the college actively engaged in its regular planning and budget processes in an attempt to strengthen our results for 2016. These activities are summarized in Tables 13 and 14 which illustrate how the planning for the achievement of Core Themes was at the center of the budget and departmental planning processes in 2015. This integration assures that we are addressing the institution's top priorities in direct and meaningful ways. Table 13 describes the initiatives that were directly funded in FY16.

Table 13:
Selected FY2016 Budget Requests (Funded)

PERFORMANCE INDICATORS	ACTIVITIES	BUDGET PRIORITY
CORE THEME I: ACCESS		
Learning Opportunities	<ul style="list-style-type: none"> • Open Education Resources • Program Development • Expanded online and competency-based options 	<ul style="list-style-type: none"> • BAS degree development • OER staffing and faculty stipends • Increased section funding
Support Services	<ul style="list-style-type: none"> • Start2Finish • Reducing Financial Aid award time • Increase data analysis and actions in student support services 	<ul style="list-style-type: none"> • Added 2 FTE Directors of Advising and Entry Services • Added 2 FTE financial aid staff • Required new student orientation • Contracted with Civitas
Enrollment	<ul style="list-style-type: none"> • Expanded Marketing Effort 	<ul style="list-style-type: none"> • Targeted direct mail • Targeted program marketing • Website upgrade
CORE THEME II: EXCELLENCE		
Department and Program Outcomes	<ul style="list-style-type: none"> • POST 	<ul style="list-style-type: none"> • Purchased Strategic Planning Online software
Professional Development	<ul style="list-style-type: none"> • Adjunct professional development day • Employee professional development day • ATD Priorities • Faculty/Staff of Color Conference 	<ul style="list-style-type: none"> • CEAL budget increase • Funded staff to attend optional Saturday training • Funded faculty release time for ATD • Funding for 25 conference attendees
Institutional Viability	<ul style="list-style-type: none"> • Financial accountability 	<ul style="list-style-type: none"> • External Financial Audit
CORE THEME III: CONTRIBUTION TO COMMUNITY		
Partnerships	<ul style="list-style-type: none"> • Systematic outreach • WEC leadership 	<ul style="list-style-type: none"> • Added outreach personnel • Lead for statewide pathways pro-tech project
Visibility	<ul style="list-style-type: none"> • Community engagement 	<ul style="list-style-type: none"> • Attendance at community organization events
Economic Impact	<ul style="list-style-type: none"> • BAS programs in Dental Hygiene, Early Childhood Education and Homeland Security Emergency Management 	<ul style="list-style-type: none"> • Full program implementation including staff, sections, library resources, and equipment.
CORE THEME IV: POSITIVE AND DIVERSE COLLEGE ENVIRONMENT		
Facilities and Safety	<ul style="list-style-type: none"> • Wayfinding • Security 	<ul style="list-style-type: none"> • Interior and exterior signage construction and design • Security staff
Decision Making	<ul style="list-style-type: none"> • Shared governance councils • College culture 	
Climate and Commitment	<ul style="list-style-type: none"> • Consultant to recommend actions to enhance the cultural competency of the college • Equity priority group • All-district day focused on poverty 	<ul style="list-style-type: none"> • Consultant fee • Budget for equity group • Consultant fee
CORE THEME V: LEARNING AND STUDENT SUCCESS		
Retention and Persistence	<ul style="list-style-type: none"> • Basic skills Start2Finish development • Mandatory COLLG 110 policy • Online college 110 development • Pre-college acceleration models in math and English 	<ul style="list-style-type: none"> • Funding for stipends • New faculty position to lead College Success/College 110 • Stipends
Learning Outcomes	<ul style="list-style-type: none"> • Race and Pedagogy Conference • National Conference on Race and Equity Pedagogy • Second Year Faculty Institute 	<ul style="list-style-type: none"> • Funded 20 attendees • Funded 15 attendees • CEAL funding
Work Readiness	<ul style="list-style-type: none"> • Articulation Agreement database • Career pathway roadmaps 	<ul style="list-style-type: none"> • Project manager appointed

**Table 14:
Selected Activities by Department**

DEPARTMENT	PRIORITY AREA
Core Theme: ACCESS	
Financial Aid	Started sending our estimated award letters to students with incomplete files
Marketing and Communication	Implemented PierceConnect, a customer relationship management software as part of system to create interactive outreach to potential and current students
Student Success	Expanded college level readiness assessment options for students
Transitional Education Instructional Division	Developed the Pierce College Adult Diploma pathway to include a seamless transition to college
WorkForce Education	Developed Basic Food, Employment & Training (BFET) program to assist students in Professional and Technical programs to maintain childcare and food assistance eligibility.
Workforce Education	Partnered with Metropolitan Development Council to provide students guidance in completing the college admission process
Core Theme: EXCELLENCE	
Facilities	Improved process for tracking and complying with required building life-safety system certifications and inspections
Finance	Established a comprehensive risk assessment process that examines risk management and internal controls procedures to ensure compliance with State Administrative and Audit Manual (SAAM) Chapter 20 requirements
Financial Aid	Leaned Financial Aid awarding process and expanded awarding capacity to both campuses
Natural Science	Integrated undergraduate research program, Congen, into majors biology series
Transitional Education Instructional Division	Provided extensive faculty training on how to implement reading apprenticeship strategies across curriculum
Tutoring/SI	Aligned tutor training with National College Reading and Learning Association Tutor Certification Standards
Core Theme: CONTRIBUTION TO COMMUNITY	
Campus Safety	Participated in joint active shooter training exercises with law enforcement agencies, fire departments, and emergency medical services teams at each campus
Community and Continuing Education	Established the Stay Active and Independent for Life (SAIL) program to train health, fitness, nursing, and senior care workers who wish to impart these skills to their clients, patients, and staff
eLearning	Ensured shared courses from Homeland Security Emergency Management program will be available to the SBCTC college system during the transition to ctcLink
Library and Learning Resources	Established a district Service Learning Program
Workforce Education	Partnered with Pierce County Workfirst to form Pierce County Workfirst Transition coalition
Core Theme: POSITIVE AND DIVERSE ENVIRONMENT	
eLearning	Created an online notification tool in Pierce's learning management system to communicate campus-based events offered by student life.
Human Resources	Created Title IX web pages with information for students, employees, and the public with an online discrimination, harassment, and retaliation complaint form
Marketing and Communications	Coordinated inclusive annual employee recognition events to celebrate employee excellence, contributions, years of service, and retirements
Natural Science	Created underserved student populations STEM support program
Student Services	Revised the Student Rights and Responsibilities handbook
Core Theme: STUDENT LEARNING AND SUCCESS	
Arts and Humanities Instructional Division	Standardized assessment expectations and clarified learning outcomes in English 101
Business and Social Science	Developed the Business transfer degree in multiple modalities, grounded, online, and online competency based format
eLearning	Implemented eGo, a free online orientation for students

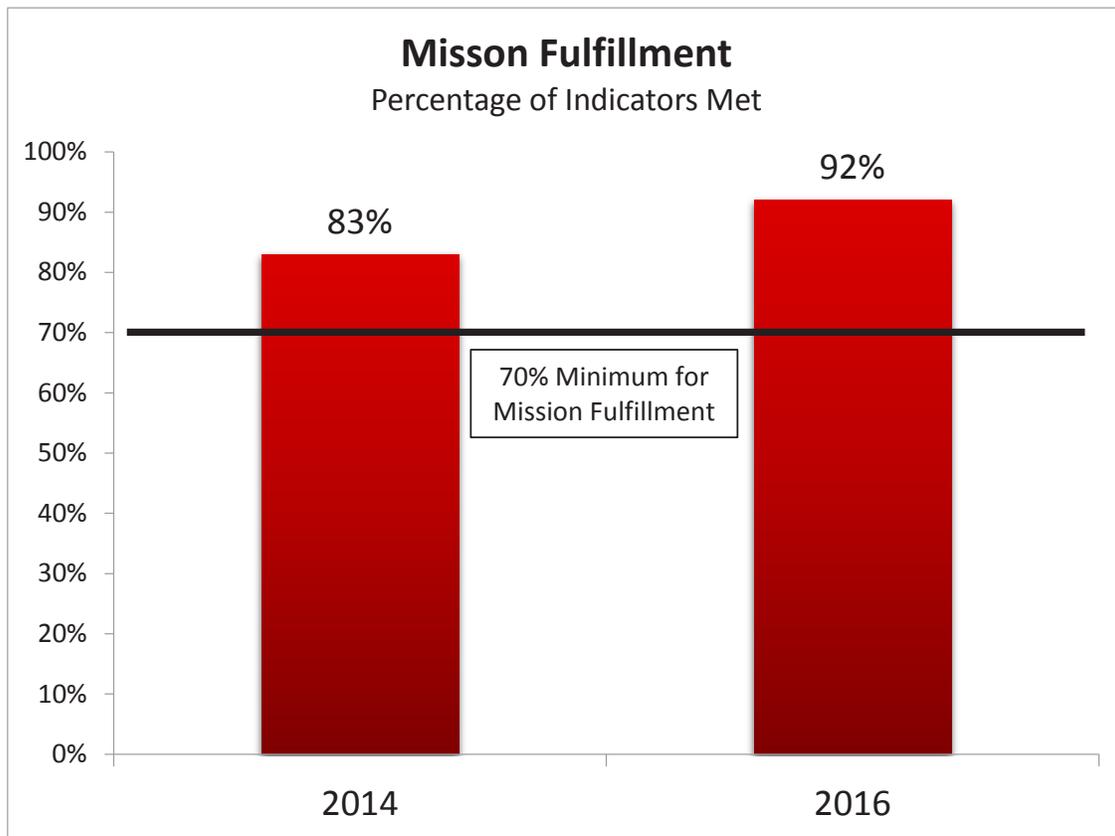
2016 Institutional Effectiveness Report and Scorecard

The 2014 IE Report/Scorecard was used as the basis of this self-study since it was the current version at the time this report was compiled. A draft of the 2016 IE Report became available in August, 2016. We have once again soundly demonstrated our commitment to excellence as evidenced by the significant gains noted in our scorecard. A comparison of objective ratings between the 2014 and 2016 Scorecard (to be published October, 2016) show evidence of the college effectively moving the needle in achievement of Core Themes from 83% overall in 2014 to 92% overall in 2016 (Figures 9 and 10). It is clear that our processes are effective and making the difference in mission fulfillment as a result of bold planning, strong leadership, clear focus on goals, and actions across the district being coordinated toward that effort.

Figure 9

CORE THEMES	IE REPORT YEAR		COMMENTS
	2014	2016	
	OBJECTIVES	OBJECTIVES	
ACCESS	Learning Opportunities	Learning Opportunities	Business and Industry indicator revised to better measure programs Pierce offers in the context of Washington State ESD long-term employment projections.
	Support Services	Support Services	The CCSSE Support for Students and SENSE Early Connections benchmark scores both improved for 2016, showing that we're moving the needle with early services.
	Enrollment	Enrollment	No notable changes.
EXCELLENCE	Department and Program Outcomes	Department and Program Outcomes	Two reasons this went from yellow-green to green: (1) eLearning rates surpassed 70%, and (2) two new indicators (non-instructional departments and instructional programs) were added, both green.
	Professional Development	Professional Development	%PDPs on file went from an average of 50% in 2014 to 62% in 2016.
	Institutional Viability	Institutional Viability	Fiscal Health indicator revised to better reflect the connection between fiduciary oversight and Pierce's mission areas; reserve reporting unchanged.
CONTRIBUTION TO COMMUNITY	Partnerships	Partnerships	Educational Pathways indicator upgraded to reflect participation in Washington Career Pathways Tool and review of articulation agreements.
	Visibility	Visibility	No notable changes.
	Economic Impact	Economic Impact	Momentum points (performance funding) per student increased in all three mission areas measured: transfer, workforce, and basic skills.
POSITIVE AND DIVERSE COLLEGE ENVIRONMENT	Facilities and Safety	Facilities and Safety	No notable changes.
	Decision Making	Decision Making	Results were similar to 2014 and reflect a range of knowledge, understanding, and sentiment regarding decision-making.
	Climate and Commitment	Climate and Commitment	Climate and Commitment indicators are still showing good results, but Employee Diversity indicator still needs work; improvements to hiring process and new diversity Executive position hold promise.
STUDENT LEARNING AND SUCCESS	Retention and Persistence	Retention and Persistence	Retention rates increased in 2015 for both fall-to-winter (83% to 85%) and fall-to-fall (54% to 58%), compared with 2013-14; graduation rates improved for all ATD subgroups.
	Learning Outcomes	Learning Outcomes	No notable changes.
	Transfer and Work Readiness	Transfer and Work Readiness	No notable changes.

Figure 10



Standard 5B: Adaptation and Sustainability

Eligibility Requirement 24 – Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its Core Themes in the present and will be sufficient to do so in the foreseeable future.

5.B.1 *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Pierce's enrollment, resources, and infrastructure are sufficient to fulfill our mission through the Core Themes now, and will be sufficient to do so in the foreseeable future.

Our Scorecard is one of the best indicators that we have adequate resources, as we moved from 83% to 92% against a minimum threshold of 70% (Figure 10). Clearly, we are achieving mission and doing so even more thoroughly as a result of our comprehensive planning and assessment processes.

Another indicator that we function with adequate resources is local and national recognition of our work, through various awards and competitive grants awarded by external entities:

Achieving the Dream Leader College

Pierce was one of 16 community colleges selected as an Achieving the Dream Leader College in our second year of participation. Leader Colleges have demonstrated results in improving student success and closing achievement gaps.

Washington's Most Successful Community College

CNNMoney.com named Pierce College the most successful community college in Washington State, based on the percentage of students who graduated or transferred to a four-year college.

Best Community College for Veterans

The Military Times rated Pierce as the best community for veterans in the state of Washington and thirteenth in the nation.

Among the Best Community Colleges in the Nation

The prestigious Aspen Institute College Excellence Program named Pierce College to its list of the nation's 150 best colleges for the second time.

2016 ACCT Regional CEO

Chancellor Johnson chosen as AACC Pacific Northwest Region CEO of the year. The Association of Community College Trustees has named Chancellor Michele L. Johnson as the Pacific Region CEO of the year. Chancellor Johnson was selected in recognition of her strong commitment toward furthering the mission of Community and Technical Colleges and her unwavering focus on student success.

Washington State Stewardship Award

The Washington State Auditor awarded Pierce College a Stewardship Award in 2016 for "outstanding accomplishment in the stewardship of public resources in the pursuit of the shared goal of government that works better, costs less and earns greater public trust." This award has only been given to two public agencies in the last two years.

AACC Pathways Grant Recipient

Pierce College is one of thirty community colleges in the country to be selected to participate in the American Association of Community Colleges' Pathways Project, which includes a series of six institutes over two years.

SBCTC and College Spark Guided Pathways Grant

Pierce College is one of five Washington Community and Technical Colleges to be selected to receive a five year, \$500,000 grant to implement Guided Pathways. Guided Pathways is an evidence-based approach that simplifies choices about college courses, informs and supports those choices and directs students into a comprehensive program of study that leads to a credential.

Points of Pride Handout

PIERCE COLLEGE

POINTS OF PRIDE

Washington's Most Successful Community College
CNNMoney.com named Pierce College the most successful community college in the state, based on the percentage of students who graduated or transferred to a four-year college.

Achieving the Dream Leader College
Pierce is one of 16 community colleges selected as an Achieving the Dream Leader College – a national designation awarded to community colleges that have demonstrated results in improving student success and closing achievement gaps.

Best Community College for Veterans
The Military Times rates Pierce as the best community college for veterans in the state of Washington, and No. 13 in the nation. This list is the most comprehensive school-by-school assessment of veteran and military student services and rates of academic achievement in the country.

Among the Best Community College's in the Nation
The prestigious Aspen Institute College Excellence Program has named Pierce to its list of the nation's 150 best community colleges. This makes us eligible to apply for the \$1 million Aspen Prize for Community College Excellence, which is awarded every two years.

AACC Pathways Recipient
Pierce College has been selected as one of 30 community colleges in the country to participate in the American Association of Community Colleges' Pathways Project, which includes a series of six institutes over two years.

PIERCE COLLEGE
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Achieving the Dream Open Educational Resources Grant

Pierce College is one of 38 community and technical colleges selected to participate in the OER (Open Educational Resources) Degree Initiative. Achieving the Dream, is managing the new OER Degree Initiative on behalf of a consortium of investors that includes the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, the Great Lakes Higher Education Guaranty Corporation, the Shelter Hill Foundation, and the Speedwell Foundation. Pierce College will develop an OER pre-nursing degree over the next two years. Additionally, we were also selected as a research and cost benefits partner.

AANAPSI Department of Education Grant

Pierce College has been awarded a five year, \$1.5 million grant to plan, develop, and implement activities to improve and expand our capacity to serve Asian American and Native American Pacific Islanders and low-income individuals.

Financial Capacity

Despite years of reductions in state support, Pierce's conservative stewardship of resources has generated strong reserves. Pierce tends to budget conservatively to ensure reserves are available for two reasons: 1.) To respond to emerging opportunities; and 2.) To provide stability during state cuts to our budget.

In Chapter 3, we discussed the integration of the budget process into our continuous improvement planning cycle. The Budget Team is guided by the following five statements; these statements show a commitment to mission and Core Themes; the fourth and fifth statements are a reminder to all that we do not function outside of the real world:

1. Aligns with the district's vision, mission and core values.
2. Aligns with the district's Core Themes.
3. Supports student success as evidenced by multiple indices including qualitative and quantitative data.
4. Responds to or anticipates external factors specific to each budget development cycle.
5. Positions the district for long-term financial stability and maintains reserve funds to deal with emergencies or unanticipated expenses.

Each year, Pierce realigns the budget to support identified priorities. Over a three-year period, we shifted \$2.5 million in an open budget process that asks departments to give funding up to be reallocated.

State Funding Challenges

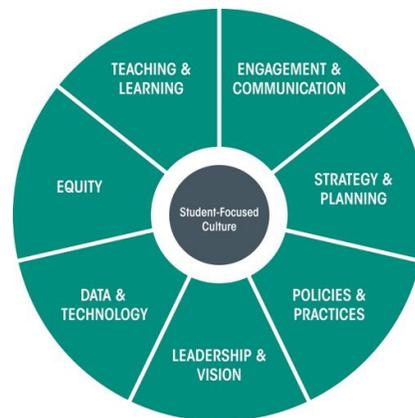
The State Board of Community and Technical Colleges (SBCTC) allocates state funding amongst Washington's community and technical colleges. Recent changes in the SBCTC's funding model allocation increases Pierce's percent of the state funding, but this is in the context of reduced funding for mandatory salary increases and tuition reductions. The state's 2015-17 operating budget accounts for lost tuition revenue for lower-division coursework, but the offset does not fully cover lost revenue in applied bachelor degree programs. The state's 2015-17 capital budget, the lowest capital budget allocated for community colleges since the 1999-2001 biennium, lacks funding for eight priority SBCTC capital

projects, including one at Pierce College Fort Steilacoom. This impacts the timing for another much needed expansion project at Pierce College Puyallup; we are currently examining alternatives for space.

Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT)

Pierce is in the process of incorporating Achieving the Dream’s (ATD) expanded model for improving student success, the Institutional Capacity Assessment Tool (ICAT), into our planning and assessment. The ICAT is an additional way to evaluate the adequacy of our resources, capacity, and effectiveness of operations in seven key areas: Leadership and Vision, Equity, Strategy and Planning, Policies and Practices, Teaching and Learning, Data and Technology, and Engagement and Assessment.

This assessment measures our ability to fulfill our goals. Pierce first used the tool in 2015 as a beta test for ATD. It involves an institutional examination of an extensive series of questions on the organization’s effectiveness in each area; Pierce tested the tool at a round table “World Cafe” with about 75 employees. The Executive Team evaluated the results and used them to reaffirm action and budget priorities, and to provide feedback to ATD on the tool itself.



Pierce community will use the final, revised version of the tool, which now has an online option, in winter 2017 as we lead up to our budget process.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.



As is outlined in detail in Chapter 3, Pierce regularly evaluates its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. We use the results of our evaluations to change policies, practices, and resource allocation, as necessary, for continuous improvement. As described in Chapter 3, our evaluations and subsequent changes are driven by our mission and Core Theme planning.

Pierce is in the process of implementing POST – Pierce Outcomes and Strategic Tracking, a powerful planning software package that has the capacity for ongoing tracking of progress to goal, rolling up activities and outcomes into Core Themes as well as accreditation standards. When fully implemented, POST will enhance Pierce’s ability to monitor, evaluate, and share institutional and departmental outcomes.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, Core Themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement

Pierce monitors internal and external environments to identify meaningful trends and expectations. Through our planning and governance systems, we use what we learn as a key part of assessing future directions, and reviewing and revising mission, Core Themes, objectives, and indicators of achievement. Our practice is to review objectives on a biennial basis, through the Institutional Effectiveness (IE) report process, and indicators during monthly IE meetings. Pierce intends to review mission, Core Themes, objectives, and indicators holistically at the close of the seven year accreditation cycle.

Pierce formally monitors the internal environment as part of our Institutional Effectiveness process, through surveys, focus groups, and forums such as All-College meetings. The Employee Climate survey is a key component. Each year, the Institutional Effectiveness Committee reviews the Employee Climate survey instrument to add, delete, or alter questions for clarity or to respond to current issues. The open budget process provides an important internal monitoring function. In open forum, we review our current fiscal situation, examine budget requests, and assign priorities. As a highly collaborative institution, there are many forums for feedback.

The Executive Team members and Deans play key roles in monitoring the external environment. They are actively engaged at the state, regional, and community levels so as to gather information on programs, services, and regional trends and projections in economy, demography, labor market, and revenue that might affect the district. Faculty, staff, and administrators are encouraged to attend local, regional, and national meetings and conferences to keep informed of emerging trends and best practices and learn how we can incorporate successful strategies at Pierce. Some examples include:

- We have sent more than 20 people to Achieving the Dream's DREAM conference each year since we joined.
- Last year, 30 employees attended Washington's Faculty and Staff of Color conference, and 25 will attend this year.
- 20 faculty attended the 2016 Washington State SBCTC Assessment, Teaching and Learning Conference to collaborate with colleagues on classroom assessment practices.
- 12 faculty and administrators attended the National Conference on Race and Equity -NCORE conference to further our efforts with inclusive curriculum.
- Over 30 administrators have attended one or more quarterly conferences hosted by the SBCTC Leadership Development Association.

In 2014, Pierce engaged a professional market research firm to conduct a statistically accurate survey of our community, to assess awareness and perceptions of the district. This survey was used to identify reasons why certain populations were not attending Pierce, and resulted in scheduling changes as well as changes in external messaging. The expectation is to conduct another survey as part of our 2018 Institutional Effectiveness report.

State Board for Community and Technical Colleges

Working closely with the State Board for Community and Technical Colleges (SBCTC), Pierce monitors governmental and legislative bills, programs, and directives as well as economic projections that might result in changes in state appropriations.

SBCTC includes seven commissions and 20 councils that actively work to connect leaders in similar positions throughout the system and work together to resolve issues that impact all colleges. This provides a much richer capacity for external monitoring than if Pierce were working alone. The Washington Association of Community and Technical Colleges (WACTC) is the organization of community and technical college presidents. SBCTC *commissions* act on matters referred by its members and WACTC. *Councils* report to commissions and focus on subject areas, professional development and compliance. Pierce staff are members and strong contributors in these commissions and councils, and are encouraged to participate and bring back knowledge of statewide concerns and initiatives.

Workforce

New program development and expansion are driven by market need so each process includes a feasibility study. Market feasibility studies were completed in the recent development of Bachelor of Applied Science (BAS) degrees in Dental Hygiene, Early Childhood Education-Teaching and Homeland Security Emergency Management. Pierce uses numerous data sources to enhance our understanding of the labor market, including Economic Modeling Services (EMSI) through Washington State's Centers of Excellence; and Burning Glass, which mines the Internet for job postings, trending titles, and the specific skills employers seek.

Pierce is engaged with Workforce Central, a local agency that acts as a point of contact for Pierce County businesses. Workforce Central commissioned a sector strategy study which identifies local demand areas in real time. This approach helps us maximize resources and provide training programs collaboratively in Pierce County.

Pierce is currently working with local healthcare employers, through the Health Council, to provide education and training in demand areas. An example of this is the current Hospital Education and Training Grant (HEET) where Pierce works with MultiCare, Franciscan, Group Health and the Service Workers Union (SEIU) to move incumbent workers from lower wage positions into high demand areas.

Pierce uses a workforce advisory board to inform priority areas for our annual plans and budgets. The advisory committee has representatives from the Economic Development Board, the regional ESD economist, the Department of Health and Human Services, Workforce Central, Chambers of Commerce, and major employers. Pierce has Professional/Technical program advisory committees in each of our pathways to provide regular input on program development and needs in their areas of expertise. The work of our advisory committees has been key in the development of Bachelor of Applied Science (BAS) degrees in Dental Hygiene, Early Childhood Education-Teaching and Homeland Security Emergency Management. The Early Childhood advisory committee includes several local school districts who have shortages in ECE and Special Education.

Conclusion and Next Steps

As we started this self-study process, our aim was to complete a study that would meet the needs of the reaccreditation process as well as offer insights for future planning. The preparation of this document has provided much opportunity for thoughtful review of what we do well, and what we might do better.

The many who have written, reviewed, edited, and compiled this report believe that this self-study describes an institution that:

- takes mission and Core Theme planning seriously, and has an extensive, district-wide continuous improvement process;
- has made significant progress on learning assessment and evidence based decision-making;
- has effective, engaged leadership from the Board, faculty, administration, and staff; and
- is grounded in integrity, transparency, fiscal stability, and most importantly, commitment to student success.

Certain strengths, challenges, and next steps came into focus for us during this process, and these are listed below.

Strengths and selected actions for sustainability and growth

1. The Board of Trustees is fully engaged, cognizant of their essential role in governance, and sets a high standard for integrity and quality.
 - Continue to set annual goals designed to advance Core Theme planning and implementation.
 - Enhance participation in community outreach and resource development.
 - Monitor and evaluate Pierce's mission fulfillment, budget and fiscal health, and comprehensive planning efforts.
2. Clear focus on elimination of achievement gaps across all populations by 2020.
 - Complete the re-design of Start2Finish to include all elements of guided pathways and strengthen overall student experience. This includes:
 - Streamlining students' progress to goal and reducing excess credits.
 - Early identification of career goal and strengthening of career advising.
 - Designing career pathways to provide clear direction for students.
 - Facilitating case management and intrusive advising to help students confidently start down and stay on their path.
 - Establishing early connection with an advisor and faculty advisor/mentor that goes well beyond schedule development.
 - Increase articulated pathways to baccalaureate institutions.
 - Expand and publish transfer degree articulation agreements.
 - Collaborate with partners to develop and implement short training programs that lead to pathways.
 - Continue to implement policies and practices that enhance access and retention (e.g. Open Educational Resources).
3. Our culture demonstrates an outstanding commitment to mission achievement.
 - Continue to integrate the Achieving the Dream framework to address mission critical priorities.
 - Participate in consistent and data-informed evaluation of mission achievement, updating metrics

- and data tools when possible and useful.
 - Continued support of courageous leadership and thoughtful risk-taking.
4. We are effective stewards of the resources available to fulfill mission.
 - Maintain a transparent and inclusive budget approval process.
 - Continued flexibility in resource allocation to support Pierce's commitment in addressing mission critical priorities.
 5. We encourage district-wide engagement in data-informed decision-making; we continually expand on an exceptional set of data tools and provide training on their use.
 - Continue use of student achievement data trends at the course, section, and faculty-level through a variety of demographic lenses for refinement of student services and instruction.
 - Expand retention and persistence performance indicators to encompass assessments addressing student inequity issues.
 6. We are strategic developers and implementers of educational programs to serve community needs.
 - Continue to use internal and external partners to identify community needs and offer services to various constituencies.
 7. We actively engage in system-wide collaborative efforts to support mission achievement.
 - Continue to foster district-wide collaborations
 - Maintain and improve employee camaraderie
 - Support and encourage the college's social justice work
 8. Our Institutional Effectiveness Committee demonstrates a strong commitment to monitoring how effectively Pierce is at meeting mission.
 - Evaluate and strengthen the effectiveness of 2016 scorecard performance indicators in measuring mission fulfillment

Challenges and selected actions for continuous improvement

1. Improve systematic collection of data for enhanced assessment of instructional and educational effectiveness.
 - Fully implement POST to enhance resource planning and synergize actions to address mission critical priorities identified through the scorecard and department units.
 - Develop additional and enhanced direct assessments for non-instructional department units.
2. Strengthen the assessment of core abilities and fundamental areas of knowledge.
 - Implement the 2015-2022 Assessment Plan, to increase consistent assessment of degree outcomes across programs and disciplines.
3. Improve technological infrastructure needed to enhance services to students as well as internal operations.
 - Maximize operational improvements to take advantage of incoming new state-wide enterprise system (ctcLink).
4. Improve institutional communications to both internal and external communities
 - Website redesign.
 - Distribute council minutes on a regular basis to better inform the college community of plans and actions.
5. Increase employee diversity to be more representative of our community and students.
 - Increase faculty and staff diversity through intentional and supported recruitment, hiring, and retention practices.
6. Advance equity and inclusion at Pierce College.

- Increase cultural competency and responsiveness of all employees through integrated professional development.
 - Provide continuous professional development for deans and administrative teams to facilitate open and responsive dialogue.
 - Provide ongoing professional development around issues of race, equity, and cultural competence of faculty related to curriculum, classroom environment, and language. Increase knowledge, skill, and implementation of inclusive pedagogy.
 - Foster cultural learning opportunities for students.
7. Refine plans for all elements of emergency management.
- Fully implement BITA team, including training the college community on processes and all aspects of reporting.
 - Provide emergency training for all employees. Facilitate additional table top exercises with local first responders.
8. Improve metrics for certain internal climate indicators that have not moved over the past several Institutional Effectiveness cycles.
- Conduct focus groups and additional surveys to: 1.) Investigate discrepancies in definitions of the objectives: professional development, decision making and climate and commitment and 2.) Determine methods for improvement.
9. Attract diverse candidates and retain top performing employees.
- Review compensation models and policies for employees who are not represented through union negotiations.