

Year Three Self-Evaluation Report

**Pierce College District
Lakewood and Puyallup, Washington**



**Presented to
Northwest Commission on Colleges and Universities
October, 2013**

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SITE ABBREVIATION KEY

FS	Pierce College Fort Steilacoom
PY	Pierce College Puyallup
JBLM	Pierce College at Joint Base Lewis-McChord
SBCTC	State Board for Community and Technical Colleges

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Institutional Overview

Pierce College District 11 (Pierce) is a public two-year community college district comprised of two comprehensive colleges and extended learning programs authorized by the State of Washington under the Community College Act of 1967. Pierce, operating under one accreditation and curriculum, offers quality educational opportunities for the diverse communities of Pierce County.

Pierce provides a variety of educational opportunities, including: courses and training for academic transfer; professional technical programs; precollege and transition programs in basic skills including reading, writing, math, GED preparation and testing, Adult High School Completion, English as a Second Language, IBEST (Integrated Basic Education and Skills Training) and ITRANS (Integrated Transitions); life-long learning and personal enrichment courses through continuing education; and corporate and business training through Invista Performance Solutions (a partnership with other Pierce County community and technical colleges).

Pierce operates with an integrated matrix structure that organizes and supports functions, programs and services across the district. The Chancellor and district administration provide services to: Pierce College Fort Steilacoom (FS) in Lakewood; Pierce College Puyallup (PY) in Puyallup; and extended learning sites including a large military program on Joint Base Lewis-McChord (JBLM) in Lakewood, as well as programs at Western State Hospital, Rainier School (for developmentally disabled individuals), and the Sexual Offender Center on McNeil Island. The district also provides basic skills instruction and continuing education at numerous locations throughout the county. Students can concurrently enroll at multiple Pierce sites.

During the 2012-13 academic year, Pierce enrolled 18,481 students (unduplicated count) across all program areas and locations, generating 8,783 full-time equivalent students (FTE). Of these, 46.8% were enrolled in an academic transfer program, 28.1% a professional technical degree or certificate program, 10.7% in basic skills courses, and 14.4% in courses for personal interest. Students enrolled for an average of 9.1 credits.

Of the 2012-13 student body, 57.5% of students were female; 49.4% were under the age of 26; 6.0% enrolled in Running Start (dual enrolled in high school and college); 51.5% reported their race/ethnicity as white, 14.3% as Hispanic/Latino, 9.8% as African American, 8.2% as Asian/Pacific Islander, 6.0% as multicultural or other, 1.1% as Native American, 2.5% as international students, and 6.7% chose not to disclose their race/ethnicity.

As aggregates, these numbers do not accurately depict the complexity involved in planning and providing services across the district. The communities served by each college have very different demographics, and this is reflected in their respective student populations. JBLM serves yet a third demographic. One of Pierce's challenges is to determine, provide, and maintain the appropriate programs and services for each disparate student body.

In 2012, Pierce joined Achieving the Dream (ATD), a national nonprofit network dedicated to helping more community college students stay in school and earn a certificate or degree. With a national spotlight on accelerating student completion and closing achievement gaps, particularly for low income students and students of color, Pierce joined the network to gain support and access to research and best practices, and to improve the district's ability to track and use data for decision-making that leads

to increased student success. The disaggregation and assessment of data available through ATD is assisting Pierce to design, implement and evaluate programs and services aimed at closing achievement gaps and ensuring more students achieve their educational goals.

Basic Institutional Data Form

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

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

Institution: Pierce College District
 Address: 1601 39th Avenue SW
 City, State, ZIP: Puyallup, Washington 98374
 Degree Levels Offered: Associate
 If part of a multi-institution system, name of system: Pierce College District
 Type of Institution: Comprehensive
 Institutional control: Public
 Institutional calendar: Quarter

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

Program or School	Degree Level(s)	Recognized Agency	Date
Dental Hygiene	Associate of Science in Dental Hygiene	Commission on Dental Accreditation	November 4, 2010
Nursing	Associate in Nursing	Accreditation Commission for Education in Nursing	February 11, 2011
Veterinary Technology	Associate in Veterinary Technology	American Veterinary Medical Association	April 30, 2013

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

Official Fall (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011	Two Years Prior Dates: 2010
Undergraduate	8,423	8,732	9,608
Graduate			
Professional			
Unclassified			
Total all levels			

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

Official Fall (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2012	One Year Prior Dates: 2011	Two Years Prior Dates: 2010
Undergraduate	10,656	11,170	12,278
Graduate	-	-	-
Professional	-	-	-
Unclassified	-	-	-
Total all levels	10,656	11,170	12,278

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

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	66	-	-	--	-	51	-	15
Associate Professor	38	-	-	-	-	31	-	7
Assistant Professor	19	-	-	-	1	16	-	2
Instructor	-	341	15	9	80	200	11	26
Lecturer and Teaching Assistant	-	-	-	-	-	-	-	-
Research Staff and Research Assistant	-	--	-	-	-	-	-	-
Undesignated Rank	-	-	-	-	-	-	-	-

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

Rank	Mean Salary	Mean Years of Service
Professor	64,020.00	19.1
Associate Professor	56,800.00	10.7
Assistant Professor	50,132.00	1
Instructor	-	-
Lecturer and Teaching Assistant	-	-
Research Staff and Research Assistant	-	-
Undesignated Rank	-	-

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

Fiscal year of the institution: July 1 through June 30
 Reporting of income: Accrual Basis
 Reporting of expenses: Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
CURRENT FUNDS			
Unrestricted			
Cash	5,581,293.86	22,378,010.62	4,292,547.75
Investments	26,149,705.54	5,560,723.65	17,210,299.04
Accounts receivable gross	2,874,673.52	2,559,004.10	5,087,656.65
Less allowance for bad debts	(158,589.59)	(152,215.73)	(228,724.54)
Inventories	0.00	407,451.38	546,139.34
Prepaid expenses and deferred charges			
Other (identify) Summer Qtr Auto App FA	1,011,574.71	1,222,768.84	2,359,778.56
Due from	2,684,738.23	3,323,091.32	3,014,870.68
Total Unrestricted	38,143,396.27	35,298,834.18	32,282,567.48
Restricted			
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due from	0.00	0.00	0.00
Total Restricted	0.00	0.00	0.00
TOTAL CURRENT FUNDS	38,143,396.27	35,298,834.18	32,282,567.48
ENDOWMENT AND SIMILAR FUNDS			
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due from	0.00	0.00	0.00
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.00	0.00	0.00
PLANT FUND			
Unexpended	0.00	0.00	0.00
Cash	0.00	0.00	0.00
Investments	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Total unexpended	0.00	0.00	0.00
Investment in Plant			
Land	0.00	0.00	0.00
Land improvements	0.00	0.00	0.00
Buildings	160,417,499.99	161,512,684.99	157,378,279.99
Equipment	2,274,362.28	914,264.33	832,900.45

Library resources	753,595.00	780,495.00	872,221.40
Other: Parking Lots, Ramps, etc.	2,103,042.60	2,240,795.60	2,383,118.60
Total investments in plant	165,548,499.87	165,448,239.92	161,466,520.44
Due from			
Other plant funds: LT Obligations COPs	7,485,000.00	7,929,301.35	8,372,506.19
TOTAL PLANT FUNDS	173,033,499.87	173,377,541.27	169,839,026.63
OTHER ASSETS:			
LT OBLIGATIONS OTHER THAN COP	4,312,073.48	4,238,237.48	4,707,073.66
TOTAL OTHER ASSETS	4,312,073.48	4,238,237.48	4,707,073.66
TOTAL ASSETS	215,488,969.62	212,914,612.93	206,828,667.77

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: July 01, 2012 thru July 30, 2013	One Year Prior to Last Completed FY Dates: July 01, 2011 thru June 30, 2012	Two Years Prior to Last Completed FY Dates: July 01, 2010 thru June 30, 2011
CURRENT FUNDS			
Unrestricted			
Accounts payable	999,098.85	1,377,743.22	767,551.50
Accrued liabilities	1,393,627.44	1,509,592.08	1,247,444.62
Students' deposits	0.00	0.00	0.00
Deferred credits	5,566,142.59	5,610,934.43	6,736,395.79
Other liabilities: Payroll HD, CFD	13,133.67	679.96	379.76
Due to	310,078.39	407,270.33	244,193.46
Fund balance	0.00	0.00	0.00
Total Unrestricted	8,282,080.94	8,906,220.02	8,996,713.18
Restricted			
Accounts payable	0.00	0.00	0.00
Other (identify)	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
Total Restricted	0.00	0.00	0.00
TOTAL CURRENT FUNDS	8,282,080.94	8,906,220.02	8,996,713.18
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0.00	0.00	0.00
Quasi-endowed	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.00	0.00	0.00
PLANT FUND			
Unexpended			
Accounts payable	0.00	0.00	0.00
Notes payable	0.00	0.00	0.00
Bonds payable	0.00	0.00	0.00
Other liabilities (identify)	0.00	0.00	0.00
Due to	0.00	0.00	0.00
Fund balance	0.00	0.00	0.00
Total unexpended	0.00	0.00	0.00
Investment in Plant			
Notes payable	0.00	0.00	0.00

Bonds payable	0.00	0.00	0.00
Mortgage payable	0.00	0.00	0.00
Other liabilities: Certificates of Participation	7,485,000.00	7,929,301.35	8,372,506.19
Due to	0.00	0.00	0.00
Other plant fund liabilities (identify)	0.00	0.00	0.00
TOTAL INVESTMENTS IN PLANT FUND	7,485,000.00	7,929,301.35	8,372,506.19
OTHER LIABILITIES: LONG TERM OBLIGATIONS OTHER THAN COP	6,215,805.40	5,748,944.20	6,809,031.22
TOTAL OTHER LIABILITIES	6,215,805.40	5,748,944.20	6,809,031.22
TOTAL LIABILITIES	21,982,886.34	22,584,465.57	24,178,250.59
FUND BALANCE	193,506,083.28	190,330,147.36	182,650,417.18

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

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

Principal and interest	738,041.26	738,841.26	739,041.26
Renewals and replacements	0.00	0.00	0.00
Total Auxiliary Enterprises	4,797,977.54	6,125,695.96	6,674,856.14
TOTAL EXPENDITURE & MANDATORY TRANSFERS	101,853,716.12	109,942,730.61	114,651,872.45
OTHER TRANSFERS AND ADDITIONS/DELETIONS	0.00	0.00	0.00
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(1,670,122.03)	(746,106.57)	347,997.73

INSTITUTIONAL INDEBTEDNESS

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

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Joint Base Lewis-McChord (JBLM): E-Army U Fort Lewis McChord	JBLM:			
	Associate of Arts– DTA; Associate of Business–DTA;	338 1,542 199	517 2,521 543	54 43 24
	Associate of Business; Associate of Technology– General; Associate in Pre-Nursing–DTA; Associate in Computer Network Engineering; Emergency Medical Technician Program			
Bethel School District Spanaway, WA	Bethel School District: Associate in Child Nutrition Program Management; Certificate in Custodial Technology; Certificate in Maintenance Technology; Certificate in Transportation Technology	7	39	5

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

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

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

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

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

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Study Abroad (Costa Rica, Japan, London, Korea)	-	13	8	
Pai Chai University (Korea)	-	2	1	

Preface

Update on Institutional Changes

Over the past two years, Pierce has undergone an institutional realignment to better position the district to strengthen student success and to maintain effectiveness in the context of state funding reductions. This realignment has helped the district establish a position of strength and sets the stage for a positive future. The Board of Trustees, administration, faculty and staff are committed to finding innovative ways to build on the district's strengths.

Realignment

The first step in the process of realignment involved a district wide conversation to explore a reorganization of administrative roles and functions. At the heart of the conversation was the recognition that Pierce needed a structure that could efficiently and effectively respond to its mission and core themes in the face of significant challenges. In addition to the challenge of declining financial resources, the legislature was requiring a statewide review of efficiencies across the community and technical college system; the Executive Team had notified the Pierce College Federation of Teachers of its intention to move from a division chair structure to an instructional dean structure; and the Executive Team had, and was going to continue to, experience significant turnover with expected retirements.

A 25-member steering committee, made up of faculty, staff, administrators and students, was asked to examine the organization through three lenses: student need; internal structures to support student success; and external partnerships to meet community demands. Three subcommittees, made up of steering committee members and others from across the district, were formed to focus on instruction, student services, and administrative services. The steering committee and subcommittees engaged the district community in a collaborative process to recommend potential organizational models. During the process, some confusion occurred between the role of organizational and administrative structures and shared governance processes. The Chancellor asked the groups to focus on the former, and established a separate process to explore the shared governance processes and structure.

A significant outcome of the reorganization was the establishment of a district-based instructional dean administrative structure, replacing the primarily campus-based division chair structure. This has had a positive impact in uniting the two colleges in curricular, program and integrated services for students at all Pierce sites. To further unite the district, the "Dean Team" was created and meets weekly. The team includes deans from JBLM, college deans of student services, district instructional deans, and college vice presidents. This group integrates learning and student success programs, processes, policies, strategic planning and services across the entire district.

For the past year, two additional committees have been meeting as a result of the reorganization work: one to provide recommendations and guidance on the establishment of a new system of shared governance councils; and one on revamping instructional program coordination. Committee recommendations, which will go to the Executive Team and Reorganization Steering Committee, are expected to be completed for fall quarter 2013-14.

One of Pierce's strengths has been an Executive Team committed to integrating functions across the district. This has held true even with multiple retirements, departures, and interim replacements

assignments over the past three years. Beginning in fall 2013, five of the 11 Executive Team members will be new to the district. Execution of the transition plan is underway.

Inclusive Budget Process

A second step in positioning Pierce for continued strength was to continue to engage the district in an inclusive and extensive budgeting process to determine how to best use available resources. The focus of the budget development process in 2013 was to allocate resources in support of identified priorities such as retention, progress to goal, and completion.

The year 2012-13 was difficult for district employees, as there were fewer staff positions and increased workload. Morale also suffered due to a 3% salary cut for classified staff imposed through a statewide collective bargaining agreement. In a show of support, administrative exempt staff also took the salary reduction. The state also reduced Pierce's funding allocation. The district continued to provide the courses needed to meet enrollment demands by relying more heavily on part-time faculty and leaving several full-time faculty positions temporarily unfilled. Throughout these challenges, the district stayed committed to its mission.

The collaborative budget-building process engaged people across the district, resulting in ideas for innovation, efficiencies and effectiveness. An Innovations Fund that provides individuals or groups up to \$5,000 in project funding was created this year in order to support new ideas that will improve areas of institutional priority as identified in the Institutional Effectiveness (IE) Report and scorecard.

With the economy rebounding, the 3% staff salary reductions have been restored. In addition, an increase in state allocation allowed the district to fill 13 tenure track faculty positions, with the intent to add more next year.

Student Success

Pierce continues to strengthen its evidence-based decision-making. The Board of Trustees, which has established student success as its highest priority, participated in the Governance Institute for Student Success (GISS), a program sponsored by the Washington Trustee Association of Community and Technical Colleges and the Bill and Melinda Gates Foundation. The focus of the GISS was to examine longitudinal data on student persistence and degree completion.

Over the past six years Pierce has been moving toward a comprehensive institutional improvement process, becoming more data informed, aware of our strengths and challenges, and able to identify effective strategies for change. As the national conversation on student completion has heated up, the district accelerated this process, conveying the urgency of making changes that would improve student success *now*. Being selected as a new participant in the Achieving the Dream (ATD) network helped pave the way. As an ATD institution, Pierce has put a laser focus on retention, completion and progress. After extensive district wide conversations, we have identified four priority areas: engagement; Start-to-Finish (orientation, advising and college success course); precollege education (math and English/reading); and basic skills. More than 100 individuals have participated in identifying and planning for these priority areas and the district has committed over \$700,000 in FY14 for implementation of the intervention strategies.

FS was named one of the nation's 120 best community colleges by the Aspen Institute College Excellence Program each of the last two years. This distinction was based on its high standards for

learning, college completion without delay, and serving as a training ground for jobs that pay competitive wages.

Foundation

The Pierce College Foundation helped maintain stability during the economic downturn. The Foundation's fundraising goals focus on meeting Pierce's "greatest needs" (those identified as helping shape the way students learn). The completion of the 21st Century Learning Campaign helped equip two new buildings with flexible teaching and social spaces to transform student learning experiences. In addition, the Foundation expanded scholarship opportunities for students and innovation grants to support faculty and staff.

Capital and Technology Improvements

Science, technology, engineering and math (STEM) were taken to a new level through the construction of the Rainier Building at FS. The building opened with high-tech science lab space that mirrors private-sector research labs. Learning spaces provide opportunities for formal and informal groups and one-to-one learning. Discipline-themed open spaces are spread throughout the building, allowing students to continue their learning outside the classroom while surrounded by key faculty members and learning tools.

A Science Dome, akin to a planetarium, opened in fall 2012. It is the only one of its kind in the South Puget Sound area, drawing lifelong learners of all ages interested in understanding complicated scientific concepts through 3-D images. This has been a wonderful tool for getting community members on campus. In addition, a newly remodeled FS library was transformed to increase student learning and take student engagement with information and ideas to the next level.

Pierce converted to a new learning management system, Canvas, and is preparing to be in the first wave of the statewide ERP conversion (ctcLink). This will significantly improve service to students, and provides for a robust and user-friendly data system to assist research and institutional effectiveness efforts.

With new challenges surely on the horizon, Pierce looks forward to living its slogan: **Possibilities. Realized.**

Response to Recommendations

The Northwest Commission on Colleges and Universities (NWCCU) conducted a comprehensive evaluation of Pierce in fall 2007. On the basis of that evaluation, NWCCU reaffirmed accreditation, but requested a focused interim evaluation report with a visit in spring 2009 to respond to six recommendations. Based on the spring 2009 appraisal, NWCCU recognized compliance with four of the recommendations, but requested a second focused interim evaluation report and visit to respond to the remaining recommendations on the topic of educational assessment and learning outcomes. The district submitted a report and hosted that evaluation visit in fall 2010, and received notification from the Commission in January that all recommendations were satisfied.

Pierce submitted the Year One Self-Evaluation Report (Standard One: Mission, Core Themes and Expectations) in fall 2011. On the basis of that report, accreditation was reaffirmed with the following two recommendations:

1. *The College needs to define mission fulfillment in the context of its purpose, characteristics, and expectations. The college needs to articulate its accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. (Standard 1.A.2)*

In context of its purpose, characteristics and expectations, the Pierce College Board of Trustees approved the Mission Fulfillment Policy on April 12, 2012. The Pierce College policy on mission fulfillment establishes that mission is achieved by satisfying a minimum of 70% of the indicators of achievement across the five core themes. Details regarding the policy are included in Standard 1.A.2 below.

2. *The College needs to develop objectives and benchmarks for each Core Theme that are meaningful, assessable, verifiable, and based on available historical data that form a basis for evaluating accomplishments of the objectives. (Standards 1. B.1 and 1.B).*

Pierce has identified five core themes that manifest the central elements for mission fulfillment. Each Core Theme is measured by meaningful objectives and assessable and verifiable indicators that serve as the basis for evaluating accomplishments of the objectives. Historical data, as documented in the 2009-2012 Institutional Effectiveness Reports, serve as the benchmark or baseline for evaluating progress. Details regarding these updates are described in Standard 1.B.1 below.

Chapter One: Mission, Core Themes and Expectations (Updated from the Year One Report 2011)

Executive Summary of Eligibility Requirements 2 and 3

ER2: Authority. The State of Washington, through the Washington State Board for Community and Technical Colleges (SBCTC), grants Pierce College District 11 the authority to operate two of the state's 34 community and technical colleges: Pierce College Fort Steilacoom and Pierce College Puyallup. Pierce College (formerly Fort Steilacoom Community College) was established by the Community College Act of 1967, revised as the Community and Technical College Act of 1991 (RCW 28B.50). Through this act, all college districts in the system are charged with offering "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020). In fall 1999, Pierce became a two-college district when the State Board for Community and Technical Colleges elevated Pierce College Puyallup from satellite campus to college status. The Pierce College Board of Trustees is given formal authority to grant degrees through RCW 28B.50.140.

ER3: Mission and Core Themes. The mission of Pierce College is to create quality educational opportunities for a diverse community of learners to thrive in an evolving world. Pierce's mission and core themes are clearly defined and fully consistent with its charter as a public community college responsive to the unique educational needs and characteristics of its service district. Through a comprehensive strategic planning process in 2010, the mission was re-evaluated and formally adopted by the Board of Trustees on February 9, 2011.

As a comprehensive two-year community college, Pierce provides a variety of educational opportunities, including the following: courses and training for academic transfer; professional technical programs; precollege and transition programs in basic skills including reading, writing, math, GED preparation and testing, Adult High School Completion, English as a Second Language, IBEST (Integrated Basic Education and Skills Training) and ITRANS (Integrated Transitions); life-long learning and personal enrichment courses through continuing education; and corporate and business training through Invista Performance Solutions (a partnership with other Pierce County community and technical colleges). All Pierce's human and financial resources are devoted to support the mission and core themes.

As part of the mission review process in 2010, Pierce identified its five Institutional Outcomes as its Core Themes considering that they individually manifest essential elements of the Pierce mission and collectively encompass its mission. The rationale was that they were in place as the measure of mission fulfillment since 2007, prior to the implementation of NWCCU's new accreditation standards. It was decided at that time to use the term Institutional Outcomes instead of Core Themes because the continuous improvement process and culture at Pierce had already been established. However, in review of the district's Year One report, the NWCCU Evaluation Team recommended that the term Core Themes be utilized. Beginning in summer 2013, Pierce formally transitioned its language and began referring to the Institutional Outcomes as Core Themes.

Standard 1.A: Mission

1.A.1

Pierce embraces a broad educational mission focused on providing each member of our geographically and socially diverse community with the starting or continuing point he/she needs to progress. The spectrum of precollege, professional technical, transfer and continuing education programs offered at Pierce provide opportunities for all to *realize possibilities*. The Pierce vision/mission/core themes/values statement (Figure 1) is generally understood by the district community and gives direction to our work; it is prominently displayed within the institution, as well as widely published on the website, in the catalog, and in other key documents.

As part of a comprehensive strategic planning process, the mission was re-evaluated in 2010. The Chancellor invited the district community to engage in a discussion regarding key mission-related questions that set the stage for mission review. This process began as an element of all district day activities with the entire district community joining together in meaningful conversation about the uniqueness of Pierce and our role in advancing opportunities for individuals, business, industry and the community. Diverse groups of faculty, staff, and administrators generated ideas and rationale for the vision – the result of our work; the district mission – our purpose; Institutional Outcomes (now Core Themes) – measureable mission elements; and values – what we care about. From those discussions emerged thoughtful and innovative concepts and initial phrases that resonated with individuals, as well as suggestions for what process we might use for further community feedback and final endorsement.



Figure 1: Vision, Mission, Core Themes and Values

A representative committee, including students, then distilled the broad thinking of the district into several draft mission/vision/values statements. After further discussion by the district community, reconsideration by the committee, and final comment period from faculty, staff, and students, the district Policy and Governance Cabinet (Cabinet) affirmed the work by recommending a vision/mission/values statement for approval by the Board of Trustees. Board action formalized the statements in February 2011.

With this new mission as our guide, Pierce was prepared to develop the metrics that would demonstrate mission fulfillment. The Institutional Effectiveness (IE) Committee analyzed the mission to identify the essential components and elicit those elements, which we originally named Institutional Outcomes. With the new accreditation standards requiring core themes to measure mission fulfillment, the IE Committee recommended retaining the prior Institutional Outcomes as the Core Themes since they accurately and fully describe the newly drafted mission.

1.A.2

Pierce's definition of mission fulfillment considers the context of the district's purpose, characteristics and expectations. Mission fulfillment is achieved by the core themes collectively meeting or exceeding established thresholds. Each Core Theme is comprised of three objectives informed by multiple indicators of achievement and specific data metrics with defined performance targets (Figure 2). Based on an indicator's performance relative to its targets, the indicator is rated at one of five possible levels on a colored scale ranging from "meets or exceeds standard" (green) to "immediate action needed" (red). Thus, indicator target attainment is demonstrated on the scorecard with a green or green/yellow rating. Historical data, as documented in the 2009-2012 Institutional Effectiveness Reports, serves as the benchmark or baseline for evaluating progress.

Mission fulfillment is defined in Board policy as satisfying a minimum of 70% of the indicators of achievement across all of the core themes measures. This is calculated by at least 70% of the indicators of achievement attaining a green or green-yellow rating.

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

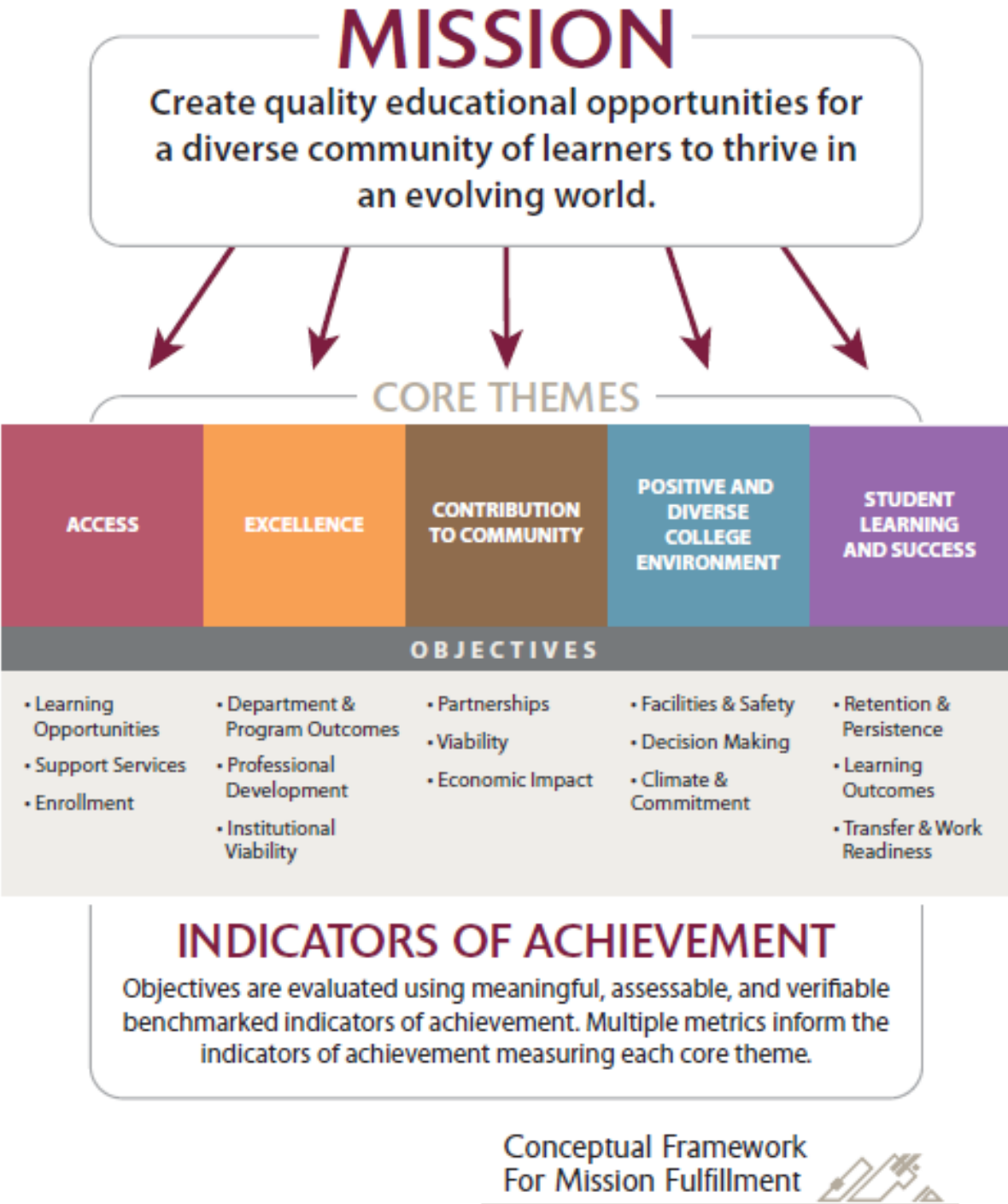


Figure 2: Mission Fulfillment and Core Themes

Standard 1.B: Core Themes

1.B.1

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

Pierce College has identified five core themes that individually manifest the three essential elements of its mission and collectively encompass its mission: Access; Excellence; Contribution to Community; Positive and Diverse College Environment; and Student Learning and Success.

Mission Element One: Create Quality Educational Opportunities

- I. *Access*: At Pierce College District, students will have access to comprehensive educational offerings and services.
- II. *Excellence*: Pierce College District will ensure quality, sustainability and continuous improvement in all of its departments and programs.
- III. *Contribution to Community*: Pierce College District will be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational opportunities and economic development.

Mission Element Two: For a Diverse Community of Learners

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

Mission Element Three: To Thrive in an Evolving World

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

1.B.2

Pierce has established objectives for each of its core themes and identified meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the district's core themes.

Core Theme I: Access

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

Objectives to be Achieved via the Core Theme:

- I. Learning Opportunities: To what extent do learning opportunities at Pierce College District align with the educational goals of our students, as well as meet local business and industry demands?

- II. Support Services: Do Pierce College District students have access to support services that are important to them and meet their needs?

- III. Enrollment: To what extent does Pierce College District serve the population within its district?

Indicators of Achievement:

LEARNING OPPORTUNITIES: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR**
Educational Goals	<p>Student satisfaction with progress to goal meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey</p> <p>Transfer, professional technical and basic skills students’ progress to goal “further and faster” as indicated in Student Achievement Initiative data and compared to the Washington State CTC system average</p>
Business and Industry	<p>Educational offerings match 70% or more of the top 30 occupational categories in Pierce County projected to increase</p>
SUPPORT SERVICES: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Student Feedback for Support Services	<p>Meets or exceeds the national cohort average on CCSSE’s Support for Learners benchmark</p> <p>Meets or exceeds the national cohort average on SENSE’s support services benchmarks*</p>

ENROLLMENT: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Market Share of High School Graduates	Meet or exceeds previous year's new enrollment percentage of high school graduates from the school districts within the service area
Student and Service Area Demographics	District student demographic averages meet or exceed service area demographic averages for females and persons of color

*Denotes Future Metric for 2014 Institutional Effectiveness Report

**Click on *Metrics to Fulfill Indicators* in each table to view detailed data elements underlying each indicator.

Rationale for Selection of Indicators for Core Theme I Objectives:

Providing comprehensive educational offerings to our students is cornerstone to the mission of Pierce. Meaningful qualitative and quantitative indicators are in place to measure the alignment of Pierce's learning opportunities with the educational goals of our students, as well as with local business and industry demand. To that end, student progress to goal is regularly monitored for basic skills, professional technical and academic transfer students. Student's comprehensive experience also includes access to important support services. Pierce gauges students' perceptions about support services, as well as frequency of use, with national averages. Finally, Pierce strives to serve the population within its district. This is measured by tracking the market share of recent high school graduates. This is also assessed by ensuring that key service area demographics, compatible with our Achieving The Dream (ATD) efforts, are comparably reflected in the college's student demographics. It is through these measureable and verifiable indicators that the Access Core Theme objectives are assessed.

Core Theme II: Excellence

Pierce has intentionally designed its programs, functions and structures to ensure quality, sustainability and continuous improvement. To this end, each work unit has developed outcomes, criteria for success, and methods of assessment for the activities for which it is responsible. This provides a mechanism not only to measure departmental achievement, but also for each individual to see his or her relationship to overall mission fulfillment. Three objectives have been identified: Department and Program Outcomes, Professional Development and Institutional Viability.

Objectives to be Achieved via the Core Theme:

- I. Department and Program Outcomes: To what extent are Pierce College District’s departments and programs meeting their performance outcomes?

- II. Professional Development: To what extent is professional development supported by Pierce College District and its employees?

- III. Institutional Viability: To what extent is Pierce College District meeting foundational elements?

Indicators of Achievement:

DEPARTMENT AND PROGRAM OUTCOMES: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR**
Non-Instructional Departments and Teams	Achievement of defined department outcomes meets or exceeds 70%*
Grade Distribution	70% of students within each site and division earn a 2.0 or higher course grade
Instructional Programs	Achievement of program/discipline review standards meets or exceeds 70%*
PROFESSIONAL DEVELOPMENT: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Professional Development Plans	A professional development plan is documented for 100% of full-time employees*
Employee Feedback for Professional Development	Satisfaction with professional development indicators meets or exceeds 70% on Employee Climate Survey

INSTITUTIONAL VIABILITY: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Fiscal Health	District's fiscal health meets 100% of financial indicators: <ul style="list-style-type: none"> • Operational budget is balanced and not exceeded • Reserve ratio meets or exceeds Board requirements • Capital budget projects are managed within legislative and college time requirements and within budget • Audits contain no findings
Planning	Key planning documents that guide decision-making are in place for upcoming academic year <ul style="list-style-type: none"> • Annual Educational Plan • Foundation Support for College Plan • 5-year Facilities Master Plan • 3-year Information Technology Plan* • Annual Unit Plans* • Affirmative Action Plan
NWCCU Standards	0% non-compliance on all NWCCU's accreditation standards, policies and requirements

*Denotes Future Metric for 2014 Institutional Effectiveness Report

**Click on *Metrics to Fulfill Indicators* in each table to view detailed data elements underlying each indicator.

Rationale for Selection of Indicators for Core Theme II Objectives:

Pierce's indicators measuring Excellence reflect its commitment to quality, sustainability and continuous improvement. One way these attributes are measured is by the establishment and achievement of meaningful outcomes and standards for both non-instructional and instructional programs. For instructional programs, assessment is further supported by grade distribution data. Grades play a key role in the analysis of successful course completion and achievement of course learning outcomes. To this end, course completion is evaluated on the division and site level, as well as by funding source and modality. Continuous improvement is also demonstrated by the presentation of and participation in effective professional development opportunities. Employee perceptions about opportunities, plans and experiences are documented and assessed. Finally, meaningful indicators are in place to gauge institutional sustainability including fiscal health, strategic planning, and accreditation compliance. It is through these measureable and verifiable indicators that the Excellence Core Theme objectives are assessed.

Core Theme III: Contribution to Community

As a community college, Pierce seeks to be intimately involved in its local community meet the needs of that community, and to be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational and economic development. The Contributions to the Community Core Theme is defined by three objectives: Partnerships, Visibility and Economic Impact.

Objectives to be Achieved via the Core Theme:

- I. Partnerships: To what degree is Pierce College District engaged in ongoing partnerships and collaborations with the community?

- II. Visibility: Is Pierce College District visible to the community?

- III. Economic Impact: To what degree does Pierce College District promote economic development in the community?

Indicators of Achievement:

PARTNERSHIPS: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR**
Educational Pathways	Educational pathways in place for 100% of professional technical programs Work-based learning (i.e., internships, externships, practicums) participation rates meet or exceed previous year’s figures.
Contracts	Current government and business contracts meet or exceed previous year’s headcount and revenue
Advisory Committees	100% of professional technical advisory committees met during the previous academic year Indicators meet or exceed 70% on the Advisory Committee Survey
VISIBILITY: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
External Feedback for Visibility	External evaluation of recognition and value in the community meets or exceeds previous survey or focus group results

ECONOMIC IMPACT: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Basic Skills Education Impact	<p>Meets or exceeds previous year's percentage of total student headcount and Student Achievement points for basic skills and I-BEST students</p> <p>GEDs and high school diplomas earned meets or exceeds previous year's percentage of total degrees awarded</p>
Workforce Education Impact	<p>Meets or exceeds previous year's Student Achievement points for Workforce Education, Worker Retraining and WorkFirst students</p>
Transfer Education Impact	<p>Meets or exceeds previous year's Student Achievement points for Transfer students</p> <p>Meets or exceeds previous year's number of degrees earned at University of Washington – Tacoma, the top state transfer institution for Pierce students</p>

**Click on *Metrics to Fulfill Indicators* in each table to view detailed data elements underlying each indicator.

Rationale for Selection of Indicators for Core Theme III Objectives:

Maintaining academic, industry and broad-based community partnerships to advance local educational opportunities and economic development is foundational to Pierce's mission. Meaningful and accessible indicators have been established to gauge the college's commitment to community. One measure of this commitment is community partnerships. Current and prospective students, as well as local high schools and employers, can benefit from the ease of educational roadmaps to career pathways. The extent to which these roadmaps are in place for the college's professional technical programs is assessed. In addition, Pierce students often partner with local businesses and organizations for internship opportunities. The degree in which students participate in these opportunities is tracked. In recent years, Pierce has maintained the highest number of contracted students among all of Washington State community and technical colleges, primarily through contracts with the military. The extent in which these governmental and business contracts increase or decrease is evaluated. Key community stakeholders comprise the college's professional technical advisory committees. The activity level of these committees, as well as stakeholder feedback, is monitored. One way that Pierce evaluates its visibility in the community is through external feedback. Qualitative metrics regarding community perceptions about Pierce are assessed. Finally, the U.S. Department of Labor's Bureau of Labor Statistics clearly indicates that higher educational attainment is correlated with higher income and lower unemployment rates. Thus, an investment in higher education ultimately benefits both the individual student and the overall economy. To that end, established metrics provide Pierce with the opportunity to track student success within current programming, as well as academic opportunities beyond the Pierce experience. Data elements measuring student progress and goal attainment within Pierce's Worker Retraining and WorkFirst programs, as well as the college's Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL) programs, are also evaluated. Finally, undergraduate and graduate degree attainment data at Pierce's top transfer institution has been tracked since the 2004-05 academic year. It is through these measurable and verifiable indicators that the Contribution to Community Core Theme objectives are assessed.

Core Theme IV: Positive and Diverse College Environment

Our conduct and actions as individuals and as an institution is as important to mission fulfillment as the programs and services we undertake. Pierce’s mission will best be achieved by promoting a diverse environment in which quality teaching and learning are fostered, decision-making processes are collaborative, and students and employees feel valued and respected. Within this outcome, three objectives will be measured: Facilities and Safety; Decision-Making; and Climate and Diversity.

Objectives to be Achieved via the Core Theme:

- I. Facilities and Safety: To what degree do Pierce College District’s facilities support quality teaching and learning?

- II. Decision-Making: To what degree do students and employees perceive engagement in shared governance at Pierce College District?

- III. Climate and Diversity: To what degree are students and employees satisfied with their overall experiences at Pierce College? To what degree is Pierce College District committed to maintaining a workforce that is reflective of the diversity of our service area?

Indicators of Achievement:

FACILITIES AND SAFETY: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR**
Buildings and Grounds	Student and employee buildings and grounds indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and the Employee Climate Survey
Classroom Technology	Classrooms designated as level 3 or 4 on a four-level technology scale meets or exceeds previous year
Campus Safety	Student and employee campus safety indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and the Employee Climate Survey Mandatory state and federal reports filed by deadlines and any report deficiencies addressed
DECISION-MAKING: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Student and Employee Feedback for Decision-Making	Student and employee decision-making indicators meet or exceed 70% on the CCSSE or Student Satisfaction Survey, and Employee Climate Survey

CLIMATE AND DIVERSITY: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Climate	Student and employee climate indicators meet or exceed 70% on CCSSE or Student Satisfaction Survey, and Employee Climate Survey
Commitment	Student and employee commitment indicators meet or exceed 70% on CCSSE, and the Workforce Education Graduate Survey, and the Employee Climate Survey
Employee Diversity	Employee demographics averages meet or exceeds service area demographics for females and persons of color

**Click on *Metrics to Fulfill Indicators* in each table to view detailed data elements underlying each indicator.

Rationale for Selection of Indicators for Core Theme IV Objectives:

Learning-centered buildings and classrooms are key contributors to the positive environment at Pierce. Both student and employee feedback about buildings and grounds is gauged. One way that Pierce provides a progressive learning environment is by equipping classrooms with technology. The extent of those technological advances is measured within this Core Theme. Having safe and secure learning and working environments can impact the overall climate. Qualitative indicators are in place to assess those perceptions of safety. Moreover, this qualitative data is paired with quantitative data including accurate and timely reporting of crime statistics and federal disclosures. Shared governance is an important attribute of a positive learning and working environment. Both students’ and employees’ perceptions about decision-making and shared governance are assessed. An inclusive environment is essential to serving a diverse community of learners. To that end, the quality and character of the institution as reflected in the attitudes of the college community is informed by multiple metrics, including perceptions about feelings of respect and value. The degree in which students and employees are committed to the institution is also measured by various data elements. In conjunction with our Affirmative Action Plans, we track employee demographics to measure the extent of alignment with our service area. It is through these measurable and verifiable indicators that the Positive and Diverse College Environment Core Theme objectives are assessed.

Core Theme V: Student Learning and Success

Learning and student success are at the heart of Pierce’s vision, mission and values. It is the most foundational measure of the mission that Pierce’s students experience quality, relevant learning that increases their knowledge, skills and abilities to maximize their potential for individual success whether transferring to a four-year institution, preparing directly for the workforce, or gaining basic skills to prepare them for life or advancement to college-level courses. Creative, relevant learning experiences developed around intentionally-designed learning outcomes will prepare students to achieve beyond their Pierce experience and thrive in an evolving world. Mission fulfillment for this Core Theme will be measured with three key objectives: Retention and Persistence, Learning Outcomes, and Transfer and Work Readiness.

Objectives to be Achieved via the Core Theme:

- I. Retention and Persistence: To what extent are Pierce College District students progressing in the areas of Student Achievement momentum points, transition rates, course completion, program completion and graduation rates?

- II. Learning Outcomes: To what extent are Pierce College District students achieving institutional and programmatic learning outcomes?

- III. Transfer and Work Readiness: To what extent are Pierce College District students successfully transferring to four-year institutions or moving directly to the workforce?

Indicators of Achievement:

RETENTION AND PERSISTENCE: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR**
Retention and Persistence	<p>Student Achievement points meet or exceed college figure from previous year</p> <p>Student Achievement points meet or exceed state and benchmark colleges</p> <p>Student fall-to-fall retention rate for all and new students meets or exceeds previous year</p> <p>Student fall-to-fall retention rate for individual demographics meets or exceeds previous year*</p> <p>Student fall-to-winter retention rate for all and new students meets or exceeds previous year</p> <p>Student fall-to-winter retention rate for individual demographics meets or exceeds previous year*</p> <p>Percent of level 4, 5 and 6 basic skills students transition to developmental education and/or college-level courses within one year meets or exceeds previous year</p>

<p>Course Completion</p>	<p>Ratio of successful course completion to attempted completions meets or exceeds 70%*</p> <p>Overall percent of students successfully completing developmental math and English meets or exceeds previous year*</p> <p>Percent of students, disaggregated demographically, successfully completing developmental math and English meets or exceeds previous year *</p> <p>Overall percent of students successfully completing gateway courses meets or exceeds previous year</p> <p>Percent of students, disaggregated demographically, successfully completing gateway courses meets or exceeds previous year*</p> <p>70% of overall academic transfer students successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time)</p> <p>70% of academic transfer students, disaggregated demographically, successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time)*</p>
<p>Program Completion Rates</p>	<p>Overall program completion rate meets or exceeds previous year*</p>
<p>Graduation Rates</p>	<p>Graduation rate meets or exceeds previous year until overall graduation rate equals 20% higher than the state average</p> <p>Graduation rate, disaggregated demographically, meets or exceeds previous year*</p> <p>Graduation rates meet or exceeds benchmark colleges and state averages</p>
<p>LEARNING OUTCOMES: INDICATORS OF ACHIEVEMENT</p>	<p>METRICS TO FULFILL INDICATOR</p>
<p>Student Feedback for Learning Outcomes</p>	<p>Meets or exceeds the national cohort average on CCSSE's Active and Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction benchmarks</p> <p>Meets or exceeds the national cohort average on SENSE's academic benchmarks*</p>
<p>Core Abilities</p>	<p>Student progress on Core Abilities learning outcomes meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey</p> <p>Student achievement on Core Abilities outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>

Outcomes for Academic Transfer Students/ Fundamental Areas of Knowledge (FAKs)	Student achievement of Fundamental Areas of Knowledge (FAKs) meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for Professional Technical Program Students	Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)*
Outcomes for Transitional Education Students	Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)
Outcomes for ABE and ESL Students	Gains in progression of ABE/ESL students meets or exceeds previous year on WABERS report
TRANSFER AND WORK READINESS: INDICATORS OF ACHIEVEMENT	METRICS TO FULFILL INDICATOR
Transfer Rates and Success	Meets or exceeds GPAs of other community college transfer students and native students at top four transfer institutions
Professional Technical Degree Completers Employed	Meets or exceeds 70% of employment, job relatedness and preparedness rates per the Workforce Education Graduate Survey (WEGS)

*Denotes Future Metric for 2014 Institutional Effectiveness Report

**Click on *Metrics to Fulfill Indicators* in each table to view detailed data elements underlying each indicator.

Rationale for Selection of Indicators for Core Theme V Objectives:

In order to successfully thrive in future academic and professional endeavors, Pierce must set a strong academic foundation, established in quality and rigor, for its students. Assessable and verifiable metrics measuring student retention and persistence to goal have been established. Benchmarks include historical institutional data, benchmark schools and state averages. Progress is measured at a number of key milestones. Recent participation in Achieving the Dream has moved the institution forward in exploring key data at the aggregate level, as well as disaggregated demographically. This level of assessment takes place for retention rates, precollege courses, gateway courses, and college-level courses, as well as graduation rates. Success in program completion is also tracked. For students beginning in basic skills, transition rates between upper level basic skills and precollege and college-level courses is assessed. Academic quality and rigor are measured through the evaluation of learning outcomes as compared to national averages. Achievement of program outcomes is evaluated for basic skills, professional technical and academic transfer programs. Moreover, the district prepares students for an evolving world through study in five Fundamental Areas of Knowledge as well as instruction and assessment of the five Core Abilities; the Core Abilities comprise the essential skills to assure success in the context of change. Finally, success of Pierce transfer students as compared to other Washington community college transfer students and native students at top transfer institutions is evaluated. For those students who transition directly into the workforce, key employment characteristics such as employment rates, job preparedness, and hourly wage are gauged. It is through these measureable and verifiable indicators that the Student Learning and Success Core Theme objectives are assessed.

Summary

Pierce has operationalized a strong institutional effectiveness process since 2007. The Institutional Effectiveness (IE) Report, published biennially, serves as a comprehensive assessment tool designed to evaluate the institutional core themes. The report includes an executive summary, a scorecard providing a snapshot of Pierce's overall effectiveness, strengths and challenges, and a detailed examination and interpretation of each Core Theme. Scorecard results are assessed by the IE Committee. Based on the scorecard assessments, the committee makes action priority recommendations to the Executive Team. As part of our continuous improvement efforts, Core Theme objectives and indicators of achievement are evaluated and updated on a biennial basis. During this process, some measures are moved to higher target levels as goals are attained.

The IE Committee takes responsibility for the Institutional Effectiveness Report that responds to the core themes, as well as oversees the department/program outcomes process that guides all units through an assessment of outcomes directly related to their work. These two processes work in tandem to assure quality and mission fulfillment by providing several levels of perspective of our achievements and challenges (Figure 3).

Pierce's Year Three Report describes the district's institutional mission, core themes, and indicators of achievement. Together, these form the framework for the institutional effectiveness process, defining the manner in which mission fulfillment is determined and assessed. This assessment system has been in place since 2007 and has undergone several cycles of review, community input and adjustment. In the 2013 regular biennial review of the indicators of achievement by the Institutional Effectiveness committee, additional measures were identified for inclusion and others identified for elimination in an effort to determine the best measures for evaluating the core themes and mission fulfillment. These areas are designated as "future metric" in this report and will be in place for the 2013-2014 academic year. A comprehensive plan for engaging the district community in the assessment and planning cycles and in the development of subsequent NWCCU reports assures a broad-based and inclusive process. Pierce is fully prepared for the next steps in this accreditation self-study. The process of reviewing the mission, core themes, and the indicators of achievement has furthered our commitment to our students and our community, and helped us think more strategically about mission fulfillment and action.

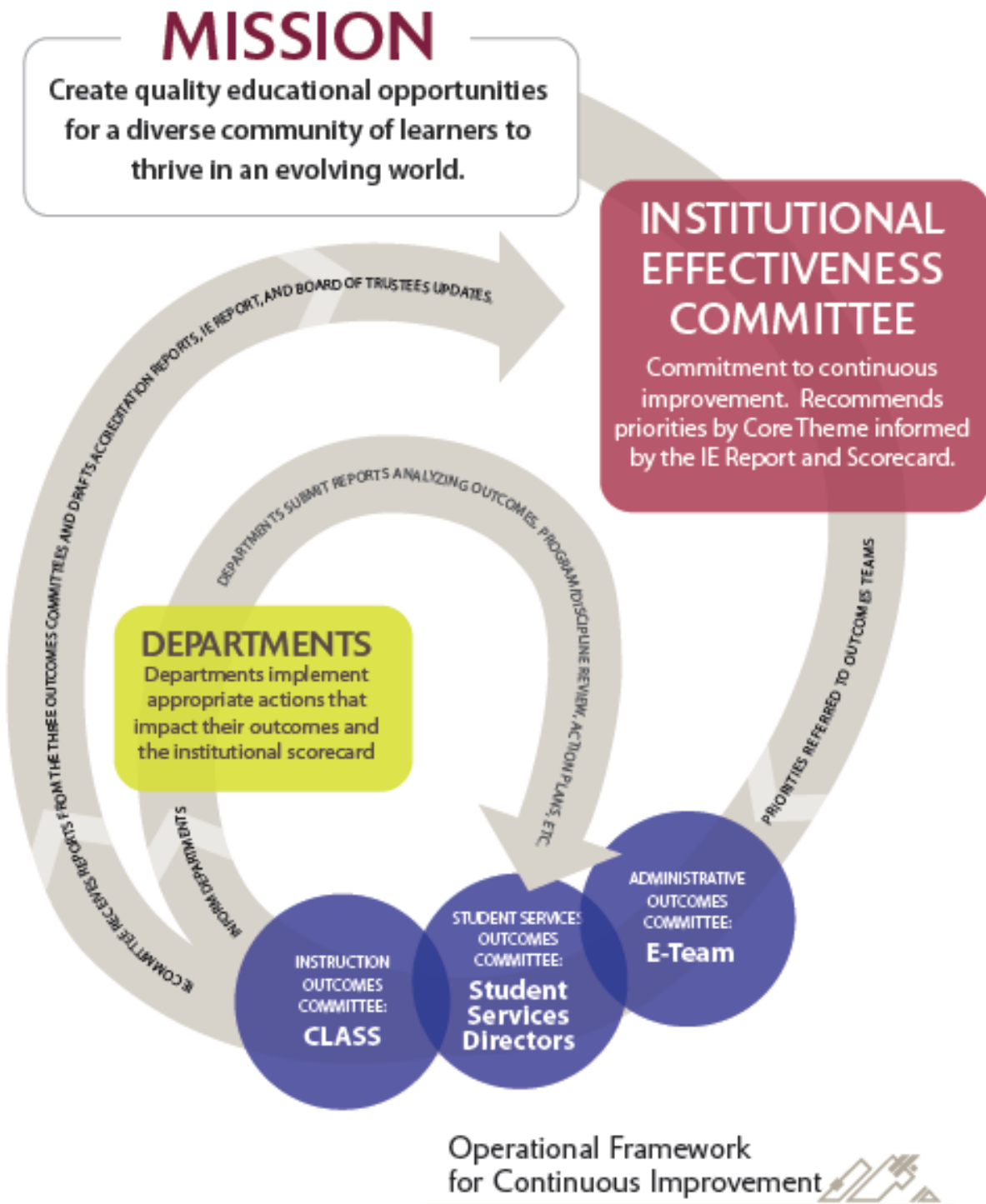


Figure 3: Institutional Effectiveness Process

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

ER4: Operational Focus and Independence. Pierce's mission statement is focused on higher education outcomes and the district's activities serve that mission. Pierce's governance structure, leadership and administrative team allow independent operation with accountability to the Chancellor, Board of Trustees, SBCTC and legislature. Pierce has the organizational and operational independence and capacity to meet the NWCCU's standards and eligibility requirements.

ER5: Non-Discrimination. Pierce ensures equal employment opportunity and prohibits discrimination in employment on the basis of race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam-era veteran, the presence of any sensory, mental, or physical disability, or genetic information. The district is an equal opportunity employer, as is stated on all employment recruitment materials.

ER6: Institutional Integrity. Integrity is demonstrated through the conduct of the Board of Trustees and all employees. The district establishes and adheres to ethical standards that prohibit discrimination and provides equal opportunity and equal access to its programs and services. All students and employees experience academic consistency, are treated fairly, and are provided with information that is accurately and promptly communicated regarding the district policies, programs and services.

ER7: Governing Board. Pierce's policy-making body is a five-member Board of Trustees appointed by the Governor to five-year terms. The Pierce College Board of Trustees is charged with the responsibility and the authority for operation of Community College District 11 as prescribed in RCW 28B.50.140 and other statutes. The Board of Trustees has the responsibility to establish policy and to evaluate the success of Pierce's operation to include financial reviews, approve fundraising goals and plans, and direct strategic planning efforts. The Board of Trustees then report to the Governor and the State Legislator.

ER8: Chief Executive Officer. As appointed by the Board of Trustees, the Chancellor is Pierce's Chief Executive Officer. The Board delegates the general responsibility for interpreting Board policy into administrative action and administering and operating the district in accordance with Washington State law and Board-approved policies. Any and all powers and duties listed in RCW 28B.50.140 and other statutes, and express or implied authority for carrying out the administration and operation of Pierce, may be delegated to the Chancellor and may be exercised by the Chancellor in the name of the District 11 Board of Trustees, with the exception of authority to hire the Chancellor. The Chancellor's full-time responsibility is to Pierce College. Neither she, nor an executive officer of the district, chair the district's Board of Trustees.

ER9: Administration. Pierce is served by a qualified team of administrators that efficiently manage the college district at all levels. These leaders focus on what is best for the district, the colleges, students, and faculty and staff to ensure mission fulfillment and achievement of core themes.

ER10: Faculty. Pierce employs a sufficient number of qualified faculty to achieve educational goals, provide oversight to academic policy, and ensure the integrity and continuity of its academic programs. The performance of faculty is regularly and systematically evaluated as outlined in the faculty negotiated agreement. Moreover, full-time members of the faculty not only teach full-time course

loads, they also regularly provide academic advising to students, contribute to the operation of departments, and participate in shared governance activities, including tenure committees.

ER11: Educational Program. Pierce’s educational programming consists of appropriate content and rigor consistent with the district’s mission. Each certificate and degree program has clearly defined student learning outcomes which culminate into programming and degrees consistent in recognized fields of study.

ER12: General Education and Related Instruction. Washington State degree guidelines, facilitated by the Washington State Board for Community and Technical Colleges (SBCTC), define and regulate the character and composition of general education within all the college’s transfer degrees. Consequently, all Pierce transfer degrees include content from the arts and humanities, natural sciences, quantitative reasoning, communications, and social sciences. Additionally, SBCTC is required to approve all professional technical degree programs prior to implementation. Pierce’s professional technical programs of 45 credits or more provide instructional content in communication, computation and human relations, and have clearly defined learning outcomes that align with program goals.

ER13: Library and Information Resources. Consistent with the district’s mission and core themes, it is the mission of the Pierce Library to be a dynamic, high quality learners’ library. The library fulfills this mission by employing professionally qualified librarians who are active educators and faculty members. Librarians provide access to information resources and services that support and augment the classroom experience, foster academic excellence through the freedom of inquiry, maintain library facilities and technological tools that inspire student engagement, and encourage and facilitate intellectual independence and lifelong learning through instructional programs that emphasize information competency and integrate with classroom instruction.

ER14: Physical and Technological Infrastructure. Pierce maintains the physical and technological infrastructure necessary to support its mission and core themes. Pierce has two main campuses in Lakewood and Puyallup. Pierce College Fort Steilacoom sits on a 146-acre campus and Pierce College Puyallup occupies a 123-acre site. Facilities and landscaping are maintained in a manner that minimizes hazardous conditions. Pierce’s technological infrastructure supports administrative, client, network, print, media, classroom, telecommunication and web activities of the district.

ER15: Academic Freedom. Pierce supports academic freedom for both faculty and students. This is evident in Pierce’s Policy Manual 2.08, Title: “Academic Freedom” which states, “The Board of Trustees recognizes and will act to support traditional academic freedom as it applies to members of the college community carrying out their assigned duties, responsibilities and obligations, including the professional presentation or study of what might be considered by some to be controversial.”

ER16: Admissions. Pierce has an open-door admission policy, practices equal opportunity, and does not discriminate in its educational programs. No one is denied admission to the college because of race, color, national origin, sex, sexual orientation, disability or age. Pierce has developed and adheres to policies and programs to guide admission and placement of students in certificate and degree programs. Placement is based on the individual student assessment of prerequisite knowledge and abilities. The district’s policies for termination and readmission are published in the catalog and administered in an equitable manner.

ER17: Public Information. Pierce’s website and catalog provide comprehensive information on academic programming, program costs, requirements for financial aid, policies and procedures, titles and credentials of administrators and faculty, and vision, mission, core themes and values.

ER18: Financial Resources. Pierce’s policies ensure financial stability with adequate funding to sustain academic programs and other district operations over the long term. These policies provide for maintaining a contingency reserve, seeking external grants to support innovative initiatives, and using a sound and transparent budget planning process to adjust programs or services based on careful reviews and analysis. A financial report is provided to the Board of Trustees on a monthly basis, including available funding, resource development and risk management.

ER19: Financial Accountability. In alignment with all community and technical colleges in the state, Pierce adheres to the statewide financial management system (FMS), which is consistent with the generally accepted auditing standards. Pierce has been audited biennially by the Washington State Auditor’s Office (SAO). The results of these audits were shared, and considered in a timely and appropriate manner by the district’s Executive Team and Board of Trustees.

ER20: Disclosure. Pierce discloses to the Northwest Commission on Colleges and Universities accurate and complete information required by the Commission for its evaluation and accreditation functions.

ER21: Relationship with the Accreditation Commission. Pierce accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities. The district agrees that the Northwest Commission on Colleges and Universities may disclose the nature of any action, positive or negative, regarding its status with the Commission.

2.A: Governance

Video Exhibit: Governance

2.A.1

Pierce has an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. The inclusion and consideration of the views of faculty, staff, administrators and students are provided through a wide variety of formal and informal structures, councils, committees and taskforces.

The Pierce Board of Trustees is the governing body of Pierce College District 11 pursuant to RCW 28B.50.140. The primary duty of the Board is to review and adopt policies for the general governance of Pierce and to consider, review, and act upon recommendations from the District Chancellor in matters of policy pertaining to the fulfillment of the mission of Pierce.

The Chancellor is the Chief Executive Officer of Pierce and is responsible to the Board for the proper administration of the district. The Board has delegated all powers and duties under RCW 28B.50.140 to the Chancellor, except those retained by the Board.

Pierce is a multi-college district with two colleges and multiple extended learning sites. It retains a single governance system that supports the requirements, policies, regulations and procedures for all units.

Pierce's shared governance statement, "participation in shared governance is inclusive. All members of the college community have opportunity for their voices to be heard and given proper weight in decisions that affect the mission and operation of the college," was developed in 2008 by the District Policy and Governance Cabinet (Cabinet), reviewed by the Board of Trustees, and shared with the district community. It is a foundational component of our decision-making processes and structures that include the following:

- **District Executive Team:** Consists of the Chancellor, college Presidents, five Vice Presidents, Chief Information Officer, and Director of Marketing and Communications. They meet weekly to manage strategic planning, operations and institution-level policies and activities.
- **District Policy and Governance Cabinet (Cabinet):** Consists of the Chancellor and five representatives each from students, administrative exempt, faculty and classified staff. Members representing FS, PY, extended learning, district, and union leadership for faculty and for staff, are selected by their respective groups. The Cabinet meets monthly to review and make recommendations to the Chancellor on policy and procedures, to explore issues raised by committee members, and to act as the budget oversight team in making recommendations to the Chancellor for Board approval. Executive Team members attend Cabinet meetings to provide information and support to the Cabinet.
- **Council for Learning and Student Success (CLASS):** Consists of the campus Vice Presidents for Learning and Student Success, Vice President for Workforce, Economic, and Professional Development, instructional deans, faculty division representatives, Executive Director of Military Programs, and an outcomes team representative. Non-voting members include the student

services deans, and Intercollegiate Relations Commission (ICRC) representative, and support staff. The role of CLASS is to review, make recommendations or approve as appropriate, curricula (course, program and degree outcomes and assessments), academic policies, and student learning and success policies and procedures.

- **Budget Team:** Consists of the Executive Team members, Pierce College Federation of Teachers (PCFT) president, Washington Association of Public Employees (WPEA) representative, Director of Finance, Director of Budget, an instructional dean representative 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.
- **President's All-College Meetings:** Meetings are held quarterly on each campus for exchange of ideas and to gather input and feedback from internal constituents.
- **Pierce College Federation of Teachers (PCFT):** Leadership is elected by a vote of the faculty membership. Per the Negotiated Agreement, to make it possible for the Faculty President to carry out her duties as a participant in the district governance structure, the Faculty President is released from assigned duties other than the 3/9 teaching assignment. The PCFT President and Vice President are free to attend appropriate district and system-related meetings without restriction or loss of remuneration. PCFT leadership appoints or works with the administration to appoint faculty or facilitate faculty selection to the shared governance committees, councils and taskforces. PCFT reports monthly at the regular Board of Trustees meetings.
- **Washington Public Employees Association (WPEA):** WPEA leadership is elected annually by a vote of the classified staff membership. WPEA leadership appoints or works with the administration to appoint classified staff or facilitate classified staff selection or election to the shared governance committees, councils and taskforces. WPEA report monthly at the regular Board of Trustees meetings.
- **Associated Students of Pierce College:** The Associated Students of Pierce College regularly presents updates to the Board of Trustees, is represented on the Cabinet and other shared governance committees, and provides input to various student and employee constituent groups to impact general decision-making. Within Pierce, both the FS and PY campuses maintain an independent student government body, the Associated Students of Pierce College Fort Steilacoom (ASPCFS) and the Associated Students of Pierce College Puyallup (ASPCP), respectively. Both ASPCFS and ASPCP have established constitutions and bylaws that outline their missions, authorities and powers, membership terms, and policies and procedures. Both also work in conjunction with their associated college and local community to ultimately represent, promote and address the needs of the student body.

The representative memberships of the district's numerous committees contribute to the inclusive, transparent and collaborative processes. A taskforce, co-chaired by the PCFT faculty president and the president of FS, with representatives of the faculty, staff, administration, and students is reviewing the district's governance system of councils and committees. A recommendation for a new structure is scheduled to come forward to the Cabinet and the Chancellor in fall 2013 for approval and implementation by the end of the calendar year.

2.A.2

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

2.A.3

Pierce reviewed and revised its vision and mission statements, values, and Institutional Outcomes (now Core Themes as of fall 2013) in the fall of 2010 through an inclusive process among internal stakeholder groups as part of its ongoing accreditation compliance process. The vision, mission, values, and Institutional Outcomes were approved by the Board on February 9, 2011 (Board Action 2011-03). The Board is scheduled to take action at its September 2013 meeting to rename "Institutional Outcomes", "Core Themes", because they manifest the central elements for mission fulfillment. The Board also adopted the Pierce Mission Fulfillment Policy (Board Action 2012-07) on April 18, 2012, recognizing the district's requirement to comply with the Northwest Commission on Colleges and Universities' (NWCCU) standards. A monitoring report of one or more of the core themes is presented at each Board meeting as a means of reviewing the district's performance.

Pierce is currently in compliance with the *Standards for Accreditation* of the NWCCU. Pierce's Vice President for Learning and Student Success at FS is the Accreditation Liaison Officer and also chairs the Institutional Effectiveness (IE) Committee. She is responsible for monitoring compliance with the NWCCU's standards and working with the Chancellor, Board of Trustees and Executive Team to ensure that compliance is not impacted by Pierce's internal collective bargaining agreements, legislative actions and other mandates.

Governing Board

2.A.4

Pierce's Board of Trustees is the governing body of the district and is charged with the responsibility and the authority for operation of Community College District 11 as prescribed in RCW 28B.50.140 and other statutes.

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

Board duties and responsibilities are further defined in chapter one of the Policy Manual. In 2012, the Policy Manual underwent a full periodic review and restructuring. It is expected to go forward to the Board for re-adoption in fall 2013.

2.A.5

Pierce's Board of Trustees acts only as a committee of the whole. Board Policy 1.05.000 specifies that legal authority is vested in the Board and may be exercised only through Board action taken at regular or special Board meetings. Further, no individual member may speak or act on behalf of the Board unless specifically authorized by Board approval. Every member shall be under obligation to support any decision or policy adopted by a majority (a minimum of three concurring votes).

2.A.6

Pierce Board policies are specified in the Policy Manual. Policies define the Board's responsibilities and the processes for meeting those responsibilities. The responsibilities, in addition to policies regarding their own organization and operation, include the following: broad oversight for all institutional policies; the right to amend, repeal or modify policy; the compilation and publication of the policies in a manual; and the availability and distribution of the Policy Manual. The manual is available in hardcopy or electronically. As noted above, the manual is currently under review and a new structure with modifications, elimination and re-adoption of all policies is anticipated in fall 2013.

2.A.7

To administer the district, the Board employs a Chancellor of the district and delegates to that individual the general responsibility for interpreting Board policy into administrative action and administering and operating the district. Several policies in chapter one of the Policy Manual define the Board's role to actively participate in the Board search and selection of the Chancellor and to exercise final authority to hire and determine compensation, as well as participate in an annual evaluation of the Chancellor. The Chancellor's goals are reviewed during the Board's summer retreat work session and become the foundation for the Chancellor's annual performance evaluation. Performance areas include the following: community relations; legislative relations; educational planning; budget control; personnel and labor relations; management activities; Board relations; constituent relations; and strategic planning.

2.A.8

Board policy 1.12 provides for the use of a Board member evaluation checklist that assists the Board in conducting its annual Board evaluation, typically conducted during its summer retreat work session. The Board evaluates its performance to ensure that obligations are fulfilled effectively and efficiently. In addition, the Board has been using an evaluation form from the Governance Institute for Student Success (GISS) that focuses on Board organization and operation, and policy development and review, and includes vision, mission, values and goals.

Leadership and Management

2.A.9

Pierce has an effective system of leadership, staffed by qualified administrators with appropriate levels of responsibility and accountability. The district's overall leadership is vested in the Chancellor's

Executive Team. Members of the Executive Team are qualified administrators with appropriate levels of responsibility and accountability. The Executive Team generally meets weekly, or as needed to plan, organize and manage the affairs of the district, as well as, assess the achievements and effectiveness of the district. The Executive Team, in addition to the Chancellor, includes the college Presidents from FS and PY; college Vice Presidents for Learning and Student Success from FS and PY; Vice President for Administrative Services; Vice President for Human Resources; Vice President for Workforce, Economic and Professional Development; Vice President for Advancement and Executive Director of the Foundation; and Chief Information Officer. The Director of Marketing and Communications has been added to the Team with a recent vacancy in the Advancement Office. Each Executive Team member is assessed annually via a thorough Performance and Development Plan (PDP) process that is comprised of defined expectations and performance evaluation measures. Moreover, the Chancellor submits a self-evaluation to the Board of Trustees for review during the Board's annual summer retreat.

Executive Team members represent and lead major units of the district. They engage in regular planning and assessment activities specific to their functional area. Each college is led by a President, while the district is overseen by the Chancellor. A summary of qualifications for the Chancellor and College Presidents is as follows:

- **Chancellor, Michele L. Johnson, Ph.D.**
Dr. Johnson holds a Doctorate of Philosophy in Educational Planning and Management from the University of Oregon, and has 35 years of experience in community colleges: 15 years as a tenured faculty member, and 12 years as an Executive Dean, Chief Academic Officer, and Campus President before becoming Chancellor in 2005.
- **President, Pierce College Fort Steilacoom, Denise Yochum, M.A.**
Ms. Yochum holds a Master of Arts in Speech Communication from San Diego Community College, and is currently a Ph.D. candidate in Leader Studies at Gonzaga University. She has 26 years of experience in higher education: six years as a university faculty member, 12 years as an exempt administrator progressing from Director through Vice President of Instruction, and eight years as President.
- **President, Pierce College Puyallup, Marty Cavalluzzi, Ph.D.**
Dr. Cavalluzzi holds a Doctorate of Philosophy in Marine Science from The College of William and Mary, and has 17 years of experience in higher education: four years as a faculty member and research assistant, and 13 years as an Associate Dean, Dean, and Executive Vice President for Instruction and Chief Academic Officer before becoming President in 2013.

Pierce recently adopted a district instructional dean model (e.g. each dean serves both colleges), along with campus student services deans, who meet weekly with the Vice Presidents of Learning and Student Success to assist the district in developing and implementing a comprehensive and effective student learning and success strategy.

The Office of Institutional Research coordinates Pierce's research and reporting functions and compiles data for the district's Institutional Effectiveness Report that provides an annual summary of Pierce's key indicators derived from core themes in fulfillment of Pierce's mission.

2.A.10

The Chancellor is the Chief Executive Officer of the district and has full-time responsibility for the institution. The Chancellor reports to the Board of Trustees, is accountable for implementing the Board-approved policies, and serves as secretary to the Board, not as an *ex officio* member nor chair of the Board.

2.A.11

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

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

The Executive Team is comprised of seasoned administrators, some moving into new positions with a district reorganization that occurred in 2012. All have a rich background in higher education and/or their discipline. In addition, Pierce implemented a new dean structure where the majority of those selected came from within the district, and have the experience and knowledge to immediately support the efforts toward mission fulfillment.

The administrative reorganization assisted the district in responding to recent budget cuts, while ensuring that administrative duties and responsibilities were assigned and carried out. Pierce faced a new challenge this year with the retirement or departure of five Executive Team members. However, a comprehensive recruitment and hiring process resulted in the appointment of five new team members with strong experience in higher education and administration. That coupled with the many years of experience of the Chancellor and remaining Executive Team members, Pierce has the administrative talent and experience to lead the district forward.

Policies and Procedures

Pierce maintains regular and stable processes for policy development and approval. The Policy Manual includes Board of Trustee policies, administrative policies, and district procedures that provide direction and guidance for all operations. Policies have been created in response to external demands (e.g. financial aid, workforce eligibility) and in response to internal needs (e.g. Student Code of Conduct). Committees and departments initiating new policy move it through appropriate units within the institution for comment as well as to assure that the full impact of the new policy is captured and understood. This ensures that all areas of the district are aware of and have substantive input into important policy changes under consideration. Established policies and procedures are well-defined, widely understood, and clearly communicated through print and online publications. When students were surveyed on student support services the majority of respondents indicated that they were knowledgeable about Pierce's students' rights and responsibilities code of conduct policy, and procedures to resolve grievances.

The District Policy and Governance Cabinet (Cabinet) is responsible for the concluding review and recommendation to the Executive Team and ultimately to the Chancellor and the Board. In 2012, the Cabinet undertook a systematic review of the district Policy Manual as part of a periodic review to revise, sunset and recommend new policies as appropriate. The Policy Manual is updated by the Office of the Vice President of Administrative Services. Policies are numbered for reference and identification. Some policies, such as the policy regarding personal use of computer information system resources, will reference the Washington State Administrative Code (WAC). In addition, some policies concerning personnel matters may be further delimited or interpreted by Human Resources, such as in the definition of nepotism, policy number 2.03.0000, which uses the phrase “reasonably foreseeable conflict.”

Academics

2.A.12

Pierce has academic policies related to teaching, service, scholarship, research and artistic creation, and those policies are communicated to students and employees with responsibilities in relative areas. District policies are equitably administered. Academic policies guiding teaching and learning for all faculty, students and instructional staff are detailed in the Academic Information section of the catalog, and in the Policy Manual (chapters 2-4). All academic policies are available electronically through the district’s student and employee internet portals. The 2012-15 Negotiated Agreement between Pierce and PCFT delineates policies related to teaching and service, copyrights and patents, research and sabbaticals, and other rights and responsibilities. The Student Rights and Responsibilities Code/Student Code of Conduct (SRRC) addresses the rights of students regarding their scholarly and artistic creations.

2.A.13

Pierce’s libraries are guided by district wide policies that are designed to foster an environment conducive to student learning and ultimately support the district’s educational mission. Policies regarding access to and use of library and information resources are documented, published and enforced. All the policies are published on the library’s website and outline general information about the library, circulation and borrowing policies, policies regarding facilities and equipment, copyright and privacy, and collection development. Policies are developed and enforced district wide in order to ensure students have the same expectations at each library and are written and approved by library faculty and the library dean. Policy updating and training occur as needed at library staff meetings.

2.A.14

Pierce maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of Pierce’s programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals. The transfer-of-credit policy, as established by the state and followed by the district, is published in the catalog’s Academic Information section under Transfer Right and Responsibilities. It is also defined within the Admissions section of the catalog under the Transferring Credits to Pierce College sub-header. Included is information for students transferring from a regionally accredited college and university, as well as the steps to transfer from other college and universities outside the region. In summary, the district accepts academic credits earned at other accredited institutions that align with Pierce’s academic offerings. Pierce’s Transfer Center, part of the Educational Planning and

Advising Center, provides guidance to students around transfer issues. On a day-to-day basis, Pierce's Credentials Evaluator, who reports to the Registrar, determines how external credits transfer. Information on this process is also available online on the Registration and Records Department's Transcript Evaluation webpage. The student is responsible for providing the necessary documentation to determine course equivalency. When necessary, the Evaluator consults with the appropriate faculty department or program coordinator in making a final determination. Credits transferred from other Washington community and technical colleges are accepted under the statewide reciprocity policy.

Pierce is an institutional member of the Service member's Opportunity College (SOC), a consortium of more than 1,800 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a member of SOC, Pierce recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. In addition to SOC membership, Pierce is one of approximately 145 select institutions providing flexible SOC programs on more than 150 Army and Air Force installations worldwide. These programs lead to associate degrees, some of which correspond to enlisted and warrant officer job specialties.

Pierce is a member of the Pierce County Careers Connection (PC3) and has agreements with school districts throughout the county to award credit for some professional technical courses taken in high school.

Students

2.A.15

Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances and disability accommodations are available and clearly stated for students, and are administered consistently and equitably.

The Student Rights and Responsibilities Code/Student Code of Conduct (SRRC), revised in 2009, and outlined in chapter 3 of the Policy Manual, comprise the rights and expectations of students, including the processes for resolving alleged code violations. The Deans of Student Success on each campus serve as the judicial affairs officers on the respective campuses. They are responsible for overseeing the judicial processes, including training and guiding staff regarding all practices. Disciplinary sanctions imposed by the advisors can be appealed to the Pierce Disciplinary Review Committees that may uphold, remove, reduce or increase disciplinary sanctions. Sanctions imposed by the Disciplinary Review Committees may be appealed to the Vice Presidents of Learning and Student Success, whose decision is final. The code, all relevant forms, and all appeal and complaint processes are available on the website, printed brochures and student handbook.

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

2.A.16

Pierce adheres to admission and placement policies that evaluate student knowledge and guide enrollment to assure a reasonable probability of student success. Policies regarding the continuation in and termination from educational programs is clearly defined, widely published and administered in a fair and timely manner.

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

- **Admissions:** Consistent with the mission of the district to create quality educational opportunities for a diverse community of learners, Pierce is an open admission institution serving a diverse group of students with a wide range of abilities and educational needs. The Revised Code of Washington (RCW 28.B.50.020) states we are established to serve adult learners.

The Admissions website includes clearly defined steps of the Admissions process. The Admissions section of the catalog outlines admissions policies regarding who may enroll, and policies for new, former, transfer, Running Start and international students.

Regarding Running Start, some students under the age of 18 are served by the program, which is a partnership between Washington state community and technical colleges, and Washington state public school districts. The program provides educational opportunities for eligible high school juniors and seniors to enroll in Pierce courses at no tuition cost. College credits earned through Running Start apply toward high school graduation and satisfy college requirements.

Some professional technical programs have selective admission's criteria and a competitive admission process. These programs include Dental Hygiene, Nursing and Veterinary Technology. Admission requirements for these programs are published in the catalog and program web pages, and are administered by the Dean for Applied Technology and Allied Health.

Admissions and placement policies for international students are provided in the catalog and on the district website. Students must complete the Pierce International Student Admission Application, including high school transcripts, proof of English proficiency, and bank statements documenting that students meet Pierce and U.S. Immigration requirements. Prospective students can download application forms from the International Education website and can submit the completed form and supporting documents by mail, fax, or email to the program Specialist for International Admissions and Activities. After determining admission eligibility, the International Education Office issues a letter of admission and a Form I-20 A-B that the student will submit to the U. S. Consulate or Embassy for application for a student visa.

- **Placement:** Although the community and technical college system is evaluating alternatives, Pierce is currently using COMPASS as the district's placement tool. The COMPASS is used to evaluate abilities in reading, writing and math in order to assure a reasonable probability of student success that is commensurate with college expectations. Though the test is not required for admission, appropriate COMPASS scores are prerequisites for math and English classes that are required for degree attainment. The Testing Center works with Admissions, Entry Services

and Advising to provide accurate placement advisement. Further information about the COMPASS can be found in the Assessment section of the catalog, and on the Testing Center's webpage.

- **Academic Progress Reporting:** Pierce's Student Retention and Success team helps students create a plan to succeed in achieving their academic goals. Through Academic Progress Reporting, faculty and staff work together to identify and alert students who are displaying potentially problematic behaviors. Early intervention allows students time to change behaviors and connect with campus resources to improve their success. Policies related to Academic Progress Reporting can be found under the Academic Deficiency (Low Grades) header on the Academic Policies webpage.
- **Academic Standards:** Policies regarding the continuation in and termination from Pierce's educational programs are clearly stated on the Academic Policies webpage, and in the Academic Information section of the catalog. Students whose performance drops below stated academic standards are placed on academic alert, probation or dismissal. Also included are procedures for students who wish to return after being dismissed for academic reasons and a petition processes for appealing dismissal. The policies ensure consistency in academic sanctions and provide timelines for their implementation.

2.A.17

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

Student Publications

The Pioneer (published bi-monthly) at FS, and The Post (published monthly) at PY, are Pierce's student newspapers, and SLAM (published annually) is the student literary arts magazine. These publications are funded by ASPC, with additional funds from the Pierce College Foundation for SLAM. All have long legacies of award-winning excellence. The faculty advisers of these publications are experts in their fields as published authors who hold affiliations with professional organizations, such as Society of Professional Journalists, College Media Association, Washington Association of Writing Programs, and the Washington Humanities Association, and guide their practice and support the production of these publications.

Human Resources

2.A.18

Pierce publishes, regularly reviews, and equitably applies its human resource (HR) policies to all classification of employees and students. HR policies and procedures are available to employees and students in a variety of formats. The intranet webpage includes links to the Policy Manual and student related policies such as the Student Code of Conduct. The district's vision, mission, values and core themes are noted here and also through the Chancellor's website. The HR website provides additional links to procedures and related forms.

In addition, the district maintains the two collective bargaining agreements. The Negotiated Agreement between PCFT and Pierce is published on both the Faculty Resources and the HR Policies and Procedures webpage of the intranet. The Master Agreement between the WPEA and Pierce is published on the HR intranet page in the policy section under Classified Staff.

Pierce is an equal opportunity employer, as stated on all district employment recruitment materials, catalog and other related publications. Additionally Pierce provides reasonable accommodation for persons with disabilities such as students, employees and applicants for employment.

2.A.19

All employees of Pierce are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination. For faculty and classified staff working conditions, rights and responsibilities are referenced in the respective collective bargaining agreements. The labor contracts outline terms and conditions of employment and standards for discipline that provide a framework to ensure consistent and fair treatment of covered employees. Both the faculty and classified agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. Both agreements are available to employees via the intranet. The labor agreements are formally negotiated and updated through an agreed-upon cycle of collective bargaining. Administrative exempt employees serve at the will of the district. Pierce has policies and procedures in place to address the rights and responsibilities and conditions of employment of these employees. Classified and administrative exempt employees receive copies of the job description, which contains an explanation of key duties and key competencies required to be successful in the position. Position descriptions for classified employees are consistent with the job class specifications set by the Washington State Department of Enterprise Services (formerly the State Department of Personnel). Faculty members receive an outcomes based job description along with their annual contract. Regarding the evaluation process, employees are evaluated annually via a thorough Performance and Development Plan (PDP) process that is comprised of defined expectations and performance evaluation measures.

Employees are able to review their earnings history and current benefits on webpages maintained by the Payroll and HR Offices. Time sheets for hourly and overtime eligible employees are prepared and transmitted electronically to the payroll department. All employees submit their leave through the electronic Time and Leave Reporting system (TLR) that shows accrued leave available.

2.A.20

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

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

Institutional Integrity

2.A.21

The Marketing and Communications Department (MarCom) ensures Pierce's compliance in all matters regarding communications and publications. The district represents itself to the community and to students in a clear, accurate and consistent manner. Students are accurately informed of Pierce's programs and services in a timely manner through continual update of the website and print publication. Length of time required to complete each certificate or degree is noted for each professional technical program.

MarCom works with all district faculty and staff to develop and update accurate, clear, and consistent materials, including publications, advertisements, press releases, and electronic media that communicate the mission, instructional intentions and timelines, programs and services to students and the Pierce brand of *Possibilities Realized*. MarCom completes an annual audit of all publications and communications to determine compliance with federal and state regulations, accreditation standards, and district brand standards. In fall 2012, MarCom enlisted an outside communications consultant to complete a full audit of publications and the website for consistency of message, branding and standards, and ease of access. Overall, the district received a positive and impressive review. The findings are also being used by MarCom to develop an internal campaign promoting district awareness about the value of consistent branding in the increasingly wide array of webpages and social media accounts being created by Pierce departments, student organizations and specialized groups.

District wide publications include the catalog, quarterly class bulletins, The PEN (Pierce Employee Newsletter), program brochures, the Pierce Viewbook (an overview of our services and programs), student handbooks, and PierceView (published in conjunction with the Pierce College Foundation).

Through development of the district website, MarCom has both the opportunity and challenge of reviewing and modifying publications and communications for timeliness, format, and accuracy. For example, one staff member coordinates an annual review and update process for the online catalog. Daily changes can be made to materials that communicate district events and activities and web pages. With the explosion of social media, MarCom supports several blogs including Achieving the Dream, faculty blogs, Facebook, Twitter and a new PierceConnect that serves as a portal and customer management service so we can generate emails to prospective students with specific program and event information that is of interest to them. The MarCom staff is comprised of experienced professionals; four of the seven have more than 20 years of experience with the district. To further achieve consistency, the Director of Marketing and Communications serves on the Executive Team, and also serves as the district's official Public Information Officer. This ensures accuracy and clarity in all messaging to students, the public, the media, community leaders, legislators and other constituents.

2.A.22

In the tradition of higher education, Pierce is committed to the pursuit of truth and to the equitable, inclusive treatment of all individuals. Accordingly, district employees are expected to conduct themselves in all regard with integrity. District employees are bound by the provisions of the Washington State Ethics Act, as interpreted by the State Executive Ethics Board. These state-level resources provide a framework for local agencies to develop ethics policies of their own. Pierce is committed to high ethical standards, evidenced by Integrity and Respect serving as two of the five values adopted by the Board. The Core Theme of creating a "Positive and Diverse College Environment" recognizes the importance of value and respect. In addition, Pierce's non-discrimination and equal opportunity policies prohibit discrimination toward any member of the district community and promote equal opportunity and treatment as a functional part of the daily activities of Pierce. The district has recently developed a civility policy, as directed and approved by the Board, to establish principles and expected behaviors that are designed to create and nurture an environment in which respectful and open communication can occur, free from intimidation.

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

Pierce's Ethics Officer maintains an ethics guide that was developed with the intention to provide a general introduction to Washington State and Pierce ethics rules and regulations. "As public servants, Pierce employees are accountable to our students, the communities we serve, and taxpayers. All employees are expected to observe the highest standards of ethical conduct and to avoid even the impression of impropriety or conflict of interest." The ethics brochure, *Pierce College State Ethics Guide* is available to employees on the employee intranet portal in the Ethics section and used as a resource in training. Over the last year, the Ethics Officer has provided several training sessions for individual departments and for district in-service. The guide covers such topics as gifts, confidential information, compensation, and use of state resources for personal benefit. Though comprehensive, the document is not static. It was recently revised to address the ethical considerations of new media and technologies, and is awaiting State Ethics Board approval.

Additional ethics guidelines have been established for specific constituencies:

- Section 2.7 of the PCFT Negotiated Agreement 2012-15 reaffirms the responsibility of both full- and part-time faculty to “be mindful of and abide by state ethics law in conducting union and collective bargaining related business.”
- The Washington Ethics law, *Revised Code of Washington*, Chapter 42.52, and Washington Administrative Code 465-40-010 applies to all state employees. It governs the actions and working relationships of Pierce employees that hold a public trust that obligates them, in a special way, to honesty and integrity in fulfilling the responsibilities to which they are elected and appointed. Paramount in that trust is the principle that public office, whether elected or appointed, may not be used for personal gain or private advantage.
- Processes for resolving complaints and grievances are outlined in the relevant codes (WAC) and their associated documents. For example, the Washington State Ethics Act sections RCW 42.52.410 and 42.52.420 address the filing and investigation of ethics complaints.
- The fair and equitable treatment of students is ensured in Pierce College Student Rights and Responsibilities Code/Code of Conduct (SRRC). The Code provides rules of student conduct, guarantees certain student rights and establishes procedures governing student conduct. Moreover, the confidentiality of student information is protected through the Family Education Rights and Privacy Act (FERPA). For students who are concerned that they have not received fair or equitable treatment, the district has established student grievances procedures. In accordance with federal and state laws, information about Pierce, and links to internal and external resources is available on the Pierce website.

2.A.23

As a public agency whose sole function is higher education, Pierce is relatively free from undue influence by social, political, corporate or religious organizations. Even so, conflict of interest remains a central ethical consideration in any complex institution. Accordingly, the Washington State Ethics Act specifically addresses issues of potential conflict, including financial or business interests, misuse of state positions, outside compensation and gifts. Likewise, Pierce’s local Ethics Policy states in part that “the college expects that employees will observe the highest standards of ethical conduct. Each employee must place the district’s interest above his or her own self-interest in all educational, business, and other work-related matters where there is any actual or potential conflict or the appearance of a conflict.” The policy specifies issues involving use of state resources for personal benefit, gifts, confidentiality, use of public resources for political purposes, honoraria, outside compensation, and financial interests in transactions.

Pierce complies with federal and state laws related to Affirmative Action and nondiscrimination, and all district policies and practices related to these areas conform to these laws. District policy prohibits discrimination and provides equal opportunity and access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam-era veteran, the presence of any sensory, mental, or physical disability, or genetic information. Pierce is an equal opportunity employer, as is stated on all district employment recruitment materials.

2.A.24

Copyright compliance is addressed in two district policies: District Copyright and Patents policy that guides intellectual property; and Library policy Fair Use of Copyrighted Works for Education and Research that guides use of materials in the classroom. The faculty job description includes the expectation that Fair Use guides all use of instructional materials.

2.A.25

Pierce's accreditation status is posted in the About Pierce section of the catalog and website, stating that "Pierce College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body recognized by the Council for Higher Education Accreditation and the secretary of the United States Department of Education." No language speculates on Pierce's future accreditation status.

2.A.26

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

Pierce enters into contracts for routine goods and services and enters into grant agreements that require the district to meet funders' program outcomes. Contracts and agreements are reviewed by the Vice President of Administrative Services or an appropriate designee, depending on the nature and cost of the contract. Spending related to these agreements is approved by an authorized program budget manager who ensures goods and services meet the needs of the program and align with the mission and goals of Pierce.

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

Pierce staff who execute personal or client service contracts under former state contracting law have received state training as required. Effective January 2013, a sweeping state procurement reform went into effect. Pierce has been closely monitoring and adapting its practices in response to guidance from the Department of Enterprise Services, implementing the new provisions of the law. In addition, employees are required to be retrained by the Department of Enterprise Services no later than June 30, 2015. However, the content, dates and locations of the training have not yet been announced by the state.

Very few services are performed or products provided on behalf of Pierce by external entities. Pierce partners with libraries throughout the country so that credentialed library faculty can provide 24/7 response to inquiries sent from students via email and instant messaging. Pierce library faculty review the transcripts of these interactions daily and can follow up with the student if necessary. The district also partners with other community colleges to provide online tutoring services, through the State

Board for Community and Technical Colleges. Tutors are trained by each of the schools that participate in the consortium and are monitored by quality coordinators. All sessions are recorded and students are surveyed regularly.

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

Academic Freedom

2.A.27

Pierce adheres to academic freedom principles guided by Board policy. Academic freedom statements are published on the district's website. This policy outlines Pierce's responsibilities to protect its constituencies from inappropriate internal and external influences, pressures, and harassment and actively promote an environment that supports independent thought in the pursuit and dissemination of knowledge. Academic freedom is further guaranteed in the faculty Negotiated Agreement Article 4 – Rights of Academic Employees Sections 4.1: Academic Freedom.

2.A.28

Pierce's vision, mission, core themes, and values affirm the right and responsibility of all members of the district community to pursue knowledge without impediment or undue influence. A graphic of the vision, mission, core themes, and core values are displayed in a variety of district locations (note that graphics throughout the district are being changed from institutional outcomes to core themes), and are stated on the first narrative page of the Pierce catalog.

The Board of Trustees will act to support traditional academic freedom as it applies to faculty members carrying out their assigned duties and responsibilities, including the professional presentation of what might be considered by some to be controversial materials. The Negotiated Agreement Rights of Academic Employees Section 4.1 cites the 1940 AAUP "Statement of Principles on Academic Freedom and Tenure" (including 1970 Interpretative Comment): "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject..." and explains that the intent of this statement is not to discourage what is "controversial". Controversy is at the heart of the free academic inquiry that the entire statement is designed to foster.

Students' rights to freedom of inquiry are outlined in chapter 3 of the Policy Manual: Student Personnel and the SRRRC. Through these policies, students are "encouraged through free inquiry and free expression to develop their capacity for critical judgment and to engage in sustained and independent search for knowledge. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility."

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

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

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

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

2.A.29

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

2.A.30

Finance

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

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

Board Approval of Operating Budget

The Board sets annual expectations for operating budget development, takes formal action to adopt the budget and receives periodic revenue and spending reports, timed to coincide with their meeting schedule. The Chancellor has tasked the Cabinet to monitor the budget development process. The Cabinet receives monthly updates of progress and reviews the proposed budget in detail, advising the Chancellor on whether the process met Pierce’s values and principles and recommending whether the budget, as proposed, is ready for consideration by the Board. At either the May or June Board meeting,

depending on legislative action on the state budget, a proposed general operations budget is presented to the Board for approval.

Board Approval of Capital Budgets

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

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

Board Monitoring of Operating and Capital Budgets

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

Reserves, Investments and Cash Management

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

The Cash Reserves Policy establishes a minimum goal of 10% of its operating costs and an upper end of 10% plus an amount equal to the principle owed on debt. At the close of FY2011-12, the district had an unrestricted reserve balance of \$17.9 million, or roughly 4.2 months' worth of operating costs. Reserves are maintained in order to: ensure sufficient funds are available for working capital; accommodate fluctuations in revenue or expenditures; allow for contract program discontinuance and other unforeseen circumstances; properly manage reimbursable funding requirements; and provide flexibility on non-recurring expenses, such as program start-up costs or equipment purchases. Pierce uses its annual budget process to identify and fund strategic investments, when reserves are deemed sufficient to support requests. Reserve spending frequently supports infrastructure needs, such as capital projects, major repairs, master planning, replacement of aging equipment and network technology, IT security upgrades, etc.

Pierce's Authorization for the Investment of Cash Balances Policy limits investments to low risk instruments allowed by state law. For many years the district participated in the state's Local Government Investment Pool. Severely declining investment revenues led the district to identify and enter into a contract with a qualified investment firm in 2012. As a result, and within legal limits, Pierce increased its investment earnings during FY2012-13.

Fundraising

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

Debt Management and Transfers and Borrowings between Funds

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

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

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

2.B: Human Resources

Video Exhibit: Human Resources

2.B.1

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

Pierce employs more than 1,000 individuals including approximately 127 full-time faculty, 279 part-time faculty 235 classified staff and 72 administrative exempt staff who are qualified in their fields of expertise to provide quality instruction and services to students, employees and the external community. The district also employs approximately 174 part-time staff who work less than 1,050 hours per year, and 221 student hourly workers to assist with support and operations functions. While state funding continued to be reduced in 2010-11 and 2011-12, Pierce maintained a sufficient number of employees to accomplish our mission through strategic and conservative fiscal management. Goals of the budget process, as it relates to personnel, are focused on supporting current programs and services that fulfill the mission and core themes.

The Human Resources Office (HR) is responsible for ensuring that district positions are accurately and appropriately classified and that all criteria and qualifications are detailed on all job announcements and procedures for selection of each employee group are clearly defined and publicly stated. Clear information and multiple resources on the HR website guide the recruitment process. Recruitments are facilitated through an online system, NeoGov, a third party software provider.

HR staff work with the executive team and hiring managers to develop recruitment plans that meet the specialized needs of vacant positions taking into consideration marketing in specialized journals, professional associations, list serves, job fairs and conferences and other venues that are appropriate to the vacancy.

Faculty recruitment is an inclusive process coordinated by HR and is designed to hire quality educators skilled in their disciplines and exempt and classified staff that support the mission. Job announcements are developed with input from the appropriate division dean, department faculty, and two Vice Presidents for Learning and Student Success for faculty and with the appropriate manager or executive team member for exempt and classified staff. Each announcement describes essential functions, minimum and desired qualifications, conditions of employment as well as information concerning the selection process. A screening committee comprised of representatives from each employee group reviews applications, interviews candidates through both Skype and face-to face interactions, and recommends candidates for final interviews with the appointing authority. During on-site interviews, the multidimensional evaluation and assessment of each individual includes a screening committee interview and an administrative interview. In addition to the processes listed above for all positions, for faculty hiring a teaching demonstration and informal time with department and division colleagues also occurs; for executive team level positions an open forum and reception also takes place; whereas no additional recruitment activities occur for classified staff. Part-time faculty are recruited by HR, and interviews are conducted by the discipline/program coordinator and Dean, and reference checks and credential verifications are completed prior to hiring. For all positions, the process culminates in the selection of the successful finalist by the appointing authority

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

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

Pierce regularly assesses its workforce in terms of Affirmative Action goals. The Affirmative Action Plan sets out goals by employee category and is designed to help the district develop recruitment plans that attract potential employees that reflect the diversity of our service district and supports our mission and core theme for a positive and diverse district environment. This information is provided to screening committees early in the recruitment process. To support our Affirmative Action goals, an Affirmative Action representative is appointed by district Affirmative Action Officer who reports to the Chancellor and the HR specialist to each faculty and exempt screening committee during the hiring process.

2.B.2

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

For administrative exempt employees, the assessment tool may include a 360-degree feedback component for which the supervisor requests feedback about the employee from co-workers, colleagues or other stakeholders. During the PDP, the employee will complete a self-evaluation and develop a plan with goals for the coming year that will be discussed with the supervisor. PDPs are scheduled to be completed annually with an expected 100% compliance rate. HR is providing additional training for supervisors, and working with the executive team to assure consistency and compliance.

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

2.B.3

Pierce considers its human resources one of its most valuable assets. The district recognizes the value of professional growth and development of faculty, staff and administrators, and supports the ability for

all employees to stay current in their role. Pierce has a robust system of professional development opportunities for all employees.

As a result of the administrative reorganization in 2012, the Dean of Workforce and Professional Technical Education's role was transitioned to the Vice President for Workforce, Economic and Professional Development to provide additional support for the district in efforts to expand professional development opportunities for all. This emphasizes the importance that Pierce puts on employee development and links it directly with our ability to serve our community. The vice president was tasked with coordinating with HR and providing leadership for systemic professional development, and leveraging and integrating resources to enhance effectiveness.

Further, Pierce made a major investment in professional development with the initiation of the Center for Engagement and Learning (CEAL) in 2012. CEAL supports all Pierce employees in meeting core themes and mission, and providing coordinated opportunities for all employees. Specifically, the CEAL offers professional development programming to staff, administrators and faculty that responds to the Institutional Effectiveness Action Priorities, as informed by the Institutional Effectiveness Report. Moreover, in conjunction with its Achieving the Dream efforts, Pierce has also connected CEAL to meeting institutional initiatives around improved engagement, retention, completion, and student academic success. Finally, the CEAL hosts the new Instructional Design department, which is currently in development, to assist faculty in enhancing teaching and learning, as well as effectively integrating instructional technology into the learning process.

HR also provided direction and support in acquiring an online training tool in 2012 to provide increased access to training on a variety of topics in a flexible format. My Learning Gateway (powered by Skillsoft) offers courses for skills improvement, professional development, performance support, and more. The easy-to-navigate interface allows users to find answers to questions, develop professional skills, and target skill development and learning. In less than one year, the system logged over 250 user training sessions.

All employees are provided additional opportunities for professional development through Pierce's all district days held twice a year and through in-service days. In addition, we encourage employees to pursue additional education and often make adjustments to work schedules to accommodate those attending other colleges. A statewide benefit available to all state employees is a tuition waiver to attend other state colleges on a space-available basis.

Faculty

Pierce is committed to faculty professional development as a key element in achieving mission and our core theme of excellence.

The faculty negotiated agreement provides for nine Research, Planning and Development (RPD) days designed in part for professional development opportunities. Four days occur before the start of the fall quarter with one during an all-district day where all employees come together for professional development and one is an in-service day specifically developed by the Faculty In-Service Committee. In addition, faculty have three non-instructional days throughout the academic year that may be used as professional development at the discretion of the faculty member.

Faculty are engaged in the organization of professional development opportunities. For example, the Faculty In-Service Committee at each campus organize in-service events that include: workshops,

presentations, and informal “let’s talk about teaching/learning” conversations; the long-running Faculty Lecture Series that invites faculty members to share research and practice from the field with their colleagues; a well-received “Ignite” presentation hosted by faculty giving five minute mini-lectures on engaging topics from their disciplines; two faculty learning communities focused on the new learning management system (CANVAS), and the redevelopment of the college success course.

The Negotiated Agreement provides for each full-time faculty member to receive \$500 annually for professional development. Professional technical faculty also have access to Perkins funding for industry-based professional development to help them maintain currency in their field. Professional development expenditures for faculty totaled over \$150,000 in FY13, which is triple the amount required by the Negotiated Agreement.

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

In a 2013 report, *Creating a Faculty Culture of Student Success*, the Aspen Institute’s College Excellence Program recognized FS for our innovative approach to institutionally sustained faculty development. The First Year Faculty Cohort (for both FS and PY) is a year-long learning community designed to support probationary tenure track faculty by providing specific development and connections with best practices and senior faculty. The Targeted Skills Training Program and the Master Teaching Program are two contractual promotional opportunities available to tenured faculty, in which faculty attend intensive seminars and then apply their learning to a year-long project aimed at increasing pedagogical effectiveness. Initiated in FY12, adjunct faculty are invited to participate in two professional development events, (Part Time Faculty Re-Orientation and Adjunct Faculty Learning Day,) that connected their teaching practice to larger Institutional Outcomes and priorities.

Classified and Administrative/Exempt

During the 2012-2013 academic year, classified staff and administrative/exempt employees were eligible to participate in three paid Saturday training days focused on key initiatives, safety, and technology. Approximately 64% of the eligible employees attended at least one of the trainings, demonstrating their dedication to improving personal performance. Due to their success, two training days are scheduled for 2013-14.

Classified, administrative, and exempt employees may apply for the Alan Spence Employee Scholarship, a \$1,200 scholarship offered by the association (a statewide professional development organization for community and technical college employees) for individuals who are motivated to continue their education. Pierce is also considering a “tuition assistance” fund to help support classified and exempt employees who are pursuing a degree.

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

Classified employees are provided additional development opportunities through an in-service day organized by the Classified Staff Training Committee with activities to expand their professional skills and experience. Classified employees are also encouraged to attend trainings provided by the state personnel department. The Classified Staff Training Committee subsidizes department budgets so employees can attend classes or trainings deemed appropriate to their job. Employees are eligible to request paid time to attend professional development opportunities such as conferences and workshops. Expenditures for classified employee professional development exceeded \$386,000 in FY13, an increase of 23% from FY12.

2.B.4

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

Statewide minimum qualifications for faculty appointments appear in Washington Administrative Code 131-16-091. All instructors, full-time and part-time, meet these minimum requirements unless an exception is approved in accordance with the code. Pierce's procedure on faculty credentials meets or exceeds these minimum requirements. All faculty are hired based on approved standards of accreditation and after review of official transcripts. This is an improved process that was implemented in 2013 to address previous concerns.

The recruitment and hiring process for part-time faculty is outlined in the Negotiated Agreement Article 11.1, and similarly for the specially funded part-time faculty for the military programs in Article 13.1. The part-time faculty credential procedure has always outlined the minimum qualifications for each position, but new this year is the designation of courses each individual is approved to teach. Part-time faculty members are scheduled for class assignments by the department coordinator, subject to approval of their appointment by the appropriate dean and the Vice President for Learning and Student Success. With the implementation of the credential procedure that extends to the course level, Pierce is re-reviewing credentials of all part-time faculty to add designated courses and further ensure that courses are taught by the most qualified individuals.

In the new Negotiated Agreement 2012-2015, initial placement levels for faculty salaries were raised significantly in order to increase recruitment of high quality candidates. Newly hired faculty are placed at one of five levels ranging from \$48,000 to \$52,000 for a 173-day teaching contract. In 2012-13, Pierce invested \$494,000 in increased compensation for full-time faculty over the life of the contract. Part-time faculty typically earn \$3,465 for a five credit class. Pierce's deans and Human Resources Office continue to develop and refine institutional strategies to attract and retain a diverse faculty. As a result of budget restrictions from 2009 to 2012, vacancies from retirements and resignations have gone unfilled and the number of tenured faculty has dropped. However, 15 new faculty were hired for fall 2013, including two

for the military program located at Joint Base Lewis-McChord. Pierce has committed to a minimum of an additional five positions to start employment in fall 2014.

The Human Resources Office verifies that employment applicants' transcripts are from an institution approved by the Department of Education. Official transcripts are required at the time of hire. Other credentials are verified by the hiring manager.

2.B.5

Full-time faculty workloads are clearly defined and governed in Article 7 of the Negotiated Agreement. The outcomes based job description addresses responsibilities in teaching, participating in district governance and initiatives, advising/mentoring students, and participation in appropriate professional development to maintain currency in the assigned discipline(s). The workload optimizes faculty time to meet Pierce's expectations for the three key areas of the outcomes-based job description, with approximately 80% devoted to teaching (45 annual credits) and 20% other duties. These allocations are designed for faculty to lead curriculum and academic policy review and maintenance, and to ensure integrity of academic programs. The instructional load includes assignments for laboratory and clinical nursing instruction. Other faculty responsibilities, including office hours and descriptions of workloads for library faculty, faculty advisors, faculty counselor advisors and faculty counselors are set out in Article 7.1 h. The job descriptions demonstrate the variety of instructional services and duties that might warrant workload credit.

2.B.6

All faculty are assessed on the performance of their job duties and professional responsibilities on a regular cycle as outlined in the Tenure Manual and the Negotiated Agreement. Tenure-track faculty initially undergo a three-year tenure review process in compliance with state law RCW 28B.50.850 through 28B.50.873 and the Negotiated Agreement. The multi-dimensional process calls for quarterly student evaluations, collegial and administrative observations, and regular self-evaluation throughout the tenure-review period. Over the last 5 years, the Board has increased expectations for tenure reports and the granting of tenure to only high quality candidates. Board retreats and annual goals have emphasized tenure, including meetings with the PCFT leadership to stress the importance they place on tenure. The Vice Presidents for Learning and Student Success meet with all tenure-track faculty and their committees to communicate Board criteria. The new First Year Faculty Cohort design and activities reinforce that the tenure process is both rigorous and supportive.

Tenured faculty are evaluated every three years according to Pierce's post-tenure review procedure, outlined in Article 14 of the Negotiated Agreement. The teaching competence and professional improvement of each faculty member is reviewed through the use of multiple indices including teaching observations by peers, the dean, student evaluations, a self-evaluation by the candidate, analysis of the professional growth and development in both teaching and learning, and the discipline to demonstrate continuous improvement. The evaluation process is designed to assess the faculty's ability to demonstrate high-quality teaching and to complete other assignments professionally and competently. Classroom evaluations by students must be completed by a represented sample of at least one-third of the individual's classes each year. This evaluation process includes a conference with the dean and the drafting and approval of a new three-year plan, which address goals, professional development, and any concerns/deficiencies. All of these areas can also be addressed at any other time, depending on the circumstance. While all faculty participate in this process, the plans and reports have varied in depth and

breadth. Beginning in FY13, the deans began norming all plans and post-tenure review documents, providing more extensive feedback to faculty, refining guidelines for submission and approval, and strengthening the process so that plans align not only with disciplinary needs, but also with institutional priorities. The evaluation process for specially-funded contracted faculty (e.g., military, Department of Health and Human Services, and international programs) is akin to the tenure process with a 3-year review by a committee and participation in the First Year Faculty Cohort, but does not include a recommendation and action by the Board of Trustees. It awards them with permanent status within the program for which they were hired.

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

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

2.C: Education Resources

Video Exhibit: Education Resources

2.C.1

Pierce provides rigorous instructional content and programs, which culminate into a broad range of certificates and degrees in recognized fields of study designed to meet the educational and employment needs of our students and community. These programs meet or exceed accepted standards in higher education, are informed by their respective disciplines as well as the institution's mission, and are carefully designed to achieve defined student learning outcomes. Through an articulated shared governance process the faculty, in conjunction with the district's academic administration, oversees all courses, certificates, and degrees. Pierce's Board of Trustees has final approval of the certificates and degrees offered.

Responsibility for appropriate content, rigor, and consistency of mission are assured through a multi-level review and approval process that includes department/program faculty at the district level, Professional technical program advisory committees, the Council for Learning and Student Success (CLASS), the district's curriculum committee, Vice Presidents for Learning and Student Success, and for a few programs, specialized accreditation organizations.

Pierce also upholds academic rigor, consistency, and integrity through articulation agreement partnerships with Washington state baccalaureate and select other institutions, and by participation in major statewide articulation and transfer councils and committees. All transfer degrees are accepted by the Washington state public baccalaureate institutions based on our membership in the Washington State Intercollegiate Relations Commission (ICRC), a statewide council that coordinates transfer articulation. The ICRC is responsible for all Direct Transfer Agreements (DTAs) and assures program consistency for the 14 public and private baccalaureate institutions accepting Pierce, as well as all Washington state community and technical college transfer credits. Pierce maintains an active membership in ICRC and complies with all ICRC Handbook guidelines. This assures students that our programs, degrees and student learning outcomes meet regional standards and secures their ability to transfer.

Pierce's Deans, Vice Presidents for Learning and Student Success, Vice President for Workforce, Economic and Professional Development, College Presidents, Chancellor, and Board of Trustees, share in the guidance of all instructional programs. Shared governance spans from program establishment to program oversight, encompassing the supervision of academic personnel, curriculum, instruction, instructional sites, and teaching modalities.

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

transfer students earned similar GPAs as other Washington community and technical college transfer students at UWT, Central Washington University, and Pacific Lutheran University during 2010, but lower GPAs at Washington State University.

Students also agree that Pierce programs offer quality and rigor. For example, in 2011 Pierce participated in the CCSSE and the benchmark with the strongest response was Academic Challenge. Academic Challenge is defined by the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance. The national cohort scores are standardized to have a mean of 50; Pierce earned a mean score of 52.9 in the area of Academic Challenge.

Student perceptions regarding the quality and rigor of Pierce's professional technical programs are evident in the results of the district's annual Workforce Education Graduate Survey (WEGS). More than 90% of 2013 survey respondents who furthered their education since graduating from Pierce expressed satisfaction with the level in which Pierce academically prepared them for their experiences at their most recent school. Moreover, 87% of employed respondents indicated that they felt prepared for their current position.

Feedback from key stakeholders (consisting of employers, community partners and broad industry representatives) for Pierce's professional technical programs is assessed in the biennial Advisory Committee Survey. In this survey, more than 90% of respondents agreed positively with the following statements: Pierce is doing the right things to help business and industry, and offers good services to local businesses; Pierce is doing the right things to help people train for jobs in the community; and Pierce provides good, high quality education to its students. It is important to note, per the Washington Employment Security Department, Pierce provides learning opportunities in alignment with local business and industry needs. Overall, Pierce offers at least one educational program in 25 of the 30 (83.3%) occupational sub-categories projected to increase between 2012 and 2015 for the local catchment area.

Professional Technical Programs

Pierce offers 43 certificate programs that train students for entry-level employment as well as enhance skills for those currently employed. Professional technical certificates and degrees satisfy licensure and professional certification requirements, and meet standards for employment in their respective fields. Pierce uses advisory committees comprised of members of our local professional community who assist in the development of student learning outcomes. This helps to assure that the curriculum is current and meets the needs of employers. Advisory committees meet at least twice annually to oversee curriculum and learning outcomes, to inform the institution on new directions and equipment in the field, and to discuss pathways to employment through work-based learning opportunities. All professional technical programs assess student learning at the program level assuring the student has effectively integrated the skills, concepts, and knowledge to meet industry needs and licensure or certification standards. Additionally, Dental Hygiene, Veterinary Technology, and Nursing have successfully met the rigorous accreditation standards of their specialized professional associations.

2.C.2

Degree, program and course learning outcomes are published in written and electronic form in the catalog, the district website, and on course syllabi. These outcomes guide faculty in their instructional

design and allow students and the Pierce community as a whole to readily identify course, program and degree scope and content.

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

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

2.C.3

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

Pierce publishes information for students and the public on how credits are earned and degrees are granted. As outlined in the Earning Credits section of the catalog, credits for courses leading to degrees, certificates, and other credentials are awarded on a quarterly credit-hour basis. Pierce's new Policy on Definition of Credit Hour was approved by CLASS in June 2013.

Grading

Course grades are awarded by faculty based on assessments designed to demonstrate the student learning outcomes identified on each course outline and course syllabus. Grades follow an established grading policy approved by the faculty. Grades determine the awarding of credit on the official transcript as well as the ability of students to progress to subsequent courses requiring satisfactory pre-requisite performance. Certificates and degrees are awarded based on student achievement of learning outcomes at the course and discipline/program levels. The grading policy was most recently reviewed and revised by CLASS in 2012. The revision eliminated the 0.7 and 0.9 numeric values as passing grades, setting the lowest passing numeric value to 1.0, corresponding to a "D" alpha grade.

2.C.4

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

The design of all certificate and degree programs originates at the discipline/program level and is thoroughly reviewed at several stages for substance, integrity, breadth, and consistency with standards and policy. A review is then conducted by the following: appropriate curriculum committee led by an outcomes team member; appropriate advisory committee (for professional technical programs); CLASS; Vice Presidents for Learning and Student Success; Vice President for Workforce, Economic, and Professional Development; Presidents; Chancellor; Board of Trustees; and SBCTC.

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

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

All transfer degrees are in full compliance with statewide DTA degree frameworks that facilitate articulation between Washington State colleges and universities. This process and verification ensures the district's degrees contain appropriate breadth, depth, course sequencing, and learning synthesis within the district's transfer degrees.

2.C.5

Pierce utilizes a carefully designed and delineated process for curriculum development, revision and implementation. Faculty, individually and collectively, exercise a major role at each stage of the curriculum process, in the fostering and assessment of student learning outcomes, and in the selection of new faculty.

Curriculum

Curriculum is at the heart of all instructional efforts. Faculty hold primary responsibility for the design, initial approval, implementation, and continuous review of all curricula. CLASS, the representative body for shared governance oversees this process, assures quality and determines that curricula meet the standards of Pierce and the higher education community. CLASS members are elected by their divisions; other members, such as the representatives from JBLM, are appointed; and still others, such as the Registrar, serve by nature of their position. Diverse membership assures a holistic curriculum

perspective. A library faculty member serves on CLASS to assure alignment of the curriculum with library resources.

Reporting to CLASS are four sub-groups, each focused on a key element of academic policy. Each subgroup is chaired by a faculty member from CLASS and includes one instructional administrator as a member.

- **Group 1: Educational Assessment** (The Outcomes Team) leads all instructional assessment efforts, including workshops, institutional effectiveness, and development of the Institutional Learning and Assessment Portfolio (ILAP). The Outcomes Team is comprised of faculty representatives of disciplines/programs/divisions selected via an application process.
- **Group 2: Educational Quality and Rigor – Discipline and Program Review** leads all instructional assessment efforts related to program/discipline review. Designs and guides the biennial program/discipline review, assuring a systematic and meaningful process. Reviews completed documents for themes, patterns and recommendations. Membership is open to all faculty who volunteer and is chaired by a member of the Outcomes Team.
- **Group 3: Educational Quality and Rigor – Curriculum Review** leads all curricula reviews and assures educational standards for rigor, outcomes, common course numbering, credit hour and course content are met. Membership is open to all faculty who volunteer and is chaired by a member of the Outcomes Team.
- **Group 4: Instructional Policies and Procedures Review** leads all policies and procedures assessments. Recommends new policies and procedures, and edits or sun setting of current policies and procedures. Membership is open to all faculty who volunteer and is chaired by a member of the Outcomes Team.

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

Curriculum Review

Course proposals and changes originate with the program/discipline faculty and coordinator. For each course, faculty members develop a master Course Outline detailing outcomes, type of course, credits, course description, content, learning outcomes, degree learning outcomes, and potential tools for assessment. Course Outlines are available in the online Course Manager, a secure system accessed via login and password. The course outlines (or changes to course outlines) are submitted by faculty, approved by the coordinator, and then by the division dean who assures compliance with all federal, state, DTA and accreditation standards. Course outlines then advance to a third level of review by one of the five curriculum committees. Each curriculum committee is chaired by a member of the Outcomes Team, assuring consistency with student learning outcomes and process. The curriculum committees work with the discipline/program faculty until the course outline meets all criteria.

Master course outlines are then moved forward to the CLASS agenda. In parliamentary fashion, the appropriate division dean submits the outlines for first and second readings. Two readings allow time for CLASS members to discuss key issues in their respective division meetings after the first reading, and for all faculty to have input (through their CLASS representative) into the curriculum decisions. Discussion at the second reading includes division input, and if approved by majority vote of CLASS, the course is added to the official curriculum. Courses requiring quick implementation or developed outside normal course change cycles may receive temporary approval from the division dean and be taught one time without CLASS approval. Final approval is made by CLASS, the division dean, Vice Presidents for Learning

and Student Success, and Vice President for Workforce, Economic and Professional Development, to assure compliance with all federal, state, DTA and accreditation standards. Criteria for review of course outlines and all elements of curriculum are outlined in CLASS' Procedures for Curriculum Approval and Review.

To ensure consistency and quality in modality, all courses utilizing the eLearning modality are also reviewed to meet the Quality Matters (QM) standard, a faculty-centered, continuous improvement model for assuring the quality of online courses through established criteria and peer review. Course reviews are led by a Quality Assurance (QA) Team consisting of individuals who have obtained QM Peer Reviewer certification. New courses must complete a QM review before being taught. Current FS and PY courses are undergoing systematic review that, by contract, must be completed in FY15. At JBLM, all courses have been reviewed; a team of two QA Team members re-reviews a course each time it is taught by a new instructor or there is a change in the textbook.

Selection of New Faculty

Faculty members play a major role in the selection of new colleagues. For full-time faculty, screening committees comprised largely of faculty review announcements and recommend degree and experience requirements. The committees select applicants for interview, participate in preliminary interviews via Skype, and spend significant time with candidates in a multi-dimensional and thorough on-campus interview process. Committees recommend candidates to the Vice Presidents for Learning and Student Success. As part of the interview process, all faculty members have opportunities to meet each candidate for both instructional and administrative positions during hosted lunches and at "meet-and-greet" receptions held at both campuses or at JBLM. All faculty members are invited to provide feedback to the screening committees for their consideration.

Assessment of Learning Outcomes

Pierce is committed to providing students with an excellent education and employs a robust outcomes assessment process to ensure academic standards are maintained. Assessment of educational outcomes is a faculty-driven process formalized in the Assessment Plan. Pierce defines educational assessment as a systematic process of observing, describing, collecting, recording, scoring, and interpreting information about student learning. Assessment is an essential tool for evaluating the effectiveness of the teaching-learning process and for planning next steps based on those results. Assessment at Pierce is an intentional process that is designed to improve teaching and learning.

Full-time faculty and some senior part-time faculty participate in a formal degree assessment process where they complete a Core Ability, Fundamental Areas of Knowledge (FAKs) or Program Outcome Report, as applicable, for their courses. Each report lists an assignment in the course and describes how that assignment fulfills one of the designated Core Abilities or Fundamental Areas of Knowledge/ Program Outcomes listed in the Master Course Outline and in the individual course syllabus. These reports are then uploaded to the assessment portion of the Course Manager for access, information, and review by the faculty as a whole.

A contracted Assessment Day was added to the faculty negotiated agreement in 2012 to increase the opportunity faculty have to come together and discuss department, program and degree assessment findings. Faculty analyze findings and discuss aggregated data, patterns, observations and experiences at the discipline, program, degree, and certificate levels. These discussions form the basis of the Institutional Learning Assessment Portfolio (ILAP). Action plans are then developed, which form the

basis for subsequent assessment activities. CLASS approves the ILAP and action plan recommendations after review by faculty.

The importance of proper and thorough assessment of student achievement is central to the mission of Pierce. The Outcomes Team assigns one of its members as a liaison to each division in order that two-way communication about assessment is always present at division meetings. A representative from JBLM was added to the Outcomes Team in FY13. Furthermore, the Outcomes Team guides meaningful assessment activities at the faculty Summer Institute, a widely attended in-service event for faculty focusing on improvement of educational assessment. The 2013 Summer Institute was attended by 89 faculty who focused on key projects related to discipline/program assessment priorities. Resources are made available to support faculty assessment efforts.

Professional Technical Program Level Assessment

Professional Technical program faculty meet regularly to assess the achievement of outcomes at the certificate and degree level. Faculty design experiences that assess student learning in an integrated manner that match industry standards. Faculty then analyze the student's demonstration of that learning with the goal of adjusting course pedagogy based on student performance.

Course Level Assessment

Course outlines guide faculty in the teaching and assessment of course learning outcomes. Faculty reflect on and discuss student achievement of these outcomes informally at department and program meetings, and formally during discipline/program review. All instructors design a syllabus for each of their classes that are housed in the online Course Manager. Syllabi describe for students the course outcomes and the manner in which the course will progress in order for them to meet those outcomes.

Several departments have developed specialized, discipline-specific processes to improve their understanding of student learning. For example:

- The Math Department has initiated a number of innovative strategies to improve student success in precollege math including: precollege math supplemental instruction (SI); a math lab; a precollege math learning center; precollege math sequence redesign; automaticity (facilitating recall of fundamental mathematical functions); and the alignment of placement testing with local high school math coursework. These precollege math strategies are emerging through the ATD process and should help students: progress through courses more quickly; decrease attrition rates; increase engagement; build relationships with faculty and support services; eliminate unnecessary material from the curriculum; allow more time for conceptual development; improve consistency in instruction; increase course success rates; and improve pathways between K-12 and college.
- The English Department recently engaged in a “norming” process with full-time and part-time faculty meeting together for a full day to evaluate writing quality of anonymous student essays. This activity helped to ensure that scores on the same essay prove to be reasonably comparable when assessed by different members of the department, and that student achievement of learning outcomes could be consistent and reasonably assured. This will become an annual process applied to English 101 since it is a core course for the majority of degrees and certificates, and a high-impact course.

2.C.6

Effective partnerships between library faculty and discipline faculty ensure that the use of library and information resources is integrated into the learning process. As mentioned in the above standard, a library faculty member participates in CLASS to assure curricular alignment with library resources. While promoting all of Pierce's Core Abilities, the library's strongest emphasis is Information Competency. Whether at the reference desk, in the classroom or online, library faculty view every interaction as an opportunity to teach and build students' ability and strategy with information. Library faculty work closely with discipline faculty to design individualized instruction that corresponds to Information Competency outcomes and meets the needs of students as they navigate the research process. In FY13 the library faculty taught 399 integrated instruction classes. Library faculty create online research guides and maintain the library website to enhance instruction, facilitate connections with discipline faculty and individual courses, and to provide instructional opportunities in a variety of subject areas and learning modalities. The library is a key link in the Resources section of Canvas. Recently, as part of our ATD efforts, the library has increased its role across the district in working with precollege student success, including ESL and ABE, focusing on the purpose of an academic library in preparing students for transition to academic coursework.

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

Through the Information Studies Department, the library offers a number of Information Competency credit courses. Courses focus on research skills to meet the academic needs of community college students, those intending to transfer to a university, as well as for professional, lifelong learning or personal needs.

To further integrate library and information resources into the learning process, library faculty partner with discipline faculty to maintain a collection of current, balanced, and relevant resources that support the district curricula.

2.C.7

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

2.C.8

Transfer Credit and Transcript Evaluation

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

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

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

The SBCTC's Inter-College Reciprocity Policy guides Pierce's actions for determining which courses satisfy distribution area requirements. Pierce's compliance with this policy eases student transfer between the state's community colleges and the baccalaureate institutions. The reciprocity agreement is clearly published in the Pierce catalog.

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

Policies that guide district employees and students in understanding and applying transfer credit are detailed in the Student Rights and Responsibilities Handbook as well as published in the catalog. These policies ensure academic quality and procedural integrity.

Undergraduate Programs

2.C.9

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

Five Core Abilities	Five Fundamental Areas of Knowledge
Critical, Creative, And Reflective Thinking: Graduates will evaluate, analyze, and synthesize information and ideas in order to construct	Communication: Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's

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

For its transfer associate degrees, Pierce follows the structure defined by the ICRC Direct Transfer Agreement (DTA). This framework ensures that students complete a core of general education that represents an integration of basic knowledge and skills, preparing them for ongoing development of their academic, professional and life skills. Though some degree options may increase the requirements, the minimum credits in each skill and distribution area are as follows for all the transfer associate degrees except the associate of science tracks:

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

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

- Communications: 5 credits
- Quantitative skills: 10-15 credits, plus pre-requisites

- Humanities and Social Sciences: 15 total credits, with at least one course from each distribution
- Natural Sciences: at least 45 credits
- General Electives: 15 credits

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

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

Professional Technical Programs

Pierce's suite of professional technical degree and certificate programs are designed to provide students with the technical and related skills needed for successful employment. The degrees and certificates emphasize practical, work-related skills that translate to effectiveness and expertise in the workplace. All programs must meet statewide standards and be approved by the SBCTC prior to program implementation. Program approval requires research on employer needs and employment opportunities with annual data matching with performance of degree completion and employment. Each program has unique and tailored program and degree outcomes, but all include the five Core Abilities described in the table above.

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

Pierce also offers several professional technical certificates and degrees in collaboration with other institutions. These degrees are conferred with the general education requirements determined by the primary institution or through a joint Memorandum of Understanding (MOU) signed by the Chief Instructional Officer of each institution. The SBCTC includes these collaborative programs in the system's official program inventory. If Pierce awards the degree, the program is categorized as a regular program (e.g., Occupational Safety and Health; Homeland Security and Emergency management.) MOUs are updated routinely as determined by the length of the MOU or as emergent needs arise.

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

2.C.10

Each transfer associate degree program is guided by clear and assessable student learning outcomes. Degree outcomes include: Fundamental Areas of Knowledge (FAKs) that describe the unique outcome for each distribution area; and the five Core Abilities that describe key skills that faculty have determined best prepare all students to be successful in college, personal life and career. Degree outcomes are embedded in courses and guide course development and assignment design. Consistent

with the Core Theme of Student Learning and Success, degree outcomes were developed to prepare students to thrive in an evolving world.

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

2.C.11

All professional technical degree programs are guided by a comprehensive set of assessable student learning outcomes. These outcomes (including related instruction courses) are cooperatively developed by program advisory committees and approved by CLASS. Each professional technical certificate or degree of 45 credits or more includes a minimum of 18 credits of related instruction, and non-technical portion of study which provides instruction in areas of communication, computation, and human relations. Related instruction may be part of a course that specifically addresses related instruction (e.g. ENGL 101 for communications), may be embedded (listed in course outcomes) within a program course, or may be a prerequisite to program admittance. The majority of Pierce degrees above 45 credits draw related instruction courses from the DTA Approved Distribution Course List. Since students are prepared with these transfer courses instead of abbreviated related instruction, degrees and certificates seamlessly transfer, they serve as career “ladders” or pathways that increase student options as they continue in higher education and move forward in careers.

Pierce’s Faculty Credentialing Policy stipulates (with very few exceptions) that professional technical faculty be Master’s prepared and experts in their field. Faculty must also earn professional technical certification within one year of employment. Certificates of less than 45 credit hours in length are not required to include related instruction. Related instruction courses are clearly designated on program curriculum documents.

Graduate Programs

2.C.12 N/A

2.C.13 N/A

2.C.14 N/A

2.C.15 N/A

Continuing Education and Non-Credit Programs

2.C.16-2.C.19

Pierce’s Continuing Education Program plays a key role in meeting our mission by directly supporting the Contributions to Community Core Theme. Since the mid-1970s, the Pierce Continuing Education Program has served as a community outreach arm of the district, providing a broad range of high quality, academic, personal, and professional development programming which meet the interests, talents and lifelong learning goals of the community. The unit reports to the Vice President for Workforce Economic and Professional Development, and Pierce maintains direct responsibility for the

quality of all programs and courses offered. All continuing education courses are developed and taught by local professionals who are experts in their fields.

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

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

The vast majority of Continuing Education's services are non-credit. In cases where credit is awarded, Continuing Education staff collaborate with the department coordinator representing the discipline. Faculty selection follows the practices common to the department involved. Credit courses are developed and updated according to district guidelines for all credit-bearing courses. This includes completion and approval of Course Approval Forms through the formal CLASS curriculum approval process. In no case does Continuing Education offer credentials outside Pierce's core disciplines.

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

Pierce Continuing Education is a Washington State Education, Office of the Superintendent of Public Instruction approved provider of clock hours, which are issued in compliance with standards and procedures set forth in chapter 180-85 WAC. Clock hours are used by K-12 teachers to maintain a Continuing Certificate. Each 60 minutes of approved in-service equals one clock hour.

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

2.D: Student Support Resources

Video Exhibit: Student Support Resources

2.D.1

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

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

Student-Specific Services

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

- **Access and Disability Services:** Pierce supports an integrated learning experience for students with disabilities by promoting an environment that is free from physical and attitudinal barriers. Services and academic adjustments provided by the Access and Disabilities Services (ADS) Office are designed to ensure that students with disabilities have equal access to all college activities and programs. In addition to approved academic adjustments and services, ADS offers educational planning, advising, assistive technology and learning strategies for students with physical offices at FS and PY. JBLM students are served by the FS office. ADS serves more than 700 students annually.
- **Career Counseling:** In light of the evidence tying clear career goals to school commitment, the Faculty Counselor Advisors offer personalized assistance with administering and interpreting career assessments, conducting workshops on how to research careers using Washington Occupational Information System (WOIS) and teaching a career and educational plan component in their College Success courses.
- **Child Development Centers:** Constructed by the district to increase recruitment and retention rates for student parents, as well as serve their unique needs, the Milgard Child Development Center at FS and the Garnero Child Development Center at PY bring compassionate, thoughtful, research-based care and education to children ages one to five. Centers respond directly to student data indicating that reduced fees and flexible scheduling enable them to afford more credits and spend more time in class and studying. The Centers utilize teaching methods that encourage discovery, curiosity, relationships, and social interaction. Our teachers set the

environment and guide children through learning and exploration, while partnering with parents and the community. Parent participation is crucial to all areas of the program. In addition, our buildings and landscapes are themselves laboratories, where children can explore and experiment. The light and space encourage inspiration, discovery, and partnership. Since 2008, more than 478,000 contact hours have been accumulated.

- **Computer Labs:** The computer labs offer a wide variety of services to students. With 78 stations at PY and 42 stations at FS, the two main open lab areas are equipped with state-of-the-art technology and programs necessary for successful completion of college coursework. Adjacent computer classrooms at each campus provide additional stations when they are not used for classroom instruction. Computer labs provide quality service and computing resources to enable students to work on projects and accomplish computer-related academic assignments through software applications, the Internet and email. JBLM students use open computer labs available for all active duty military personnel at Lewis and McChord, and all three education centers have wireless access available. At Hawk Center on North Lewis, Pierce provides laptops for check out to all of our Emergency Medical Service students.
- **Counseling:** To address the variety of needs of all students- personal, emotional, and academic- Pierce provides counseling services to enrolled students at each college. Short-term counseling services are free of charge to all students, including those enrolled at JBLM. Faculty counselors at the FS and PY are licensed mental health counselors for the State of Washington. Active duty military and veterans also have access to counseling through the Department of Defense.
- **International Education Programs:** International students attend primarily at FS. Pierce's International Education office provides admissions, orientation and support services, a four-level college-prep Intensive English Program, host family opportunities, and cultural and social activities, such as the International Club and Conversation Partners, to international students. The International Education staff also support the few students who attend at PY and promotes international and multicultural educational experiences for all students and community members throughout the district. Approximately 300 international students representing 35 countries enroll annually.
- **Job Connections:** Job Connections centers offer job search and referral assistance; employment statistics information; program pathway information; program cost information on eligible providers; appropriate job announcements that connect students to employment referrals in career pathways. Over 3,650 students were served in FY13. In response to internal survey data in 2012, the Pierce Job Connection centers developed and implemented an internal marketing strategy to inform students of resources and assistance opportunities including a newsletter, improved signage, redesign of the workspace at Puyallup, implementation of Interfase (an Employment matching data base system) to connect students to work study, internships and part-time/full-time employment.
- **Running Start:** Running Start is a partnership between the SBCTC, individual colleges such as Pierce, and the Washington state school districts. High school juniors and seniors may enroll in Pierce courses and simultaneously take courses that apply toward high school graduation and college general education requirements. Running Start students do not pay tuition for eligible classes. Students pay comprehensive and course fees, as well as the cost for learning resource materials. In order to provide access for students with limited financial resources, Pierce has a

Running Start textbook loan program that covers some of the most commonly enrolled courses. Running Start students receive specialized advising, but are otherwise integrated into the colleges and can use and participate in all other services with the exception of athletics. Approximately 300 of the FS students and 750 of the PY students are enrolled in Running Start.

- **TRiO Student Support Services:** Annually serving 160 students at FS since 2001, this federally-funded student support services program responds to the needs of eligible students. TRiO students are either first generation, have a documented disability, or meet low income guidelines. They aspire to earn four-year degrees and have academic needs ranging from placement into precollege classes to having been out of school for five or more years. The 2011–2012 reported program outcomes exemplify the extent to which TRiO-supported students succeed at Pierce. Seventy-nine percent of TRiO students successfully completed courses and persisted across academic years; 45% of students earned an Associate’s Degree or Certificate, and 79% of those that graduated transferred to a four-year institution. Ninety-one percent of TRiO students were in good academic standing with nearly 45% on the honor roll.
- **Veteran Services:** Pierce is highly committed to serving the military and veteran community. In 2012-13, the district certified over 2,000 students for Veterans Affairs (VA) educational benefits. In response to the influx of veteran students and the unique needs they present while transitioning from the military to higher education, the district was awarded a three-year grant from the U.S. Department of Education to establish a Center of Excellence for Veteran Student Success at FS. The Center provides a comprehensive set of services and specialized instruction based on best practices and evaluative research focused on the unique needs of the veteran student population. The Center is a hub for dissemination of community and campus resources, a safe haven for students to connect with a network of supportive students, staff and faculty and a place to access instructional resources including computers and a textbook lending library. By the close of the second year of the grant, FS veteran student enrollment increased by 24%, persistence by 10%, and completion rate by 18%.

A veteran success steering committee comprised of administrators, staff and faculty members meets regularly to address institutional barriers to enrollment, retention and completion of veteran students. A focus on outreach and collaboration with the local military installation, regional VA Hospital, community service providers and the Washington State Department of Veterans Affairs ensures veteran students have access to critical information and benefits. The Military Program utilizes available district resources to supplement the services that are offered on site by the Department of Defense and various other organizations on JBLM. Staff and faculty are familiar with resources available and partner with other educational entities and the Stone Education Center staff to provide resources to the students.

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

Academic Support

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

- **Multimedia Centers:** Funded through student technology fees, centers help general students, as well as those enrolled in specialized media-focused programs, to move information and ideas into creative formats. They provide students with resources for their class-related design and production needs including web development, graphics and animation, digital audio and video, scanning, and multimedia authoring using a number of software programs. Student technicians assist students in learning applications. All computers are loaded with Adobe Design and Production software for supporting specialized programs such as Digital Design, and Theatre/Filmmaking.
- **Supplemental Instruction:** Supplemental Instruction (SI) offers significant enhancement to classroom instruction through a combination of class participation, open office hours, and peer-educator facilitated study sessions. Pierce offers SI support primarily in Math, Science, English and Business courses. National and internal data supports the effectiveness of peer tutoring and SI as a statistically significant method of improving retention, completion, and ultimately graduation rates. Over the last three years, SI participants averaged a full letter grade (1.10 on a 4 point scale) higher in their course grades than their classmates who opted not to participate in the SI study sessions. These promising results, combined with increased demand from faculty, and the district's commitment to increasing student success, have prompted an institutional commitment to grow SI by 15% in FY14 and an additional 20% in FY15.
- **Tutoring Services:** Tutoring offers a full spectrum of learning support for campus based and e-learning students. Each campus offers drop-in, appointment-based, and eTutoring options with hours covering day, evening and weekend access. JBLM offers students eTutoring as well as the option to use either campus' grounded services. The FS center offers additional upper level Math and Physics tutoring in a satellite Math Center. All tutoring sessions emphasize proven best practice college success strategies: increased content comprehension and skills proficiency; effective study skill development and test taking preparation; improved time management and motivation; and expanded student engagement opportunities. Demand for tutoring services has risen consistently over the last five years. Student utilization of tutoring has increased 10% annually and there has been a 13% rise in the number of faculty requests for in-class tutoring assistance. In response to data and demand by faculty, advising staff, and administration, a direct tutoring referral program will be offered beginning fall 2013 as one of the district's Achieving the Dream best practice interventions.
- **Writing Center (PY) and Writers' Studio (FS):**
The PY Writing Center is co-located with the Tutoring Center and offers drop-in and scheduled appointments offering support for all levels of English, Writing, Reading, Communications, and Conversation Partners for English as a Second Language Learners. Tutors received specialized training and support from an English faculty member. The FS Writers' Studio, co-located with the FS library, connects walk-in students with specialized staff to address questions in all areas of writing. The Studio empowers students to think beyond classroom requirements with the goal of becoming strong writers. They are encouraged to discuss what they have read, translate understanding into writing, and become full participants in their own educational journey. With multiple books, printed handouts, computers and other options available, the Studio averages more than 1,000 visits per quarter.

Student Life

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

Beyond student-specific services, academic supports and student life, Pierce supports student success with access to physical spaces that promote community development and engagement. To meet that end, the district's Student Centers, Health Education Centers, Veterans Resource Center and winter gardens at FS, open study spaces scattered throughout the campuses and in the libraries, as well as beautiful outdoor areas have been built and maintained as welcoming, attractive places for student collaboration, reflection and community. Designing spaces for student collaboration is a key element of the new Campus Facility Master Plans.

2.D.2

Pierce's Campus Safety unit is responsible for ensuring the overall safety and security of the district so that each student, staff, and visitor can fully participate in the learning process. To this end, Pierce complies with all federal, state and local regulations regarding operations, reporting, safety and security policies, and other important disclosures. The Director of Campus Security reports to the Vice President of Administrative Services and is responsible for assuring full compliance with government and district requirements. A team of non-commissioned officers is responsible for enforcing policies and procedures that govern conduct on campus. At JBLM, security of facilities and adjacent areas are the responsibility of Military Police Departments. Pierce program staff at JBLM work in collaboration with Pierce Campus Safety personnel and the military to address issues of student conduct or safety.

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

The Behavioral Intervention Teams (BIT) receives, investigates, and responds to reports of concerning or troublesome behaviors of students and other members of the district community that may pose a threat to self or others. Members of the committees include the campus Judicial Advisors, Counselors, and Campus Safety staff.

SafeZone, addressing the needs of Lesbian, Gay, Bi-Sexual and Transsexual, Transgendered (LGBT) students, contributes to a safe environment through education and programming. At the request of SafeZone students, beginning FY14, Pierce will include designations other than male and female on registration forms and also provide students the option of self-identifying as LGBT. Information will remain confidential and used in planning and programming.

2.D.3

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

As an open-access institution, the district attempts to meet the educational needs of any individual who can benefit from its educational services. Appropriate to that mission, Pierce's Enrollment Services and Student Success departments provide information on the district's entry processes and procedures.

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

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

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

Advising

In FY11, as part of our institutional effectiveness process, data analysis revealed a gap in how well students were navigating their educational journey at Pierce. To learn about other successful advising strategies, the Student Services Directors visited a nearby Achieving the Dream Leader College to study about the successful advising model they had implemented. The Vice Presidents for Learning and Student Success convened an Advising Task Force to design a new Pierce advising model consistent with our student needs. After input from faculty, staff, and administrators, Pierce developed a pilot Start-to-Finish model that includes student orientation, placement testing, intensive advising, a college success course, and required educational planning. Students' readiness for college determines the path they will follow on their educational journey. The pilot was implemented in 2012 and will continue to be scaled, reaching all students by 2016.

Pierce also provides targeted advising services through the High School Completion program, TRiO Student Support Services program, International Education program, Intercollegiate Athletics, Opportunity Grants, Worker Retraining and other specialized programs.

Advisors have access to two online tools to assist with effective advising: Advising Dashboard and Degree Audit. The Advising Dashboard, a locally developed student management software tool, assists advisors in reviewing student records and advising history to effectively support students in progression

to degree. Advising Dashboard captures student management and degree audit records, educational plans and notes entered by advisors, providing overall analysis of student progress. The data tracking function assists advisors in designing appropriate services and interventions, and provides the district with tracking data to improve advising practices, information and brochures, and campus procedures. Degree Audit is an online tool that compares a student's courses at Pierce with current degree and certificate requirements. Advisors use Degree Audit to provide students with a snapshot of their progress towards completion, as well as a list of remaining classes required for one or more certificates or degrees. These tools enhance the advising experience for the advisor and the student.

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

Students are provided with a robust set of online and published tools to assist them in planning their educational journey and maximizing their Pierce experience.

2.D.4

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

2.D.5

The catalog, published annually, provides comprehensive information regarding Pierce, including district programs, policies, costs, services, and personnel. The catalog is developed through a collaborative process directed by the Vice Presidents for Learning and Student Success and the Director of Marketing and Communications. The catalog is available on the district website.

The catalog's main sections include:

- District mission and core themes
- Entrance requirements and procedures
- Grading policy
- Information on academic programs and courses with degree and program completion requirements
- Program and degree learning outcomes and required course sequences (when applicable)

- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- Rules and regulations for conduct, rights, and responsibilities
- Tuition, fees, and other program costs
- Refund policies and procedures for students who withdraw from enrollment
- Opportunities and requirements for financial aid
- Academic calendar

2.D.6

Licensure and entry requirements for appropriate professional technical programs and descriptions of unique requirements for employment are provided to students on curriculum guides and program websites. The district website also contains the Higher Education Act Gainful Employment and Graduation Rate Data.

2.D.7

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

The district maintains confidentiality of student records as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). An explanation of student FERPA rights appears on the district website and in the catalog under Notification of Student's Rights under the Family Educational Rights and Privacy Act (FERPA). Additionally, the district blocks release of directory information for students who request information not be disclosed. All staff members with access to students' records are required to complete FERPA training and sign a confidentiality statement prior to accessing records.

2.D.8

Pierce provides an effective and accountable program of financial aid consistent with its mission and student needs. Pierce helps students access financial aid funds from a variety of sources including Federal Student Aid, Washington State government resources, Pierce Foundation, institutional funds and external scholarship opportunities. Approximately 60% of Pierce students receive need-based financial aid. The district recognizes the importance of financial support in a student's decision to attend Pierce, and works hard to match the student with resources as appropriate.

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

Financial Aid staff at each campus are available to assist students seeking information or clarification and assist with orientation, college success classes, and in the outreach sessions at local high schools.

Pierce's Student Loans webpage outlines student responsibilities and requirements associated with student loans. Students are required to complete the Federal Online Direct Student Loan Entrance Counseling at the U.S. Department of Education Student Loans website.

2.D.9

Pierce students receiving financial assistance are clearly informed of any repayment obligations. The district monitors student loan programs and loan default rates. Pierce's draft cohort default rate is published by the United States Department of Education every February with final rates published in September. Pierce's 2010 two-year official cohort default rate is 7.4%.

Pierce complies with all federal student loan disclosure requirements. Student loan recipients are notified of their repayment obligations through completion of their master promissory notes and mandatory U.S. Department of Education entrance counseling.

2.D.10

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

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

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

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

Faculty counselor advisors and curriculum advisors participate in professional development opportunities including the National Academic Advising Association conferences and workshops to learn and implement best practices. Advisors at JBLM are informed of current policies and procedures inhibiting educational requirements through webinars and documents provided through Department of Defense.

While faculty have been advising students and designing educational plans, the Start-to-Finish model delineates an enhanced mentorship role focused on discipline-specific career choices, academic success, and transfer and workforce goals. New training for faculty members related to their role as mentor-advisors will begin fall 2013. Faculty involved in the Start-to-Finish advising workgroup are creating a practical handbook to guide the mentor-advisor to advisee meetings. Newly hired tenure track faculty will receive advising training in the new Center for Engagement and Learning's yearlong new faculty orientation. Advisor training for specialized programs, such as TRiO, International programs, and Workforce Education is managed by the individual department.

Students are notified about advising requirements and responsibilities via email, letters, the Pierce website, catalog, quarterly bulletin and department notifications.

2.D.11

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

Governance of Pierce's co-curricular programming is the responsibility of two student government associations, the Associated Students of Pierce College Fort Steilacoom (ASPCFS), and the Associated Students of Pierce College Puyallup (ASPCP). ASPCFS and ASPCP provide program oversight and funding for the many programs and activities across the district. As outlined in their respective constitutions (FS and PY), student government responsibilities include allocating student funds, providing leadership and involvement opportunities for students, and acting as the collective voice of enrolled students. Budget policies are detailed in two financial codes (Student and Activities Fees Code and Student Technology Fee Code). Pierce's co-curricular programs are managed by the campus Directors of Student Life, who serve as budget authorities for student funds. The directors ensure that student funds are spent in compliance with institutional and state policies.

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

The following sampling of student activities during 2012-13 reveals the dynamic level of engagement organized by student leaders:

- Training of student leaders included: service learning; project management training; leadership strengths awareness; goal setting; budget development and management; and team-building.
- Guest lecturers included: authors Richard Louve (PY) and Annie Leonard (FS); diversity educator, Eric C. Davis (FS); and civil rights champion, Julian Bond (PY).
- Civic, service and community events included: blood drives; domestic violence awareness; Civics Week; Safe-Place Trick-Or-Treat; Constitution Day celebrations; family movie nights; breast cancer awareness; and a volunteer fair.
- Off-campus events included: skiing; trips to the Lemay Car Museum; Seattle Seahawks and Mariners games; SBCTC Student Legislative Academy Training; testifying at state legislative hearings; and a glassblowing workshop at the Tacoma Glassblowing Studio.

- The Multicultural Leadership Institute (MLI) provides interested FS students an opportunity to develop as leaders by personally examining their own stereotypes, communication barriers and knowledge about other cultures. MLI offers a weekend intensive program and 18 workshops throughout the year. Students who complete the program receive a certification of completion. MLI is one example of an opportunity in which students are invited to engage in leadership and service roles throughout the campus while increasing their own cultural competency.

2.D.12

In fall 2012, Pierce transitioned its district-owned bookstore to a contracted vendor. The bookstores at each college carry all required textbooks and a full line of school supplies. The benefits of a vendor-operated service are realized through the additional services and savings to Pierce students. Bookstores now offer a larger array of textbook rentals and the buying power to lower the overall cost of textbooks.

Campus cafeterias and catering services are provided by Lancer's Hospitality in two main locations at FS and PY. The campus cafeterias are a hub for student activities and offer a variety of menu items. At FS, Lancers also provides an espresso stand and "grab and go" food items in the Olympic North Building.

Students and district personnel have appropriate opportunities to provide suggestions on the operation of these services through email and regular employee and student surveys. The Food Service Advisory Committee is made up of five students, the Purchasing Manager, and one representative from faculty, general support staff, and Student Programs staff at Pierce PY and Pierce FS. These 12 individuals have historically been the receiving point for issues surrounding the district's food services and worked with the vendor on an informal basis for resolution.

In 2012-2013, the Food Service Advisory Committee formalized the process for input by creating a survey that was issued in May 2013. This survey was developed in coordination with the Institutional Effectiveness office and the results have been used in meetings with the food service vendor to create improvement strategies for food service delivery. It is planned to issue this survey, adjusting as necessary, on an annual basis in the future.

2.D.13

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

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

Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, professional-technical degrees and certificates, and preparation for successful transfer to accredited baccalaureate programs. The athletic program collaborates with the district's Financial Aid Office and the Pierce Foundation to identify funds to support financial aid awards for eligible student athletes

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

2.D.14

Pierce maintains an effective identity verification process for students enrolled in eLearning courses to establish that the student enrolled is the same person whose achievements are evaluated and credentialed.

Canvas, the district's online learning management system, is accessed by a Pierce-assigned student identification number, along with a password of six or more characters. Students are notified by email of their user name and temporary password and advised of parameters for developing a complex password to increase security of their account. Identity verification at JBLM also includes a series of personal identification questions required to gain access to a students' Canvas account information by email or phone.

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

Identity verification using photo ID is required in all forms of test proctoring used during high-stakes exams. Proctoring is available on campus for no charge in testing centers. Student can arrange other proctors that are approved by the instructor or eLearning staff. Arranged proctors are oriented to the student photo identification and test security procedures. These services are typically provided at no cost, but students may at their own discretion select to arrange proctoring with fee-basis organizations. Electronic proctoring is also available using the Tegrity test proctoring tools via Webcam with audio. The process has a built in step for presentation of photo ID. Finally, eLearning staff use Collaborate Web meeting tools to proctor students at a distance in real-time following the same photo ID and test security protocol as used with other services.

2.E: Library and Information Resources

Video Exhibit: Library and Information Resources

2.E.1

Pierce provides access to library and information resources that support the district's mission, core themes, programs and services. Pierce recognizes its library faculty, support staff, library facilities and information resources as among its most valuable assets. The high quality of Pierce's library demonstrates its commitment to the educational success of each student. This is accomplished by: providing highly integrated instruction in research methods, promoting critical inquiry, and information competency; maintaining a collection of relevant print and electronic information resources with appropriate levels of currency, depth and breadth to engage students in the ideas that emerge in the classroom and through all district programming; and ensuring quality facilities that encourage interaction with information, actively collaborating with fellow students, and effective services that support and promote their inquiry and learning. The library is guided by a comprehensive set of policies.

With facilities at both FS and PY of approximately 77,000 square feet, the library provides information-rich environments for the district's diverse community. In addition to the two facilities operating as "one library" with one administration and streamlined, seamless and consistent access for students, the library provides quality support to online and military students through robust electronic resources, online pathfinders, chat services, and InterLibrary Loan resources. The Pierce library was the recipient of the 2005 Association of College and Research Libraries Excellence Award, designating it as the top community college library in the country. That level of excellence has continued, with the library's creativity and impact felt throughout the district. The library's ultimate outcome is to sustain a learners' library in order to engage students with information and ideas and to develop their information competency.

Collections

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

The library faculty regularly select, review and assess use of resources guided by the Collection Development Policy. All faculty are encouraged to make recommendations that support teaching and learning in their disciplines. In addition, library faculty serve on curriculum committees to ensure that selection is informed by the academic programs. Circulation transactions exceeded 17,000 items in 2012-13. The library shares resources across the district, between the two campuses and through technology and courier services to JBLM. To further assist students, devices such as iPads, e-readers, digital cameras and calculators circulate to students. The library subscribes to several professional review sources to serve as a starting point for decisions about the addition of new materials. All databases are reviewed annually for quality, scope, and alignment with curriculum before renewal.

While all library faculty share in collection development, the Dean of Libraries is primarily responsible for assuring the quality of the resources and expenditure tracking.

In recent years, the library has invested in electronic resources as a way to broaden the scope of the collection as well as increase access for students. In 2012, the library invested \$84,675 in electronic collections, representing \$11.15 per FTE, an increase of 35% over the previous year. Because of this strong online presence, the library is particularly able to support our large active duty military population, regardless of geographic location, as well other students who work or have other responsibilities that may restrict their onsite use of the library.

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

Currency, breadth, and depth of collections are regularly assessed using a variety of reports. Each report (e.g., collection age, call number range depth, circulation data, interlibrary loan requests, and library faculty notations of gaps when responding to reference questions) is analyzed individually, using cross-comparisons to allow for a comprehensive picture of collection strengths and needs. The most difficult collection challenges lie in the sciences and the specialty areas of nursing, dental hygiene and veterinary technology. While the library is unable to build a significant collection of databases and serials in these disciplines given their prohibitive cost, students are able to access material necessary for their coursework through interlibrary loan.

2.E.2

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

Through its department meetings, staff meetings, and action plans, the library consistently assesses all of its functions, including reference, instruction, technical services, and collection development. Action

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

2.E.3

While supporting and promoting all of Pierce's Core Abilities, the library's strongest emphasis is teaching and supporting information competency – the ability to seek, find, evaluate and use information. Whether at the reference desk, in the classroom or throughout the district, library faculty view every interaction as an opportunity to build information competency skills for students, faculty, staff and administrators. Library faculty work closely with discipline faculty to design library instruction classroom sessions that will meet the needs of students as they navigate the research process and assure their success with course papers and projects. Using data about student learning collected over the years, library faculty determine areas of emphasis for teaching and how to plan and nurture the instruction program. The library offers approximately 350 instruction sessions per year, in addition to teaching credit courses in the Information Studies Department. These courses are often linked to courses in other departments, such as English, Criminal Justice, or Political Science, in order to provide students an even greater contextual experience for learning Information Literacy.

With a proactive faculty and staff providing a welcoming environment, convenient operating hours, and a wide array of furniture and equipment to provide study or work possibilities, the library facilities are themselves a key element of student engagement and learning. The library spaces are designed to encourage students to work together. The gate count for FS for the 2011-12 year was 254,680 and Puyallup, 158,957, which represents a slight increase from the previous year.

Assessment of student learning is integrated into all aspects of the library faculty teaching. Library faculty partner with discipline faculty in assignment design, in development of integrated and authentic assessments for course-integrated instruction, and in assessing student learning at the reference desk. Library faculty are strong partners in the annual faculty Outcomes Team activities, as well as the assessment of degree outcomes. In addition, they contribute to campus life through leadership in activities such as the yearly Common Book project, Pierce County Reads, Banned Book Week, and other programs and events.

The library encourages and supports participation in professional development. Both faculty and staff participate and present papers and workshops at local and national conferences for assessment, teaching learning, and student engagement. In 2012, a library faculty member and a library support staff member each received competitive scholarships to attend national library conferences.

2.E.4

The Pierce Libraries regularly and systematically evaluates the quality, adequacy, utilization and security of library and information resources. The library website is a vibrant access point to the library's services and information resources. The website is intentionally designed within a pedagogical and philosophical framework; the website is an entryway to the library as much as the front doors of the physical facilities.

Student surveys and comment cards are made available to those who use the library in person, as well as those who access resources remotely. Focus groups and statistics assist the library faculty in improving the design of the website.

The online catalog is one module of a robust integrated library management system (LMS) that also includes circulation, cataloging, acquisitions, serials maintenance, and administrative reporting. Working with 22 other colleges, the library is a member of the ORCA consortium that hosts the LMS on one central server. The consortium approach is not only a financial advantage to the district, but it also builds in a level of cooperation and resource sharing to increase access. Instead of a systems administrator on each campus, this consortium model means one systems administrator can serve the needs of all institutions with more specialized knowledge and skill than would be affordable at the individual college-level. Recognizing the growing need for the access to even more diverse types of materials, the consortium is migrating to a statewide library system in fall of 2013. This will include PRIMO, a single search tool for students to more easily locate different types of material in one search. This tool exposes more library content to users, delivering highly relevant results and powerful filters for adjusting results. PRIMO is a key step toward migration to a next generation “back end” library management system that will significantly impact student experience with information.

Collections are safeguarded with a 3M security system. Security gates are located at each public entrance and all materials are security tagged. Barcodes on materials provide for an efficient inventory process. Inventory assessment is conducted on an ongoing basis by the circulation staff and reports are issued regularly. A continuous inventory means the library can replace lost materials, but also increase access to materials through fast monitoring of mis-shelved items. Circulation transactions are secure with a materials barcode/Id barcode connection in the LMS. While the system may retain overall number of items a student has checked-out, current fines and fees, or summary data, the LMS operations are consistent with privacy policies, breaking links between name and title when all obligations are satisfied. Secure access to the Reserves module, electronic databases, and printing is through a password protected interface.

2.F: Financial Resources

Video Exhibit: Financial Resources

2.F.1

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

Pierce's financial signature is one of low capital debt, no operating debt, stable operating budget, and overall reserves that translate to almost four-and-one-half months of operating reserves. The district's annual operating budget is approximately \$40 million. While the College's overall budget has had variance over the past five years due to the natural cycles of capital expenditures, the remainder of the budget has been steady during that time. Pierce develops and adheres to a balanced operating budget each year. A financial dashboard report is prepared for each Board of Trustees meeting, and reflects the district's current position on key elements, including any new budget resources received during the year, budget to actual spending, state-funded and Running Start enrollments, cash tuition collections, and major capital project obligations and spending.

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

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

Reductions in state funding have required Pierce to make difficult choices over the past few years, strategically eliminating some programs and services it could no longer afford to offer. At the same time, the district sought or reallocated resources to support emerging programs and reorganize or increase services designed to help our students succeed. Pierce continues to examine its efforts and redirect resources by linking lessons learned through its participation in Achieving the Dream and institutional Effectiveness activities to the budget development process.

The volatility and unpredictability of state funding also contributes to Pierce's conservative approach to debt and reserves. The district currently has only two long-term liabilities, incurred to construct Heath Education Centers at each college; students voted to create a dedicated fee to help pay for design, construction and debt service for these facilities. The anticipated revenue from these fees is pledged to

pay the principal and interest on certificates of participation (COP) (bond-like instruments held by the State Treasurer's Office). Current cash balances in these accounts are sufficient to meet approximately two years of scheduled repayments. The revenue stream supporting these accounts is reviewed at least annually and continues to be sufficient to make payments during the remaining 14 -15 year repayment period, even when likely fluctuations in enrollment levels due to economic cycles are considered.

The Board recently authorized the district to incur debt related to a state-supported energy efficiency program. Under the program, Pierce will leverage resources by using grant funds awarded by the State of Washington Department of Commerce, along with incentives from local utilities and the district's contribution (funded by debt), to complete major energy efficiency improvement across the two campuses. In competing successfully for the grant, Pierce demonstrated that savings from the energy improvements will be sufficient to fund the district's costs for the project, over time.

The Board of Trustees revised its Cash Reserves Policy in December 2010. The policy sets the district reserve target as a band, with the lower end at 10% of annual operating budgets and the upper end including the 10% and an amount equivalent to the current principal owed on any debt. Since the close of FY10-11 Pierce has exceeded the upper limit of the reserve target, due in part to the cumulative effect of state hiring freezes and strong enrollment demand leading to stronger than anticipated tuition revenues. We do not expect these trends to continue and project that reserve balances will be back within the band sometime within the next year.

Revenue

Pierce receives most of its funding from the state. However, state support declined from 66% of the operating budget in FY08-09 to 52% in FY13-14. In FY07-08, Pierce received a \$26,778,127 state allocation. By FY2012-13, state support had declined to \$22,178,538, a 17.1% reduction. However, measuring state reductions this way masks the true size of the reduction to Pierce programs and staffing. Included in these figures, the district received dedicated funding to support operating costs related to state-financed buildings put into service during this period. Since these funds went to support new costs, reductions to the pre-existing operating budget were deeper than the 17.1% figure might otherwise suggest.

Tuition is Pierce's second largest single source of funding. Multiple years of state budget cuts, accompanied by legislatively authorized tuition increases designed to backfill a small portion of the lost revenue, have dramatically increased the Pierce's reliance on tuition revenue. Tuition revenue increased from 24% of Pierce's operating budget in FY08-09, to 34% in FY13-14.

When combined, the effects of state funding decreases and tuition increases have resulted in significant lost revenue to Pierce. Despite this, Pierce's legislatively mandated enrollment target has not decreased. The result has been a steady erosion of Pierce's per FTE funding levels.

In recent years, in an effort to serve heightened student demand, Pierce exceeded its enrollment target. The district was able to achieve this, despite its lowered per FTE funding, because high student demand led to a higher than normal student faculty ratio. However, enrollment demand softened in FY12-13, once again lowering the student faculty ratio and resulting in Pierce meeting, but not exceeding, its target.

Pierce's Running Start population has grown steadily since the program's inception, reaching 928 annual FTE in FY2012-13. These students receive dual credit toward high school and college completion while

enrolled in regular college classes. Anticipated revenues for FY2013-14 are just short of \$4.2 million. Pierce incorporates Running Start revenues into its operating budget planning and development process.

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

2.F.2

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

A key element of the budget development process is setting an enrollment goal for the year. The Instructional Budget Planning group includes an enrollment estimate – or may propose more than one alternative – along with information about related cost increases or savings. Instructional planners review fill rates, gateway courses, program requirements and numerous other factors in developing their proposal. Variable costs presented by the Instructional Budget Planning Group are the most sensitive to enrollment changes, but other planning groups are also asked to describe the potential cost impact of increasing or decreasing Pierce's enrollment goal.

In addition to the Instruction Budget Planning Group, there are additional planning groups that cover other large areas of the institution: Facilities and Security; Institutional Support Services which covers overall support departments such as Finance and Purchasing; Indirect and Revenue Operations which covers the district's activities such as Continuing Education; and Student Services which covers student support areas such as Registration and Advising. The purpose of the planning groups is to provide not only budget requests but to coordinate the budget setting activity in and among the planning groups. This is to ensure that projects and priorities budgeted by the Instructional Budget Planning Group can be supported by the appropriate support activities throughout the institution.

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

Pierce receives very few donations, with the bulk of contributors choosing to make donations to the Pierce Foundation instead. As a result, donations are not generally part of the district's resource projections. The Foundation coordinates the granting of scholarships with key district leaders and the distribution of scholarship funds with key district cashiering staff. From time to time, the Foundation launches fundraising campaigns specific to an identified need of the district. Most recently, the Foundation helped fund equipment for the new Nursing Lab at PY and the Science Dome at FS.

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

It should be noted that state law requires that Student Services and Activities (S&A), and Technology Fee (Tech Fee) revenues and spending plans be developed and recommended by committees comprised of a majority of students, which are reviewed by Pierce administrators and approved by the Board of Trustees. The district's Student Programs Financial Code and Student Technology Fee Financial Code establish the composition of the committees, timelines and procedures for these processes. All other student fees are carefully considered so as to keep costs as low as possible.

2.F.3

Developing, funding, and monitoring the budget for Pierce is a collaborative process, involving the effort of employees, directors, deans, the Executive Team, District Policy and Governance Cabinet, and the Board of Trustees.

The process begins with development of the Budget Values and Principles document. The document evolves each year to reflect external pressures, internal priorities and lessons learned from the prior year's budget process. The document was rewritten and restructured in 2013, but bears the legacy of each preceding year. The statements describe the Board's policy interest in the budget, our institutional priorities and our expectations of ourselves. The Board of Trustees, District Policy and Governance Cabinet, and the Budget Team each see and have the opportunity to revise the document twice during the review process.

During this same time, the Budget Team is also developing budget instructions that describe the composition of budget planning groups and the use of budget forms for submitting funding requests and savings proposals. At this point in the process, the size of the state allocation is not yet known. Thus, the Budget Team crafts instructions that will result in sufficient information and proposals to be presented, so the team can create a balanced budget proposal.

Instructions and forms are posted on the budget development intranet site and are explained during a budget kickoff presentation held at each campus. The kickoffs are announced to and open to all employees. A follow up email is sent after the kickoffs, with key information and encouraging employees who are not assigned to a budget planning group to contact their supervisor or anyone involved with budget development if they have questions or suggestions.

Public budget presentations, early in the development cycle, permit managers to describe their programs to the Budget Team and to present proposals for additional funding or savings. Again, these presentations are announced to all employees, who are encouraged to attend.

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

As recommendations are made, the evolving budget is made available via the intranet, as soon as possible. In recent years and in keeping with our values, budget information that includes proposed savings from vacancies or layoffs is not shared publicly until affected employees have been notified of this possibility.

2.F.4

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

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

Pierce strongly enforces internal controls. For example, no single person may initiate a transaction, approve the transaction and effect payment or receipt resulting from the transaction. In addition, the Finance Office maintains an online list of employees who may approve orders for goods or services, travel reimbursement, or expenditures – all with dollar limits prescribed by the Chancellor and Executive Team. A time and leave reporting system (TLR), maintained by the Human Resources Office, likewise identifies specific supervisors who may approve time and leave reports for all categories of employees.

Similarly, an online employee recruitment system (NEO Gov) incorporates the district's requirements for appropriate authorization levels and verification of funding before replacing a vacant position or creating a new position. In addition, written cash handling procedures apply to and are enforced for all departments and activities involved in any type of cash transaction. Pierce reports details of checks issued to its bank through a "positive pay" process that ensures any fraudulent checks presented to the bank will not be honored and has established and follows "Red Flag" rules in order to reduce the risk of identity theft.

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

2.F.5

Facilities master plans capture Pierce's vision for FS and PY. The process of developing and updating the plans is sequenced to ensure they build on Pierce's mission, core themes, and objectives. For example, Pierce reviewed and updated its vision, mission, values, and Institutional Outcomes (now Core Themes) during 2010, with adoption by the Board in February 2011. It is also completing an update of its Educational plan, expected in December 2013. These updates will now inform the revision of facilities Master Plans, a process begun during 2013.

We are mindful that our facilities plans not only have to meet the needs of the district, but must also meet the requirements of our local jurisdictions. In addition, capital construction and renovation projects must again demonstrate responsiveness to mission and also to system requirements and state priorities, to successfully compete for placement on the system's prioritized capital projects list and be considered by legislators for state capital funding. Pierce engages in an extensive planning process in order to prepare detailed requests for capital projects. Planning committees representing constituencies from all areas of the district discuss and prioritize capital needs and assist in the development of project plans and requests.

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

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

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

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

Pierce uses debt very sparingly. Debt backed by tuition revenues was used to build the Sunrise Building at FS, an almost 12,000 square foot building completed in 1998 and paid off in 2009, and to fund an energy efficiency upgrade project scheduled to be paid off in June 2013. Debt payments for both projects were very small in relation to the district's tuition revenues. Pierce also used debt to finance Health Education Centers on each campus. In this case, the debt is backed by revenue from a student fee authorized for this purpose through a student vote. Only if district enrollment significantly fell off for an extended period of time, would there be a need to supplement this revenue source from district resources.

Very recently the district was awarded a grant through the State Department of Commerce that will be leveraged with utility incentives and Pierce resources to undertake a comprehensive energy efficiency upgrade. The Board took action on the grant submission in March 2013, in the knowledge that a successful proposal would require the district to either enter into debt to pay its share of the costs of the upgrade or spend unrestricted district reserves for this purpose. Ultimately, the Board authorized the district to enter into a debt arrangement in April 2013.

2.F.6

Pierce uses internal service funds to distribute the cost of its Print Shop operations and the installation of computers purchased with non-operating funds. Pierce receives commissions from contracting out its bookstore, vending, and food service operations. Bookstore commissions are used to defray annual operating costs incurred by the district under the terms of the agreement and to supplement general

operating revenues. Vending commissions fund athletic scholarships. Food Service commissions defray annual kitchen repair and maintenance costs for food service and child development center kitchens on both campuses. Any excess is held in the food service fund for future kitchen space upgrades or equipment replacement. All accounts currently hold balances that appear appropriate in size to their operations.

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

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

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

In general, facility rental fees are held for district purposes. The exception is rental fees for use of the Health Education Centers, which are set aside as a source of funds for future replacement of fitness equipment. Pierce has been under extensive construction and renovation for many years. As a result, rentals were both modest in number and unpredictable in nature; during this time, Pierce used little to no rental revenue to defray operating costs. As rentals again begin to increase, we are revisiting methods to recognize the impact of rentals and use related revenue to reimburse contracting, utility and other costs.

2.F.7

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

- **Accountability for Capitalized Equipment.** Our procedures were deemed to be better than adequate. Every item of capitalized equipment examined was properly recorded in our accounting records and found in the recorded location.

- **Capitalization of Buildings and Infrastructure.** Our accounting records were examined to compare capital expenditures for buildings and improvements to the increases in capitalized value of the related buildings or infrastructure. No discrepancies were found.

In addition, Pierce is subject to several other forms of independent external audit, which include a financial component. Pierce is included in the reporting entity of the Annual Statewide Single Audit, which is conducted by the State Auditor's Office in accordance with the federal Office of Management and Budget's Circular A-133. Auditors determine which federal programs to audit and identify state agencies to perform field work based on these standards, generally resulting in field work on Pierce's federal student financial aid programs approximately once every three years. In FY 11-12, Pierce managed \$15 million in federal Pell, supplemental opportunity grant and work study, \$13 million in student loans and \$432,000 in other grants received directly from the federal government.

Also, as required by federal audit standards, Pierce is subject to sub-recipient monitoring by primary federal grant recipients who pass through program funding to the district. The level of monitoring varies depending on the grant, but generally includes detailed reporting processes, field visits, etc. Pierce managed \$1.7 million in pass-through federal grants in FY11-12.

In addition, state law requires the State Auditor's Office to conduct "post-audit" audits of "the books, records, funds, accounts, and financial transactions of a state agency." Post-audits of state agencies shall be made at such periodic intervals as is determined by the state auditor. Referred to as "Accountability Audits", the State Auditor Office shifted its focus in recent years from conducting these audits on an agency by agency basis, to instead conducting audits on a topical basis.

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

2.F.8

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

Pierce has a written contract with the Pierce Foundation, which addresses the type and value of support provided to the foundation by the district, and expectation of foundation support to district programs. The Finance Office performs accounting for the foundation and coordinates the annual audit, performed by an accounting firm. The Finance Office also provides the foundation with advice concerning the conduct of fundraising campaigns, classification of donations and provides reports to the foundation Board on a regular basis.

2.G: Physical and Technological Infrastructure

Video Exhibit: Physical and Technological Infrastructure

2.G.1

Pierce maintains quality educational facilities of over 720,000 square feet resting on 269 acres of land with views of Mount Rainier and the Olympic mountains. These physical resources are accessible, safe, secure and sufficient in quality and quantity to support the district's current educational programs, core themes and mission fulfillment. There has been much growth at Pierce with 300,000 square feet of facility space being added during the past 10 years, demonstrating Pierce's commitment and ability to offer quality learning environments to students and to enhance opportunities to meet Pierce's mission.

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

Physical facilities represent a range of age, size and condition. The first permanent building was constructed at FS, the older of the two campuses, in 1971. Since its inception, the original FS campus has experienced tremendous growth. Concurrently, a population explosion occurred in eastern Pierce County prompting the district to develop and build the second campus in PY. The first building in PY was constructed in 1990.

Overall, Pierce utilizes 11 major buildings and nine smaller structures totaling 720,581 gross square feet. Of this, 416,517 square feet were constructed prior to 1999 and 304,064 square feet were constructed since 2000. This represents an increase of 73% in total gross square footage added to the district's capital inventory since 2000.

Fort Steilacoom

The campus buildings total 476,780 square feet -- six main buildings accounting for 449,373 gross square feet, and six smaller buildings totaling 27,416 square feet. Of this, 315,693 square feet were constructed prior to 1999, and 161,096 square feet have been constructed since 2000. This represents an increase of 51% in total gross square footage since 2000. Modifications have been made in three of our main buildings. The Health Education Center was renovated and expanded in 2006-07 to include the addition of a gymnasium. The lower floor of the Olympic South Building was remodeled in 2006 to provide improved space for Early Childhood Education and the Art program. Pierce has been conducting a series of renovations in the Cascade Building since 2008 to conduct needed infrastructure upgrades and to improve instructional, student services and administrative spaces. As an example of some of our newest facilities, the 80,645 square foot Rainier Building, completed in 2010, replaced older lab and classroom space in the Cascade Building and includes eleven labs and twelve classrooms. The building, which received LEED Gold certification from the US Green Building Council, also includes a 1,600 square foot 58-seat Science Dome (planetarium and more) that has greatly enhanced instruction in a variety of teaching disciplines and had also extended our community outreach program. This facility consists of a 38-foot circular dome with a digital projection system that can show a wide variety of images on the dome surface.

Puyallup

The campus buildings total 231,733 square feet - five main buildings consisting of 231,733 gross square feet and three smaller buildings totaling 12,059 gross square feet. Of this, 100,824 square feet were constructed prior to 1999, and 142,968 square feet have been constructed since 2000. This represents an increase of 142% in total gross square footage since 2000. The oldest building, the Gaspard Administration Building, was constructed in 1990. While no major modifications have been made to any building, minor improvements in the Gaspard Administration Building and Brouillet Library/Science Building have been undertaken to better serve students. For example, service window locations were changed to be more visible to students and create a more intuitive traffic flow. Signage was analyzed and subsequently changed to increase access and awareness. The 61,597 square foot Arts and Allied Health Building, completed in 2010, is the most recent addition to this campus and received LEED Gold certification from the US Green Building Council. This building supports an array of programs including music, art, theater, nursing and medical office technology. The 286 seat theater provides an excellent venue for our performance programs and has also provided the opportunity to draw visitors from throughout the community.

Facilities Planning

The Facilities Master Plans for FS and PY guide the planning for the renovation of current buildings and structures and for the construction of new facilities on the two campuses. The plans represent strategic visioning to ensure that Pierce is planning, preserving and constructing facilities that meet the needs of the district's dynamic learning and working environments. The Facilities Master Plans are currently being updated and are intended to address needs through 2025.

Management and Maintenance

Pierce engages in an extensive preventive maintenance program for our facilities and systems to ensure regular service and repair efforts are undertaken to maintain safe and healthy conditions. The Facilities and Operations Department is responsible for maintenance and preservation of all physical resources. Teams of maintenance, grounds, custodial and operational staff generally support a single campus, while departmental leadership and budget staff have district responsibility.

Pierce uses a computerized maintenance management system to monitor and assign routine and preventive maintenance work orders. Preventive maintenance work orders are automatically generated based on manufacturer's service recommendations and assigned to maintenance staff. Employees throughout the district may also submit online work requests as needed, and the department tracks how quickly it responds to and closes maintenance work orders.

All supervisors and managers meet for regular staff meetings to coordinate work and staffing needs across the district. Employees are cross-trained and can work at either college, as needed. Staff are skilled with a wide range of technical abilities allowing the district to perform maintenance and repairs in-house that would cost considerably more if contracted out. Staff handle basic ongoing, preventive and corrective maintenance for building systems including HVAC, plumbing, mechanical, electrical, structural and other general systems.

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

In addition to the dramatic expansion of new facilities over the past 12 years, Pierce has engaged in a series of projects to improve the overall quality of the working and learning environment in older buildings. This has included expanding technology, upgrading finishes and materials, reconfiguring interior spaces to accommodate new teaching and learning methodologies, as well as repairing and replacing lighting, air handling, and temperature control systems. This work has been primarily focused in the Cascade and Sunrise Buildings at FS, and the Gaspard Administration and Brouillet Library/Science Buildings at PY. Efforts to promote a healthy instructional and working environment have included an extensive effort to investigate the presence of potential contaminants such as mold and asbestos in walls and in system components as well as to assess the effectiveness of roof and exterior wall weather barriers in preventing moisture penetration. As a result, Pierce initiated a series of projects to replace interior structures and components and exterior wall sections in our oldest building. Much of this work is underway or has been completed.

Pierce continues to investigate and plan for replacement of additional systems and structures and to request funding to do so. This is typically a two-fold process. For new construction and major renovations, the district submits Project Request Reports (PRRs) to the SBCTC, and ultimately to the Office of Financial Management (OFM), and the Legislature. This is a highly competitive process and these requests must demonstrate strong programmatic need in order to be successfully funded. Pierce also requests funding repairs and minor building improvements. Every two years the SBCTC conducts an on-site Facility Condition Survey of each of the 34 community and technical colleges to identify and quantify appropriate repair projects for each location for the upcoming biennium. Based on results of the survey, Pierce is planning for approximately \$5.0 million in repairs and system upgrades between now and 2014 with approximately \$2.5 million in energy efficiency improvements across the district.

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

Health, Safety, and Access

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

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

Safety committees are active at each college and focus primarily on occupational safety and health issues. Assisted by the District Safety Manager and the Human Resources Office, the committees meet regularly, identify areas of concern, as well as use the district's email system to distribute periodic communications regarding safety tips. For example, the Safety Committees recently worked with the

Facilities Department to address slip, trip and fall issues at each campus. These issues, and ways to address them, were shared with all employees. In addition, the Safety Committees identified a visibility and sightline issue at PY. Committee members worked with the grounds crew at PY to improve visibility by pruning vegetation.

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

Pierce takes a preemptive approach to risk management, and uses an “all hazards” approach to emergency planning, based on risk assessment tools promulgated by the Washington State Emergency Management Division. Currently the district is using the National Incident Management System to define and assign roles for emergency response and continuity of operations. Pierce’s Emergency Management Plan is designed to ready the district to respond to disasters, terrorist incidents, or similar catastrophic events. The plan is undergoing an extensive revision in light of increased risk to all public institutions and colleges across the country, increasing availability and assistance of external emergency planning support organizations, and increasingly stringent state and federal mandates. An Emergency Preparedness Task Force (EPTF) comprised of representatives, from administrative services, facilities, safety and security, IT and instruction, is charged with thoroughly reviewing all emergency preparedness planning. EPTF has been meeting weekly and has recommended rewriting large portions of the existing plan, after deeming it inadequate to address potential increased risks in our current environment. The group is focused on three primary areas of concern: preparation for potential emergency situations; response to emergencies that are occurring; and recovery back to normal operations following an emergency condition. The group will also be reviewing and revising the district’s Continuity of Operations Plan (COOP) in the event that we may experience longer term operational disruptions. One of the group’s initial tasks is to improve mass notification and communication systems. That effort has been funded in the FY14 budget as well as funding for the implementation of several other emergency preparedness measures. The Chancellor’s expectation is that the task force will complete all plan updates, staff training and implementation of measures by the close of the fiscal year.

2.G.2

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

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

Pierce works with a licensed vendor certified with the U.S. Occupational Safety and Health Administration, to safely dispose of chemicals no longer needed or approaching expiration. The

Department of Labor and Industries completed a comprehensive Industrial Hygiene Consultation of PY in 2012, and determined that the district was in compliance of standards and requirements for chemical disposal. The Washington State Department of Ecology completed a district review in July 2013 and found that Pierce was in compliance with all major disposal requirements, and determined no significant corrective action was needed. Minor improvements were identified and Pierce is in the process of making those improvements.

2.G.3

Pierce maintains an up-to-date Facilities Master Plan for each college. Each plan addresses specific college needs in the context of the district's mission, core themes, and long-range educational and financial plans. The current master plans were developed in 2001 (FS) and in 2002 (PY), and were intended to serve the colleges through the year 2015. Due to the successful nature of the district's capital construction and renovations since 2002, much of what was envisioned in these master plans has been accomplished.

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

- Establish a dynamic framework for continued growth and decision-making.
- Reinforce Pierce as a "learning-centered community" with quality comprehensive programs focused on student success.
- Create facilities that enhance interaction with other organizations and strengthen community connections.
- Use architecture and design to express and reinforce district values and mission.
- Maximize operational and maintenance efficiencies.
- Value open spaces and strengthen stewardship of the environment.

Beginning in late 2012, Pierce initiated efforts for an early update of the Facilities Master Plans. Broad-based college and district planning groups and architectural consultants are meeting regularly during 2013 and are on schedule to complete updated master plans by the end of the calendar year. These plans are intended to serve the colleges through 2025.

Pierce implements its master plans in several ways: through major project planning and requests; managing local and minor works projects; entering into master plan agreements with the cities of Lakewood and Puyallup; and developing and implementing detailed functional plans for sub-elements such as campus signage and parking lot repair.

Both the master plans and individual major project requests are informed by Pierce's educational plan. The educational plan addresses the current and future educational needs of the district and helps define the quantity and nature of facilities and equipment needed to fulfill the district's mission and core themes.

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

When a major project is identified, appropriate members of the Executive Team along with a planning committee representing the departments and programs that will utilize the new space, and a broad

range of district wide constituent groups, come together to work on the project proposal. Within the framework of the master plan, this group further defines the purpose of the building, unique programmatic needs and the specific types and quantities of space needed. The planning committee includes representation from technical support areas, including Facilities, Information Technology, Media Services, Campus Safety, Purchasing, and the Access and Disability Services Office.

Pierce and its architectural and engineering design teams ensure new and renovated facilities are physically accessible. Projects must meet or exceed jurisdictional building code and fire and life safety requirements before a building permit will be issued. Internal departments, including Access and Disability Services and Campus Safety, participate in the process and recommend improvements and help design safety protocols. Major projects are also reviewed by a team from the State Department of Enterprise Services, who make recommendations to ensure or improve accessibility during project design.

Pierce's planning process has provided the basis for the next two highest priorities. First, in the next capital budget cycle, Pierce will be requesting a further renovation of the FS Cascade Building in order to renovate and expand space to address the educational and facility needs of the Dental Hygiene and Veterinary Technology programs, and infrastructure and classroom space. Second, at PY, Pierce will be requesting a STEM-focused building. This will replace and significantly expand older science classrooms and labs and will provide an opportunity to renovate the existing Library/Science Building, expand the library, and add needed student learning support space such as tutoring and the writing center. The link to educational needs is very important when applying for new capital projects. District Trustees, SBCTC system representatives, and presidents, vice presidents, business officers, and facilities directors from the 34 colleges within the state who serve on capital project scoring committees, all expect the district to be able to clearly describe how a specific project helps Pierce further its educational plan. The district's master planning processes clearly align with educational needs and mission fulfillment.

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

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

Over the past 12 years, Pierce has constructed eight new buildings:

Fort Steilacoom

- The 80,645 square foot Rainier Building was completed in 2010. This replaced 35-year old lab and classroom space located in the Cascade Building. The building includes 12 classrooms designed to accommodate 30-34 students each and 11 labs designed to accommodate approximately 24 students. The labs support instruction in biology, microbiology, anatomy and physiology, geology, oceanography, environmental sciences, astronomy, chemistry and physics.

Additionally, the building contains a 1,600 square foot Science Dome (planetarium) that can accommodate 58 students.

- The 25,160 square foot Olympic North Building was completed in 2002. This building consists of nine classrooms, each with capacities of 30 to 40 students, one computer lab with a capacity of approximately 40 students, and two Business Technology labs with capacities of 24 and 40 students, respectively.
- The Milgard Child Development Center was completed in 2005. This facility is 9,900 square feet in size and contains areas for toddler and preschool child care for student parents.
- The 2,652 square foot International House was constructed by the Pierce Foundation and was completed in 2000. This facility contains one classroom/meeting room and office space. This facility is primarily utilized by International Education and the Center for Homeland Security.

Puyallup

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

In addition, significant space on each campus has been remodeled and updated within the past 12 years:

Fort Steilacoom

- The Health Education Center was completely renovated and expanded and this work was completed in 2007. The building originally encompassed 16,500 square feet and contained a swimming pool that was damaged in the 2001 earthquake. The pool was not reopened. A partial second floor was added to the facility and the swimming pool area was in-filled and converted to an exercise area. Two classrooms were added to the building. Additionally, the building was expanded to include a large gymnasium. As a result, the building was increased in size to 45,539 square feet.
- Starting in 2008, Pierce began a series of renovations in the Cascade Building, which is the district's oldest and largest building. At 247,529 square feet, the building could not be renovated in a single phase and subsequently, renovations were conducted in a three phase sequence; phase two will be completed in 2014. We will be requesting design funds for the third phase for the 2015-17 biennium. These renovations have impacted broad areas of the building. We have reconfigured spaces, repositioned services and replaced or upgraded many building systems. The third phase renovation is intended to renovate Dental Hygiene and Veterinary Technology, remodel the lecture hall, reconfigure service support space, enclose an outdoor plaza and conduct further infrastructure improvements.

- In 2003, FS completed a project to add a third floor to the Olympic South Building. Six classrooms were added in this construction project. This floor also incorporates offices for Central Washington University's Pierce County extension. In 2006 FS remodeled the first floor of the building to improve space for Early Childhood Education and the Art Department.

Puyallup

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

2.G.4

Pierce manages equipment sufficient in quantity and quality to support the district's mission, core themes, programming and services.

Pierce reserves approximately \$135,000 for instructional equipment and classroom technology each year from the operating budget as well as Carl Perkins federal funding and Worker Retraining funding to assist professional technical programs. The district convenes collaborative groups, including faculty, staff and administrators, to prioritize instructional equipment and classroom technology requests, within available funding. As the fiscal year progresses, any unanticipated savings, or other unspent funds may be set aside and used to fund prioritized requests that were not initially authorized.

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

In general, Washington Community and Technical Colleges find it difficult to fund large ticket equipment purchases for instructional programs. In response to this, the state Legislature has occasionally provided specific funding. Last year, the Legislature provided \$15 million toward funding of \$16 million worth of equipment system wide, with the expectation that each college provide a 10% match for the equipment for its college. Colleges were encouraged to combine purchases and use strategies to reduce acquisition costs. As a result of savings achieved by Pierce and other colleges, monies were redistributed by the SBCTC, and the colleges' match was reduced to about 4%. Through this process, Pierce received \$683,084 and was able to upgrade operator and Panelipse X-ray equipment in the Dental Hygiene lab, and obtain a Bod Pod for Diagnostic Health and Fitness, and simulation mannequins for the Nursing lab. These purchases significantly enhanced the ability of students to learn on state-of-the-art equipment and technology, and be more prepared for entry into their career fields.

Ergonomics and Accommodations

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

In FY13, a "Lean Team" was assembled with HR, Facilities, IT, and Purchasing to review the process for determining and tracking ergonomic modifications and accommodations in terms of effectiveness and efficiency. The review revealed the need for a work order system that was funded for FY14. Upon full implementation, HR will have on hand the major furniture, equipment, and technology items needed to put an ergonomic modification or accommodation in place within days versus the purchase order lag time of 6-8 weeks. Locations have been identified at each campus for secure storage of the equipment purchased. The electronic ADA work order is scheduled for beta testing August 2013.

The Access and Disability Services Offices (ADS) at each college work with students who identify a need for accommodation. In FY 13, 372 students were accommodated at FS, and 335 at PY and JBLM. A full-time District Assistive Technology (AT) Program Coordinator was added to the ADS team in 2013 to increase service to students. This allows for more one-to-one student help and a teaching and learning environment centered on AT. ADS continue to provide books in alternate format for registered students who qualify, including PDF and audio books. In an effort to increase the variety of technologies available to solve student needs, this year ADS received Perkins funding to support a pilot program providing iPads and iPods to students to support a variety of learning applications to students.

Vehicles

Vehicles and equipment utilized by the Facilities Department are included in our overall Preventive Maintenance (PM) program and are serviced on a scheduled basis. Pierce is currently updating our PM program for all equipment, including vehicles (e.g., trucks, tractors, utility carts, etc.) as the district continues the implementation of a computerized maintenance management system (CMMS). In addition to vehicles, our PM program includes several hundred items of equipment currently in our capital inventory. For vehicles, maintenance schedules are being based on time intervals rather than on mileage and include oil changes, fluid replacement and safety checks.

The district also owns eight vans which are used to support off-campus activities. Drivers must be authorized through campus safety.

Technological Infrastructure

2.G.5

Pierce's technical infrastructure has appropriate and adequate technology infrastructure and systems to support its mission through academic, managerial, operational and support functions.

Management and Operations

Pierce's Information Technology (IT) Department serves the district by maintaining approximately 2,500 personal computers over a Local Area Network (LAN) and a Wide Area Network (WAN) which supports

telephone services, video and data communications. IT also operates and supports the district's print shops.

Pierce has internet access at all campus sites via direct connections to the Washington State K-20 network. JBLM utilizes Comcast and Century Link to communicate through the FS campus. The Packet-Shaper allows dedicated bandwidth for priority applications while preventing access to known illegal sites. Our current bandwidth is 500 MB at FS and 100 MB at PY. These two sites are connected through a 100MB fiber optic circuit. The ability to reach the internet from geographically separate but connected locations creates a redundant system that provides failover capabilities for all sites. We secure our data networks with firewalls and other security devices based on Washington State OCIO (WAOCIO) security standards.

Pierce operates 12 physical and 104 virtual servers for students and administrative needs. Recently, a virtualized server environment was created. This allows for long-term cost savings, a reduction in the amount of electricity used, improved speed and flexibility in bringing up new servers in a timely manner, and a more agile network infrastructure. A comprehensive Computer Information Systems Resources policy guides network use. Wireless network connectivity using secure technology is provided in all buildings. Virtual Private Networking is provided to staff to facilitate access to resources internal to the network from offsite locations.

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

IT strives to maintain computing, telecommunications, and network equipment that is current with accepted industry standards and meets future capabilities. Based on the Washington Office of Chief Information Officers standards and best practices, the replacement plan allows for efficient use of resources and equipment. Hardware assets are replaced on a set recurring cycle that is reviewed annually as part of the budget process. Resources are routinely reviewed and reallocated to ensure that the network remains sufficiently robust so as to serve the needs of staff and students

During 2012, IT replaced a non-enterprise backup system with a more robust enterprise backup solution. This new technology has the capability for more efficient storage and for sustaining new projects (e.g. SharePoint, SQL databases). This new system also has an improved disaster recovery mode that will serve the district in the event of an emergency.

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

Pierce's IT provides employees email with Microsoft (MS) Exchange and Outlook accounts. IT also assists departments in selecting software to meet specific identified needs while ensuring it can still be properly supported and utilized. All students have e-mail accounts through Google Education, fostering communication between faculty and students and assuring official information can be systematically

delivered to students. Employees have remote access via either an Intranet or a direct virtual private network (VPN) connection. Office productivity software and support is provided by IT using campus-wide licensing agreements.

2.G.6

Pierce provides faculty, staff and students with appropriate instruction and support to effectively use the district's technology systems.

Staff and Faculty Instruction and Support

Pierce's IT Department staffs a Help Desk an average of thirteen hours per work day to assist with troubleshooting hardware and software, with 24/7 on call service. In 2013, IT reorganized its technology teams to improve efficiency and effectiveness in support of academic, administrative and support services. The Help Desk, in harmony with Client, Web, Telecom, Network, and Media Services support teams, now provides a single point of contact for all technology needs. IT currently supports an estimated 2,500 computer work stations across all business units, 43 student computer labs or spaces with five or more computers, and 87 smart classrooms (increasing to 93 in fall 2013) covering four satellite campus locations.

IT regularly provides training on the use of new versions of Windows, Microsoft Office, multimedia classroom equipment, networked multifunction copiers, telephone systems and the administrative data processing system (i.e., SMS, FMS and PPMS). Individuals or departments regularly receive training on specialized software or technology. IT training and assistance is also focused on creating efficiencies and helping staff improve their organization of information. In 2011, the IT team, in conjunction with HR, implemented the web based SkillSoft to support the need for professional development of its employees in the areas of technology and business

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

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

Student Instruction and Support

District computer labs and design studios offer a wide variety of services and instruction to students that prepare them to develop quality papers and projects for classroom assignments. During open hours, supportive and well-trained lab personnel provide students with individual assistance. Workshops offered throughout the year provide additional in-depth instruction. Lab hours and services meet the needs of students who do not own computers, allowing them to easily complete assignments. Multimedia labs at FS and PY enhance students' facility with advanced technologies. Workshops and individual instruction in techniques and software such as PowerPoint and digital photography and editing, assist students in creating interesting visual projects.

Students have access to approximately 1,520 computers located in key areas. General purpose computer labs, classrooms, and libraries provide access to a basic suite of general computer software applications. Specialized software is provided and supported by IT for many instructional programs such as Computer Network Engineering, Digital Design, Astronomy, and Business Information Technology. Open labs are available to students 62 hours a week in PY, and 85.5 hours per week at FS, and staffed by a team of skilled Student Lab Assistants. Information kiosks are also available in high-traffic locations to facilitate student access to online resources. On a recent student technology survey, students were asked if they feel that the availability and quality of technology at Pierce is sufficient for students' needs. Response was 98% positive on availability, and 99% on quality.

Enhanced through the generosity of students, computers in all labs are replaced on a 4-5 year schedule using Student Technology Fee funds. Over the past three years, students have allocated \$1.7 million towards computer and printer replacement and new technology equipment that supports student access and success. The Technology Fee allocates \$10 per student per quarter for printing supported by print management software, facilitating student access.

At present, Pierce has a smart desk or technology tower in 87 classrooms (74%). This equipment enables faculty to use computer, internet, DVD, CD, document camera, and other specialized equipment. In addition, specialized classrooms are designed with the technology and pedagogy needs of the discipline faculty. Pierce has planned expansion in FY 14 to 93 classrooms (78%), with the goal of 111 classrooms (85%) by 2015. Future needs will be determined by the recently completed program/discipline reviews.

The Science Dome is the newest technology to engage Pierce faculty and students. The Science Dome is a 58-seat domed visualization theater, the only one of its kind in the south Puget Sound region. The Dome was designed as a versatile space to enhance student learning and faculty creativity by teaching concepts in an exciting visual format. In addition to the physics and astronomy students interactively learning about the night sky, it has been used for live streaming, complex 3D displays related to earth science, biology, robotics, art, engineering, film-making, and digital design. Faculty utilize commercially produced full-dome shows as well as provide students the opportunity to see their personal work displayed in this exciting format. Through public shows and outreach, the Dome also serves as a public outreach center providing lifelong learning for the greater community.

eLearning Support

eLearning faculty are offered face-to-face and module-based training in use of eLearning tools (i.e., Canvas Learning Management System, Tegrity lecture capture, Collaborate Web meetings, SmarterMeasure student readiness indicator, and SmarterSurveys course evaluation survey system). Training focuses on the technology, pedagogy and online best practices. New in 2013-14, faculty

members now have the support of the district Instructional Designer to assist with improving their instructional strategies and practices.

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

Students are also supported by a local Retention and Success Specialist who provides them with information and support services required to successfully meet their academic goals. The specialist leads district eLearning improvement efforts, including: monitoring eLearning student progression, following up with students who delay login, reaching out to students in need of academic or technical assistance; participating in the development of students' study and academic skills; connecting eLearners to campus support services; helping students assess personal strengths and opportunities for growth; and connecting them to campus life.

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

2.G.7

Pierce provides formal and informal opportunities for technology planning and stakeholder feedback. Input from the Pierce community is received through the Enhanced Technology Group, program/discipline review, annual budget hearings, the Help Desk, student surveys, and weekly IT Department meetings.

Pierce's Technology Plan serves as a tool to assure technology is infused throughout the district in service of the core themes and to maximize operational work plans and strategies. The plan serves as a strong and flexible foundation for accomplishing stated technology goals by addressing the specific technology needs of the campus community. To increase efficiency and assure alignment, the plan fully utilizes statewide technology initiatives, leadership and planning as provided by the SBCTC.

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

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

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

The Chief Information Officer (CIO) serves as a member of Pierce's Executive Team, ensuring that technology initiatives are elements of all high level discussions. The CIO is an active member of the state's Information Technology Commission, serving as chair in 2013 and taking on leadership for key statewide endeavors. This level of participation assures Pierce's planning efforts are broad-based and inclusive of statewide system planning.

2.G.8

With the exception of groundskeepers and custodians, all full-time staff members utilize an assigned desktop computer. Several staff with district responsibilities may have two assigned computers and/or a laptop or mobile device to facilitate transitions between campuses and sites. Computers are replaced on a regular cycle administered by IT. The Budget Committee receives an annual update from IT regarding the age and condition of current computers as well as unmet needs. This results in a systematic budget request to fund technology improvements across the district; \$239,000 was the average expenditure each of the last four years.

Conclusion

Pierce College District's Year Three Self-Evaluation report to the NWCCU clearly articulates its mission and capacity to serve the citizens of District 11 by creating quality educational opportunities for a diverse community of learners to thrive in an evolving world. It builds upon the 2011 Year One report, is responsive to the NWCCU's revised accreditation standards and accurately reflects the state of the district.

Standard One articulates the district's definition of mission fulfillment and identifies its Core Themes: Access, Excellence, Contribution to Community, Positive and Diverse College Environment and Student Learning and Success. These themes are clearly defined by measurable Indicators of Achievement and use the previously-established Institutional Effectiveness Report as the threshold for that achievement. Collectively, the Core Themes manifest essential elements of our mission and fully encompass that mission.

Standard Two discusses the district's resources and our capacity to effectively meet that mission. The Governance, Human Resources, Educational Resources, Student Support Services, Finance, Library, and Physical and Technical Infrastructure of Pierce are all strong and designed so that we can fully realize the mission and vision of the district. The Board of Trustees understands its role as a policy governance body. Each member of the Board embraces the Core Themes, and is well versed in using evidence to assess institutional success.

The Board, Chancellor, and Presidents are aligned, and along with the District Cabinet and collective shared governance units, represent a strong and inclusive leadership team committed to student success and continuous improvement. Completing the Council structure will further strengthen and expand the governance capacity of the district.

Pierce's classified staff, administrators and faculty are its finest resource. While personnel have been reduced over the last four years due to state budget restrictions, key positions have been restored in a strategic manner. The hiring of 13 tenure-track faculty in 2013 and the commitment to five additional

new positions in 2014 has been identified as a priority. Strengthening the number of administrative and classified staff, particularly in direct service areas, is also vital to achieving institutional student success measures. The college's investment in professional development and the Center for Engagement and Learning is especially strong.

Student learning and success will continue to be the center of Pierce's efforts. We are challenged through our involvement with Achieving the Dream to focus even more directly on evidence-based decision making in all areas and to examine policies and practices through an equity lens. It will be essential for the district to maintain the energy and high commitment of all personnel generated during the first year of the initiative in order to create sustainable long term change that is bold and scalable to all students. Closing the achievement gap will be central to our efforts. We recognize the importance of being part of the broader statewide and national conversation to get more students further, faster to completion of goal. Examining new statewide initiatives such as competency-based learning, matching pedagogy and learning spaces, and incorporating new technologies into teaching and learning must be part of our future.

The library's focus on student learning and engagement furthers our efforts. We look forward to their leadership and continued integration of information competency and resource-based learning into the curriculum.

Pierce has transformed its physical environment, constructing major buildings and renovating a large majority of existing space to better serve students. The campuses and sites are positive settings for learning. To ensure continued evaluation and improvement of the physical environment, Pierce is currently updating its long-range Facilities Master Plans, which are expected to be completed by December 2013.

The district's financial planning processes are excellent and despite drastic reductions in state funding, the overall financial position is strong. The planning, assessment, and budgeting processes are clearly linked to the Mission through the five Core Themes. Measurement and reporting are integrated into district and Board processes and culture. The Board, administration, staff and faculty are committed to and guided by a set of shared values that frame an environment characterized by integrity, respect, sustainability, learning, and accountability.

The Year Three report continues to develop the strong institutional effectiveness processes started by Pierce in 2007. The evaluation process and the Core Theme structure provide a strong framework for institutional evaluation and subsequent planning and evaluation by all district personnel. The Board of Trustees, administration, faculty and staff are committed to finding innovative ways to build on the district's strengths. With this environment, the Year Three process has provided valuable information that both reinforces current efforts and provides a roadmap for the future focused on student success, learning-centeredness and mission fulfillment.