

Pierce College District



YEAR 3 SELF-EVALUATION REPORT

Prepared for the Northwest Commission on Colleges and Universities **October 2019**

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INTRODUCTION

Fifty-two years ago, Pierce College opened life-changing possibilities for students out of a makeshift classroom in Lakewood, WA. Today, the District encompasses two colleges: Pierce College Fort Steilacoom (PCFS) and Pierce College Puyallup (PCP); 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. 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 2018-19 academic year, Pierce District enrolled 15,687 students (unduplicated headcount) across all program areas and locations, generating 8,389 full-time equivalent students (FTE). Of these, 56% were enrolled in an academic transfer program, 34% a professional/technical degree or certificate program, 4% in basic skills courses, and 6% in courses for personal interest.

A governor-appointed Board of Trustees provides oversight for the District. The Board supervises the District chancellor and CEO to whom two college presidents report. Pierce District is accredited as a single entity, with the most recent seven-year comprehensive visit in October 2016. The Year 7 visit concluded with one comprehensive commendation and two recommendations; NWCCU deemed the recommendations were resolved in their February 2018 letter to the District.

CHANGES SINCE THE 2016 YEAR 7 REPORT:

New Leadership: We have welcomed two new college presidents:

Darrell L. Cain, Ph. D. joined as president of PCP in July 2018. Dr. Cain previously served as vice chancellor of student affairs at Ivy Tech Community College. He has spent the last 15 years in leadership roles at community and technical colleges around the country.

Julie White, Ph. D. joined us in July 2019 as PCFS president. Dr. White previously served as senior vice president of student engagement and learning support at Onondaga Community College. She has spent the past 25 years in higher education, with roles in student services, academic administration, research administration, and women's services.

Aspen Institute National Recognition: PCFS, a finalist for the 2019 Aspen Prize for Community College Excellence, was recognized with a Rising Star award for dramatically improving student outcomes, designating Pierce as one of the top 5 community colleges in the nation. Pierce was honored for improved student retention and completion over time (59%, nearly 20 percentage points above the national average,) a commitment to equitable outcomes for students, service to military students and their families, and a dedicated focus on helping all students overcome obstacles. "At every turn, Pierce College identifies and lifts barriers that stand in students' way," said Joshua Wyner, executive director of the Aspen Institute's College Excellence Program. "By enacting comprehensive reforms – and measuring impact every step of the way – Pierce has improved student success at a remarkable rate." The \$100,000 Aspen prize was donated to the college foundation's Student Success Grant Campaign in order to further support the needs of students.

Elevating Student Success: Pierce continues to make improvements in support of student learning and success. Fall-to-winter retention rates have increased by 5.6% since 2010 (to 85.1%), while fall-to-fall retention rates have increased by 17.5% (to 60.4%). Moreover, three-year degree and certificate completion rates have increased 93.5% since 2010 (to 36.2%).

Clarifying Career Pathways: Following participation in AACC's first Guided Pathways cohort, Pierce has implemented Career Pathways, streamlining the student experience, focusing students on their next steps, and bringing transparency to their educational journey. Co-requisite models in both English and math are also assisting students in on-time completion.

Increasing Supports for Students: Pierce now collaborates with the Pierce County Mobile Food Bank to host the Nourish food truck, a large semi-truck converted into a mini grocery store filled with fresh fruit, veggies, frozen meats and a variety of canned goods, one day per week on each campus. Any student, staff, faculty or community member facing food insecurity is welcome to visit.

Serving Students in Underserved Areas: Pierce is partnering with Bethel School District to provide college courses in the evenings at Graham-Kapowsin and during the day at Spanaway Lake high schools. This program serves both Running Start students and returning adults who have location and transportation challenges..

Adding Degree and Employment Opportunities: Three in-demand Bachelor of Applied Science (BAS) programs have been added: Homeland Security Emergency Management, an online program that serves Pierce students as well as students from several collaborating colleges; Applied Business Management; and Fire Service Leadership and Management (pending NWCCU approval.)

Receiving Accolades from the State Auditor: Pierce was recognized with the 2016 Washington State Auditor's Stewardship Award. This honor is granted in recognition of a college's outstanding accomplishment in stewardship of public resources as it pursues the shared goal of government that works better, costs less, and earns greater public trust.

Serving Asian American and Pacific Islander Students (API): Thanks to a \$1.5 million federal AANAPISI grant designed to serve API students, Pierce launched ASPIRE, a program of enhanced support services to help students reach their goals and navigate college systems. The program, located at PCFS, offers students access to ASPIRE STEM Center's tutoring services focusing on science, technology, engineering and math. ASPIRE hosts workshops in financial literacy and provides students with support applying for scholarships, financial aid, transfer, and more.

MISSION

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

CORE THEMES



INDICATORS OF ACHIEVEMENT

Objectives are evaluated using meaningful, assessable, and verifiable benchmarked indicators of achievement. Multiple metrics inform the indicators of achievement measuring each core theme.

Conceptual Framework
For Mission Fulfillment



Figure 1: Conceptual Framework for Mission Fulfillment

Part I: Overview of Institutional Assessment Plan

Introduction

Pierce's mission guides the work of the District and forms the foundation for all actions. Pierce's key goal is mission fulfillment. To achieve that, the college engages in ongoing, systematic and evidence-based assessment of its work and accomplishments. The comprehensive institutional effectiveness process enables the Pierce community to analyze strengths and challenges toward mission fulfillment.

The Board of Trustees approved the college mission and five Core Themes in 2011, affirming that Core Themes holistically measured mission. The mission and five Core Themes were re-evaluated following the 2016 NWCCU comprehensive visit; Core Theme Positive and Diverse College Environment was changed to Equity, Diversity, and Inclusion. The mission and new Core Themes were affirmed by the Board in 2017.

Assessing Mission Fulfillment

The mission is measured wholly and effectively through our institutional assessment process. Since 2009, Pierce has published a biennial *Institutional Effectiveness (IE) Report* (On-campus Exhibit 1) that provides a comprehensive analysis of each metric within Core Themes, telling our story of mission fulfillment, and providing a framework for further action, planning, and resource allocation. The Scorecard (Figure 2) is a featured element of the IE Report, serving as a visual representation of how well we are meeting mission.

Mission fulfillment is defined in Board policy as satisfying a minimum of 70% of scorecard indicators of achievement across all Core Theme measures. Each Core Theme is comprised of three objectives informed by multiple indicators of achievement and specific metrics. For 2019, Pierce has met or exceeded 93% of the objective indicators identified, surpassing the Board-designated threshold of 70%. This is a slight increase of 1% over the 2016 scorecard, and 10% increase compared with 2014.

Institutional Effectiveness Process

The IE process steers the comprehensive strategic plan into action steps and ties results back to mission. Pierce has had a formal institutional effectiveness process since 2007, when the first IE Committee convened. The process has been strengthened in intervening years through multiple IE cycles to ensure mission fulfillment.

The IE Committee works with the Pierce 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 and IE Report;
- Review student and employee surveys that underlie metrics in the IE Report;
- Recommend areas of focus to district leadership.

Institutional Effectiveness Report and Scorecard

The IE Report serves as a comprehensive assessment tool designed to evaluate mission fulfillment as demonstrated through 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 through the analysis of objectives, indicators and their underlying metrics.

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	Standards Met	Educational Goals	Business and Industry	Pathway and Career		
	Support Services	Standards Met	Student Feedback				
	Equitable Enrollment	Attention Area	Student and Service Area Demographics	Enrollment of Low Income Students			
EXCELLENCE	Department and Program Outcomes	Standards Met	Non-Instructional Departments	Grade Distribution	Instructional Programs		
	Institutional Viability	Standards Met	Fiscal Health	Planning	NWCCU		
	Employee Learning and Development	Attention Area	Employee Feedback	Professional Development Plans			
CONTRIBUTION TO THE COMMUNITY	Partnerships and Collaboration	Low Attention Area	Educational Pathways	K-12	4-Year Colleges and Universities	Contracts	Advisory Committees
	Recognition of Value	Standards Met	External Feedback and Visibility				
	Economic Development	Standards Met	Basic Skills Education Impact	Workforce Education	Transfer Education Impact		
EQUITY, DIVERSITY, AND INCLUSION	Infrastructure	Standards Met	Buildings and Grounds	Classroom Technology	Campus Safety		
	Shared Governance	Low Attention Area	Decision-Making				
	Inclusive Engagement	Attention Area	Climate	Commitment	Employee Diversity		
STUDENT LEARNING AND SUCCESS	Educational Momentum	Low 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 Employment Success	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 2: Institutional Effectiveness Scorecard

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 "standard met" (green) to "immediate action needed" (red). Thus, indicator standard attainment is visually demonstrated on the scorecard with a green or green/yellow rating. Historical or benchmark data serves as the baseline for evaluating progress. The Scorecard also serves as a primary tool for evaluating progress on the strategic direction of programs and services that have risen to the level of "mission critical" and are included on the Scorecard for monitoring. As part of the planning process, indicators of achievement and metrics are evaluated and updated on a biennial basis.

Monitoring

The Board monitors mission fulfillment through monthly reports and updates on key objectives and metrics as well as the biennial IE Report and Scorecard. The Board uses these tools and other data to develop their annual goals. Along with the monthly monitoring report, the District highlights at each Board meeting an activity, program, or service that illustrates and supports the metric, demonstrating mission fulfillment in action. This highlights to Trustees how the experiences the college creates are assisting students in learning and success, and in improving the measure. It also validates measures, demonstrating that they indeed assess what is important to student success and the direct tie to mission.

Planning

At Pierce, the comprehensive Strategic Plan and Core Theme planning (Appendix 1) are one and the same. Core Themes collectively define mission fulfillment; 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 (Appendix 1: Core Themes and Objectives.) This approach provides a strong, direct focus on mission throughout planning and evaluation processes. A wide variety of tools and resources are used in both our assessment and our planning, providing us with broad and reliable evidence (Appendix 2: Data Tools Used in Planning.)

Connection to Budget

Pierce's Budget Planning begins with a Budget Values and Principles document (Appendix 3) which evolves each year to reflect external demands, 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 budget proposals and evaluates requests against institutional priorities and outcomes as defined by Core Themes. Once developed, a budget recommendation is presented to Cabinet, who determines whether the proposed budget adheres to values and principles; if so, Cabinet recommends the budget to the Chancellor for presentation to the Board of Trustees for final approval.

Using this "Core Theme" lens, the Budget Team makes recommendations for funding action proposals that respond to identified priorities and move us closer to mission. Departments are asked to release some funding each budget cycle to shift budget from lower priority or less effective work to fund new proposals or expand successful initiatives. 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.

Mission Elements Illustrative of Core Themes

Mission Element 1:
Create Quality Educational Opportunities

Core Theme: Access
The community Pierce College serves will have access to comprehensive educational offerings and support services.

Core Theme: Excellence
Pierce College will assure quality and continuous improvement in all endeavors.

Core Theme: Contribution to Community
Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.

Mission Element 2:
For a Diverse Community of Learners

Core Theme: Equity, Diversity, and Inclusion
Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.

Mission Element 3:
To Thrive in an Evolving World

Core Theme: Student Learning and Success
Students will experience quality, relevant learning that maximizes their potential for success.

Figure 3: Mission Elements Illustrative of Core Themes

Broad Involvement in Mission Fulfillment Assessment:

Many stakeholders, committees, shared governance councils, and teams are engaged in assessment and mission fulfillment efforts (Appendix 4: Shared Governance Roles in Assessment.) The diverse composition of these groups also speaks to the validity and broad comprehension by the college community of Core Themes and their measures.

A key tool that assists in building understanding among these diverse teams is an extensive array of Tableau dashboards) used regularly by faculty, staff, and administrators for information and decision-making (Appendix 5: Tableau Dashboard Description and Samples.) Real-time dashboards have been developed for key institutional metrics such as course completion rates, grades, retention, and graduation rates. Dashboards have extended and strengthened assessment abilities across the District and have significantly improved evidence-based decision-making at all levels. They “democratize” Pierce’s data, encouraging all employees to engage deeply and authentically connect to the Scorecard and Mission Fulfillment efforts.

Validity of Core Themes and Objectives

Pierce’s thorough IE process ensures that the District has valid and effective Core Themes and objectives that individually manifest essential elements of mission and collectively encompass the mission and sustainability of the college (Figure 3.)

Satisfaction with Scorecard Measures

Metrics for each Core Theme were reviewed in 2017. Following completion of the Year Seven accreditation process, the IE Committee took the opportunity to inventory and critique indicators and metrics used to measure Core Themes and mission. This resulted in renaming one Core Theme and revising each of the 15 objectives that measure and define our five Core Themes.

Positive and Diverse College Environment was renamed to Equity, Diversity, and Inclusion due to the focus on equity and inclusion that began with Achieving the Dream work in 2014. This change was an evolution of understanding of what a positive environment was: one centered on equity and inclusion for all students and employees. Existing objectives that support evaluation of Equity, Diversity, and Inclusion were restructured, as well as new metrics were developed to ensure achievement of this goal and critical Core Theme.

Major updates were made to our climate measures for Equity, Diversity, and Inclusion (EDI) and Employee Learning and Development (ELAD). The IE Committee also made recommendations on the addition, modification, or omission of measures and indicators during a full-day retreat in summer 2018. The goal was to ensure authentic inclusion of pathways, EDI, and other measures reflecting current strategies across Core Themes. In considering input from across the District, the IE Committee recommended changes that would strike a balance between maintaining measures for tracking longitudinal change, as well as adding new measures to accurately reflect current priorities in mission fulfillment. As previously mentioned, the Board of Trustees approved the new Core Theme and objective language in 2017.

Continuous Improvement as a Result of Year 7 Report and IE Report

Following analysis of the 2016 Institutional Effectiveness (IE) Report and Scorecard, the District actively engaged in its regular planning and budget processes in order to strengthen our results for 2019. The Core Theme Planning Model (Appendix 6) illustrates how planning for the achievement of Core Themes was at the center of budget and departmental planning processes in 2017-19. This integration assures that we are addressing the District's top priorities in direct and meaningful ways. We also elected to change the publication date of the IE report from its scheduled date of 2018 to 2019 for two reasons. First, we wanted to capitalize on the release of the Guided Pathways focused modules that were to be a component of the 2018 SENSE and CCSSE national surveys. By doing so, we could receive student feedback from the surveys on this important intervention during an IE reporting year, and align with other relevant data to generate a more complete picture of student success with Guided Pathways. Second, shifting by one year ensured that an IE Report would be completed in 2023, which parallels our Year Seven report and visit.

Part II: Examples of Mission and Core Theme Operationalization

Example 1: Outcome Assessment Process

Institutional Outcomes Assessment Overview

Each degree and certificate program is guided by clear and assessable learning outcomes. Consistent with the Core Theme of Student Learning and Success, these outcomes were developed to prepare students to thrive in an evolving world and to guide course development and assignment design. As illustrated on the IE Scorecard (Figure 2) data collected for outcome assessment are associated with the Learning Outcomes objectives measured within the Student Learning and Success Core Theme. Outcomes are published in the catalog and website and are incorporated in course outlines.

Pierce identifies three types of degree/certificate outcomes:

1. Core Abilities (CA) – All degree-seeking students (e.g. AA-DTA, AAS, BAS, etc.) are expected to attain the aptitudes, skills, and knowledge associated with five Core Abilities: Critical, Creative, and Reflective Thinking (CCRT); Effective Communication (EC); Information Competency (IC); Multiculturalism (M); and Responsibility (R). Definitions for each CA are provided in Appendix 7.
2. Fundamental Areas of Knowledge (FAK) – Graduates whose programs include a general education curriculum (e.g. AA-DTA, BAS, etc.) are expected to have developed a broad foundation of aptitudes, skills, and knowledge in the five Fundamental Areas of Knowledge: Communication, Humanities, Social Sciences, Natural Sciences, and Quantitative and Symbolic Reasoning. Definitions for each FAK are provided in Appendix 7.
3. Program Outcomes (PO) – Professional/Technical program graduates are expected to attain subject matter aptitudes, skills and knowledge essential for excelling in their field of study. Faculty have articulated these as program outcomes that are collaboratively developed and reviewed by the program's faculty and Advisory Committee. Advisory Committees are comprised of local subject matter experts (e.g. employers, industry professionals, etc.) who volunteer to ensure that degrees/certificates offered by a Pierce College Professional/Technical program are of value to the field and facilitate upward career mobility for graduates. Program outcomes for the associate in veterinary technology are provided as an example in Appendix 7.

Assessment Plan and Program/Discipline Review

Pierce College's Institutional Learning Outcomes Assessment Plan (Appendix 8) provides the framework for monitoring student attainment of learning outcomes. It sets the stage for implementing innovative interventions that address identified gaps in students' attainment of degree-defined knowledge, skills, and abilities. Pierce's assessment plan is a multi-layered process for quality management of student attainment of course, program/discipline, and institutional-level learning. Under the purview of the Learning Council, the Outcomes Team is responsible for managing the development, implementation, and assessment of the plan.

The Program/Discipline Review process is comprised of three sections: analysis of learning outcomes; examination of course metrics using Tableau dashboards; and evaluation and development of goals and resources, which includes resource requests that develop out of needs identified in the first two sections of the review. The Outcomes Team and deans provide feedback on annual reviews to each program/discipline. The Outcomes Team also identifies common themes across reviews and uses that information to propose institutional goals. Those institutional goals and subsequent institutional progress on achieving those goals are reported in the Institutional Learning and Assessment Portfolio (ILAP) (on-campus Exhibit 2.) The ILAP is

completed at the conclusion of each three-year assessment cycle. The ILAP is presented to Learning Council who approves a plan for achieving the recommended goals; and resource requests are then forwarded to the appropriate dean/administrator for action.

Evaluating and Updating the Assessment Processes

The Institutional Learning Outcomes Assessment and Program Discipline/Review process has progressed significantly since 2014. The 2011-2014 Institutional Assessment Plan was focused on individual faculty assessment of Core Abilities and FAKs with a summative evaluation by the Outcomes Team. This original design of degree outcomes assessment was lacking the richness of departmental discussion, as well as any planned or logical agreement on which Core Abilities were being assessed. Faculty independently selected which degree outcomes to assess, as well as course(s) in which they were assessed. Discipline/Program Review had been a cumulative three-year report completed by departments on Assessment Day (On-campus Exhibit 3: Sample Program/Discipline Assessment Plan and Program/Discipline Review.)

The 2015–2022 Assessment Plan was designed to address those process barriers. Using information gathered during faculty roundtables, the Outcomes Team developed, and Learning Council approved, an annual approach to facilitate sustained conversations about assessment and student attainment of degree outcomes while also giving departments extensive influence and disciplinary perspective on the work. By completing these reviews annually (rather than once every three years), programs/disciplines can reflect on Core Abilities, Fundamental Areas of Knowledge, and Program Outcomes as they are assessed, providing optimal opportunities for insight, depth, and recalibration by distributing the elements over the course of each three-year period. We chose a three–year model in order to provide two cycles of data for each seven-year accreditation period.

To begin the new process, faculty from each program/discipline created a three-year assessment plan, identifying optimal degree outcomes and ideal courses in which to assess student attainment of these outcomes (Figure 4.) Using key data and indicators uncovered from assessment of student work and student performance in the Course and Assessment Tool Dashboard (Figure 5), this structure meant faculty could identify and discuss areas of their curricula that were most problematic for students, where norming would help with consistency of interpretation, and where their analysis could have the most meaningful impact on student learning. While plans were unique to each program/discipline, the framework was designed by the Outcomes Team and, thus, each plan follows common elements facilitated with the use of a template (Appendix 9: Program/Discipline Review Template.)

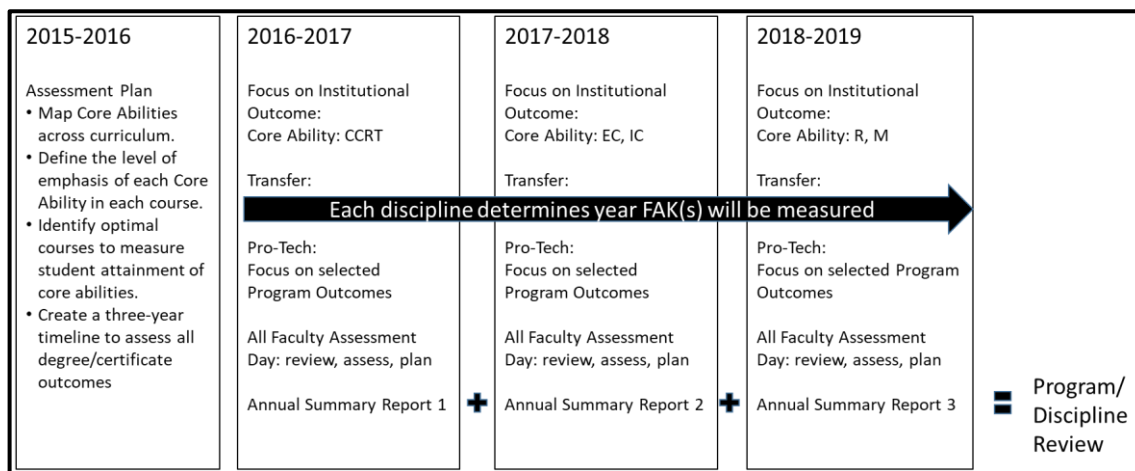
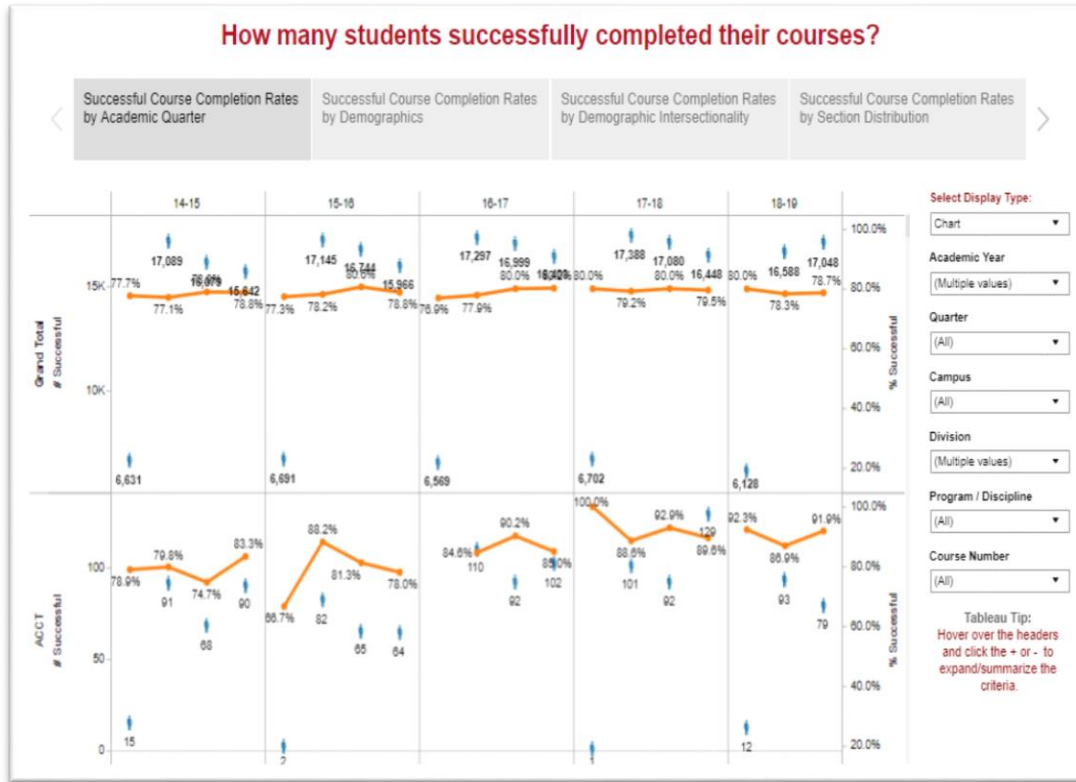


Figure 4. Three-year cycle to assess learning outcomes and complete a program/discipline review.

Course Assessment Tool: Data into Action



Find data related to Enrollment, Course Success, and Grade Distributions here.

Selection Criteria include Academic Year/Quarter, Campus, Division, Funding Source, Program/Discipline, Course Number, Item Number, Time of Day, Modality, Course Type, Placement Level (English, Math, and Reading), AtD Cohort, Census Race, Instructor status, and Instructor name.

Course Enrollment by Selection Criteria, Academic Year/Quarter and Intersectional Demographics.

Grade Distribution by Selection Criteria, Average Decimal Grade or GPA, Decimal Grade, Letter Grade, and Intersectional Demographics.

Successful Course Completion by Selection Criteria, Academic Year/Quarter, Intersectional Demographics, and Section Distribution.

Gateway Course Selection by Selection Criteria, Enrollment and Course Completion.

Dashboard In Action: While providing faculty access to real-time student success data was the first step in understanding student experience and equities, it is through faculty active engagement with the data and goal setting that student success gaps are to be realized and addressed at a global level. To build a culture around accessing and discussing the data, the program/discipline review was designed to include the use of the Course Assessment Tool (CAT) Tableau dashboard. Faculty use the CAT dashboard to examine course enrollment, successful completion, and grade distribution trends for either gateway courses (high enrollment and low successful completion) or courses in which they examined for student achievement of degree outcomes. The review template provides detailed instructions on how to navigate the dashboard as well as prompts to facilitate deep thinking about the meaning of the data and creating next steps to address equity and learning gaps.

For example, during an annual review the English department saw that students of color in Composition I courses had significantly lower success rates than white students. This data finding prompted the faculty to reevaluate and update the course's student learning outcomes, create rubrics to standardize faculty expectations for the course outcomes, and provide norming sessions to build faculty consensus around expectations for outcome achievement.

Figure 5: Course Assessment Tool in Action

Each year, emphasis is placed on specific degree outcomes of the assessment plan. The common focus of the new process aids faculty in enhancing student learning both within and across programs/disciplines; and it brings consistency and depth to the process. Pierce added a contract day dedicated to assessment in 2012 and will add a second in 2020, affording faculty with additional time and support for focused, collaborative work.

Shifting the process from “individual work” to faculty working together as a team was central to the update. This has resulted in: increased consensus regarding course outcome definitions and expectations; integrating improvements across all course sections and/or courses in a program/discipline; and deeply examining the development of learning through a course series.

The 2018 – 2019 academic year marked the conclusion of the first three-year cycle of assessing all degree-level outcomes. With 43% of courses addressing the Critical, Creative, and Reflective Thinking core ability, it was collected at the highest rate (Table 1). The new process also resulted in significant increases in the number of samples collected for the other Core Abilities (Table 2).

Table 1. Distribution of Core Abilities across Credit-Bearing Courses. Data are presented as total number of courses associated with each Core Ability and percentage of total courses associated with each Core Ability. Pierce College has a total of 972 credit-bearing courses.

Core Ability	Number of Courses	Percentage of Total Courses
CCRT	420	43.2%
EC	260	26.8%
IC	214	22.0%
M	160	16.5%
R	235	24.2%

Table 2. Change in Core Ability Assessment Sample Numbers between Assessment Plans.

Assessment Plan	Core Ability				
	CCRT (no. samples)	EC (no. samples)	IC (no. samples)	M (no. samples)	R (no. samples)
2011 - 2014	1643	536	286	99	435
2015 - 2022	1963	1553	1267	1061	897

Core Abilities

Faculty are actively engaged in the comprehensive review of Core Abilities. In 2018-19, the focus was on the Multiculturalism and Responsibility Core Abilities, with faculty working across departments to discuss needed changes to titles and definitions. In fall 2019, the Outcomes Team will present their findings and move forward recommendations to Learning Council. The same process will be employed for the review of CCRT during the 2019-20 academic year, and EC and IC during the 2020-21 academic year.

Program/Discipline Review – Themes and Analysis

In 2017-18, analysis of program/discipline reviews suggested that faculty teams needed additional support with setting goals and defining their resource needs. To provide guidance on goal-setting, the reporting template used in 2018-19 was updated to encourage categorization of goals by the following areas: assessment, curriculum, academic process, and other. This modification resulted in some goal-setting

improvements, however further development is still needed, specifically in tying data analyses together with goals that are being set. Overall, the transition to collecting, assessing, and evaluating student learning data as a team rather than as individuals is positive. Moving into 2019-20 --the fourth year of the process to improve the assessment cycle--faculty are familiar with the new assessment plan and team analysis model and are now more primed to hone skills on goal-setting and execution. The Outcomes Team is revising the template to reflect this intent.

A sample of other themes that emerged includes:

- Faculty are deeply reviewing pedagogical methodology and adjusting curriculum based on findings from Tableau data on completion, success, equity, and other important elements.
- Faculty expressed the need for more funding for professional development so they can update their disciplinary knowledge by attending major conferences, including funding for adjuncts.
- Faculty are requesting additional in-house professional development offerings on topics like OER, data interpretation, universal design, and assessment, including for adjuncts.
- Faculty are increasingly seeking to norm rubrics and make their assessments more consistent across the District out of a desire for appropriate rigor.
- Full-time faculty desire inclusion of adjuncts in department meetings/discussions.

LEARNING ANALYSIS

The 2019-20 ILAP will be completed in September and presented to Learning Council along with recommendations for action in October (On-campus Exhibit 2.)

Part II: Examples of Mission and Core Theme Operationalization

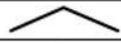
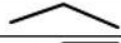




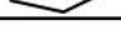
Example 2: Improving Teaching/Learning through Action-Based Research

Overview

At the heart of Pierce's vision, mission and values is Core Theme V: Learning and Student Success. This central measure addresses the quality of the overall student learning experience, including effectiveness of academic preparation for graduates transferring to a four-year institution, preparing directly for the workforce, or gaining basic skills to enhance their overall quality of life with potential progression to college-level coursework. Retention and Persistence is one of the key objectives that measures this Core Theme. It is monitored through several indicators of achievement, most significant of which is successful course completion rate, which is also a strong predictor of progress in other indicators of achievement associated with this objective.

Pierce uses Tableau so that employees can monitor completion rates in real-time. From 2016 to 2018, fall completion rates in all college-level courses have hovered around 79%. While the overall college-level course completion rates are impressive, further examination of data by demographic groups reveals that there are key equity gaps, with the largest equity discrepancies noted for single parents and African America students (Table 3).

Table 3. Successful Course Completion Rates (percent) from 2016 – 2019. Completion rate is the ratio of number of successful course completions to number of enrollments. Successful course completion is defined as a grade of 2.0 or greater or a letter grade of P (pass) or S (satisfactory). Equity difference is calculated as the difference between the successful course completions for each three-year demographic group average to all college-level course completion rates.

All College Level Course Completion - 3 years				Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018	2016-2018
	% Successful	% Successful	% Successful	% Successful	% Successful	% Difference
All	78.6%	79.8%	78.6%	79.0%		-
Female	80.6%	82.0%	80.2%	80.9%		2%
Male	75.3%	76.1%	76.1%	75.8%		-3%
Pell	76.1%	77.4%	78.4%	77.3%		-2%
Students of Color	74.5%	75.2%	74.3%	74.7%		-4%
First Generation	77.0%	78.4%	77.8%	77.7%		-1%
African American	70.8%	71.3%	72.2%	71.4%		-8%
White	79.3%	80.7%	80.3%	80.1%		1%
Single Parents	73.2%	72.7%	73.8%	73.2%		-6%

Understanding the research links between effective pedagogy, student learning, belonging, and retention/completion, Pierce created the Targeted Skills Programs: Targeted Skills Training 1 (TST1) and Targeted Skills Training 2 (TST2) (Appendix 10). These programs are contractual opportunities for tenured faculty to engage in year-long professional development experiences and receive a promotional salary increase by attending structured trainings and completing an action research project for each program. Both programs use a cohort model. The TST1 program is a competitive program open to all tenured faculty. Upon successful completion of TST1, faculty are eligible to apply to the TST2 program.

The TST1 program includes a four-day summer training seminar and a year-long individual or team action research project that centers on engaged learning. The TST1 program started in fall 2012. From 2015 – 2018 a total of 26 tenured faculty members have completed the program.

For the TST2 program all faculty participants explore the theme of equity, diversity, and inclusion. The training includes an initial three-day Summer Retreat, followed by two sessions per quarter during the academic year. The fall 2017 marked the start of the TST2 program. Ten tenured faculty completed the TST2 program.

For both TST1 and TST2 programs, summer retreats are designed to support faculty in exploring and self-reflecting on their strengths and growth areas related to the targeted theme. Self-reflection is used as the foundation by faculty to identify a learning or student success concerns or gaps. From this retreat, faculty develop their action research project, for which they investigate research related to their identified learning or student success concern, define an intervention to address the problem, determine measures for success, implement the project, and reflect upon the project outcome. Each program culminates with a final report and presentation to the respective cohorts detailing the results, knowledge, and skills gained while conducting the project, and self-reflection about both student experience and one’s own learning.

Improving Course Completion, Retention, and Learning – Themes and Analysis

Qualitative analysis of the 22 TST1 and ten TST2 reports identified five primary themes and two secondary themes across the action research projects:

1. Connecting in the online environment
2. Contextualizing learning; *includes two secondary themes:*
 - i. Application to the field
 - ii. Build a sense of belonging
3. Providing multiple methods for students to demonstrate learning
4. Reinforcing content
5. Improving learning transparency

Several of the projects examined multiple primary themes. Twelve of the 36 research projects infused contextualization of course content to improve student learning and success. Course contextualization occurred in one of two formats: 1) purposeful instruction and practice of content in relation to how information is used in the field; and 2) helping students build a sense of belonging to the content by infusing content, practice opportunities, and assessments that connects to students' lived experiences. In ten of the projects there was a focus on incorporating additional tools or strategies to reinforce student learning of content. Four of the projects worked on using resources to foster student connections with their instructor or advisor in an online environment. Transparent assignment design was explored in seven of the projects and four projects examined the impact of giving students choice in demonstrating their achievement of course outcomes.

Across the projects, student surveys suggested that regardless of the intervention implemented, students felt more connected with their learning. Many projects resulted in improvements in the number of students completing assignments, individual assignment grades, and overall successful course completion. Faculty often reported a feeling of being more reflective and empowered to continue their work to enhance learning and student success. Over the next four years, Pierce will focus on disseminating best practices developed in the TST1 and TST2 programs supporting adoption across instruction. Pierce anticipates that by moving implementation of the TST1 and TST2 best practices from a small subset of faculty to broad representation across the District, the course completion gaps across demographic groups will be reduced, including those for single parents and African American students. The college will continue to monitor and disaggregate data as this work progresses. Appendix 11 contains abstracts of several projects. Samples of complete reports will be available on exhibit (On-Campus Exhibit 4– Sample Targeted Skills Training Reports.)

Part III: Year Seven Action Priorities

The District's success in meeting mission fulfillment as demonstrated through our assessment process is strong evidence that we are on track for our year seven NWCCU evaluation. In 2016, we met 92% of our indicators, and in 2019 increased that to 93%, even after adding more direct measures of our work. This pattern, along with 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.

We have robust assessment methods; they are integrated into District processes; we are moving the needle and making an impact. The District:

- takes mission and Core Theme planning seriously, and has an extensive and highly functional, 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.

Continuous Improvement

Given our strong commitment to evidence-based practice and continuous improvement, several areas of focus will strengthen our efforts over the next four years. These include:

1. Applying Learning from the Institutional Capacity Assessment Framework and Achieving the Dream

Coaching: Pierce uses Achieving the Dream's (ATD) Institutional Capacity Assessment Tool (ICAT), an expanded model for improving student success, into our planning and assessment. The ICAT is an additional way to evaluate 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 results and used them to reaffirm action and budget priorities, and to provide feedback to ATD on the tool itself.

Pierce now regularly uses the final version to assess our capacity to achieve mission. Results assist us in planning professional development and determining budget priorities.

The District elects to pay for two visits annually from our Achieving the Dream coaches. They provide thoughtful, meaningful feedback regarding next steps in the work. We will benefit from eight additional coaching visits before our Year Seven visit and self-study.

2. Applying Learning from the Aspen Prize Process: The Aspen Prize process was comprehensive and rigorous. In addition to an internal self-reflection, Pierce looks forward to receiving a written assessment from Aspen. More recently, the college beta tested a new tool co-developed by Aspen and the Rockefeller Philanthropy Advisors, the



Institutional Transformation Assessment (ITA), that is intended to assist in evaluating college readiness for change. The survey was administered to 46 employees and measured progress from diverse perspectives areas identified as key to transformational change: digital learning, student services, developmental education, pathways, leadership & culture, strategic finance, institutional research, information technology, and policy.) Facilitators from Aspen led a debrief with a stakeholder group that helped in generating new campus-wide perspectives and identifying actions that held potential for improvement. Pierce looks forward to using this tool to understand and act on any gaps.

3. Learning from the Examples in Section 2: The Learning Council and Outcomes team will further analyze the learning from examination of Action Research and Program/Discipline review explained in this report.

4. Measures that are Yellow or Yellow/Green in the 2019 IE Report Scorecard: The report will be analyzed by the IE committee in October 2019 and priorities will be recommended to the Executive Team. The normal planning and budgeting processes described in this report will be fully implemented to determine the most strategic course of action for each element in the Scorecard (Appendix 6: Core Theme Planning Model.)

5. Challenges Identified in the 2016 Year 7 Self-Study: In the 2016 Self-Study, six challenges were outlined that remain key to future success; two were related to the college's assessment plan:

- a) Improve systematic collection of data for enhanced assessment of instructional and educational effectiveness.
 - Develop additional and enhanced direct assessments for student services department units, particularly related to Career Pathways and the student journey.
- b) Strengthen 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.
 - Review of Core Abilities

6. College Spark Guided Pathways Grant and Coaching

Pierce is fortunate to be one of ten Washington community colleges to receive funding from College Spark to implement Guided Pathways. In addition to \$100,000 for 5 years, Pierce benefits from defined metrics and benchmarks, statewide institutes to learn from the other colleges, and two coaches that help us analyze and improve.

Conclusion

While we are satisfied with our current mission fulfillment, assessment, and strategic planning processes, Pierce is an institution that is never at rest with improvement and growth. We consistently evaluate current services, programs, and strategies for where we can improve student experience and success and evaluate new ideas that hold potential. The district is confident, however, that current processes will yield a solid demonstration of mission fulfillment and an even more improved IE process and product as it, and our learning, evolve over the next three years.

Appendices

1. Core Themes and Objectives
2. Data Tools Used in Planning
3. Budget Values and Principles Document
4. Shared Governance Roles in Assessment
5. Tableau Dashboard Description and Samples
6. Core Theme Planning Model
7. Core Ability, Fundamental Areas of Knowledge, and Program Outcomes Definitions
8. Institutional Learning Outcomes Assessment Plan
9. Program/Discipline Review Template
10. Targeted Skills Training 1 and 2 Descriptions
11. Targeted Skills Training Sample Faculty Action Research Summaries



Pierce College Core Themes and Objectives

Core Theme 1: Access

The community Pierce College serves will have access to comprehensive educational offerings and support services.

1. Learning opportunities will align with students' educational and career goals, and will be consistent with workforce needs.
2. Students will have timely access to the support services they need to accomplish their educational and career goals.
3. We will engage with, and equitably serve, our diverse communities.

Core Theme 2: Excellence

Pierce College will assure quality and continuous improvement in all endeavors.

1. Departments and programs will meet or exceed their stated outcomes.
2. We will meet the requirements for accreditations, fiscal viability, compliance measures, and other elements necessary to sustain our work.
3. We will provide, and employees will engage in, learning and development opportunities that contribute to mission fulfillment.

Core Theme 3: Contribution to Community

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

1. We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community.
2. Our community will recognize Pierce College's value and impact.
3. We will support economic development within our community.

Core Theme 4: Equity, Diversity, and Inclusion

Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.

1. Our infrastructure will foster positive teaching, learning, and working opportunities.
2. Employees and students will be engaged in, and support, shared governance.
3. We will engage students, employees, and community members in culturally responsive ways that respect human dignity and lead to equitable, inclusive experiences.

Core Theme 5: Student Learning and Success

Students will experience quality, relevant learning that maximizes their potential for success.

1. Students will make timely progress toward their educational and career goals.
2. Students will achieve institutional and programmatic learning outcomes.
3. Students will be successful when they transfer for further education or move directly into the workforce.



Data Tools Used in Planning Processes

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 Lutheran 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

2019-2020 Budget

Pierce College District Budget Values and Principles

Board Policy Interests

- The budget aligns with the district's Vision, Mission and Core Values.
- The budget aligns with the district's Core Themes.
- The budget supports student success as evidenced by multiple indices including qualitative and quantitative data.
- The budget supports employee success by providing resources for professional development opportunities.
- The budget responds to or anticipates external factors specific to each budget development cycle.
- The budget positions the district for long-term financial stability and maintains reserve funds to deal with emergencies or unanticipated expenses.

Institutional Priorities

- Protect the quality of our diverse students' Pierce College experience. Ensure academic standards and excellence, while striving to provide equitable levels of access to programs and services.
- Develop methods to promote innovation and transformative changes, such as educational pathways, that will improve or preserve students' opportunities to be successful.
- Identify beneficial new partnerships and develop alternative means of generating revenue and resources, such as actively seeking opportunities to collaborate and coordinate programs and services among private and public entities in Pierce County, statewide, nationally, and internationally.
- Align resources to strategically manage all enrollment, including achieving the district's state-funded FTE enrollment target.
- 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.
- Prioritize the schedule of offerings according to degree outcomes and student needs. Preserve, when possible, each unit's core courses, programs, and services.
- Align resources to promote organizational effectiveness and efficiencies through equitable, diverse, and inclusive strategies and processes.
- Fund recurring expenses using ongoing sources of revenue, rather than using one-time monies. Exceptions may be made for one-time funding requests that are anticipated to generate revenue or cost savings in future years (e.g., "seed program" funding).

Expectations of Ourselves

- We will conduct ourselves as a community of learners working within a shared governance framework, while treating people equitably with dignity and respect.
- We acknowledge that student representatives and each employee has a role to play and a responsibility to participate in departmental budget planning discussions, as appropriate. Roles vary based on each employee's and student representative's membership in groups that are given prescribed responsibilities in the budget process. The roles of Eteam, Budget Team, Budget Staff, Cabinet, and Planning Groups are specifically described in budget planning documents.
- We will maintain open, honest, and effective communication across the district, including making budget data available through media such as the district's intranet.
- Each work unit will make its budget request only after carefully considering departmental and institutional outcomes, essential service levels, enrollment trends, program mix, and fill rates, to meet the changing needs of today's students.
- When budget reduction or eliminations are necessary, we will arrive at recommendations in a timely manner through the existing budget process and timelines.
- We will involve and inform programs and individuals who will be directly impacted, as plans evolve, and before making final budget recommendations to cabinet.

District Shared Governance - Assessment and Mission Fulfillment	
<p>INSTITUTIONAL EFFECTIVENESS COMMITTEE (IE) IE reviews measures of mission fulfillment, Core Themes, objectives and indicators of effectiveness. Produces biannual Institutional Effectiveness Report and Scorecard. Based on the report, IE recommends priorities by Core Theme to the Executive Team and shared governance councils who are responsible for assigning the work to departments or committees and provides feedback to IE on progress.</p>	<ul style="list-style-type: none"> •Director of Research, Analytics, & Effectiveness, and co-chair •Vice President, Strategic Advancement and co-chair •Vice President for Workforce, Economic and Professional Development •Classified Staff Union (WPEA) President •Dean of Student & Enrollment Services for Military Programs •Executive Officer for Equity, Diversity, and Inclusion •Director of the Center for Engagement and Learning •Instructional Deans (2) •Director of Employee Relations and Compliance •VP for Learning & Student Success, Pierce College Puyallup •Executive Director, Pierce College at JBLM •Director of Fiscal Services •Faculty Members (4) •Classified Staff (4) •Dean of Student Success •Dean of Enrollment Services and Financial Aid
<p>EXECUTIVE LEADERHIIP TEAM (ETEAM) ETEAM, the chief administrative body of the District, assists the Chancellor in decision-making and leadership/management of the District.</p>	<ul style="list-style-type: none"> •Chancellor and CEO •President, Pierce College Fort Steilacoom •President, Pierce College Puyallup •Vice Presidents, Learning and Student Success (2) •Vice President, Workforce Economic and Professional Development •Vice President, Human Resources •Vice President, Administrative Services •Vice President, Strategic Advancement •Director, Marketing and Communications •Executive Officer, Equity, Diversity, and Inclusion •Chief Information Officer
<p>INSTITUTIONAL RESEARCH OFFICE (IR) IR drafts and publishes the biennial <i>Institutional Effectiveness Report</i>, which presents results of assessing these performance indicators. IR also supports assessment efforts of all departments and programs through collection, analysis, and reporting of data. They design and maintain a broad array of Tableau dashboards, providing access to data for all faculty and staff.</p>	<ul style="list-style-type: none"> •Director, Institutional Research, Analytics, and Effectiveness •Data Solutions Developer/Analyst •Research Associate
<p>COLLEGE CABINET College Cabinet serves as the major policy recommending body of the District, and is responsible for strategic policy development, budget oversight and coordinating the governance system and the councils within that system.</p>	<ul style="list-style-type: none"> •Chancellor, Chair •Presidents (2) •Classified Staff (4) •Faculty (4) •Students (5) •Administrators who are not members of Executive Team (4) •Non-Executive team Co-Chairs of the 5 governance councils (5)

<p>LEARNING COUNCIL (LC) LC develops, reviews, and evaluates plans and sets direction for instructional and student learning support in accordance with vision, mission, values, core abilities, fundamental areas of knowledge, and strategic direction of the District. LC evaluates and makes recommendations for new courses, certificates, and degrees; identifies new instructional and student success directions that align with mission, core abilities, and Core Themes, and formulates and/or updates policies regarding District instruction; and ensures alignment with accreditation standards.</p>	<ul style="list-style-type: none"> •Faculty Members (10 –13) •Dean of Financial Aid and Enrollment Services (1) •Deans of Instruction and of Library/Learning Resources (6) •Dean of Student Success (1) •Vice President for Workforce, Economic, and Professional Development (1) •Outcomes Team Faculty (3), nonvoting •Director of Educational Outcomes and Effectiveness (1), nonvoting •Director of the Center for Engagement and Learning (1), nonvoting •eLearning Representative (1), nonvoting •Instructional Support Liaison (1), nonvoting •Recorder (1), nonvoting •Vice President of Learning and Student Success (1), nonvoting
<p>FACULTY Faculty involvement in the assessment of mission fulfillment extends well beyond their shared governance responsibilities. During the tenure process, faculty, under the guidance of their tenure committee, deepen their ability to critically assess their performance and professional competence regarding quality of teaching and mastery of the discipline; student perceptions, participation in shared governance; mentoring/advising students; professionalism; and role as a community member. The information learned from this critical reflection is the foundation used to create their professional growth and development plan. During the post-tenure process, tenured faculty continue their critical analysis of performance and professional competence, under the guidance of their dean, in order to ensure continued development and execution of three-year professional growth and development plans that support mission fulfilment. At the department level, faculty critically assess student learning and success across the curricula and report that information to the college in the form of an annual program/discipline review. That annual review involves faculty examination of student achievement of learning outcomes and successful course completion data from Tableau Dashboards. A contracted faculty assessment day is provided to support department work on learning and student success. Additionally, the college offers approximately 20 adjunct faculty stipends per year to participate in this work. As a result of faculty feedback on the importance of department-level assessment work, a second Assessment Day will be added beginning in 2020.</p>	
<p>OUTCOMES TEAM The Outcomes Team provides leadership in Pierce’s learning outcomes assessment work. 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 three faculty members chair one of the following committees: Discipline and Program Review; Curriculum Review; and Instructional Policies and Procedures Review. 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.</p>	<ul style="list-style-type: none"> •Faculty (8) appointed through an application process •Director of Educational Outcomes and Effectiveness
<p>STUDENTS Students are engaged members of 4 of the 5 shared governance councils (they do not service on Learning Council by choice) and the cabinet. They also serve on each tenure committee. Students are invited to participate in many additional task forces and committees.</p>	

<p>BUDGET TEAM</p> <p>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.</p>	<ul style="list-style-type: none"> •Executive Team (11) •Classified Staff Union Representative •Faculty Union Representative •Budget Managers (7) •Vice President, Administrative Services •District Fiscal Analyst •Director of Fiscal Services
<p>EMPLOYEE FEEDBACK</p> <p>Employee feedback is key to advancing the District’s mission. A primary method of gathering feedback in a systematic way is through the administration of the Employee Climate Survey. The purpose of the Employee Climate Survey is to gauge and assess employees’ perceptions of and experiences at Pierce College District. This feedback provides valuable data to assist the District in shaping and optimizing its institutional goals, processes and effectiveness. The foundation of the survey is rooted in the key tenets of the District’s mission statement. Ultimately, the purpose of the Employee Climate Survey is to act as one of many resources for strategic planning and decision-making.</p>	<p>All Employees</p>
<p>STUDENT ADVANCEMENT COUNCIL</p> <p>The 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), nonvoting
<p>EQUITY, DIVERSITY, AND INCLUSION COUNCIL</p> <p>The Equity, Diversity, and Inclusion (EDI) Council assists the District in building momentum into supporting specific metrics in the Scorecard, particularly Learning, Access, and Equity, Diversity and Inclusion. They shape policy and assist faculty and staff in developing equitable assessment and general practices across the District. The direction they set for the District is in alignment with the overall vision, mission, objectives, and Core Themes of the District’s strategic Plan.</p>	<ul style="list-style-type: none"> • Executive Officer, Equity, Diversity, and Inclusion (Co-Chair) • District Representative • Vice President, Human Resources • District Affirmative Action Officer • Faculty (3) • Administrative Exempt (3) • Classified Staff (3) • Students (3)

<p>STRATEGIC ADVANCEMENT Established in 2014, Strategic Advancement comprised of Institutional Research, the Foundation Office, and Public Information, and Marketing. Strategic Advancement supports mission fulfillment through public information activities, assisting in marketing the District’s transfer and career and technical programs, as well as overseeing planning, assessment, and research. The team annually reviews and realigns its various departmental goals with District-wide goals toward mission fulfillment. The directors collectively establish goals, and collect, assess, and report data related to those goals in support of Core Themes. Planning, assessment, and improvement processes directly impacting mission fulfillment for the entire District are undertaken by the Office of Planning, Research, and Assessment.</p>	<ul style="list-style-type: none"> • Vice President, Strategic Advancement • Executive Director, Pierce College Foundation • Director, Institutional Research, Analytics, and Effectiveness • Director, Marketing and Communication
<p>FACILITIES AND SAFETY COUNCIL The District-wide Facilities and Safety Council develops, reviews, and evaluates plans and policies, and sets direction for District-wide facilities in accordance with the vision, mission, values, core abilities, and strategic plan of the District. They monitor the Scorecard measures related to these areas and develop recommendations for improvement.</p>	<ul style="list-style-type: none"> • Vice President, Administrative Services (Co-Chair) • Cabinet Liaison (Elected Co-Chair) • Chief Information Officer • Director of Facilities • Fiscal Specialist • Director of Campus Safety • Faculty (3) • Classified Staff (3) • Instructional Dean • Student Success Dean • Student Life Director • Students (3)
<p>DEAN TEAM Deans guide learning and student services policy and practice District-wide. The Vice Presidents of Learning and Student Success lead the team, which includes all instructional deans, all student services deans, and key directors. Planning, assessment, and improvement process for the Deans Team includes review of the previous year’s priorities and an analysis of relevant data. This informs priorities and actions for the coming year.</p>	<ul style="list-style-type: none"> •Vice Presidents, Learning and Student Success (2) •Vice President, Workforce Economic and Professional Development •Dean of Financial Aid and Enrollment Services •Division Deans (5) •Dean of Library and Learning Resources •Dean of Student Success (3) •Executive Officer, Equity, Diversity, and Inclusion •Dean of Instruction, JBLM •Director of Center for Engagement and Learning
<p>STUDENT SERVICES LEADERSHIP TEAM (SSLT) This team oversees all student services activities including planning and assessment. The team follows an annual calendar, where staff conduct annual planning and choose priorities for the year based on a review of enrollment, retention and advising data, national student surveys (SENSE and CCSSE), degree completion, transfer rates, and initiatives identified to support mission fulfillment.</p>	<ul style="list-style-type: none"> • Dean of Student Success (3) • Dean of Enrollment Services and Financial Aid/Registrar • Director of Advising and Entry Services (3) • Associate Registrar • Director of Enrollment Services, JBLM • District Director of Financial Aid • Associate Dean, Student Conduct

Tableau Dashboards

The IR Office has developed a variety of dashboards that assist in evaluating community and school district partnerships, enrollment management, institutional capacity and effectiveness, and learning and student success. In order to be granted access to these dashboards, a staff or faculty member must complete a dashboard training. There are currently no Tableau trainings scheduled. If you would like to arrange a future training or a refresher, please fill out this form.



Login Here

Use your Pierce College username and password. Tableau is now a single sign on!

By using these dashboards, you are attempting to access information that is protected by federal privacy law. Disclosure to unauthorized parties violates the Family Educational Rights and Privacy Act (FERPA). You should not attempt to proceed unless you are specifically authorized to do so and are informed about FERPA. You may communicate the information only to other parties authorized to have access in accordance with the provisions of FERPA.

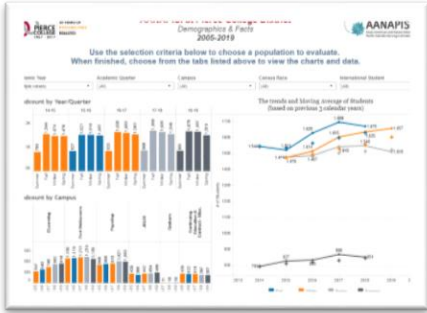
Wondering where this data comes from?

The State Board for Community & Technical Colleges (SBCTC) distributes a data warehouse each quarter to all 34 community and technical colleges. These data have been captured and processed through the Student Management Information System (SMIS) procedures as defined by SBCTC. Because there can be a significant delay in delivery of these data, Institutional Research backfills our databases using data directly from the HP Staging Area (HPSA)/Student Management System (SMS). Documentation for these data sets can be found in the SBCTC documentation here: [Class, Completions, Student, Student Achievement - Revised Metrics, StuClass, and Transcripts](#). For additional questions regarding our data processes and sources, please contact our office.

Community & School District Partners

<div data-bbox="219 1157 641 1522"> <h3>School District Partners</h3> </div> <div data-bbox="219 1543 641 1858"> </div>	<p>Find data related to students from local school districts here. Available for:</p> <ul style="list-style-type: none"> Bethel Clover Park Eatonville Franklin Pierce Orting Puyallup Steilacoom Sumner <p>Selection Criteria include Academic Year/Quarter, Campus, High School, and Running Start Status.</p> <p>Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.</p> <p>Race / Ethnicity by Selection Criteria</p> <p>Demographics & Facts by Selection Criteria. Includes Enrollment Status, Age, First Generation, New Students, Gender, Pell Grant, Family Status, Running Start, Veterans, English Placement, and Math Placement.</p> <p>Retention & Completion by Demographics. Includes First Year Retention measures and 3-year Graduation Rates.</p> <p>Location Map by Selection Criteria.</p> <ul style="list-style-type: none"> NEW! Now including High School Quick Facts page.
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AANAPISI - Headcount & Demographics 2005-2019



Pierce College is an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). Find data about these populations here.

Selection Criteria include Academic Year/Quarter, Campus, Census Race, and Domestic/International Students.

Race / Ethnicity by Selection Criteria

Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

Demographics & Facts by Selection Criteria. Includes Enrollment Status, Full-time Degree Seeking, Age, First Generation, New Students, Gender, Pell Grant, Family Status, Running Start, Veterans, English Placement, and Math Placement.

Retention & Completion by cohort. Includes First Year Retention, 2-year Graduation Rate, and 3-year Graduation Rate.

Location Map by Selection Criteria.

Child Development Centers – Headcount & Demographics



Find data related to students who are using Pierce College's Child Development Centers.

Selection Criteria include Academic Year/Quarter, Campus, Division, Funding Source, Course #, Educational Program, AtD Cohort, Course Type, English Placement, Math Placement, Reading Placement, Census Race, and Student Intent.

All Students by Selection Criteria.

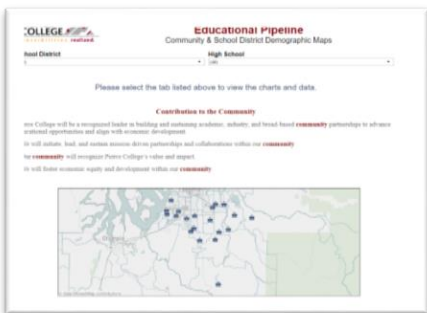
Race / Ethnicity by Selection Criteria.

Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

Demographics & Facts by Selection Criteria. Includes Age, Full-Time Enrollment, Family Status, First Generation, Gender, Pell Grant, Veterans.

Student Credit Verification (*LIMITED ACCESS ONLY*)

Educational Pipeline – Community & School District Demographic Maps



Find data related to students who are using Pierce College's Child Development Centers.

Selection Criteria include School District and High School.

School District Demographics (Map) by Selection Criteria. Includes Select Demographics: Adjusted 4-year Graduation Rate, American Indian/Alaskan Native, Asian, Black/African American, College-Going, and Free or Reduced Lunch.

Community Composition by Selection Criteria. Includes Residents Age 25+ with less than an Associates Degree.

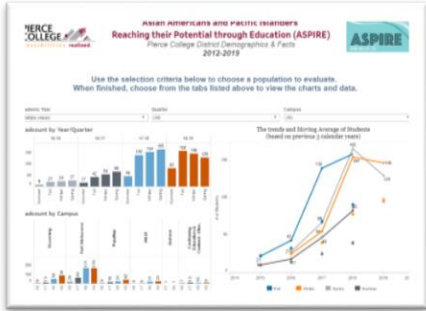
Who is Coming to Pierce College? by Race/Ethnicity.

Student Preparation by Selection Criteria. Includes Placement Scores, High School Transcript, Smarter Balance, College and Pre-College Level.

2018 Per-Capita Income (Map) by Selection Criteria. Includes Residents Age 25+ with less than an Associates Degree.

2018 Length of Residence (Map) by Selection Criteria. Includes Residents Age 25+ with less than an Associates Degree.

NEW! ASPIRE – Headcount & Demographics



Pierce College is an Asian American and Pacific Islanders Reaching their Potential through Education (ASPIRE) College. Find data about these populations here.

Selection Criteria include Academic Year/Quarter, and Campus.

Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

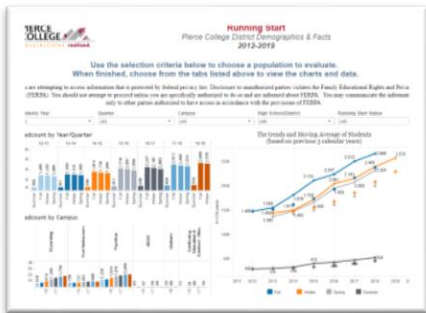
Race / Ethnicity by Selection Criteria

Demographics & Facts by Selection Criteria. Includes Full-time, Age, First Generation, New Students, Gender, Pell Grant, Family Status, Running Start, Veterans, English Placement, and Math Placement.

Retention & Completion by demographics. Includes First Year Retention by Enrollment Status.

Location Map by Selection Criteria.

NEW! Running Start – Headcount & Demographics



Pierce College is a Running Start College. Find data about these populations here.

Selection Criteria include Academic Year/Quarter, Campus, High school/District, and Running Start Status.

Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

High School Enrollment by Selection Criteria.

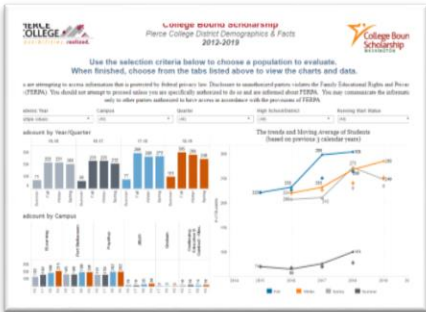
Race / Ethnicity by Selection Criteria

Demographics & Facts by Selection Criteria. Includes Full-time, Running Start, New Students, Gender, Free or Reduced Lunch, First Generation, Family Status, English Placement, Math Placement, and Veterans.

Retention & Completion by demographics. Includes First Year Retention by Family Status and 3-year Graduation Rate by Family Status.

Location Map by Selection Criteria.

Washington College Bound Scholarship



Pierce College is a Washington College Bound Scholarship Recipient College. Find data about these populations here.

Selection Criteria include Academic Year/Quarter, Campus, High school/District, and Running Start Status.

Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

Race / Ethnicity by Selection Criteria

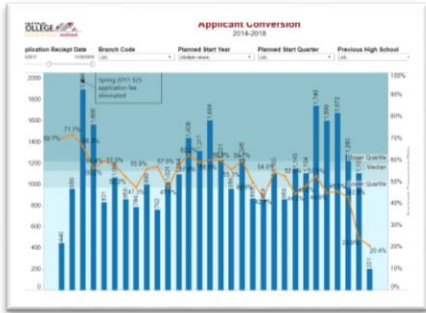
Demographics & Facts by Selection Criteria. Includes Full-time, Age, First Generation, New Students, Gender, Pell Grant, Family Status, Running Start, Veterans, English Placement, and Math Placement.

Retention & Completion by demographics. Includes First Year Retention by Enrollment Status and 3-year Graduation Rate by Enrollment Status.

Location Map by Selection Criteria.

Enrollment Management

Applicant Conversion 2014-2018



This data is used for outreach efforts.

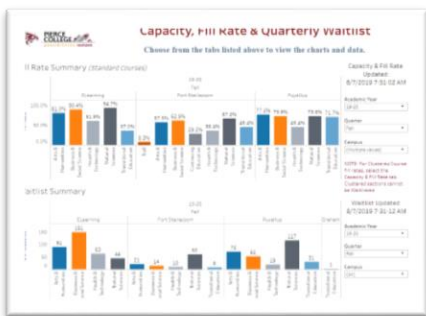
Selection Criteria include Application Receipt Date, Campus, Planned Start Year, Planned Start Quarter, and Previous High School.

Applicant Conversion Rates by Race/Ethnicity, Gender, Age, and Location.

Planned Start Quarter & Year by Selection Criteria.

Applicant Contact List (*LIMITED ACCESS ONLY*)

Capacity, Fill Rates & Quarterly Waitlist



This course data is used for fill rate and waitlist monitoring.

Selection Criteria include Academic Year/Quarter and Campus, and Division. Showing Fill Rate Summary and Waitlist Summary.

Capacity & Fill Rate by Selection Criteria. Time of Day, Program/Discipline, Course Number, Start time, Enrollment Status, Running Start Status, Enrolled, Instructor Status, and Clustered Sections.

Quarterly Waitlist by Selection Criteria. Waitlist Status, Program/Discipline, Course Level, # Enrolled, Instructor Status, and Clustered Sections.

FTE & Enrollment Report



Find data related to FTE targets, compare day-to-day or historical FTEs and review enrollment trends in FTE transactions here.

Selection Criteria include Academic Year/Quarter, Funding Type (state, contract, self-funded), Funding Source, FTE Type (reportable, non-reportable), and Site/Location.

FTE Targets by Academic Year/Quarter

FTE Comparison by Selection Criteria. Including day-to-day or historical comparison.

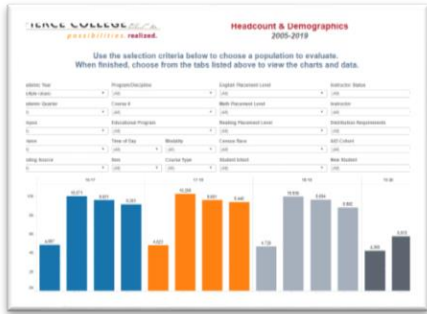
Headcount by Selection Criteria.

Demographics by Selection Criteria.

FTE Transactions by Selection Criteria. Including Age Group.

Custom output filters include division, department, admin. unit, age group, enrollment status, family status, first generation, gender, international, new to Pierce College, Pell Grant, running start status, student intent, veteran, worker retraining status, and work first.

Headcount & Demographics



Find unduplicated student headcount and demographic details here.

Selection Criteria include Academic Year/Quarter, Campus, Division, Funding Source, Program/Discipline, Course #, Educational Program, Modality, Course Type, Item #, English Placement, Math Placement, Reading Placement, Census Race, and Student Intent, Instructor Status, Instructor, Distribution Requirements, AtD Cohort, and New Student.

All Students by Selection Criteria.

Race / Ethnicity by Selection Criteria.

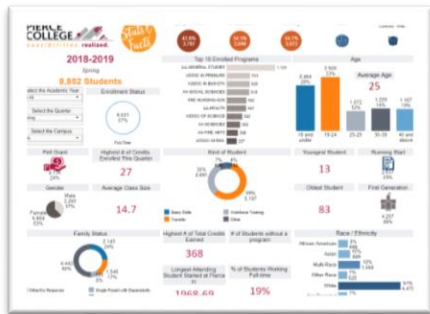
Kind of Student & Intent by Selection Criteria. Includes Top 10 Enrolled Programs.

Demographics & Facts by Selection Criteria. Includes Enrollment Status, Age, First Generation, New Students, Disability, Gender, Sexual Orientation, Pell Grant, International Students, Family Status, Running Start, Veterans. And Employment Status.

Location (Map) by Selection Criteria.

International Students (Map) by Selection Criteria.

Quick Facts



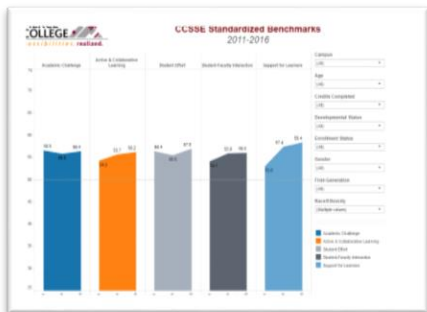
Find an up-to-date, one page, quick facts sheet of our student population here.

Selection Criteria include Academic Year/Quarter and Campus.

Quick Facts Headcount by campus, Top 10 Enrolled Programs, Age, Full-time Enrollment, Pell Grant, Highest # of Credits Enrolled, Gender, Average Class Size, Kind of Student, Youngest & Oldest Student, Running Start, First Generation, Family Status, Highest # of Students without a Program, Longest Attending Student, % of Students Working Full-time, Race/Ethnicity.

Institutional Capacity & Effectiveness

CCSSE Benchmarks 2011-2016



Find the Community College Survey of Student Engagement (CCSSE) results here.

Selection Criteria include Campus, Age, Credits Completed, Development, Enrollment Status, Gender, First-Generation, and Race/Ethnicity.

CCSSE Standardized Benchmarks – The CCSSE Standardized Benchmarks are Academic Challenge, Active & Collaborative Learning, Student Effort, Student/Faculty Interactions, and Support for Learners.

Institutional Capacity Assessment Tool



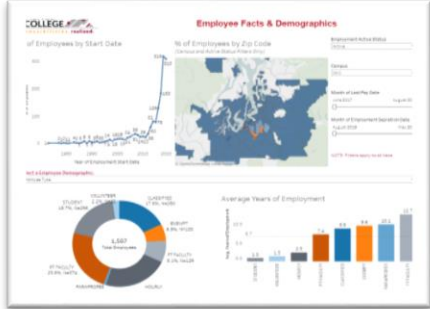
(ICAT)

Find the qualitative results of our employee Institutional Capacity Assessment here.

The Achieving the Dream **Institutional Capacity Assessment Tool** is an online self-assessment to help colleges assess areas of strength and improvement in the Institutional Capacity Framework.

The purpose of this Results Summary is to identify areas where there is a convergence of opinion or divergence of opinion. The results may be used for individual reflection and as a springboard for campus conversations on overarching themes, strengths to celebrate and build on, opportunities to improve and actions to build capacity.

NEW! Employee Demographics & Facts



Find employee facts and demographics here.

Selection Criteria include Age Group, Age 40 & Over, Campus, Disability Status, EEO Category, Employees of Color, Employee Type, Federal Marital Status, Gender, Employment Status, Insurance Eligible, Race/Ethnicity, and Veteran Status.

Employee Demographics by Selection Criteria. Includes Employee Start Date, Zip Code, and Average Years of Employment.

Employment Data Verification (LIMITED ACCESS ONLY)

NEW! High vs Low Wage Workforce Programs

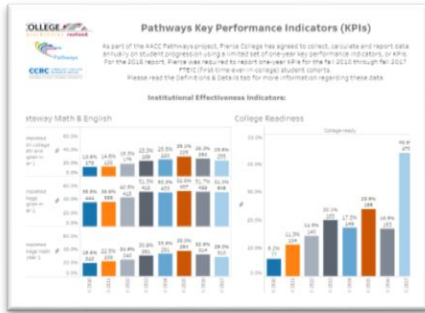


Find what Workforce programs students pursue and program earning potential.

Selection Criteria include Academic Year/Quarter, and Demographics.

High to Low Wage Ratios by Selection Criteria. Includes program enrollments.

NEW! Pathways Key Performance Indicators



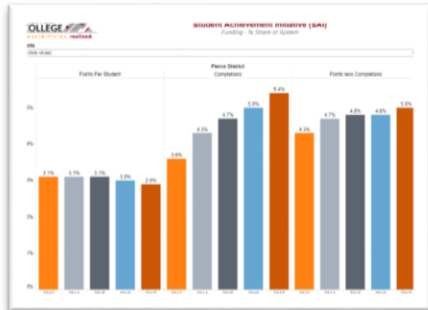
Find student Key Performance Indicators (KPIs) progression data [here](#). *Includes definitions page.*

Selection Criteria include College Course Completion, Credit Momentum, Demographics, Gateway Math & English Completion, Persistence, and Placement.

Pathways KPIs & Demographics by Selection Criteria. Includes Credit Momentum Measures.

Pathways KPIs Disaggregated by select KPIs and Race/Ethnicity.

NEW! Student Achievement Initiative (SAI) 3.0



Find the Student Achievement Initiative 3.0 (2013-2017) performance funding allocation points [here](#).

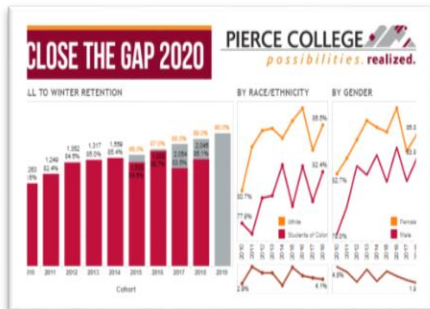
Selection Criteria include SAI Points: 1st 15 Credits, 1st 30 Credits, 45 Credits or Workforce Credits, Basic Skills, College English/Communication, Completion Point, Completions, Points Per Student, Points per Student (x100), Points Less Completions, Precollege English, Precollege Math, Quantitative/Computation, Retention Point, Total Points, Total Points Less Completions.

Funding % Share of System by Selection Criteria. Includes Points Per Student, Completions, and Points Less Completions.

Point Comparison by Selection Criteria. Includes Year and Comparison Colleges.

Point Trends by Selection Criteria.

Pierce College: 2020 Goals



Find out how Pierce College is doing on our 2020 Goals [here](#).

Close the Gap 2020: Includes final results and goals for Fall-to-Winter Cohort Retention, Fall-to-Fall Cohort Retention, and 3-Year Cohort Graduation Rates. Includes disaggregation by race/ethnicity and gender.

Student Retention & Graduation



Find cohort retention rates, 3-year cohort graduation rates, and the number of students who receive a degree or certificate here.

Cohort Retention Rates by Cohort Year and Intersectional Demographics.

Cohort Graduation Rates by Cohort Year, Academic Quarter, Intersectional Demographics, and Program.

Degree & Certificate Completion by Academic Quarter, Demographics, and Program

Degree & Certificate Ratio by Academic Year and Demographics.

Comprehensive Plan: Core Themes Planning and Budget Model

CORE THEMES	OBJECTIVES	METRICS	TACTICS
ACCESS	Learning Opportunities	<ul style="list-style-type: none"> ■ Educational Goals ■ Business and Industry ■ Pathway and Career 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Non-Scorecard Metrics College Departmental Planning, Execution, and Assessment Budgeting </p>
	Support Services	<ul style="list-style-type: none"> ■ Student Feedback 	
	Equitable Enrollment	<ul style="list-style-type: none"> ■ Student and Service Area Demographics ■ Enrollment of Low Income Students 	
EXCELLENCE	Department and Program Outcomes	<ul style="list-style-type: none"> ■ Non-Instructional Departments ■ Grade Distribution ■ Instructional Programs 	
	Institutional Viability	<ul style="list-style-type: none"> ■ Fiscal Health ■ Planning ■ NWCCU 	
	Employee Learning and Development	<ul style="list-style-type: none"> ■ Employee Feedback ■ Professional Development Plans 	
CONTRIBUTION TO THE COMMUNITY	Partnerships and Collaboration	<ul style="list-style-type: none"> ■ Educational Pathways ■ K-12 ■ 4-Year Colleges and Universities ■ Contracts ■ Advisory Committees 	
	Recognition of Value	<ul style="list-style-type: none"> ■ External Feedback and Visibility 	
	Economic Development	<ul style="list-style-type: none"> ■ Basic Skills Education Impact ■ Workforce Education ■ Transfer Education Impact 	
EQUITY, DIVERSITY, AND INCLUSION	Infrastructure	<ul style="list-style-type: none"> ■ Buildings and Grounds ■ Classroom Technology ■ Campus Safety 	
	Shared Governance	<ul style="list-style-type: none"> ■ Decision-Making 	
	Inclusive Engagement	<ul style="list-style-type: none"> ■ Climate ■ Commitment ■ Employee Diversity 	
STUDENT LEARNING AND SUCCESS	Educational Momentum	<ul style="list-style-type: none"> ■ Student Achievement Initiative ■ Retention and Persistence ■ Course Completion ■ Graduation Rates 	
	Learning Outcomes	<ul style="list-style-type: none"> ■ Student Feedback ■ Core Abilities ■ Outcomes for Academic Transfer/FAKs ■ Outcomes for Transitional Education ■ Outcomes for ABE and ESL 	
	Transfer and Employment Success	<ul style="list-style-type: none"> ■ Transfer Rates and Success ■ Professional/ Technical Completers Employed 	

Critical, Creative, and Reflective Thinking: Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Effective Communication: Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Information Competency: Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

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.

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.

Fundamental Areas of Knowledge Definitions

Communication: Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

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.

Social Science: Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Science: Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & 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.

Program Outcomes Sample

The Associate in veterinary technology is designed to provide a solid grounding in skills essential to success in both academic work and veterinary technology occupations. Program outcomes are developed in collaboration between the veterinary technology department faculty and the department's advisory committee.

At the completion of this program graduates are able to:

1. Utilize and apply the knowledge necessary to function within the scope of practice of a Licensed Veterinary Technician.
2. Proficiently execute the Essential Skills dictated by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities.
3. Actively contribute as an integral member of a veterinary health care team while adhering to professional and ethical standards including a strong work ethic, personal responsibility and compassion for clients and animals.
4. Effectively communicate with veterinary healthcare team members and clients.
5. Establish and maintain a work environment that ensures the safety of clients, animals and staff.



2015 – 2022

Learning Outcomes Assessment Plan

Prepared By:

The 2014 – 2016 Outcomes Team

April 2015

Final Consideration by:

The 2014 – 2015 Learning Council

June 2015

I. Assessment Plan Overview

Pierce College's assessment plan provides the framework in which the college monitors student learning and success, and initiates continuous improvement efforts to put into place innovative interventions to address identified gaps in students' successful attainment of degree defined knowledge, skills, and behaviors. The assessment plan is a multi-layered quality management of student attainment of learning and success at the course, discipline/program, and institutional levels.

Pierce College's instructional continuous improvement efforts are built around student achievement of the degree outcomes. Degree outcomes (DOs) define the skills, knowledge, and behaviors that graduates of Pierce College have attained in order to prepare them to thrive effectively in a dynamically changing and evolving world. Degree outcomes can be organized into three categories: core abilities, fundamental areas of knowledge, and program outcomes. A description of the 2012 approved degree outcomes is provided in Section X.

The five core abilities is a subset of the degree outcomes that describe skills, knowledge, and behaviors that all graduates of Pierce College are expected to have attained. The five core abilities include: Critical, Creative, and Reflective Thinking (CCRT), Responsibility (R), Information Competency (IC), Effective Communication (EC), and Multiculturalism (M).

General education graduates (Associate of Arts (AA) and Associate of Science (AS)) will have also developed a broad foundation of knowledge and skills in the five Fundamental Areas of Knowledge (FAK): Communication (COM), Humanities (HUM), Social Sciences (SS), Natural Sciences (NS), and Quantitative & Symbolic Reasoning (Q&SR).

Professional and technical (Pro-tech) program graduates, in addition to the core abilities, will have developed program specific outcomes (Program Outcomes, POs) that are comprised of the skills and knowledge essential for excelling in the industry specific field of study. These outcomes are developed by the program's faculty, and vetted by the program's advisory committee.

This assessment plan describes roles, responsibilities, and procedures for the collection, assessment, evaluation, and reporting of student learning outcomes.

II. Roles and Responsibilities

- **Faculty** are responsible for monitoring, reporting, and implementing actions that result in the strengthening of student attainment of learning and success.
- **Disciplines/Programs** are responsible for monitoring, reporting, and implementing actions that result in the strengthening of the College's core themes and meeting College mission.
- **Learning Council (LC)** develops, reviews, and evaluates plans, and sets the direction for instructional and student learning support in accordance with the vision, mission, core themes, values, core abilities, fundamental areas of knowledge, program outcomes, and strategic plan of the district.
- **Outcomes Team** is responsible for providing district-wide leadership for outcomes-based learning assessment, and managing the operation and implementation of planning and policy work of the Learning Council. The Outcomes team is organized into four committees to manage the following responsibilities.
 - **Curriculum Committees** provide support and guidance to faculty on structuring curriculum to meet Learning Council's standards, approval guidelines, and policies.
 - **Educational Quality and Rigor – Curriculum Committee** provides support and guidance to faculty on the procedure and cycle of curriculum review for academic disciplines and programs.
 - **Educational Quality and Rigor - Discipline/Program Review Committee** provides support and guidance to faculty on the continuous improvement process at the degree and discipline/program level.
 - **Instructional Policies and Procedures Committee** provides support and guidance on the management of the instructional policy and guidelines continuous improvement process.

III. The Discipline/Program Assessment and Evaluation Cycle

Disciplines and programs are responsible for the collection, assessment, and evaluation processes for student attainment of degree outcomes (DOs) at the course level. The process for degree outcome data collection, assessment, and evaluation is defined in a discipline's or program's assessment plan. Each discipline and program is responsible for documenting degree outcome assessments, evaluations, and continuous improvement efforts in the annual discipline/program review.

Assessment plans define where degree outcomes are taught in the curriculum; the cycle in which degree outcomes are collected, assessed, and evaluated; which courses will be responsible for gathering evidence of each degree outcome; and the benchmark(s) used to determine adequate overall student attainment of a degree outcome assessment.

Core ability degree outcomes will be measured by disciplines and programs following a three-year rotation that will be repeated twice within Pierce College's assessment plan (Table 1).

Table 1. Student Attainment of Core Abilities Measurement Cycle

Core Ability	Cycle 1	Cycle 2
Critical, Creative and Reflective Thinking	2016-2017	2019-2020
Effective Communication	2017-2018	2020-2021
Information Competency		
Responsibility	2018-2019	2021-2022
Multiculturalism		

Fall 2016 will mark the introduction of the three-year cycle of assessment for the core abilities. During the transition to a core ability measurement cycle it is anticipated that courses will be able to expand beyond measuring the one core ability that was initially assigned to the course. For courses that increase the number of core abilities mapped, to the course, it will be subject to a full review following the discipline's or program's six-year, curriculum-review cycle. For courses that are reviewed out of cycle to accommodate a discipline's or program's needs, the changes to measured degree outcomes should be included at that time.

Courses within a discipline are responsible for measuring the associated fundamental area of knowledge. Each discipline will be responsible for the collection, assessment, and evaluation of their assigned FAK(s) once within a three-year cycle. Disciplines are responsible for determining which academic year in both Cycle 1 and Cycle 2 they will collect, assess, and evaluate student attainment of their FAK. The timeline in which the FAK is collected, assessed, and evaluated is to be documented in the discipline's assessment plan. It is recommended that disciplines measure their assigned FAK during the collection year for critical, creative, and reflective thinking (2016 – 2017 and 2019-2020).

All pro-tech programs are responsible for measuring all of their program outcomes within a three-year period of time. The three-year cycle in which a pro-tech program collects, assesses, and evaluates student attainment of all program outcomes is defined in the program's assessment plan. Under Pierce College's assessment plan each pro-tech program will conduct two assessment cycles.

The contracted Assessment Day will be used to allow disciplines and programs to assess and evaluate student learning and success; and set and evaluate continuous improvement goals to enhance student attainment of degree outcomes. The ultimate goal from Assessment Day is to provide time for faculty members to deepen their knowledge of degree outcomes and establish a foundation of common understandings, approaches, and standards upon which each faculty member can build from, applying his/her own creativity and professional judgement.

The continual improvement goals proposed and implemented by a discipline or program for enhanced student learning and success are central components to a discipline's or program's assessment and evaluation of overall effectiveness in supporting Pierce College in achieving mission. As such, the findings from these degree outcome assessments are foundational elements to a discipline's or program's self-study. The documentation of these assessments, evaluations, and continuous improvement efforts will be reported in **discipline/program annual review** generated by the faculty of that discipline/program.

The discipline/program annual review includes an artifact map that indicates the assessment tools used to measure student attainment of the targeted degree outcomes, rationale for selecting course(s) to evaluate student attainment of the collected degree outcomes, and the findings and recommendations from review of the assignments measuring targeted degree outcomes and student attainment of degree outcomes. Student work representing sufficient and insufficient attainment of measured degree outcome(s) will be included with the annual review report. Disciplines and programs may be requested by the Outcomes Team to share their assessment tools and methods of evaluation in order to create a district-wide degree outcome resource that may be used by Pierce College faculty as a reference to design assessments for degree outcomes.

The continuous improvement efforts documented at the course-level are interconnected with the continuous improvement efforts at the discipline/program level. As such, the additive effect of the reviews will be an authentic review of a discipline's or program's effectiveness (self-study). At the conclusion of a three-year, assessment cycle each discipline and program will have completed a full self-study. Under Pierce College's assessment plan each discipline and program will complete a total of two self-studies over the six-year period.

IV. Discipline/Program Reporting of Assessment and Evaluation

- The assessment plan and the discipline/program annual review are the two reporting instruments used in monitoring student attainment of degree outcomes. The Outcomes Team is responsible for creating the reporting templates and providing training to faculty on the use of the templates. A detailed description of the reporting instruments is provided below:
 1. Assessment Plan: Each discipline and program will create and maintain an assessment plan. Content of the plan includes the following:
 - Current list of degree outcomes that are taught and measured by a discipline or program.
 - Curriculum map of degree outcomes that indicates the level of representation of the degree outcome in the courses. Disciplines/programs will indicate the level of emphasis a course places the degree outcome as major (MA) and minor (MI). The absence of a degree outcome level indicator on a curriculum map indicates that the degree outcome is not authentically addressed and measured in the course. Programs that have existing terminology to describe the level of degree outcome achievement may use their terminology with an accompanying definition of terms used.
 - Indication of which courses are responsible for collecting evidence on student attainment of the degree outcomes.
 - Description of the process that will be employed by the discipline/program to assess and evaluate student attainment of the degree outcomes.
 - Definition of expected overall student performance attainment of degree outcomes. As part of the evaluation process the minimum benchmark for a satisfactory measure of student attainment of a degree outcome is 70% of student work demonstrates sufficient competency. Disciplines and programs are responsible for establishing performance characteristics that define student work as sufficient or not sufficient demonstration of degree outcome. The 70% benchmark is based off of Board of Trustee's requirements for demonstrating institutional effectiveness. Each discipline and program has the option to move this benchmark higher.

- Timeline that shows how all degree outcomes will be measured within a three-year cycle. Disciplines and programs will need to demonstrate how the FAK and program outcomes will be assessed and evaluated within a three-year cycle, respectively.
- 2. Discipline/Program Annual Review Report: For a degree outcome measurement year, each discipline and program will complete a discipline/program review that will include the following:
 - Artifact map that indicates the assessment tools used to evaluate the targeted degree outcomes for that academic year
 - Assessment and evaluation of assessment tools used to measure degree outcome attainment and overall student performance trends of the degree outcomes. Student performance is to be reported using the binary scale for each measure (sufficient and not sufficient).
 - Goals to address gaps in student attainment of degree outcomes for that academic year.
 - Status report on previous goals to improve student learning and success.
 - Appendix includes assessment tools used to measure degree outcome(s), description of how work was assessed (sufficient/not sufficient), and student artifacts of sufficient and not sufficient demonstration of ability.

At the conclusion of a three-year assessment cycle each discipline's and program's reviews plus the assessment plan will constitute a discipline/program self-study. Each discipline/program will complete two self-studies under the Pierce College's 2015 - 2022.

V. Degree Outcome Language and Content Review Cycle

In order to ensure that degree outcome content and language remains aligned with college mission, the core abilities and FAK will be reviewed on a six-year cycle. Program outcome review will be dependent upon the needs of the program and its constituents, but must occur at minimum once every six years.

Recommendations put forward by disciplines and programs for modifications to the FAK and core ability statements are reviewed, considered, and approved by the LC. Recommendations for modifications to program outcomes are approved by the program's advisory committee and presented to the LC. Table 2 shows the cycle of review for the core abilities and FAK.

Table 2. Degree Outcome Language Review Cycle

Degree Outcome	Review Cycle
Responsibility	Winter/Spring 2019
Multiculturalism	
Critical, Creative and Reflective Thinking	Winter/Spring 2020
FAK	
Effective Communication	Winter/Spring 2021
Information Competency	

VI. The 2015 - 2022 Assessment Plan Review Cycle

The seven-year assessment plan must be adaptable in order to meet the evolving assessment needs of the institution. As such, this plan is subject to review at four unique time points. These time points were selected based upon significant milestones in the institution's assessment plan. A brief description of the time point selection is included (Table 3).

Table 3. Assessment Review Cycle

Date of Review	Milestone
Fall 2015	Address needs that result from the 2015 Summer Institute
Spring 2016	Address needs that result from the assessment plan development year
Spring 2019	Address needs that result from the completion of the first completed review cycle of the degree outcomes
Spring 2022	Address needs that result from the completion of the second completed review cycle of degree outcomes

Recommendations for the continuous improvement of the assessment plan will be solicited predominately at division meetings and Assessment Day. Assessment plan recommendations will undergo review and consideration by the LC. The LC is responsible for approving changes to the assessment plan. The Outcomes Team is responsible for incorporating LC approved assessment plan changes and disseminating the updates to the institution.

VII. Reporting of Institutional Assessment and Evaluation

The Outcomes Team provides the oversight of the instructional, continuous-improvement efforts at the institutional level. This team uses course-and-discipline/program level feedback to identify district-wide needs for student learning and success. The Outcomes Team is responsible for the monitoring and reporting on district-wide continuous improvement needs to the LC. The LC is responsible for considering and approving plans to enhance district-wide student learning and success.

Two reporting instruments are used in the monitoring of instructional continuous improvement at the institutional level.

1. **Assessment Plan:** The district-wide assessment plan is considered and approved by LC. The assessment plan outlines the continuous improvement procedures in which the faculty, disciplines/programs, and the institution are to collect, establish benchmarks/targets, assess, evaluate, and report on student learning and success. This plan is subject to change based upon the evolving assessment needs of the institution. See section VI for more details on the continuous-improvement cycle of the assessment plan.
2. **Institutional Learning and Assessment Portfolio (ILAP):** The Outcomes Team writes the ILAP at the conclusion of a three-year assessment cycle. The ILAP consists of five main sections: degree outcome assessment, curriculum rigor, discipline/program review, instructional policies and procedures, and recommendations. Below is a description of ILAP sections.
 - Degree Outcome Assessment: Summarizes discipline/program findings from the discipline/program annual reviews. This section will explore how faculty members are continuously improving efforts in helping students engage in the classroom and ultimately attain the degree outcomes.
 - Educational Quality and Rigor - Curriculum Rigor: Details progress on the curriculum review process and level of compliance with the six-year, curriculum-review cycle.
 - Educational Quality and Rigor - Discipline/Program Review: Classifies and analyzes trends in instructional advances and challenges reported by disciplines and programs. Reports on the status of discipline and program continuous improvement recommendations.
 - Educational Quality and Rigor - Instructional Policies and Procedures: Details progress on the policy and procedure review cycle, new policies, and amendments to the policy approval process.
 - Previous Recommendation Updates: Report on the status of previously identified college-wide goals for improvement to learning and student success.
 - Recommendations: Define new goals based on identified gaps from the ILAP.

Both the institutional assessment plan and ILAP are considered and approved by the Learning Council. The approved assessment plan and ILAP are published on the Outcomes Team website and presented to the faculty body on the

College's contracted Assessment Day. Information from the assessment plan and ILAP are used to support the continued excellence in institutional effectiveness and support Pierce College's NWCCU accreditation procedures.

VIII. Implementation of the 2015 – 2022 Assessment Plan

Cycle 1

2015 – 2016: Each discipline and program will generate an assessment plan. Disciplines and programs will not be required to collect, assess, and evaluate student attainment of degree outcomes for the 2015 – 2016 academic year. The faculty contracted Assessment Day will be dedicated time to work on creating the assessment plans. A draft of the assessment plan is to be submitted to the Outcomes Team for review by June 1, 2016*. Feedback on assessment plans will be provided by September 21, 2016. All assessment plans are to be finalized by October 1, 2016.

In spring 2015 and 2016, faculty member feedback will be solicited on opportunities for continuous improvement to the institution's 2015 – 2022 assessment plan. If needed, an updated assessment plan will be presented to the LC in fall 2015 and fall 2016, respectively.

2016 – 2017: Cycle 1, year one of three for the discipline and program self-study. The Outcomes Team will work with disciplines and programs to ensure that all disciplines and programs are supported in their process to collect, assess, and evaluate student attainment of year-one outcomes in alignment with the discipline/program assessment plan. The faculty contracted Assessment Day will be dedicated time for faculty to work on the assessment and evaluation of assignments used to measure degree outcomes and student learning and success. Each discipline and program will submit a year-one self-study. Finalized reports are due June 1, 2017*.

2017 – 2018: Cycle 1, year two of three for the discipline and program self-study. Disciplines and programs will follow the procedures from year one but will now be measuring year-two, degree outcomes and addressing year-two discipline/program review elements. Finalized reports are due June 1, 2018.*

2018 – 2019: Cycle 1, year three of three for the discipline and program self-study. Disciplines and programs will follow the procedures from years one and two but will now be measuring year-three degree outcomes, and addressing year-three discipline/program review elements. Finalized reports are due June 3, 2019.*

The core abilities multiculturalism and responsibility will undergo a content and language review by faculty members in winter and spring of 2019. Proposed language changes will be presented to LC in fall of 2019.

In spring 2019 faculty member feedback will be solicited on opportunities for continuous improvement for the institution's 2015 – 2022 assessment plan. If needed, an updated assessment plan will be presented to the LC in fall 2019 by the Outcomes Team.

The triennial ILAP report will be completed and presented to LC fall 2019.

Cycle 2

2019 – 2020: This marks the start of a new assessment cycle, Cycle 2, year one of three. Similar to the previous cycle, the Outcomes Team will work with disciplines and programs to ensure that all disciplines and programs are supported in their process to collect, assess, and evaluate student attainment of year-one in alignment with the discipline/program assessment plan. The faculty contracted Assessment Day will be dedicated time for faculty to work on the assessment and evaluation of assignments used to measure degree outcomes and student work. Each discipline and program will submit a year-one, self-study. Finalized reports due June 1, 2020*.

The core ability critical, creative, and reflective thinking and all fundamental areas of knowledge will undergo a content and language review by faculty members in winter and spring of 2020. Proposed language changes will be presented to LC in fall of 2020.

2020 – 2021: Cycle 2, year two of three for the discipline and program assessment plans. Disciplines and programs will follow the procedures from year one but will now be measuring year-two degree outcomes and addressing year-two discipline/program review elements. Finalized reports are due June 1, 2021.*

The core abilities effective communication and information competency will undergo a content and language review by faculty members in winter and spring of 2021. Proposed language changes will be presented to LC in fall of 2021.

2021 – 2022: Cycle 2, year three of three for the discipline and program assessment plans. Disciplines and programs will follow the procedures from years one and two but will now be measuring year-three degree outcomes, and addressing year-three discipline/program review elements. Finalized reports are due June 3, 2022.*

In spring 2022 faculty member feedback will be solicited for the College's new assessment plan.

The triennial ILAP report will be completed and presented to the LC fall 2022.

*Disciplines and programs may request an extension to the due date of the assessment plan and annual reviews if the summer institute of that year will be used to complete these documents. All documents must be submitted by the conclusion of that summer institute.

IX. Definitions

Assessment: The process to identify, collect, and prepare appropriate measurements of student attainment of knowledge, skills, and/or behaviors.

Artifact map: A matrix showing the assessment tools in the curriculum used to measure student attainment of a degree outcome.

Curriculum map: A matrix showing where in the curriculum each degree outcome is addressed and to what level.

Continuous improvement: The ongoing effort to improve student learning and success.

Embedded assessment: Utilizing course work as evidence to measure student attainment of degree outcomes.

Evaluation: Is one or more processes for interpreting assessment data and evidence in order to determine the extent at which attainment of thresholds/targets/benchmarks are achieved. Evaluation concludes with decisions and actions to address identified gaps in student learning and success.

Institutional Effectiveness (IE): A systematic process of measuring the attainment of core themes and related objectives against meeting the College's mission. Pierce College's Board defines mission fulfillment as satisfying at minimum 70% of all outcomes of the five core themes (2014 IE report).

NWCCU Accreditation Self-study: A holistic self-analysis of the institution's quality and effectiveness in meeting the NWCCU's five Standards for Accreditation (www.nwccu.org):

1. The institution's mission and core themes;
2. The translation of the mission's core themes into assessable objectives supported by programs and services;
3. The appraisal of the institution's potential to fulfill the mission;
4. The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
5. An evaluation of the results of the institution's efforts to fulfill its mission, assess its ability to monitor its environment, and adapt and sustain itself as a viable institution.

Thresholds/Targets/Benchmarks: Describes the expected attainment of a degree outcome (e.g., At least 70% of students demonstrate a sufficient performance).

X. Degree Outcome Descriptions

2012 DEGREE OUTCOME DESCRIPTIONS

Core Abilities:

Critical, Creative, and Reflective Thinking: Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

Effective Communication: Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Information Competency: Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

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.

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.

Fundamental Areas of Knowledge:

Communication: Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

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.

Social Science: Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Science: Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & 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.

Program Outcomes:

Program Outcomes are unique to each pro-tech program. Each program's outcomes are published on the program's website.



DISCIPLINE ANNUAL REVIEW TEMPLATE

Assessment Year 2017-2018

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INTRODUCTION

Overview

This document is the second part of a three-year Discipline Review cycle that began in 2016. This is part of an iterative process within each discipline to assess and evaluate progress in supporting students' success and learning. Data from each year will be compiled and added to the following year, providing opportunities to reflect on the data gathered from course analysis and degree outcomes assessment.

Annual Review and Assessment Task

Disciplines should review and evaluate the following:

1. Degree Outcomes Assessment:
 - a. Assessment data collected for:
 - i. FAKs as scheduled in your Assessment Plan
 - ii. Core Abilities as scheduled in your Assessment Plan
2. Course Analysis with Tableau:
 - a. Screenshot and discuss the Course Assessment Tool (CAT) data for gateway courses or target course(s) identified in your Assessment Plan
 - b. Reflection on data
3. Discipline Goals and Resource Needs:
 - a. Create **Assessment, Academic Process** and **Curriculum** goals in response to needs identified in the previous sections of the Annual Review
 - b. Review and update progress on **Current Goals** from previous Annual Review
4. 2018 Assessment Detail [**separate document**]
 - a. Plan student assessment data collection for the 2018-2019 year, as indicated in the Assessment Plan on the K Drive
 - i. Determine what work will be collected for Core Abilities
 - ii. Determine what work will be collected for FAKs

A key part of this process is how each discipline responds to the data they have gathered. A section on Goals has been added to help track continuous improvement and will help disciplines identify areas for growth and support their work toward achieving stated goals.

DISCIPLINE REVIEW: YEAR TWO

Please update the table below to provide information about the team working on the Discipline Review.

Discipline:	
Division:	
Primary Contact(s):	

Contributing
Faculty/ Staff/
Administrators:

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DEGREE OUTCOMES ASSESSMENT

NOTE: If you are NOT responsible for collecting assessment data for the Core Abilities Information Competency and Effective Communication or a Fundamental Area of Knowledge for the 2017 – 2018 Assessment Year, please skip the Degree Outcome Assessment Section and start on the Course Analysis with Tableau Section.

Task

Enter assessment data into the appropriate columns below. Answer questions about your assessment and observations regarding the assessment, student attainment of outcomes, and discipline processes for assessment.

Fundamental Area of Knowledge

The benchmark provided in red is the College’s minimum threshold for student attainment and the benchmark indicated in the column below is the benchmark indicated in your Assessment Plan. Please review the benchmark listed to ensure that it matches your discipline benchmark standard.

Fundamental Area of Knowledge to be assessed:

Fundamental Area of Knowledge Table

[Add rows as needed if reporting on more than one course]

FAK(s) assessed	Course	Overall Student Attainment (Benchmark is 70%)	Assignment Title	Assessment Tool(s) [exam, project, assignment, survey, etc.]	Total Assessed	Sufficient Number (%)	Not Sufficient Number (%)	70% Benchmark Met?
		70%						Y / N

1. Briefly, how do students demonstrate they have achieved the outcome?

2. Are the student achievement expectations similar across the different assessment tools used? (If only one assessment tool is used, indicate not applicable)

		70%)		survey, etc.]				
EC		70%						Y / N
IC		70%						Y / N

1. Briefly, how do students demonstrate they have achieved the outcome?
2. Are the student achievement expectations similar across the different assessment tools used? (If only one assessment tool is used, indicate not applicable)
3. Does/Do the assessments (assignments/exams/presentations/etc) allow for students to demonstrate they have achieved the outcome?
 - a. If not, what was missing from the assignment to ensure students could fully demonstrate the outcome?
4. Based on your Core Ability assessment data, briefly list strengths and weaknesses in student achievement of each Core Ability assessed.
 - a. Describe any recommendations to address weaknesses in student achievement of the Core Ability.
5. What aspects in the outcome collecting, assessing, and evaluation of student work could be improved?
6. In the Student Work Examples folder upload a copy of the assignment, an example of sufficient achievement of the outcome, and an example of not sufficient achievement of the outcome.
 - a. Indicate below **if there is no example** of student work meeting sufficient or not sufficient achievement of the outcome.

COURSE ANALYSIS WITH TABLEAU

Task

Pick a course(s) to examine using the Course Assessment Tool (CAT) Tableau dashboard. The course should be **listed in your assessment plan** or **identified as a gateway course**.

- A gateway course is defined as *having high enrollment with a low successful completion rate* [Gateway courses can be identified in the Gateway Course Selection tab of the CAT Dashboard].

Course(s) to be examined:	
---------------------------	--

Then examine Course Enrollment, Successful Course Completion & Grade Distribution for selected course(s).

Capture data in Tableau as an image using the Snipping Tool [Snipping Tool directions can be found].

Course Enrollment, Successful Course Completion & Grade Distribution

For this section you will be analyzing the course(s) you selected for enrollment, successful course completion, and grade distribution and comparing these criteria to overall division performance for the 2015-2016 and 2016-2017 academic years. You are responsible for collecting and presenting the course specific data.

Discipline & Division Enrollment and Course Completion Trends

1. Go to the Course Assessment Tool (CAT) Dashboard
 - a. Click on 'Start Here' and enter the following criteria (deselect any defaults):

Academic Year: 15-16, 16-17

Program/Discipline: Your Program / Discipline

Course #: Your course number(s)

2. Provide a screenshot of the Enrollment Summary and Course Completion Summary graphs found on the 'Start Here' tab.

3. Examine and describe the differences and similarities between the provided division's overall Enrollment Summary and Course Completion Summary trends with the data trends found with your selected course(s). Division data can be found here.

Discipline Course Enrollment Trends

4. Go to the Course Enrollment tab and provide a screenshot of the Course Enrollment annual comparison.

5. Examine enrollments over the last 2 academic years (15-16 and 16-17). Are there increases or decreases in enrollments? Why? Discuss observations regarding enrollment trends. Consider any adjustments to course scheduling.

Discipline Successful Course Completion Trends

6. Go to the Successful Course Completion (SCC) tab, and provide a screenshot of SCC rates by **Academic Quarter** (expand year to quarters by hovering at the lower left hand corner of the chart and clicking the plus [+]).

- a. Discuss observations regarding student success by academic quarter. Consider any adjustments to curriculum and coursework.

7. Provide a screenshot of SCC rates by **Demographic**. Please use the default of Students of Color.

- a. Identify the student group with the largest equity gap and provide a screenshot below. (This may be repeated additionally to address multiple demographics, as determined by the discipline.)

- b. Discuss observations regarding student success for these groups. Consider any adjustments to curriculum, coursework and course scheduling.

8. Under Successful Course Completion Rates by **Section Distribution**, select 16-17 under the Academic Year filter and provide a screenshot of Course Section Distribution below.

Highest success rate	
----------------------	--

Lowest success rate	
Median success rate	

- a. Discuss variation in course completion rates and efforts to address any equity concerns.

Discipline Grade Distribution Trends

9. Go to the Grade Distribution tab.
10. Go to the Average Grade tab and provide a screenshot of the average course grade by academic quarter (expand year to quarters by hovering at the lower left hand corner of the chart and clicking the plus [+]).
 - a. Are there any quarters where the average grade fell within the lowest quartile or highest quartile? Discuss any observations regarding the variation in average course grade.
 - b. Briefly discuss how your course enrollment & grade distribution trends from this year compare with last year.
11. Go to the Decimal Grade tab.
 - a. What is the percent of 0.0 decimal grades?
12. Go to the Letter Grade tab and provide a screenshot of the average course grade by Decimal Grade.
 - a. What is the percent of 0.0 Grade Decimal under the Grade Letter (group)?

- b. Briefly discuss how your course enrollment & grade distribution trends from this year compare with last year.

Reflection

Reflect on the data you have examined in this section, Course Analysis.

1. List 1-3 data observations or trends that you discovered in your assessment of student success in the discipline.
 - a.
 - b.
 - c.

What do these observations make you wonder about?

DISCIPLINE GOALS AND RESOURCE NEEDS

Review Degree Outcome Assessment and Course Analysis sections and indicate new goals developed to address gaps related to assessment, academic processes, curriculum, and other areas.
Tasks

1. Members of disciplines are asked to identify and monitor goals that result from the assessment of student learning in the tables provided below.
2. Identify at least one goal that the discipline needs to address based on Tableau or Assessment data, discipline needs or other areas for improvement. Each goal should be something the discipline wants to accomplish in support of the discipline’s vision and can be completed by members of the discipline
3. Update current goals to reflect progress made during the past year.

New Goals and Resource Needs

ASSESSMENT GOALS			
Assessment Goal (select all that apply)	<input type="checkbox"/> Modify data collection method <input type="checkbox"/> Increase/decrease data collected <input type="checkbox"/> Adjust measurement approaches (e.g., rubrics) <input type="checkbox"/> Revise data collection schedule <input type="checkbox"/> Assign/Reassign Core Ability/FAK emphasis <input type="checkbox"/> Other recommended/applied changes		
Rationale for Goal			
Resources Needed			
Goal Manager(s)		Projected date of completion	

ACADEMIC PROCESSES GOALS			
Academic Processes Goal (select all that apply)	<input type="checkbox"/> Modify class offerings (frequency, schedule, mode) <input type="checkbox"/> Make technology related improvements <input type="checkbox"/> Offer additional trainings (assessment content) <input type="checkbox"/> Revise advising approaches and processes <input type="checkbox"/> Other recommended/applied changes		
Rationale for Goal			
Resources Needed			
Goal Manager(s)		Projected date of completion	

CURRICULUM GOALS			
Curriculum Goal (select all that apply)	<input type="checkbox"/> Change and/or enforce prerequisites <input type="checkbox"/> Revise course sequence <input type="checkbox"/> Modify course content <input type="checkbox"/> Norming across a course (standardizing expectations) <input type="checkbox"/> Create / Archive course(s) <input type="checkbox"/> Assign/Reassign Core Ability/FAK emphasis <input type="checkbox"/> Other recommended/applied changes		
Rationale for Goal			
Resources Needed			
Goal Manager(s)		Projected date of completion	

ADDITIONAL GOALS			
Additional Goal			
Rationale for Goal			
Resources Needed			
Goal Manager(s)		Projected date of completion	

Current Goals and Resource Needs

Updated previously defined goals for the discipline. Please categorize previous goals by types indicated below.

Goal Type (select one)	<input type="checkbox"/> Assessment <input type="checkbox"/> Academic Process <input type="checkbox"/> Curriculum <input type="checkbox"/> Other		
Goal:			
Rationale			
Resources Needed		Projected date of completion	
Goal Manager(s)			
Progress on Goal			

Goal Type (select one)	<input type="checkbox"/> Assessment <input type="checkbox"/> Academic Process <input type="checkbox"/> Curriculum <input type="checkbox"/> Other		
Goal:			
Rationale			
Resources Needed		Projected date of completion	
Goal Manager(s)			
Progress on Goal			

Goal Type (select one)	<input type="checkbox"/> Assessment <input type="checkbox"/> Academic Process <input type="checkbox"/> Curriculum <input type="checkbox"/> Other		
Goal:			
Rationale			
Resources Needed		Projected date of completion	
Goal Manager(s)			
Progress on Goal			

Goal Type (select one)	<input type="checkbox"/> Assessment <input type="checkbox"/> Academic Process <input type="checkbox"/> Curriculum <input type="checkbox"/> Other		
Goal:			
Rationale			
Resources Needed		Projected date of completion	
Goal Manager(s)			
Progress on Goal			

TARGETED SKILLS TRAINING 1**GENERAL DESCRIPTION**

Pierce College's Targeted Skills Training (TST) Program is a contractual opportunity for tenured faculty to engage in a year-long professional development experience and receive a promotional salary increase by attending structured training and completing an action research project. The program, scheduled yearly, uses a cohort model which includes a four-day summer training seminar and a year-long individual or team action research project centered-around an assigned theme or focus that increases pedagogical effectiveness.

Faculty participants in Targeted Skills Training Program are required to employ active research principles to understand a problem, define a project to address the problem, determine measures for success, implement the project, and reflect upon the outcome in their final projects. This includes addressing the following:

- Identifying a problem that exists in their classroom/learning environment
- Developing a strategy or approach to address the problem
- Implementing the strategy or approach in their classroom/learning environment
- Collecting and interpreting data as it relates to the implemented strategy or approach
- Reflecting on their collected data and specifying the value that the project has on their students and their own professional development

SEMINAR WEEK - September

Targeted Skills Training kicks-off in early September with a four-day required training Seminar. This summer training experience offers opportunities for faculty participants to enhance their teaching skills, refine course design and assessment practices, and explore educational technologies for innovative purposes. The training is based on research and is designed to encourage reflective practice and peer-to-peer sharing. TST faculty participants learn from their colleagues, including other TST cohort members and outside experts, regarding effective teaching and learning practices. Faculty participants also receive feedback and guidance from their peers, Instructional Deans, and Vice Presidents in regards to their proposed action research project idea.

COHORT SIZE AND ELIGIBILITY

Each year, up to 15 faculty can participate in the Targeted Skills Training Program. The program is open to all tenured faculty who have not previously participated in Targeted Skills Training.

Since its inception in 2012, 75 tenured and specially funded faculty have successfully completed the Targeted Skills Training 1 Program.

TARGETED SKILLS TRAINING 2

GENERAL DESCRIPTION

Pierce College's Targeted Skills Training (TST2) is a contractual opportunity for tenured faculty to engage in a year-long professional development experience and receive a promotional salary increase by attending structured training and completing an action research project. Annual applications for the TST2 program will be open to all tenured faculty members who have completed TST1 but who have not previously participated in TST2. Up to fifteen (15) participants will be selected and each will receive a \$1,000 promotional increase upon completion of the Summer Retreat and approval of the faculty member's project proposal. An additional \$1,000 promotional increase will be awarded the following academic year, based on continued participation in the cohort throughout the year and after the TST2 project is implemented, assessed, and information is shared with the faculty cohort and community at the final spring session. The second promotional increase will be awarded when the final project is approved by the VPLSS and applied to the next year's contract. Extensions to finish incomplete projects may be requested. The Vice President for Learning and Student Success (VPLSS) will determine whether to approve an extension and set a timeline.

TST2 will be conducted using a themed cohort model, with all faculty participants exploring the same theme, selected each year by a committee working with the Center for Engagement and Learning (CEAL). The training will be the equivalent of five (5) days professional development and the method of delivery will vary with the content and TST2 program outcomes. Currently these five days are offered as an initial three-day Summer Retreat, followed by two sessions per quarter during the academic year (Fall-Winter-Spring).

PROJECT EXPECTATIONS

Faculty participants in Targeted Skills Training Program are required to employ active research principles to understand a problem, define a project to address the problem, determine measures for success, implement the project, and reflect upon the outcome in their final projects. This includes addressing the following:

- Identifying a problem that exists in their classroom/learning environment
- Developing a strategy or approach to address the problem
- Implementing the strategy or approach in their classroom/learning environment
- Collecting and interpreting data as it relates to the implemented strategy or approach
- Reflecting on their collected data and specifying the value that the project has on their students and their own professional development

COMPLETED

Since its inception in 2017, 18 tenured and specially funded faculty have successfully completed the Targeted Skills Training 1 Program.

Faculty Example A: Psychology

Purpose: Increase the sense of belonging in Psychology students using an adaptation of Walton et al.'s Social Belonging Intervention. The intent was to improve student success and decrease the achievement gap by increasing students' sense of belonging by: 1. having them look at the progression and change in their experience of belonging, and; 2. understanding themselves as helping others, not as receiving help, an empowering, rather than stigmatizing role. Despite encounters with some extraneous variables, the intervention increased a sense of belonging in 54% of students.

Faculty Example B: Psychology

Purpose: Students will be more successful in the online sections due to instructor making stronger connections with students that emulate those in grounded sections that involve experiences across difference (race, class, gender, etc.) and related educational experiences where students share and engage with each other's experiences, ideas, and perspectives. I implemented 6 interventions to humanize the course, encourage students who were in the course but not submitting work, and improving the clarity of assignments and expectations. I measured student perceptions with a survey based on CCSSE items as well as selected items from standard course evaluations as well as student-teacher interaction, active and collaborative learning, and their sense of learning about other students. I also evaluated student grades. The largest change was in course grades, which improved from a 2.2 to a 2.7 average. Student perceptions suggested some small but consistent changes in student-teacher interaction and active and collaborative learning.

Faculty Example C: American Sign Language

Purpose: Transparent teaching and learning methods explicitly focus on how and why students are learning course content in particular ways (Winkelmes, M. 2013.) This study examined the impact of transparent assignment design on student success and engagement in online classes by creating a more equitable platform for all students to succeed. Students enter college with varying degrees of college preparedness and not all students are prepared to succeed with the college curriculum, the pace, and responsibilities. Using both qualitative and quantitative assessment methods, students improved the rate of submission of assignments and their performance on those assignments as well as increasing their level of engagement.

Faculty Example D: Economics

Purpose: To incorporate a service-learning component to impact (1) student engagement, (2) the course completion equity gap between white and African American students, and (3) student happiness. Student engagement effects were measured quantitatively with a 2-question survey pre-service learning and post-service learning as well as qualitatively with a student feedback questionnaire. Equity gap effects were measured through the Tableau course completion data. Student happiness was measured by a one question survey pre- and post-service learning. The results of the service-learning project showed an increase in student engagement, a decrease in the equity gap in course completion rates between white and African American students, and an increase in student happiness. Overall, the impact of the service-learning project was very positive.