

Year One Self-Evaluation Report

Pierce College District Lakewood and Puyallup, Washington



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and Universities
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Institutional Context

Pierce College District is comprised of two comprehensive colleges with an extensive extended learning operation that covers more than 1,000 square miles in western Washington. District Eleven includes all of Pierce County except that which is inside the Tacoma city limits and the Gig Harbor Peninsula (the Tacoma and Peninsula school districts). The state of Washington, through the Washington State Board for Community and Technical Colleges, grants Pierce College Fort Steilacoom and Pierce College Puyallup the authority to operate two of the state's thirty-four community and technical colleges. Pierce College Fort Steilacoom (formerly Fort Steilacoom Community College) was established by the Community College Act of 1967 (RCW 28B.50). In fall 1999, Pierce College 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.

Our Region

The District serves a population that is characterized by extreme diversity. In the economic downturn, the divide between the haves and the have-nots in the District has become particularly prominent, which is exacerbating the need for access to higher education and creating an even clearer role for Pierce College in the community. Only 20 percent of Pierce County residents over the age of 25 have a bachelor's degree or higher, compared to almost 28 percent for the state of Washington.

Pierce County's population – approximately 814,000 people – continues to grow. The major industries and employment centers include the military, manufacturing, healthcare and retail. As of June 2011, the total workforce was 388,786 with a 10 percent unemployment rate (an increase from the spring). The number of people needing food assistance increased 17 percent. Pierce County remains very ethnically diverse. Proportionally, there are almost five percent fewer Caucasians in the county and almost four percent more African Americans than the state of Washington as a whole.

Our students

When the economy dips, community college enrollments historically rise. Pierce College has experienced higher enrollments than ever, while cutting millions of dollars in its budget. Over the past three years, the District has seen a 23 percent increase in the number of students attending full time. The economy has driven a significant number of older students to Pierce College to be retrained for new careers. Worker Retraining students spiked by 121 percent, and correspondingly, the percentage of older students returning to college increased significantly. E-learning has increased to comprise 12 percent of student FTE. These trends bring additional challenges when responding to two very different student demographics within one district. For example, 20 percent of Pierce College Puyallup's student body is made up of Running Start students who range in age from 16 to 18 years old. Students of color make up only 27 percent of Puyallup's enrollment. Conversely, Running Start students only account for 12 percent of Pierce College Fort Steilacoom's enrollment, and 40 percent of its campus is comprised of students of color.

Tuition continues to rise in double digits. In these challenging times, the college is proving its commitment to keeping the doors to higher education open for the community. Over the past three years, the college has increased the number of state funded FTEs by 18 percent. While the doors are open, the college is also aware of its responsibility in assuring students have the tools to thrive in the institution. As budgets are cut and class sections are reduced, attention is paid to assure students still have the ability to build a schedule that allows them to graduate on time, while having the services that contribute to their success. Table 1 indicates the significant changes in the District's student demographics since the economic downturn three years ago.

| | Percent of change for 1 year Fall07 to Fall08 | Percent of change for 2 years Fall07 to Fall09 | Percent of change for 3 years Fall07 to Fall10 |
|--|--|---|---|
| Total State Funded Headcount | +10.98% | +13.51% | +12.99% |
| | | | |
| Total State Funded FTES | +12.89% | +17.51% | +18.22% |
| | | | |
| Number of Worker Retraining Students | +42.77% | +110.24% | +121.69% |
| | | | |
| Average Credits Enrolled | +0.87% | +2.61% | +4.35% |
| | | | |
| Number of Part-Time Students | +9.09% | +4.93% | +1.15% |
| Number of Full-Time Students (12.0 or more credits) | +12.70% | +21.29% | +23.71% |
| | | | |
| Average Age | 27 | 27 | 27 |
| | | | |
| <u>Age Breakdown</u> | | | |
| Number of Students Who Are 30 to 39 Years Old | +12.29% | +16.62% | +24.68% |
| Number of Students Who Are 40 to 49 Years Old | +8.25% | +15.71% | +12.54% |
| Number of Students Who Are 50 to 59 Years Old | +34.31% | +43.10% | +43.93% |
| Number of Students Who Are 60 or Older | +42.62% | +45.90% | +22.95% |

Table 1: Pierce College District Student Demographics

With a major military installation in our district, Pierce College has been directly affected by changes in national foreign policy and international relations. A drastic increase in soldiers coming home after serving in Iraq and Afghanistan and a growth in Joint Base Lewis-McChord has led to an expansion of Pierce College's educational offerings. The base has grown from 19,000 soldiers in 2003 to 35,000 this year and is home to more than 109,000 personnel. Pierce College Fort Steilacoom is neighbors to the military base, where it operates two large educational programs for 3,500 active duty members, their families and civilians who are studying in on-base classrooms while at home and online while serving overseas.

Pierce College is a leader in providing flexible classes and robust online learning environments. Pierce College's military program is one of the most highly ranked in the nation. In 2010, Military Times Edge magazine listed Pierce 14th in the Top 50 Most Popular Colleges. It was also ranked in the top 15 percent of colleges nationwide (more than 7,000 were studied for the ranking) by G.I. Jobs magazine for its service to veterans and active duty military students.

In order to increase student success for this unique population of students, Pierce College Fort Steilacoom recently received one of 15 national Centers of Excellence for Veterans Student Success grants awarded by the Department of Education. The college qualified for this competitive grant through its longstanding commitment to helping veterans transition to civilian life. The Center, supported by \$364,000 of federal money, will allow the college to develop best practices for removing mental and physical barriers to higher education and creating a supportive campus environment.

Pierce College must rely on creativity and innovation to best serve the community during these challenging economic times. Partnerships and alliances are ever-more critical. In Pierce County, conversations about regional efficiencies and collaborations have been led by Pierce College trustee Don Meyer, chair of the Pierce County Coordinating Council (a collaboration of the four community and technical college districts in Pierce County). As a result of this work, the county's two-year colleges just embarked on a regional business and industry training partnership called Invista Performance Solutions. The goal is to create a single point of contact for businesses seeking training solutions in the county.

Our Structure

Pierce College is an integrated four-part matrix structure that organizes and distributes district functions across and among the Chancellor's office, two colleges and an extended learning program. The Board of Trustees effectively executes its work in this matrix organization at the policy level, following the Carver model. The trustees rely on the measurements within the institutional outcomes to assure the college is meeting its vision and mission, and evaluates policies and the budget through this lens. Governance is both a local and a District function and committee structures are designed to include members from all locations. Pierce College acts as a single district with a common vision, mission, core values and outcomes. We are focused on the District mission and success of the whole while working to realize strength as individual parts.

Faculty in cross-District departments cooperatively develop and guide students through a common curriculum. District leads for instruction and student services functions are also shared and distributed across the campus and extended learning. The Vice Presidents for Student Learning and Success on each campus and the campus presidents work collaboratively to execute a District-wide vision, curriculum and operations.

Institutional Update

Pierce College has achieved great success over the past two years that has allowed the institution to establish a position of strength during these challenging financial times and set the stage for a positive future. The Board of Trustees, administration, faculty and staff are committed to thriving in this new reality of reduced state support by finding innovative ways to build on our strengths.

Since the last accreditation visit, Pierce College Puyallup has experienced the retirement of Dr. Tana Hasart as president and the hiring of Dr. Patrick Schmitt to lead the institution. Dr. Schmitt comes to Pierce College from Wisconsin, and has extensive experience working as an administrator in a multi-college, complex district.

Pierce College Fort Steilacoom was recently named one of the nation's 120 best community colleges by the Aspen Institute College Excellence Program for its high standards for learning, college completion without delay, and serving as a training ground for jobs that pay competitive wages. The entire District is committed to setting the standard for student success. Fort Steilacoom's diverse student body makes this accomplishment even more significant.

The college is continuing its evolution of the Institutional Effectiveness process and reports, and identifying our strengths and challenges in light of the expanded national conversations on student success and completion. Since 2008, we've been moving toward a comprehensive institutional improvement process, becoming increasingly more data driven, aware of our strengths and challenges, and identifying strategies for change. In particular we have embarked on a District-wide analysis of our success and completion efforts and made a commitment to being a leader in the dialogue.

In order to position Pierce College for the future to better serve students, the Chancellor has initiated a District-wide conversation that will result in a reorganization of the administrative roles throughout the District. At the heart of the reorganization is the development of a structure that fully responds to achieving our organizational outcomes through three lenses: student need, internal structures to support student success and external partnerships. A subcommittee on the administrative functions including institutional technology, finance, human resources and advancement will determine the best ways to organize a structure that supports the newly developed instruction and student services model.

Throughout these challenging budget times, the college has engaged in an inclusive, extensive budgeting process in order to determine how to best use limited resources. We are working to achieve our outcomes and keep access as open as possible while maintaining high quality programs and services. The college recently finished its latest round of budget cuts, which set an enrollment goal of 105 percent of our state target. In response to community need and demand, the college eliminated the Human Service Substance Abuse and Language Interpreter programs. Construction Management will now only be offered at Fort Steilacoom and the Corrections Program will be integrated with the Criminal Justice Program. Students are able to complete their programs. The possibility of moving the Veterinary Technology Program to an every-other-year cohort will be considered in the future. Previous years' budget cuts included the elimination of the Parent Education Program.

The collaborative budget-building process has engaged people across the District, resulting in ideas for innovation, efficiencies and effectiveness. There is strong commitment to rising to the occasion and finding ways to continue serving the community. An Innovations Fund was created this year in order to support new ideas that will assure Pierce College will continue its tradition of continuous improvement and student success.

The Pierce College Foundation has served as a critical tool, allowing the college to continue being innovative throughout the recession. The completion of the 21st Century Learning Campaign fully equipped two new buildings and created the ability to transform student learning experiences through new facilities, expanded scholarship opportunities, and innovation grants. The Foundation has grown by members and fundraising in dollars that meet Pierce's greatest needs, shaping the way students learn.

Instruction in science, technology, engineering and math (STEM) were taken to a new level through the construction of the Rainier Science and Math Building at Pierce College Fort Steilacoom. The building opened with high-tech science lab space that mirrors private-sector research labs. Learning spaces provide opportunities for formal and informal groups and one-on-one learning. Discipline-themed open spaces are spread throughout the building, allowing students to continue their learning outside the classroom while surrounded by key faculty members and learning tools. A Science Dome, otherwise known as a planetarium, will open in the new building next fall. It will be the only one of its kind in the South Sound, drawing lifelong learners of all ages interested in understanding complicated scientific concepts through 3-D images.

At the Puyallup campus student learning needs were met with a new Arts and Allied Health Building. The nursing program now has a fully-outfitted skills lab giving students the ability to hone their technical skills through hands-on computerized simulation. Pierce College Puyallup is able to grow its thriving nursing program at a time when we need increased capacity to respond to the nursing shortage. Ample space for art and music education supports research that shows the more students experience these fields the better they do in math and science. The building's performance space also includes a 300-seat professional theater, an acoustically-rich recital hall and a black box theater that allows us to further connect with our community.

With challenges surely on the horizon, we look forward to embracing creative solutions to lead us into the future. A newly revised vision, mission, set of core values and institutional outcomes will help guide the college in its continual drive for innovation.

Accreditation Update

2007 Comprehensive Evaluation of Pierce College
2009 and 2010 Focused Evaluation of Pierce College

Seven recommendations emerged from the Northwest Commission for Colleges and Universities (NWCCU) 2007 comprehensive evaluation:

1. The evaluation committee recommends that a process for assessing the five core abilities and general education outcomes be developed and implemented (**Standard 2.B.1, Policy 2.2**)
2. While student learning outcomes and assessment activities are in place at course and program levels, the evaluation committee did not find evidence of learning outcomes for each of the District's degree and certificate programs. Therefore, it is recommended that the institution identify, publish, and assess the learning outcomes for each of its degree and certificate programs. (**Eligibility Requirement 12, Standard 2.B.2**)
3. The evaluation committee recommends that the institution develop policies and procedures for the evaluation of part-time faculty consistent with Policy 4.1 Faculty Evaluation. (**Standard 4.A.5, Policy 4.1**)
4. The evaluation committee recommends that the Pierce College District develop and periodically assess a policy on the use of part-time faculty in light of its mission and goals. (**Standard 4.A.10**)
5. The evaluation committee recommends that the District define and clarify the roles of the various constituents in its shared governance process (**Eligibility Requirement 7, Standard 6.A.1**)
6. The evaluation committee recommends that the District implement and periodically review appropriate procedures to evaluate all administrators regularly. (**Standard 6.C.3, 6.C.8**)

In response to these recommendations, Pierce District hosted a focused visit in 2009 and in 2010. All seven recommendations were satisfied and accreditation status re-affirmed in July, 2009.

Chapter 1: Mission, Institutional Outcomes & Expectations

Section 1: Mission

Pierce College embraces a broad educational mission focused on providing each member of our geographically and socially diverse community with the starting or continuing point they need to progress. The spectrum of basic skills, professional/technical, transfer, and continuing education programs offered at Pierce provide opportunities for all to create and realize possibilities. The Pierce College vision/mission/values statement guides our work; it is prominently displayed within the institution, as well as widely published on the website, in the catalog, and in other key documents.

| |
|---|
| <p style="text-align: center;">Vision</p> <p style="text-align: center;">Possibilities realized: Innovative and engaged learners enriching our local and global communities.</p> <p style="text-align: center;">Mission</p> <p style="text-align: center;"><i>Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.</i></p> <p style="text-align: center;">Core Values</p> <p style="text-align: center;">Learning ~ Integrity ~ Respect ~ Accountability ~ Sustainability <i>March, 2011</i></p> |
|---|

As part of a comprehensive strategic planning process, the mission was re-evaluated during the 2010-11 academic year. The Chancellor invited the college community to engage key questions that set the stage for mission review. This process began as an element of all-district day activities with the entire college community coming together in meaningful conversation about the uniqueness of our District and our role in advancing opportunities for individuals, business, industry, and the community. Diverse groups of faculty, staff, and administrators generated ideas and rationale for the college vision: the result of our work; the college mission: our purpose; and core values: what we care about. From those discussions emerged thoughtful and innovative concepts and initial phrases that resonated with individuals, and suggestions for what process we might use for further community feedback and final endorsement.

A representative committee then distilled the broad thinking of the District into several draft mission/vision/values statements. After further discussion by the broad community, reconsideration by the committee, and final comment period from faculty, staff, and students, the College Cabinet affirmed our work and recommended a mission/vision/values statement for approval by the Board of Trustees. The Board formally adopted these statements on February 9, 2011. With this new mission as our guide, the District was ready to engage the concept of achievement and develop the metrics that would demonstrate mission fulfillment.

Section 2: Institutional Outcomes

The college initiated institutional effectiveness efforts in 2005. The Assessment Cycle (Figure 1) was utilized as the basis for our 2007 self-study and comprehensive visit. Each unit within the college cooperatively developed outcomes and criteria for success based on professional and NWCCU standards, conducted assessments, and developed action plans based on the assessment results. The self-study report was organized around these college-developed outcomes instead of the traditional report format arranged by standard. That process formed the foundation for an outcomes assessment/accreditation endeavor that was personalized and meaningful, yet firmly grounded in the NWCCU Standards. The cycle continues to inform our current institutional effectiveness efforts.



Figure 1. Pierce College Assessment Cycle

Institutional Effectiveness at Pierce College

Since 2007, the Institutional Effectiveness (IE) Committee has provided leadership for our IE/accreditation efforts. As a shared governance committee, the group develops institution-level processes that assure our continuous engagement with the assessment cycle. The committee meets at least monthly and, based on the mission statement, drafted the method, forms, and structure for the IE processes, as well as the benchmarks and criteria for the Board of Trustees' and the Cabinet's consideration.

The District IE committee leads two components: 1) the *Institutional Effectiveness Report* that responds to the Institutional Outcomes, and 2) the Department/Program Outcomes process that guides all areas through an assessment of outcomes directly related to their work. Each of these components provides us with a unique perspective of our achievements, but the two also work in tandem to assure quality and mission fulfillment.

Department/Program Outcomes Processes

Capitalizing on the work done for the 2007 self-study, each department/unit has continued to assess their performance outcomes, and in the case of the faculty, student learning outcomes. The reports, information, and action plans that emerge from these assessments assure continuous improvement at all levels and will form the basis of the self-study process required for NWCCU Standards 2-4.

Institutional Effectiveness Report and Scorecard

In 2007, Pierce's Board of Trustees adopted a modified Carver model of policy governance. This model utilizes institutional "ends" statements to reflect what the Board views as expected results for the institution. The Pierce Board elected to refer to these ends statements as Institutional Outcomes. Through an extensive and inclusive strategic planning process, Pierce selected five Institutional Outcomes: Access, Student Learning and Success, Excellence, Positive and Diverse College Environment, and Contributions to Community. Together, these outcomes describe mission fulfillment. After approving these outcomes, the Board referred them to the Institutional Effectiveness committee with the charge of drafting the measures and benchmarks by which we would evaluate our progress and success in each area. The IE committee deliberated several months, and after consultation with the College Cabinet and other key committees, recommended a comprehensive set of measures and benchmarks to the Board.

Since 2008, the Institutional Research office has periodically authored an *Institutional Effectiveness Report (IE Report)*, a comprehensive assessment of our achievement of the five Institutional Outcomes. The report extensively analyzes each indicator, providing a detailed picture of progress for each metric. A color-coded scorecard provides the college community and the Board of Trustees with a high level indicator of achievement and challenge for each outcome.

Following publication of the *IE Report*, the IE committee further scrutinizes the data and recommends priorities for institutional improvement. For example, in 2010 the scorecard revealed gaps in several areas. The IE committee drafted an Action Document for each topic, appointed committee liaisons to work with college units, and organized department/program action plans into a logical, institutional process that we are confident will result in overall improvement.

Core Themes/Institutional Outcomes

After the Board of Trustees approved the District's new mission statement, the IE committee analyzed it to identify the essential, meaningful key components (Table 2). After thoughtful discussion, the committee's recommendation to retain the same five Institutional Outcomes because they accurately and fully describe the newly drafted mission was accepted by the Chancellor, Cabinet, and Board.

Since the work with institutional effectiveness and the five Institutional Outcomes was well established within the District, and since the outcomes were drawn directly from our mission, it seemed natural to use these outcomes as the core themes for the NWCCU evaluation process. They are meaningful core themes since they capture the essential meaning of the District mission and demonstrate mission fulfillment. Thus, this report will use the phrase *Institutional Outcomes* instead of *Core Themes*, maintaining consistent language with internal documents and keeping the self-study process as meaningful as possible for our college community.

Mission fulfillment for Pierce College District is defined by institutional performance – the extent to which institutional outcomes meet or exceed our defined expectations. Indicators and corresponding benchmarks of achievement are enumerated for each Institutional Outcome in the following section.

| Mission Element | <i>Pierce College creates</i> | <i>quality educational opportunities</i> | <i>for a diverse community of learners</i> | <i>to thrive in an evolving world</i> |
|------------------------------|---|---|---|--|
| Rationale | Pierce College employees design the experiences our students engage in that lead to their success. Employee creativity, skill, attitude, and effort are keys to the designs and to student achievement. We must perform our work in an excellent manner if our mission is to be attained. | Student learning and success drive all that we do. High quality opportunities will assure student achievement and enable each student to realize their possibilities. | Our social justice mission is foundational. We seek to open up the doors of opportunity for all within our community to achieve, no matter what their background or past experience. We seek to have our community demographics reflected in our college. | We draw our purpose and design our programs based on the unique needs of our community. Basic skills, transfer, professional/technical, and continuing education are intentionally chosen to best respond to the needs of Pierce County in a manner that promotes lifelong learning and opportunity. |
| Institutional Outcome | Excellence Positive and Diverse College Environment | Student Learning and Success | Positive and Diverse College Environment Access | Contributions to Community |

Table 2. Mission Elements Translated Into Institutional Outcomes

INSTITUTIONAL OUTCOME I: ACCESS

The Pierce College mission focuses on creating quality educational experiences for a diverse community of learners. These educational experiences are in the areas of academic transfer, professional and technical, basic skills, and continuing education. We are committed to mission fulfillment by providing access to comprehensive and affordable educational offerings and services to the diverse communities we serve. This outcome will be measured using three criteria: **Learning Opportunities, Support Services and Outreach.**

A. LEARNING OPPORTUNITIES:

Key Question: To what extent do learning opportunities at Pierce College District align with the educational goals, schedules and financial capabilities of our students, as well as meet local business and industry demands?

| INDICATORS | METRICS |
|------------------------------|---|
| Educational Goals | Measure Alignment of Course Offerings with Enrollment and Kind of Student Data |
| Course Scheduling | Measure Student Satisfaction Ratings; Measure Alignment of Enrollment Data with Modality and Course Times Data |
| Affordability | Compare Tuition and Fees and Percentage of Change with National Averages; Measure Federal Financial Aid, State Financial Aid, Scholarships And Tuition Waivers Provided; Measure Alternative or Open-Source Textbook Use by Faculty |
| Business and Industry | Determine Alignment of District Programming with Pierce County Employment Projections; Compare Pierce Educational Offerings in the Top Occupational Categories in the County; Measure of Number of Pathways Designed into Programs |

B. SUPPORT SERVICES

Key Question: Do Pierce College District students have access to support services that are important to them and meet their needs?

| INDICATORS | METRICS |
|---------------------------|---|
| National Standards | Comparison of internal operations with Council for the Advancement of Standards in Higher Education (CAS), and student support benchmarks established by the Community College Survey of Student Engagement (CCSSE) |
| Student Feedback | Measure Student Satisfaction with Support Services using the Community College Survey of Student Engagement and Pierce College Student Survey |

C. OUTREACH

Key Question: To what extent does Pierce College District outreach to the population within its service area?

| INDICATORS | METRICS |
|--|---|
| Market Penetration Rates | Measure Number of Adults Within the Service Area |
| Market Share of High School Graduates | Measure Enrollment of Recent Pierce County High School Graduates |
| Matriculation Rates | Measure Online, Paper, and Total Matriculation |
| Student, Employee and Service Area Demographics | Measure representation of student demographics compared to Demographics of Service Area |

INSTITUTIONAL OUTCOME II: STUDENT LEARNING AND SUCCESS

Learning and student success are at the heart of our mission, vision, and values. It is the most foundational measure of our mission that Pierce College District students experience quality, relevant learning that increases their knowledge, skills and abilities to maximize their potential for individual success whether transferring to a four-year institution or preparing directly for the workforce. Creative, relevant learning experiences developed around intentionally-designed learning outcomes will prepare students to achieve beyond their Pierce experience. Mission fulfillment for this outcome will be measured with three key criteria: **Retention and Persistence, Learning Outcomes and Transfer and Workforce Readiness.**

A. Retention and Persistence

Key Question: To what extent are Pierce College District students progressing in the areas of Student Achievement momentum points and graduation rates in comparison to other two-year colleges?

| INDICATORS | METRICS |
|---------------------------------------|--|
| Student Achievement Initiative | Compare Point Values on the Student Achievement Initiative with Benchmark Colleges and State Average |
| Graduation Rates | Compare Rates with Benchmark Colleges and State Average |

B. Learning Outcomes

Key Question: To what extent are Pierce College District students achieving institutional and programmatic learning outcomes?

| INDICATORS | METRICS |
|---|---|
| Outcomes for Core Abilities | Measure Achievement With Core Abilities; Measure Of Student Self Perception Of Progress With Core Abilities; Measure Faculty Perception Of Student Progress With Core Abilities |
| Outcomes for Fundamental Areas of Knowledge | Measure Of Student Achievement Of Outcomes For Each of the Five Fundamental Areas Of Knowledge |
| Outcomes for Professional/Technical Programs and Basic Skills and IBEST Students | Measure Of Student Achievement Of Learning Outcomes for Each Program; Measure of Student Achievement of Learning Outcomes for Workforce Education, Basic Skills and I-BEST |

C. Transfer and Work Readiness

Key Question: To what extent are Pierce College District students successfully transferring to four-year institutions or moving directly to the workforce?

| INDICATORS | METRICS |
|--|---|
| Transfer Rates and Success | Compare GPAs of Other Transfer and Direct-Entry Students at Top Transfer Institutions |
| Professional/Technical Degree Completers Employed | Measure Employment, Job Relatedness and Preparedness Rates Per the Workforce Education Graduate Survey (WEGS) |
| Licensure Exams Success Rate | Measure Veterinary Technician, Nursing, and Dental Hygiene Students Licensure Exam Pass Rates |

INSTITUTIONAL OUTCOME III: EXCELLENCE

Pierce College District has intentionally designed programs, departments, teams, activities, systems, and structures to carry out our mission. Critical to achieving our mission is that those areas will ensure quality, sustainability and continuous improvement. To this end, each of these areas has developed outcomes, criteria for success, and measures of assessment for the activities they are responsible for. This mirrors the overall process defined for the larger Institutional Outcomes and provides a mechanism not only to measure departmental achievement, but also for each individual to see their relationship to overall mission fulfillment. Three criteria have been identified: **Department and Program Outcomes, Professional Development and Accreditation Standards.**

A. Department and Program Outcomes:

Key Question: To what extent are Pierce College District departments and programs meeting their outcomes?

| INDICATORS | METRICS |
|--|--|
| Non-Instructional Departments and Teams | Measure of Achievement of Outcomes and Fulfillment of Action Plans |
| Instructional Programs | Measure of Achievement of Department/Program Self Studies |

B. Professional Development

Key Question: To what extent is professional development supported by Pierce College District and its employees?

| INDICATORS | METRICS |
|--|---|
| Employee Feedback for Professional Development | Measure Employee Satisfaction with Professional Development Opportunities, Funding, Participation Levels, and Support |
| Internal and External Professional Development Activities | Measure Internal Activities Available for All Employee Constituency Groups |

C. Accreditation Standards

Key Question: To what extent is Pierce College District meeting all accreditation standards?

| INDICATORS | METRICS |
|--|---|
| NWCCU Commendations and Recommendations | Measure of Compliance with all NWCCU Accreditation Standards, Policies and Requirements |

**INSTITUTIONAL OUTCOME IV:
POSITIVE AND DIVERSE COLLEGE ENVIRONMENT**

Our conduct and actions as individuals and as an institution is as important to mission fulfillment as the programs and services we undertake. Pierce College District mission will best be achieved by promoting an environment in which quality teaching and learning are fostered, decision-making processes are collaborative, and students and employees feel valued and respected. Within this outcome, three criteria will be measured: **Facilities, Decision-Making** and **Acknowledgement**.

A. Facilities and Safety

Key Question: To what degree do Pierce College District’s facilities support quality teaching and learning?

| INDICATORS | METRICS |
|-------------------------------------|--|
| Building and Grounds | Measure Student and Employee Satisfaction with Service, Maintenance, and Functionality |
| Construction and Development | Progress Demonstrated on Projects and Repairs; Measure Student and Employee Satisfaction with Communication, Engagement, and Progress |
| Classroom Technology | Measure Student and Employee Satisfaction with Functionality, Quality, and Quantity of Classroom Technology; Measure Progress with Classroom Technology |
| Campus Safety | Measure Student and Employee Satisfaction with Service and Responsiveness; Measure Stability or Decline in Crime Statistics |

B. Decision-Making

Key Question: To what degree is shared governance an institutional value at Pierce College District?

| INDICATORS | METRICS |
|--|---|
| Student Feedback for Decision-Making | Measure Opportunity to Participate in Decision-making |
| Employee Feedback for Decision-Making | Measure Opportunities, Participation, Transparency, Communication, and Structure of Decision-Making |

C. Acknowledgement

Key Question: To what degree are students and employees acknowledged for their contributions to Pierce College District’s overall effectiveness?

| INDICATORS | METRICS |
|----------------|--|
| Climate | Measure Student Perception of Recognition, Responsiveness, Hospitality, Professionalism of Staff, and Value of Services; Measure of Employee Climate Indicators such as Value, Job Satisfaction, and Teamwork; Measure of Employee Retention |

INSTITUTIONAL OUTCOME V: CONTRIBUTIONS TO THE COMMUNITY

As a community college, Pierce College is intimately involved in our local community, and in fact, defined by it. With this institutional outcome, we explicitly address that role in its broadest sense. To fulfill our mission statement, we are seeking to be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational and economic development. The Contributions to the Community outcome is defined by three criteria: **Partnerships, Visibility and Economic Impact.**

A. Partnerships

Key Question: To what degree is Pierce College District engaged in ongoing partnerships and collaborations with the community?

| INDICATORS | METRICS |
|------------------------------------|--|
| Educational Pathways | Measure Enrollment in Partnership Programs; Measure of Articulation Agreements Established for Primary Transfer Institutions; Measure of Work-Based Learning Participation Rates |
| Contracts and Grants | Measure of Number and Revenue Measure of Collaborative Efforts |
| Advisory Committee Activity | Measure of Active Engagement and Contributions |

B. Visibility

Key Question: Is Pierce College District visible to the community as a resource for lifelong learning?

| INDICATORS | METRICS |
|-----------------------------|---|
| Continuing Education | Measure of Enrollment Trends |
| External Visibility | Evaluation of Visibility to the Community; Measure of Progress in Strategic Marketing Plan |
| Community Engagement | Measure of Community Events |

C. Economic Impact

Key Question: To what degree does Pierce College District promote economic development in the community?

| INDICATORS | METRICS |
|--------------------------------------|---|
| Basic Skills Education Impact | Measure of Headcount in ABE, ESL, GED and I-BEST; Measure of GEDs and High School Diplomas Earned |
| Workforce Education Impact | Measure of Headcount and Student Achievement Points for Worker Retraining and WorkFirst; Measure of Attainment for Workforce High Demand; Measure of Community and System Impacts of The Center of Excellence For Homeland Security; Measure of Pro-tech Programs With Defined Career Pathways |
| Transfer Education Impact | Measure of Number of Degrees Earned by Graduates/Transfer Students at Top State Transfer Institution; Measure of Starting Median Salary |

Summary

Pierce College District’s *Year One Report* describes the college’s institutional mission, outcomes, and indicators of success. Together, these form the framework for the institutional effectiveness process, defining the manner in which mission fulfillment is assessed. This assessment system has been in place since 2007 and has undergone several cycles of review, community input, and adjustment. A comprehensive plan for engaging the college community in the assessment and planning cycles and in the development of subsequent NWCCU reports has been formed to assure a broad-based and inclusive process. The District is fully prepared for the next steps in this accreditation self-study. The process of reviewing the mission, institutional outcomes, and the benchmarks for success has furthered our commitment to our students and our community, and helped us think more strategically about mission fulfillment and action.