



Self-Study
Pierce College District
Pierce County, WA

*Prepared for the Northwest Commission on Colleges and Universities
October 7-10, 2007*

Welcome!

For forty years Pierce College has lived its current mission statement: “Welcome! We are a community of learners open to all.” During the ten years following our last full-scale accreditation visit the college has grown in size, changed in structure, and committed itself to meeting or exceeding Northwest Commission on Colleges and Universities Standards. We are active participants in the self-study process because it is both a peer review system that informs our work and a measurement system that evaluates our performance in light of standards of best practices.

The Pierce College District began as a community college whose roots reside in the Washington K-12 system. From the early days of offering Adult Basic Education courses in a local storefront to current comprehensive operations at two major campuses and more than 35 sites with 25,700 students served per year, the college has worked to respond to the needs of the communities it serves with quality higher education options. Our structure has also evolved in keeping with the district’s growth – from a fairly traditional hierarchical model to the current four-part matrix system (Pierce College Fort Steilacoom, Pierce College Puyallup, Pierce College Extending Learning, and District offices), that is reflective of our strong cross-district relationships.

In undertaking this self-study it was important that the college accurately reflect our current status and practices, highlight accomplishments, identify areas for improvement, and engage all members of our district in the important work of assessment. Building on the work of the Assessment Team, every department and unit of the district created maps that serve as the focus for determining strengths, challenges, and steps for future planning and action. This innovative self-study method strategically integrates program and service knowledge across the district in a way that serves to strengthen institutional performance.

Our work will continue long after the departure of the evaluation team. We consider this process an important benchmark, but just one of many steps we will accomplish as we continue our task of providing the highest quality teaching and learning possible to those who most need access to our programs and services. The self-study results, paired with information gained from the visiting team, will serve as a foundation for our future progress.

Sincerely,

A handwritten signature in black ink that reads "Michele L. Johnson". The signature is written in a cursive style with a large, prominent initial "M".

Michele L. Johnson, Ph.D.
Chancellor

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Preface

History and Profile of the College

Fall Quarter 2007 marks the beginning of Pierce College's 40th year of service to the communities in District Eleven. In September 1967, Clover Park Community College opened its doors to approximately 1,500 students, many of whom were part of the former Adult Education program of the Clover Park School District. Classes were housed in the North Building of Clover Park High School and were also conducted at Fort Lewis, McChord Air Force Base, and Madigan Army Medical Center.

The college became part of the state community college system during its first year of operation, and the Board of Trustees adopted the new name of Fort Steilacoom Community College. In 1969 the college's administration, library, and several classrooms were located in a vacant grocery store near Lakewood Center. Planning began for development of the current site of the Fort Steilacoom campus, where classes opened in portable buildings in the Fall of 1970.



PCD's humble beginning as Clover Park Community College

In 1971, the administrative offices of the college moved to rented quarters in Puyallup after the college acquired adult education programs that had been administered through the Franklin Pierce, Puyallup, and Bethel school districts. Population growth and demand for new educational opportunities in the Puyallup area led to the beginning of planning for a permanent campus to serve eastern Pierce County.

Meanwhile, development of the Fort Steilacoom campus continued. In 1974 the Cascade building

was dedicated; the Oppelt Student Center addition was opened in 1976, and the art, music, and early childhood education wing in 1977.

The Board of Trustees determined that another name change was called for to better reflect the broad service area. The name Pierce College was adopted in 1986, with the two campuses designated as Fort Steilacoom and Puyallup.

In 1987, the Fort Steilacoom Cascade building underwent a major renovation and expansion of classroom space, library facilities, and areas housing science programs. Puyallup's permanent campus formally opened in Fall 1990, followed by Phase II, a 56,000 square foot Library and Science building in Fall 1996. The Sunrise Building at Pierce College Fort Steilacoom added significant classroom space to the campus in 1998.

Pierce College transitioned from a "two-campus" college to a "two-college" district in 1999 as Pierce College Puyallup (PCPY) received full college status and the original campus officially became Pierce College Fort Steilacoom (PCFS). Both campuses continued to develop: In 2003 the PCFS Olympic Building opened with new facilities for business programs, a computer lab, general classrooms, and informal lounge space for students. Phase II at Puyallup added a Student Center in 2004, providing a full-service cafeteria, lounges, student programs and student government offices, computer labs, and classrooms.

Through its Extended Learning program, Pierce College District (PCD) continues to serve Pierce County's citizens through programs at Fort Lewis, McChord Air Force Base, International Education, Distance Learning, The Rainier School at Buckley, Western State Hospital, McNeil Island Corrections Center, the Special Commitment Center, Cedar Creek Corrections Center, and numerous other sites throughout the county, as well as through programs at the two college campuses.

Demographic Information

Pierce College District covers more than 1,000 square miles in western Washington. District eleven includes all of Pierce County except that which is inside the Tacoma city limits and the Gig Harbor peninsula (the Tacoma and Peninsula School Districts). The District serves a population that is characterized by extreme diversity and high mobility. The population in Pierce County is growing rapidly, even when compared to other areas of Washington State, which is projected to be the fourth fastest-growing state in the nation over the next decade. The 2006 population totaled 766,878 residents in the county. Projections up to the year 2020 indicate increases of more than 29%.

Based on the number of local high school students who choose to attend, either through the Running Start Program or after completion of high school, it is clear that Pierce College is seen as a viable option or next step for many. Local feeder school districts do an excellent job in preparing students for higher education success while receiving institutions and employers com-

mend the college for the academic and employment preparedness of graduates.

Pierce College Fort Steilacoom

Pierce College Fort Steilacoom is located in Lakewood, Washington. Lakewood is a twenty square mile city with a population base of about 58,000 people. The number of households is steady at 23,800 with the median household at 2.38 persons and a median income at \$36,422. Approximately eighteen percent of the Lakewood households have an income less than \$15,000. PCFS serves several large school districts including Clover Park (Lakewood), Bethel (Spanaway), and Franklin Pierce (Parkland), as well as many smaller school districts such as Steilacoom and University Place. Lakewood is also home to Clover Park Technical College (also a part of the Washington State Community and Technical College System).

PCFS demographics closely resemble those of the communities it serves. Our students are typically first generation (80%+) and part-time (62.8%), 43% are students of color, 33% are low income, and PCFS serves a high number of students with disabilities (416 in 2005-2006).

Several of these demographic categories lead to challenges for PCFS. The culture of poverty in our immediate community provides barriers to awareness that college is even a choice for many of our residents. The City of Lakewood is a participant in America's Promise and is partnering with local school districts and colleges to promote the value and access to higher education.



Pierce College Fort Steilacoom



Pierce College Puyallup



Education Center at Fort Lewis

Decreasing enrollment in both transfer and professional-technical programs has led to reduced programming and staff. Marketing our programs to decreasing military (due to high levels of deployment), as well as to a low-income population, is complex. Current plans for developing an advancement model with a focus on College Development, Strategic Enrollment Management and Marketing will further address our ability to promote awareness and target specific populations with appropriate messaging. When awareness is raised and students are recruited to attend PCFS, orientation, advising, and support services are critical. Developing and refining these success strategies is a continuous endeavor.

An additional challenge for stemming declining enrollment or growing new enrollment is the placement of Clover Park Technical College in Lakewood and Bates Technical College in Tacoma. The close proximity of these colleges limits the types of professional-technical programs PCFS can offer. We have been creative with offering joint programs, as well as adding value to trades programs. For example, our newly created Construction Management program builds on the technical skills of workers and helps them to develop the management skills that they will need to become job forepersons, job superintendents, or owners of their own construction companies.

While we face several challenges, PCFS has a long tradition of excellent faculty, staff, and administrators that continually help students achieve their desired goals. PCFS awards the second highest number of Associate of Arts degrees (852 in 2005-2006) and graduates the second highest number of students of color (420 in 2005-2005) in the state community and technical college system. Our students are well prepared for transfer or employment.

Pierce College Puyallup

Pierce College Puyallup is a seasoned operation but officially young community college, developed to better meet the expanding needs of a growing eastern Pierce County population. In the immediate service areas of Puyallup, Sum-

ner, and Bonney Lake population is approximately 60,000 residents (2.68 per household) and median household income exceeds \$53,000. The college serves over 5,100 students annually with over 2,300 FTE. The Puyallup area contains two locations designated as urban growth areas by the state of Washington: downtown Puyallup and Puyallup's South Hill. The campus serves the larger school districts of Puyallup, Sumner, Bethel (Spanaway), and Franklin Pierce (Parkland), and several smaller school districts such as White River and Orting.

The majority of the students who attend PCPY identify their intent as academic transfer, are Caucasian, and on average are typically younger than students at PCFS. Reasons for Puyallup having a significant number of academic transfer students include the educational expectations of families who reside in the service area, the limited number (five to seven) of professional/technical programs offered at the site, and a significantly higher proportion of Running Start students.

Over the last ten years there has been a significant increase in second language speakers in Eastern Pierce County, resulting in steady growth in the number of ABE/ESL students served. Overall, increases are also seen in the proportion of students of color who attend PCPY. Partnerships are a key component to the success and progress realized by the college. Program partnerships, such as those with the Multicare Health System, community partnerships with Valley Arts United and the Puyallup Community Orchestra, and educational partnerships with local school districts and universities serve to provide greater access and program availability for students.

While there is much to celebrate at PCPY, meeting enrollment growth demands within a tightly constrained fiscal environment continues to be a challenge. This issue is paired with constraints related to instructional space and a curriculum that, while adequate, fails to offer the depth sought by some students.

Pierce College Extended Learning

Extended Learning programs add to the richness and diversity of the Pierce College District and demonstrate how integral the District is to Pierce County. Programs are located on the campuses as well as off-campus sites selected to meet the needs of specific targeted populations.

Extended Learning is home to three state-supported divisions, all serving as District departments. (1) Workforce Education includes several state and federally funded Workforce programs such as Worker Retraining (unemployed and dislocated workers), WorkFirst (Welfare-to-Work), Perkins (Federal funding for professional technical education), High Demand funding for specific career pathways, and the Center of Excellence for Homeland Security (one of eleven statewide targeted industry centers). (2) The Transitional Education Division serves the growing Adult Basic Education and English as Second Language populations, providing I-BEST programs at each campus (integrated ABE/ESL with professional technical programs). ABE/ESL programs have grown significantly over the past two years and I-Best programs are providing increased access to professional technical education for these students. Transitional Education also provides coordination for students transitioning to college level work through Developmental Education. (3) Distance Learning offers both transfer classes and a growing number of professional technical courses to students who are place bound or need the flexibility that online and hybrid courses provide. The percentage of students taking online classes increases each quarter as we work to meet the needs of these targeted populations.

Additional Extended Learning programs lengthen our reach into district communities. International Education, with an enrollment of 150 students, is normally operated as self-support but for FY07 was counted in the state FTE for credit enrollment figures. Students enrolled in FY07 were from 19 countries, enriching the experience for local Pierce students. Continuing Education with approximately 900 enrollments is also self-support, offering both personal enrichment courses and contracted training for business and industry.

One of the distinguishing features of the District is the number and size of its off-site contracted programs. Ft Lewis and McChord Air Force Base are the center of Pierce's "grounded" military program, offering classes to active duty, retirees, Department of Defense employees, their respective family members, and civilians. Through their online program, courses are available to military personnel world-wide. Enrollment in FY06 totaled over 1,500 FTE – a small college in itself. In addition, the District provides educational services for two corrections sites equaling 330 FTES and three Department of Social and Health Services sites with a headcount of 400. These targeted populations have distinct educational and support needs, necessitating customized and flexible services from all District departments.

One of the major challenges for Extended Learning is keeping the communication lines open between programs on the campuses and their site-based counterparts. A second challenge is inconsistent funding. The size of the contracts for Corrections and Department of Health and Human Services vary from year to year depending on the state legislature and the state economy, meaning planning and stable staffing are difficult. Similarly the military program, while in an unprecedented growth period due to the Iraq war, is subject to changes in enrollment and tuition assistance amounts which also directly effect enrollments. The International program is growing thanks in part to fewer international travel restrictions and the easing of some visa restrictions, but that, too, is a variable.

District Structure

Pierce College is a dynamic, complex district whose structure is different from most traditional multi-campus districts that have a District office and separate and distinct colleges. Instead, Pierce College District is an integrated four-part matrix structure that organizes and distributes district functions across and among the Chancellor's office, two colleges and extended learning program. While each has a prescribed role, they also share and support mutual activities that benefit the District as a whole. The Chancellor's

Office includes the Development Office, Foundation, and College Relations (beginning summer 2007); all are located at PCPY. Administrative Services and Human Resources are sited at PYFS. Library and Media Services at PCFS and PCPY operate under one administrator, as does the Institutional Technology staff at both campuses. Although these functions are housed in a specific location, lead individuals within these departments serve both colleges and the extended learning program and often hold office hours at the other locations. Faculty in cross-District departments cooperatively develop and guide students through a common curriculum.

District leads for instruction and student services functions are also shared and distributed across the campus and extended learning. For example workforce, professional technical and transitional education is a district function lead through extended learning. The District lead for instruction has been the president of PCFS and the District lead for student services has been the president of PCPY.

Our matrix structure requires close collaboration and shared decision-making. Governance is both a local and a District function and committee structures are designed to include members from all locations. Although cumbersome at times, Pierce College acts as a single district with a common mission, values, and outcomes. We recognize and support the unique role and contribution of each unit and each individual to the success of the District. We are focused on the District mission and success of the whole while working to realize strength as individual parts.

Organization & Process of the Self Study

In designing our self-study process, we wanted to follow several guiding principles: we wanted the process to be widely inclusive, to build on projects and practices that were already in place, and to form the basis for an ongoing process of continuous improvement.

In order to do this, we set three overarching outcomes for the self-study process:

- Convey the complete Pierce College story.
- Celebrate our accomplishments and plan for an even better future.
- Instill a culture of assessment.

We knew that telling the complete story of our District would be challenging: we consist of two colleges and a large number of extended learning sites. We spend a lot of time and effort finding ways to communicate and collaborate effectively across the District, and we needed a way to explain all of that clearly to an external audience.

We knew also that in order for people across the District to see the true value of the self-study process, we would need to acknowledge and celebrate all of the hard work and valuable accomplishments that go on daily, while still being honest with ourselves about where we need to make improvements.

And perhaps most importantly, we wanted to instill a true culture of assessment at Pierce College. We already had a great amount of collective knowledge about writing and assessing learning outcomes, but we wanted to use this self-study to make the next important step toward making assessment the root of the way that we learn and work. In past accreditation processes, we came away feeling we had created a document for someone else rather than ourselves. With this visit and self study, we wanted to cement a continuous improvement process that was developed from the ground up in order to increase ownership. Throughout the entire process the NWCCU Standards were used as a lens through which we determined what excellence looked like.

A six-member Accreditation Steering Committee, reporting to the District Executive Team, began working in January 2005. From the beginning, we identified a variety of challenges that we would face. One was with regard to gathering and organizing the data we would need. The District had been through several years without an Institutional Researcher; our new Researcher was appointed to the Steering Committee, but

left the District in the middle of the Self-study in order to take a position with another institution. We have managed to compile and analyze the data we needed for this study, but not without long hours and extra effort by many District employees.

Another challenge was to find a self-study process that would work well throughout the District—for both colleges, for the Military and Department of Corrections sites, and for all of the people and departments that comprise Pierce College District. In addition to this, we knew that we would have a change in leadership during our self-study process, with a new Chancellor and two new Presidents.

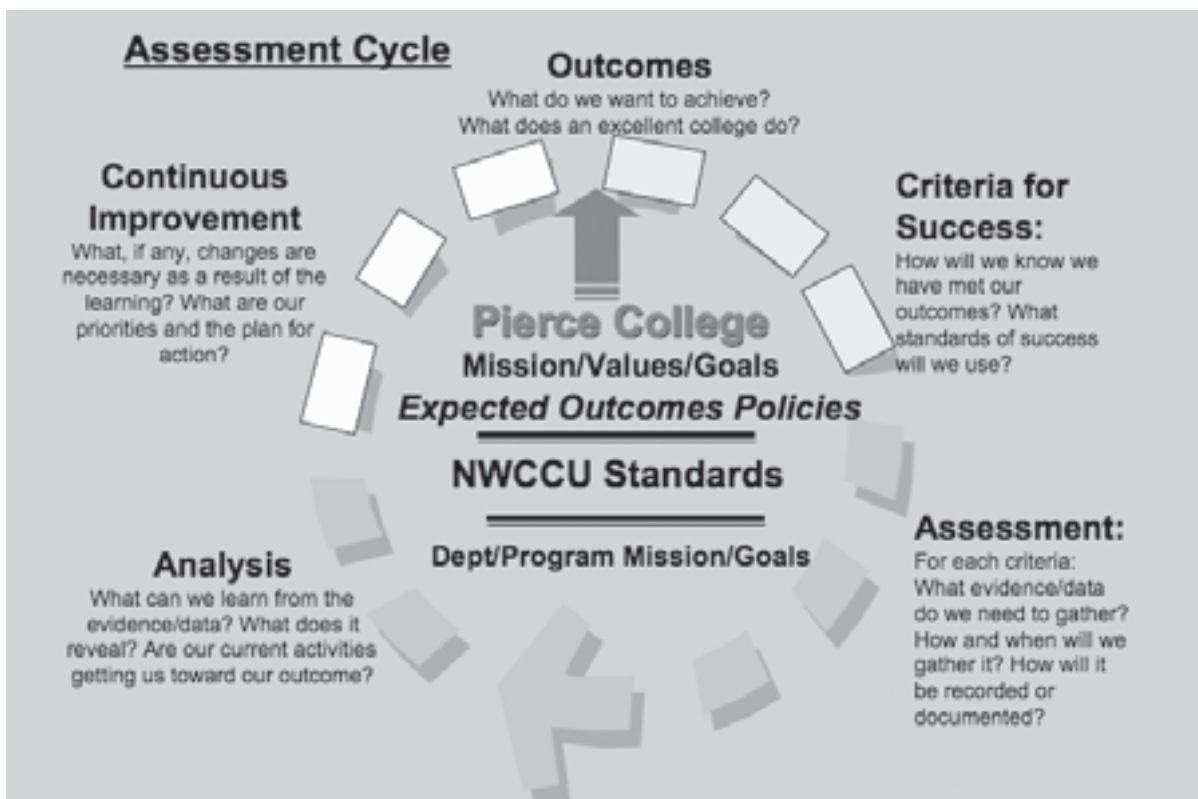
And, of course, we knew that we would face the challenge of maintaining enthusiasm for the self-study process while still going about all of the other tasks, meetings, reports, and duties that make up our day to day responsibilities. In order to overcome our challenges and meet our goals, we designed a process that we hoped would be both inclusive and effective.

Assessment Cycle

The Assessment Cycle provided the basis for the self study. This cycle used the mission and vision statements of the college and individual departments and the accreditation standards as the basis to develop performance outcomes and moved us through a comprehensive process of assessment that set the stage for action and change.

Self Study Process for Instructional Department

All instructional departments performed their own self-study in a seven-step process (Appendix P). The centerpieces of these self-studies was in developing a “Program Map” that looked at the student’s journey through the curriculum, and a Program Outcome Guide that detailed the program outcomes, curricular concepts and themes, and assessments. These documents assure that courses align with the intended outcomes, and assisted us in making critical decisions about how and where assessment occurs. These steps were based on the District Assessment Team’s work with consultant Ruth Stiehl and helped us to maintain our principle of build-



ing on what was already in place. The District Assessment Team facilitated several workshops to assist faculty in developing these tools; the Team's expertise and leadership was a key component of the process.

The departments/programs also completed an analysis of their curriculum which elicited where and how they teach to Pierce College's Five Core Abilities and to the General Education Outcomes, analyzed the achievement of a standardized set of instructional program/department outcomes, and developed an action plan to work toward continuous improvement over the next three years. These steps were completed by departments working across the District in order to foster communication and ensure a coherent curriculum. Samples of these materials are found in Appendix P.

General Education

The faculty who teach transfer courses spent time together developing "big ideas" – those concepts that are foundational to the five general education areas of Communication Skills, Quantitative/Symbolic Reasoning Skills, Humanities, Social Sciences, and Natural Sciences. Departments worked individually to examine how these global concepts are and could be integrated into the curriculum in their own disciplines.

Self Study Process for Administrative Units

Every other department in the District (e.g. Student Services, Administrative Services, Accounts Payable, Institutional Technology, Safety/Security) followed an outcomes-based process as well, cooperatively developing outcomes for their areas, identifying criteria for success of those outcomes, assessments for each criterion, and creating action plans to work toward continuous improvement (Appendices P.1 and P.2). One of the elements that tied them all together was that they each reflected on how their responsibilities directly tied to student learning and success and included outcomes to honor that responsibility. To begin the outcomes process, department members participated in a four hour session facilitated by a member of the steering committee. The department also invited key stakeholders

from other departments that were either direct users of their services or members of departments with whom they worked closely. We discussed the NWCCU Standards, the Expected Outcomes Policies, and the mission/goals of the department. With those as the backdrop, they worked together to answer the question "What does an excellent _____ department do when it is facilitating employee and student success?" The outcomes for the department emerged from these lists. The inclusive design of the workshop meant that each employee of the District had a hand in developing the tools and work of the self-study. Departments administered assessments January through August 2006.

Action Plans

All units (administrative and instructional) prepared action plans covering one to three years based on what departments learned from the assessments (Appendices P.2 and 2.2d). Each action plan outlined the resources needed to accomplish the plan, which was then presented by supervisors as part of the budget hearing process in Spring 2007.

Structure & Organization of the Report

Nine Standard Committees used the self-studies from relevant department/programs in crafting the chapters in this document. Because we wanted this self-study to be the basis for our own continuous improvement process and not only the decennial accreditation, we opted to develop a set of Global Outcomes to guide the work of each Standard Committee. Each of these outcome sets used the Northwest Commission on Colleges and Universities (NWCCU) Standard Elements as a guide, but worded them in a way that matched our District mission, values, organization, and uniqueness. In this way, we established a complete outcomes process with which to work that was personalized and that we could own, yet was still grounded in the Standards. We decided to take this approach to the report largely in response to the advice we received from NWCCU: that we should "embrace the self-study process as an integral part of our own continuing assessment process."

In reading this report, you will notice that each chapter is organized around these Global Outcomes; the Standard Elements are all noted and documented within the chapters, as well as being clearly indexed. Beneath each Global Outcome are the Criteria we used to measure and evaluate our outcomes.

There were nine Standards Committees, each with two or three co-chairs. The co-chairs were selected in order to give a balanced view to each committee, with one co-chair who has direct responsibility for the standard elements on a daily basis and one from another area of the college to give an outside point of view. Each Steering Committee member was assigned as a liaison to one or more of the Standard Committees and the Steering Committee and the Co-chairs of the Standard Committees formed the Accredita-

tion Leadership Team, which met at least once a month.

While this approach to our self-study has not been without its own challenges, we feel that the long-term benefits for the District will be worth the extra effort. As we move into the coming year, we are already at work determining how to make the assessment activities started in our self-study process sustainable into the future. We have accomplished broad-based participation in the process that is already leading to changes in the way various departments communicate and operate and most importantly, evidence that the culture of assessment has been firmly established. We believe that we have managed to describe our strengths while taking an honest look at our challenges. We hope that you will find the report useful and informative.





Eligibility Requirements

Pierce College District continues to meet each of the eligibility requirements established by the Commission:

1. Authority

The state of Washington, through the Washington State Board for Community and Technical Colleges, grants Pierce College Fort Steilacoom and Pierce College Puyallup the authority to operate two of the state's thirty-four community and technical colleges. Pierce College Fort Steilacoom was established by the Community College Act of 1967, revised as the Community and Technical College Act of 1991 (RCW 28B.50). In fall 1999 Pierce College became a two-college district when the State Board for Community and Technical Colleges elevated Pierce College Puyallup from satellite campus to college status. The District serves the citizens as Community College District 11. The Pierce College Board of Trustees is given formal authority to grant degrees through RCW 28B.50.140.

2. Mission and Goals

The District's mission, goals, and values were adopted by the Board of Trustees in 1997. As a result of a significant organizational change in the District structure in 1999, the District began a comprehensive strategic planning process in February 2000 that included a re-examination of the mission, goals, and values. This process resulted in the Pierce College Strategic Plan: A Map for the Future. In 2005, the Board moved to a Policy Governance Model and developed six District Expected Outcomes Policies that integrated the values, goals, and strategic directions into a new format consistent with the former model.

3. Institutional Integrity

Pierce College District honors the students, employees, and community through the professionalism of the faculty and staff and the integrity of operations. District policies define and protect the rights of individuals. These policies demonstrate the District's commitment to providing a safe and non-discriminatory learning environment for students, faculty, and staff.

4. Governing Board

Ultimate responsibility for governance of the District resides with the Board of Trustees. The five Trustees are appointed by the Governor and have no contractual, employment, or personal financial interest in the colleges. They are responsible for ensuring that the District is in compliance with all applicable state and federal regulations, hiring and evaluating the Chancellor, developing Expected Outcomes Policies that guide District performance, and ensuring that the District's governance system is effective in realizing institutional progress toward those outcomes.

5. Chief Executive Officer

The District Chancellor and two college Presidents are full-time employees. The Chancellor is appointed by the Board as the Chief Executive Officer for the District. The Presidents serve as chief administrators of their respective colleges.

6. Administration

The District administrative structure ensures efficient and effective delivery of a comprehensive set of services that support teaching and learning. Departments, programs, and offices are

organized so as to achieve optimal allocation of personnel and resources in support of the mission and goals.

7. Faculty

Pierce College District employs a cohort of high quality full-time faculty with appropriate credentials and experience for teaching and developing course and program content. Faculty members lead the curriculum planning and review processes and provide strong participation in committees focused on the formulation of institutional policy, academic planning, student academic advising, and institutional governance. Faculty are systematically evaluated using multiple indices. Faculty workloads incorporate time for service in support of District and College governance as well as opportunities for professional development.

8. Educational Program

Pierce College offers educational programs leading to the awarding of six formal degrees: (1) an associate in arts; (2) an associate of science; (3) an associate in business; (4) an associate in science education; (5) an associate in math education; and (6) an associate in pre-nursing. Degree requirements and courses are reviewed by department/program faculty and District



faculty curriculum committees to ensure appropriate rigor, transferability, viability, industry currency, and consistency and compatibility with other offerings at Pierce and other higher education institutions. Specialized programs leading to the award of professional/technical degrees are accredited by appropriate professional agencies. The District ensures faculty-student engagement by policies defining levels of faculty availability and by ensuring opportunities for student participation in governance activities.

9. General Education and Related Instruction

Pierce College's general education definition contains three components: Core Areas of Knowledge (Communication Skills, Quantitative Reasoning, Humanities, Social Science, and Natural Science), the Five Core Abilities (Effective Communication, Critical Thinking/ Problem Solving, Multiculturalism, Information Competency, and Responsibility), and whole student development. The transfer associate degree programs require a core of general education components commensurate with standards and requirements at receiving institutions and comparable to requirements at other community colleges. Professional/technical degrees contain a clearly-identified general education component, and certificate programs longer than one year (45 credits or more) require a core of related instruction.

10. Library and Learning Resources

With facilities at both the Puyallup and Fort Steilacoom colleges, Pierce College Library provides a wide-ranging collection of resources in a variety of formats, and offers a full array of services to assist students in independent inquiry. An extensive library instruction program supports the spectrum of academic and professional/technical curriculum, including offerings at off-campus offerings.

11. Academic Freedom

Freedom of inquiry is guaranteed in policy and in practice ensuring faculty the liberty to represent their discipline and openly share their



views and opinions. Intellectual freedom is illustrated by our adherence to traditional academic freedom guidelines, the wide variety of courses in the curriculum, the faculty's control of the curriculum and all curricular processes, policies establishing students' academic rights and responsibilities, and the wide diversity of viewpoints represented by campus speakers and cultural events.

12. Student Achievement

Learning outcomes guide the teaching for each course and program of study. Each course outline contains learning outcomes developed by program/department faculty and approved by an interdisciplinary committee of faculty members. Maps visually describing a students' journey through the program, and Program Outcome Guides identifying themes/concepts, skills, and program level assessments for those outcomes provide the basis for both faculty conversation and action that ensures student learning.

13. Admissions

Pierce College admissions are guided by Policy 3.05 and WAC 131-12-010. Any applicant shall be admitted when he/she is eighteen years of age or older; once his/her high school class has graduated; when he/she is a high school graduate; when the applicant has earned a GED or qualified for admission through the Running Start or a successor program and are competent to profit from the curricular offerings of the college; and would not, by his or her presence or conduct create a disruptive atmosphere within the community college inconsistent with the purpose of the institution. Applicants who are sixteen or seventeen years of age who do not meet the minimum admissions standards must obtain written permission from the school district in which they reside before being accepted for admission and/or enrolling in Pierce College courses. Underage applicants may be admitted to the college only as provided in this policy and the implementing procedures. Under extraordinary circumstances, special consideration may be given to students under the age of sixteen who petition for an under-age admission excep-

tion. The Nursing, Veterinary Technology, and Dental Hygiene programs have defined competitive admissions procedures consistent with program outcomes and demands. Minimum age limits for Continuing Education vary by course offering.

14. Public Information

The Pierce College Catalog is published bi-annually. A defined review process ensures accuracy and currency of the Catalog and all supporting publications and electronic sources. Publications describe the purposes and objectives of the college, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degree(s) offered, degree(s) requirements, tuition and fee costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, campus crime statistics, and other items relative to attending the institution and withdrawing from it. The Catalog and most other publications are available on the District website to facilitate student access to the information.

15. Financial Resources

The District has established and can demonstrate a stable funding base, a financial planning process tied to institutional mission and goals, a balanced budget, regular processes for financial audits, and a responsible level of debt.

16. Financial Accountability

The District's financial practices and records are audited annually by the State Auditor and the District is proud of a strong audit/accountability record. College officials review any recommendations or findings in the audit report and make adjustments in policy and procedure as needed.

17. Institutional Effectiveness

Planning and evaluation processes are clearly defined. Effectiveness centers on the Expected Outcomes Policies identified by the Board of Trustees. Each department has clear outcomes, criteria for success, and assessments that align with these Policies. The District Assessment Team provides support for moving the institution through an established assessment cycle on a regular basis. Action plans that emerge as a result of that cycle are integrated into the annual budget and planning processes.

18. Operational Status

The District received initial accreditation from NWCCU in 1971, and has maintained continuous accreditation by the Commission since that time.

19. Disclosure

The Pierce College District has prepared and assembled all of the material, information, and documentation for the self-study as requested and required by the Commission and by the accreditation process.

20. Relationship with Accreditation Commission

The Pierce College District is knowledgeable with respect to the standards of the Northwest Commission on Colleges and Universities and agrees to comply with the Commission's current policy statements. Further, the District understands and agrees that the Commission, at its discretion, may communicate to agencies or to the public information pertaining to the District's accreditation status.



1

Mission and Goals, Planning and Effectiveness

Global Outcome

Exhibit commitment, leadership, and purposeful action in order to fulfill our mission, meet the needs of the communities we serve, and ensure educational excellence.

Criteria for Success

Criterion 1 Mission is meaningful and effective.

Criterion 2 Internal and external communities affirm the achievement of the mission and goals.

Criterion 3 Systematic planning and evaluation result in positive action toward the mission.

Criterion 4 Resource allocation is aligned with mission and goals.

Overview

Pierce College District (PCD) defines and guides its operations based upon a foundation of mission and related goals. Quality of our educational activities, excellence with respect to the experience of our students, and distinction within our broader community are all indicators of success. We recognize the need for continued attention to evaluation efforts that will lead to additional progress and improvement of our systems, structures, planning, and relationships. The District is complex, requiring a multitude of approaches that accurately reflect the results of our work. Every opportunity and resource is used in moving PCD toward its preferred future.

Mission Statement

Welcome to Pierce College! We are a community of learners open to all. Our community is built on a foundation of respect and openness to change. Together, we strive to meet the needs of our diverse community and develop each member's abilities. Our commitment to quality education and teaching excellence prepares learners to live and work successfully in an ever-changing world.

PCD is a mission-driven district guided by our commitment to provide access to high quality education. We are dedicated to helping students achieve their goals and gain the necessary skills and abilities they need to live and work successfully in an ever-changing world. We embrace our role in developing a vibrant economy and promoting the values and ideals of a democratic society.

Our mission, goals, strategic directions, and expected outcomes policies have been instrumental and effective in guiding our choices of activities and programs. The District has established a variety of complementary assessment and evaluation processes and activities to determine if we are achieving our goals. As reflected in our mission, goals, strategic directions, and expected outcomes policies, we are committed to continuous improvement and recognize the importance of involving our entire

District and external communities in planning and assessment that guides us to our preferred future.

Case Study

Matthew Roberson decided to attend Pierce College to “do something with my life.” Matthew became president of the Associated Students of Pierce College at Fort Steilacoom, where he led a successful lobbying effort to gain support for state legislation requiring bookstores to sell “unbundled” versions of textbooks normally sold with computer disks and other supplemental materials. Matthew’s goals include becoming a U.S. Army officer, obtaining a doctorate in political science and, perhaps, entering politics. Matthew was named a New Century Scholar as the highest scoring student from the state of Washington in the 2007 All Washington Scholar competition sponsored by Phi Theta Kappa International Honor Society.



During the past ten years, the mission statement has remained unchanged, however, the values and goals have evolved as the District has undergone significant organizational changes.

The Evolution and Implementation of the Mission, Values, Goals, Strategic Directions, and Expected Outcomes Policies for Pierce College

1997	Mission, Values and Goals established and adopted by the Board as part of full-scale self-study and comprehensive planning process
1999	Strategic Plan developed through a comprehensive process including all internal and external stakeholders as a result of becoming a two-college district, resulting in Five Strategic Directions for the District and providing a framework for planning and action
2005-06	Re-examination of Mission, Values, Goals and Strategic Directions with new organizational structure <ul style="list-style-type: none"> • Board reviewed and reaffirmed the Mission • Board adopted a modified policy governance model and developed five Expected Outcomes Policies to replace Values and Goals of 1997 and Strategic Directions of 2000
Spring 2007	District will begin developing a new Strategic Plan including indicators of success and strategies for accomplishing the Expected Outcomes Policies

Criterion 1

Mission is meaningful and effective.

1.A.1
1.B.3

PCD’s mission statement is a vital and widely used guide for the college community. Our mission statement, along with a set of values and goals, was the result of a comprehensive planning process that involved the entire District and external community members. Adopted by the Board of Trustees in 1997, the mission, goals, and values were reflective of the District at the time and have served as guideposts for planning.¹

Development of Strategic Directions

In fall 1999 Pierce College became a two-college district when the State Board for Community and Technical Colleges (SBCTC) elevated Pierce College Puyallup (PCPY) from satellite campus to college status. As a result of that significant organizational change, the District began a comprehensive strategic planning process in February 2000, which included a re-examination of the mission, goals, and values.² The planning effort resulted in *The Pierce College Strategic Plan: A Map for the Future*.³ The Strategic Plan, along with the mission and goals, provided a strong and comprehensive vision for the District

and became the cornerstone of planning and assessment. The plan focused on:

- Fostering a learning-centered institution;
- Understanding and supporting the complex and dynamic District and its diverse students, staff, and communities;
- Implementing continuous improvement processes that provide meaningful feedback to achieve excellence;
- Diversifying and increasing resources to provide quality programs, services, facilities, technology, and human resources to support its community of learners; and
- Creating and nurturing partnerships within the District and throughout the communities we serve to maximize cultural, economic, and political strength.

The Strategic Plan was first used during the All-District Day in October 2000 to provide direction for instructional and non-instructional programs and departments as they developed unit outcomes that supported one or more of the District's twenty-six strategic outcomes within the five strategic directions.

As part of a continuous improvement process, in Spring 2001, a strategic planning committee was assembled to assess the plan and make recommendations for next steps. Between 2001-2004, the Board of Trustees received monthly updates from Executive Team members tying specific department and program activities and processes to each of the five strategic directions and outcomes. Annually, the Strategic Planning Committee, along with the Executive Team, led District efforts in assessing progress toward department and District outcomes.

Development of Expected Outcomes Policies

In June 2005, with the retirement of the District Chancellor, who also served as the president of PCPY, the Board of Trustees implemented a new District structure that included a Chancellor with overall authority for the District and separate college presidents for PCPY and Pierce College Fort Steilacoom (PCFS), as well as maintaining

an Executive Vice President for Extended Learning. As part of the new organizational structure, the Board implemented a strengthened policy governance model focusing on Expected Outcomes Policies.

With those changes the Board reviewed the mission, goals, and values established in 1997 and the strategic directions established in 2000. That review resulted in a draft set of six District Expected Outcomes Policies that integrated the values, goals, and strategic directions into a new format consistent with the Board's policy governance model.

The Expected Outcomes Policies were distributed throughout the District for input. Based on feedback, the six outcomes were consolidated into five:

- **Access:** Individuals will have access to comprehensive and affordable educational offerings and services.
- **Student learning and success:** Students will experience quality, relevant learning that increases their knowledge, skills, and abilities to maximize potential for individual success and to enhance the economic, social, and cultural base of our communities.
- **Institutional excellence:** The District will ensure quality, sustainability, and continuous improvement in all programs and services.
- **Diverse, inclusive, and positive environment:** Every student, faculty, staff, and administrator will be acknowledged for, and will use, their unique knowledge, skills, abilities, perspectives, and cultural backgrounds as a way to further quality learning and to increase productivity throughout the District.
- **Partnerships:** The District will be a recognized leader in building and maintaining educational, industry, and broad-based community partnerships to advance local, regional, and global prosperity and civic responsibility.

The Expected Outcomes Policies were used as guideposts by departments and programs in their self-study reviews (beginning Fall 2005) for purposes of evaluation and action plans. The Expected Outcomes Policies replaced goals and values established in 1997 and Strategic Directions established in 2000.⁴ They will be the corner stone of a new strategic planning process to begin Spring 2007.

Strategic Planning 2007

The next phase of our strategic planning process will focus on developing indicators of success for each of the five Expected Outcomes Policies and will implement the action plans that emerged from the accreditation self-study.

As a pre-activity to the full strategic planning process, at the Fall 2006 All-District Welcome Back Day, internal stakeholders were asked to identify one and three year goals at both the institutional and individual department/program level for each of the Expected Outcomes Policies.⁵ This feedback from internal stakeholders, as well as information gathered at meetings with external stakeholders in October 2006, will be used in the strategic planning process.⁶

The Executive Team, along with the District Policy and Governance Cabinet and a strategic planning task force, will provide guidance in the next stage of strategic planning. They will incorporate the work of the Board and the internal and external communities to ensure that full participation occurs.

Full participation of the college community in the mission, goals, and strategic planning process has resulted in a high level of understanding and support for the District mission and goals among all employee groups. As reported in the 2006 Pierce College Employee Survey, ninety-three percent say they are committed to meeting the District's mission.⁷ This is strong evidence of the mission statement's meaningfulness. Future surveys will evaluate internal and external stakeholders' understanding and support for the new

Expected Outcomes Policies once they are fully operational with benchmarks and indicators of success.

Understanding of and support for goals are important; however, goals are only meaningful if they are achievable and reflect the institution's mission. It is critical that educational programs, hiring decisions, enrollment policies, capital projects, and planning are achievable and carried out within the limits of existing resources. This has become increasingly important and more difficult with overall state support for the thirty-four-college Washington State Community and Technical College System declining from 5.6 to 4.1 percent of the general state budget during the past decade.⁸ The District has put in place a set of values, principles, and priorities that create a comprehensive budget development and review process that ensures Strategic Plan goals and outcomes align closely with the institution's mission and its human, physical, and financial resources.⁹ Examples of these values and goals include:

- Working together to maintain open, honest, effective communication across the District;
- Focusing on our ability to accomplish the District's mission, goals, and Strategic Plan rather than the impact on our own area or areas that reflect our personal interests;
- Making decisions that may be difficult and unpopular while working to continue operations in the best interest of our students; and
- Demonstrating public stewardship by making fiscally responsible decisions.

Setting ambitious goals and outcomes and aligning them with resources have led the District toward significant accomplishments over the past ten years tied to the 2001 Strategic Plan. For example:

Fostering a Learning-Centered Institution

PCD prides itself in being a leader in student learning. In 1996, the faculty formalized five

1.A.4

Core Abilities to promote learner-centered instruction.¹⁰ Those abilities are effective communication; critical, creative, and reflective thinking; information competency; multiculturalism; and responsibility. Between 2002 and 2004, the Mission and Strategic Directions were used as a basis to revise the Core Abilities into an outcomes format, and developed a rubric for district-wide use in assessing the Core Abilities.¹¹ Annually all funding from the State Board for outcomes and assessment is committed to the work of the Outcomes Assessment Team which receives stipends or release time. This team focuses on leading and assisting the college community with varied assessment projects and activities, funding for full and part-time faculty development and support for department and program assessment projects, and funding for integration of outcomes assessments efforts across the District. As a result of this investment, in addition to the changes in teaching and learning strategies at PCD, thirteen members of the District have contributed to the state outcomes-assessment movement through the Washington Center for the Improvement of Undergraduate Education addressing topics that include Quantitative Literacy, Mentoring of Faculty, Diversity Assessment and Planning, Multiculturalism, and Curriculum for the Bioregion.

Creating and Nurturing Partnerships

PCD is a leader in promoting local and regional partnerships. As the fiscal lead in the Pierce County Careers Connection (PC3), the regional tech prep consortium consisting of fifteen schools districts and five community and technical colleges, as well as providing Executive and Governing Board leadership (the Chancellor has served as the chair since 1999), PCD has promoted educational and career pathways for students across Pierce County.¹² In addition, the District is an active member of the Workforce Development Council (WDC). The Chancellor has served as chair of the strategic planning committee since 2000 and District full and part-time faculty and staff have participated in the WDC's Pierce County Regional

Healthcare and Construction Initiatives which has led to the development of new nursing program and expansion of distance learning in dental hygiene. Finally, the District is the Center of Excellence for Homeland Security, providing statewide development and coordination for curricula, training, and support of this new and growing industry.¹³

Quality Environment and Facilities to Support Learning

Pierce College District has established ambitious master facilities plans for each college and has been successful in receiving support from the SBCTC and legislature for more than \$71 million in capital construction over the past ten years and is slated to receive \$75 million during 2007-09.¹⁴ The District has worked closely with representative committees on each campus to implement the priorities of the master plans and allocate new resources when necessary. In addition, the Pierce College Foundation conducted its first major capital campaign raising \$2.2 million from private donors and leveraging \$1.7 million in state resources to build its first-ever child development facilities on both colleges.¹⁵ Further, the students at each campus elected to assess student fees to support the construction of health and wellness centers on both campuses. The District is working to realign resources to support the startup and operations of these new child development centers and health and wellness centers.

Alignment of Resources and Achievement in Strategic Priorities

The District's mission, values, goals, Strategic Directions and Expected Outcomes Policies are well integrated into the culture of the District and are effective in giving direction to all educational activities, admission policies, recruitment and selection of full and part-time faculty, allocation of resources, planning, and public service. Some key examples, and the Strategic Directions upon which they are based, include the following:

1.A.5
1.A.6

Strategic Direction 1

- Student Services, WorkForce, Basic Skills, and Professional-Technical Programs have collaborated to successfully develop and implement five Integrated Basic Skills (I-BEST) programs during 2006 in order to increase access and prepare students with the necessary knowledge, skills, and abilities for basic skills attainment and job readiness.¹⁶
- Instruction, Student Services, Distance Learning, and Institutional Technology collaborated to support whole student development and increase student access and success by expanding online course offerings, registration, advising and educational planning tools, and moving to degree audit.

Strategic Direction 2

- Transitional Education became a District instructional division in 2005 and was placed within Extended Learning to better serve our diverse communities throughout the District.¹⁷ Programs in GED, high school completion, ABE, and ESL are delivered on both campuses and at a variety of external learning sites with consistent quality and recognition and support for the individual needs of each site.
- The District organizational structure was changed in 2005 from one in which the District President also served as the President of PCPY to an appointment of a District Chancellor and a college president at each of the campuses. This change created a structure in which overall responsibility for the District resides with the Chancellor with each college president providing direction for the individual campus consistent with the mission, goals, strategic directions, and Expected Outcomes Policies of the District.¹⁸

Strategic Direction 3

- To ensure on-going program evaluation and assessment and continuous quality improvement, the District has dedicated over \$100,000 each year to support efforts of the Outcomes Assessment Team, including stipends for full and part-time faculty participating in departmental, interdepartmental, and core abilities assessment projects and support for professional development activities at which faculty learn more about assessment techniques and strategies.¹⁹

Strategic Direction 4

- Each college prepares and maintains a master plan that guides all facilities development. The Education and Facilities Planning Committee at PCFS and the Administrative Team at PCPY review all college facilities and plans for new buildings and major remodels to ensure they are consistent with the mission and goals of each college and the District.
- The capital budget requests submitted to the SBCTC for the 2001-03, 2003-05 and 2005-07 biennia were aligned with the mission and goals and developed in concert with the facilities master plans for each college.
- The Foundation has aligned its mini-grant process with institutional priorities, and has recently completed a successful capital campaign for a child development center on each campus to meet the needs of students with young children.
- The District's grant writer works with full and part-time faculty and staff to develop and submit grants and partnerships that align with the mission and goals of the District.

Strategic Direction 5

- Changes in contract military programs and delivery systems promote partnerships and provide new revenue. Changes include expansion of eArmyU (soldiers

enroll in online Pierce College courses while stationed at more than 120 military installations in seventeen countries around the world) and local access to grounded courses at Fort Lewis and McChord.²⁰

- The District carefully considers public service activities to align with mission and goals. Strategic Direction 5 is directed to “create and nurture partnerships ... throughout the District to maximize cultural, economic, and political strength.” This goal, along with our Core Ability of Responsibility, is directed toward community service, and includes services and programs that foster civic engagement and collaboration; positions students to fulfill their roles as citizens, volunteers, and leaders in a democratic society; engages the community; and helps the District create a vibrant economy and democratic society by aligning the District’s expertise with community needs.

1.A.7

To remain effective, an institutional mission, beyond being well integrated into the culture and broadly used and applied, requires that the institution’s scope and direction be purposefully evaluated.

Review of mission has been part of the District’s on-going planning and evaluation processes. In addition to periodic review, in 2005, when the Washington State Legislature passed a law authorizing a community college baccalaureate, PCD thoughtfully and thoroughly reviewed the scope and direction of its mission to determine if granting a baccalaureate was consistent with the District’s mission and Expected Outcomes Policies. Given the District’s strong commitment to work with other educational partners and to leverage resources to achieve its goals, we chose not to pursue authorization for granting a baccalaureate degree. However, because of our commitment to provide students access to quality educational programs and to develop career pathways and smooth transitions from one educational level to the next, the District pursued and received special funding from the

Case Study *Service Activity Highlights*

- Students take part in community drives (blood, food, clothing, personal items for the homeless and shelters, charity walks); serve food at the Tacoma Rescue Mission; host elected official forums; and participate in community improvement projects such as building playgrounds for children. International Education has hosted an annual international festival at PCFS since 2000. Extended learning students participate every term in volunteer activities: fish /food banks, bone marrow, platelet, and plasma donations, and chaperoning middle school activities.
- PCD sponsors the Lakewood Computer Clubhouse, a partnership since 2002 with Intel Corporation, the City of Lakewood, and Clover Park Schools to support youth 10-18 in developing technology skills and creativity and exploring pathways from “clubhouse to college to career.”
- Pierce’s EL Civics program in ESL prepares individuals to be active and responsive community members.
- Pierce co-hosted a Youth Summit in February 2007 with Lakewood’s Promise (an affiliate of America’s Promise) to mobilize community resources for youth in Lakewood.
- Pierce annually sponsors the Roland Weis Lecture Series: World War II Week (begun in 1995) for sharing stories and experiences of war survivors with our students, full and part-time faculty, staff, and the wider community.
- Full and part-time faculty, students and staff annually participate in Paint Tacoma Beautiful, a project to paint homes for the elderly or disabled in our community.
- Extended Learning full and part-time faculty taught free computer classes for seniors.
- PCD partnered with the Franklin Pierce School District 1999-2005 in a GEAR-UP grant to support the transition of K-12 students to college.

legislature to partner with Central Washington University (CWU) to expand access to baccalaureate degrees for transfer students at its University Center at PCFS. This partnership resulted in CWU beginning a baccalaureate degree in elementary education in Fall 2006 at PCFS.²¹ This partnership recognizes the District’s Strategic Directions and Expected Outcomes Policies to help students attain their educational goals. It is also evidence of the District’s commitment to carefully review our mission and Expected Outcomes Policies before making any substantive changes to our mission.

Recognizing the need to notify the Northwest Commission on Colleges and Universities (NWCCU) of any substantive change in the level or delivery of educational programs or offerings, the District submitted a change in 1999 outlining the State Board’s elevating of PCPY to full college status, making Pierce College a two-college district.²² Although a two-college district for purposes of SBCTC funding and support, PCD’s mission, goals, and structure are aligned with maintaining a single accreditation process.

Relationship Between the Colleges and Extended Learning that Supports a Single Accreditation

- The two colleges and extended learning programs share a single curriculum developed by full and part-time faculty in District departments and approved through the District Council for Learning and Student Success (CLASS).
- All degrees, authorized by the Board of Trustees, are conferred by PCD and are not given by the individual colleges or extended learning sites.
- Many support functions, such as Administrative Services, Human Resources, College Relations, Institutional Technology, PC Foundation and the Development Office, are district functions and do not have separate, college-based authority.
- The PC Catalog, the quarterly class bulletins, the Code of Student Conduct, and the Student Handbook are district-wide publications.
- The District Policy and Governance Cabinet is the overall governance body for the District.
- The PC Federation of Teachers represents full and part-time faculty as one District-wide body.

Criterion 2

Internal and external communities affirm the achievement of the mission and goals.

Promoting awareness of the District’s mission and documenting the District’s accomplishments are critical components leading to the affirmation of our internal and external communities.

The PCD Mission and Goals Statement is included in numerous publications, including the Catalog, quarterly course bulletin, Student Handbook, Strategic Plan brochure, job announcement postings, and District website. It is also prominently displayed in offices and other areas of the two colleges and extended learning sites.

1.A.2

Progress in accomplishing the District’s mission and goals is documented and made public in numerous ways. In nearly all of these efforts to communicate progress toward our goals to stakeholders, we include information from our planning and evaluation processes. Whenever we communicate an institutional accomplishment, we link it to an institutional goal. Data from institutional research efforts to evaluate progress toward goals is incorporated into the District’s publications and other public documents. For example, as part of an institutional and statewide plan to demonstrate the economic impact of community colleges, we prepared and distributed *The Socioeconomic Benefits Generated by Pierce College* in December 2002.²³ Other examples include the following:

1.A.3
1.B.9

- Pierce has developed a number of publications that highlight its goals and accomplishments. For example, *PierceView* magazine, a high-quality, bi-annual publication with a distribution of 3500, regularly covers accomplishments such as new educational programs, grants received, successful fund raising efforts, recognition and awards for students, full and part-time faculty and programs, and selection of Distinguished Alumni.²⁴

- Non-print media, including the District website and Pierce TV (a program created by students from the Digital Design program) are used to promote programs and accomplishments.
- Pierce College Foundation hosts quarterly breakfasts with the presidents inviting community and business leaders to learn about the District and individual colleges' progress toward meeting identified mission and goals and provide input regarding how well the District is doing.²⁵ These have resulted in the hosting of joint programs, the identification of key leaders to serve on the Foundation and college advisory committees, and the recruitment of District employees to serve on local boards.
- The Chancellor and College Presidents make presentations to stakeholder and interested groups, including Rotary, Chambers of Commerce, economic development groups, local and state government officials, and business and industry representatives on selected topics.
- The Chancellor and College Presidents incorporate information and research about the District's and individual colleges effectiveness in their speaking engagements, whether at internal meetings and events, in the community, or in legislative hearings.
- Performance reports are presented to Professional-Technical advisory committees and the general Workforce Advisory Board regarding program specific outcomes and input is elicited from advisory boards to strengthen programs and generate annual planning processes.
- College Relations prepares external news releases and distributes the Update, an internal newsletter, to highlight and promote the District's achievements.²⁶
- Annually, during open budget presentations, all District managers with budget responsibility address department or program outcomes.
- The Chancellor provides a District-wide progress report to the Board of Trustees at an annual public meeting.²⁷
- Regular department reports to the Board of Trustees by Executive Committee members include progress on strategic outcomes.
- College Presidents hold quarterly all-college meetings to keep the college community informed of current issues and progress toward goals.²⁸
- Presentations and reports are made to a variety of campus and District committees and groups including Council for Learning and Student Success (CLASS), District Policy and Governance Cabinet, Student Services Council, Administrative Services, Instructional Administrators, instructional divisions, and Extended Learning.
- Instructional Program MAPS and Program Outline Guides (POGs) are posted on the intranet for all internal stakeholders to view and are an integral part of program improvement including new course development and resource realignment.²⁹
- Non-Instructional Department Outcomes, Assessments, and Analysis of Evidence are posted on the intranet for review by the college community and serve as one element of institutional continuous improvement.³⁰
- Performance reports detailing student success are sent to the SBCTC regarding core mission areas and performance measures.³¹

Although many reports and publications outline the accomplishments of PCD, the District does not prepare a formal annual report to the community outlining the accomplishments of the year and progress toward specific District goals and outcomes. This is a major gap in the District's public awareness campaign and demonstration of effectiveness.

Community Affirmations

A key indicator of both internal and external affirmation was the success of PC Foundation's

fund-raising campaign to build a new childcare center at each college. In excess of \$2.2 million was raised for the Capital Campaign for Childcare, with contributions from many local individual donors, and the Gates, Allen, and Milgard Foundations. We are particularly proud that both students and employees played significant roles in the campaign's success.

PCD alumni also offer affirmation that we are achieving our mission and goals. An annual Distinguished Alumni program gives us an opportunity to hear at length from numerous alumni.³² We regularly hear testimonials from alumni such as Sylvia Main, Chief, Manpower & Organization, McChord Air Force Base, who noted: *"If my experience at Pierce had not been a good one, I would not have gone on with my education; PCD gave me the opportunity to try out my wings."* James P. Murphy, another graduate and Senior Vice President of the International division of Costco Wholesale, recently reflected that *"the associate degree I was awarded from PC was the most important degree I've obtained in my career—it got the ball rolling and opened my eyes to the possibilities for a successful future in food management."* While testimonials such as these do not provide a broad sample, they do give us important feedback that we are preparing students to live and work successfully in our ever-changing world.

A recent sign of affirmation from a critical internal constituency came from the 2006 PCD Student Survey, in which 92.6% of respondents agreed that they are meeting their educational objectives.³³ The 2006 PCD Employee Survey provided affirmation from a second key constituency, with 73.9% of employees reporting that PCD reflects the principles and values of the mission statement and 97% indicating they personally support the mission of the college. However, we know that we have room for improvement. For example, despite the fact that the District has widely distributed the mission statement, 60% of students surveyed reported they were not aware of the PCD mission statement. Opportunities to improve both the

role and understanding of the District's mission and Expected Outcomes Policies are being addressed in current planning and assessment efforts and will be explored during the next strategic planning process.

In October 2006 each college held external stakeholder meetings to gather input and feedback regarding areas of opportunity facing the District. Specific input was sought regarding the mission statement, new Expected Outcomes Policies, areas of excellence, and areas for improvement. The sessions were conducted by an outside facilitator so as to foster open discussion, with District personnel in attendance to provide context and respond to questions. Invited guests included key leaders, community members, and officials representing school districts, city government, and local organizations.

Whereas stakeholders shared that the District is well regarded in the community and is seen as a leader, their remarks also revealed that opportunities exist to more fully promote its identity, role and programs. The external stakeholders expressed confusion about the relationship of the two colleges to one another and to the District as a whole. Marketing and greater exposure were cited by many as areas needing improvement.

The District is aggressively working to improve internal and external awareness of our mission, Expected Outcomes Policies, and efforts. We have retained a national consultant firm with expertise in community college marketing, branding, advancement, and enrollment management, to review the organizational structure of the District particularly in the areas of College Relations, Development, and Institutional Research. The District is currently working with the consultants to create a new organizational structure that will promote and advance the work of the District to better communicate awareness and understanding of the mission, goals, outcomes, and performance measures to both internal and external stakeholders and constituents.³⁴

Criterion 3

Systematic planning and evaluation result in positive action toward the mission.

1.B.1
1.B.2

Another key benchmark in determining success in the area of institutional mission, goals, planning and effectiveness is whether we engage in systematic planning and evaluation, use the findings of our assessments, and whether planning and evaluation result in positive actions toward our mission.

Policy
2.2

Through concerted efforts over the past ten years, PCD has created a culture of assessment. In 1997, the District developed an outcomes assessment model that launched a cycle of assessment. *The Strategic Plan for 2001: A Map for the Future* has been the primary mechanism for achieving the vision, mission, and goals of the District since 2001 and has been at the center of our institutional planning and evaluation processes.

Strategic Direction 3 declares the District's intent to "implement continuous improvement processes that provide meaningful feedback to achieve institutional excellence." Using the outcomes assessment cycle, the District developed a process to identify unit outcomes, action steps, and assessments for the five Strategic Directions and twenty-six strategic outcomes to move us forward in positive action toward our mission. Planning efforts incorporate the District's mission and goals, involve all aspects of the District's programs and operations, and include full and part-time faculty, staff, administration, and students in the identification, assessment, and analysis of outcomes. Institutional assessment and planning processes include student learning and success indicators, enrollment management, employee compensation plans, full and part-time faculty and staff evaluations, budget management, and facilities master plans. Using the results of its assessments, the District engages in systematic planning for and evaluation of key activities such as teaching and public service.

A key activity was the development of an on-going comprehensive assessment plan by the Outcomes Assessment team in 2001.³⁵ The plan has evolved over the past six years. Today the plan includes Core Abilities activities and curriculum planning, professional growth and development offerings, a distributive writing plan, program review and department self-study reports, diversity assessment framework, and accreditation activities. Instructional Administrators and CLASS use the plan annually to provide a framework and structure to meet instructional outcomes.

Specifically for instructional programs, the Instructional Administrators (IA) will review action plans for all programs in order to assist with the development of an Instructional Master Plan that identifies instructional priorities across the District. The Instructional Master Plan will be completed in 2007 and will include program viability processes, FTE projections and enhancements, new program development, and overall alignment with the Strategic Plan and Expected Outcomes Policies for the District.

Whereas the District has strong planning and assessment processes for institutional functions of instruction, financial, and facilities, a gap exists in the roll-up and integration of the specific areas into an overall institutional effectiveness plan. This gap will be addressed in our strategic planning process beginning Spring 2007, in which the five Expected Outcomes Policies adopted by the Board in 2005-06, along with findings of the self-study action plans for each program and department, will be used to develop one- and three- year goals and specific indicators of success for each goal to establish an integrated institutional effectiveness plan for the District.

To support inclusiveness, each year the District sets aside two All District Days (one each in fall and winter quarter) and a Welcome Back Orientation Day in fall when no classes are held, to involve the full and part-time faculty, staff, and administration throughout the District in overall planning and institutional evaluation and assessment. Full time faculty also have two

1.B.3

contracted in-service days when classes are not held, two Research, Planning, and Development (RPD) days at the beginning of Fall quarter, and three additional days during Fall, two in Winter, and one in Spring.³⁷

In addition to the contracted days listed above when there are no classes, many representative District and college committees and groups are regularly involved in planning efforts. The extensive groups and processes identified below indicate the District's commitment to full involvement of employees and students in planning processes. Together their input, feedback, and recommendations move the District forward in achieving its mission and goals.

- *The Executive Team (E-Team)*, comprised of the Chancellor's direct reports and the campuses' Vice Presidents for Learning and Student Success, meets weekly to address District-wide concerns and to engage in problem-solving, strategic planning, task development, and policy development.
- *The District Policy and Governance Cabinet (Cabinet)*, chaired by the Chancellor, is comprised of five representatives each from administration, full and part-time faculty, classified staff and students. Each employee and student group has representation from Fort Steilacoom, Puyallup, Extended Learning, and at-large members. A collective bargaining union representative of Washington Public Employees Association and Pierce College Federation of teachers is part of the classified and full and part-time faculty groups respectively. Cabinet provides overall review and guidance in policy and governance across the District and makes recommendations to the Chancellor.
- *The Instructional Administrators (IA)*, comprised of instructional division chairs and Vice Presidents for Learning and Student Success at each of the campuses; the Executive Vice President for Extended Learning; and District administrators including the Director of Distance Learning,

Director of Instructional Technology, Director of International Programs, Dean of Libraries and Media Services, Dean of Workforce, Director of Military Programs, and Assessment Team Coordinator, meet twice monthly and provide leadership for the delivery of instruction and related systems supporting instruction. IA provides feedback and recommends on operational issues that promote instructional program quality and encourage student success.

- *Instructional Divisions*, comprised primarily of full and part-time faculty, program coordinators, and division chairs, meet monthly to discuss specific instructional issues for their respective divisions and departments within the division, share information regarding collegial and governance committees, and provide feedback and make program recommendations to the administration and other departments within the District regarding operational and policy decisions.
- *The Extended Learning Team*, comprised of program coordinators, directors, and staff across Extended Learning programs in Workforce Education, Military, Department of Corrections, Department of Social and Health Services, International Education, Distance Learning, Transitional Education, Continuing Education, and Business and Industry Training, meets monthly to discuss specific issues within their respective programs, to share information regarding coordination of efforts, and to provide feedback and make program recommendations to the administration and other departments within the District regarding operational and policy decisions.
- *The Council for Learning and Student Success (CLASS)*, comprised of top instructional administrators, faculty division representatives, instructional division chairs, student services representatives, and students, meets twice monthly and is the primary curricular group for the District. CLASS is charged with setting policies and standards regarding student learning and assessment issues and is responsible

for ensuring that curricula, instructional programs, and degrees retain their integrity and satisfy basic academic standards.

- *The Student Services Council*, co-chaired by the campus Vice Presidents for Learning and Student Success and comprised of Student Services Directors from each campus and representatives from each instructional division, Distance Learning, Extended Learning, and students, functions as a policy review and recommending body to Cabinet and reviews procedures that impact student service functions, such as enrollment, financial aid, admissions, student development and student programs.
- *The Assessment Team*, comprised of academic full and part-time faculty, Student Services representatives and the Curriculum Development Specialist/Interim Assessment Team Coordinator, serves as a catalyst for change and provides District-wide leadership for outcomes-based assessment of learning. Unlike the IA team, it does not exercise significant administrative powers, relying instead upon organization, encouragement and funding support to promote the development of increased “outcomes-based assessment” throughout the District.
- *The PCFS President’s Advisory Group and the PCPY Administrative Team* meet regularly to provide on-going input and feedback to each college president regarding college-specific opportunities and challenges and to make recommendations for operational and policy changes.
- *Campus Facilities Planning Committees*, comprised of representatives from students, full and part-time faculty, staff, and administration from both campuses and District, meet monthly to review facility and program needs and provide input and feedback to each College President.
- *Student Technology Fee Budget Committee (one at each college and a combined District committee)*, comprised of students appointed by the respective student governments, the Dean of Technology and Dean of Library

and Media Services, Directors of Student Programs from each campus serving as consultants, and faculty representatives, is responsible for proposing budget priorities for technology, evaluating existing and new programs, and proposing budget levels. Recommendations are made to the Board for final approval.

- *Student Services and Activities Fee Budget Committees (one at each campus and a combined District committee)*, comprised of students appointed by the respective student governments, administrators from student programs and District Finance, and faculty, is responsible for proposing budget priorities, evaluating existing and new programs, and proposing budget levels. Recommendations are made to the Board for final approval.

Student Engagement

As a learning-centered institution, the District values the role students play in District planning and evaluation. Student leaders participated in the strategic planning process in 2000, as well as in 2007. They serve on a variety of operations, planning and governance groups, including new faculty and selected staff screening/hiring committees, tenure review committees, the District Policy and Governance Cabinet, president’s advisory committees, Master Facilities planning processes, on-going educational and facilities planning groups, and other committees and planning processes as deemed appropriate. Students provide leadership on both the Technology Fee Committee and the Student Services and Activities Committee.

Another significant example of student involvement in planning and evaluation was the leadership provided by student government officers from both campuses in initiating a student fee to build new health and wellness centers on each campus. Those Certificate of Participation capital projects (where state bonds provide needed funds with students committing to a twenty-year debt service) will significantly change student life when they open during the next six to twelve months.

The Board of Trustees also recognizes the important role students play in planning and decision-making by designating the student body presidents from each campus as the first reports on the agenda of the monthly Board meeting, by encouraging student involvement on District committees, and by supporting student leadership particularly for the Student Technology Fee Budget Committees and the Student Services and Activities Fee Budget Committees.

Culture of Assessment

1.B.6

At PCD evaluation and planning lead to the development of institutional priorities for improvement and positive action toward our mission.

The District allocates resources to support effective evaluation and planning by funding a variety of positions, including a Curriculum Development Specialist, Institutional Researcher, Grant Writer, and Budget Analyst. The District also funds release time for faculty instructional program coordinators so they can participate in program planning and effectiveness. Given the importance of full and part-time faculty governance, the District also funds two-thirds release time for the president of the PCFT.³⁸

The District has allocated state assessment funds, approximately \$114,000 annually, exclusively to fund the Outcomes Assessment Team and assessment activities that positively impact full and part-time faculty teaching and student learning. The District actively pursues additional funding sources such as Title III, workforce development grants, and private and public foundations (e.g. Lumina Foundation, Gates Foundations, and National Science Foundation) to support planning, evaluation, and assessment.

1.B.5
1.B.7

One key example of the role of evaluation and planning in setting institutional priorities can be found in the work of the District Institutional Research Office. In 1999 the District hired its first Director of Institutional Research (IR) to

support District planning and evaluation. The IR Director reports directly to the Chancellor and is a member of the Instructional Administrators and the Accreditation Steering Committee. The IR also serves in an advisory capacity to the Executive Team, Outcomes Assessment Team, CLASS, Student Services Council, and many other District and campus planning and evaluation groups. Between 2001-06 the District has experienced high turnover in the Office of Institutional Research. Three different individuals have had responsibility for guiding and producing institutional research with significant gaps between appointments. Efforts to integrate evaluation and planning processes to identify institutional priorities have been strong, despite the District's difficulty in providing consistent IR support.

Beginning in 1999, initial research and assessment efforts focused on (1) tracking three main student performance measures (transfer, job readiness, and basic skills attainment) as outlined by the SBCTC, required by the state legislature and supported by the Board of Trustees; (2) developing and assessing student learning outcomes; (3) establishing baseline data on student satisfaction using the Community College Survey of Student Engagement and local questions developed by the Institutional Researcher and Assessment Team; and (4) supporting the development and assessment of the Strategic Directions.³⁹ Data has routinely been sent to the SBCTC and shared with our Board of Trustees, E-Team, Outcomes Assessment Team and various departments for use in planning and effectiveness efforts.

6.C.7

Assessment-Driven Improvements

Our culture of assessment has provided the commitment and momentum to use data and to enact thoughtful change. An example includes efforts to improve academic transfer rates through the development of “choosing a major” workshops for undecided students, the creation of articulation agreements with local universities including the University of Washington Tacoma (the institution chosen most often by our transfer students), and the adoption

of the associate of science degree for specific science majors. Improvements in increasing student job readiness and success include new programs in high demand fields such as nursing and construction. Efforts to improve basic skills attainment include the development of I-BEST programs that blend basic skills instruction with hands-on technical training, thereby increasing student persistence and showing dramatic increases in skill gains. Other recent improvements driven by the mission and research include:

- The encouragement of broad based involvement of full and part-time faculty, staff, administrators, and students from across the District in the accreditation self-study. Self study action plans will be integrated into the new strategic plan.
- The use of student completion and success data to make a variety of changes in learning and student success initiatives, such as changes in placement testing (COMPASS) for writing and math courses to determine the appropriate placement cutoff scores; development of supplemental instruction support for at risk students in math and science courses that have a high rate of student failure; and development of advising maps that provide clear pathways and direction for students to achieve their educational goals.
- The development of the Program Review Process including Maps and POGs to assess department and program goals and effectiveness and to provide a feedback loop for continuous quality improvement.
- The use of economic development and labor market data to drive program development in high demand industries such as nursing, construction management, and homeland security.⁴⁰
- The use of student transfer data from across Pierce County to develop a 2+2 program Central Washington University Elementary Education BA degree pathway at PCFS for our transfer students across the District.
- The budget development process uses a set of principles and priorities to allocate

resources across the District. With a significant downturn in enrollment during 2005-06, budget data was used to make program cuts and to align new state FTE allocations with new FTE growth initiatives such as I-BEST and nursing.

- The development of comprehensive facilities master plans that identify long- and short-term facilities needs and priorities, give direction for on-going facilities improvements to meet program and institutional needs, and provide data to support state capital budget requests.
- Military programs were recognized as best in the nation for 2005 due to their quality standards and level of service.

The District uses a variety of planning and assessment tools to review program and institutional effectiveness. Since 1997 the District has annually used accountability reports from the SBCTC to review progress in three statewide performance measures: whether transfer students are prepared to go on to baccalaureate institutions, how well Professional-Technical students are prepared for work, and how well Basic Skills students achieve skill gains. The District demonstrated progress in each of the core measures.

The District is actively preparing to participate in a statewide initiative aimed at improving the achievement of community college students. Two representatives from PCD, one faculty and one administrator, serve on the SBCTC Student Achievement Task Force. Specific planning with respect to the collection of baseline data, research regarding best practices, and a review of support services is underway, moving the District to a proactive stance in preparation for this initiative.

Another measure of effectiveness of the District's research, planning, and evaluation efforts is the successful award of competitive local, state, and federal grants. Clarity of mission, goals and strategic directions, supported by planning and evaluation efforts, has assisted the District in successfully competing for federal

1.B.8

grants including TRIO and a National Science Foundation award to examine ways to improve student learning and retention. In addition, the District has received state high-demand grants to expand the Dental Hygiene program at PCFS to rural settings using distance learning and to begin a new nursing program at PCPY.

The District has a primary challenge of identifying and selecting appropriate indicators and success measures. A current priority of our research, planning and evaluation processes is to define and evaluate the overall relationship between and among goals, strategies, outcomes and evaluation tools and to clearly define indicators and measures of success. The indicators and measures will become the criteria for effectiveness for the Expected Outcomes Policies and the overall achievement of our mission and will be at the heart of the new strategic planning process.

Criterion 4

Resource allocation is aligned with mission and goals.

1.B.4

The District relies heavily on the results of its evaluation activities and ongoing planning processes to guide resource allocation. The District's mission, goals, and strategic planning documents provide the primary decision-making criteria for the annual budget and planning process. Every budget request submitted to the E-Team and presented in open budget hearings by the specific unit manager must be tied to the mission and an outcome in the Strategic Plan and must demonstrate how it will contribute to achieving that outcome. Budget requests are reviewed by the E-Team and District budget analysts and evaluated against institutional, program, and department outcomes. This analysis results in a preliminary budget that is presented to the Cabinet for input and review. The budget is refined and shared with the entire internal community for input and feedback. Once a balanced budget that reflects the mission, goals, and priorities of the District is achieved, it is presented to the Board for final approval in late spring.

If, based on results of evaluation and assessment processes, it is determined that resources are needed to improve instructional programs, institutional services, or activities in a particular goal area, those resources may be allocated. For example, in response to Strategic Direction 3.4, "Implement planning, budgeting, staffing and decision-making processes that support institutional priorities," in 2000 the Vice Presidents for Learning and Student Success recognized that the instructional equipment purchasing process was ineffective and lacking coordination between the two colleges as well as a systematic method of determining priorities that aligned with the Strategic Directions and specific goals and outcomes of the District. When the vice presidents saw the need to develop a new system, they convened the Instructional Administrators and conducted a District-wide discussion of requests and prioritization of District needs. As a result of this initial discussion, a system was developed that is inclusive of all instructional budget managers and occurs on a pre-determined timeline to facilitate instructional purchases that are prioritized and aligned with district goals and outcomes. The Instructional Administrators view this as a Best Practice and are using it as a model for other District planning and resource allocation processes.

Full and part-time faculty contract negotiations provide another example of how the District makes decisions on resource allocation based on mission, goals, and Expected Outcomes Policies. PCD has been grappling with the ability to attract high quality faculty given low entry-level salaries as well as how to retain faculty over the long term, and how to solve those problems within the compensation laws of the state and resources of the District. Contract negotiations in 2005 resulted in several contractual changes. Upon granting of tenure, faculty now receive a \$1,000 salary increase to the base. In addition, \$25,000 is provided each year for a Master Teacher Program; whereby, participating faculty receive \$2500 for completion of the program, which is added to their base salary.

A final example of resource allocation based on mission, goals, and Expected Outcomes Policies occurred during the last budget cycle. During 2005-06 the District experienced a downturn in state enrollment, resulting in a significant reduction in tuition dollars collected. Early in the budget process it was determined that there would be a budget shortfall of approximately \$600,000 for 2006-07. Although the District was slated to receive a new enrollment allocation from the SBCTC of approximately \$312,000, it was determined in the budget process that to meet the changing needs of the District, rather than use the new FTE allocation to close

the budget gap, the money would be used to fund new initiatives and programs that would enhance recruitment, enrollment and success of students. Through the budget process the E-Team identified possible program reductions and the elimination of some faculty, staff, and administrative positions.

The District continues to strive to improve its evaluation activities and ongoing planning processes to guide resource allocation consistent with mission, goals, and Expected Outcomes Policies.



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. The Board of Trustees provides institutional vision through the evolution and refinement of district-wide strategic directions.
 - Develop success indicators for Expected Outcomes Policies in accordance with action plans derived from the accreditation self-study.
 - Further educate district constituencies regarding the change from Strategic Directions to Expected Outcomes Policies.
2. Internal and external communities are actively involved in the development of the mission and goals for institutional planning.
 - Initiate a fully review and potential revision of the mission statement in response to input from stakeholders.
 - Continue to capitalize on the viewpoints of internal and external stakeholders.
3. Evaluation, planning, and allocation of institutional resources is effective.
 - Continue allocating resources in alignment with the district mission, goals, and strategic planning processes.
 - Continue to provide e-mail updates and open forums on these topics.
4. Outcomes assessment focuses our efforts toward being a learner-centered institution.
 - Maintain the work and annual funding of the Outcomes Assessment Team to further develop and implement systematic assessment and the assessment plan.
 - Continue integration of the assessment cycle to promote learner-centered pedagogy and augment teaching/learning in all instructional programs.
 - Capitalize on the momentum and insights of the self-study to progress the work on assessment.

Challenges and Selected Actions for Continuous Improvement

1. Systematic collection of data for assessment of institutional and educational effectiveness
 - Augment the District Institutional Research office efforts to collect and disseminate appropriate data.
 - Strengthen efforts to integrate data and performance measures into District-wide strategic planning.
 - Clarify mechanisms for integrating data into processes for continuous quality improvement.
 - Provide support to departments/ programs during FY 08 and 09 as they implement action plans and a second complete round of the assessment cycle.
2. Improve institutional communications to both internal and external communities.
 - Increase communications through a published annual report.
 - Create a process that ensures positive implementation of feedback from Interact.
 - Reorganize the College Cabinet to support communications and input from all constituencies district-wide.

Notes

- ¹ District Values and Goals (Appendix 1.1)
- ² Environmental Scan, February 2000 (Exhibit 1.2)
- ³ Strategic Directions 2001
- ⁴ Board of Trustees Expected Outcomes Policies (Appendix 1.2a)
- ⁵ Internal Stakeholder Meeting Fall 2006
- ⁶ Stakeholder Meeting Minutes Fall 2006
- ⁷ 2006 Employee Survey (Appendix 1.2f)
- ⁸ Washington State Support for Community and Technical Colleges
- ⁹ Budget Development Process, Values and Priorities - <https://intranet.pierce.ctc.edu/shared/INFO/0708BUDGET/> (Exhibit 7.7)
- ¹⁰ Initial Core Abilities
- ¹¹ Core Abilities (revised) in Rubric form - <https://intranet.pierce.ctc.edu/LSS/abilities/> (Appendix 2.5b)
- ¹² Pierce County Careers Consortium (Exhibit 1.3)
- ¹³ Homeland Security Center of Excellence (Exhibit 1.4)
- ¹⁴ College Master Plans (Exhibit 8.3)
- ¹⁵ Campaign for Child Care (Exhibit 1.5)
- ¹⁶ I-BEST Programs 2006-2007 (Exhibit 1.6)
- ¹⁷ Formation of District Transitional Education Division (Exhibit 1.7)
- ¹⁸ District Organizational Structure Charts (Appendix 6.2)
- ¹⁹ Assessment Team and Budget (Exhibit 1.8)
- ²⁰ eArmy U Contract (Exhibit 1.9)
- ²¹ CWU Elementary Education Partnership Contract (Exhibit 1.10)
- ²² Letter to Commission: Two College District (Exhibit 1.11)
- ²³ *The Socioeconomic Benefits Generated by Pierce College* (Exhibit 1.12)
- ²⁴ *PierceView* (Exhibit 9.7)
- ²⁵ Breakfast with the Presidents PCPY and PCFS (Exhibit 1.13)
- ²⁶ *Update* (Exhibit 1.14)
- ²⁷ Chancellor's Annual District-Wide Progress Report (Exhibit 1.15)
- ²⁸ Intranet Link to All College Meetings -
<https://intranet.pierce.ctc.edu/fs%2Dpresident/archives/main.htm>
<https://intranet.pierce.ctc.edu/py%2Dpresident/archives/main.htm>
- ²⁹ Intranet Link to Instructional MAPS and POGS -
<https://intranet.pierce.ctc.edu/accreditation/pogs.php>
- ³⁰ Intranet Link to Non-Instructional Department Self-Studies -
<https://intranet.pierce.ctc.edu/accreditation/deptoutcomes.php>
- ³¹ SBCTC Performance Reports (Exhibit 1.2d)
- ³² Distinguished Alumni Programs (Exhibit 1.16)
- ³³ Student Survey 2006 (Appendix 1.2e)
- ³⁴ InterAct materials (Exhibit 1.17)
- ³⁵ Comprehensive Assessment Plan (Appendix 1.2c)
- ³⁶ Self-Study Process (Appendices P1, P2, 2.2)
- ³⁷ Intranet Link to College Calendars
- ³⁸ Release Time Stipend Document (Exhibit 1.18)
- ³⁹ Community College Survey of Student Engagement 1999 (Exhibit 1.19)
- ⁴⁰ High-Demand Grants (Exhibit 1.20)



2

Instructional Programs

Global Outcomes

Offer an array of learning opportunities that meet the needs of our diverse community in order to foster learners' positive values toward higher education and enhance their ability to live and work in a dynamic world.

Criteria for Success

- Criterion 1 Systems and structures support and encourage student learning and allow for continuous improvement.
- Criterion 2 Faculty and administrators implement effective student learning opportunities in order to assist students in obtaining their transfer, work skills development, basic skills development, and lifelong learning goals.
- Criterion 3 Students can readily access the learning resources they need and navigate the institutional systems necessary to meet their goals.
- Criterion 4 Pierce College employees teach and model the value and skill of multiculturalism and foster a climate of inclusion.
- Criterion 5 Faculty members engage in professional development activities that promote student learning.
- Criterion 6 Pierce College develops and maintains external partnerships that leverage expertise and resources, creating connections that help students navigate the civic, educational, and workforce systems.

Overview

The District is committed to providing excellent education in fulfillment of our core mission areas of transfer education, workforce education, adult basic education, and continuing education. In our efforts to achieve educational excellence, we have implemented curriculum development and quality assurance processes across the District. In order to support student learning in the most effective way possible, we have adopted a highly collaborative, integrated model of work. Since 1999, the District has employed an organizational structure that merges Instruction and Student Services. At each college, a Vice President for Learning and Student Success supervises these two important areas: the Instructional Division Chairs and the Student Services Directors report to the Vice Presidents. Regularly scheduled meetings bring together key administrators from different areas to work together to allocate resources and develop procedures. The membership of the Council for Learning & Student Success (CLASS) was expanded in 1999 to include the Registrar, an Advising representative, and the Distance Learning Director, in addition to representatives from the instructional divisions, the Military programs, part-time faculty and students. The goal of the Learning and Student Success model has been to work together to determine what will most effectively support student learning and to avoid,

whenever possible, mere “turf”-based advocacy. This has allowed more openness and flexibility in budget decisions and mid-year revisions and has necessitated continual cooperation between the Vice Presidents at each college to assure a consistent District approach to student learning.

The District employs a single catalog for courses and degree programs developed and delivered throughout the District. Curriculum development begins at the faculty level, proceeds through the department at the District level, flows through a Curriculum Cluster and then is approved or disapproved at the Council for Learning and Student Success (CLASS). The instructional programs are engaged in a continuous improvement cycle of assessing, developing, implementing, assessing, and revising to meet the ever-changing needs of our students, business and industry, transfer, and community partners.

The Instruction program in the District is divided into three main components, each with their own structure as described below:

Table 2.1 Components of Instruction Programs

Pierce College Fort Steilacoom
Arts & Humanities Division
Business Division
Science & Technology Division
Social Science Division
Pierce College Puyallup
Business & Humanities Division
Natural & Social Science Division
Extended Learning
Continuing Education
Distance Learning
DSHS Programs
Dept. of Corrections Programs
International Education
Military Programs
Transitional Education Division
Workforce Development

The instructional divisions are the primary administrative unit for faculty. They meet monthly to address instructional and organizational issues, make recommendations on policy issues, appoint representatives to standing committees, and provide feedback on District changes and initiatives. Each division is managed by a Chair who is a tenured faculty member serving under an administrative contract; the Chairs report to the Vice President for Learning and Student Success at each campus, or to the Executive Vice President for Extended Learning.

Financial Resources

The District finance and budget departments manage District resources, comply with federal, state, and District regulations, policies, and procedures while addressing student and employee needs in order to maintain a balanced budget and provide a solid financial foundation for the District.

Pierce College District (PCD) continues to face budget challenges as student FTE and related tuition revenue reflect a downward trend, at a time when costs for utilities, salaries, benefits, maintenance to older facilities, and new facilities construction and programming costs are on the rise. The Board of Trustees and the Executive Team (E-Team) remain committed to the District’s mission and expected outcomes, and continue to support a budget process and decision-making style that reflect the institution’s core values and principles.

The budget process has changed significantly in the last few years as budgets have tightened. The budget process is closely tied to the Board of Trustees Expected Outcomes Policies and is open and participatory in nature. All members of the district community have access to the budget process through the open budget hearing process, the posting of all budget documents on the intranet, and by representation on the District Cabinet, which has budget oversight as part of its duties.

2.A.1

Degrees and Certificates Offered

The District offers seven different degrees and twenty-eight Professional Technical degrees and certificate programs. In 2005-06, Pierce College awarded 1,396 associate degrees and 386 certificates. PCD offers the following degrees and certificates.

Associate Degrees

Degree objectives for each of the associate degrees described below are outlined in the District Catalog and are available online and in print District-wide. Faculty advisors, instructional division offices, and the advising centers have curriculum sheets for each specific degree and individual certificate programs.

Policy 2.5

Associate of Arts (AA-DTA)

In Washington State, all community and public colleges and most private baccalaureate institutions participate in the direct transfer agreement (DTA). Completion of the Associate of Arts (AA-DTA) degree ensures that a student will have completed most, if not all, of the General Education (Gen Ed) requirements of the baccalaureate institution prior to transfer. The Associate of Arts degree is designed for students who plan to transfer to four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year degree programs and is also recommended for students who have not yet decided the field they will enter or the four-year institution they will attend. Pierce College's AA degree meets the Inter-College Relations Commission's AA Transfer Degree Guidelines for Washington colleges and universities.

Associate of Science, Track 1

This degree is intended for Science Pre-Majors in Biological Sciences, Chemistry, Environmental/Resource Sciences, Geology and Earth Science who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year science degree programs. Students

are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Associate of Science, Track 2

This degree is intended for Science Pre-Majors in Engineering, Computer Science, Physics and Atmospheric Sciences who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Associate of Business, Direct Transfer Agreement

This transfer degree ensures that a student completing it will have satisfied the lower division Gen Ed (or core) requirements and lower division business requirements at the baccalaureate institutions. This articulated degree for the business major is specific to public institutions; however, since the degree follows the statewide articulated DTA agreement, and DTA is designated in the title on the transcript, it is accepted for admission to private institutions in the same manner as any other DTA-based degree.

Associate in Science Education

These degrees are intended for future secondary science teachers in the following fields: General Science Education, Biology, Chemistry, and Physics. Students completing this degree receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associates degree and are given junior status by the receiving institution.

Associate in Math Education – DTA

This degree is intended for future secondary math teachers. Students completing this degree receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer

associates degree and are given junior status by the receiving institution.

Associate of Pre-Nursing, Direct Transfer Agreement

Associate in Pre-Nursing DTA/MRP

PCD participates in the Statewide Major Ready Pathway (MRP) Agreement. This pathway is applicable to students planning to prepare for upper division Bachelor of Science, Nursing (entry-to-practice/basic BSN pathway) by completing a broad selection of academic courses. Many students transfer to the BSN program after completing the Associate Degree Nursing (ADN) program (RN to BSN pathway); however, this agreement is not applicable to and does not alter those ADN to BSN articulation agreements.

Professional Technical Degrees & Certificates

PCD offers professional technical degrees and certificates in over twenty-eight subject areas to meet student and employer needs. These degrees and certificates are designed to give students in specific technical fields (Nursing, Dental Hygiene, Construction, Computers, etc.) the skills needed for employment or for advancement in their particular field. Many professional technical degrees also provide educational pathways for students desiring to continue.

Over the past ten years, the District has made a number of important changes to our educational program, including the following:

- Moved from Objectives to Outcomes based model.
- Required courses to specify how they address one or more of the five core abilities.
- Asked for and received an external audit of our AAS/AA degree from Washington Intercollegiate Relations Commission - Ongoing Articulation Review (ICRC -OAR) to ensure the strength of our transfer degree.
- Updated, revised and added to the AAS/AA degree options. In response to 4-year major ready recommendations, reduced the number of disciplines within a Core that a student had to complete from three to

two; removed dual listed courses, removed the “W” course requirement (see page 58 for details); revised General Transferable Electives (GTE) list.

- Reorganized the Developmental Education Division at PCFS into a District-wide Transitional Education Division, under Extended Learning.
- Added new programs in Construction Management, Nursing, Homeland Security, Web Development, and Pupil Transportation Supervision.
- Created a Distributive Writing process for writing across the curriculum instead of imbedded in a “W” course.
- Added seven additional state approved Direct Transfer Agreement/Major Ready Pathways degrees for student transfer options.
- Have started working toward meeting the state-wide Common Course Numbering system.

Overall, what characterizes the educational program at Pierce is the passion and commitment of the faculty to provide meaningful learning experiences for students, to embrace new classroom technologies, to implement new teaching strategies, and to make our mission a living document.

Criterion 1

Systems and structures support and encourage student learning and allow for continuous improvement.

Criterion Measure 1A: *Program and department review processes are well established, and instructional administration workgroups (CLASS, Instructional Administrators, Assessment Team, Division Chairs, and Clusters) are responsive to the results of instructional program and department assessment activities.*

Criterion Measure 2B: *The rationale for General Education is clearly articulated and published.*

Criterion Measure 1C: *The General Education program includes adequate offerings in the major disciplines.*

Criterion Measure 1D: *Policies for remedial work are clear.*

Criterion Measure 1E: *Policies for acceptance and transferal of credits are clear and consistent.*

Overview

Effective instructional administration ensures that best practices are encouraged, ineffective methods are weeded out, and resources support innovation and promising new initiatives. At Pierce, this responsibility is shared among several groups. The most important of these are the Instructional Administrators (IA) workgroup, the Council for Learning and Student Success (CLASS) and the Assessment Team.

IA “serves as a forum for discussion of topics related to the delivery of instruction or related systems supporting instruction. It provides feedback and recommendations on operational issues that promote instructional program quality and encourage student success.”¹ It is comprised of the Director of Distance Learning, Director of Instructional Technology, Director of International Programs, the instructional division chairs, Director and Assistant Director for Military Programs, Dean of Libraries and Media Services, Dean of Workforce, Assessment Team Coordinator, Executive Vice President for Extended Learning, the Vice Presidents for Learning and Student Success at each of the colleges and the Curriculum Development Specialist. This group includes the administrators most directly involved in such operational issues as scheduling, budgeting and supervising academic programs.

As their self-study makes clear, IA focuses on operational issues. This includes the very important tasks of deciding whether to continue, create, and discontinue classes and programs. IA has been very successful in developing efficient processes for purchasing instructional equipment, prioritizing faculty hiring decisions, working on new program development and implementing consistent instructional policies across the District. IA notes in their own self-appraisal that they “deal well with project-

based initiatives (such as Distributive Writing), as well as with procedural and budget issues in support of instruction. However, one area for future improvement might be in regular review of assessment data—regular analysis of specific data to look for trends, as well as some involvement in a District-level analysis of student learning.”²

The Council for Learning and Student Success (CLASS) is the primary curricular group in the District. CLASS has ultimate authority for approval of Course Outlines for all offerings in the District, as well as new courses, inactive courses, and deletion of unused or outdated courses. In 2006-07, for example, CLASS reviewed the procedures for deletion of unused courses, considering the length of time that courses should be allowed to remain on the inactive list and whether to use an electronic voting procedure for deletions. As a result of this discussion, a small work group was formed to draft a proposal that will ensure clear communication across the District and streamline the process of deletion of inactive courses.

Responsibility rests with CLASS for ensuring that the curriculum retains its integrity and satisfies basic academic standards. In addition, CLASS is the body charged with setting policies and standards with regard to student learning and assessment issues, and ensuring that state, District and ICRC policies are maintained. CLASS is a large body, including faculty division representatives, students, and instructional administrators. CLASS works closely with the curriculum Clusters, comprised of three committees, each of which reviews and helps refine Course Outlines submitted by faculty in preparation for approval by CLASS.

Over the past several years, CLASS has made an effort to streamline its processes to more efficiently allow for approval of curriculum, and to allow more time to be spent on broader issues and new initiatives. One of the most important changes was the creation of the curriculum Clusters.

2.A.11

2.A.7

While CLASS is responsible for final approval of curriculum, the responsibility for the development of the curriculum rests with the academic departments. Faculty are responsible for developing new curriculum, writing course outcomes, and designing assessments, as well as reviewing and revising existing curriculum as part of their regular program review process. The Assessment Team, Curriculum Development Specialist, and the Cluster committees act as resources. Professional Technical programs also receive feedback on curriculum from their Advisory Boards. Whenever new curriculum is developed or existing curriculum is revised, departments must follow the procedures developed by CLASS; these procedures are outlined on the CLASS website.

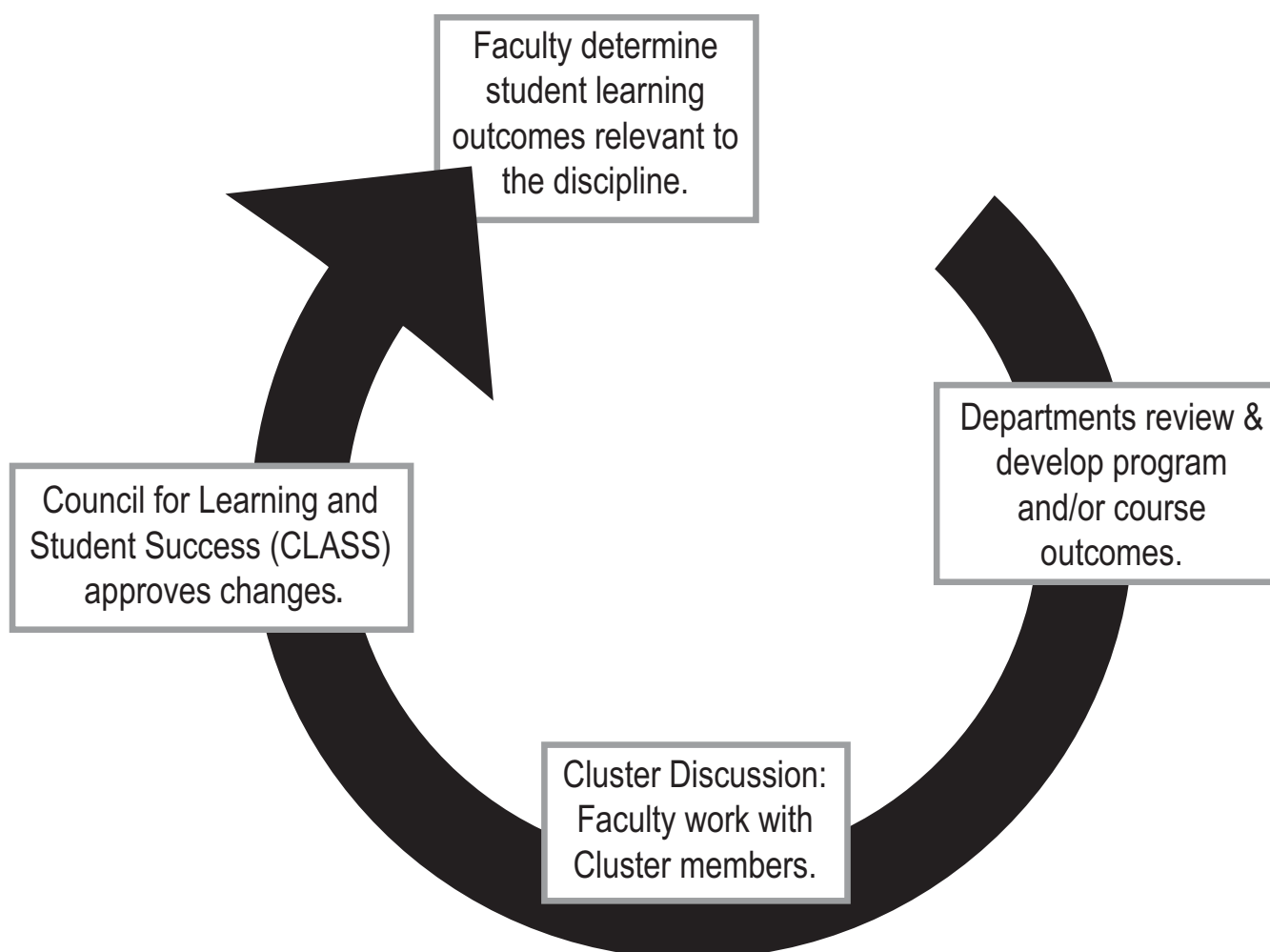
Degree and certificate programs are developed primarily by faculty who pay particular attention to the requirements of receiving institutions and the changing demands of industry. As they work through the development and approval process, faculty engaging in curricular and degree development focus on essential elements of knowledge needed, including the specific content learning outcomes, Pierce College's Core Abilities, sequencing of courses, academic rigor, and effective assessment measures.

2.A.2
2.A.3

The process for curriculum development and review is summarized in Figure 2.1. This sequence happens at least every three years in the Program Review Process.

2.B.1

Figure 2.1 Curriculum Development/Review Process



2.A.2 Closely connected to CLASS is the Cluster
2.A.3 system. The Clusters consist of three committees that review and edit Course Outcomes forms prior to their submission to CLASS for final approval. While CLASS has the final approval authority, most of the feedback, discussion and revisions occur at the level of Clusters. In keeping with the important role that Clusters play in supervising curricula, membership is primarily composed of faculty. Each Cluster committee is assigned a specific list of departments; these department lists are intentionally chosen from different distribution areas, so that the focus is on learning assessment, rather than on discipline content. Administrative support is provided by a Division Chair and the Curriculum Development Specialist; guidance and supervision are provided by CLASS.

The role of Clusters in the curriculum process reflects a commitment to fostering collaborative working relationships between faculty and administrators. This inclusive model has moved PCD forward: all the courses in the District have been re-thought in terms of outcomes and Core Abilities, and methods of assessment have been identified. At the same time, the collaborative process has at times been bureaucratic, cumbersome and slow.

The benefits and limitations of this collaborative structure can be seen in the revision of the District's course outline form. By Spring 2002, feedback from the Clusters had identified problems on the form stemming from a lack of guidance concerning the teaching and assessing of the five Core Abilities. The task of revising the course outline form in order to align it with student development in the Abilities was given to a sub-committee of CLASS. By Spring 2003 a revised form was introduced in CLASS for review and discussion. The revised forms were submitted to CLASS for approval in May 2004. The forms were revised and finally approved in June 2004.³

While PCD showed that it could respond to the issues raised by the Clusters in a way that

was collaborative and inclusive, that response took two years. A challenge for the future is to continue to find ways to be inclusive in our processes and deliberations, while still being able to move ahead quickly on important initiatives.

The Assessment Team is another group that is central to instructional administration at PCD. The mission of the Assessment Team is to serve as "a catalyst and provide District-wide leadership for outcomes-based assessment of learning." It is made up of "academic faculty, Student Services representatives and the Curriculum Development Specialist/Interim Assessment Team Coordinator."⁴ Unlike IA, it does not exercise significant administrative powers, relying instead upon organization, encouragement and funding support to promote the development of greater outcomes-based assessment at PCD.

The Assessment Team has been able to devote attention to over fifty assessment activities between 2000 and 2007 and has provided leadership and activity contributing to the scholarship of teaching, learning and assessment at regional, state and national levels. Noteworthy are the two-year in-depth Assessment Projects in Distributive Writing, Integrated Learning, and Multiculturalism. Past assessment projects were usually one-year in duration, making it difficult for faculty and staff to complete the assessment cycle with students. The two-year projects remedied this problem, resulting in useful data that have influenced writing assessment, the development of a Supplemental Instruction Program, a multicultural survey, and co-curricular student international service projects. These projects entailed broad District participation and support.

One limitation of the Assessment Team's emphasis on voluntary initiatives undertaken by small numbers of faculty and administrators is that it is sometimes difficult to sustain these efforts after the initial pilot stage due to a lack of financial or human resources, or the entrenchment of existing structures.

2.A.3
2.A.7

These observations can be illustrated by the Distributive Writing Task Force, which has spearheaded some of the most active and successful initiatives in student learning at Pierce in recent years. Over the years, the Distributive Writing Task Force has included different groups of faculty and administrators who were charged with how to best integrate writing into the curriculum. The task force was created in Fall 2001, when the “W” (or “writing”) requirement was being evaluated for a possible phase-out. Prior to 2001, students receiving a transfer degree needed to complete at least one intensive writing course. A “W” following the course number in the quarterly bulletin designated these courses. By 2001, it was decided that the “W” program was not working satisfactorily and needed to be seriously re-examined. To that end, CLASS convened a task force comprised of five faculty members and the Curriculum Development Specialist. The effort was organized by one of the Vice Presidents for Learning and Student Success.

Over the next five years, this task force undertook a number of notable initiatives. They compiled a booklet, “Best Practices in Writing at Pierce College,” a list of “best practices” in writing to serve as a reference for instructors.⁵ They spearheaded an effort to have each department compose an action plan for integrating writing into their courses. They tested the accuracy of the COMPASS test in placing students in writing courses and found that it was consistent with instructor assessments eighty-five percent of the time.⁶ They tested the writing competency of graduating sophomores, finding that most graduating sophomores (76%) were writing at a competent level or higher.⁷ In Spring 2003, the all-District in-service day was devoted to an all-day work session in which departments compiled and wrote action plans for incorporating writing into their courses.⁸ And in 2005-2006, two faculty workshops were offered to develop plans for incorporating writing into the curriculum.

While the Distributive Writing Task Force benefited from the support of a number of

groups, was a topic of conversation in CLASS, the IA workgroup and the assessment team, and while some stipends were made available for faculty to attend workshops, it has often been difficult to find the human and financial resources to continue to move this effort forward. Thus far, recommendations by the committee for policy changes to encourage writing have not been fully adopted. As a result, most of the achievements of the project have involved clearly defined goals in specific areas. Their most important achievements have been in the areas of research and recommendations. While the project continues, a more general and ambitious plan for a District-wide system that might replace the “W” requirement remains a challenge for PCD.

Criterion Measure 1A: *Program and department review processes are well established, and instructional administration groups (CLASS, Instructional Administrators, Assessment Team, Division Chairs, and Clusters) are responsive to the results of instructional program and department assessment activities.*

Program and departmental review processes are well established. Such assessments are only useful, however, to the extent that they are used to inform decision-making. An examination of administration groups indicates that they are responsive to the results of department/program self studies, although work remains to be done as indicated by faculty surveys and under-defined processes for determining program viability.

2.A.2

Comprehensive program and department self-studies are required every six years; interim reviews focusing on curriculum are required every three years. These are initiated by the Division Chairs and conducted in cooperation with the faculty of the program or department. Adherence to this regular review process is strong, and the reviews are on file with the Division Chairs. IA has clearly defined processes by which a summary of the program self-study is forwarded to either the Vice Presidents or IA for action. Budget requests to address small needs

2.B.1

identified in the self-studies can often be met immediately. Larger requests must be satisfied as part of the annual budget request process.

2.A.2
2.A.6
2.B.1

PCD and its departments regularly review and revise program and degree requirements. For example, the CIS department recently reviewed their Associate in Database Management & Design degree. The review revealed that, while the program was maintaining excellent quality, the length of the program in terms of the number of credits required was excessive compared to other similar programs. Consequently, the department revised the degree requirements, reducing the total number of credits from 118 to 90. These changes were reviewed by the Advisory Board for CIS, by the appropriate Divisions on each campus and were then submitted to CLASS for approval.

As a result of program self-studies, academic departments have initiated a variety of changes to better meet the needs of student instruction. Examples of these changes include:

- The Biology Department received approval for funding a part-time lab assistant⁹
- The Psychology/Sociology department received approval for an additional instructor⁹
- The Anthropology Department began meeting quarterly in Fall 2006 to better integrate part-time instructors into the department; a Blackboard website was also created in Summer 2006 as a means for faculty members to communicate with one another about department and student learning issues
- The Anthropology Department has started to collect evidence about student learning related to the Multiculturalism Core Ability
- The Business Management department added an additional area of focus to their degree track—Human Resource Management
- The Business Information Technology Department reorganized a substantial

portion of their course offerings into one-credit modules to facilitate more flexible training opportunities for students

- The English Department requested a change in placement into English 101, which now includes a Reading requirement

Case Study

Recently steps were taken to discontinue the Electronic Engineering Technology program (EET). Once the decision was made to sunset that program, faculty from the department, along with the division chair, developed a teach-out schedule, and then met with students from the program to explain the teach-out to them and answer their questions. This assured that all of the students who wanted to complete the program had a clear pathway. While this addressed the needs of the students well, the overall process of discontinuing this program highlighted the need for a better internal process to review program viability separate from the regular program reviews. Some faculty members felt that the criteria used to make the decision to sunset the program were not delineated clearly enough. Consequently, the IA group began work in fall 2006 on a new Program Viability procedure. A draft proposal was finished in October 2006, and the IA group is continuing to develop this procedure; currently, the Institutional Researcher is working with the business office to develop a new annual data template.

2.A.12

Several areas have been identified where we might use our data more effectively:

- Create greater consistency across the District for monitoring long-term trends in enrollment, student progress, transfers, student demographics, or program effectiveness
- Promote broader use of available data on student transfer patterns and academic transfer aspirations to develop strategies for

enhancing District- or college-level student transfer programs or services

6.C.7

- Develop more consistent means to use District Student Management System (SMS) data systems for measuring student outcomes such as first-year to second-year program retention rates or graduation rates
- Regularize tracking of rates of student attrition at the program or college level for the purpose of program improvement.

The primary charge of our new Institutional Researcher is to make our use of data more systematic, regular, and consistent.

Criterion Measure 1B: *The rationale for General Education is clearly articulated and published.*

For transfer students, the diverse training provided by Gen Ed requirements will probably be the most enduring component of their instruction at Pierce. Given this important role, it is critical that PCD is able to state clearly what it expects from its Gen Ed program and course requirements, and why.

2.A.4
2.A.6
2.B.2

All degree and certificate requirements are published in the Pierce College Catalog and on our website. The course outlines, with outcomes and assessments for each course, are posted on the CLASS page of the District intranet and may be accessed through the Division offices on both campuses. We are currently in the process of constructing an online version of our Catalog that will give students better access to course outlines and sample syllabi. The Registrar is a member of CLASS and works with the Office of Instruction to ensure that degree designators are consistent with program content, that all learning is equated with appropriate quarter credit hours, and that our instructional programs are consistent in length and designation to similar programs elsewhere.

2.C.1
2.C.2
Policy
2.1

Pierce College has adopted an ambitious definition of Gen Ed (see below). The definition is directly tied to our Mission statement, and the

outcomes of our Gen Ed program are stated in relation to the mission.

2.A.2

“Educational Excellence” is one of the four primary values singled out in our Mission Statement. One of the statement’s five criteria for Educational Excellence directly relates to Gen Ed: Prepare students to live and work in a dynamically changing world by emphasizing whole student development and the Five Core Abilities: Effective Communication, Critical Thinking/Problem Solving, Multiculturalism, Information Competency, and Responsibility.

General Education Definition

Prepare students to live and work effectively in a dynamically changing world by emphasizing whole student development, the core areas of knowledge, and the Five Core Abilities:

- Effective Communication
- Critical thinking/problem solving
- Multiculturalism
- Information competency
- Responsibility

The General Education definition contains three primary components: Core Areas of Knowledge, the Core Abilities, and whole student development.

Gen Ed Component 1:

Core Areas of Knowledge

The Core Areas of Knowledge are Communication Skills, Quantitative Reasoning, Humanities, Social Science, and Natural Science. With the assistance of a faculty advisor, students develop an Educational Plan that prepares them to attain their short- and long-term academic goals (see Standard 3 for further discussion of the use of Educational Plans). Students seeking associate degrees are required to select courses from the Approved Core Requirements (GER), which is published in the paper and electronic Catalog and on advising sheets and distribution lists.

Core Requirements General Education

– minimum 60 credits required in

- Communication Skills
- Quantitative/Symbolic Reasoning Skills
- Humanities
- Social Sciences
- Natural Sciences

Core Requirements for Related Instruction

– minimum 15 credits required in

- Communications*
- Computation*
- Human Relations*

* Related instruction skills may be embedded within certain program courses. Some programs may include additional related instruction areas such as leadership and safety. www.pierce.ctc.edu/protech/requirements.php

As part of our current self-study, departments across the District worked together to articulate the core “Big Ideas” in the various discipline areas—general outcomes for the humanities, social sciences, natural sciences and quantitative reasoning.¹⁰ Departments worked individually to examine how these “big ideas” are integrated into the curriculum in their own areas; however, we need to develop a more systematic means of assessing these outcomes on a regular basis. Over the coming year, we will be working to revise our current program review process to incorporate some of the assessments and procedures developed during the current self-study.

Gen Ed Component 2:

Five Core Abilities

In contrast to the core areas of knowledge, which are closely connected to academic disciplines, core abilities transcend specific courses and disciplines. The core abilities comprise skill sets that PCD has identified as central to our students’ success at other schools, and throughout their life. The Five Core Abilities were defined by 1997. During 2004,

faculty, staff and administrators reviewed and revised the Core Abilities, deciding not to add a new ability nor delete one. The definitions were amended or changed as needed, global outcomes written, assessment criteria identified and rubrics developed. Because the core abilities are not structured according to the conventional disciplines, their introduction into the curriculum has required special attention, including several levels of assessment: course, program and institutional.

In an effort to focus the teaching, learning and assessment of the Core Abilities, we have developed new course outlines,¹¹ program outcomes¹² and distribution outcomes to help us engage in meaningful conversations about student learning and development as a way to focus our efforts.

Gen Ed Component 3:

Whole Student Development

While we believe that we have done a good job of articulating the Core Areas of Knowledge and the Core Abilities, we have considerable work to do in articulating the rationale for the third Gen Ed component, Whole Student Development.

Currently, most of the assessment of Whole Student Development is done through individual programs: Student Programs, the Multicultural Leadership Institute, TRIO, the student newspapers, student athletics and performance groups, work-based learning and internships (see below for further discussion of TRIO; see Standard 3 for further discussion of other student programs and activities). Programs such as these do an excellent job of giving students opportunities to develop specific skills outside of the classroom: students are held accountable for their performance, and in most cases receive direct instruction in the Core Abilities.

One of our next steps is to develop a more consistent District plan for assessing whole student development, so that we can aggregate and compare data, and build a more tangible picture of the ways in which these elements contribute to the education of our students and

comprise the third component of our Gen Ed program.

**2.C.1
2.C.2
Policy
2.1**

We also clearly have work to do in the area of publishing the rationale for Gen Ed. While this definition is effective in trying to translate the goals of our mission into our educational program, it is not readily available and is not printed in the catalog. The connection between our Mission statement and the rationale for Gen Ed may not be readily apparent to students. The Catalog and advising worksheets do clearly identify general education course requirements: this information is consistently published in both the Catalog and the District web site, as well as in advising brochures. However, the rationale for these requirements is not given. As a District, we clearly value a liberal arts education as an appropriate foundation for our large transfer population. However, much of the philosophy that underpins our Gen Ed requirements is taken for granted and needs to be more explicitly stated. While this remains an omission, it is one the District is committed to remedying in the next Catalog.

The rationale for the Core Abilities is explained in the catalog and other publications. We have made a specific effort to give students clear examples of how the Core Abilities might apply in various careers or other areas of daily life.¹³

Criterion Measure 1C: *The General Education program includes adequate offerings in the major disciplines.*

2.C.3

General Education offerings are available in all the major disciplines, including the humanities and fine arts, the natural sciences, mathematics, and the social sciences. The courses are clearly identified in the District Catalog,¹⁴ and an adequate variety of courses and number of sections are offered to meet student need.

Associate Degrees

To receive an Associate Degree, students must satisfy the Gen Ed or Related Instruction requirements by earning a minimum of number credits from courses selected from the Approved Core Requirements list¹⁵.

Core Areas of Knowledge -

AA Degree Core Requirements

In 2005, CLASS conducted an ongoing discussion of breadth vs. depth of knowledge in the AAS Degree. Four-year colleges had expressed the need to have students program-ready, in other words, to have more depth of knowledge. This was resolved through more individualized advising and the restructuring of our AAS degree to allow students to select two disciplines within a GER area rather than the three formerly required.¹⁶

Table 2.2 Core Requirements for Associate of Arts

Area	Min. number of credits	Other requirements
Communications Skills (CM)	10	Must include ENGL 101
Quantitative/Symbolic Reasoning Skills (QS)	5	Prerequisite: Math 095 or 098 with a grade of 2.0 or better or or place out of Math 098
Humanities	15	Must include at least two different disciplines, with no more than 5 credits from performance skills courses; only 5 credits of foreign/world language allowed
Social Sciences (SS)	15	Must include at least 2 different disciplines
Natural Sciences (NS)	15	Must include at least 2 different disciplines, and at least 1 lab course

Professional Technical Degrees and Certificates

Students seeking Professional Technical degrees and certificates that require program-related instruction must select a minimum of sixty credits from the Approved Core Requirements (GER) list, distributed as follows.¹⁷

Additional Related Instruction topics that may be required include safety, industrial safety, and environmental awareness. Pierce has extended these additional topics to include personal well-being and positive work environments. Specific examples of student outcomes for these topics can be found as vital components in Construction Management, Criminal Justice, Corrections, SSMH, Nursing, and Occupational Safety and Health.¹⁸

2.C.3
2.A.9

To facilitate students' completion of the Gen Ed and Related Instruction requirements, Pierce offers a wide variety of courses and number of sections in the Core Areas of Knowledge. In the humanities, 154 approved core requirement (GER) courses are offered in nine different disciplines. In the social sciences, sixty-six GER courses are offered in twelve different disciplines. In the natural sciences, seventy-three GER courses are offered in eighteen disciplines. Both in terms of the breadth of disciplines and the variety of course offerings, it is clear that the Gen Ed program is adequate. Furthermore,

to ensure that student needs for Gen Ed and Related Instruction courses continue to be met, academic departments are given the opportunity through the development of annual schedules and the budget development process to request support for additional course sections or new courses.

Criterion Measure 1D: *Policies for remedial work are clear.*

The College Catalog clearly identifies the pre-requisites for course offerings. Entering students are tested and placed at the appropriate level using the COMPASS or ASSET test. The results from this test identify the remedial classes the student is required to take, and these results must be brought to the student's first advising session, at which time any questions about remediation can be addressed in person. Remedial classes do not qualify for transferable credits, a policy which is stated in the Pierce College Catalog and on advising transfer sheets¹⁹. The College Catalog clearly identifies the pre-requisites for course offerings.

2.C.6

If students place below developmental classes on the ASSET or COMPASS, they are referred to the Adult Basic Education department where they are assessed using the CASAS and then placed into the appropriate Adult Basic Education (ABE) class, or referred to

Policy
2.2
2.2.B
2.2.D

Table 2.3 Related Instruction for Associate Degrees

Area	Number of credits	Requirements
Communications	3 credits minimum	Courses must be selected from the AA Communications skill list, or the course(s) identified as the communications skill course(s) in the curriculum guide for the specific degree must be completed
Computation	3 credits minimum	Courses must be selected from the AA Quantitative /Symbolic Reasoning Skills list, or the course(s) identified as the computation skills course(s) in the curriculum guide for the specific degree must be completed; in programs where no specific course has been identified, students must be assessed above the MATH 098 (Intermediate Algebra) level
Human Relations	3 credits minimum	Course(s) identified as the human relations course(s) in the curriculum guide for the specific degree must be completed

an area literacy program²⁰. In addition to the CASAS test, ABE students are tested using individualized performance tasks, which are felt to measure aspects of student performance that are not captured on standardized tests such as the CASAS. Once in the ABE program, progress is tracked using the Washington Adult Basic Education Reporting System (WABERS). WAC guidelines are closely adhered to in order to determine “ability to benefit.” For Adult Basic Education, a separate set of policies and procedures exist and are used to determine the appropriate skill level.

ABE/GED/ESL

Over the past ten years there has been a dramatic growth of students needing Basic Skills in Pierce County. This growth resulted in the institution taking a serious look at the delivery of Basic Skills programming in the District and as a result the District Transitional Education Division (TED) was created, which houses all of the Basic Skills programming, High School Completion and I-BEST, developmental English, reading, study skills and math. The creation of a district division allowed for one point of contact for Basic Skills and has enabled the program to develop its off-site locations (currently 17) for ABE and ESL classes. This has allowed for increased access for students who experience barriers to their education.

The Pierce College Adult Basic Education (ABE) program follows all of the state and federal guidelines for assessing and tracking students through CASAS and WABERS. Their tenured and part-time faculty are trained and teach to the Washington State Standards for Basic Skills.

The GED/ABE program serves students in day and evening programs on campus and five off-campus sites. It is designed to prepare students to successfully pass the GED test and to become effective citizens who confidently solve problems, access and use resources, actively engage in their community, and serve as productive members of society. The outcomes for the program are:

- Increase literacy and numeracy skills in order to achieve next their next goal
- Be able to select, plan and execute action steps that address obstacles and efficiently utilize resources
- Engage others with honesty, civility, empathy and responsibility

Our ESL program serves students in day and evening programs on campus and twelve off-campus sites. It is designed to prepare students to successfully:

- Consciously plan and progress along a career path
- Advocate for oneself, family, & community
- Actively engage in community
- Access and utilize community resources & civic rights
- Engage in lifelong learning
- Access and utilize technological resources

Table 2.4 Basic Skills Enrollment and Performance (CASAS Testing)

Year	ABE	ESL	GED	Performance Rate
2003-04	367	591	78	41%
2004-05	417	734	83	59%
2005-06	381	806	90	55%
2006-07 (Through Winter Qtr.)	368	755	67	57%

Pierce College consistently meets or exceeds the state performance average for CASAS testing.

I-BEST

One of the most innovative instructional strategies for “non-traditional students” and for retention is the I-BEST model for professional technical programs. Integrated Basic Education and Skills Training (I-BEST) pairs ESL/ABE instructors and professional technical instructors in the same classroom to concurrently provide low-skilled adults with both the academic and workforce skills needed to complete a professional technical certificate, earn college-

level credits towards a degree, and secure a livable wage job in a high demand field. The basic skills curriculum is tailored to the skills and academic knowledge that is needed in order for students to learn and do the job for which they are training. In addition, the college-level credits and the academic skills acquired while in the I-BEST program lay the groundwork for students who continue on in training or who come back for additional training after they go to work.

PCD has embraced this model and made substantial use of assessment and Basic Skills Educational Interview classes to advise and support the I-BEST students throughout all of the programs. Using the basic skills instructor in the dual role of academic support instructor and Educational Interview advisor has resulted in increased student persistence and retention rates. Pierce's I-BEST programs have shifted basic skills education from the traditional focus of primarily teaching ESL, ABE, and GED in the context of increasing a student's basic skills levels in a very general way to teaching students how to learn the academic skills and college study skills within the context of (and along with) workforce education in the student's chosen occupation. The workforce education content provides the context for learning, practicing and mastering the basic skills needed.

Pierce's Certified Nursing Assistant Certificate Program, Corrections/Protection Officers & Corrections Careers Certificate Program, Early Childhood Education Certificate Program, and Integrated Business Technology Certificate I-BEST programs are based on currently approved professional technical programs. These extend to at least one year of college-level training and/or a college certificate and incorporate employment stop-in and stop-out (exit) points as part of an approved professional technical certificate or associate degree program, or result in immediate high wage employment. College credits for I-BEST are transcribed when they are earned and count toward the longer program credential or otherwise meet a program requirement common to all students.

Assessment is a critical part of I-BEST for recruitment, progress-monitoring and post testing. The assessments assist I-BEST staff in counseling students. This process includes identifying and planning for each student's next steps toward increased academic skills that are essential when they go to work and when they continue further along with their education and training.

All ABE students are pre-tested using the CASAS Life and Work series for reading and the ECS series for math. All students are pre-tested prior to beginning the program or within the first 12 hours of instruction and scores are entered into WABERS. Since the fall of 2005, 14 federal reading gains, 46 state reading gains, 7 federal listening gains, 23 state listening gains, 5 federal math gains, and 13 state math gains have been recorded by I-BEST students. It is clear by the progression achieved that the integration of basic skills instruction into professional technical content is highly successful.

Criterion Measure 1E: *Policies for acceptance and transfer of credits are clear and consistent.*

In maintaining its policies for acceptance and transfer of credits, PCD closely follows the ICRC handbook. Responsibility for assessing the transferability of credit rests with full time evaluators, relying on College Source. If a question arises, evaluators consult with the relevant division chairs and department coordinators for guidance. These policies are conveyed through Advising Center documents such as the transfer guides for math and English.

In addition, PCD has entered into a number of articulation agreements with local institutions. The District's reputation for academic proficiency allows us to develop strong articulation agreements in our professional technical programs. Articulation agreements are in place with Central Washington University (Early Childhood Education and Criminal Justice have degree completion programs on the FS campus), University of Washington

2.C.4

Policy
2.5

Tacoma (BSN completion and dual enrollment for Nursing students), Eastern Washington University (Dental Hygiene BS completion at the FS campus), Washington State University, Pacific Lutheran University, City University, University of Phoenix, Capella, and DeVry. Pro-Tech students can also take advantage of the Upside Down degree pathways with Evergreen State College. This option is available in almost all technical program areas.

Currently PCD is working with the SBCTC, Edmonds Community College (EDCC), Renton Technical College, and the baccalaureate institutions to develop a major ready pathway in Construction Management. The EDCC Occupational Safety and Health degree was designed to articulate to Central Washington University's program, and ensures a coherent sequence of courses for those students desiring to transfer. The new AA in Homeland Security Emergency Management was designed to articulate with Western Washington University's new B.S. in Emergency Management. We have been working with the Huxley School of the Environment to make that transition as seamless as possible for students and have also been working with them on a grant application for increased usage of exercise design in the curriculum. The Center of Excellence for Homeland Security is also working with UW Seattle on Homeland Security application for research funding.

2.A.10
2.G.9
Policy
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Credit for experiential learning is awarded in accordance with Policy 2.3 and is explained in the college Catalog²¹. Currently, faculty can administer Credit by Examination at the request of a student. We see a need to have a more centralized procedure for Prior Learning Assessment, particularly in some of our Professional Technical programs. The Dean of Workforce Education is currently leading an effort to update our policies in this area.

PCD is a member of Service members Opportunity Colleges (SOC), a consortium of national higher education associations that works in cooperation with Department of Defense and Military Services in meeting

the higher education needs of military service members. Through SOC, service members are guaranteed transferability of courses among institutions, based upon agreements between accredited institutions for acceptance of courses. SOC provides an avenue for this highly mobile community to complete degrees, even though they attend multiple institutions.

Criterion 2

Faculty and administrators implement effective student learning opportunities in order to assist students in obtaining their transfer, work skills development, basic skills development, and lifelong learning goals.

Criterion Measure 2A: *Student learning and Core Ability outcomes are assessed at the course, program and institutional levels; results from assessments are incorporated into curriculum and institutional planning.*

Criterion Measure 2B: *Pedagogy is multidimensional in order to reach a variety of learning styles.*

Criterion Measure 2C: *Faculty and staff develop and implement creative, effective strategies for improving student success and retention.*

Criterion Measure 2D: *The faculty integrates use of library resources into courses and assignments.*

Criterion Measure 2E: *Educational level of faculty and mix of full-time to part-time faculty are adequate.*

Overview

Student learning is the heart of our mission at PCD. Our commitment to identify clear learning outcomes, teach to those outcomes effectively, and assess them authentically has led us to become continually more learning-centered. While our District has many different aspects—transfer programs, Professional Technical education, basic skills development, and lifelong learning—the place where all of these parts of the mission find common ground is in our commitment to teaching and learning.

Criterion Measure 2A: *Student learning and Core Ability outcomes are assessed at the course, program and institutional levels; results from assessments are incorporated into curriculum and institutional planning.*

Policy 2.2: Educational Assessment

As described above, Pierce College has identified distribution outcomes for Gen Ed in each distribution area for the Associate's Degree and Core Abilities that all students are expected to acquire while completing their two-year degrees. Student learning outcomes continue to be assessed at the course level for all programs, and while course-level assessment has been a strength, we have had more difficulty finding consistent and effective ways of conducting assessment at the program level.

2.A.2
2.B.1
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As part of our self-study, we adopted Ruth Stiehl's model for Program Maps and Program Outcome Guides²². This system allowed each academic department to track the student experience of moving through the curriculum and to see how the department connects to other parts of the institution.

The model we adapted for program assessment has several components or steps:

- **Step 1:** Develop a Program Map and Program Outcome Guide (POG)
- **Step 2:** Analyze the program using the map and POG
- **Step 3:** Conduct a Curriculum Gap Analysis for Core Abilities and Gen Ed outcomes
- **Step 4:** Demonstrate the Achievement of Program self-study outcomes
- **Step 5:** Summarize the findings
- **Step 6:** Fill in selected gaps in evidence
- **Step 7:** Design an action plan and implement changes

These steps are described in more detail on our Accreditation web page. So far, we have had less than a year of working with this system, and while it has not been without some frustration and setbacks, it has helped a number of

departments to understand the types of program-level assessments that are necessary to assure student learning. The next step in this process will be to determine how this model will be incorporated into our regular cycle of program review. The Instructional Administrators have agreed in principle that this is a necessary step, but the details of the system have not yet been worked out with the faculty.

Assessments of student learning are universally completed at the course level, although evidence of this has not been systematically collected (apart from what individual instructors might keep in their own files). The Transitional Education Division and the Professional Technical programs also conduct assessment of student learning at the program level. In addition, most Professional Technical programs report external assessments of student learning, particularly when students complete internships or successfully pass state or national licensing exams.

Assessment of PCD's five Core Abilities has been more difficult to measure systematically. Most instructional self-studies state that at least one Core Ability is formally taught and assessed in each academic course. Looking at the 2006 faculty and student surveys and the departmental self-studies, several trends are obvious with regard to the teaching and learning of the five Core Abilities:

- More than seventy percent of faculty reported having at least some training opportunities related to teaching the Core Abilities
- The majority of faculty reported being prepared to teach the Core Abilities
- Teaching and assessing Critical Thinking was most often cited (81.7% of faculty responded somewhat or very much to teaching to the Ability)
- Multiculturalism was least often assessed (54.8% of faculty responded somewhat or very much to teaching to the ability)
- Students are still largely unaware of the Core Abilities as an institutional body of

knowledge (62.6% responded “I am not aware of the five Core Abilities”)

- However, when asked about specific outcomes from the Abilities Rubrics, the vast majority of students reported having good skills or making good progress.

This has led us to a philosophical question with regard to student learning and the Core Abilities: Is it sufficient for students to acquire the discrete skills identified in the Core Abilities Rubrics, or do they also need the meta-knowledge implied by understanding the system of Core Abilities as defined by the College? Regardless of what instructors are teaching, only eighteen percent of students report that they became aware of the five Core Abilities in the classroom, and sixty-three percent reported that they are not aware of the Core Abilities.²³

2.B.2
Policy
2.2

Because we track which courses students take, we can therefore be confident that we can identify where in the curriculum each of the Core Abilities is being taught. However, for the most part this information is based on our curriculum process, not on a direct assessment of student work. As part of the Department and Program self-studies, faculty members were asked to complete a “gap analysis” matrix (Step Three) to show in which classes the Core Abilities were taught and assessed in their departments and programs. Response was inconsistent. It seems likely that the Departments and Programs did not understand the purpose of Step Three in their Program Self-study. More work is needed to refine this process or find an alternate assessment.²⁴

Currently, IA and the instructional divisions are involved in the development of a more systematic method of collecting District assessments of student work. Several models are being discussed:

Abilities Divisions—faculty would be assigned to units based on one of the Core Abilities in order to carry out assessments of student work. This option has met with resistance from faculty, who feel the agendas of our current divisions are already full.

Portfolios— in Fall 2006, two representatives attended a state training workshop to look at e-Portfolio software from Chalk and Wire, in hope that we would be able to use this software package to track student learning; however, the initial assessment by the participants at the workshop was that the software is complicated to use and would require extensive ongoing training for students and District employees.

In-Service Days—another proposed model is to use our In-Service days to plan assessment projects and examine results. This model has fairly wide support among faculty, but the details of the plan still need to be worked out.

Biennial Report on Student Learning—Pierce College was invited to participate in the Consortium of Innovation and Inquiry in Student Learning (IISL) in 2006-08, sponsored by Alverno College (Milwaukee, Wisconsin).²⁵ As a result of participation in this project, the District is developing plans to publish a Biennial Report on Student Learning. Initial publication is tentatively scheduled for fall 2008.

The Core Ability of Effective Communication has been most successfully assessed at the program and District level by the Distributive Writing Group, described in Criterion 1. In 2005-06, this writing-across-the-curriculum group used the SAT writing rubric to assess whether graduating sophomores were writing at a competent college level, finding that only seventy-six percent of the sample group were. In developing the 2007-08 budget, the Arts & Humanities division requested funds to establish a District Coordinator for Distributive Writing to address the challenge of continuing this work. Discussion of this issue is ongoing at this time.

About one-quarter of the departmental and program self-studies reported that writing skills were taught as part of classroom instruction. Half of the student survey respondents reported that they were required to complete a writing assignment of more than one page in “most” to “all” of their classes other than English.²⁶ Faculty survey respondents revealed that they

used a variety of writing assignments: short answer questions (74%); essays (63%); reports (50%); research papers (50%); article summaries (49%), and journal writing (29%). The Program Outcome Guides completed as part of the self-study reveal that nearly all disciplines now have an outcome related to student writing. A variety of assessments were identified, including reflective self-evaluations, written summaries, and research papers.²⁷

In the narrative self-studies, some instructors appear to address teaching rather than student learning. In contrast to the written self-studies, informal conversation with instructors suggests that a number of them could, if asked, produce assignment descriptions, assessment or grading rubrics, and perhaps even samples of student coursework that would demonstrate student learning. This demonstrates that we still have work to do in making our institution more learning-centered. A good next step, as suggested by many of the department self-studies, is for the District to set benchmarks for program assessment results, particularly in regards to the Core Abilities.

Curriculum and Institutional Planning

If they are to be worth undertaking, assessments need to be evaluated and then used for revisions to course curricula and institutional planning. At PCD this is the case: assessment results are being used to guide decision-making and institutional planning. As we have moved toward a more learning-centered approach in the District, we have had many innovative and useful examples of continuous improvement efforts spurred by assessment results. One of our challenges has been in bringing all of our good efforts together into a systematic process—to find a way to ensure that the whole is not less than the sum of its parts.

The District has had a Comprehensive Assessment Plan in place since 2001. As part of this current self-study, we have determined that a more systematic assessment program is needed. The current Assessment Plan is comprehensive in that it tracks a variety of assessment projects

happening throughout the District and collects results. However, it lacks some aspects of systematic planning; in some sense, it might be seen more as an assessment report than a plan. Our Assessment Team Coordinator is currently working with a number of people in the District to develop a new model that is more reflective of institutional needs.

One result of our current self-study has been to make student learning a more prominent part of our regular department review process. In the past, this process had largely been focused on the “input” end of the curriculum—reviewing the course catalog and evaluating department resources—but with our new focus, departments are asked to address student learning more directly.²⁸ Step 6 of the self study process asks departments to specifically address student learning.

**2.B.3
Policy
2.2D**

Accreditation Self Study Step 6

Student Learning Focus:

Assessment at the Program Level

1. What do we want the students to be able to do? (*Outcome*)
2. What do the students need to know in order to do this well? (*Curriculum*)
3. How will the students demonstrate the learning? (*Assessment*)
4. How will we know the students have done this well? (*Criteria for evaluation of the assessment*)
5. What can we learn from the results? What does it reveal? Does our current curriculum progress students toward this outcome? (*Analysis*)
6. What, if any, changes are necessary as a result of the learning? (*Continuous Improvement*)

A number of instructional self-studies describe revisions to course and program planning based upon assessment. Geography, for example, now has revised course outcomes. The Intensive English Program (IEP) has increased TOEFL requirements to better

prepare International Students for college coursework. Math has improved the initial math placement test based upon student comments and instructor observations. Reading and Study Skills now require testing and mandatory orientation. Transitional Education - High School Completion has revised its curriculum based upon student evaluations. The English department, as a result of several assessments, requested a change in placement scores for composition classes and the addition of reading scores to the placement for English 101, changes that took place in Summer 2005.

Other instructional department self-studies identify needs that have emerged from assessment. In the past, many of these needs were addressed on an individual basis as the need arose. Currently, the District is working to embed these needs more formally into our planning processes. For example, in the Budget Development Instructions for 2007-08, budget managers are asked to specifically align requests for FTE growth dollars to “the Board of Trustees’ five expected outcomes and link with your division’s or department’s self-study action plan.” This has been a useful step in integrating resource planning with our mission; however, in tough budget times (which are all too frequent) it is still difficult to prioritize among numerous competing needs, all of which are based on fulfilling our desired outcomes.

Policy 2.2.A

PCD utilizes student data that is available via the state-wide student data system (SMS) to monitor annual changes in student enrollments along with degrees and certificates earned in its programs. PCD also utilizes SBCTC reports to monitor the number of students transferring to Pierce College from other Washington community colleges and from Pierce to four-year institutions throughout Washington. Data on student enrollments and program-level FTEs is routinely gathered at the campus level for assisting enrollment management.²⁹

Historically, there have been limited uses of statistical data analysis for evaluating institutional effectiveness in core areas such as

student retention, program completion rates, transfers to four-year institutions, graduation rates, assessment of student learning (other than grades), student development of the Core Abilities, and program viability, particularly within PCD’s academic programs. However, several Professional Technical programs use data on student enrollment and performance as well as student satisfaction surveys and surveys of their graduates’ employment outcomes as part of their own review processes. Basic skills programs utilize the Web-based Adult Basic Education Reporting System (WABERS) for collection and reporting of student enrollment and progress in Adult and Family Literacy Programs.

Case Study

One example of responsiveness to assessment data is the decision to discontinue the math labs at Pierce College Puyallup. The Puyallup math labs provided a way for students to complete math requirements without having to enroll in conventional courses that met at fixed times. Students could complete the coursework and tests, and could receive individual assistance and tutoring from instructors in the lab at their own convenience. However, this system did not effectively achieve student-learning outcomes. In their 2002 self-study, the math department faculty noted that completion rates for students enrolled in math lab sections were significantly lower than comparable rates for conventional courses. Math 60 consistently saw completion rates three times higher in lecture classes than in the labs. The Division Chair informed the District Executive Team of this problem and for the next several years attempts were made to modify the math labs to make them more effective. When these efforts were unsuccessful, the decision was ultimately made in 2006 to discontinue the math labs. The math department continues to monitor completion rates in the relevant math courses to determine the impact of the lab closure.

Policy 2.2.B

**Policy
2.2.G**

A number of individual programs and departments collect feedback from employers or transfer institutions about satisfaction with Pierce College graduates. As part of the current self-study, additional departments have identified a need for this type of data. Currently, our new Institutional Researcher is working to develop an annual data set that will be useful to departments and will help to make this type of data collection more systematic.

6.C.7

Criterion Measure 2B: *Pedagogy is multidimensional in order to reach a variety of learning styles.*

2.A.2

The literature on teaching effectiveness for adult learners overwhelmingly supports a pedagogy that is multidimensional. While pedagogy is determined in part by course content, the majority of PCD faculty members report using a variety of teaching and assessment strategies. In addition to traditional lecture classes, students can choose from an array of studio and performance classes, emphasizing hands-on experience. Furthermore, department self-studies often mention that faculty members use group discussion and other interactive classroom activities as part of their teaching repertoire. Some members of the faculty have also designed learning opportunities that go beyond the traditional classroom to facilitate student learning of course and program outcomes and one or more of the Core Abilities. The Professional Technical programs (e.g., Business, Criminal Justice, Social Service Mental Health) in particular provide internship and practicum

experiences for students. Anthropology also promotes experiential learning through limited cross-cultural fieldwork, study abroad, and cross-cultural teaching (by International Students to eighth-grade students at a local middle school).

Universal Design, a strategy to accommodate the learning needs for all students, has been encouraged in the District for well over a year now, and Social Service Mental Health, Criminal Justice, Speech, TRIO, and the Tutoring Center have incorporated this into their curriculum. The Director of Access and Disability Services introduced Universal Design to the District in 2006. The goal was to ensure that buildings were accessible to all students. This work broadened to include curriculum. The concept of Universal Design was introduced to the college community in a Summer Institute in 2006. This concept is about meeting the needs of all students, not just students with disabilities.

One teaching mode that has seen particularly significant growth in recent years is Distance Learning. With the 2007-08 Annual Schedule, many departments are looking to increase their use of hybrid courses in order to integrate technology, give students more flexible scheduling options, and make more efficient use of classroom facilities. IA is currently drafting more specific guidelines for the planning of hybrid courses in order to make annual planning more effective, communicate clearly with students, and provide more consistency in hybrid course offerings.

**Policy
2.6**

Table 2.5 Program self-studies that identify employment, employer and 4-year college satisfaction with Pierce College graduates

Programs or Departments	Currently utilize methods to learn about employee, employer, and 4-year schools satisfaction	Identified a need to learn more about employee, employer, and 4-year schools satisfaction
Professional Technical	7	1
Academic Departments	5	3
Basic Skills	2	1
Total	14	5

In addition to these commonly used pedagogical strategies, the District has sponsored or participated in a number of innovative efforts to offer our curriculum in new ways:

- An ongoing international service-learning project, Un Cafecito, was established in 2005 at the PCFS campus. A number of academic disciplines including Marketing, Nursing, Spanish, Digital Design, as well as the non-curricular Multicultural Leadership Institute (MLI), have participated in and promoted this program³⁰
- Computer Information Systems (CIS) wrote and received a National Science Foundation grant.³¹ This three-year project sought to retain and graduate non-traditional community college (two-year) Information Technology students, including students who felt alienated, intimidated, or excluded by traditional IT teaching methods and culture
- Several programs, notably Business Management, have made use of experiential learning models in their curriculum
- Instructors at both the PCPY and PCFS campuses have taught some individual learning communities and linked courses (e.g., Anthropology and Law; Psychology and Statistics (Math); English, Library Research, and Political Science)
- Perhaps the most significant effort at the moment has been the development of several Integrated Basic Education and Skills Training (I-BEST) programs.³² Five Integrated Basic Education and Skills Training programs have been established, with four approved by the State as I-BEST programs: the Early Childhood Education Certificate, Corrections/Protection Officers & Corrections Careers Certificate Program, Nursing Assistant Certificate Program, Integrated Business Technology Program, and Roofers' Apprenticeship Program

Criterion Measure 2C: *Faculty and staff develop and implement creative, effective strategies for improving student success and retention.*

Over the past three years, the District has seen a downturn in enrollment. This has been the case for virtually all of the colleges in our state system. Many factors have influenced this trend: the economy, rising tuition and fees, changes in student demographics. In this environment, it has become particularly important for the District to make sure that our retention strategies are well suited to the needs of our students.

One successful retention strategy has been the creation of the federally funded TRIO program in 2001. The program serves 160 students at any given time.³³ Two-thirds of the students served by TRIO are both first-generation college students and low-income. The program has an advising focus based upon a developmental model that helps students assess where they are academically when coming to Pierce College, as well as their social and academic barriers.

In Spring 2004, an assessment of the TRIO program's effectiveness compared TRIO students to students who were eligible for TRIO services but did not access them and found that TRIO students out-performed the comparison group.³⁴ TRIO students:

- Completed an average 68 college credits, nearly 20 more than the other group;
- Achieved a GPA of 2.77, which was 0.39 higher than the other group;
- Had a better record of retention than the other group; and
- Completed their AA degree at a higher rate than the comparison group.

Another strategy used to increase retention and student achievement has been the Angelo and Cross "Group Instructional Feedback Technique" (GIFT). A 2003-2004 Assessment Project resulted in a variety of GIFT activities. The Curriculum Development Specialist, developed a cadre of faculty to provide peer-

**2.C.5
Policy
2.2.G**

to-peer instructional consultation in order to facilitate student learning. Four instructors, including two part-time faculty members, came together to be GIFT Facilitators. They received training and conducted eleven GIFTS over two years. Faculty members who received GIFT feedback made adjustments to course curriculum and instruction in order to better meet student-learning needs.

Tutoring is another key retention strategy. The Tutoring Centers offer drop-in tutoring, individual and small group appointments, study groups, online tutoring, and campus-unique services. They provide an abundance of resources to students including old textbooks, various current textbooks to checkout, computers, calculators, videotapes, calculator manuals, handouts, headsets, other digital technology and office supplies.

Tutoring has a proven record of directly aiding in student success, retaining students struggling with their courses, and even being the deciding factor as to which college to attend. All students can participate in tutoring, either as a tutee or as a tutor, and at times a combination of both. Tutors participate in statewide collaborative and local training programs that develop their skills, abilities, and competencies. Through their tutoring experience they gain invaluable experience applying pedagogical strategies while working with others. Tutoring helps develop community and a culture of support that keeps students on course and re-matriculating back to Pierce College.

The Tutoring Center is staffed by a full-time Classified supervisor at each campus. Work-study students help provide clerical support for the intake desk while peer and professional tutors provide the content tutoring. Part-time faculty make up the rest of the staffing. Funding for these services comes through Services and Activities fees, the Math Department, and campus divisions.

PCFS has seen a consistent increase in the use of tutors. Since 2001, drop-in tutoring has

increased by 240% and appointment tutoring has increased by as much as 92%. They now take in about 300 requests for tutoring per quarter and match at least 90% of those, usually higher. Drop-in services now usually clear 2,600 student visits every quarter, with the highest reaching 2,880 student visits in Winter 2006. These services are provided by up to 70 tutors.

Over the past year, since the PCPY Tutoring Center has obtained its most important resource, a permanent room for tutoring, visitations have increased over 400%. There has been a particularly high demand for math tutoring. A 33% increase in tutors has come with increases in funding from Services and Activities as well as Instruction.

With the implementation of the Peter Hartman Book fund at PCFS and the increased number of textbooks solicited from faculty by staff on both campuses, there has been a tremendous increase in textbook resources.

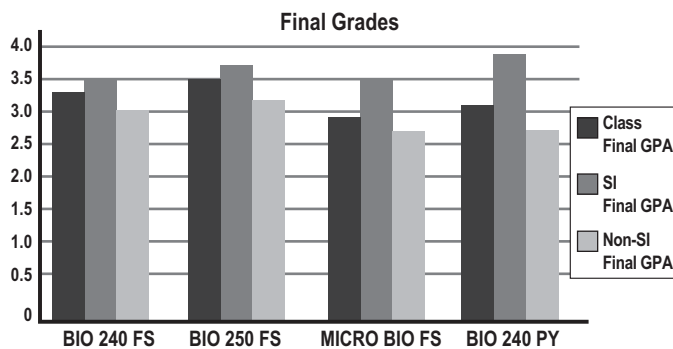
PCPY has received adaptive technology software through Perkins funds for Access and Disability Support Services, increasing their technological resources. PCFS did the same by receiving funds from Perkins to purchase a rich media computer station for staff members and calculator donations from campus safety and the library.

The Writer's Center (PCFS) and the Writing Center (PCPY) have become more directly connected with our other tutoring efforts in the past three years. In the past, writing tutoring on each campus was separated from other tutoring, both physically and organizationally. In order to use our physical and financial resources more efficiently, tutoring and writing center functions have been moved into the same physical location and have combined some of the organizational responsibilities. Currently, a District-wide group is meeting to redesign the model for the organization and funding of tutoring, in order to provide consistent services across the District in an efficient way.

Today, PCD has a Supplemental Instruction (SI) program focusing on barrier courses that is coordinated on both PCFS and PCPY as a result of the collaboration and dedication of people throughout the District. SI involves weekly review sessions, facilitated by students who have previously succeeded in specific barrier courses; these SI leaders are trained in group facilitation techniques. Thus far, SI in the District has been a tremendous success. Our statistics show that student grades improve by being involved in SI sessions, improving retention and transfer placement success. Initially, SI has focused on selected math courses and Biology courses in Anatomy and Physiology. The initial success of the program has led to discussion of other courses that might benefit from the support of supplemental instruction.

In the Biology courses with SI, participating students have consistently higher grades than non-participants. This is especially important for classes such as Anatomy and Physiology which are prerequisites for the extremely competitive Allied Health fields and which students must pass with high grades in order to get accepted into their chosen programs.

Figure 2.2 Final Biology Grades, with and without Supplemental Instruction Fall '04



Criterion Measure 2D: *The faculty integrates use of library resources into courses and assignments.*

The PCD library has been recognized as a national leader in library instruction and outcomes assessment, winning the 2005 Excellence in Academic Libraries Award

from the Association of College and Research Libraries (ACRL). The library faculty have shown sustained leadership in assessing Information Competency and integrating library instruction into the curriculum.

Many instructors report that they make use of library resources, both in the classroom, by referring students to Library resources, and by recommending materials for purchase. In the 2006 Pierce College Faculty Survey, faculty respondents reported requiring use of library resources often or very often as follows: 75% at PCFS, 60% at PCPY, and 53% Mil.³⁵ While physical library resources are more limited at the Military sites, they offer a wide-range of electronic sources and comparable services to their instructors and students.³⁶ Faculty are especially influential in recommending videos for purchase. In addition to responding to requests, the Library has added films to support new courses such as “The Documentary: a Social Force” (JOURN 125) and “American Cinema and Society” (HUMAN 210).

Since 2003, faculty representing more than forty disciplines have integrated library instruction with their classroom teaching. While English courses represent about half of the collaborations, other strong partnerships include both transfer and professional/technical programs such as Early Childhood Education, Speech, Anthropology, Business, ESL, and Speech. Library instruction was reported in one-third of the instructional self-studies and in the 2006 Employee Survey faculty respondents reported working collaboratively with library faculty often or very/often as follows: 59% at PCFS, 40% at PCPY, and 41% at military sites. The librarians work closely with faculty in a variety of disciplines to help develop research assignments and curriculum. While many course-related Library instruction sessions are basic, a few faculty (ALCDA, English 101 & English 103) have offered courses that feature a link with English 114, “Library Research Methods.” While faculty agree that students benefit from the improved research skills afforded by the link, the reality is that students

2.A.3
2.A.8

are reluctant to enroll for seven credits. Several classroom faculty are moving to more intensive library instruction embedded in their courses. The following examples illustrate integration of library instruction into courses and assignments.

First year veterinary technician students (VT 100) compile an annotated bibliography of sources in Fall quarter that form the basis of a paper to be written in their second quarter. Two librarians work with the class on identifying credible, professional sources and formulating search strategies. Small group follow-up workshops are held in the library where students practice the mechanics of using article databases and selecting appropriate sources. During the rest of the quarter, reference librarians consult with students on an individual basis, helping them target the correct databases, search terms, and sources for their topics. When writing the research paper the following quarter, students frequently return to the library for research materials and assistance from the librarians they met during fall quarter.

In Sociology of Social Work (SOC 280) students formulate a central research question, conduct interviews or field observations, and perform a literature review to create an intensive Qualitative Research Report. Librarians play an active role in the process. At the beginning of the quarter as students formulate their questions, a librarian talks with the class about research strategies and identifying professional-level sources. As a result of this class, students feel comfortable with the librarian and often seek one-on-one help finding field research opportunities or background information. Midway through the quarter, regular class sessions are replaced by informal workshop time at the library with the class librarian where students get help completing their literature reviews, incorporating sources into the paper, applying APA formatting, etc. (Standard 5, Criterion 2 provides further discussion of classroom and library faculty collaborations).

Criterion Measure 2E: *Educational level of faculty and mix of full-time to part-time faculty are adequate.*

2.C.7

PCD has an optimal mix of experienced, mid-career, and beginning faculty to enhance student learning and success. Ninety-one percent of full-time faculty have a Masters degree or higher in their field of instruction. The District has many faculty members who spend their entire careers teaching in the District. Several faculty members have remained active participants in student learning for thirty-five or more years. Due mainly to retirements, the hiring of new faculty members has seen an increase in the past several years. In the current full-time faculty hiring cycle, we have fourteen open positions. We continue to attract highly qualified, diverse candidates to our institution. This allows the students to experience a mix of teachers who work together to build a high quality, ever-adapting curriculum designed to meet the needs of our future. (See Standard 4 for details).

The student-to-faculty ratio is lower than it was in 2001. In 2001, the ratio averaged 20.04 at PCFS and 21.89 at PCPY. In 2005-2006, the ratio had decreased to an average of 17.56 at PCFS and 18.56 at PCPY. Full-time faculty teach 44% of courses on the PCFS and PCPY campuses. Reliance on part-time faculty is still a challenge for the District, as it requires additional resources in managing the delivery of instruction, including the hiring, orientation, and evaluation of part-time faculty.

The ratio of full- to part-time instructors is an ongoing concern for the full-time faculty. Full-time members of the faculty not only teach full-time course loads; they also regularly provide academic advising to students, regularly contribute to the operation of departments (including curriculum development/assessment and coordination duties), and regularly participate in shared District governance activities, including tenure committees. Unless given a special assignment, part-time faculty members generally teach one or two courses and then leave campus. (They often teach at

more than one college.) In 2005-06, the District awarded 17.63 annualized FTEF in released time to full-time faculty for program coordination, institutional governance, or assessment activities, which in turn increased the number of sections taught by part-time faculty, negatively impacting the FT/PT ratio. It has been very difficult to reduce this ratio, due to the state budget and tuition-revenue shortfalls over the last few years. It can be significantly challenging to promote consistent instruction within a department because part-time members of the faculty have time constraints, are generally not paid to do anything other than instruction, and are often not fully invested in departmental initiatives.

2.A.1
2.C.7

Fifty-seven percent of faculty respondents at the PCFS campus and 68.7% at the PCPY campus disagreed or strongly disagreed that there are sufficient full-time faculty to carry out the work.³⁷ In their instructional self-studies, eight programs explicitly identified that one or more additional full-time faculty members were needed to meet instructional needs (Dental Hygiene, English, Fine Arts, HSCI, Math, Philosophy, Political Science, and World Languages). Other programs explicitly identified the need to more closely incorporate part-time with full-time faculty within the program (Anthropology, ECE, History, Journalism, and Math).³⁸ Over the past five years, PCD has consistently been well below the state system average for the percentage of full-time faculty members. In 2005-06, the state average was fifty-one percent of Teaching FTE-Faculty as full-time; the PCFS total in this year was thirty-nine percent, while the PCPY total was thirty-four percent. The figures for this particular year are somewhat distorted by the fact that the District converted a significant number of contracted FTE from the military program to state support. However, in the four preceding years, the PCFS total varied from forty-four to forty-seven percent and the PCPY total varied from forty to forty-three percent. During this period the state system average dropped slightly from fifty-two to fifty-one percent.³⁹ While the 2005-06 totals may exaggerate the problem, it

is clear that we lag significantly behind the state average in this area. IA is taking this up as an agenda item, as part of the current development of a new Program Viability process. Trend data on student/faculty ratios and full-time/part-time mix will be incorporated into our annual data report.

Criterion 3

Students can readily access the learning resources they need and navigate the institutional systems necessary to meet their goals.

Criterion Measure 3A: *Retention strategies match the needs of individual students.*

Criterion Measure 3B: *Materials and publications are up to date and user-friendly for the intended audience.*

Criterion Measure 3C: *Pierce College fulfills its commitment to student access by offering courses at times and in modalities that accommodate student schedules, and provide for the needs of non-traditional students.*

Overview

As expressed in our Mission Statement, we strive to open the door to education to all learners. In order to make this open-door policy effective, we must make sure to provide clearly marked educational pathways for learners, and to provide variety and flexibility in the opportunities we provide. In addition, we strive to provide optimal physical resources for students in order to provide an environment conducive to learning.

PCD has made immense strides in its ability to provide state-of-the-art learning and student success facilities. In the past five years, the District has been able to reduce its reliance on portable classroom and services buildings from twelve such structures to one. In the place of portables, the District has constructed two new buildings (Olympic and College Center); has just finished two child development centers; is close to completion of two health and wellness

2.A.1

centers; and is nearing groundbreaking on a new Science and Math Building at PCFS, a new Arts and Allied Health building at PCPY, and the renovation of 70,000 square feet of the Cascade Building at PCFS. The District has successfully competed for state and private funds to build the facilities needed by faculty and staff to positively influence student learning and success.

2.C.5

While the District is doing well in providing physical resources for instruction, it is clear that there is work to be done in the area of helping students navigate institutional systems and access learning resources. For example, 88% of student respondents to the 2006 Pierce College Student Survey indicated that academic advising services were very important or important and 59% were satisfied with the services they received. However, over 15% were dissatisfied or very dissatisfied with their advising.⁴⁰ The Extended Learning military sites were a notable exception. There, student satisfaction with advising and access to programs was strong.

Student Development is currently developing an Advising Training Program, which will be required for anyone who does advising. The 2006 Pierce College Faculty Survey responses point to other areas where improvement is needed. Thirty-six percent of faculty respondents disagreed, strongly disagreed or didn't know if advisors were aware of program/department requirements; forty-four percent disagreed, strongly disagreed or didn't know if the Advising Center and discipline faculty advisors work well together for the benefit of students.⁴¹ It appears that the Advising Center and faculty are not working together as a cohesive team. In addition, many full- and part-time faculty don't see their students demonstrating competencies in accessing and using District resources to obtain career information, develop an educational plan or learn transfer requirements.⁴²

It is encouraging to note that the faculty overwhelmingly desire additional training to support students through the advising process.⁴³

We have many ways to strengthen how we help our students succeed. These include:

- Improve communication and provide advising training for our part-time faculty
- Review prerequisite requirements, test placement and cap-stone assessments
- Provide advising communication across our District in several formats for faculty
- Develop advising materials in multiple, multi-media formats for better student access.

We do know that with more consistent attention to advising and retention issues, we can improve in our ability to help students reach their goals. For example, the Intensive English Program (IEP) students work to transition from the IEP to college level classes, make good progress in college, and transfer successfully to a university. As a result of consistent attention to advising by the IEP advising staff, IEP students showed an increase in overall grade point averages from 2004-05 to 2005-06 (a little over 4%). There was a marked decrease—from 13.5% to 7%—in the number of students below par (completing less than twelve quarter credits or achieving a GPA of less than 1.6) and a significant reduction in the number of students requiring serious intervention.⁴⁴

Criterion Measure 3A: *Retention strategies match the needs of individual students. (Also see Standard III, Student Services.)*

We recognize that students have a variety of needs related to their academic interests, skill levels, and individual social and economic situations. Thus, we need to develop multiple strategies to facilitate students' successful completion of a degree or certificate. Strategies will vary depending upon the student and the area of the District involved.

Instructors and departments actively develop advising relationships with students not only to provide course and program information, but also to intervene when deficiencies or learning difficulties arise. For example, many departments:

- Interact early to develop a trusting relationship and intervene when necessary with resources to supplement classroom instruction
- Maintain and update student files with educational plans focusing on the department courses
- Leverage resources inside and outside the institution to help students develop an education plan early
- Leverage institutional resources such as librarians to encourage information competency across curricula
- Offer support through the Supplemental Instruction program (SI) for math, sciences, reading and writing to enhance classroom instruction
- Provide extra learning opportunities and modalities to address different learning styles
- Increase student awareness of the Student Online Service site.

The District is currently working with external consultants from InterAct Communications to improve our efforts in student retention. So far, these efforts are focused on several groups of students: undecided/undeclared students; struggling students, including those with academic problems, financial issues, and difficult personal circumstances; and students with math proficiency below college level. Outreach and support activities are currently being designed to appeal to these groups.

Criterion Measure 3B: *Materials and publications are up to date and user-friendly for the intended audience.*

Every educational program at PCD has a brochure or handbook and/or curriculum sheet. Departments vary in the comprehensiveness of the written materials and how often they are updated. Missing is a comprehensive brochure for a transfer program that reflects our Gen Ed definition. This is an issue that will be addressed.

More important is the department or program website issue. Departments such as Digital Design, Early Childhood Education, International Education, the Economics Department and the Workforce Programs have informative, accessible, comprehensive web-based information that helps students in their program choices and college progression. Many other departments, however, don't have adequate websites. For example, the Business Information Technology Program identified its lack of individual instructor pages as well as marketing material that would draw students to the program. Other departments don't have web pages at all. In 2005, Professional Technical programs worked with College Relations to update program web sites and make them more effective tools. Ideally, in a time when students are becoming increasingly reliant on the Internet, departments and programs should provide websites with information useful to students. One way we are working to address this need is through the online course catalog that is currently under development.

Criterion Measure 3C: *Pierce College fulfills its commitment to student access by offering courses at times and in modalities that accommodate student schedules, and providing for the needs of non-traditional students.*

Many of our students hold full- or part-time jobs and are parents as well, and often need flexible options for coursework. According to the 2006 Pierce College Student Survey, about half of our students, 48%, work more than twenty hours per week when college is in session, while only a quarter do not have an outside job.⁴⁵ In the same survey, about fifteen percent of students expressed dissatisfaction with the availability of our classes,⁴⁶ and 29.6% indicated that they would be interested in earning their degree taking courses offered on weekends only.⁴⁷

To meet student needs, the District seeks to provide opportunities to complete degrees or certificates through traditional daily course offerings, evening course offerings and online course offerings. Examples include:

2.A.9

- Daytime, evening, and some weekend classes
- Online courses and degree options
- Credit by exam
- Independent study classes
- Videoconferencing classes
- Hybrid courses
- Internships and apprenticeships.

Many programs suggest ways to improve how we can meet student needs and improve student learning, for example increasing block scheduling options and weekend offerings. English as a Second Language, I-BEST and Reading and Study Skills in particular have indicated a need to accommodate students who need weekend programming. Other programs need increased availability of evening courses. Increased use of hybrid courses in our evening schedule may improve our ability to provide that.

2.A.5

Some programs are offered in an abbreviated time frame, particularly summer courses (eight weeks) and courses taught through the Military program. All abbreviated courses must meet the same number of class hours as courses taught during the traditional academic quarter (ten weeks), and all courses must meet the same course outcomes regardless of the length of the course. A focus on learning outcomes allows the District to offer courses at a variety of sites, in a variety of formats, while still maintaining a consistent curriculum.

Distance Learning

2.G.5

The modality of Distance Education deserves special note. In an effort to meet the growing student need for flexibility, PCD has continually expanded its Distance Learning (DL) Program in recent years. Enrollment reports show that Distance Learning has grown from 229.28 AFTEs in 2001 to 393.08 AFTEs in 2005-06, an average growth rate of twenty-eight percent AFTEs annually for the last six years. A variety of Distance Learning courses leading to Associate of Arts and Associate in Technology

degrees and Professional Technical certificates are available. Courses use strategies and activities that support the accomplishment of course outcomes and accommodate various styles of learning. Instructional modes employed are convenient, flexible, practical and cost-effective.

The District DL program consists of two main components: the Washington Online consortium (WAOL), which includes the majority of Washington State community colleges, and Pierce College online classes (PCOL). The mission and goals of the Distance Learning department are as follows: “Responding to PCD’s comprehensive mission and our community of learners, the Distance Learning program provides a virtual campus for learners who desire educational experiences outside our site-based classrooms or facilities.”

Policy 2.6

This mission was approved by the DL advisory group and shared with instructional administrators and Student Services directors. The values stem from the overall District mission and have the requisite outcomes and continuous assessment capabilities. The curriculum approval process through CLASS is applied to all DL courses and degrees. (See the most recent DL Budget Proposal for enrollment data and FTE summary.⁴⁸)

2.G.1

Review of the DL Program Operational Core Functions reveals the following components:

- Offer state-supported academic and Professional Technical courses via Distance Learning
- Support Student Services information needs and procedures relating to DL (Advising, Registration, SOS development, TRIO, etc.)
- Provide “course start-up” materials and information to students
- Support course operations for faculty and students (liaison with WAOL, testing proctoring, bookstore materials, telecourse materials, etc.)

- Offer self- or contract-supported courses and workshops via DL (HIV/AIDS, DSHS Foster Parent, Tacoma Fire Dept. International Partners)
- DL development, including program planning (accreditation and state collaboration), faculty development/training, and curriculum/course development
- Communication and marketing DL programs and services (Bulletin, Web site, presentations, consulting, etc.)
- Plan, implement and support technology systems that relate to DL offerings (Blackboard instructional use, WebCT, K-20 ITV, CollegeVision, Novell Network, Web servers, etc.)

Course Design, Approval, and Evaluation

2.G.1

Instructors select courses for DL delivery, design the courses and assess the learning outcomes of the District-approved course curriculum. New DL courses must go through the same development and approval process as a grounded course. Language in the faculty contract defines levels of ownership and rights to use of developed courses.

The DL courses are evaluated regularly on student satisfaction. The office also compiles statistics on course completion rate and GPA comparisons with grounded classes.

Distance Learning Instruction

The DL office provides faculty training in online education through WAOL and an introduction to using Blackboard (Bb), the online learning platform. Both are required of faculty. The DL office also provides faculty with professional development and procedural support. Web-enhanced and hybrid courses require introductory training as well. Additional opportunities for DL training in rich media are under development. Course structure is focused on an asynchronous model where student learning activities occur in a time frame that promotes interaction, communication and instructor involvement.

Distance Learning Library and Information Resources

The PCD Library website provides access to collections, e-reserves, common databases, research planning and contact information for reference assistance. The WAOL site also provides ProQuest (software application to access library resources) and other links. The Library tracks the use of resources and the assessment of DL student use.

Resources such as Lava Java (faculty development computer labs) are available for instructors. Students have access to the Library labs and Media Development Center as well as open computer labs if they need connectivity.

Distance Learning Student Services

The Student Services areas offer information about services via the Web and provide contact information via phone and email. This service will be enhanced in Fall 2007 when all students will be required to have Pierce College e-mail accounts (free to students). Tutoring has added online tutoring as an option, using the Bb classroom environment to further support online students. Student complaints are handled initially through the DL office, then follow the normal complaint channels.

Distance Learning marketing and recruitment are becoming more prominent in District publications. The District web site, Catalog and class schedule provide information to help students identify online and hybrid courses and find related services. More online applications will be rolled out for educational planning and advising.

Student readiness for DL course work is addressed by a Readiness Quiz that is on the DL Website and included in the course CIS 103: Online Learning—Getting Started and the Week Zero tutorial (in which instructors publish their syllabi, assignments, and course information before the course actually starts). These resources are not required but students are strongly encouraged to participate.

2.G.5

Distance Learning Facilities and Finances

The DL office consists of the director, administrative assistant, DL support technician and partial support from DL grant activities. The offices at PCFS are located near faculty and the Lava Java and are easily accessible to students. At PCPY, DL students can use the Library as a point of contact for test proctoring or referrals to DL office.

The Blackboard license is supported by the IT Department and is currently meeting DL needs. The “Pipeline” to the Internet is routinely at maximum capacity, however, resulting in reduced response rates. Several additions of high capacity trunk lines and connections between the two campuses have served to keep up with demand, but not provided enough headroom for routine use of streaming media.

In terms of long range planning and budgeting, DL is becoming more critical to the District’s infrastructure goals. To date, most DL planning has come from an instructor-identified department need. Generally this need has been met and the District Instructional Administrators and IT Department support departments and the DL office as they offer more DL and hybrid classes. As online demand continues to grow and “grounded” class enrollments remain flat, a systematic plan for DL growth and DL technology needs to be articulated.

The DL Self Study revealed a number of areas where improvements need to be made. These suggestions are based on the growth of DL and hybrid courses out-pacing our current structure.

- An overall technology plan needs to be put together by the District that incorporates and integrates the continued growth of online instruction.
- An instructional designer needs to be hired who will have sufficient time to spend with instructors, reviewing and suggesting improvements in courses.
- The District needs to continue to work on ways to facilitate early “getting started” activities, like phone canvassing of enrollees

and getting advisors and instructors to communicate alerts and information.

- DL needs to move toward peer evaluation of courses based on research in best practices. Online assessment systems like Quality Matters and the Rubric of Online instruction provide these tools.
- The District needs to establish a DL presence on the Puyallup campus to better meet the needs of PY online students.

Professional Technical Programs

Workplace education through Professional Technical programs is another important aspect of the PCD mission. Professional Technical programs are subject to the normal curriculum and administrative review process to ensure their academic integrity. In addition, they are evaluated to determine their effectiveness at preparing graduates to enter the workforce. For programs that require state-licensing exams (primarily in the allied health fields), records on pass-rates are compiled and kept by the program.

Program completion data is also gathered, but not consistently. Data appears to be more complete in the cohort programs (Veterinary Technology, Dental Hygiene, Nursing) than in the non-cohort programs (Criminal Justice, Business, CIS). Employment data for graduates of vocational programs are tracked by the SBCTC using Social Security numbers. Our Workforce Education office uses this data for program planning and funding decisions.

In addition to campus-based educational offerings in a variety of times and modalities, Pierce College fulfills its commitment to student access by providing courses and programs at a wide variety of places and formats throughout its service district. These programs and courses are offered largely through Pierce College Extended Learning.

Extended Learning

One of the distinguishing features of PCD is the size of its external instructional offerings. The District has contracts and/or Memoranda

2.C.8

of Understanding with three of the major governmental agencies that make up a large portion of Pierce County’s employment base—the Military, the Department of Corrections (DOC) and the Department of Social and Health Services (DSHS). Pierce College offers for-credit classes at Fort Lewis and McChord Air Force Base, at McNeil Island and Cedar Creek Corrections Center, and at Western State Hospital (WSH).

Also part of Extended Learning, the District’s Continuing Education (CE) program offers both personal enrichment classes and business and industry training throughout Pierce County.

2.G.4

The importance of Extended Learning programs to the District can be seen in the Organization Chart. The Executive Vice President for Extended Learning is the fourth-ranking administrator in the District and part of the District Executive Team. Because the Extended Learning Division is so large (\$12 million in revenues) the District makes a special effort to ensure it is integrated as much as possible and that lines of communication and responsibility are clearly defined.

2.G.1 2.G.2 2.G.7 2.G.8

Extended Learning credit courses adhere to all guidelines required for “campus” instructional offerings. Courses go through the Cluster and CLASS process and have identical outcomes no matter where they are taught or by whom. Department outcomes for PCD instructional units, like course outcomes, are the same no matter where the program is offered. Similarly, any changes in course outlines or course outcomes or credit must be approved and adopted by all sites that use the course. Permission to offer a credit class through CE is received through the appropriate academic division or department coordinator. Instructor referrals and approval to hire certain part-time faculty are received through the appropriate academic departments. Course syllabi are sent to the appropriate academic departments. The granting of credit is consistent and follows institutional guidelines at the Military, Corrections, DSHS and Continuing Education

sites. PCD follows the Policy A-6 Contractual Relations with Organizations not Regionally Accredited.

Policy 2.6

While this consistency is important, the course approval process and course change process is lengthy, requiring staff resources. In CE particularly this onerous process slows down responsiveness to customer requests.

The Military Program

Since 1967, Pierce College Military Programs, (PCMP) at Ft. Lewis and McChord AFB, have provided educational services on worldwide military installations to meet the needs of America’s armed forces through specifically designed unit classes, online courses, CD courses, and face-to-face courses. PCMP is one of the strongest military programs of its kind globally.

The Military Program offers Pierce College AA and Professional Technical degrees. Over the last three years headcount has averaged approximately 14,000 registrations per year, the equivalent to 1,500 FTE. About 60% of these enrollments are online.

Military students bring a wealth of maturity, life experience, and motivation to the classroom; however, despite the desire to learn, they face many challenges, including the physical hardships and time constraints of their military careers. They also may be deployed at a moment’s notice, requiring programs that are flexible and adaptable.

The Ft. Lewis and McChord sites offer year-round programs consisting of five eight-week terms, ten hours per course credit, with an average ten-day break between terms. These programs allow military students the opportunity to complete coursework while being deployed overseas, in field exercises, or in official military schooling. Military students are afforded the opportunity to pursue Direct Transfer Agreement (DTA) degrees for four-year universities, to use military agreements via Servicemembers Opportunity College (SOC) policies for credit

2.A.5 2.G.1

Policy 2.5

transfer, and to utilize military tuition assistance for completion of coursework leading to a degree.

2.G.5

DL instruction is the preferred method of delivery by the military. The Army prescreens students for compatibility with online instruction through the eArmyU portal which ensures student readiness for this modality. Air Force students at McChord AFB who want online training are referred to campus and other resources. Faculty first go through a six module online training session through WebCT/Blackboard then continue with four-hour training sessions held Fridays at either McChord or Ft. Lewis. Individual training sessions are scheduled as needed by instructors. Faculty interaction with students is stressed as part of this training. In addition, the military program has a Quality Assurance team of five faculty members to oversee DL course delivery. Finally, the Military Program became an Affiliate of Quality Matters (QM), a national organization of the Quality Matters project, sponsored by Maryland Online, Inc. (MOL). The QM Rubric and review process are dynamic and reflect national standards of best practice and the research literature.

**2.G.1
2.G.3**

All courses in the military sites, both distance learning and grounded, use the same course outlines, course outcomes and the same curriculum processes as the rest of the District. This allows flexible scheduling for active-duty personnel, while still mastering the same objectives. This is an excellent example of our commitment to a single curriculum across the District, with various modes of delivery.

The PCMP faculty is highly qualified, experienced, flexible, understanding, and realistic about the stresses and challenges the military student faces each day. While most PCMP instructors are part-time, the military program has one full-time biology instructor. She attends campus division meetings when possible and serves on campus hiring committees when appropriate. Part-time faculty meet the same standards (Master's Degree in

subject taught) as those on campus. Some of the military part-timers are full-time instructors on campus or full-time instructors from other community colleges in the area.

One challenge is the lack of communication between campus instructional programs and the military sites. This is exacerbated by the security concerns at Ft. Lewis and McChord—special security clearance is needed to get on the bases. An action item for the military program in Fall 2007 is the appointment of campus liaisons to attend campus division meetings, especially English and Math, to improve communication.

Pierce College Military Program follows Pierce College policies and procedures stated in the existing college Catalog with regard to admissions, transfer of prior credit, credit by examination (CLEP), credit for experiential learning, credit by evaluation, and residency requirements. PCMP works closely with District admissions and transcript evaluation personnel in implementing policies. Credit by examination is in the process of being reviewed and updated by CLASS.

The Military Program offers credit for prior experiential learning in accordance with Servicemembers Opportunity College guidelines. Both the District and the Military are looking closely at prior learning. There is a major groundswell of activity and interest regarding prior learning in the military, based on the number of veterans of Iraq who are coming back looking for more education and training. The District is currently developing guidelines for prior learning credit. They will adhere to Policy 2.3, Credit for Prior Experiential Learning. No other off-campus sites offer credit for prior experiential learning.

PCMP uses the state-mandated tuition guidelines minus fees associated with campus programs. The refund policy for the Military also follows state and District guidelines and is published on the web and in the bulletins. Due to the PCMP program's military affiliation, some processes are different from those on the main campuses.

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The Catalog addresses these differences clearly and also gives information about SOC and some of the variations to policy, such as the fifteen quarter-hour residency requirement, which is waived because of the unique nature of military life.

Department of Corrections

PCD has two corrections contracts. The largest one is at McNeil Island Correction Center. Here the District serves approximately 270 FTE annually with programs including ABE, GED, ESL and the Professional Technical programs Building Maintenance, Welding, Graphic Design, and Baking. There are eight full-time, specially funded faculty and two part-time faculty.

Since well over half of the inmates in Washington State prisons lack a high school diploma or GED, the major emphasis the DOC contracts at both Cedar Creek and McNeil Island is ABE and GED. The corrections program ABE/GED staff meets periodically with the campus transitional education division, most recently on program mapping in preparation for the self-study. The program has the same state and federal reporting requirements as the campus based ABE program. The Washington State Legislature has recently been looking more favorably on vocational education for offenders, as recidivism rates for offenders taking college-level vocational training are significantly lower than those without. The Baking Program at McNeil was started last year and this coming year landscape maintenance is being considered. This reverses a fifteen-year trend of eliminating professional technical programs.

The second contract is for the Cedar Creek Correction Center south of Olympia, which serves sixty-four FTE. Programs include ABE, GED, the Information Technology Certificate, and Building and Maintenance. There are one full-time and two part-time faculty members.

The education programs at both institutions participated in the Governor's Management Analysis Project (GMAP), which served as a

self-study for each institution. The education portion of the study is available as evidence.

Department of Social and Health Services Western State Hospital

Pierce College's Patient and Family Education Services program provides education to patients at Western State Hospital. The program has four full-time instructors for three hospital units: the Center for Older Adult Services, the Center for Adult Services, and the Center for Forensic Services. Pierce College staff assess residents' suitability of coursework and provide ABE, GED, and High School Completion courses for 155 FTE annually.

Patient/Family Education at WSH is an Extended Learning site program developed approximately thirty years ago in order to offer educational opportunities for hospitalized patients. Throughout the history of the program many materials and curricula have been designed within this program and taught for use in psycho-educational classes such as Medication Education, Social Skills, Illness Education, etc. At present, Patient/Family Education Services focuses on assessment of the patients' functional basic skills, provides basic skill instruction to increase literacy, provides pre-GED and high school completion readiness classes, and has designed a computer class that is specifically planned to offer cognitive challenges for head trauma patients or elderly patients with impairments such as dementia. Patient/Family Education develops and distributes educational resources for WSH staff use in the groups that they conduct. The program has four full-time instructors for three Hospital units; COAS (Center for Older Adult Services), CAS (Center for Adult Services), and CFS (Center for Forensic Services). The college assesses each residents' suitability of course work and provide ABE, GED, and High School Completion courses for 155 FTE annually. The contract is with the Department of Social and Health Services.

Supported Education is a program that provides support, guidance and advocacy for persons

in the community with psychiatric disability and want to continue with their post secondary education. Readiness classes are offered which assist in preparing the student for success in the classroom while managing their mental illness. These classes are funded by the Regional Support Network (Community Mental Health) and are offered at no cost at both Ft. Steilacoom and Puyallup campuses.

The Rainier School

PCD has had a long-running contract with the Department of Social and Health Services to provide classroom training for staff at the Rainier School, a state residential institution for the severely developmentally disabled. The contract has been significantly reduced over the past five years. Currently we have a part-time instructor coordinator teaching two courses on how to work with the developmentally disabled. Recently the course has become a requirement for all new staff.

The Special Commitment Center

The Special Commitment Center on McNeil Island is for offenders whose prison terms have expired but are deemed too dangerous by the courts to be freed. The District's program there is staffed with one Coordinator and one full-time faculty member. Courses include ABE, GED, High School Completion, human sexuality, managing money and other life skills. Staff are part of the therapeutic team that works with each of the students.

Continuing Education

The Pierce College Continuing Education Program (CE) is often the first point of contact a student has with Pierce, whether they are attending a class or workshop at one of our many program sites, enrolled in an online offering, or attending training at their place of employment. In academic year 2005-06, CE served over 3,848 individual students in 889 classes. CE offers a diverse array of non-credit and credit classes and workshops and services including Continuing Education Units (CEUs) and clock hour credentialing services, customized training to businesses and organizations, retreat and

workshop facilitation services, company training needs assessments, organizational and employee surveys, and meeting space rentals.

Continuing Education is a District program with program staff located at the Pierce College Fort Steilacoom campus and the newer leased space at South Hill Park. Since the move to the South Hill Park facility in September 2004, CE has enjoyed a higher level of visibility due to the remodel of our leased facility, prominent signage and our growing partnerships with other Pierce programs in the facility including Washington Manufacturing Services, Pierce Works!, Work First and Workforce Development. CE is a student-funded program expected to cover its own program and staffing costs and contribute an indirect to Pierce College. The CE program employs several hundred instructors each year. They are expected to provide high quality instruction, meet the student needs in the classroom, and assist with marketing and promotion of future programs.

Continuing Education has a very good record of working with campus faculty on program development and hiring practices. When chances for contracted business classes occur, campus business faculty or ESL faculty participate in designing the curriculum and often teach the classes or help in the selection of instructors.

Continuing Education offers Distance Learning courses that provide a variety of electronic means (such as e-mail and bulletin boards) for students to interact with faculty. Students are also provided with PCD staff contact information to assist them in resolving instructional delivery issues with the course. In some cases students can request additional time to complete a course or transfer to a later session if they find they are unable to complete work within a prescribed time period.

Continuing Education travel courses are taught by full-time Pierce faculty. Credits are granted in those programs for specific course work and go through the same approval process as any other credit course.

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Case Study

Geology Students pursue Travel Opportunities

Pierce College Puyallup geology instructor Tom Bush regularly leads groups of students to destinations around the world to expand their knowledge beyond the classroom and the textbook. For the summer of 2007, field excursions are available to both Hawaii and the Galapagos Islands. Other geology excursions have taken students to Arizona, Montana, and Wyoming to experience the natural environment in person.



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Continuing Education offers a number of non-credit courses that closely follow all institutional policies, regulations and procedures. As with CE credit courses, faculty members are involved in the planning, evaluation and teaching of non-credit programs and customized training contracts. CE also works with outside experts with current industry experience in the development of non-credit workshops and training contracts.

2.H.3

Continuing Education also offers CEU's. CEU policies and procedures, including registration and payment of CEU's are published in CE internal and external documents. Control and accuracy of CEU documentation rests with the CE office. Pierce College Continuing Education follows the national guidelines suggested by the International Association of Continuing Education Training (IACET) and awards one CEU for every ten contact hours of instruction. CEUs provide a permanent record of the educational accomplishments of those who have completed a significant number of hours in non-credit courses, specialized training, professional workshops, seminars or conferences.

Continuing Education publishes its refund policy and information on registration and payment of course fees in various formats to reach the large CE audience. The for-credit classes reflect state and campus tuition amounts.

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Continuing Education students' attendance records and CEU certificates are maintained in the CE office at South Hill Park. Students may ask for CE non-credit transcripts from the campus SMS office as well. The CE office maintains records on the type and quantity of all non-credit programs.

2.H.2

WorkFirst

PCD WorkFirst programs and services, serving Temporary Assistance for Needy Families (TANF) parents and low-income individuals, are funded by a State and Federal block grant. The courses are non-credit and are housed at South Hill Park. Basic Skills, I-BEST administrators and industry related Professional Technical faculty work with WorkFirst staff and local employers to design curriculum that provides education and entry-level job skills. Workforce WorkFirst staff, Basic Skills Instructors and industry instructors plan and implement non-credit instruction. Basic Skills faculty and industry instructors have responsibility for instructional issues, while WorkFirst staff provides student services and support. WorkFirst staff work with community partners, including community service organizations (CSO), Employment Security (ES), and community-based organizations, to coordinate TANF referrals for training, support services, and placement assistance for TANF and low-income parents.

WorkFirst financial aid/tuition assistance program is available to TANF parents and eligible low-income parents for short-term programs leading to skill and wage progression. Funds may be used for tuition, fees, and books related to vocational programs and attainment of credentials.

From 2003-2004 Pierce College District WorkFirst offered a variety of non-credit Customized Job Skills training program (Table 2.6).

Table 2.6 WorkFirst Customized Job Skills Training Programs

Years	Programs	Enrollment
2003-2004	Travel Medical Front Office Customer Service	69
2004-2005	Medical Front Office Services Specialist Travel and Tourism	84
2005-2006	Medical Front Office	48
2006-2007	Medical Services Representative	42

The International Program at Pierce sponsors Study Abroad courses through the Washington Community College Consortium for Study Abroad. These courses are pre-approved through all member colleges. No credit is given. The Consortium works together to ensure compliance with Policy 2.4.

Policy
2.4

International Education

The International Education (IE) program is also part of Extended Learning, and the IE director reports to the Executive Vice President of Extended Learning. IE provides a four-level non-credit college prep Intensive English Program (IEP) for students on student visas who need more language preparation. They are part of a larger International Education program that currently has 140 (including IEP) students enrolled. Besides offering intensive English, International Education promotes international and multicultural educational and cultural opportunities both on and off campus in partnership with faculty, staff and community organizations. Program staff recruits, advises and provides student services and student activities for international students. There are currently forty students enrolled in the IEP program on the Ft. Steilacoom campus, while the rest are taking standard college courses.

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There are currently four part-time and one full-time faculty members teaching in the IEP. International Education’s IEP courses are approved by CLASS. IE follows institutional policies and goals in providing, marketing and evaluating courses. The IEP curriculum is created and revised with full-time faculty involvement and with CLASS approval. IEP maintains student records/transcripts of classes taken, instructor names and dates and the grades achieved. These are kept in the IEP office.

Case Study

Pierce College began celebrating Korean National Alphabet Day back in October, 1993, so this event is now in its fourteenth year and has become a popular feature of our annual calendar. Ms Son Ok Kirst, our Korean instructor, has worked with International Education to develop this program over the years with the help of her own students and many community volunteers. Calligraphers from the Korean community, in the robes and hats of traditional scholars of the Yi Dynasty, lay their brushes, paper and inks out in the college hallways and invite passers-by to have their names written in Korean script or to receive an elevating sentiment written in Sino-Korean characters. These beautiful productions now grace the walls of many offices across the campus, but the real point of the event lies in the good-natured exchanges between the Korean artists and the Pierce College community and the opportunity for us all to enjoy the artistry of this ancient tradition. The Korean people are justly proud of their alphabet, which was developed by a committee of scholars under the leadership of King Sejong the Great in the 1440’s. It is the only widely-used alphabet in world history designed on scientific principles for a specific language. It is extremely easy to learn and easy to read and write, and the correspondence

between sound and symbol is almost perfect. The College has been honored by the presence of the Consul General of the Republic of Korea at these events. We look forward to another inspiring event this coming October.



Criterion 4

Pierce College employees teach and model the value and skill of multiculturalism and foster a climate of inclusion.

Criterion Measure 4A: *Faculty members advance students' abilities in multiculturalism*

Criterion Measure 4B: *Multicultural activities and awareness promote whole student development*

Overview

We live in an increasingly global and diverse society, and it is incumbent upon members of the faculty to prepare students to interact constructively with others who are different from themselves—both in the college classroom and in their future workplaces.

Multiculturalism, as defined at PCD, is not just a condition of our modern world; it is also a skill that focuses on how to interact with others in constructive ways and how to understand the impact of one's choices upon others. To help students learn this skill, Pierce faculty and staff aim to model it both in the classroom and on the broader college campus.

In the 2006 Pierce College Student Survey, more than ninety percent of respondents reported that their instructors were preparing them to live and work in a multicultural world.⁴⁹

Criterion Measure 4A: *Faculty members advance students' abilities in multiculturalism.*

Many of the instructional department self-studies revealed that faculty members acknowledge the significance of addressing Multiculturalism (MC) in their curriculum. Some self-studies state that MC is specifically taught: Anthropology, Criminal Justice, Early Childhood Education, English and Humanities, Geography, IEP, Parent Education, Political Science, Sociology, Speech, Transitional Education—ESL, and World Languages. On the other hand, some descriptions provided by programs (Economics,

Fine Arts, History, Music, and Physics) suggest that they are addressing multiculturalism more as a content area rather than as a Core Ability (i.e., a skill). That is, the self-studies stated that students were told about different perspectives or were shown expressive culture from outside the U.S., but critical thought did not appear to be explicitly integrated into instruction.

In the Spring 2004, PCD adopted a revised Multiculturalism ability, which included global outcomes and a rubric designed to assess the realization of these outcomes. That same quarter, a law instructor and an anthropology instructor co-taught a learning community that focused on multiculturalism in the United States. As part of this learning community, the instructors designed an assessment project to measure student learning of the MC ability. At that time, assessment of the MC ability relied on a survey and written responses to a case study collected at both the start and end of the quarter. The data were evaluated using the newly adopted MC rubric. The results of that data analysis revealed that students appeared to progress from no apparent skills to “Emerging,” or from “Emerging” to “Developing” by the end of the academic quarter. That is, all students showed at least a one-step progression in acquiring MC skills. About 25% of the students demonstrated that they had acquired “Competent” or “Strong” multicultural skills.

Based upon their findings, the instructors formed a District-wide, interdisciplinary team to use the MC outcomes and rubric to effectively develop curriculum that promotes MC as a Core Ability, and to develop qualitative and quantitative instruments that would permit more effective assessment of student learning of MC. The team met regularly throughout two academic years (2004-06), and their activities progressed through three stages: defining the project, implementing classroom assessment projects, and developing an institutional assessment instrument.

The team first met in January 2005 and discussed “ideal” outcomes: collecting evidence

2.B.3

of authentic student learning, evaluating individual assessments in terms of their framework of development, and evaluating how assessments connect to the MC rubric. During the course of the two-year project, four instructors developed individual assessment projects that were course-specific. At the start of the second year of the project (2005-06), the team also created a MC assessment instrument that can be found at <<https://intranet.pierce.ctc.edu/research/multicultralassessment.html>>. The intent of the instrument was to compare students' MC ability at the beginning and end of a quarter-long course. The MC survey was piloted in Spring 2006, and team members reviewed the results in June 2006. Team members concluded that the MC survey needs more testing and refinement before being used more broadly. The team will reconvene for further work once the current self-study is concluded.

Criterion Measure 4B: *Multicultural activities and awareness promote whole student development*

2.B.3

Another project that specifically fosters the MC Core Ability is Un Cafecito, Por Favor, an international service learning effort. Like the above MC survey project, it began as a two-year project sponsored by the Pierce College Assessment Team (2004-06). The Multicultural Services Faculty Advisor, through the Multicultural Leadership Institute (MLI), coordinated a student project to enhance education for the children of the Los Marranito and Los Dajaos communities in the Dominican Republic. Working from mutually agreed upon outcomes, students at Pierce College and in Los Marranito created and published a bilingual children's book about the Los Marranito community⁵⁰. In addition, PCFS marketing students and PCFS digital design students used the information from the national coffee organization, *Instituto Dominicano de Investigaciones Agropecuarias y Forestales*, to develop bilingual marketing brochures for fair-trade, organic coffee.

Faculty members often work together with Student Programs, International Education,

or others to sponsor speakers and events that will develop students' multicultural awareness and abilities. Recent events have focused on a variety of issues, including human rights and terrorism, same sex marriage, genocide, and many others.

Other MC work carried out at Pierce College includes:

- Three Multicultural Learning Institutes convened in 2001-2002
- The publication of "Teaching Inclusively: The Whole Is Greater Than the Sum of Its Parts" by the District Curriculum Specialist
- Multicultural storytelling events in which three story-tellers performed for college classes and held workshops on teaching through storytelling for instructors
- Korean National Alphabet Day
- The collection of materials related to globalization and world trade to provide support for a range of academic disciplines
- An National Science Federation grant to support research by Computer Information System instructors focused on developing strategies for teaching effectively to students from cultures different from one's own.⁵¹

Criterion 5

Faculty members engage in professional development activities that promote student-learning.

Criterion Measure 5A: *Faculty members progress in the knowledge of their disciplines, and their knowledge of pedagogy and assessment.*

Criterion Measure 5B: *Faculty progress in the use of technology that adds value to the learning process.*

Overview

A continuous process of faculty professional development is critical to the health of a college's educational program in several ways. First, it ensures that the content being

taught is current with the state of the art in the discipline. Second, it assists in the ongoing process whereby instructors refine and improve their teaching methods. Finally, the impetus to renewal that is integral to professional development helps reinvigorate instruction and keep it from becoming rote and stagnant. At PCD, the commitment to professional development can be seen in several areas.

Criterion Measure 5A: *Faculty members progress in the knowledge of their disciplines, and their knowledge of pedagogy and assessment.*

An examination of the departmental self-studies reveals several themes. By and large, the most often cited professional development activity for the faculty was attendance at professional conferences. This was identified as a major source of professional development by twenty-three out of thirty-four departmental self-studies. Professional conferences are a critical way for faculty members to stay abreast of developments in their fields, refresh their ideas, and generally keep their training current, especially when graduate training occurred years or even decades in the past.

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The District makes a fixed amount of money—currently \$300 per year—available to each faculty member to pursue professional development activities. This amount is not sufficient to cover the costs of attending most conferences, particularly if travel is involved. As one department self-study noted, “The annual \$300 available to faculty for professional development barely covers the cost of most conferences, and rarely if ever, even begins to approach the cost of travel and lodging.”⁵²

The desire for more financial support to attend external conferences was cited by thirteen of the thirty-four departmental self-studies. In the 2005-06 academic year, thirty-eight out of eighty-eight faculty in five of the divisions used professional development funds to attend conferences. Given the wide discrepancy between the costs of attending a conference and

the funds available, it is reasonable to suspect that these numbers would be much higher with more significant financing. A challenge for the future will be to finance professional development at a level that is more consistent with the cost of conferences and to encourage participation in webinars, online conferencing, and online professional development courses.

A related question concerns part-time instructors. The current system for funding professional development is geared almost entirely to full-time faculty members, bypassing the part-time faculty who teach 53% of the courses at the school⁵³. Nineteen of the department self-studies mention the need for part-time faculty to have access to professional development funds. Given their importance to the District, devoting more attention to the professional development needs of part-time faculty is an important challenge.

PCD attempts to address the lack of resources for external professional development activities by providing many in-house professional development opportunities, primarily in the areas of instructional methods and assessment. Opportunities for professional development cover a diverse range of topics including integration of technology, new instructional methods and specialized training for particular programs.

An especially noteworthy example professional development project was the \$468,000 National Science Foundation grant which Pierce received in 2002.⁵⁴ The project focused on “changing curriculum in Computer Information Systems to be more inclusive of racial, gender and learning style differences,” approaching the issue of retention from a variety of angles such as student interventions and textbook revisions. As a critical piece of the project, instructors were trained to incorporate a greater variety of teaching styles. Eleven instructors from Pierce participated in the intensive training, which involved classroom observation and personal interviews. A study of the project found that more training was associated with a higher

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degree of curriculum modification. In addition, the faculty training resulted in better student retention when compared to national retention rates.

An important example of an initiative to promote instructional excellence is the “Master Teacher Program.” This program, initiated in 2006, trained twenty instructors in a week-long summer seminar taught by experts from the University of Washington, the Pacific Institute and Western Washington University. Participants apply the summer instruction to proposed course modifications, to be completed the following Fall. After completing the program, participants are certified as “Master Teachers” and expected to model new techniques and mentor other instructors. PCD is committed to continuing the program, with ten new faculty to be trained as “Master Teachers” each year.

As with the Professional Development Funds, there is reason to be concerned that most training opportunities on campus focus on the full-time faculty almost exclusively. Noteworthy is the inclusion of a part-time faculty representative on the Assessment Team. As well, Assessment-Team-sponsored projects and activities usually require part-time faculty inclusion in order to be funded. The Curriculum Development office offers quarterly orientations and handbooks for part-time faculty orientation. Other than this, the vast majority of in-house professional development is oriented toward the full-time faculty. There is no conscious effort to exclude part-time faculty; rather, financial and time constraints render these opportunities impractical and/or unattractive. Doing a better job of devising professional development opportunities that incorporate part-timers will remain a challenge for Pierce College.

Criterion Measure 5B: *Faculty progress in the use of technology that adds value to the learning process.*

Advances in technology have opened up important new opportunities in instruction—but only if the faculty have the skills to use them. As

a result, technological instruction has been one of the most important areas of faculty training in recent years.

Distance Learning courses have been expanding steadily, and in their self-studies faculty report increased online offerings as one of their most important achievements in the area of access. Over the past six years, 104 faculty members have completed the four-week-long Washington Online training course that provides the necessary instruction on how to teach an online course. Of that 104, were teaching online in Fall 2006. Interest in online instruction is also reflected in the growth of web-enhanced teaching, which refers to supplementing face-to-face instruction with a course Blackboard site. By Fall 2006, 118 instructors had received training in the use of web-enhanced teaching, and 121 course sections used linked Blackboard sites, serving 2,281 students.⁵⁵

The Dental Hygiene two-year degree program expanded their program by 6 annual FTES though the unusual mix of online, interactive television (ITV) and remote labs/clinicals. A team of DL, Media Services, IT and departmental faculty worked to retrofit an existing classroom creating the first high-level ITV teaching classroom in the District. The departmental faculty received support on the development of teaching strategies for didactic delivery via ITV via DL and launched their first cohort in Summer/Fall 2004. The effort to prepare every course’s online classroom and develop an innovative shared program “resources” classroom was led by one of the departmental faculty possessing a Masters-level degree in instructional technology. The public-municipal nonprofit partnership project was funded by District and community resources, receiving approval and recognition from Governor Gregoire.

Training in technology use for grounded courses is provided by the Lava Java. The Lava Java, a Library-run multimedia center that focuses on the instructional needs of faculty, annually offers instructional technology workshops (twelve

in 2005-06, attended by forty-two faculty). Post-workshop evaluations have recorded high rates of satisfaction: 69.2% of the attendees reported that their needs had been met by their training, and only 6.7% responded that their needs had not been met. This satisfaction level is reflected in the increasing interest in Lava Java workshops. In Fall 2006 alone, eleven workshops were scheduled⁵⁶. Student surveys are also broadly consistent with progress in this area. On the 2006 Pierce College Student Survey, 71% of students responding agreed or strongly agreed that instructor use of technology enhanced their learning.

Professional development at PCD illustrates the viability of a model of voluntary, decentralized collaboration between faculty, staff, and administration. With a few notable exceptions, nearly all of the workshops and programs forming the backbone of professional development at Pierce have been voluntary: faculty and staff have attended because they were motivated to refine their knowledge and skills. Most have been initiated at the level of specific programs or faculty in response to a perceived need. Administration has been active and generous in supporting these initiatives. While not every workshop or training session is equally useful or productive, by and large the voluntary, decentralized and collaborative model has produced a wide array of professional development opportunities that promote student learning, and high rates of faculty participation.



Criterion 6

Pierce College develops and maintains external partnerships that leverage expertise and resources, creating connections that help students navigate the civic, educational, and workforce systems.

Criterion Measure 6A: *The College works with other institutions to help students identify and access resources that further their goals.*

Criterion Measure 6B: *Faculty and staff actively seek human and financial resources beyond what currently exists at the institution.*

Overview

PCD strives to be a vital part of the Pierce County and South Puget Sound community. In order to accomplish this goal, we work in partnership with local high schools, other community and technical colleges, baccalaureate institutions, local employers and industry representatives, as well as city, county, and state governments and agencies. These partnerships help keep our educational programs relevant and up to date, and help us leverage our resources in order to better serve our students.

Criterion Measure 6A: *The College works with other institutions to help students identify and access resources that further their goals.*

The external partnerships that Pierce College has developed and maintained provide a clear educational pathway for students regardless of whether their goal is a professional technical or transfer degree.

A key partnership that illustrates this is the Pierce County Careers Connection (PC3). The education members include every school district and community and technical college in Pierce County as well as the University of Washington, Tacoma. The business members include the various chambers of commerce represented in the county, the Economic Development Board, the Pierce County Employment and Training Consortium as well as private industry. The

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group meets monthly, focusing on workforce issues and articulation and is unique to the county. A subset of this group is the Tech Prep Consortium which coordinates dual credit offerings for high school students taking professional technical courses that are also offered at the four community and technical colleges in the county.

PC3 works to make connections between the workforce, employers, and education. They facilitate career and educational planning; through PC3, the District has dual credit articulation agreements in a number of areas:

- Accounting
- Certified Nursing Assistant (CNA)
- Computer Information Systems (CIS)
- Criminal Justice
- Digital Design
- Education
- Marketing
- Medical Transcription
- Office Technologies
- Veterinary Technology

The Consortium allows us an efficient way to work with local high school students, employers, chambers of commerce, and other local colleges.

PCD also has agreements with four-year institutions that further illustrate the career pathway concept. The Criminal Justice (CJ) program transfers to Central Washington University's CJ baccalaureate that is offered on the FS campus. Similarly the college's Early Childhood Education program transfers to CWU's program and is also located on the FS campus. Pierce College maintains very close ties with the University of Washington, Tacoma (UWT) for computer science graduates as well as the AA transfer degree. In fact, the UWT enrolls more Pierce College AA graduates than any other community or technical college.

For students whose educational pathway culminates with a professional technical degree,

the strong partnerships the college has developed are paramount in ensuring a quality and relevant curriculum and educational objectives that meet industry standards. The Program Advisory Committees that are part of each professional technical program are composed of business and industry representatives who help faculty determine the scope and breadth of the curriculum, advise on equipment purchases, help with internships, and often assist with job placement.

There are two county-wide groups that are also unique and essential partners to two of Pierce's professional technical programs and are good examples of effective partnerships. The Pierce County Health Services Careers Council is composed of the major hospitals and clinics in the county as well as the training providers. The group is chaired by the Tacoma - Pierce County Employment and Training Consortium, the provider of Department of Labor (WIA) funding for students and training providers. This group performs an essential function for the college's Nursing and Allied Health programs in grant procurement, clinic and job placements, and the college's incumbent worker training initiatives. Similarly, the Pierce County Construction Partnership, again sponsored by the Tacoma-Pierce County Employment and Training Consortium and composed of the county's major construction businesses, training providers and labor unions, has been an essential partner for the Construction Management program. An additional partnership that ensures a quality curriculum are the professional organizations that faculty belong to, sometimes as part of their licensure requirements, as in the Nursing Program or the Human Anatomy and Physiology Society (HAPS) that Biology instructors belong to who teach Anatomy and Physiology for Allied Health courses.

External partnerships are also absolutely necessary for students who are just starting their careers or are dislocated and need retraining. The college has programs for these students, especially if they are low income. There are three key agencies the

District partners in this area: the Department of Social and Health Services (DSHS) which administers the WorkFirst program (welfare to work); Employment Security, which offers job search help, unemployment benefits and labor market analysis; and The Pierce County Employment and Training Consortium which helps fund Dislocated Workers. By working with these agencies the college can be sure the students have sufficient funding to continue their coursework. A fourth key partner in the training and retraining area are the other three community and technical colleges in the county. By collaborating the system can deliver uniform services and work together to make sure students don't fall through the cracks.

A growing number of students make their entry to Pierce through the Running Start program, a statewide program enacted by the legislature to allow high school juniors and seniors to take college classes while still completing high school graduation requirements. We currently serve almost one thousand Running Start students in the District (unduplicated head count), and those numbers continue to grow, particularly in Distance Learning and at Puyallup.

These students (and in many cases, their parents) have identified Pierce College as a community resource. The District has responded by training advisors to work with Running Start students; one advisor on each campus has been identified to coordinate our Running Start efforts. This has required regular communication with high school counselors, both to address the general impact of the program, and to solve problems in specific cases. Recently, the District has made

changes to the Academic Probation policy to address lower than average success and retention rates for Running Start students. While it is still too early to tell what impact these changes will have, we will continue to work toward a high level of success for Running Start students.

Over the past year, we have received a number of inquiries from high schools within our service area about developing a College in the High School program. Some of these schools see this as preferable to the Running Start program, and others want to offer this as an additional option. The Vice President for Learning and Student Success at PCPY has brought together a small faculty task force to work out details of a program and to coordinate with schools that have expressed an interest, such as Eatonville and White River high schools. The goal is to be prepared to begin offering the program sometime during the 2007-08 academic year.

Criterion Measure 6B: *Faculty and staff actively seek human and financial resources beyond what currently exists at the institution.*

In order to expand and improve the offerings of the educational program, PCD programs seek creative ways to leverage their resources beyond what the District can provide. External partners, resources, and connections include:

- K-12 schools and sister colleges
- program and industry-related task forces and advisory board committees
- guest speakers
- private industry and public agencies that provide internship sites
- hosting science, career and job fairs

Table 2.7 Running Start Headcount

Location	Spring '06 Headcount	% of Total Headcount	Spring '07 Headcount	% of Total Headcount
PCFS	322	9%	306	9%
PCPY	471	21%	502	22%
PCDL	85	14%	151	19%

- Pierce College Military Programs (PCMP) coordinates with, GoArmyEd, eArmyU, Air Force Virtual Education Center, SOC, Community College of the Air Force (CCAF), eCLEP, Thompson Prometric (DSST), DANTES, and the Army Continuing Education System (ACES).

Despite the numerous ways our programs leverage resources beyond the District, connections can be strengthened in the areas of K-12 partnerships, transfer to four-year colleges, and adding consistency to internship placement and monitoring.



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. Commitment to students and classroom experience is excellent.
 - Continue to support and promote our excellent instructional programs.
2. Faculty engagement in the assessment process is strong and continuing to grow.
 - Consult with Institutional Researcher to collect and analyze data that will help address assessment needs and institutional effectiveness systematically throughout the District.
 - Provide support to faculty members and staff to build upon the current initiatives that emerged from their 2006-07 program self-studies.
 - Revise the current process for program review; preliminary feedback from faculty members suggests annual work toward meeting this goal is preferred to a six-year program review.
3. Staff and faculty members work collaboratively to advise students and promote retention.
 - Provide additional online information for students and advisors (e.g., syllabi, annual schedules).
 - Offer faculty development/training opportunities for student advising and promote methods that engage all students.
 - Establish new communication and marketing programs and services (such as those that have emerged from Interact consultants).
4. The library faculty and discipline faculty work together to creatively integrate library resources into instruction.
 - Increase outreach to departments/programs that tangentially integrate library resources and library instruction.

- Support library and discipline faculty in their efforts to develop new means to assess Information Competency.
- Continue to provide instruction for students (and faculty) about recognizing and avoiding plagiarism.
- Continue to regularly inform faculty members about resources available at the library.

Challenges and Selected Actions for Continuous Improvement

1. Improve the consistency and efficiency of data collection and analysis across the District, in order to monitor student success and institutional effectiveness.
 - Regular review and analysis of assessment data to identify trends and problems.
 - Collect more regular evidence about how well our students perform after they transfer to four-year colleges or universities.
 - Use District SMS data systems for measuring student outcomes such as first-year to second-year program retention rates or graduation rates.
 - Engage in program and policy review more frequently than three- or six-year cycles in order to address emerging problems with existing policies and procedures.
2. Develop more centralized and effective assessments of the Core Abilities and General Education outcomes and complete implementation of systematic assessments for program/department outcomes.
 - Collect more systematic trend-data that demonstrates students are learning specific components of the Core Abilities.
 - Examine the best models for determining benchmarks for program assessment results.

- Revise Program Review procedures to reflect processes developed during the self-study, and link those procedures with the Program Viability process.
3. Clearly articulate and publish the definition and rationale for general education requirements.
 - Develop a more consistent District plan for assessing whole student development (the third General Education component).
 - Faculty and instructional administrators will jointly pull together the existing aspects in order to develop a more comprehensive assessment program of student learning.
 - Add the definition and rationale for General Education to the catalog and advising worksheets.
 - CLASS needs to appoint a task force to review and continue the development of general education.
 4. Maintain a ratio of full-time to part-time faculty members that best meets the needs of instructional quality and program viability.
 - Continue to address state budget and tuition-revenue shortfalls.
 - Instructional administrators will utilize established FT/PT ratio in faculty hiring recommendations.
 - Incorporate trend data on student/faculty ratios and full-time/part-time mix as part of college's annual data report.
 5. Develop continuous improvement strategies for the faculty advising and advising center model.
 - Improve communication and provide advising training for our part-time faculty.
 - Provide advising resources in a variety of formats.
 - Develop advising materials in multiple, multi-media formats for better student access.

Notes

¹ IA Self Study 92.1 (Exhibit 2.3)

² IA self-study, p. 34 (Exhibit 2.3)

³ CLASS minutes, 2003-2006 (Exhibit 2.2)

⁴ Assessment Team Self-Study (Exhibit 2.3)

⁵ See best practices, listed in Distributive Writing Task Force, "Assessment Projects 2004-2006" (Exhibit 2.12)

⁶ Distributive Writing Task Force, "Assessment Projects 2004-2006", p. 3 (Exhibit 2.12)

⁷ Distributive Writing Task Force, "Assessment Projects 2004-2006", p.7 (Exhibit 2.12)

⁸ "Timeline of the development of the Distributive Writing Program," Chris Martin

⁹ IA Self-Study, (Exhibit 2.3)

¹⁰ General Education Definition and Rationale (Appendix 2.6)

¹¹ <https://intranet.pierce.ctc.edu/lss/class/curriculum.html> (Exhibit 2.2)

¹² see <https://intranet.pierce.ctc.edu/accreditation/index.php> (Exhibit 2.1)

¹³ Pierce College Catalog 2005-2007, pp. 51-54

¹⁴ Pierce College Catalog, 2005-07, pg. 8

¹⁵ Pierce College Catalog, 2005-2007, pgs. 52-53

¹⁶ Pierce College Catalog, 2005-2007, pg. 51

¹⁷ Pierce College Catalog, 2005-2007, pg. 58

¹⁸ Excerpted from April 25, 2007 email from Dean of WorkForce Education

- ²⁰ Maps and POG's are posted on the Accreditation website <https://intranet.pierce.ctc.edu/accreditation/pogs.php> (Exhibit 2.1)
- ²¹ Pierce College Catalog, 2005-2007, pages 27-28
- ²² Stiehl, Ruth. *Mapping Primer*, 2005.
- ²³ District Student Survey, Spring 2006, Question #6 (Appendix 1.2e)
- ²⁴ CLASS Self-study (Exhibit 2.3)
- ²⁵ see <http://iisl.alverno.edu/> (Exhibit 2.12)
- ²⁶ District Student Survey Spring 2006, Question 24 (Appendix 1.2e)
- ²⁷ Program Outcome Guides, <https://intranet.pierce.ctc.edu/accreditation/forms.php> (Exhibit 2.1)
- ²⁸ "Two-Year In-depth Assessment Projects" (See also "MLI Team Serves community in Dominican Republic." *The Pioneer*. Vol 40, Issue 4. Nov. 2, 2006. Pierce College, Lakewood, Wash.) (Exhibit 2.12)
- ²⁹ see <http://www.pierce.ctc.edu/whois/student.php3>
- ³⁰ see www.pierce.ctc.edu/cafecito
- ³¹ see www.pierce.ctc.edu/nsf-cis
- ³² see <https://intranet.pierce.ctc.edu/deved/basicskills/Intbasicskills/index.html>
- ³³ see <http://www.pierce.ctc.edu/edsupport/trio.php3>
- ³⁴ Report prepared for TRIO Grant Reapplication, August 9, 2004
- ³⁵ District Student Survey Spring 2006, Question #4
- ³⁶ District Student Survey Spring 2006, Question #26
- ³⁷ Pierce College Faculty Survey, 2006, Question # 39 (Appendix 1.2f)
- ³⁸ Department Self-Studies (Exhibit 2.3)
- ³⁹ Washington State Board of Community & Technical Colleges, Academic Year Reports, http://www.sbctc.ctc.edu/college/d_acad.aspx
- ⁴⁰ District Student Survey Spring 2006, Question #14
- ⁴¹ Pierce College Faculty Survey 2006, Question #71
- ⁴² Pierce College Faculty Survey 2006, Question #72
- ⁴³ Pierce College Faculty Survey 2006, Question #73
- ⁴⁴ International Education Self-Study (Exhibit 2.3)
- ⁴⁵ District Student Survey Spring 2006, Question #44
- ⁴⁶ District Student Survey Spring 2006, Question #18
- ⁴⁷ District Student Survey Spring 2006, Question #36
- ⁴⁸ District Student Survey Spring 2006, Question #21
- ⁵⁰ see <http://www.pierce.ctc.edu/cafecito>
- ⁵¹ Award Abstract #0202319: Promoting Access To Technical Education for Non-traditional Computer Information Systems Students 2002; review details at <http://www.pierce.ctc.edu/nsf-cis/>
- ⁵² Sociology Self-Study, Executive Summary (Exhibit 2.3)
- ⁵³ see State of Washington SBCTC, "State Academic Year Report, 2004-2005", December 2005, p. 51
- ⁵⁴ see <http://www.pierce.ctc.edu/nsf-cis/>
- ⁵⁵ Distance Learning Self-Study, Outcome A, p. 10 (Exhibit 2.3)
- ⁵⁶ Media Services Self Study (Exhibit 2.3)



3

Students

Global Outcome

Develop students who can identify their academic goals, overcome obstacles to learning, increase their abilities and realize their educational plans.

Criteria for Success

- Criterion 1 Systems and structures support and encourage student success and foster continuous improvement.
- Criterion 2 Processes and procedures are student centered, clearly defined, and consistent across the District.
- Criterion 3 Services help students succeed academically.
- Criterion 4 Students expand perspectives and experiences in order to contribute to a diverse society.

Overview

Pierce College serves a large and diverse student body.¹ More than 12,000 students entered the doors of the Pierce College District (PCD) during fall 2006 to take advantage of programs of study and each brought his/her individual expectations and goals for gaining an education. We are ever mindful of the unique needs of each student and strive to provide services and support that will build a strong foundation for success.

An integral team within the Pierce learning community, Student Services has a vision that our educational system will understand and embrace the diversity of our community and respond with professional excellence. We support students in realizing their educational goals. Student Services does this by providing an array of services and programs that provide the foundation for success. We hold to values that place the student in the forefront, creating services that always remain student-centered. We are committed in our efforts to frequently assess our programs and services and to make continuous improvements that will better meet the needs of our students. We strive to remain innovative, as we strategically plan programs and services. We take pride in our work to create partnerships, both within and outside the District, always for the good of our students.

Criterion 1

Systems and structures support and encourage student success and foster continuous improvement.

3.A.1

PCD offers a comprehensive set of Student Services departments.² The Vice Presidents for Learning and Student Success, at both campuses, provide leadership to the Student Services departments, which are each managed by a Director. The Vice President for Extended Learning provides leadership for Student Services in our Extended Learning programs, which are also managed by Assistant Directors and Directors. While Student Services organizational charts may not mirror each other across the District, careful coordination ensures students at Fort Steilacoom, Puyallup, and Extended Learning sites have equal access to an appropriate range of resources. This leadership structure also demonstrates the District's commitment to integrate instruction and student services to better support the needs of our students and create a culture of collaboration within the college community.

Student Services at PCFS includes the following units and departments:

- Student Development, which includes Advising, Testing, Multicultural Student Services, Counseling, Orientation, and Running Start;
- Student Success, which includes Access & Disability Services, Women and Family Services, and Student Rights & Responsibility oversight;
- Financial Aid;
- Registrar's Office, which includes Admissions, Registration/Records, Evaluations, Veterans Services and SMS/State Reporting Office (district function);
- Student Programs, which includes Student Activities and Government; and
- TRIO Support Services.

Student Services at PCPY includes the following units and departments:

- Student Development, which includes Advising, Testing, Access and Disability/Counseling, Financial Aid, and Running Start;
- Student Programs, which includes Student Activities and Government, Tutoring, Admissions/Outreach, and Orientation; and
- Student Enrollment, which includes Registration, Cashiering, Veterans Services, and Evaluations.

Student Services at the Extended Learning Military programs includes the following:

- Orientation
- Advising
- Testing
- Enrollment/Registration
- Cashiering
- Evaluations

Additional programs which provide critical services to students, but are not in the Student Services organization chart include 1) Workforce, which includes advising services and Job Connections, 2) Athletics, 3) Child Development Centers, 4) Distance Learning and 5) Tutoring (Fort Steilacoom).

A review of the 2006 Pierce College Student Survey reflects general student satisfaction with Student Services and programs. For example, 67% percent of respondents were satisfied with the admission process, 65% were satisfied with the registration process and 59% percent were satisfied by advising services.³

PCD policies and procedures support and encourage student success and allow for continuous improvement. Procedures and policies are regularly reviewed and assessed by the various Student Services departments and at the institutional level to gather feedback and determine policy relevance and congruence with the District's mission. Policies and procedures governing Student Services are

3.A.3

reviewed by the Student Services Council, which includes representatives from instruction, Student Services, extended learning sites and students. The work of the Council then moves to the Policy and Governance Cabinet, the Chancellor, and finally to the Board of Trustees, if applicable. District policies are available online, in the College Catalog, and in the Student Handbook.⁴ These policies each include dates of adoption.

3.A.2

As demonstrated by the Student Services Staff Profile,⁵ PCD Student Services programs are delivered by highly trained and experienced personnel whose academic training and/or experience are appropriate to their assignments. Department employees have current job descriptions. Classified staff job descriptions are reviewed and staff evaluated annually using the Performance Development Plan (PDP) process established by Human Resources. PCD develops its position descriptions using a competency-based system in order to better identify the knowledge, skills and abilities needed to perform a job. Position description forms using key competencies have been completed and submitted to HR for the majority of Student Services personnel. The Human Resources Department also notes that additional supervisor training would assist with the articulation of key competencies and performance expectations. Early results from the 2006 Pierce College Student Survey reflected some concerns with customer service skills throughout the District. In response, during Summer Quarter 2006, Student Services staff from across the District attended a five session customer service training program called: *Making a Positive Difference: Critical Training for Front-line Staff and their Supervisors*.

3.A.4

Human, physical, and financial resources are consistently reviewed each year by department managers during preparations for the annual budget presentations. Expenditure rates for Student Services operating budgets have remained fairly constant during the past three years (see Table 3.1) and, in general, have adequate funding to meet service area core functions. The percentage of Student Services

funding is equal to or greater than that of similar institutions in the State.

Table 3.1 Student Services Expenditures

Fiscal Year	District Student Services Expenditures (% of Total Expenditures)	State Averages
2003-04	12.6%	11.4%
2004-05	13.0%	11.5%
2005-06	12.6%	11.4%

The PCFS Student Services facilities will be undergoing a major renovation during the 2007-08 academic year, as part of a capital project. In 2004, the District secured funding to begin the pre-design process for these areas. Within the collaborative design process, which included weekly and/or monthly meetings with the architect and impacted departments, the college examined the relationships between service areas and programs and reviewed the internal processes that may inadvertently create barriers to student success and access. A new key element to the re-designed space will be a “Welcome Center” reception area to assist students in accessing the multiplicity of services co-located in an accessible location. Rather than referring students to various departments for basic services, such as submitting an admission application or turning in financial aid paperwork, many of those services will be ‘triaged’ within the Welcome Center area. Students who need access to specific departments will be referred to one of two “pathways” – student enrollment services or student development services. This model will make effective use of staff resources, while providing efficiency for students.

As part of the master plan for the PCPY, the Gaspard Building houses student support services. The driving considerations in determining where services are located include the flow of students as they move through the admission, advising and registration process. Access to services is also a significant consideration, particularly for students with disabilities.

The Student Services, Distance Learning, Institutional Technology and Workforce departments regularly collaborate to ensure that Student Services has the resources needed to fulfill its functions. Directors meet routinely to collaborate on program services, identify barriers to student success and develop innovative programs to address student needs. A number of District-wide collaborative efforts to standardize advising and registration processes, address identified student needs, review procedures and strengthen program structures have resulted in numerous projects. Additional progress can be realized through increased coordination and prioritization of development needs.

3.B.6

Using self studies,⁶ Student Satisfaction Surveys, Employee Surveys⁷ and program customer service surveys, the District periodically and systematically evaluates the appropriateness, adequacy, and utilization of Student Services and related service programs.

The PCD Accreditation self-study process has been an opportunity to draw all this work together, reflect on our own accomplishments and establish a plan to sustain what is working well and change what can be improved. Student Services and all non-instructional departments conducted in-depth program assessments and analysis. As a result of engaging in this continuous improvement process, Student Services and related program faculty and staff have used quality information to make decisions that increase student learning and success. In addition, these decisions will serve as a springboard to set the agenda for District-wide planning and enhancement. The Student Services department Self Studies illustrates the effectiveness of our Student Services programs.

One effort to improve service and alleviate the long lines and wait times to register at PCPY was a pilot project in Winter 2007 that allowed Puyallup students with a 2.5 GPA or higher and who earn thirty or more Pierce College credits to self-advise. Seven hundred thirty-seven PCPY students were eligible to participate in the pilot project and were mailed their registration

access codes for online registration. Overall, 529 students or 72% participated in the pilot and registered via the web. Prior to this pilot, web registration for PCPY students was significantly lower, approximately 20%. Follow-up studies were conducted, with a random sample of 115 students, to determine if they made good choices regarding their course selection for the quarter. At least 88% of students sampled for the 2007 winter quarter made appropriate course selections for their program of study.

Criterion 2

Processes and procedures are student centered, clearly defined, and consistent across the District.

In an effort to ensure clearly defined processes and procedures, PCD exhibits integrity in its advertisement of academic degree and certificate programs, as well as its services and resources available to students and our general public. The District College Relations Office, responsible for all public information materials, applies high standards of review to ensure that all published information is accurate and current. (See Standard 9)

**3.B.5
3.1.A**

Institutional Publications

The Pierce College Catalog, Student Handbook and Quarterly Bulletin⁸ are published and made available to both prospective and enrolled students. Students who matriculate to PCD may obtain program and curriculum information from multiple service points. The College Catalog is available online and is published every two years to ensure that students receive accurate, up-to-date information and have knowledge of PCD's admissions and registration processes, course descriptions, graduation requirements, rights and responsibilities, privacy of records policies, and academic standards. Students may access copies of the Catalog online or during orientation. Copies of the current Catalog are also sold in College Bookstores for \$2. Program flyers and brochures are given to students at multiple service points and activities. Each publication indicates the most recent date of revision.

The Student Programs District Leadership team publishes the Student Handbook. Copies are distributed during new student orientations and are available throughout the academic year in the Student Programs Office, and College Bookstores.

9.A.3

The Quarterly Class Bulletin is available to all students and is reviewed by key Student Services and instructional staff to ensure accuracy. It contains course information, class locations, various student policies, the quarterly academic calendar and registration information. The Bulletin is also sent to residents in our local service areas to assist prospective students in planning and making early course decisions.

Students rely heavily on information sources created by District College Relations. When asked in the 2006 Pierce College Student Survey how they most often get information about District programs and services, students identified the District Web site and publications as the most common resources by a wide margin over the next most frequent tool (46.2% and 38.9%, respectively, compared to 27.3% for friends/other students). The comparison of ‘importance’ to ‘satisfaction’ of key District College Relations information sources (including perceived accuracy ratings) appear to be very positive.

Representation of Accredited Status

Policy
3.C.1
9.A.3

The catalog and website accurately represent the accreditation status of PCD, using language supplied by NWCCU. The catalog also presents the accreditation status of individual programs, as appropriate.

Admission Policies

Pierce College is an open door institution. PCD admits students who are 18 years of age or older, those whose high school class has graduated, individuals who are high school graduates and those who have earned a GED or qualified for admission through Running Start or a similar program.⁹ In addition to its open door admissions policy, PCD offers

three selective admissions programs: Dental Hygiene, Veterinary Technology, and Nursing. All three programs have comprehensive applicant handbooks¹⁰ which address, in detail, the requirements for consideration. PCD’s admissions policies are clearly described in the Catalog and adhered to in all admissions practices.

3.D.1

Student Rights and Responsibilities Policies

The Student Rights & Responsibilities/Code of Conduct Policy,¹¹ Student Grievance Procedure¹² and Academic Standards Policy/Procedures¹³ provide the College community with a set of standards that contribute to the well-being of the community and support the freedom to learn.

3.B.3

These documents are regularly reviewed, posted on the College website and published in the College Catalog, Student Handbook and Quarterly Class Bulletin. They can also be found in hard copy in the offices of the Vice Presidents of Learning & Student Success and the site directors. These documents protect the District community and allow for fair and consistent treatment of students who are in violation of conduct codes or who have a grievance against a District employee. Committees are in place to review appeals of grievances or disciplinary actions. These committees are rarely convened, suggesting the policies clearly define expectations, consequences, and processes for resolution.

Students are expected to conduct themselves as responsible members of the educated community, to obey the law, comply with rules and regulations of the College, maintain a high standard of integrity and honesty and respect the rights, privileges and property of others, and not interfere with legitimate college affairs.

Specialized programs, such as Dental Hygiene and Veterinary Technology also define conduct and behavioral expectations consistent with the unique needs of their programs. These procedures are published in Student Handbooks.

Graduation Requirements

3.D.5

Institutional and program graduation requirements are clearly defined, student centered, and consistently applied across the District.

After Phase I of the state-wide Re-hosting project, in which the student management system will migrate to a different software platform, the District will begin using the new Degree Audit system in order to reduce the turn-around time for processing degree/diploma applications, allow for continued consistency in the application of degree requirements, and allow students to conduct their own degree audits. The Re-Hosting project is expected to be completed by June 2008. Beginning July 2007, an Education Planner Tool (web based) will be used as an 'interim' degree audit program.

The District has a Degree Exception policy for its transfer degrees. Students in Professional-Technical programs can utilize the course substitution policy and procedure to meet their degree requirements. The Washington community and technical colleges also offer reciprocity to students transferring within the CTC system. Students who have fulfilled entire areas of their degree requirements, at one College, will be considered to have met those same requirements if they transfer to another community or technical College in Washington State.

To inform prospective and current students of PCD's completion/graduation and transfer out rates, Student Right To Know information is posted on the District website. In addition, both the Quarterly Class Bulletin and Student Handbook contain statements referring readers to the specific website. This information is updated annually.

Policies on Publishing Safety Related Information

3.B.4

The institution provides for the safety and security of our college community and individuals' property through an effective Campus Safety department. Campus Safety provides these services for approximately 250 acres of land, eight major capital buildings, six

small structures, and five major parking lots. Campus Safety also provides administrative support for District security, property management, building access control intrusion alarms, emergency response, and student and employee photo identification. The Campus Safety webpage has a number of web links to local public safety agencies, emergency management personnel, and personal crisis contacts.

The department addresses safety by notifying the college community of security incidents, via reports mandated by the Cleary Act. PCD Campus Safety complies with the requirement to notify students and employees annually of the publicly available incident reports with an email which directs them to the department's website to view the information. Campus Safety employees are provided a copy of the "The Handbook for Campus Crime Reporting,"¹⁴ also known as the Cleary Handbook, as additional background and guidance.

Evaluation of Student Achievement

The criteria for the evaluation of student learning, performance, achievement, and the award of credit are clearly defined in a variety of formats. The College's general grading system policy is clearly publicized in the Catalog and Student Handbook. The Faculty Handbook¹⁵ directs faculty to provide students with a class syllabi at the first class meeting, to include course content, outcomes, and the grading system for the class.

A copy of the instructor's syllabus must be on file with the division administrative assistant by the end of the first week of each quarter. Faculty have the option of posting their syllabi on the District's website, via a new On-Line Advising Tool. As of Winter 2007, approximately 35% of faculty have posted their syllabi on the system.

Distinctions Between Degree and Non-Degree Credit

Pierce College District makes clear and well-publicized distinctions between degree and non-degree credit courses. This is true for both State funded and extended learning courses. The

3.C.1
3.C.2

3.C.3

District’s course Catalog outlines the quarter system in which the academic year is divided into quarters. Fall, Winter and Spring Quarters are generally ten weeks in length, while Summer is generally eight weeks in length. The military programs offer five terms each year, which are eight weeks in length. Within each quarter, the courses are numbered in a way to clearly differentiate between courses for academic credits and those that are not recognized as leading toward a degree.

Table 3.2 Course Number System

001-049	Continuing education, Adult Basic Education, English as a Second Language, GED, High School Completion and some developmental courses.
050-099	Continuing Education; or developmental or pre-college-level courses designed to help students succeed in subsequent college-level courses. These are not transferable credits.
100-299	College-level courses applicable to Associate degrees.

Similar information appears on the official transcript legend as well, to clarify the degree/non-degree status of each course entry. That same course numbering is also reflected in the online course administration tool (OCA) and searchable online quarterly catalog (QCA). Advising and Registration personnel are trained to know the impact of course numbering on the degree/non-degree credit status of any given course.

The Continuing Education Department addresses Continuing Education Units (CEUs) in their quarterly publication of classes. CEUs are available for classes taken through Pierce College Continuing Education for a fee of \$20 per course. CEUs provide a permanent record of the educational accomplishments of an individual who has completed significant non-credit educational courses. Participants purchasing Clock Hours and CEUs are encouraged to check with their employing agency to ensure that these certifying units will be accepted. Those wanting Clock Hours or CEUs must make the request at the time of

registration or within the same quarter year in which the class was completed.

Transfer Credit Policies

Another policy that is clearly defined and consistently applied across the District is the transfer credit policy. PCD recognizes academic credits earned at other regionally accredited colleges and universities. Students may challenge an evaluation of transfer credits (earned at an institution that was not regionally accredited), by providing additional information (such as a course syllabus or outline) to the Evaluations Office. This information is forwarded to the appropriate Division Chair or Department Coordinator for a determination of the transferability of the course. In order to ensure that non-accredited College credit is being fairly and consistently evaluated, the District may want to consider a District team approach for reviewing course information.

3.C.4

Policies Regarding Security of Student Records

PCD ensures clearly defined and consistent provisions for the security of student records through both employee training and physical and electronic handling of the data. Student records, including transcripts, are private, accurate, complete and permanent.

3.C.5

In order to ensure appropriate handling and security of academic records, all District employees requesting access to the Student Management System (SMS), must complete an on-line Family and Education Rights and Privacy Act (FERPA) training and tutorial before being allowed access to the System.¹⁶ In addition, access to the SMS system is tightly controlled. That access requires authorization by an employee’s supervisor and/or applicable area administrator and is based on the “Rule of Least Permissions,” which dictates that employees are only allowed access to the systems, databases, data entry screens and data output they need to perform their position’s required duties.

In addition, the District information-release policy respects the right of individual privacy

and ensures the confidentiality of records and files by being more restrictive than required by FERPA. To ensure appropriate physical protection and security, efforts are made to ensure hard-copy student records are kept in fireproof cabinets or storage rooms.

Security and procedural precautions are taken by Institutional Technology (IT) to ensure that electronic data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. PCD complies with the Washington State Information Services Board IT Security Policies, as required by the Washington State Department of Information Services. The college uses local IT Security Standards for maintaining security of the computer systems on which the SMS system resides.

Backup of the District's administrative and instructional servers, systems, and data is critical to the Disaster Recovery Plan. By performing regular backups throughout the District, permanent loss of institutional data due to accidental, malicious or programmatic deletion is prevented. While 100% backup of data is a goal, the criterion of 95% was chosen because data backups occur nightly and are partially a mechanical process. For example, without human intervention, errors can create a situation where the backup does not complete during the overnight cycle. In such cases, if no critical processes are involved (e.g. payroll, financial aid checks, etc.), the District generally waits for the next day's backup. That decision depends on a risk-versus-system-access assessment for the specific incident since a daytime back-up would create a three-to-four hour delay in allowing business operations access to the back-end administrative systems. The most recent three-month review shows 97.14% successful backup. In 2006-2007, IT added fireproof storage for back-up media. Copies of back-up tapes are sent to off-site storage locations on a regular basis.

Criterion 3

Services help students succeed academically.

Most students need support services in order to attain their educational goals and develop a commitment to life-long learning. The role of Student Services is to provide services and programs where students can gain new skills or improve existing skills and learn to navigate the District's sometimes complex educational systems.

In order to provide students with appropriate services and assist them in making well-informed choices that create a foundation for academic success, the District attempts to systematically identify the developmental needs of students during their initial point of entry.

3.B.1

PCD regularly collects information about student characteristics and student needs. Student data is collected from the Student Management Systems (SMS) and intake information is obtained from various PCD support services offices and Institutional Research. In addition, all entering students provide personal information through either the admission application, registration form or via the COMPASS placement test. This information is used to guide our programs and services in order to better help students successfully navigate available educational resources and systems to achieve their educational goals.

Student data collected from the SMS has historically been a primary source for providing data on our students. Using COMPASS, admissions application, grades and other data, the office collects student registration data and routinely produces a variety of reports that are used to inform the College community about our student population. The SMS Office responds to individual requests for unique reports, as well as annually publishes detailed student population profile reports. These reports can be accessed by the entire College community and are used in guiding our decisions about appropriate services and initiatives to meet the needs of our diverse population.

Data on the characteristics of our students was carefully analyzed, prior to the successful writing for a Title III TRIO grant in 2001. Data collection supported the premise that low-income, first generation college, and disabled students were sufficiently represented at Fort Steilacoom and would provide a viable pool of eligible participants. Student assessment data was also used to support the need for redesigning the Program for the second grant cycle, to include a math emphasis to increase academic success and course persistence. This data was used to justify the design of a two-credit Study 107 class for math and science and a non-credit TRIO 100 class that provides students with a math review.

Student characteristic data was utilized to design a program through a National Science Foundation grant, entitled “Promoting Access for Technical Education for Non-traditional Computer Information Systems Students.” The program targeted women and minority students who were identified as underrepresented populations and who were either entering the computer field, or having difficulties in required courses.

Student data is also analyzed to respond to challenges such as low enrollment and to increase knowledge of student needs. During the summer and early fall of 2004, student data reports were used to initiate a campus-wide calling campaign to personally contact over 415 students who had indicated an interest in attending Pierce, but had not yet registered. The goal of this effort was to provide matriculation assistance and referrals to appropriate resources to encourage enrollment and early intervention. Qualitative data from volunteer calling sheets indicated that, although students had submitted admissions applications, applied for financial aid students and in some cases been advised, students still had many questions. Although it is difficult to know if the effort directly influenced increased enrollments, students overwhelmingly expressed appreciation for the personal connections and attempts made to support them in navigating the enrollment processes.

The recent hire (Fall 2006) of an institutional researcher will strengthen the institution’s ability to identify student characteristics and track successful progress. The SMS Office will work closely with the Office of Institutional Research and others within the institution to better manage data and further identify how we can develop services that meet the needs of our students.

Supporting Student Success Through Appropriate Placement of Students

PCD recognizes that assessment is critical to the appropriate placement of individuals with diverse academic skills. Through our policies, practices, and procedures, we have ensured that the Testing Centers are a starting point for close to 70% of our new students.

The primary assessment for PCD is the computerized Windows COMPASS, designed to determine current skill levels to ensure appropriate placement and ultimate success in college courses. District policies require an assessment for all students who are taking English or math classes, or any course with a math or English pre-requisite. Advising staff strongly encourage all students to take the COMPASS in order to acquire valuable information regarding appropriate course selection. PCD’s retesting policy allows students to retest once per calendar year.

The 2006 Pierce College Student Survey revealed that only 15.4% of student respondents reported not taking the COMPASS or Asset, in reading or English. Sixty four percent believed that the Asset and /or COMPASS test did a good job of placing them into an appropriate class or lab.

The distributive Writing Task Force, an Assessment Project during 2004-2005, found that based on available data, the COMPASS assessment is reasonably consistent with instructor findings in terms of assessing whether a student is writing at, below or above college standards. Of the 56 students completing all portions of the pre and post assessments, COMPASS scores and instructors’ assessments were consistent 85.7 % of the time. Both the

COMPASS and the SAT rubric reached highest consistencies with instructor assessments when compared to other rubrics for making accurate recommendations for appropriate course placement recommendations.

The ASSET pencil-paper test version is the secondary assessment, used in the event that the computerized COMPASS experiences technical difficulties and when the College administers the assessment where computers are not available.

The Testing Office also supports test proctoring and distance learning assessment. In order to further support specialized assessments of student proficiency and learning, PCD also administers the Test of English as a Foreign Language (TOEFL), CLEP, the DSST, the Washington Education Skills Test Basic (WEST-B), the National Dental Hygiene Boards, and credit by exam. The Testing Centers also accommodate make-up testing to support faculty and students' special needs.

During the 2005/2006 academic year, the following number of examinations were administered across the District: (**COMPASS and ASSET Placement, GED, faculty make-up, Distance Learning Assessment, specialized program support testing, proctored exams.*)

Table 3.3 Assessments and Exams Administered

	# of exams* administered in 2005-06
Fort Steilacoom	8336
Puyallup	4997
Military Sites	2621

Supporting the Needs of a Diverse Student Body

The Board Expected Outcomes Policies establish the institution's commitment to providing an inclusive and diverse multi-cultural environment within which all members will be respected and can contribute. The PCD values the rich diversity of its student population and has dedicated itself to honoring this outcome.

The Fall 2006 District Population Profile reflects a student population with an average age of 29 years. (27 years at PCFS, 25 years at PCPY and 33 years in the Extended Learning programs), 55% are female (61.4 at PCFS, 65% at PCPY and 43% in Extended Learning Programs), and 29% of our students represent ethnic minorities (46% of PCFS students, 21% of students attending at PCPY and 33% of students in Extended Learning programs). Sixty-three percent of our students attend part-time (41% of PCFS students, 50% of PCPY students and 85% of Extended Learning students). Eight percent of our students are enrolled under the Running Start Program (8.8% at PCFS and 18.2% at PCPY).

District Student Services offers a comprehensive system of services to help all students achieve their educational goals. Additionally, support services through Access and Disability Services (ADS), Multicultural Student Services (MCSS), Women and Family Services (WFS) and TRIO Student Support Services assist students with unique needs. Pierce College attempts to meet the diverse learning and development needs of its students by providing services that assist students in overcoming barriers and encourage lifelong learning.

3.D.2



Case Study

Access for Students

“My first quarter at Pierce College I was not aware of Access and Disability Services (ADS). I talked to my doctor and he recommended that I inquire what services were offered at my college, in order to aid my success in the classroom. I had struggled throughout school and thought that college was going to be another difficult obstacle. As a result of the services available in the ADS Office, the academic adjustments I receive have made a big difference. Also, I receive advising about my current and future educational goals and strategies to achieve them. The ADS Office offers students like me a way to be successful. Often, my willingness to learn and my ability to stay positive comes from the communication that I hold with the ADS staff. I feel that I owe a great deal of credit to their services.”

- Laquida Williams, Student PCFS

Students who self-identify as having a temporary or permanent disability are eligible for services provided through the office of **Access & Disability Services (ADS)**. PCD seeks to provide a fully integrated learning experience for students with disabilities by addressing physical and attitudinal barriers and promoting a campus climate that is conducive to full participation. Services and academic adjustments are designed to ensure that students have equal access to all District activities and programs. Adjustments include accessible facilities, guidelines for use of service animals, alternate formats of educational materials and testing procedures, sign language interpreters, readers and scribes. Adaptive equipment offerings range from voice recognition systems to assistive learning devices. Efforts continue to incorporate universal design concepts into course planning, teaching strategies and facilities development.

Information about services provided through the ADS office is published in the Catalog, Quarterly Class Bulletins, and on the District website.

Services to students with disabilities are provided by qualified professional and classified staff at both the campuses. Services to students at the Military Programs are coordinated through the ADS Office at PCFS. Both students and staff report a high degree of understanding of the services and resources offered and expressed high satisfaction with ADS services.

PCD fully recognizes that diversity adds value to the College community, and the **Multicultural Student Services (MCSS)** programs serve as a catalyst for creating a deeper awareness of the benefits of a pluralistic College community and society. The MCSS Office fosters a climate that embraces a multicultural curriculum and acts as an advocate on behalf of students of color, creating a safe, nurturing and welcoming place, while assisting them in developing skills necessary to ensure College success.

Women and Family Services promotes student success by providing valuable resources, support services and career-related programs for students and community members throughout the District. Particular emphasis is placed on helping students as they transition from home – to school – to work. Services include a full range of individualized and small group support and retention services, and up-to-date information on issues that may create barriers to student success. The Displaced Homemaker program is managed through the WFS office.

TRIO Student Support Services is a Department of Education grant funded project intended to serve 160 eligible students at PCFS. Eligibility criteria include students that are US citizens or resident aliens, are first generation college students, and/or meet the income guidelines and/or have a documented disability. All students must have an academic need, which for our project is usually math deficiencies. They must be working on an Associate Degree with the intent of immediate transfer to a four-year college upon completion. The three major outcomes of this grant project are retention, graduation and transfer. TRIO collaborates with existing Student Services departments to assist

the institution in being more effective in meeting the needs of first generation, low-income and disabled students.

Students participating in the TRIO Program benefit from classes and services offered to help strengthen college success, math and writing, and leadership skills. Over the last three years, TRIO students have been particularly successful in assuming student leadership positions. In 2006, seven TRIO students held leadership positions in Student Government/Student Activities; 2007 produced nine student leaders.

Supporting Struggling Students

3.D.4

PCD is committed to facilitating the academic success of all students. The Academic Standards Policy and Procedures ensures that students, who experience academic difficulty are identified on a quarterly basis and are provided with resources to support their success. Student Success staff meet with students to encourage them to take advantage of the numerous resources available to support their individual needs, such as tutoring, math, Writing Centers and counseling. In addition, Student Success and Advising personnel monitor student progress by maintaining close contact with faculty to access students' early learning/engagement and provide Academic Progress Reports at mid-term. Students facing dismissal from the College are given an opportunity to appeal, during which time they are encouraged to take responsibility for their education and express their commitment to take steps necessary to support their success. Continuation

in or termination from Pierce College educational programs, based on academic status, is addressed in the Academic Standards Policy and Procedures. Dental Hygiene, Veterinary Technology, Nursing and Running Start establish program specific standards that fulfill the intent and integrity of the Program. Procedures are published in program handbooks and on the Pierce websites.

The Student Rights & Responsibilities/Code of Conduct Policy clearly outlines the rights

and responsibilities that students accept when they enroll at Pierce. The policy describes the basis for disciplinary action and the opportunity for due process, including the appeal of disciplinary actions and readmission to the college. The policy can be found in the Pierce College Catalog and Student Handbook and is available in its entirety on the College website and in hard copy from the Offices of the Vice Presidents or site Directors.

The Student Grievance Procedure outlines the process for both informal and formal resolution of a student's complaint relating to an action by an employee of the

college. The procedures can be found in the Pierce College Catalog, Student Handbook and are available in entirety on the District website and in hard copy from the Offices of the Vice Presidents or site Directors.

Supporting Students with Financial Need

PCD provides a comprehensive program of student financial aid to reduce the financial barriers to attending college.

Quotes of Appreciation

To Women & Family Services staff –

"This was a tremendous transition experience to help me re-assess my life and make some concrete, positive choices, to take action and to pursue my goals. Thanks."

"At a time in my life when challenges were greater than I ever thought possible, you have helped me have greater courage and given me formulas for success. I will ever be grateful."

"I would like to say thanks for getting me started on the education road. I don't think I would have been here without the Displaced Homemaker Program class.....so the journey goes on and I'm having a great time."

3.D.6

PCD is served by a single District Financial Aid Office and staff are located at both PCFS and PCPY. Policies and procedures, desk manuals, common forms, written memos and regular staff meetings ensure that common practices are employed across the District.

In order to ensure the integrity of the financial aid operation and continue to reduce financial barriers for students, the institution has made provisions for institutional accountability for all financial aid awards. The financial aid program is audited by the Washington State Auditor's Office, as a part of their regular annual audit. The financial aid program is subject to periodic program reviews by the U.S. Department of Education. No audit exceptions or irregularities have been reported by either agency in the past ten years.

The fiscal integrity of the Program is maintained by clear delineation of duties between the Financial Aid and Business Offices. The Financial Aid Office determines student eligibility, awards funds and monitors

satisfactory academic progress. The Business Office handles payment of student tuition and fees, fund disbursement, cash management of federal, state and institutional funds and reconciliations. Both Offices work together to ensure timely, accurate reporting for federal and state purposes.

Financial aid is a major factor in a student's decision to attend college. Students are able to easily access information regarding the categories of financial assistance (scholarships, grants, loans and student employment), which is published and made available to both prospective and enrolled students in the College Catalog. Information can also be accessed at kiosks directly outside the Financial Aid Office. A comprehensive PCD financial aid web page was developed to provide descriptions of financial aid programs, a link to the Free Application for Federal Student Aid (FAFSA), forms, loan entrance and exit interviews, and instructions on applying for financial aid. The information includes a link to a site where students can check the status of pending financial aid applications.

3.D.7

Table 3.4 Financial Aid Distribution

	2004-05	2005-06	2006-07
Federal applications submitted	7516	7619	6919*
Completed application files	3158	3093	3285
Students Accepting Awards	2649	1875	1996
<i>Pell Grant</i>	3,327,002	3,153,630	3,533,669
<i>Supplemental Education Opportunity Grant</i>	156,149	173,696	132,415
<i>Perkins Loans</i>	39,000	52,300	59,000
<i>Federal Work Study</i>	204,048	147,550	174,000
<i>State Need Grant</i>	1,650,723	1,866,671	1,924,878
<i>State Work Study</i>	168,198	184,291	208,791
<i>Tuition Waiver</i>	278,307	346,489	408,161
<i>Child Care Grant</i>	18,921	15,040	30,052
<i>Pierce College Grant</i>	371,131	352,367	624,500
<i>Stafford Loans (subsidized & unsubsidized)</i>	4,176,354	4,179,346	3,900,000
TOTALS	10,389,833	10,471,380	10,995,466

Knowing that the financial aid process can be daunting to students, PCD Financial Aid staff make every effort to provide clear information that is relevant to the application process. Students are assisted in this process with regularly scheduled group orientations, as well as one-on-one individual appointments.

Scholarships provide an important option for funding a college degree. During 2005-2006, 178 students were awarded scholarships in the amount of \$125,260. These scholarships are

*impacted by federal processing change

administered jointly by the Pierce College Foundation and Pierce College and are awarded based on need, academic ability, artistic talent or vocational goals. Recipients are selected using established criteria and decisions are made using consistent standards. Information on newly funded scholarships is posted in the Financial Aid Offices and can be accessed through the Scholarship Program Coordinator located at Puyallup.

3.D.8

Financial Aid staff regularly monitor the student loan program to ensure compliance with all federal laws and regulations. Loan entrance and exit counseling sessions are required for all loan recipients. These sessions pay particular attention to loan repayment obligations and are conducted via a secure on-line site. A paper entrance and exit interview process remains for the few students unable to use the Internet process. Completion of the interviews is monitored through the District “unusual action” code process. Ninety-eight percent of students complete this process on-line.

A separate loan request form is required for all Stafford Loan borrowers. Loans are not automatically packaged for students, as part of the financial aid award process. Every effort is made to discourage excessive loan debt. As evidence of this work, the institutional loan default rate for the Stafford Loan program at Pierce College has remained between six and nine percent during the past five years.

Supporting New Students

3.D.9

A cornerstone to succeeding in higher education is a clear understanding of the complexities and expectations of the institution. New student orientations often serve as a student’s first experience in gaining the skills needed to make well-informed choices. Orientation to the College experience helps students navigate the systems at Pierce.

New student orientations are provided each quarter in a variety of ways to meet the unique needs of students. Although not mandatory, new students are strongly encouraged to register for

a session. At PCFS and PCPY, each two hour session includes information about policies and processes directly related to students such as registration, advising, getting an ID, parking, financial aid, and resources to enhance academic success. Orientations conclude with a campus tour provided by student leaders. At PCPY, orientations are also offered, prior to registration, through new Student Orientation Advising and Registration (SOAR) sessions. In SOAR sessions, students learn about Pierce College resources, critical college and web navigation and can be advised and registered as part of the SOAR session. In surveys distributed to SOAR participants, 96 % of students indicated that they strongly agreed or agreed that they understood how to get started, and 87% indicated that their questions were answered.

Students attending Military Programs are offered orientations during one-on-one advising meetings and in group sessions. From Summer 2003 through Fall 2006, 371 students took an online orientation, Getting Started, for new students interested in enrolling in a Distance Learning class. In addition to the general New Student Orientations, customized orientations for Running Start, TRIO, Athletics, International Education, and Basic Skills populations are also offered.

Students are also encouraged to take Education 110, 111, and 112. These variable credit courses provide students with an orientation to Pierce College and they learn strategies to enhance their academic success. Participants are afforded an opportunity to develop a plan for success which includes identifying personal and academic goals, developing education plans for their desired degree program, and identifying, evaluating and using resources and services that aid in achieving educational goals.

The Advising Process

The advising process is critical in ensuring that students gain the knowledge necessary to make well informed decisions about their education. The goal of our advising efforts is to prepare students in the initial quarters of enrollment

3.D.10

and to ensure that they are well prepared and informed about options and are able to make decisions that will increase their success.

Our hybrid advising model requires that students new to Pierce College meet with Faculty Counselor Advisors (FCA) in the Advising Centers at either PCFS or PCPY. Initial advising sessions provide students with the information and guidance needed to make informed decisions related to their educational goals. Advisors assess each student's needs by offering information about the registration process, financial assistance, certificate and degree options, program requirements and career pathways. After initial sessions in the Advising Centers, students are assigned to an instructional faculty member, based on the student's major or program of study. Students in Military Programs meet with academic advisors who assist them in career guidance and in developing educational plans. Students in the Military Programs also receive advising through their respective military Education Services Officers. Current policy dictates that students who enroll for 6 or more credits are required to meet with an advisor to either obtain a signature or their Registration Access Code which will authorize on-line registration, prior to being allowed to register. Anecdotal evidence shows that students enrolled in professional technical programs are more likely to meet with faculty advisors within their program, due to a more clearly prescribed curriculum and closer connections and relationships with program faculty. Students with university transfer intent are less likely to meet with their assigned faculty advisors and, instead, seek a signature from any advisor or faculty member-without conversation and guidance.

Data collected in the Advising Centers district-wide indicate a significant increase in utilization of advising services in the Advising Centers over the last five years. Data collected from sign-in sheets of students seeking advising in the Ft. Steilacoom Advising Center indicate that 15,915 students signed-in (annual duplicated headcount) between July 2005 and June 2006, and Puyallup

reported 11,927 students who signed in during the same period. These figures suggest that most students, new, undecided and even students assigned to faculty, are receiving advising primarily from Advising Center staff. Advising Center staffing levels have been stagnant and insufficient to support a mandatory advising system, particularly since student enrollment has significantly risen since the last self study report period. Staffing concerns were supported by qualitative data from students responding to the 2006 Pierce College Student Survey. Responses indicated a decline in satisfaction with the advising process, due to long lines in the Advising Center in PCPY, the inability to find assigned faculty advisors and perceived misinformation from Advising staff. As full-time FCA's become inundated with advisees, the Advising Centers utilize additional part-time advisors to fill the gap. Part-time advisors are committed individuals. However with hours of employment limited each quarter to peak advising cycles, they may lack the in-depth knowledge of transfer and degree requirements of a full-time advisor or counselor thereby, increasing the possibility of an error in advising information.

The faculty/administration negotiated settlement in 2005 re-classified the formerly administrative exempt Academic Advisors to tenure-track or specially funded permanent Faculty Counselor Advisors at both colleges. This reclassification presents significant District-wide changes, including scheduling challenges due to adoption of contracts for fewer days (reduced from 260 to 170) and fewer hours/per day (reduced from 8 to 7). Specific job responsibilities for the Faculty Counselor Advisors are clearly defined and the faculty and administration continue their commitment to strengthening this new model over time. (*See Standard 4*)

To help alleviate some of the challenges encountered with the current advising model, the District is beginning to take advantage of a variety of on-line advising tools (i.e., Education Planner, On-Line Catalog Administration (OCA) and Searchable Quarterly Catalog (QCAT),

degree audit) that will support students in taking responsibility for planning their education and staying on track toward degree completion.

Students are also encouraged to be self-advised if they meet eligibility requirements. Students who have earned 30 college-level credits, have a minimum 2.0 college level cumulative GPA, have an established education plan on file, are eligible for Math 98 and have demonstrated college level skills in reading and English may petition to register without a signature.

PCD has struggled for several years to establish a highly effective model of advising that best uses the strengths of faculty and Advising Center staff. It is clear that we need to continue to closely assess the existing advising model and make changes that will better serve our students.

Career Counseling

3.D.11

PCD does not operate a formal career counseling or job placement center; however, students are afforded a number of opportunities to explore career/job opportunities and to learn to make well-informed decisions about career choices. Evidence of this can be found in a variety of services offered at both Colleges.

Faculty Counselor Advisors advise students and assist in refining their plans of study to achieve their educational and career goals. They conduct formal career planning processes (testing, interpreting assessment results, teaching career exploration courses), work with students to develop initial educational plans, perform career exploration and explain specialized assessment results.

Job Connections Fort Steilacoom is a Work Source Affiliate and part of the WorkSource network that provides customers with core services such as: employment statistics, job skills and high demand occupations. Job Connections Fort Steilacoom and Puyallup are supported by part-time Employment Security Collocated staff, a full-time District Job Connections Manager and part-time Workforce staff who provide job search and job referral

assistance. Students and community members learn Internet navigation of State and local systems that provide resources for self-directed career assessment, occupational research and State, local full-time and part-time employment referrals. Job Connections serves more than 115 individuals each month.

Work-Based Learning is a comprehensive and systematic sequence of curriculum, training, and actual work experience that allows students to connect abstract concepts with concrete applications in the workplace. Professional-Technical Work-Based Learning includes clinical/practicum, internships and cooperative work experience.

In work-based learning experiences, students “try out” jobs in areas of interest; develop “soft” job skills and enhanced maturity that are difficult to acquire in the classroom. They obtain valuable job experience, employer feedback, references, and industry contacts, and expand post-graduation employment opportunities. The skills and knowledge gained help students make informed choices that lead toward success in reaching their academic and professional goals.

Health and Other Services to Support Student Needs

PCD does not provide direct health care to its students. Medical emergencies are referred to local 911 professionals. Campus Safety staff are trained and certified to respond to medical emergency situations and clearly established protocols are in place to use local emergency response personnel when necessary.

PCD supports students in maintaining health and wellness. The College offers a variety of credit and non-credit classes on topics as varied as body conditioning and first aid to vegetarian cooking and yoga, through the Continuing Education Program.

Students, at both the PCFS and PCPY, have adopted a fee structure that provides available funds to construct and operate new Health Education Centers scheduled to open during

3.D.12
3.D.17

the 2007-08 year. These Centers will provide both credit and non-credit course options for health and wellness activities. Faculty and staff will use these facilities through a fee-based and enrollment-based system.

Structures to respond to and support campus crisis/mental health needs have been established. The model adopted by the District ensures that students who experience mental/psychological issues are referred to Faculty Counselors. Counselors, who possess mental health certifications, provide initial assessment and then refer students to outside agencies, as needed, to better serve the students' individual needs. Counselors are an important resource, often working with individuals or groups of employees to expand their understanding of mental health issues and available resources.

3.D.13

PCD is a commuter college and does not provide residential housing. Students are supported in their search for local housing through posted rental opportunities in the Student Programs Office and commercial advertising.

3.D.14

Food services are provided through contracted services at both PCFS and PCPY. Military Programs are provided limited food services through military sources.

Vendors are professionally trained and adhere to all recognized nutritional and state mandated health and safety standards. While use of these services is not as strong as anticipated, the District and its contractor continue to work to expand options for students. Consumers are afforded an opportunity to evaluate food services each Spring and Fall Quarters.¹⁷

The vendors are very responsive to institutional needs, such as catering for events and activities as well as providing food service for Evening Child Care and the new Child Development Centers.

3.D.18

The Pierce College Bookstores are important assets to the District. Locally operated, the Bookstores furnish course materials and books,

general college supplies, and a wide range of products for casual shoppers. Bookstore personnel support campus events and activities through donations of raffle prizes, provision of informational fliers, and conducting contests.

Criterion 4

Students expand perspectives and experiences in order to contribute to a diverse society.

Student Services values and supports opportunities for students to expand their view of our diverse society and gain skills to better contribute in our world today and into the future.

Student Participation in Institutional Governance

Student participation in College and District governance is a strongly practiced value and PCD provides students with a wide variety of opportunities to become involved. These experiences expand their perspectives by providing leadership opportunities in a variety of venues. In addition, students are challenged and grow by working within diverse populations.

College committees provide an avenue for students who want to engage as stakeholders in the College and District governance processes. Through these processes they are able to see individuals present many different perspectives and experience decision-making that must respect the needs of the College community at large. Appointed by the Student Government Presidents, students are selected as official members of a variety of College committees: President's Advisory Group, Services and Activities (S&A) Fee Budget Committee and Student Technology Fee Budget Committee, Council for Learning and Student Success, Student Services Council, Legislative Task Force, College Cabinet, Education and Facilities Committee, Health and Safety Committee, Graduation Committee, Scholarship Committee, College Disciplinary Committee, and Student Grievance Committee. Students are also asked to provide a voice on faculty tenure

3.B.2

committees and on hiring/screening committees. Students are held accountable for appropriate representation by the Committee Senator at each college.

Student Programs

3.D.15
3.D.16

The primary mission of the Student Programs Office is to facilitate student participation and connection to the campus community by providing co-curricular programs and services that are consistent with the institution's Core Abilities. To that end, Student Programs offers educational, entertainment and recreational activities that adhere to the spirit and intent of equal opportunity for participation.

One of the roles of Student Programs is to serve as the administrative unit for the expenditure of Services and Activities (S&A) funds, the allocation of which in 2006 totaled nearly \$2 million. Supported by S&A fee collection, the Associate Students of Pierce College (ASPC) funds 51 programs and services across the District.¹⁸ The basic policies and procedures for governance of the S&A process are defined in the Services & Activities Financial Code.¹⁹

Student Programs is committed to ensuring that a sense of community and developmentally focused student life engages student leaders. Student leaders represent all students in the process of identifying needs, evaluating effectiveness and for providing appropriate governance of programs in joint collaboration with the institution. Broad guidance for that governance comes from the Associated Students of Pierce College (ASPC) Constitution²¹ and By Laws.²⁰

A key goal of Student Programs is to ensure students have opportunities to grow as leaders in our diverse society. Two exemplary programs that provide students with the perspectives and experiences to contribute to a diverse society are the Multicultural Leadership Institute (MLI) and the Un Cafecito Dominican Republic Service Leadership Project. MLI provides students with quality diversity training that helps instill the self-confidence needed to contribute to a diverse society. This Program empowers students to take

the lead in organizing diversity learning forums that accomplish community building with new students, and gain support in addressing social justice issues and initiative to serve our communities.

Case Study

Multicultural Leadership Institute

"Since joining MLI I have grown as a person and most of all, it has provoked inside me an appreciation for my culture. Before MLI I was hesitant in sharing anything about my culture. I isolated my East-Indian heritage from any aspects of my social life. But after attending the MLI weekend intensive, I couldn't wait to share anything and everything about my culture. Now I embrace my heritage with both arms. I know I am a changed person since I joined MLI and I believe it was the sole reason for my success at Pierce."

-Student graduate of Multicultural Leadership Institute

Since the inception of MLI, a pre- and post assessment has been administered. Pre- and post- assessment findings²¹ from 2003-2006, indicate that there was an increase in the connection felt by the students with other students, administrators, staff and faculty on campus. There was an increase in confidence in making an active impact on campus and in networking with PCD administrators, faculty, staff and student peers. There was also an increase in confidence about challenging others, who make derogatory comments based on race, gender and sexual orientation. Unanimously, students indicated they learned about themselves and others.

An important component of the MLI Program provides community service opportunities to students who have completed the Institute training. An example of this is Un Cafecito which provides a service learning opportunity to travel to the Dominican Republic and work on an organic coffee farm, assisting the mountain agricultural community through projects that maintain and protect sustainability of the land.

Required reflection papers chronicling personal impact and a pre- and post- survey indicate an increased interest in wanting to find ways to serve their communities in their life and career.

Student Media

3.D.19

The Pioneer and *The Puyallup Post* student newspapers are public forums for student expression which expand students' perspectives on a variety of issues. News stories, through interviews with College officials and fellow students, provide detailed information about campus life and issues; sports and arts and entertainment articles offer students information on extracurricular activities; and the opinion pages provide students with thoughtful interpretation, editorial leadership and forums for students, by students.

The student newspapers are bound by the Student Media Code²² which was adopted as a College Policy by the Pierce College Board of Trustees. This policy exists to protect the students' freedom to deal with any ideas and to express opinions in student media, without fear of censorship, as well as to provide any oversight or advisory assistance that may help student media achieve success in serving the student body. Student editors have the authority to make all content decisions for both the print and on-line editions of the student newspapers.

Student Athletics

3.E.1

Another opportunity for students to increase their experiences, expand their perspectives and reach both academic and athletic goals is available through the District Athletic Program. District Athletics strives to develop discipline, character, a healthy arena for competition and teamwork and academic success in student-athletes. These lifelong skills help to prepare student-athletes to positively contribute to a diverse society.

PCD introduced intercollegiate athletics during the 1968-69 academic year, beginning with men's basketball. The Athletic Program has experienced success on the field or court of competition-winning three conference

championships (1975 – tennis, 1982 – softball, and 1992 – soccer), and numerous division championships in all sports. The College currently offers six intercollegiate programs; three for women (volleyball, basketball, and softball), and three for men (soccer, basketball, and baseball). The men's soccer program is located near the Puyallup campus and the remaining five programs are located near the Fort Steilacoom campus.

The Director of District Athletics reports to the Chancellor, affirming the high priority placed on effective management of the Program. As part of the Northwest Athletic Association of Community Colleges (NWAAC), the Program is fully compliant with all standards, practices, and policies adopted by that body. In early 2004, the District decided to separate the function of District Athletics from Student Programs at Fort Steilacoom. The intent at the time was to focus District Athletics on athletic programming and development and eventual operation of the Health Education Centers, supporting a broad range of formal, recreational, and intramural activities for the College community.

With the relatively recent change in the structure of the Athletic Department, it is planned that the Athletic Department, Chancellor and Board of Trustees will move ahead to develop a comprehensive philosophy, clear goals and measurable objectives for intercollegiate athletics, to be completed by Winter Quarter 2008.

The District Athletic Program staff consists of an Athletic Director, a Program Coordinator, and several part-time coaches and support personnel. To ensure that candidates for positions in District Athletics are aware of the goals and expectations of the intercollegiate athletics programs, these expectations are clearly articulated in well-defined job descriptions and during the interview process.

District Athletics conducts an annual late summer all coaches meeting to review processes and procedures, prior to the start of the new academic year. This meeting is mandatory for all

3.E.1

3.E.2

head coaches (new and returning) and optional for assistant coaches. The annual meeting instructs coaches on rules and rule changes for District Athletics, Pierce College, and the NWAACC.

In addition, specific NWAACC policies and procedures are closely monitored to ensure Program compliance. General policy making and Program management are the responsibility of the District Athletics Director, with oversight provided by the Executive Team and Board of Trustees. Duties and authority are indicated in the job description for the District Athletics Director, which is available in Human Resources.

Although there has been no formal discussion about the development of a faculty committee on athletics, there has been informal discussion as to the value of a district committee on athletics. That would include faculty, students, staff and administrators. The Athletics Department staff would encourage a formal discussion in hopes of implementing such a committee during the 2007-2008 academic year.

3.E.3

Student athletes must meet the same admission standards and academic and degree requirements and have access to the same services as the general population. Students participating in intercollegiate athletics must meet athletic eligibility requirements established by the NWAACC.²³

Over a five year period, from Fall 2001 to Spring 2006, 75% of student athletes who completed their second year of participation in the Athletics Program, received a certificate or degree and/or completed their transfer to a baccalaureate institution. Almost 60% of all the athletes completed a certificate or degree program. Of these, 72% of female athletes completed a certificate or degree program, whereas 54% of males did the same. Seventy-eight percent of female athletes transferred to a baccalaureate institution. Sixty-one percent of males did the same.²⁴

The Pierce College Athletic Department works to facilitate student engagement through expanded learning and community opportunities. Student Services provides academic intervention to struggling athletes to help promote their success. The Athletics Department fosters an environment that encourages student athletes to access academic success resources (study skills tips, student success workshops, and tutoring), striving to ensure that students leave Pierce with a strong sense of academic fulfillment.

Annual budgets are developed based on recent trends in operating expenditures, anticipated increases in the costs of program support and prioritized needs for growth and development within the Program. Department staff are involved in establishing the needs for growth and development, as well as the overall development goals and objectives for the Program.

There are a number of processes in place to ensure that the development of the District Athletics budget is systematic and that funds expended or distributed are accounted for and procedures and practices established by institution and NWAACC are followed. Those institutional procedures and policies meet generally accepted practices for financial control and successful audit review. The Chancellor has final approval and oversight of the athletic budgets.

The annual operating budgets for the District Athletics Program are obtained from three funding sources: student fees, institutional funds, and through fundraising and revenue sources. The largest portion of funding for District Athletics comes from the Student Services & Activities (S&A) budgets from the Fort Steilacoom and Puyallup campuses (approximately 45% for 2006-07). These funds directly support Program operations: team travel, equipment and uniforms, insurance, game management, coaching stipends, officials, athletic training services and Office operations. Institutional funding (approximately 37% of total funding for 2006-07) supports the salaries of full-time department staff,

3.E.4

as well as the cost of facility rentals for each sport. Fundraising and revenues (approximately 18% for 2006-07) supports scholarships for student-athletes, supplemental travel, and equipment and apparel items not provided for through S&A funding. S&A funding is held within institutional accounts. All fundraising proceeds are deposited with the College or the Pierce College Foundation.

Expenditures for all athletic associated activity are conducted in accordance with the policies and procedures of the College's Business Office. The awarding of scholarship and work grants are governed by the NWAACC and submitted for review to the NWAACC in the annual grant-in-aid report.²⁵

Athletically related aid is regulated and monitored by the NWAACC. Athletic aid is limited to partial tuition assistance awards (scholarships) and on-campus employment. District Athletics provides a quarterly roster of scholarship award recipients for processing through the District's Cashier's Office and Office of Financial Aid. On-campus employment is processed through the District's Human Resources and Payroll Offices, in the same manner as pertains to all other student employment. An annual grant-in-aid report is compiled by District Athletics and submitted to the NWAACC at the conclusion of each academic year. This report ensures compliance with scholarship and employment limits established by the NWAACC for all member colleges.

3.E.5

Efforts are consistently made to foster equal access to athletic equipment, facilities and support services for male and female athletes. Pierce College Athletics is not in compliance with Title IX, as it relates to the percentage of female and male student athletics, as compared to the female/male mix in the general student population. However, data reported to the United States Department of Education for the annual Equity in Athletics survey indicates that over the past seven years operating expenses (per participant) have been greater for women than

for men. This includes the cost of equipment and uniforms, as well as all travel related expenses. In situations where facilities are shared by teams (basketball), practice times and locations are rotated between the women's and men's teams to allow for equitable access to facility resources. Issues related to gender equity and reporting to the State and Federal government are addressed by the District Athletics Director and reported to the Chancellor.

Financial aid is offered to male and female students utilizing the same award policies and procedures.

District Athletics schedules comprehensive orientations for all student athletes. These orientations provide an introduction to Department staff, an overview of expectations for conduct and behavior and academic eligibility requirements. These comprehensive orientations are conducted annually at the start of Fall Quarter and have proven to be effective in disseminating information related to policies and procedures, athletic eligibility, and support services and resources (*See Athletics Self Study, Exhibit 8*)

3.E.6



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. Student Services staff are committed to a philosophy of providing student centered services.
 - Continue to value and support the important work of our staff.
 - Invest in training opportunities that strengthen knowledge related to student development theory and practice.
2. Collaborative partnerships between Student Services and other college departments have led to the on-going development of initiatives to assist students, faculty and staff.
 - Continue the work of the Student Services On-Line Tools Committee to coordinate district-wide technology initiatives.
 - Maintain collaborative relationships with district staff, faculty, and administration in order to establish programs, services, policies and procedures that respond to the needs of our students.
3. Student Services offers students options and programs that provide a foundation for success at Pierce College.
 - Staff will ensure the provision of core services to all students throughout the district.
 - Continue to support staff in professional development that will increase their potential for developing student success programs and services.
4. Students are able to access services across the district.
 - Afford students access to district services and classes that meet their individual needs.
 - Deepen the communication and understanding between PCFS and PCPY departments in order to provide comprehensive and consistent experiences for students.

Challenges and Selected Areas for Continuous Improvement

1. Improve assessment and data collection efforts.
 - Collaborate with District IR to coordinate continual assessment of student services across the District, i.e., full implementation of the continuous improvement model.
 - Develop systematic and periodic assessment methods that lead to continuous improvement of student services practices.
2. Improve strategic planning efforts.
 - Conduct a comprehensive review of the college's current enrollment and retention model.
 - Continue to pursue resources to implement an improved student services/success model as part of a District strategic enrollment management plan.
 - Closely examine and assess staffing levels across the District, with particular focus on providing effective services that are student centered.
3. Methods and systems of offering services have not kept pace with student behavior and demand for use of technology.
 - Continue to move forward and implement proposed on-line tools for student access to enrollment, advising and other services to ensure students success.
4. There is still a need to ensure students have access to core services at all district locations.
 - Identify core district student services
 - Develop teams and assign responsibility for implementing, evaluating and improving services to ensure district consistency.
 - Provide opportunities for staff to cross-train.
 - Establish models for effective communication regarding core services.

Notes

- ¹ District Population Survey
- ² Student Services Organizational Charts (Appendix 3.1)
- ³ 2006 Pierce College district Student Survey (Q 14,16)
- ⁴ 2006 Student Handbook (Appendix 3.2)
- ⁵ Student Services Staff Profile (Appendix 3.6)
- ⁶ Student Services Self Studies
- ⁷ 2006 Pierce College District Employee Survey
- ⁸ Quarterly Class Bulletin – Fall 2007
- ⁹ Running Start Handbook
- ¹⁰ Dental Hygiene, Veterinary Technology, Nursing Handbooks
- ¹¹ Student Rights & Responsibilities/Code of Conduct
- ¹² Student Grievance Procedures
- ¹³ Academic Standards Policy
- ¹⁴ Handbook of Campus Crime Reporting
- ¹⁵ Faculty Handbook
- ¹⁶ On-Line FERPA Tutorial
- ¹⁷ Chartwell Customer Report (Spring 2007)
- ¹⁸ S&A Budgets 2007-2008
- ¹⁹ S&A Financial Code
- ²⁰ ASPC Constitution and By-Laws
- ²¹ Multicultural Leadership Institute Pre- Post-Test Results
- ²² Student Media Code
- ²³ NWACC Eligibility Requirements
- ²⁴ Athletic Progress Data
- ²⁵ Grant-In Aid Report



4

Faculty

Global Outcome

Recruit, appoint, develop, and retain highly qualified faculty who work collegially to provide quality educational experiences.

Criteria for Success

- Criterion 1 Recruitment and appointment processes ensure a highly qualified and dedicated faculty.
- Criterion 2 Faculty members are fully engaged in the educational process, ensuring a quality educational experience for students.
- Criterion 3 The college environment encourages the development of and provides support for faculty in their various roles.
- Criterion 4 Evaluation processes lead to continuous improvement of faculty in all dimensions of their roles.
- Criterion 5 Faculty members are lifelong learners.

Overview

Highly qualified, experienced faculty are key to the function and educational processes of the Pierce College District. Processes are in place for recruiting, appointing, developing, and retaining full- and part-time faculty who provide excellent educational experiences for our students. Hiring timelines have been shortened and a prioritization process for faculty hiring has been developed and implemented. Much work has been done in improving and implementing a consistent faculty evaluation process which utilizes multiple indices. Results from the faculty evaluation process confirm our belief that PCD faculty are among the most dedicated and quality in the entire Washington State Community and Technical College system. Work continues on issue related to faculty, work loads, full- and part-time faculty mix, and on support for faculty professional development that is sufficient and consistently accessible. Faculty are highly engaged in advising, committee work, instructional design, assessment, online course development and delivery, and other substantial projects related to providing the highest quality educational experiences for our students. Pierce College District faculty also contribute in meaningful ways to the broader community and are fully engaged as life-long learners.

Criterion 1

Recruitment and appointment processes ensure a highly qualified and dedicated faculty.

4.A.1

Faculty Qualifications

The District places the highest priority on employing dedicated faculty members who exemplify the standards of the District and who are qualified by education and experience to carry out their instructional assignments.

The minimum educational qualification for instructors in our academic programs, both full-and part-time, is a master's degree in the discipline or a bachelor's degree and professional expertise in the field of educational service.¹ Faculty members, representative of each field or program in which the District offers major work, include a mix of full-time and part-time instructors. The majority of departments and programs are led or represented by full-time faculty members assigned to a particular discipline or department.

The Pierce College District (PCD) employs a large percentage of both state-funded and contracted (specially funded) faculty teaching in professional-technical programs. Contracted faculty members are unique in that they are employed by the District, which maintains contracts with various agencies to provide educational opportunities for their clients. Faculty members teaching in these programs are funded through contracts with the agencies, which are designed to meet the needs of the contracting agency and satisfy the requirements of the Negotiated Agreement by and between the Board of Trustees of Community College District #11 and the Pierce College Federation of Teachers Local #4821 (PCFT), hereafter called *Negotiated Agreement* (See Required Documents and Exhibits).

As shown in Table 4.1, 99% of our full-time faculty possess minimum qualifications (master's degree in the discipline or a bachelor's degree and relevant professional expertise): 19% percent have a doctorate; 72% have at

least a master's degree; and the 7% holding a bachelor's degree have work and industry experience.

Table 4.1 Full-Time State and Specially-Funded Faculty Academic Qualifications

Degree	Number	Percent
Doctorate	26	19%
Master's	100	72%
Bachelor's + relevant experience	10	7%
Associate	2	1%

While the majority of our state-funded professional-technical faculty members hold a master's or terminal degree, specially-funded faculty teaching at Extended Learning sites may or may not, depending upon the discipline. Faculty in programs (such as welding, building maintenance technician, and specialty bakery products) must comply with state law² which allows for faculty teaching in professional-technical programs to substitute significant industry experience for formal education. The two faculty members with Associates degrees are employed at the Department of Corrections sites in disciplines where advanced degrees are not readily available. Faculty members with bachelor's degrees were hired over ten years ago or are in fields where a master's degree is not readily available. All professional-technical faculty members are required to meet faculty skill standards through certification.

As the District has grown, many new faculty members have been hired at each campus and at the extended learning sites. Table 4.2 illustrates the overall hiring timelines and new faculty distribution across the district.

Table 4.2 New Full-Time Faculty Hiring Data

New Full-time Faculty	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-2000	1998-99	1997-98	Total per campus
PY	6	2	2	2	3	3	1	8	4	3	34
FS	4	1	4	4	10	11	2	11	7	8	62
Specially Funded	2	1	3	0	0	2	5	8	18	3	42
TOTAL	12	4	9	6	13	16	8	27	29	14	138

Source: Annual Affirmative Action Plan prepared by Human Resources

Table 4.3 shows that many faculty have been here ten years or longer, and we continue to benefit from their expertise. As PCD nears its fortieth anniversary, faculty members who have been teaching since the 70's and early 80's are retiring. In 2005, eight out of 147 state- and specially-funded full-time faculty members separated from the institution, for a turnover rate of 5.2%. In previous years the turnover rate was 4.8% (2004) and 1.2% (2003). Pierce will need to continue to be proactive in attracting new faculty and in continuing to develop faculty to provide continuity and instructional leadership.

Table 4.3 Full-Time Faculty Years of Service

Years of Service as of Fall 2006	Number of Faculty
0 - 5 Years	51
6 - 10 Years	36
11 - 15	19
16 - 20	15
21+	18

Faculty Hiring Processes

4.A.6

In order to ensure a highly qualified and dedicated faculty, full-time faculty recruitment and selection is regarded as one of the most important activities of the District; therefore, the District maintains clear, consistent, and orderly hiring practices, as described in the Faculty Recruitment Guidelines developed and implemented in 2001.¹² The guidelines describe the process for recruitment and appointment of

both state-funded and specially-funded faculty consistent with WAC 131-16-091.

Recruitment and hiring of new full-time, state-funded faculty is a collaborative process, involving faculty, staff, students, and administration. To ensure an orderly and consistent process across the District, screening committees meet for an orientation prior to beginning their work. The orientation meeting, facilitated by the appropriate Executive Assistant, and attended by the PCFT President, is instrumental in ensuring that all committee members recognize the importance of the committee's work, as well as clearly understand the process.

The current process begins with a review of program status and overall full-time/part-time mix within PCD at the department and program level. Requested positions are brought by division chairs for review by the Instructional Administrators (IA) Workgroup, a District-wide organization comprised of instructional division chairs, Deans of Library/Media and Workforce, and representatives of Distance Learning, International Education, Institutional Technology, and District instruction. Following data review and discussion in IA, a prioritized list of recommended positions is sent to the District Executive Team for approval. Upon final approval, the positions are sent to the Executive Assistant for Instruction/Learning for procedural implementation. Division Chairs work with department coordinators to develop faculty position announcements. To acquire an applicant

pool, Pierce conducts a national search, using widely read journals such as *The Chronicle of Higher Education*, journals of professional organizations, association publications, and various web sites. Meanwhile, the Executive Assistant works with the PCFT President and the Affirmative Action Officer to coordinate the screening committees, which selects interviewees from the applicant pool.

There is little difference in the overall process for recruiting and appointing new full-time, specially-funded faculty members, except that the process begins with the site contractor, e.g., the Department of Corrections, Department of Social and Health Services, or the Military. Once the job description and contractual requirements of the site contractor have been described, the recruitment and appointment process is the same as for state-funded faculty and is subject to the same Faculty Recruitment Guidelines. In this case, the Executive Assistant for Extended Learning/Human Resources and Budget works with the PCFT President and the Affirmative Action Officer to coordinate screening committees.

In addition to the established process for external recruitment, the District established an internal transfer process that allows tenured faculty to apply for like positions (i.e., tenured faculty may apply for tenure track positions, contracted faculty may apply for contracted positions) for movement within the District. In this simplified process, after a position description has been developed and posted, the Division Chair (and a Program Coordinator and/or a department member, if appropriate) reviews applications, interviews qualified applicants, and makes a recommendation to the appropriate vice president. If selected, the faculty member retains his or her tenured status and seniority date. All district personnel policies and procedures are published and made available through the District Policies and Procedures Manual, as well as the intranet, and are used as a reference for screening committees.

Pierce College is deeply committed to hiring and maintaining a faculty that are as diverse as the

students we serve. This commitment is reflected in recruiting practices and supported by the Instructional Administrators' Annual Work Plan and the Board of Trustees' Expected Outcomes, which include the directive to "Recruit, retain, and involve a diverse faculty, staff and student population to maximize talents, productivity and learning." It is also reflected in the Pierce College Strategic Plan, Direction 4.4, which describes a goal to "Recruit, hire, promote, and retain a diverse work force to achieve institutional priorities."

The District prides itself on being an Equal Opportunity/Affirmative Action employer. Qualified applicants, including women, persons of color, Vietnam-era/disabled veterans, persons age forty and over, and individuals with disabilities are encouraged to apply and are valued and encouraged after they are hired. All Screening committees include a trained affirmative-action designee to ensure compliance with policy. Continuity and consistency across the District is integral to our process.

Diversity among faculty is another indicator of our commitment to students' quality educational experience. Our formal affirmative action goals show that for faculty job groups we employ minority faculty at a level fairly consistent with availability in the national workforce. Previous affirmative action plans indicated a need to hire significantly more females and a need to increase hiring in at least one position for black or African Americans and persons of disability in both academic and vocational faculty job groups.

The District is currently in the process of reviewing the faculty hiring processes, in response to data from the 2006 Employee Survey and a self-study by Human Resources. In the Employee Survey, only 58.2% of faculty strongly agreed that hiring policies and procedures are applied equally to all employees. During the accreditation self-study process, Human Resources identified the need to improve the efficiency and effectiveness for the recruitment process of full-time faculty as one of their outcomes. In collecting data

for this outcome, they surveyed a sample of thirty employees who had served on screening committees. The survey identified two sources of dissatisfaction with the faculty recruitment process: (1) timelines are often too long, resulting in the loss of quality applicants, and (2) the process is not followed consistently for one-year and part-time faculty recruitment and appointments.

Pierce College responded seriously to these concerns by creating a committee to review the faculty recruitment process and to recommend a long-range hiring plan for the District. The focus of the plan is to prioritize positions and establish earlier timelines to ensure the availability of qualified applicants. The plan also describes a revised applicant screening process, guidelines on consideration of vacancy notifications received after December 1, and a plan to respond to failed searches.

Overview of Long-Range Plan for Faculty Recruitment

- Faculty hiring decisions will be based on accurate analysis of data and information.
- Hiring will be consistent with District and college strategic planning.
- Progress will be made with respect to established goals for full- and part-time faculty mix.
- Accreditation guidelines will be met: “The institution’s faculty is adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work.” (NWCCU Accreditation Handbook, Standard 2.C.7).

In addition, Continuing Education required a unique hiring process for instructors. Through a collaborative effort this process was developed in Spring 2007, with core elements including processes for the recruitment, application, interview, and hiring of instructors.

Part-time Faculty

In accordance with the mission and goals of Pierce College, the District employs part-time faculty possessing the same experience and credentials as full-time faculty. Recognizing the importance of part-time faculty to the goal of high-quality instruction and the need to assess institutional policies, procedures, and working conditions for part-time faculty, the District convened a Part-Time Faculty Task Force in November 2003.

Part-Time Faculty Task Force Purpose Statement

“We value the role of part-time faculty in achieving our mission and goals. The development of part-time faculty members is crucial to our ability to continue to ensure quality education for our students. By maximizing our resources, we can provide support and inclusion to part-time faculty across the District.

We have convened this task force to review and consider the many aspects relating to part-time faculty: achieving student learning, outcomes and assessment, professional development opportunities, and employment practices and procedures.

As team members we will need to be focused, flexible, knowledgeable, and dedicated to the job at hand. We are asking for a high level of commitment, communication, and collaboration among task force members, as well as with other members of our college community, to create “best practices” regarding our part-time faculty.”³

The Task Force is a District-wide representative group, including twenty-two members comprised of full-time and part-time faculty, administrative assistants, division chairs, administrators, and representatives from Distance Learning, and Extended Learning. Members serve on at least one or more sub-groups within the Task Force, depending upon the focus of the groups. The accomplishments

of the sub-groups include a process for the recruitment and appointment of part-time faculty; a District-wide Notice of Reasonable Assurance; and Multi-Term Contracts.⁴

Recognizing the value of part-time faculty, recent negotiations between the PCFT and the District addressed several issues and concerns of part-time faculty members, resulting in the creation of the Part-Time Faculty Priority Consideration Pool and the Senior Faculty Promotional Opportunity. Per the *Negotiated Agreement* the Part-time Faculty Task Force is taking an active part in making recommendations regarding placement in the Part-time Faculty Priority Consideration Pool.

4.A.9

As a best-practice for part-time faculty, each college hosts a Part-Time Faculty Orientation at the beginning of every academic quarter in order to familiarize part-time faculty with detailed information about PCD, available resources, and faculty members' rights, responsibilities and privileges. Part-time faculty members attending the orientation receive a notebook containing resource information and a small stipend. Additionally, the instructional divisions provide much information to part-time faculty, including guidelines for the coordination of benefits, Notices of Reasonable Assurance, and information related to and in support of teaching assignments. In some departments part-time faculty are regularly invited to participate in the creation of quarterly schedules. PCD has mandated E-mail accounts for part-time faculty to ensure communication of important information and to encourage part-time faculty engagement in the college community. However, although the 2006 Employee Survey, Faculty Section, was sent via E-mail to approximately 400 currently employed part-time faculty members, only twenty-nine responded. PCD will continue to focus on the increased engagement of part-time faculty.

4.A.10

Given our commitment to instructional excellence and to hiring and retaining part-time faculty members, PCD has initiated several processes and practices to review the use of

part-time instructors. One of the directives of the Part-time Faculty Task Force is to look at institutional policies concerning the use of part-time faculty in light of the mission and goals of the institution. In conjunction with our annual recruitment process, the Instructional Administrators Group considers the part-time/full-time mix across PCD when making recommendations for full-time hires and unexpected vacancies. Standard 2 addresses full-time/part-time faculty mix.

Case Study

Each Friday of every term, the Military Program offers trainings for part-time faculty who teach online and those interested in incorporating technology into the classroom. Three to four trainers with expertise in online course management and technology tools assist faculty in designing online courses and/or incorporating technology into grounded courses.

Faculty members value the opportunity to engage with their peers from multiple disciplines to exchange instructional ideas and best practices. The training enhances the quality of instruction of both online and grounded classes. Part-timer Claudia Minton says, "Friday training offers the faculty a non-threatening, relaxed setting where we learn how to overcome the technology challenges of online education. More importantly, we have learned to trust each other, and as a result, have grown professionally into a cohesive team that brings out the best in all of us and enhances what we offer our students." Since the online courses are taught using Blackboard, another part-timer Mark Lawlis says, "Our Friday morning Blackboard (Bb) training sessions provide faculty with an opportunity to collaborate with each other, learn the technical features of Bb, which translates to a quality academic opportunity to our online students."

The extensive use of part-time faculty, common throughout Washington's Community and Technical College system, is a necessity due to

budget constraints. PCD works to incorporate part-time faculty into the life of the district and to ensure consistent levels of teaching excellence in all classes, whether taught by full- or part-time faculty members. Still, the use of part-time faculty presents many challenges. It is difficult to promote consistent instruction within a department using part-time faculty for several reasons: part-time faculty often have time constraints due to teaching assignments at other institutions, they are generally not paid to do anything other than teach, and they are not fully invested in departmental initiatives. Unless given a special assignment, part-time faculty members generally teach one or two courses and leave campus. By contrast, full-time faculty members not only teach full course loads, they also provide academic advising to students, participate fully in the development and regular review of departments, and participate in shared governance activities, including hiring and tenure committees.

Criterion 2

Faculty members are fully engaged in educational processes, ensuring a quality educational experience for students.

Faculty Engagement

4.A.2

Pierce College's faculty are highly engaged in the entire educational process of the institution. This high level of involvement ensures that the quality of the educational experience for students remains high.

The District has a model of institutional governance that includes faculty in academic planning, curriculum development and review, and academic advising. The faculty are represented on over forty District-wide standing committees. These committees give faculty a voice in governance and operations across the District. Some of the committees meet monthly, others quarterly. Monthly, faculty members give committee reports to their individual divisions.

Included in the standing committees are three instructional work groups: the Council for Learning and Student Success (CLASS),

Clusters, and Assessment Team. Program innovations, new courses, certificates, and degrees are developed by individual faculty members or instructional programs and reviewed and approved through the CLASS and Cluster process. CLASS membership consists of instructional division chairs, District-wide administrators, student services representatives, and faculty representatives from each of the divisions, including military sites and part-time faculty. Included in the directive for this group are the responsibilities to review and approve course and program curriculum, to coordinate with student services, and to integrate the Core Abilities.

Currently, three District Cluster teams, consisting of interdisciplinary faculty, review all new and updated courses prior to submission to CLASS. They look specifically at course outcomes, compliance with academic planning requirements, and assessment of Core Abilities. The Cluster process ensures that many faculty eyes review each course and that consistent criteria are applied to all courses across the District. Faculty members serve on Cluster or CLASS in terms varying from a single academic year to multiple years. (See Standard 2 for a more complete discussion of CLASS and Cluster.)



Case Study

Development of the Construction Management Program

The development of the District's new Construction Management Program illustrates the collaborative efforts of IA, Cluster, and CLASS. When local industry identified a need for a program, our District Workforce Development Office worked closely with the Pierce County Workforce Development Council Construction Partnership Skills Panel to create industry driven outcomes and to collaborate on program design. IA discussed program need and where the program would fit in the District structure. The decision was made to seek high-demand funding via a competitive state process. Funding was secured, which included a full-time faculty position to be hired during the coming academic year.

Business faculty participated in all program development sessions and worked with industry as program outcomes were defined and developed. Curriculum was then shepherded through Cluster for review and initial feedback and to CLASS for final approval. Following approval, the division chair, program coordinator, and workforce advising personnel worked collaboratively to develop advising tools for the new program.

The Assessment Team consists of faculty representatives from academic divisions, student services representatives, and the Curriculum Development Specialist, who is currently the Interim Assessment Team Coordinator. Faculty on the Assessment Team receive a stipend or release time for their work, as it is generally considered to be beyond the workload described in the *Negotiated Agreement*. The Assessment Team serves as a catalyst for and provides District-wide leadership in outcomes-based assessment of learning, its purpose being to “plan, promote and participate in frequent activities that provide learning, professional development and community–building activities around effective assessment of learning at the classroom, program and department levels.”

Samples of faculty-driven Assessment Team projects include the annual *Summer Institute*, which engages college faculty in outcomes-driven curriculum and assessment work, and the *Web Enhanced Curriculum Design Institute*, a partnership with Workforce and Distance Learning to provide additional training for online and hybrid course development. (See Table 4.4 for descriptions of additional Assessment Team projects included in faculty professional development activities.)

Faculty members also participate in Professional-Technical Program Reviews and Academic Department Self-Studies. Program-review teams consist of a division chair, faculty program/department coordinator, and faculty members of the coordinator's choice. The program review team writes and prioritizes outcomes for each of the standards in program review, identifies actions, notes appropriate resources, sets realistic timelines, and makes recommendations to administration. Program review is a designated part of faculty contracted requirements on a six-year rotation.

The program viability process, slated for full implementation in 2007-08, will also engage the faculty. This new process, one of several strategies to support enrollment management and decision-making regarding the use of instructional resources, will supplement the established processes for Program Development and Program Review by focusing analysis and resources on specific programs. Program Viability will provide faculty, program coordinators, and division chairs with annual data reports that summarize the enrollment and fiscal health of their programs and departments. Program Coordinators of professional-technical programs have been involved in the program viability planning process and appropriate program faculty will serve on viability study teams. The program viability process was piloted in Spring 2007 with the Computer Information Systems/Computer Network Engineering programs.

Successful program development is driven by dedicated faculty members who are committed

to meeting student and community needs. Faculty members engage in new program development through a variety of processes. In January of each year, the Dean of Workforce Education facilitates new program planning sessions with professional-technical program coordinators and faculty at each campus as part of the annual planning cycle for workforce funding.

Academic and Technical Faculty with specific areas of interest receive funding for program feasibility studies and program and course development. During the period of 2005-2007, full and part-time faculty participated in the following feasibility studies and course development activities:

- Adaptation of Alcoholism and Drug Abuse, Technical Writing, Business and Business Information Technology (BTECH) courses to online modality
- Planning and implementation of BTECH, Elementary Childhood Education, Certified Nurse Assistant and Corrections Integrated Basic Skills
- Modularization of the BTECH curriculum
- Development of Construction Management outcomes/maps/Program Outcomes Guides
- Design and implementation of the Occupational Safety and Health program
- Design and implementation of the Dental Hygiene Flexible Delivery project with Peninsula College
- Development of a new track in Human Resource Management/Paralegal
- Revamping of Computer Information Systems courses, addition of Web Application Development, and redesign of the Database program
- Feasibility studies for Mortuary Science, Fiscal Tech, Distribution, and Fire Command programs
- Development of a Language Interpreter program with Cascadia and Renton Technical Colleges

- Development of a Licensed Practical Nurse Bridge Program
- Development of a Gerontology track with Social Service Mental Health and Nursing
- Development of a Diagnostic Health and Fitness Technician certificate
- Development of Accounting and Pre-policing pathways
- Development of Homeland Security outcomes and certificate
- Changed name of Foreign Language Department to World Languages to reflect the globalization of world and American culture
- Created a Spanish lab in shared space with BTECH to meet the needs of students who desire to move at their own pace through their language study

Case Study

Until Fall 2007, the BTECH Department in the Pierce College District has offered 5-credit integrated computer applications courses, such as BTECH 201, that included MS Word, Excel, and Outlook. Since our students come to us at varying levels of knowledge, these courses did not always meet their needs.

To respond to student needs, faculty converted the traditional 5-credit courses into multiple one-credit modularized courses which are offered in a computer applications lab setting. The computer courses are self-paced and continuous entry. These one-credit courses will add much greater flexibility in our computer offerings to BTECH students, to Pierce students outside our department including Adult Basic Education/English as Second Language students, and to members of the community.

Faculty members engage in direct advising for students in their program areas. The *Negotiated Agreement* provides for the assignment of up to fifty advisees to each full-time faculty member. Instructors are expected to provide one-on-one advising, either in person or by phone or e-mail.

Many faculty members also serve as advisors for extra-curricular student activities, such as student clubs and other student groups.

Recognizing the value of faculty advising for students, in 2005-2006 PCD converted eight exempt advising positions to tenure track Faculty Counselor Advisor positions whose primary focus is advising and career counseling, as well as transitioning and retaining students. They assist students in achieving their educational and career goals through general advising, new student orientation, and career and academic counseling. Faculty Counselor Advisors instruct student development courses and workshops and make presentations to prospective students and their parents. These faculty counselors function as resources to teaching faculty.

Criterion 3

The college environment encourages the development of and provides support for faculty in their various roles.

Pierce College strives to create and maintain an environment that encourages the development and retention of an excellent faculty. We do this by establishing adequate working conditions and equitable workloads that allow time for professional growth and renewal and encourage excellent teaching; by providing adequate compensation; and by fostering and protecting academic freedom.

Physical Working Conditions

4.A.9

Per The *Negotiated Agreement*, the PCFT Working Conditions Committee works with the administration regarding teaching, classroom, office, and moonlight assignments; substitute faculty; job descriptions; confidentiality of personnel records; staff support; and parking. A PCFT representative works with the administration on the equitable assignment of office space based on program needs and seniority.

Adequate office space for part-time faculty is an ongoing concern to both part-time faculty and the District. The Part-Time Faculty Task Force has been charged to look at working conditions for part-time faculty, including space and convenient access to storage, computers, printers, and telephones, tools the District deems essential to quality instruction. The requirement of part-time faculty office space has been addressed through the negotiations process, and additional office space has been secured for part-time faculty. In the recently completed PCPY College Center additional faculty office space is provided. During the Cascade Core renovation project, part-time office space will temporarily be lost, but the district plans to restore and increase this space as new buildings come on line, such as the Science building at PCFS and Phase IV at PCPY.

Faculty Workload

The faculty workload and academic calendar is established through the *Negotiated Agreement* and includes an annual average of credit and/or contact hours. State-funded faculty have a 172 day contract; generally specially-funded faculty have a 220 day contract. The workload for faculty librarians and faculty counselor advisors consists of a 35-hour workweek.

4.A.3

The current *Negotiated Agreement* allows full-time faculty to teach five credits per quarter of distance learning as part of their load. In addition to instruction, faculty responsibilities include ten office hours per week, course material preparation, evaluation, and committee work. The calendar and workload for specially-funded faculty are also described in the *Negotiated Agreement*; however, these faculty are unique in that the contracting agency may ask for modifications in calendar and workload through negotiation with the site faculty.

The District calendar and *Negotiated Agreement* includes three in-service days for training and development and nine research, planning, and development (RPD) days. The college offers various and focused trainings, including Diversity trainings, the Master Teaching Program, and the Summer Institute.

In the 2006 Employee Survey, Faculty Section, only 35% of faculty agreed that there is sufficient faculty to carry out the work of the college while 50% agreed that their workload allows them enough time to engage in professional growth and development. As we strive to follow the directive of Strategic Plan Direction 3.3, to “implement manageable and equitable workloads throughout the District,” we recognize that these results are cause for concern. The extensive use of part-time faculty, common throughout Washington’s Community and Technical College system, is a necessity due to budget constraints.

Support for Professional Growth and Renewal

4.A.3

In contrast to the faculty responses regarding workload, 77% of the respondents to the 2006 Employee Survey agreed that the District offers professional development opportunities to help employees do their jobs, and 80% agreed that their supervisors support their professional growth and development. In the same Survey, 83% of part-time faculty responded that the District makes an effort to include part-time faculty in professional development activities. The one cause for concern was that only 50% of full-time faculty members agreed that they are financially assisted in their professional development. This has long been a faculty concern, as the \$300 per faculty allotment for professional development stipulated in the *Negotiated Agreement* is often not adequate to cover expenses for conferences at the state level and is certainly not adequate for out-of-state travel.

Despite the low level of funding for external professional development activities, PCD provides many internal opportunities for faculty professional development. Faculty members participate in college sponsored professional development activities for incorporating outcomes, developing skill standards, incorporating active learning, and exploring assessment strategies. All faculty members participate in the District in-service days, as

well as campus-specific in-service activities. PCD also provides professional development opportunities on select topics, including experiential learning and other teaching methods, classroom management, coaching and mentoring, web-enhanced curriculum design, program marketing and community involvement, supplemental instruction, learning communities, and advising strategies.

In-service training is also available at off-campus sites. Accreditation and certification requirements are supported as professional specially funded development activities for contracted faculty. For example, the Department of Corrections (DOC) provides in-service training to maintain and improve staff performance at the individual, team, unit, and organizational levels. In-service training includes mandatory components required by RCW, WAC, Labor and Industries, American Correctional Association, and Department policy. Professional development activities may also include components driven by local/regional needs, staff professional development, or changes in the DOC mission. Completion of required training is an expectation of the DOC. Appointing authorities budget sufficient resources to ensure this training is completed within given time frames. Newly hired faculty for the McNeil Island and Cedar Creek Correctional facilities sites participate in the Washington State Department of Corrections Correctional Worker Core Program to develop the occupational and/or professional skills required of all new employees assigned to prison facilities.

In 2003 Pierce College District developed and implemented a professional structured development planning and assessment process. The Salary Increment Plan (SIP) for full-time faculty reflects an agreement by the District and the PCFT to reward “individual professional development [as] extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the District.” It is a two-part process administered by division

chairs. Each fall, full-time faculty submit their plans for professional development for that academic year to their chairs. The following summer, faculty members report and assess how the outcomes of the plans have been satisfied. Full-time faculty can choose whether or not to participate in SIP.

In academic year 2005-06, 90 of 132 eligible state-funded faculty members submitted SIP plans and reports that were approved for salary increments. In the 2006 Employee Survey, Faculty Section, 45% of full-time faculty responding agreed that the SIP process helps them to be effective teachers. Interestingly, 45% also disagree, pointing to a need for further assessment of the SIP process.⁵ A possible reason for the disenchantment is the uncertainty of funding for SIP increments. The increment funding by the State Legislature is inadequate, which may discourage some faculty from participating in SIPs. Faculty who do not participate in SIP still participate in professional development in the required three-year evaluation process.

The SIP agreement for specially-funded faculty is identical to that of state-funded faculty, except for different deadlines based on a 220-day rather than a 172-day contract. Annual training is provided for all specially-funded faculty to ensure that they have access to the SIP process. However, none of the seventeen eligible faculty members at extended learning sites submitted plans for 2005-06. This may be due to lack of specific funding for professional development in site contracts. As discussion and the value of the SIP increases, we expect greater participation by specially-funded faculty.

Faculty Compensation

4.A.4

An important element of the retention of excellent faculty is the provision for competitive salaries. The *Negotiated Agreement* specifies criteria for the initial placement of full-time faculty on the salary schedule, dependent upon degrees and experience. The Division Chair and the campus Vice President evaluate new faculty for placement on the Salary Schedule. The

campus Vice President, after consulting with the District Chief Academic Officer, completes the initial salary placement form, which becomes part of the successful applicant's personnel file.

Compared to other community colleges in the state, full-time faculty salaries in the Pierce College District lie in the bottom 4th quartile. In the 2006 Employee Survey, Faculty Section, almost 83% of the full-time faculty disagreed with the statement: "Faculty salary and benefits are adequate to attract and retain quality faculty." When analysis was expanded to all faculty, a significant 60% of respondents disagreed or strongly disagreed with the statement.

The District is fully aware of the critical importance of salaries to attracting and retaining a highly qualified faculty. Consequently, over the past five years, through contract negotiations with the PCFT, the District has recognized faculty excellence and achievement with the following salary improvements:

- Annual salary increments for SIPs. (The District dedicates faculty turnover monies to SIP.)
- A \$1,000 salary increase for newly tenured state-funded faculty beginning the first year after tenure.⁶ In academic year 2006-07, eight faculty members received the \$1,000 increase.
- An annual stipend of \$1,000 is awarded to faculty members with an earned doctorate.⁷
- A \$2,500 addition to the base salary of faculty who complete The Master Teaching Program, offered annually for tenured faculty members to develop high-level teaching skills. In July 2006, twenty faculty members with at least five years service in tenured status participated in the week-long Master Teaching Program and developed proposals for further professional development.⁸
- The right of first refusal for additional teaching assignments (moonlights) to full-time faculty members when these

assignments fall outside their regular teaching schedules.

Salary issues faced by PCD need a legislative solution. PCD and State Board of Community and Technical Colleges (SBCTC) budget requests to the legislature continue to address the need for increased funding for both full-time and part-time faculty salaries. Full- and part-time faculty have joined the State Board and the college in lobbying the legislature to increase part-time salaries. While the legislature has addressed salaries through increment funding, there has been no pro-rated adjustment for those colleges.

In response to market forces PCD may offer an applicant a salary that is up to two placement levels higher than that supported by the candidate's education/training and/or experience. An ongoing issue involving salaries is how to attract faculty in disciplines for which the market offers salaries at a much higher rate, for example, Dental Hygiene (supervising dentists), Nursing, and Construction Management. Also, the District has charged The Program and Department Review Committee (formerly the Alternative Compensation Committee) to review the compensation methods and amounts for additional assignments.

In the past four years, PCD has addressed the issue of low part-time salaries by collapsing the formerly four-tier part-time salary increment schedule to one tier, which brought up the salaries of the three bottom tiers. All part-time faculty, including those teaching in contracted programs, are paid the same rate. Contracts do not include salary increment funding. Increment funding designated for part-time faculty by the legislature is distributed equally.

In the past, the increment funding received from the state was not distributed between full- and part-time faculty; as such, it was subject to collective bargaining. This arrangement pitted full-time against part-time faculty at the bargaining table. In the last several years, in addition to increment dollars, the legislature has

funded supplemental salary increases for part-time faculty to bring their salaries to within 76% of full-time faculty salaries.

Despite low salaries, the District has been able to maintain an adequate, if not good, financial environment for its full-time faculty by providing the generous state employee benefit package. Full-time faculty benefits are spelled out in Article 6 of the *Negotiated Agreement* and include leaves for sickness, bereavement, emergency, personal, shared, and FMLA care. Fringe benefits such as the Voluntary Employee Benefit Association Trust (VEBA, a post-retirement medical plan) and the early notification incentive (\$500 given to faculty who notify the District by December 1, of their intent to retire at the end of the academic year) are set out in Article 9 of the *Negotiated Agreement*.

Health care benefits are provided through several choices of providers with coverage for families, including same-sex domestic partners. These benefits include dental coverage, long term disability (additional coverage available), several life insurance options, and the TIAA-CREF retirement plan, as well as an option to stay with a previously enrolled state plan. Information about these plans is available on the Human Resources' (HR) website on the Pierce College intranet. Additional information is provided electronically during open enrollment periods in the fall.

Both legislation and litigation have resulted in improvement to benefits for part-time faculty. Part-time faculty who work half-time or more for two consecutive quarters receive pro-rated benefits similar to full-time faculty. A part-time faculty member whose teaching load averages 50% or greater also receives health care benefits during non-teaching months during the summer. Currently, 46% of our state-funded part-time faculty members are eligible for health care benefits, as are 75% of the part-time faculty at our military sites. Article 11 of the *Negotiated Agreement* sets out sick leave, shared leave, and sick leave cash-out provisions for part-time faculty. All part-time faculty members, whether

or not they are eligible for retirement plans, may contribute to supplemental retirement plans.

Policies and other information on salaries and benefits can be found in several locations and formats, including the *Negotiated Agreement*, the *Faculty Handbook*, and the Payroll and HR websites. Information about benefits is distributed to faculty through E-mail. The HR staff is also readily available to faculty throughout PCD for clarification of issues related to salary and benefits.

Academic Freedom

4.A.7

Academic freedom is essential to maintaining high quality instruction and an environment that attracts, develops, and retains faculty. The Pierce College Board of Trustees and the *Negotiated Agreement* support and safeguard academic freedom for all faculty in “carrying out their assigned duties and responsibilities,” which may include “the professional presentation of what might be considered by some to be controversial materials.”

Full-time (76%) and part-time (83%) faculty responses to the Faculty Section of the 2006 Employee Survey indicate that they believe their intellectual and academic freedom is respected and upheld district wide. In addition, full-time (81%) and part-time (90%) faculty responses indicated that they are given the opportunity to pursue innovative ideas or initiatives. Faculty members value their academic freedom and have not initiated or pursued any grievances claiming this freedom has been compromised.

Criterion 4

Evaluation processes lead to continuous improvement of faculty in all dimensions of their roles.

Faculty Evaluation Processes

Evaluation of faculty through multiple indices is critical for maintaining teaching excellence and encouraging continued professional growth and improvement of the faculty. The District employs multiple methods for evaluating full-time faculty, including the tenure process, permanent-status process, post-tenure review process, and post permanent-status process. Full-time faculty evaluation processes are described in the *Negotiated Agreement*, the *Faculty Handbook*, and the Tenure Manual and is consistent across the District. (See Required Documents and Exhibits)

Tenure track candidates are evaluated over a nine-quarter period by tenure committees jointly appointed and oriented by the PCFT and the administration. Tenure committees are comprised of six members, including three faculty members (one selected by the probationary faculty member), an administrative representative, a student representative, and a non-voting (*ex-officio*) Student Services member. Committee members function as both mentors and evaluators, assisting the candidate in developing as an instructor and in becoming a member of the college community. The committee also ensures that all self, student, peer, and administrative evaluations are completed and that this data is summarized and interpreted. The tenure packets are reviewed by college vice presidents and presidents prior to submission to the Board of Trustees. Authority for granting tenure is solely vested in the Board of Trustees as stipulated by RCW 28B-50-850, et seq.

The evaluation process for permanent status specially-funded/contracted faculty is the same as that for state-funded faculty, but the composition of the committee varies slightly. The committee is appointed through

4.A.5
Policy
4.1

a collaborative effort; however, it includes only two faculty members (one of whom is selected by the probationary faculty) and an administrative representative, who is appointed by the Executive Vice President for Extended Learning.

To ensure consistency in the tenure and permanent status process across PCD, the PCFT President and the appropriate Executive Assistant attend the first meeting of each committee to explain the tenure and permanent status process, answer questions, and provide support to committee members.

Tenure and post-permanent status committees report that the use of multiple indices helps them determine whether a faculty merits tenure or post-permanent status. Faculty are informally interviewed at the completion of the process and indicate that they feel it is a fair, consistent, and supportive process. The majority of faculty who complete the tenure process attain tenure in three years. Medical issues are the chief reason for the occasional continuance into a fourth year.

Following the 1997 Accreditation Self-study, a committee was formed to develop a regular and systematic post-tenure evaluation process. The committee reviewed the accreditation report, accreditation standards, the *Negotiated Agreement*, the District policy on evaluation, and the appropriate WAC. This two-year discussion and revision process included input from faculty representatives and administrators and is currently used across PCD.

The purpose of the post-tenure evaluation process, which occurs every three years, is to ensure the continued quality of instruction and to enhance professional development. The process consists of multiple indices, including evaluations by students, division chairs, peers, a self evaluation, and a professional development plan. Tenured faculty members are required to complete student evaluations of one-third of their course load each year. Division chairs and peers formally evaluate every tenured faculty member. Faculty evaluate themselves by

utilizing a professional development process and addressing evaluations from students, peers, and the appropriate division chair. This information is used to develop a professional development plan for the following three years. See Required Documents and Exhibits for the post-tenure evaluation schedule created in response to the recommendation of the 1997 accreditation visit.

A post-permanent-status evaluation process was developed and ratified in the 2005-2008 contract negotiations. The purpose was to align the specially-funded process with the state-funded process, with respect for the needs of the contracting agency. The faculty member's permanent status process is reviewed with the site director and the appropriate Vice President.

If a reason arises to question a tenured faculty member's continued teaching excellence or professional improvement, it is the policy of PCD to resolve the matter without taking formal action. Initially, the Division Chair works with the faculty member to address issues raised during the evaluation process. If the issues are not satisfactorily resolved at that level, they are forwarded to the appropriate Vice President. The faculty member has the right to have a PCFT representative present during the discussions regarding his or her evaluation.

In the years between formal evaluations, division chairs review each faculty member's yearly student evaluations and approve the Salary Increment Plan(s) (SIP), the requirements are described in Section 10.3 of the *Negotiated Agreement* as well as in Criterion 3 of this document. Faculty members wishing to receive an annual incremental salary increase must submit strategies detailing their plans for professional development and college involvement (beyond the contractual obligation) in the year ahead. At the end of the year, they complete a report assessing the degree to which they met their goals.

Students evaluate both full and part-time faculty members using the *Instructional Assessment System* developed by the University

of Washington. Students assess instructors on teacher effectiveness, course content, course relevance and curricular sequencing. Faculty select the courses they want to have evaluated each quarter. These evaluation processes are administered in a manner that ensures confidentiality. Students have a high degree of confidence in the survey process. In the 2006 Student Survey, 79.2% of students agreed or strongly agreed that their feedback on faculty evaluation is confidential. Additionally, 59.3% agreed or strongly agreed that faculty evaluations make a difference in the quality of their education.

The Faculty Section of the 2006 Employee Survey revealed that the majority of full-time faculty respondents find evaluation effective and meaningful, fairly administered, and that they value the completion of a professional development plan and the use of multiple indices, including student-, peer-, and self-evaluations. Of long-term (sixteen or more years of service) full- and part-time faculty, 38.9 % do not find evaluation to be effective. Another notable finding was that a significant number of both part-time and professional-technical faculty answered “I don’t know” to questions regarding faculty evaluation, revealing the need to engage all faculty in discussions regarding the effectiveness of evaluation processes.

The survey⁹ revealed faculty agreed and strongly agreed with the statement, “These components of the faculty evaluation process help me to be effective” in the following percentages:

- Student Evaluation, 79%
- Self Evaluation, 74%
- Peer Evaluation, 67%
- Tenure Process, 67%
- Professional Growth And Development Evaluation, 64%
- Administrator Evaluation, 45%

The evaluation of part-time faculty is briefly described in Section 11.1 of the *Negotiated Agreement* as a periodic review by the campus

vice president or designee and Division Chairs, but the *Agreement* contains no specific guidelines for evaluation. Recognizing the need for a standardized evaluation tool across the District, the Part-Time Faculty Task Force is reviewing the State of Washington’s Best Practices model addressing the evaluation of part-time faculty. The model includes the following four best practices: (1) conduct evaluations using defined standards and multiple indices of performance, (2) share performance reviews with the affected faculty member, (3) conduct continuing part-time faculty evaluations with a similar frequency to full-time faculty evaluations, and (4) use evaluations in decisions about part-time faculty to determine employment, retention, and professional development needs.

Overall, we found that this structured and consistent process, which includes multiple indices, has strengthened faculty engagement and increased District utilization of the evaluation process.

Criterion 5

Faculty members are lifelong learners.

Pierce College faculty members are a community of learners who engage in research, artistic creation and professional growth and development activities. As learners, faculty members continually enhance their abilities to teach through their own learning.

The District Strategic Plan supports lifelong learning by recognizing and supporting the unique value and contribution of each individual to the success of the District¹⁰ and by encouraging and providing for professional growth and development.¹¹ Many of PCD faculty members make substantial scholastic and artistic contributions in their areas of study and interest. Appendix A provides a self-reported list of such accomplishments during the past six years.

4.B.1

4.B.2
4.B.3

Institutional policies and procedures, including ethical considerations regarding scholarship, research, and artistic creation, are clearly communicated to faculty through the *Negotiated Agreement*, the *Faculty Handbook*, and the PCD intranet site, which includes the WAC on ethics for state employees. Faculty members are required to participate in ethics training and have periodic opportunities for this training at monthly faculty Division meetings.

The *Faculty Handbook* affirms that “Pierce College is committed to complying with all applicable laws regarding intellectual property” and fair use of copyrighted works. Faculty members are aware of applicable laws regarding copyright and have excellent resources in our Libraries and in the Dean of Library and Media Services, who serves as the District copyright officer. Pierce faculty conduct research in their fields to stay current. However, PCD colleges are not research institutions and have limited policies and procedures regarding research.

4.B.5

Sabbatical and other leave programs, performance rewards, and beneficial assignment of responsibilities are significant values and goals in the District’s effort to support lifelong learning and accomplishment among faculty.

An important means for faculty members to pursue state-supported study, research, and creative activities is through a sabbatical or professional leave. The *Negotiated Agreement* provides for two fully funded sabbatical leaves per year. Traditionally, both have been granted annually. To be eligible, the instructor must have been a faculty member in the Pierce College District for at least seven years and, at the completion of the sabbatical, return to employment at the District or repay the sabbatical amount to the District. The Educational Leave Committee, composed of the College Vice Presidents of Learning and Student Success, the PCFT President, and three faculty members (two academic and one professional-technical), make recommendations to the Chancellor regarding the granting of sabbatical or professional leave. The recipient

faculty member has the responsibility to report his/her findings to the college community within the first quarter of his/her return to the District. Also provided are an unspecified number of professional leaves in which faculty pay their replacement costs from their salaries.

Case Study

“During academic year 2005-2006, I was granted a sabbatical leave to visit thirty veterinary training institutions (both veterinary technology programs and veterinary colleges) to study the curriculum at each school, with the goal of improving the curriculum at Pierce College. I examined the use of non-live animal modalities to teach basic skills before allowing students to practice on live animals. In all, I visited thirty-three veterinary technology programs and six veterinary medical schools in all parts of the United States. I am one of perhaps three or four people in the entire country to visit that many programs. As a result, the staff in my program and I have constructed what we consider to be a new and improved curriculum for our program. I evaluated many non-live animal modalities, some of which were already in use in our program here at Pierce. As a general rule, the most useful (and least expensive) modalities have been designed and constructed by resourceful instructors who came up with reasonable, realistic ways to have students practice without using live animals until the skills had been perfected. I presented a summary of my findings to the College during an open forum the following November, to my students in January, and I will be presenting it again this coming July at the Association of Veterinary Technician Educators Symposium in Waco, Texas.”
-Dr. Terry Teeple, Vet-Tech Program Coordinator

The District further encourages and assists faculty members in lifelong learning by providing a wide variety of support and resources for scholarship, research and artistic creation.

4.B.4
4.B.6

An examination of the departmental self-studies reveals several themes related to lifelong learning and professional development. The most often cited professional development activity for the faculty was attendance at professional conferences, identified as a major source of professional development by twenty-three of thirty-four departmental self-studies. Conferences are a critical way for faculty to stay abreast of the latest developments in their field, to re-fresh their ideas, and to generally keep their training current, especially when graduate training occurred years or even decades previously. The analysis of five of the seven Divisions indicated that thirty-eight out of eighty-eight full-time faculty used professional development funds to attend conferences.

The *Negotiated Agreement* states that “the faculty encourages the participation of its members in continuing educational experiences, including professional and education workshops, conferences, meetings, institutes, etc” and “the District will set aside funds for faculty professional development at a minimum of \$300 for each tenured or probationary faculty member.” This funding, while well-intentioned, is low, and faculty members must cover any costs beyond the \$300 themselves with the possibility but not the promise of being reimbursed as funding allows. This has the effect of discouraging full-time faculty from attending conferences, while part-time faculty members are further discouraged by the fact that they must solicit funds for professional development activities. Although an increase of professional development funding was discussed during the 2005-2008 negotiations, the \$300 amount has not changed.

The *Negotiated Agreement* delineates the application process to access additional “Faculty Resource Development Funds” available for both full- and part-time faculty in their pursuit of “curriculum development, instructional research and professional improvement, and staff development activities.” However, because of severe budget limitations in recent years, these funds were only available in 1999, when

\$25,000 was placed in a part-time faculty professional development fund.

Despite these challenges, the District offers many other forms of support for faculty to pursue professional development and accomplishments, including in-house professional development opportunities, other forms of funding, and the provision of information and administrative resources.

Table 4.4 illustrates a sampling of in-house activities that support professional development for faculty. For a full list of activities see Standard 2.

An example of a collaborative professional development project between faculty and administrators is the National Science Foundation grant of \$468,000 awarded to the college in 2002 (<http://www.pierce.ctc.edu/nsf-cis/>). The grant “focused on changing curriculum in Computer Information Systems to be more inclusive of racial, gender and learning style differences.” The grant approached the goal of retention through a variety of approaches, including student interventions, textbook revisions, and an increased variety of teaching styles. Eleven instructors from PCD participated in intensive training, which involved classroom observation and personal interviews. The study found the training resulted in increased integration of curriculum revisions by the faculty. Training of faculty resulted in better student retention when compared to the national retention rates (See study, “Changing Computer Science Curriculum Around Race, Gender, and Learning Styles,” by Chavez, Link, Martin and Pagoria).

In addition to in-house professional development activities, faculty have access to other funding sources for professional development, including tuition waivers, which are available to faculty for any courses within the PCD. Whenever space is available, a faculty member teaching a minimum of 7.5 credits may register for a course for a five-dollar fee, plus any attached costs, such as lab fees. Faculty can also purchase

Table 4.4 Selected Professional Development Projects

Project Name	Faculty And Staff	Time for training	Outcome
NSF grant	11 Pierce College (and 4 from TCC)	25 hours plus one on one consultations	Instructors integrated new teaching styles and methods for student retention
4 week course for online teaching (Distance Learning)	118 faculty	4- week online course	Faculty learned how to construct and manage an online course.
1 st Web Enhanced Curriculum Design Institute (WECDI)	36	3 weeks including face- to-face and online	Instructors gained skills for teaching online.
2 nd Web-Enhanced Curriculum Development Institute	33 faculty 2 staff	3 hours once a week with online work in between	Participants gained theory of and technical skills for teaching and learning in an online atmosphere.
Lava Java Tutorials	42 faculty in 12 workshops 2005/2006 academic year		Faculty learned how to use and incorporate new instructional technologies.
Part-time faculty orientation	2002-2006 123 +	1-1/2 Hours	PT faculty introduced to key people, elements of teaching and learning at Pierce College, and the Lava Java.
Advisor training	57 at Puyallup 2005/2006		Faculty trained to keep current with new developments in advising.
IBEST faculty development	8-14 faculty	8 sessions to be offered in 2007	Faculty training for team teaching IBEST, which integrates ESL instruction and vocational training.
Group Instructional Feedback Technique (GIFT)	22 faculty 4 SI staff 5 faculty facilitators	3-4 hours to participate in a GIFT ;10 hours to be trained as a facilitator	Facilitators assisted their colleagues with improving classroom learning
Integrating and assessing core abilities	104 faculty	6 hours plus coaching as requested	Instructors developed one lesson focusing on the Abilities that contains at least 4 hours of new learning.
Co-operative Learning Institute/Activities	16+	2003-06--6 hours plus coaching and WA Center Curriculum Development Retreat	3 Professional-Technical faculty integrated learning initiatives; 6 learning communities taught.
Master Teacher Program	20 faculty	One week course, with follow-up project due later in the year.	Faculty trained in the latest instructional techniques.
International Service Learning: An Integrated Learning Project	Un Cafecito: 3 faculty 1 staff 1 administrator	10 day trip to Dominican Republic; 2-4 days WA Center Curriculum Retreat; 12-20 hours with curriculum specialist	<ul style="list-style-type: none"> • Designed and integrated international curriculum • Multicultural Leadership Institute (MLI) students complete two international projects. • Business students complete project.

textbooks using a 10% discount at the District Bookstore.

Perkins grant funding is available for professional development activities for professional-technical faculty to integrate Core Abilities and academic skills into vocational curriculum, develop and assess skill standards in selected vocational courses, integrate computer-assisted learning strategies, develop supplemental instruction, create learning communities, and pilot newly developed or revised courses. Professional-technical faculty also can apply for Industry Based Professional Development funding, which can be used for a return to industry as required for compliance with faculty certification. PCD faculty from Criminal Justice, Social Service Mental Health, Dental Hygiene, Computer Information Systems, Business, and Electronics Engineering have taken advantage of this additional funding opportunity.

PCD also provides a number of informational resources that support faculty members in lifelong learning. All faculty are assigned E-mail accounts, and full-time faculty have Internet access in their offices. The library is available both on-line and grounded, with resources for scholarship and research. Membership in professional organizations and associations is supported.

PCD offers several faculty awards and resources to encourage teaching excellence and lifelong learning. These are funded and/or administered through Pierce College Foundation, as described below.

The Distinguished Faculty Award:

Nominated by peer faculty members, and selected by a faculty committee, the recipient receives \$1,000 award. The recipient is announced at graduation and honored at a banquet where he or she makes a formal presentation.

Faculty Achievement Award:

Nominated by faculty and administrators,

selected by the District Executive Committee and approved by the Board of Trustees for effectiveness in the classroom and exemplary work on broader teaching and learning issues, the recipient is announced and receives a \$1,000 award at the spring Employee Recognition event.

Exceptional Faculty Award:

Funded by an endowment of private and state matching funds and awarded by a collegial committee to support research and learning opportunities, the Exceptional Faculty Award will be awarded for the first time in 2007.

Mini-Grant Program:

An annual competitive grant program supports special projects of faculty and staff with maximum awards of \$1,000. In 2006, fifteen mini-grants were funded totaling \$10,810.

Outstanding Faculty Award:

An annual award at each college, bestowed on faculty members by the students.

Washington Association of Vocational Administrators Outstanding Faculty Award:

Awarded to one professional-technical faculty member from each campus through a process that recognizes outstanding knowledge, expertise or exceptional achievement in their field.

Finally, through the *Negotiated Agreement*, PCD rewards retired District faculty members with Emeritus status, which allows retirees to continue in their lifelong learning through use of PCD facilities, a bookstore discount, free parking, and catalog listing.

Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. Recruitment and appointment process results in the hiring of qualified and committed full-time faculty.
 - Continue to assess effectiveness on an annual basis.
2. Evaluation process for full-time faculty utilizes multiple indices and results in continuous improvement.
 - Maintain equivalent evaluation processes for state and specially funded faculty.
 - Improve consistency of administering the evaluations.
3. Tenure and permanent status processes for full-time faculty are designed and updated as needed.
 - Continue to strive for excellence in our tenure and permanent status evaluation process.
4. Part-time Faculty Task Force is well established with a defined mission and work plan.
 - Continue the work of the Task Force, keeping members informed by implementing a progress, needs analysis, and goals accomplished record.
 - Clarify, formalize, and ensure consistent application of evaluation process for part-time faculty.
 - Maintain the established process for reviewing applications and making hiring decisions that consider professional standards, experience, and credentials of applications for part-time employment.

5. Part-time faculty are incorporated into the life of the District.
 - Sustain part-time faculty orientation and handbook to inform and develop part-time faculty.
 - Continue to offer additional opportunities for part-time faculty to participate in District-wide activities and committees.

Challenges and Selected Actions for Continuous Improvement

1. Resources limit recruitment and retention of full-time faculty.
 - Work toward increasing the initial placement salary as well as bringing existent salaries in line with other community colleges in our area.
 - Continue to advocate at the state level for permanent funding for salary increments (SIP).
 - Educate full-time faculty on the value of participation in the SIP process.
2. Professional development funding is inadequate and challenges faculty professional development.
 - Strengthen the relationship between the results of evaluation and professional development activities.
 - Help all faculty to understand and capitalize on available funding options.
3. Part-time faculty salary/benefits processes are cumbersome.
 - Evaluate the salary/benefits processes and streamline where possible.

Notes

¹ WAC 131-16-091

² Ibid.

³ Part-time Faculty Task Force Minutes

⁴ Section 11.7 of the *Negotiated Agreement*

⁵ Question 40, Faculty Section of the 2006 Employee Survey

⁶ Section 10.3.A.3 of the *Negotiated Agreement*

⁷ Section 10.5 of the *Negotiated Agreement*

⁸ Section 10.3.A.4 of the *Negotiated Agreement*, p. 45,

⁹ Faculty Survey Question 40

¹⁰ Strategic Plan 2.4

¹¹ Strategic Plan 1.3

¹² Faculty Hiring Process (Exhibit 4.6)



5

Library and Information Resources

Global Outcome

To sustain a learners' library in order to engage students with information and ideas and develop information competency.

Criteria for Success

- Criterion 1 The Library provides instructional programs and services that encourage and facilitate independent, lifelong learning.
- Criterion 2 The Library's instruction program rests on a foundation of collaboration with faculty in order to provide quality learning experiences for students that "prepare them to live and work successfully in an ever-changing world."
- Criterion 3 Pierce College employs professionally qualified librarians as educators and faculty members to facilitate learning and support students in their development of Information Competency.
- Criterion 4 The Pierce College Library holdings, equipment, and services are focused on the curriculum and programs of the District to ensure that faculty have the resources to support instruction.
- Criterion 5 The Pierce College Library provides information resources that augment the student classroom experience and foster academic excellence through independent inquiry.
- Criterion 6 The Library provides services that facilitate student use of information.
- Criterion 7 Technology supports and enhances access and information retrieval.
- Criterion 8 The Library seeks to create and maintain an atmosphere and physical environment conducive to individual and collaborative learning.

Overview

The mission of Pierce College Library/Media Services is to provide a dynamic, high-quality teaching library through active and effective participation in the instruction and institutional life of Pierce College.¹ One of the College's Core Abilities is Information Competency (IC)—the ability to locate, evaluate, organize, and utilize information (in all its formats). Information Competency instruction is integrated into the curriculum and other services wherever and whenever possible. The Library's materials, equipment, and other services all focus on supporting Pierce College's mission of preparing "learners to live and work successfully in an ever-changing world."

Philosophy and Structure

Students are at the center of Library/Media Services. Their abilities, learning styles, lifestyles, and programs of study, shape the development of the collections, services, hours, and facilities. The Library/Media staff keeps abreast of student needs and characteristics through formal methods (surveys, focus groups) and informal methods (student publications, conversations).

5.D.4
5.E.2

The Library's organizational structure reinforces its instructional vision. The Dean of Library and Media Services reports to the Pierce College Fort Steilacoom (PCFS) President, who is the District's chief academic officer; she is also a member of the Instructional Administrators Team (IA). Additionally, Library and Media staff serve on a variety of District committees that have instruction at their core (CLASS, Assessment Team, Clusters, tenure, President's Advisory Council, etc.). These linkages keep Library/Media Services in the mix and flow of information that updates and informs Library/Media planning and responses to District mission and goals.

Media Services plays a key role in support of classroom instruction and student learning. The mission, goals, and direction of Media Services are closely aligned with those of the Library. Media Services encompass a wide array of services and equipment for students, faculty, and staff. Frequent training opportunities, workstations with high-end computers and software, equipment for loan and technical support have been developed for both groups. In addition, faculty have access to production services such as rich media, web site development, audio and video recording. These media products help faculty teach creatively. The Media Services web page describes and provides access to their services (<http://www.pierce.ctc.edu/media/>).

Pierce College Library prides itself on being "one library in two places." Both Libraries operate under the same policies and provide the same services, with similar procedures, staffing, collections and resources.³ While the

collections are similar in coverage, duplication of titles is kept to a minimum in order to ensure depth and breadth of the collection. To promote communication and familiarity with both campuses and facilities and staff, all regularly scheduled meetings alternate between the colleges, and staff often "cross-over" to fill in for their counterparts. The Libraries are open sixty-nine hours per week, and extra hours are added before finals. The schedule and other basic information about Library/Media operations is available on the Library's website (<http://www.pierce.ct.edu/Library/>), printed bookmarks, and other District publications.⁴

Library facilities, however, are not similar. The Pierce College Puyallup (PCPY) Library, which opened in 1996, is a gracious space, planned to serve and accommodate its community of learners. The PCFS Library, on the other hand, is inadequate for the needs of today's students. Despite many iterations of reconfigured space and collections, little can be done to provide adequate data lines and power or to reduce the crowding and noise. However, help is on the horizon: these problems will be solved (within the constraints of the existing building and budget) by a major renovation slated to begin June 2007.

Assessment

In keeping with the College's Strategic Direction Three, which focuses on continuous improvement, the Library advances its mission and monitors its progress in an annual cycle of analysis and assessment. All Library/Media employees are involved in the process and leadership for the established outcomes and assessments and analysis is broad-based; administrators, faculty, and staff readily assume responsibility in their various areas. Each department begins the process with the question "How does this outcome enhance user learning/access?" All assessments are developed with a plan for regular and systematic review.²

Integration

Administrators, staff, faculty and students are aware of the Library's involvement throughout

5.E.1
5.E.3

5.A.1
5.B.1

the institution, and support for the Library is high. Respondents to the 2006 Pierce College Employee Survey consistently gave Library/Media services high ratings in terms of quality and service and ranked the Library as the most important academic resource contributing to student retention/student success.⁵ The Library philosophy, “one library in two places,” is imbedded in all aspects of Library/Media services. The goal is to develop and administer policies and procedures consistently across the District.

5.D.6

Administrative support for the Library is evidenced in the Library’s budget appropriation.⁶ The Library/Media Services appropriation represents 4.9% of the District budget, slightly above the Washington Community/Technical College (CTC) system average, and despite tight institutional budgets, hours and services have not been curtailed. The Library budgets over the last three years have been relatively stable, however, status quo funding restricts growth and increased costs in one area necessitate reduced funding in another. Unless the funding situation improves, services may suffer.

Celebrating

The Pierce College Library was honored by the Association of College and Research Libraries (ACRL) with the 2005 Excellence in Academic Libraries Award (community college category) for being a national leader. The application emphasized the leadership which the Library demonstrated in the development of the core abilities, for the service model which focuses on student access and learning, for connections with the larger community, and relationships with classroom faculty and students. In addition to recognizing the general excellence of the Library, the ACRL press release recognized the Pierce College Library for “being a national leader in outcomes assessment focused on student learning.” The application summarizes the Library’s aim as “not for perfection, but for the constantly moving target that is student learning.” For inspiration we continually return to goals of fostering a learner-centered library, empowering students through access to ideas

and information, and assessment as a tool for ongoing growth, both for the students and ourselves.”⁷ The Library has not rested on the laurels afforded by this national recognition but rather uses it as impetus to continually demonstrate that it was well-deserved.

When the Pierce College Library received notice that it was the recipient of the 2005 ACRL College Library of the Year award, planning began for a District-wide celebration. The Award, sponsored by Blackwell Book Services, featured a \$3000 gift, which was used to fete our Library users: faculty, staff, and students. 350 faculty and staff attended the continental breakfast hosted by the Library before the award ceremony, which was also attended by the President of ACRL, a representative of Blackwell, and a representative of U.S. Senator Cantwell’s office. With part of the cash award, the Library was able to grant \$250 scholarships to three student winners of a Library sponsored essay contest on information literacy. Following the award ceremony, Pierce College administration hosted lunch for the entire college; table decorations featured centerpieces with quotations about libraries and a water bottle for each attendee with the slogan “Satisfy Your Thirst for Knowledge at the Pierce College Library.”

All-day “We Love Our Students” parties were held at both college Libraries on Valentine’s Day. Refreshments were featured as well as hourly trivia contests with prizes (highlighters and water bottles). Attendees could enter a drawing to become a “Pierce College Celebrity Model” featured on a READ poster. The display of “staff picks” books and the photo exhibits of faculty and staff in action as well as the production “Library Live” which was created for the ceremony showcasing Library staff and faculty were part of the festivities.

The Award provided an opportunity to tell the Library story and make an impact in the community in a way that would never have happened otherwise. It has made a difference to each member of the Library/Media team as

individuals, to the library as a whole, and to the colleges. A DVD of the Award ceremony and the production “Live at the Pierce College Library” fully illustrates the spirit of the day.⁸

Criterion 1

The Library provides instructional programs and services that encourage and facilitate independent, lifelong learning.

5.B.2

The Library instruction program strives to create effective learning situations that enable students to develop IC. Students who are able to identify and use resources independently and effectively in all aspects of their lives (work, school, personal) have a key to independent, life-long learning because there are “no textbooks for life.”

Indications are that classroom faculty are actively teaching and assessing IC in their courses and students reported in the 2006 Pierce College Student Survey that they made progress in IC-related abilities while at Pierce College (PCD).⁹ Library faculty use a variety of models to teach elements of IC, including course-integrated instruction; a two-credit course “Library Research Methods” which is offered both as a stand-alone and as a linked class; a one-credit Computers 107 “Quality Results from the Web,” and a five-credit Humanities 201 course, “Ideas, Issues & Inquiries in the Humanities.” Other instructional opportunities include reference desk interactions (in person, via email or phone); short workshops for students, faculty and staff; the Student Multi-Media Centers; “Library Instruction and Resources for Faculty” on the Library’s webpage; and wherever/whenever Library/Media staff are found.

The McChord (McC) Librarian, whose salary is partially paid by the colleges and universities offering programs at McC, provides services specifically designed to develop IC and provide a seamless bridge between the reference and research needs of the students and faculty at McC and the library resources offered by each school’s main campus library and/or the base

library. This is accomplished via reference service and library instruction programs.

Course-integrated instruction is the bread and butter of IC instruction. Library faculty teach nearly one hundred collaboratively planned instruction sessions each quarter; IC instruction reaches nearly 1,900 students from all areas of the District, some of them several times.¹⁰ Sixty-two percent of students report that they have participated in a Library instruction session at least once.

Assessment-as-Learning

Library faculty are teaching, but how do they know students are learning? Library faculty continue to refine IC instruction outcomes and assessment as they gather and evaluate data. Increasingly faculty have moved to a “less is more” approach, in which a few learning outcomes are selected for each instruction session. For example, in 2006, the Library and English faculty developed a standard rubric for assessing IC in English 101, which was used in five classes. In 2007, Library faculty will use the rubric to evaluate the bibliographies accompanying the final researched essays of all English 101 classes taught in Spring 2006. This information will help define the IC outcomes that are most developmentally appropriate for English 101 students.

5.E.3

Library faculty began self-assessment of course-related instruction in 2002. An analysis of eighty post-instruction assessments revealed that 60% of the students were “excellent” at “using tools” and “applying strategies.” Library faculty acknowledged that the reflection was helpful in improving classroom teaching and assessment tools but aspects of the assessment were cumbersome and they were not consistently completing the assessments. They are now experimenting with an online form that should make collection and analysis of data easier.¹¹

In Spring 2007, library faculty will add a student response system, (aka “clicker technology”) to their repertoire of assessment tools. The clickers look like TV remote controls and allow

students to immediately and anonymously respond to questions asked by an instructor. Student responses are sent from the clickers to a receiver that connects to the instructor's computer, allowing immediate access to student answers. By asking pre- and post- instruction questions, faculty will have information that will quickly help them understand how well students understood the material. This will add quantitative assessment to the more summative assessments discussed above and the evidence offered by classroom instructors.

Learning at Reference

Helping students to become more independent information seekers is not only a classroom endeavor. Each transaction that occurs at a Pierce College Library reference desk is an opportunity for one-on-one instruction and encourages the development of information competency. The number of reference desk transactions has declined during the past few years, probably as a result of declining enrollment and the increasing ability of students to access the Internet and other electronic resources from home. However, more than 60% of students still seek the help of a reference librarian (63% in 2002; 66% in 2006).⁹

5.E.3

In an attempt to better understand how to help students build IC, the Library's reference assessments are moving beyond the counting of transactions to an attempt to assess learning and teaching during interactions with students. Outcomes and assessments have shifted from what the librarian perceived happened to what the student takes away from the interaction. The most recent assessment tool is a two-part survey designed to assess both parts of the interaction: librarian and student. While it is unlikely that the librarians will be able to sample more than a small number of students with this method, it is an intriguing beginning, and Library faculty plan to continue to use and refine it in order to strengthen their assessment of teaching and student learning as it occurs at the reference desk.¹²

Library faculty provide learning opportunities for students, faculty and staff in other District venues as well. They participate in the quarterly PCFS Student Success Series and present workshops for faculty and staff on topics such as "Avoiding Plagiarism," "Integrating IC into Your Assignments," and "Database Searching." They also take advantage of the informal opportunities that occur when faculty come to the Library, over coffee, and during division meetings. The military sites also take advantage of information opportunities to interact with college representatives and faculty at the meetings of Base Education Planning and Advisory Committees.

Through the Student Multimedia Centers (SMCC), Media Services supports course offerings in digital filmmaking, game development, and the creation of multimedia presentations for other courses. Criterion six provides a more detailed description of SMCC services. Media Services supports faculty and staff professional development in the Lava Javas, workshops, one-on-one tutorials, and though a wide-range of training opportunities. An excellent web site provides District users with details and contacts.

Intel Computer Clubhouse

A unique "service" of the Pierce College Library to the Lakewood community-at-large is the support of the Intel Computer Clubhouse, which fosters independent, lifelong learning and creativity using technology as the medium. The Library is the lead partner in an innovative \$300,000 grant program funded by the Intel Corporation. (Other partners include the local school district and city government.) The Clubhouse provides students, ages ten to eighteen, from local schools, an unstructured, supportive environment in which to explore their creativity and learn how to learn. Many of these young people have not flourished in a traditional academic environment, and the Clubhouse is their first experience of themselves as successful learners. Adult staff and volunteer mentors encourage interest-led learning and promote aspiration and planning for post-secondary

education. Current Clubhouse members say: “I have discovered my major talents in game design and this makes me want to continue my education,” “I’m going to college now because it seems more interesting and, I know I have plenty of options.”¹³ Without the support of the Clubhouse, these are students who would probably not have considered college as an option at Pierce or any other school.

Criterion 2

The Library’s instruction program rests on a foundation of collaboration with faculty in order to provide quality learning experiences for students that “prepare them to live and work successfully in an ever-changing world.”

The Library’s commitment to collaborative, integrated instruction stems from a philosophy that helping students develop transferable IC abilities is best accomplished when they can see the application as the means to successful completion of an authentic outcome, usually a classroom assignment.

5.B.2

As described above, course-integrated instruction (one or two sessions) is the mainstay of the Library’s instruction program. Since 2003, Library faculty have worked with classroom faculty from forty-two disciplines, averaging ninety-seven classes per quarter. Each session is collaboratively planned to identify and achieve the outcomes established by the classroom instructor; instructional partnering often includes assignment development. Library faculty members strive to ensure that students are successful in their search for information and are able to use information independently and effectively. English classes account for 56% of instruction by Library faculty; other strong partners at both colleges are Business, Anthropology, Early Childhood Education, ESL and Speech. Each college has some unique professional-technical programs that generate faculty collaborations that include resource development as well as instruction.¹⁴ The McC reference librarian likewise works in

collaboration with faculty and staff to design better ways to promote and integrate IC.

In 2005-2006, Pierce College’s participation in a state-wide, multi-year Library Services & Technology Act (LSTA) grant provided the impetus and funding to collaboratively develop and pilot Information Competency outcomes and an assessment rubric of student learning with five English 101 instructors.¹⁵ The data revealed that eighty percent of students performed at the “developing” or most basic level. The results of this collaboration have provoked a robust discussion in the English Department about the degree of research appropriate to this basic composition course. The English Department and Library faculty are collaborating on an assessment project that will analyze English 101 documented essays for composition and IC. Additional collaborations to develop authentic IC assessments are planned for the 2006-2007 grant year; these will involve the Veterinary Technician program, several members of Distance Learning and the Reading/Transitional Education departments.

5.E.3

While 43% percent of instructors report that they collaborate with Library faculty about IC and assessment design, more than half report that they are not involved with Library faculty. The cited reasons include that they provide their own instruction (17%), that IC has lower priority, that course content doesn’t lend itself to the use of outside resources, time constraints, distance learning barriers, and previous student attendance at Library sessions. Another reason for their lack of collaboration with Library faculty could be that, as noted earlier, a large percentage of faculty indicate that they have taken advantage of training opportunities, and are familiar with the concepts and are comfortable teaching IC. One clearly significant result from the 2006 Pierce College Employee Survey is that only half as many part-time faculty members as full-time faculty report that they are currently working with Library faculty. The Library faculty plans more intensive outreach to instructors, especially those involved

5.D.5

in Distance Learning, and new tenure-track and part-time faculty.

Criterion 3

Pierce College employs professionally qualified librarians as educators and faculty members to facilitate learning and support students in their development of Information Competency.

5.D.1
5.D.2

The Library faculty includes six full-time tenured/tenure-track and three part-time Reference/Instruction Librarians, several part-time Reference Librarians; one full-time tenured Technical Services Librarian, and a part-time Technical Services/Instruction Librarian: a total of 10.4 FTE librarians. All librarians, including those at the military sites, have M.A. degrees from American Library Association accredited institutions. The Dean of Library and Media Services has a PhD in Education and recently received the ACRL Instruction Section 2007 Dudley Award for Library Instruction. All Library/Media staff members (professional, technical and clerical) meet or exceed the competencies and responsibilities defined in their job descriptions.^{16 17}

All Library faculty engage in a variety of professional activities in order to advance their teaching of IC, contribute to the field of librarianship and become more effective teachers and leaders. They are committed to ongoing development through committee membership in professional organizations, attendance at conferences, and participation in community events. Library faculty have presented papers at conferences and published about the assessment cycle and other topics.

5.D.3

Participation in such activity is strongly encouraged and supported by the Library Dean and is based on a combination of personal interest and departmental need. Tenured faculty prepare a three-year professional development plan as a requirement of post-tenure review and an annual Supplementary Improvement Plan (SIP). The Professional Activities and

Contributions group resume demonstrates the scope and quantity of these activities.¹⁷

In addition to their active instructional roles, Library faculty also serve as academic advisors and teach non-library credit courses in their areas of specialty, including Humanities 201 (developed by Library faculty), English 101 and English 103, Speech 101, Education 110, and Computer 107. They appear in District theatrical productions, participate in District choirs, and serve as faculty advisors to several student groups, including the honor society Phi Theta Kappa and on the editorial board of *SLAM*, the Student Literary and Arts Magazine.

Library faculty members have well-developed relationships with administrators, faculty, and other staff. Each faculty member is a participating member of an academic division. In this capacity, they keep division members up-to-date with Library materials and services and solicit input on Library issues. Such active participation has proven to be more beneficial than the now defunct Library Advisory Committee. Library faculty members and Media staff are consistently involved in the vital standing committees of the District and are often invited to participate in new initiatives. They serve as members of several technology committees and accreditation, screening and tenure committees. They provide leadership in the District's instruction and curriculum development through membership on the Assessment Team, CLASS, Clusters (curriculum review committees), distributive writing, and many other endeavors. A Library faculty member serves on the College's Assessment Team which guides the institution's work with the Core Abilities. Other Library faculty members have participated in a variety of assessment projects, including the development of Multiculturalism assessment models, as well as intensive work with revising all of the Core Abilities.

5.D.4
5.E.2
5.D.5

Case Study

- Debra Gilchrist, Lynn Olson, and Christie Flynn wrote a book chapter entitled “Connecting the Dots: Fostering Student Success through Collaborative Assessment” to be included in the book *Resource Sharing and Information Networks*, Hayworth, 2004. The chapter grew out of a national, highly regarded ACRL conference presentation developed by these librarians and Associate Dean for Accreditation and Assessment, Judy Kvinsland.
- Librarian Kathy Swart collaborated with anthropology faculty member Dr. Susan Dobyns to write a book chapter entitled “The Archaeological Research Portfolio: A Solution to the Content Versus Abilities Dilemma” The chapter grew out of their work on an assignment designed to enhance student learning of prehistory content. The chapter was published in *On Becoming a Productive University: Strategies for Reducing Cost and Increasing Quality in Higher Education*, Jossey-Bass, 2007.

Librarians and Library and Media Services staff frequently attend conferences and trainings. They have attended or presented at other conferences such as Pacific Northwest Great Teachers Seminar, Internet Librarian, Washington State Community College Annual New Faculty Institute, Washington Library Association Conference, Northwest Media Educational Technology Conferences, League of Innovation Conferences, Washington State Assessment Conference, and the Curriculum for the Bioregion. In 2005, all full-time Library faculty participated in the five-day Washington Regional ACRL (Association of College & Research Libraries) Immersion program, an opportunity to work intensively on all aspects of information literacy with national experts and colleagues from other Washington community colleges. The experience resulted in a tighter, more focused approach to Information Competency instruction at Pierce College and a plan for two additional years of grant-funded assessment.

Criterion 4

The Pierce College Library holdings, equipment, and services are focused on the curriculum and programs of the District to ensure that faculty have the resources to support instruction.

Curriculum is the driving force behind the development of the Pierce College Library collection, and the Library pays careful attention to its ebb and flow. The Library seeks input from faculty and administrators and keeps abreast of changes in District courses and programs by participating on curriculum review committees and their participation with the Divisions (each library faculty member is a member of a Division: Humanities, Social Science, Science, etc.). Such participation ensures that the collection remains in tune with the curricular matrix and that the Library is able to focus the collection development budget where it is needed. A recent comparison of circulation and acquisitions in selected Library of Congress subcategories verifies that the Library directs most of its collection dollars to high-use subject areas, such as current social issues, areas of rapid change such as technology, and developing program areas such as nursing.¹⁸ Table 5.1 illustrates circulation, amount expended, and items acquired in a few selected subject areas that show increasing or relatively stable use. Using the integrated Voyager System, the Library can generate this report to analyze any area of the collection.

5.D.5
5.B.4



TABLE 5.1 Circulation (C), Acquisitions (A), Cost (\$) by Selected Subject Area

	Environmental Technology - TD			Nursing – RT			World Religion – BL			Children’s Literature - PZ		
	C	A	\$	C	A	\$	C	A	\$	C	A	\$
2003	177	15	298	114	9	1,135	383	42	1,405	3451	111	1,694
2004	168	13	371	72	72	2,969	330	43	1,822	2708	97	1,483
2005	193	14	287	127	77	4,289	413	57	2,267	2798	156	2,435
2006	198	15	321	332	14	155	388	25	661	2704	142	2,134

To ensure that resources for different learning styles and instructional situations are available, the Library provides resources in a variety of formats (Table 5.2).

Table 5.2 Holdings by Format

	PCPY	PCFS	Total
Videos	1,842	2,898	4,740
General Collections	26,567	46,699	73,266
Early Childhood		2,794	2,794
Maps	597	758	1,355
NR	528	965	1,493
Oversize ¹⁹	19	659	678
Paperback	649	806	1,455
Periodicals	24,285	38,853	63,138
Reference	8,401	11,457	19,858
Reserves	539	1,311	1,850
Microform	128	538	666
Telecourse	463	832	1,295
Total	63,999	108,570	171,274

5.A.1
5.A.2

Teaching faculty are well satisfied that the resources support their work and the needs of their students. According to the 2006 Employee Survey, 72% felt that the quality of the Library collection met their course and program needs, and 67% indicated that the quantity of the collection was also sufficient. Twenty-one percent of part-time faculty indicated that they are not as familiar with the Library collection and services, a situation the Library hopes to remedy with increased outreach. Developing strategies for this outreach will be one element of the library faculty action plan for 2007-2008.

It is a testament to the fulfillment of the Library’s motto “one library in two places” that there is no discernible difference of faculty satisfaction between campuses, despite the greater age of the PCFS collection. Materials are distributed between campuses in order to (1) provide needed materials in a timely fashion, and (2) serve the different courses and programs offered at each college. The collection balance reflects a policy that aims to duplicate less than 25% of the circulating collection. Collection “specialties” for the most part reflect the Professional-Technical program offerings at each college. Reports by program accreditation teams for Veterinary Technology, Nursing, and Dental Hygiene give high ratings to Library resources and instruction.²⁰

5.A.2
5.A.3
5.B.1

The Library strives for a collection with a median publication date of less than ten years. Currently, the median publication date of the book collections is 1990 and the mode is 1996. The mode is a function of the “opening day” collection of PCPY. A thorough weeding of the PCFS collection in preparation for the renovation will significantly reduce the gap between the ideal and the actual as well as equalize the number of circulating books between the libraries. Concerned about the age and condition of the science and technology collections, the library faculty will begin an annual assessment of that part of the collection when the weeding is completed.

Selection and collection of materials is guided by the Collection Development Policy, the goal of which is to ensure that the Library develops

5.B.3

a collection that is responsive to the curriculum, balanced intellectually, responsive to the needs and use patterns of faculty, students, and staff, and is attentive to the Core Abilities. The policy, revised May 2006, is available to the public on the “About this Library” page of the Pierce College Library website.²¹

5.B.4

Analysis of titles placed on hold for transfer between libraries, interlibrary loan requests, faculty requests for purchase and professional review sources are some of the tools that help to inform collection development. Departmental faculty members are responsible for recommending purchases consistent with their curricular offerings, both new and ongoing, and many are actively involved in doing so. Nearly 85% of faculty indicated that they are aware of the process to recommend materials for purchase, and nearly all faculty requests are purchased for the collection. Library faculty also request input from their division colleagues during the annual review of periodical and continuations subscriptions.

5.A.1 5.A.2 5.A.3 5.C.2

Periodical holdings have increased dramatically with subscriptions to electronic databases over the last five years. As the databases have increased their coverage, the Library has shifted budget dollars from print subscriptions to database subscriptions: a total of eighteen electronic databases are now available. In support of the health-related programs (Nursing, Dental Hygiene, and Vet Tech), the Library has significantly increased health related-resources through *CINAHL*, *Health & Wellness Resource Center*, and *Pub Med* databases. General databases such as *Academic Search Premier* and *ProQuest* provide academic sources in the areas of science and social science that are beyond the print budget. Formal, documented agreements with the Washington State Library have made it possible for the District to participate in consortium prices for database site licenses, thereby extending the purchasing power of Library funds for electronic databases.²³

At McChord, particular focus is placed on electronic sources, as many students do not have

the time or the means (they are deployed in other countries) to visit a bricks-and-mortar library. In addition to over nine thousand sixty-four e-books, there is an extensive collection of sixty-four databases that provides academic resources in all areas of study.²⁴

Media Services Support of Teaching

Media Services provides a critical resource supporting faculty who are teaching in today’s electronic world. It provides a broad range of audio-visual equipment, instructional media in a variety of formats (VHS, DVD, digital images), and media production centers that support and enhance the classroom experience by combining multimedia with computers and the Internet.

Media Services is responsible for the design and installation of cost-effective technology-enhanced classrooms that are standardized, easy-to-use, and meet the needs of faculty and staff. To meet the increasing need to display and interact with media in many formats, the department designed and standardized five levels of classroom media systems, from those with simple TV/VCR/DVD equipment to fully integrated distance learning classrooms. Table 5.3 “Levels of Classroom Technology Enhancement” describes the equipment and cost associated with each level.

The equipment acquisition/replacement plan developed in 2000 set a goal of equipping 50% of the classrooms with enhanced technology. As of 2005, 47% of the PCPY classrooms are so equipped, and 40% of the PCFS classrooms meet the goal as established by the District’s Strategic Direction 4.3.

As technology has improved over the last five years and user needs have become more sophisticated, the demand for high-end technology in classrooms has increased: 62.5% of faculty indicate that they use it daily or weekly. The development of these high-tech classrooms requires planning and coordination with Institutional Technology, Facilities and Safety/Security. Funding of \$80,000 per year, will enable upgrades to level four of at least

5.A.1 5.B.1

5.C.1 5.D.4 5.D.6 5.E.2

Table 5.3
Levels of Classroom Technology Enhancement

Installed Equipment	Level 1	Level 2	Level 3	Level 4
VCR/TV	X			
Overhead projector	X	X		
Network connection		X	X	X
Video/Data LCD projector		X	X	X
Interface box for connections		X	X	X
VCR		X	X	X
DVD player			X	X
Installed computer			X	X
Tower Rack			X	X
Touch-screen media controller			X	X
Document camera (optional)			X	X
Sounds System			X	X
Interactive Panel				X
Lectern				X
Cost Per Installation	\$1,621	\$6,069	\$14,243	\$19,243

ten classrooms each year, or bring on line five new high-level classrooms. This assured funding frees up funding in the equipment process to meet more related program needs as they are identified. Institutional commitment to technology in the classroom protects the funding for this plan by eliminating it from the competition for instructional equipment funding.

Media Services provides faculty workshops and individual trainings on using the technology-enhanced classrooms. It has also created easy-to-follow instruction sheets for the equipment. In 2005-2006, forty-two faculty members attended twelve production-focused workshops, while many more (sixty-three in Fall 2006) received one-on-one training.²⁵ Work orders for classroom equipment support have declined in recent years, probably due to the combined effects of the workshops, trainings, and instruction sheets.

5.B.2
5.D.6

Media Services also produces and assists faculty in the production of instructional media. Most requests are for basic tasks such as tape/cd/dvd duplications, scanning, and creating simple websites. Production requests are relatively low, perhaps because many faculty are producing their own media products aided by workshops

and other training opportunities provided by Media Services through the Lava Javas.²² The Lava Javas are faculty multimedia learning centers, originally funded by a 1996 Title III grant, for which the District continues to provide significant funding.

Many Library resources come together to support classroom faculty: the collection is centered on programs and course offerings, while Media Services provides technology-equipped classrooms and instructional products.

Other library services with direct links to faculty such as library instruction and reserve collections of electronic, print and audio-visual material are discussed in Criteria one and six.

Criterion 5

The Pierce College Library provides information resources that augment the student classroom experience and foster academic excellence through independent inquiry.

Pierce College Library strives to create an optimal instruction culture by providing and maintaining a collection that takes into account the diversity of the District's constituency while meeting the need for resources that provide information and enrichment, that satisfy and provoke curiosity. In shaping the collection, the Library considers a broad range of age and educational levels, from high-school-aged Running Start students to returning students who are senior citizens, from Adult Basic Education learners to those with advanced degrees.

Guided by the Collection Development Policy, the Library selects materials that facilitate independent exploration of topics and ideas presented in the classroom. Most items are selected by faculty librarians from standard reviewing sources (*Library Journal*, *Choice*, *Booklist*, *Video Librarian*), publisher's catalogs, bibliographies, and serendipitous discovery. Faculty, staff and student requests are also part of the mix. The Library facilitates independent discovery and curiosity by making sure that students encounter the collection through displays, the electronic *Pierce College New Acquisitions List* and the *Pierce College Library Newsletter*.²⁶ Library instruction often includes extensive displays of books and periodicals related to assignments. This is such a popular feature of instruction (both students and faculty are amazed at the possibilities) that the new classrooms for the PCFS Library are being designed to include book displays on most walls.

5.B.1
5.B.2

Constrained by a diminishing acquisition budget, the collection (reference materials, books, periodicals, videos, and electronic databases) cannot keep pace with rising costs, and the Library struggles to support the research and inquiry needs of the college community. Table 5.4 below illustrates the impact on the collection: a decreasing book budget combined with increasing cost results in declining capacity to add new titles to the collection. The development of the book collection is, by necessity, taking a back seat to the rising cost of periodical subscriptions and electronic databases. The Library continues to wrestle with the development of the science collection; it is difficult to find resources that are appropriate to the two-year college level (not too basic, not too complex, and not too expensive). Other challenging subject areas are those relating to computer applications: the changes are so rapid that material is often obsolete by the time it is published. An additional difficulty is finding suitable materials for our broad range of new readers of English, some of whom are college-level students whose needs and interests are for curriculum-related materials and others who are immigrants whose need is for life skills information.

Table 5.4 Materials Expenditures

	2002	2003	2004	2005
Books	105,635	135,668	122,732	103,538
Interlibrary Loan	548	552	884	205
Serial subscriptions	114,501	73,372	70,123	53,241
Electronic serials/ databases	17,975	13,768	25,123	38,927
Total materials	238,659	223,360	218,462	195,911
Student FTE	7,508	8,094	7,594	8,059
Amount per student FTE	31.78	25.59	24.90	24.30
Items added ²⁷	4,424	4,286	3,925	4,702

Table 5.4 “Materials Expenditures” shows the shift in expenditures from subscriptions to print periodicals to electronic databases. Table 5.5 compares the use of print periodicals to retrieval of full-text articles from electronic periodical databases. Electronic databases provide students with access from their home computers, and as databases become better populated with a wider variety of publications and deeper backlog, circulation of print periodicals is trending downward, though not as rapidly as might be expected.

Table 5.5 Use of Periodicals and Databases

	2003	2004	2005	2006
Circ periodicals	7173	8070	8702	8100
Proquest FT “hits”	61,647	78,261	158,177	79,325
Proquest Citation hits	15,447	18,604	18,901	18,814
Ebsco FT ²⁸	—	38,150	37,841	33,124
Ebsco citation hits	—	—	49,621	40,457

Despite the prevalence of home computers and Internet access, use of the Library by students has remained steady over the years. Table 5.6 indicates that students frequent the Library and that while circulation is declining, it is not dropping precipitously.

Table 5.6 Library Use

	2002	2003	2004	2005
Student headcount	13,001	12,919	12,125	13,016
Gatecount	379,428	397,756	352,246	356,580
Gatecount/headcount	29	31	29	27
Circulation	48,544	64,662	57,534	54,122
Circulation/headcount	3.7	5.0	4.7	4.1

In the 2006 surveys, both students and faculty report a high level of resource use: 65.4% of instructors indicate that they require students to use resources outside of their textbooks. This is consistent with student reporting: 74% percent of students report that they are required to use information in addition to textbooks. 64% percent of the faculty report that students chose resources appropriate to their assignments “often” or “very often.”

5.B.2
5.E.3

In contrast, only 34% of Distance Learning (DL) faculty indicated that their students used Library resources. This may indicate that DL students are not well informed about using the Library’s information sources. It is worth noting that 42% percent of DL faculty didn’t know whether their students had used Library resources or not. In order to encourage and assess use of Library resources by DL students and faculty, the Library faculty will use part of the LSTA grant, introduced in Criterion Two, to work collaboratively with DL faculty to develop and assess online tutorials. The tutorials will help students access and use library resources (periodical databases, library catalogs) in support of their online course work. These tutorials will further enhance the guides and workshops that are available to students and faculty in-house and on the Library’s web page.²⁹

Criterion 6

The Library provides services that facilitate student use of information.

Students come face to face with information needs throughout the day, and Library services are designed to help them develop the ability to find, use, and think about information independently and effectively. The most obvious and public of these services are circulation, reference, and media, but the support services such as reserves, inter-library loan, and technical processing are integral to this facilitation as well.

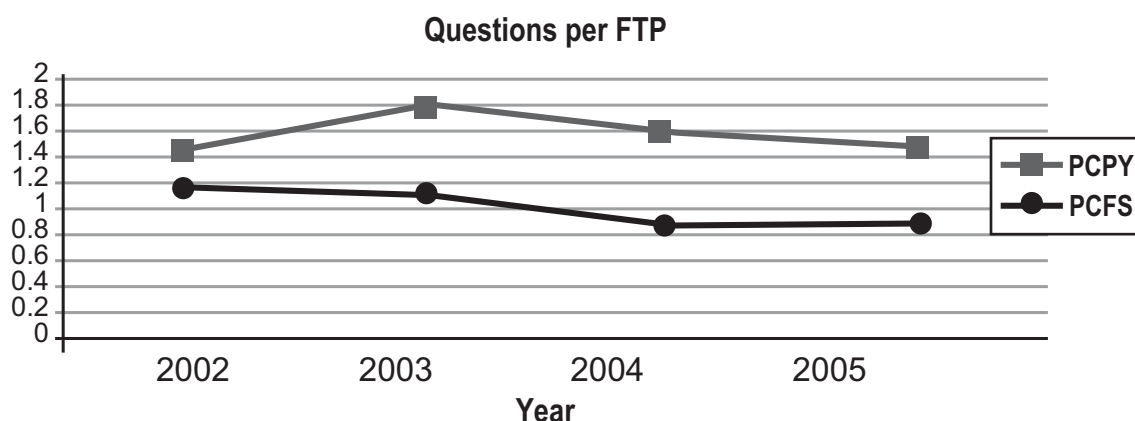
Public interactions are most frequent at the circulation desk. Here students and faculty pick up requests and reserves, return items, check out materials and equipment, pick up print jobs and photocopies from non-circulating items, and ask for directions.

5.B.1

The circulation department ensures that the organizational integrity of Library materials is maintained so that materials are accessible and easily retrieved by students, faculty, and staff. Continuous inventory ensures that misshelved items, missing items, and other errors are identified and corrected quickly. A variety of assessments indicate that students and faculty find it easy to locate and borrow Library materials and are satisfied with the services provided by the circulation staff.

The reference desks at the Colleges are staffed by reference librarians during all open hours. Over the past few years, the total number of inquiries has declined from an average of 512 per week in 2002 to 310 per week in 2005³⁰. Figure 5.1 shows that activity at both Libraries is trending downward. Factors that may explain the decline include more frequent and intentional Library instruction; enrollment patterns; and, most certainly, increasing student reliance on the Internet.

Figure 5.1 Reference Inquiries and Student FTE



	2002			2003			2004			2005		
	Questions	FTE	?/FTE	Questions	FTE	?/FTE	Questions	FTE	?/FTE	Questions	FTE	?/FTE
PCFS	6,005	5,121	1.2	5,331	4,880	1.1	4,313	4,571	0.9	4,099	4,718	0.9
PCPY	4,252	2,769	1.5	5,061	2,841	1.8	4,549	2,867	1.6	4,786	3,189	1.5
Total	10,257	8,094	1.3	10,392	7,896	1.3	8,862	7,594	1.2	9,195	8,059	1.4

Despite the decline in total number of inquiries, reference librarians continue to play an important role in student learning. Table 5.8 demonstrates that the percentage of students reporting that they consult with a librarian has remained relatively constant over the years and most rate the interaction as useful.³¹ A student who initiated consultation regarding the use of Library data for a Statistics project prompted a conversation with the instructor which led to four additional student projects based on a variety of Library data. This rather unusual result of student involvement with the Library is one demonstration of the rapport students have with Library faculty and staff. Another is a Running Start student who was in one librarian’s Humanities class and who will now job shadow the librarians during the summer.

Table 5.7 Student/Librarian Interaction

Percent of Students Who Report:	1999	2002	2006
Consulting w/librarian	73%	63%	66%
Interaction was useful	71%	80%	85%

Multimedia Centers (SMCC) on both campuses in 2004. In addition to checking out the high-end equipment for external use, student facilitators are on hand to assist students with their digital design assignments or provide how-to advice on using media products such as Powerpoint and digital video for in-class presentations. Nearly 40% of students report that they use the SMCC or borrow equipment. Although a large percentage of students (83.8%) rank Media Services as important, 44.7% indicate that they never use the services. This discrepancy may result from student interpretation of “Media Services” or it may result from the somewhat obscure locations of the SMCCs. This inconspicuous placement will be remedied in the FS remodel, in which the SMCC is prominently featured. To increase awareness of the SMCC, Media Services plans to team with Student Programs to improve outreach efforts and to promote use through a student survey and a link on the Media Services website.

The faculty-selected “reserve collection” ensures the availability of high-demand or special items for students. About one thousand physical reserves are processed each academic

5.D.4 Media Services, in collaboration with Student
5.E.2 Tech Fee Committees, established Student

year. In 2003, the Library instituted a system of electronic reserves that provides students access to reserve materials 24/7 through the Library's web-based catalog. About three thousand articles have been made available since the inception of this service, and about 6,500 documents are accessed each quarter.³² Copyright compliance is assured for all e-reserve materials. The Dean of Library and Media Services serves as the Pierce College Copyright Compliance Officer and is available to consult with all District constituents. Sixty-seven percent of the faculty report that the Library's reserve services support the needs of PCD students.

5.C.2

Occasionally students and faculty will need resources that are beyond the scope of the Library's collection. Interlibrary loan (ILL) provides access to these supplemental resources, which complement rather than substitute for the Library's collection. The students who have used ILL indicated that the resources obtained through ILL enhanced their ability to do their assignments. Other resources are available to students through the LMDC (Library Media Directors Council) reciprocal borrowing agreement that enables students to locate and borrow books from thirty-three other community college libraries.³³

Technical services also plays an important role in facilitating student use of information. During the last three years, the Library has committed itself to making the catalog as useful as possible by increasing the number of "access points." This was accomplished by increasing the cataloging of Internet sites and special format materials (including an extensive map collection) and the addition of contents notes, tables of content, and web links (such as the Movie Review Query Engine). This approach has resulted in a catalog that is more current, has more authority control and is richer in content. Searchers who are accustomed to using "natural language" keywords in their searches find the catalog more responsive to their queries.

Criterion 7

Technology supports and enhances access and information retrieval.

The Library and the military sites use a variety of technologies to maximize access and reduce barriers to its resources: a web page, an electronic catalog, a variety of online databases, "full-service" computer commons, and media production tools are some examples. The availability of these technologies puts part-time and full-time faculty, and traditional campus-based, off-site, and distance learning students on virtual parity.

5.C.1
5.B.5

The Library web page (<http://www.pierce.ctc.edu/Library/>) is designed to encourage and guide the research inquiry, prompting users to consider what type of sources might best suit their query. From the website, users can use the catalog and databases, "Ask a Librarian" via email, and obtain research assistance through "Subject Starting Points" and "Quick Tips." All of the Library periodical databases allow remote access, providing distance learners and students at off-campus sites with the same periodical materials as are available to students on the PCPY and PCFS campuses. Although, as previously noted, the 2006 Employee Survey indicates that Distance Learning faculty are not as aware of available Library resources and services, Library faculty plan to develop and promote on-line tutorials that will aid distance learners and others in developing research strategies and skills.

The Library uses Voyager, the integrated library system now in use state-wide, for acquisition, serials, circulation, and reserves as well as for the catalog. The shift to Voyager from Inlex was made in 1999 when a consortium of nineteen Washington community college libraries formed ORCA to work with the State's Center for Information Services (CIS) on the technical, financial, and legal aspects of purchasing the new system. The consortium is an economical and efficient arrangement that permits the Library to have access to an experienced systems

5.C.2

administrator, as well as training and peer support.

The catalog is at the core of ensuring that Library materials are visible and easily accessible to the public. Catalog records are constantly being enhanced to include contents notes, links to web pages, electronic reserves and images. Recently a large collection of maps has been added, and historic Pierce College documents and videos are being archived. As noted before, both faculty and students report that library materials are easy to locate and borrow.

The Library continues to expand its selection of subscription electronic databases. The general, specialized subject, and reference databases are carefully selected to meet the requirements of the educational program and make it possible for students to access many more periodical titles than the Library could house or afford. Electronic periodical databases have greatly enhanced students' ability to integrate multiple perspectives into their learning. To ensure that students have access to diverse perspectives, the Library subscribes to *Ethnic Newswatch* and *Alt-Press Watch*, as well as to more general databases.

To reduce confusion about multiple periodical formats, the Library uses a commercial service, Serials Solutions, to integrate information about physical periodical holdings with those available through the databases. This technology has reduced the need for Library staff to maintain and consult several different indexes, improves access, and reduces student frustration.

Recognizing that computer technology is essential in accessing, retrieving, and presenting information, each college's Library has a full-service computer commons for students. PCFS offers thirty computers, while PCPY offers forty-two. In addition to providing access to Library resources and the Internet, all the student computers have a full complement of Windows software so that students can write papers, make PowerPoint presentations, create charts and graphs, etc. Recognizing that students often

multitask (research, writing, recreation) the Library has resisted blocking activities such as email, myspace, and gaming.

The variety of databases and functions available from the Library website, combined with wide disparities in user knowledge and the necessity of frequent upgrades, makes the maintenance of the system challenging. The Library is fortunate to have an excellent working relationship with the District's Information Technology (IT) staff, who are knowledgeable and responsive to the Library's needs. The Library is a regular element of the IT maintenance and replacement plan. Student Governments at both Colleges are also valuable partners in serving the District's information needs. Since 1997, Student Tech Fees have twice funded the replacement of all computers in both computer commons.

Student use of computers is high, especially during the peak hours between 8 a.m. and 1 p.m. There are often students waiting for computers, and librarians frequently ask those who are not working on school-related projects to come back later. The "hovering behavior" exhibited by PCFS students waiting for a computer has been mitigated as a result of a student suggestion to post a "Wait Here for the Next Available Computer." The pressure on the student computers has been somewhat mitigated by the installation of wireless hubs in 2006, and the use of laptops is expected to grow. The Library anticipates having laptops to check out for in-library use. The number of hard-wired computers available to students at PCFS is planned to triple when its renovation is complete.

The Library (and other computer labs) provides free printing from the computing stations with the cost of printer supplies underwritten by the Student Technology Fee. Until Fall 2006, unlimited printing was allowed; however, paper waste became alarming, and increasing costs were beginning to impact the Library's supply budget. Consequently, the Library implemented a new policy that limits free printing to twenty free pages per day. Staff was careful to consult with all the players

5.D.4
5.E.2

5.B.3
5.D.4
5.E.2

(faculty, Student Tech Fee Board, computer lab staff) and consider signage and public relations before they implemented the new policy at the beginning of the 2006-07 academic year. As a result, there was little resistance from students, and the reduction in waste has been dramatic.³⁴ Currently IT and the Library are investigating print management systems, hoping to make a purchase recommendation during this academic year. A print management system will streamline printing and photocopying, standardize print policies across the District, and foster student responsibility.³⁵ Additional information about the work of the Print Management Committee is discussed in Standard 5A.

Criterion 8

The Library seeks to create and maintain an atmosphere and physical environment conducive to individual and collaborative learning.

Both the PCPY and PCFS Libraries have campus locations with fine views of the outdoors and plenty of natural light. The furnishings provide a variety of seating and study options for students, and the advent of wireless allows students to use their own laptops throughout the libraries.

5.C.1

The Library has placed the reference collection and services (books, librarians and electronic databases) at the center of the action in order to maximize student awareness of and access to these resources. Ninety-one percent of students who responded to an in-library survey indicated that the reference area in both Libraries is visible and that staff members were available and approachable.³⁶

To really accommodate the demand for course-related instruction, additional classroom space is needed at both colleges; the Library classroom is often already booked when instruction is requested. The planned renovation of the PCFS Library includes two new classrooms and an informal teaching space which will provide the needed flexibility for instruction. Discussions have begun to address the need for additional

classroom space at Puyallup. Classrooms, present and planned, are available as computer labs when no instruction is scheduled.

Student surveys of 1999, 2002, and 2006 indicate that students are satisfied with the atmosphere and physical environment of the Libraries, but a significant number of responses to an in-library survey and comment cards left in the suggestion box complain that the PCFS Library is too noisy for individual study. Quiet and cleanliness are problematic at PCFS, where crowding, noise, and general shabbiness are ongoing issues that will be resolved by the Library renovation.

Seventy-five percent of students report that they “worked with classmates outside of class to prepare class assignments,” so the addition of the group study rooms planned for the PCFS renovation will be particularly appreciated, as will the additional computers with adequate workspace, and designated quiet study areas.

The Libraries are compliant with the Americans with Disabilities Act (ADA), providing accommodations for individuals with mobility and sight impairments. The PCPY Library is fully ADA-compliant. At PCFS, although accommodations have been made and adaptive equipment is available, access is constrained due to tightly spaced tables and chairs. Once the renovation is complete, the FS Library will be fully compliant with ADA requirements.

The PCPY Library, which opened in 1996, provides well-designed space for its students and staff, collections, and equipment. It houses the Library’s technical services in a spacious and comfortable layout that promotes efficient workflow. Removed from the public services area, its quiet atmosphere is conducive to work requiring attention to detail.

The major renovation of the PCFS Library, on track to begin Summer 2007, comes after years of shifting and jerry-rigging spaces to accommodate the growing need for collections, classrooms, media, computer commons, and

5.B.4

study space. The development of the building program included several student and faculty forums and the participation of all levels of Library staff throughout the process.³⁷

In 2003, students were asked to participate in a written library use survey as a first step in planning for the PCFS Library/Media Services renovation. 426 surveys were completed. Students indicated they would like to see the following improvements: more and improved computers, more seating types, quieter study spaces, and separate study rooms. In November 2005, the Library arranged for student focus groups to meet with the Building Consultant. During those sessions students indicated that they wanted more computers with more space for their “stuff,” individual and group study spaces, lounge and table seating, and both quiet and social spaces. The focus groups confirmed the findings of the survey. As the renovation gets underway, students will be kept apprised of progress and plans through displays, flyers, and web page postings. They will be invited to test and comment on possible furnishings and placement of furniture.

The Library renovation, part of the overall Cascade building remodel, has a three-phase, five-year timeframe. The disruption to services and the noise associated with major reconstruction will present challenges that will require creative solutions in order to minimize impact on students, staff, and services. The disruption and noise will impact staff workspace and place additional stress on PCFS staff, who have been coping with inadequate workspace for years. The PCPY Library will be impacted as well: materials and perhaps staff will have to be temporarily relocated; increased requests for materials and increased use by PCFS students will also have to be accommodated.

The resulting facility will more than double the present size and feature two classrooms, group study rooms, adequate computer workstations, reference shelving of convenient height, a prominent student multimedia space, a logical layout of the circulating collection, and improved workspace for circulation, interlibrary loan and other service functions.



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. Library advances student learning through developing Information Competency.
 - Continue to work with and reach out to students in ways that help them become more confident information users.
2. Creative staff; intuitional involvement, recognition, and support; dynamic leadership; and collaborative relationships are the mainstays of our success as a teaching library and media center.
 - Further implement systems that support teamwork, respect, communication, and fun.
 - Maintain a focus on teaching and learning; stay student centered.
3. Partnerships with other CTC libraries provide shared expertise and systems that leverage resources.
 - Participate in the visioning, planning, and work of LMDC and other groups.
 - Expand partnerships to include four-year institutions.
4. Media Services' focus on teaching and learning.
 - Maintain this focus, increasing the outreach and publicity to faculty and students so they understand the wide array of services of the department.
5. District concept of "one library in two places" enhances efficiency and service to students.
 - Continue refinement of policies and procedures and enhanced communication.
6. Established program of departmental outcomes assessment assures effectiveness.
 - Library and Media Services departments will continue their efforts to assess the IC learning that occurs during instruction sessions and workshops.
 - Continue to apply the assessment cycle.

Challenges and Selected Actions for Continuous Improvement

1. District collection reflects breadth but not depth of program areas.
 - Complete weeding of the collection in both libraries and intentionally develop subject areas of demand and need.
 - Consider role of e-books.
 - Advocate for additional resources for library collections.
2. Distance learning and part-time faculty are under-utilizing Library resources.
 - Increase efforts to reach out to part-time and Distance Learning faculty.
 - Meet with faculty in their divisions in order to explore possibilities of collaborative instruction and to encourage faculty input.
3. Providing services and instruction amidst the chaos of the Cascade Core construction.
 - Look for ways to streamline operations and maintain communication in order to provide services with a minimum of disruption.
 - Practice responsible self-care in order to survive the ordeal with maximum grace.
4. Keeping up with technology in light of limited budget.
 - Take advantage of Internet and Web technologies by developing blogs, wikis, IM, etc.
 - Stay current with opportunities offered by the State Library, ORCA, and other consortia.
 - Strategically implement the Media Services technology plan, keeping in touch with faculty so all resources go directly to serve classroom needs.
 - Continue to educate faculty with drop-in help, workshops, and tutorials to make efficient use of technology resources.

5. Keeping up with the increasing numbers and the complexity of technology with limited staff.
 - Utilize work study to our advantage.
 - Continue to advocate for resources.
 - Increase training and signage to minimize service calls.

Notes

- ¹ Library/Media Services Mission Statements (Exhibit 5.2)
- ² Library/Media Services Outcomes & Action Plans (Exhibit 5.14)
- ³ Library/Media Policies and Procedures (Exhibit 5.2)
- ⁴ Printed materials (Exhibit 5.1)
- ⁵ 2006 Employee Survey – Q 48-50, 57-69
- ⁶ Library/Media budget (Exhibit 5.9)
- ⁷ ACRL Application for ACRL Excellence Award (Exhibit 5.15)
- ⁸ “Library Live” DVD (Exhibit 5.16)
- ⁹ 2006 Student Survey, Q18, 21-23, 26
- ¹⁰ Library Statistics: Instruction (Exhibit 5.3)
- ¹¹ Library Assessment Measures: Instruction (Exhibit 5.6)
- ¹² Library Assessment Measures: Reference (Exhibit 5.6)
- ¹³ “Comments from Computer Clubhouse members” (Exhibit 5.17)
- ¹⁴ Statistics: Instruction (Exhibit 5.3)
- ¹⁵ LSTA Grant Application (Exhibit 5.18)
- ¹⁶ Library/Media Job descriptions (Exhibit 5.7)
- ¹⁷ Library Faculty and Administrator Resumes and Group Resume (Exhibit 5.10)
- ¹⁸ Statistics on Library Collection (Exhibit 5.4)
- ¹⁹ PY Library oversize volumes are interfiled
- ²⁰ Excerpts from program administrators and accreditation reports
- ²¹ Pierce College Library Collection Policy (Exhibit 5.2)
- ²² LavaJava website <http://www.pierce.ctc.edu/lavajava>
- ²³ Washington State Library Consortium Agreement (Exhibit 5.11)
- ²⁴ McChord AFB Library
- ²⁵ Statistics: Media (Exhibit 5.3)
- ²⁶ <http://www.pierce.ctc.edu/Library/information/newBooks.php3>
- ²⁷ Includes AV items
- ²⁸ Ebsco reports on calendar, not academic year
- ²⁹ Materials that describe services: Library Webpage (Exhibit 5.1)
- ³⁰ National Center for Education Statistics. <<http://nces.ed.gov>>
- ³¹ Assessment Measure: Reference (Exhibit 5.6)
- ³² Library Statistics: ILL & Reserves (Exhibit 5.3)
- ³³ Formal written agreement: ORCA (Exhibit 5.11)
- ³⁴ Library Statistics: Printing (Exhibit 5.3)
- ³⁵ Print Management Proposal (Exhibit 5.19)
- ³⁶ Library/Media Assessment Measures: Facilities (Exhibit 5.5)
- ³⁷ Library and Media Services. PCFS, Building Program. January 2006, Pp 11-13. (Exhibit 5.5)



5A

Institutional Technology

Global Outcome

Provide information/educational technology and support in order to facilitate the District's ability to access, organize, process and present information.

Criteria for Success

- Criterion 1 Viable institutional technology planning and policies guide the acquisition and use of communication and information systems and services.
- Criterion 2 Infrastructure, resources, and services provide sufficient access to information.
- Criterion 3 Strategic collaborations and organizational linkages enhance service delivery.
- Criterion 4 The work of individual departments and programs is enhanced through hardware and software acquisition, maintenance, and support.
- Criterion 5 Equipment, services and instruction enhance students' hands-on abilities with technology and successful completion of course work.
- Criterion 6 Staff organization, expertise, and professional growth assist the department in keeping pace with rapidly developing technology.

Overview

The revolution of information technology has changed the manner in which we communicate and the methods in which teaching and learning are manifested. Due to the effort of the Institutional Technology department, Pierce College District (PCD) has progressed by enhancing student access, removing obstacles of time and place, storing and retrieving campus information in efficient ways, and increasing the level of interaction in learning through technology both on and off campus. Today students, faculty, staff and people all over the world access the college's information systems via the Internet. The infrastructure is an essential component of the administrative and business affairs of the college in support of teaching, learning, and student services.

5.A.3

Institutional Technology (IT) provides the digital, electronic, and communications infrastructure and support required to fulfill and facilitate all technical information concerns of a highly distributed District. IT ties the District together with responsibility for the network, web, servers, computers, phone systems, business applications, and software. With 29.7 FTE employees (67.7 including students) and a 2006-07 budget of \$1,636,127 the department includes five major units, all administered by the Dean of IT (Table 5A.1). The District IT department serves a two-college District, nine sites, and three virtual campuses.¹

Table 5A.1 Pierce College IT Department Structure and Roles

Support Technology Services	Review, implement and support technology throughout the institution
Desktop Support Services	Provide service and support resources in direct response to staff, faculty and student needs
Database Services	Supply database support for student services and administrative business operations
Network and Web Services	Maintain the backbone of technology to support communication and connections
Telecommunication Services	Sustain the pathways for voice, data and video with worldwide accessibility

Rapid change in technology and the need for leadership directed a restructure of the IT department. In 1999, executive leadership permanently funded the Dean of IT position, which had previously been funded through a Title III Grant. Additionally, in order to improve efficiency, two separate administrative and instructional IT departments were consolidated into one. The need for leadership for IT continued to grow, and in 2000 two technology director positions were approved. The District IT Director of Operations was created to ensure continuous and direct coordination with instruction, District desktop operations, classroom technology, computer lab operations, and oversight of the District Document Solution Center. The second position, District IT Director of Network and Web Administration is responsible for providing computer programming and database support, administration and staff support, management of the administrative systems mainframe, wide-area network and server operations, telecommunications, web administration and content support for the intranet. Creation of these leadership positions have fostered a team-based approach to IT and formed a more cohesive delivery of technology throughout the District.²

5.D.4

IT has expanded significantly during the last decade, providing increased access to technology and enhanced instructional delivery. Significant accomplishments include:

- Rapid growth in technology and equipment.
- The merging of Academic and Administrative computing departments to create a more efficient IT department.
- Creation of three administration positions and growth in mid-level management for IT supervisors. Additionally, career pathways have been established for employees seeking leadership positions.
- Alignment of functional areas of IT, designed to optimize planning, operations and delivery of technology.
- Reduction of the existing budget gap by gaining dedicated funding for technology.
- Approval of the Student Tech Fee code resulting in \$800,000 annually for equipment and services for students.
- Growth in department FTE necessary to support increased use of technology both in the classroom and by faculty and staff.

IT’s contribution to the District is indispensable and is an important part of every area. Collaboratively, IT works with a range of departments to provide resources and services in support of teaching and learning consistent with the mission and goals of PCD. While the Media Services Department has principle responsibility for classroom technology, coordination with IT ensures that end users have a seamless and intuitive experience with equipment.

Criterion 1

Viable institutional technology planning and policies guide acquisition and use of communication and information systems and services.

5.E.1
5.A.3

IT's comprehensive Technology Plan guides planning and evaluation for the department.³ The plan keeps the focus of teaching and learning at the forefront and has been developed collaboratively with multiple stakeholders including: Instructional Administrators, Faculty, Student Services, and Student Technology Fee Committee. It is heavily informed by the institutional self-studies completed by every instructional program and District department. IT staff are intentionally integrated into the committee structure of the District; they successfully maintain the pulse of workflow and respond accordingly.⁴ This gives them advance notice of the technical plans and strategic directions in the making for each area so they can anticipate needs.

The Technology Plan for PCD integrates the strategic technology planning provided at the state level by the Center for Information Services (CIS) which provides services and leadership in all areas of technology for all Washington State Community and Technical Colleges.⁵ The statewide technology planning reflects input from the Governor's Office, the Legislature, the Department of Informational Services and the State Board for Community and Technical Colleges. The Dean of IT and both Directors are active participants in CIS review and planning for statewide projects.

5.B.3

Policies and Procedures

Numerous District committees with cross-sectional membership are responsible for IT policy development and implementation. Updated policies, regulations and procedures are openly maintained and available for review via the Pierce College intranet.⁶ Chief among those policies is the Computer Information Systems Resources Acceptable Use policy (CISR) which guides network activities and the corresponding

Administrative Procedures and Guidelines. Each employee signs an Acceptable Use Agreement that includes the CISR policy before a network account is issued. The Computer Information Systems Resource Allocation Committee (CISRAC), whose membership includes a cross section of the college community, administers this policy. The primary function of the committee is to interpret CISR policies and procedures, address emerging issues, and approve guidelines for implementation.

IT carefully manages the oversight of regulatory requirements pertaining to the use of technology for the District. System documentation and guidelines are maintained to guarantee compliance with laws, regulations and best practices. Policies and procedures are regularly evaluated and reviewed as necessary to ensure the integrity of the District's adherence to all regulatory requirements. An assessment of all IT Security Standards was conducted in August 2006.⁷ The independent third-party security auditor found "no exceptions" to the Washington State mandates for security standards. In fact the auditor mentioned that in many areas the District's security standards are more comprehensive than required.

Criterion 2

Infrastructure, resources, and services provide sufficient access to information.

IT has experienced rapid growth in the past ten years, with a current inventory of more than 2,500 computers, printers, copiers, peripheral technology and equipment distributed throughout the District providing access for staff, faculty and students.⁸ Virtually all of the desktops, laptops, printers and copiers are connected to network servers which have grown in number from six in 1997 to 44 in 2007.

In 2005, the District converted its network login infrastructure from Novell to Microsoft Systems Management Servers (SMS). A key benefit of SMS is the ability to administer network access for all computers, student and staff, from one centralized location. This powerful tool

5.A.1

allows for automated maintenance of desktop computers and creates an inventory database to track all hardware and software in the District (a centralized asset management tool). SMS also has the ability to provide automated software upgrades and security updates (which are becoming increasingly frequent). The conversion has resulted in better IT functionality and cost savings: IT staff no longer has to support dual-platforms, nor visit every computer to install upgrades.

5.A.1 Rehosting Project

5.A.2 PCD is gearing up for the state-wide ReHosting Project – all ongoing efforts are being planned with that transformation in mind. The project will convert our current Legacy administrative and student management systems into a more robust Internet-based platform. The new platform will be based on industry standard Microsoft .NET application development, and Microsoft SQL Server relational databases. This conversion will allow more flexibility and access to data, and a much shorter software application development life cycle. Those improvements will, in turn, provide better support for our ongoing efforts to improve enrollment, retention, and student outcomes and will affect almost everyone in the District to some degree.

5.C.1 PCD is one of ten colleges selected by CIS as “early adopters” of the ReHosted systems. Specifically, the District will be one of the first to be given early pre-production testing access in Spring, 2007 and converted after success is demonstrated at the three pilot colleges. The final conversions are currently scheduled to begin in December 2007.

The District ReHosting Committee is a collaborative effort and includes representatives for all key work areas across the district.⁹ The committee meets regularly to address district issues, provide input, coordinate required college tasks, and identify training needs. The IT Director of Network & Web Administration chairs this committee and is PCD’s primary ReHosting Coordinator and is a member of CIS’s ReHosting Project Team.

The biggest challenges to our Pierce ReHosting team have been delays in the project, due to vendor performance. The project is currently significantly behind schedule relative to the original plan. However, during the 2006-2007 academic year, our vendor appears to have gotten back on track to meet the current implementation schedule of late Fall 2007 through Spring 2008.

Network Infrastructure

A phased upgrade of the District network infrastructure backbone hardware is underway. Although the hardware still provides a big enough pipe, it has not kept pace with the need to plan for prioritization of services (network traffic queuing). A new generation of hardware is needed to achieve these services and ensure that new technologies, such as Internet-based video conferencing, provide acceptable performance. Due to budget constraints, it has been necessary to impose a fixed limit on the total amount of Internet usage for the District. This has resulted in very slow response during hours of peak usage (8:30am-4:30pm). In order to determine actual usage, a temporary increase in bandwidth availability was allowed in Winter 2007. Within a half-hour of opening the pipe, pent-up demand caused average usage to immediately jump from 10 Megabits per second to approximately 15 Megabits per second. Current budget constraints have forced a reduction back to the 10 Megabits per second limit, but this information guides future planning and budget requests.

PCD local area networks feature Gigabit fiber optic backbone. Both hard-wired 10/100 Megabit Fast Ethernet and high-speed (802.11a/g) mobile network computing services provide desktop connections that link the members of our learning community. Those links give students, faculty, and staff access to an array of network services from virtually any campus location at Pierce College Puyallup (PCPY) and Military Programs sites. Pierce College Fort Steilacoom (PCFS) should realize the same level of connectivity when the Cascade Core renovation is complete.

5.B.5**Wi-Fi Implementation**

Strong support from the Student Technology Fee Committees has contributed to the implementation of secure mobile network computing (Wi-Fi) at PCFS, PCPY, Ft. Lewis, and McChord Air Force Base. Telecommunications for wide area networking connections include a Fast Ethernet connection to the Internet via the Washington State K-20 Network, a fiber optic connection between the two colleges, and combined voice/data links to a number of large Extended Learning sites. The Northwest GigaPop from the University of Washington provides Internet connection and other services, such as CIS and K-20 Network, to the District and has recently been expanded with more efficient infrastructure. IT also provides internal support for telephone, and network cabling infrastructure, for new construction as installations and changes for over 1,800 telephone users.

Telecommunications is tasked with identifying all telephone and data lines that must be relocated during the PCFS Cascade Core renovation to provide support for the new office areas in various temporary and permanent locations throughout the District. They have reviewed drawing and specifications for all capital projects completed, currently underway, and on the drawing board; including: PCFS Cascade Core Renovation, PCFS Rainier Building, the Health Education and Child Care Centers for both Colleges. Other major projects included work with McChord to move the EMT program to a new location; installation of second T1 lines for Ft. Lewis and McChord; providing secure access to the SMS for instructors teaching at McNeil Island Correction Center.

Role of Institutional Technology

IT provides and maintains the office computers, the servers, the software, and the administration for both the Internet and intranet. Network Administration controls permissions for files and folders and establishes the top level folders (e.g. pierce.ctc.edu/Library). Permissions allow

employees to create and modify web pages created at various levels.

IT provides the database applications and expertise as well as space on the database server. IT collaborates with Web applications for many projects, such as insuring that Financial Aid information is held on a secure server in order to preserve confidential information. Consultations and conversations between the Web Manager, who reports to the Director of College Relations, and various members of the IT staff occur almost daily.

Technology Resources

College Relations is eager to explore and integrate new technologies, such as “You Tube,” into the District Web presence; however, current resources are not adequate to support many of the emerging applications. Continued quality collaboration and shared projects and committee work are key to the District’s Web presence—part of this will include a stronger forge of working relationships amongst IT, College Relations and Media Services.

Pierce College strives to provide sufficient financial resources for institutional technology, services, and for maintenance and security. However, the increasing rate of technological development, coupled with the high demand for the latest equipment and software, make it increasingly difficult to keep pace economically with the rapid advances in technology.

5.D.6

Current expenditures are allocated: 72% in full and part-time staffing, 9% on communications, 6% on repairs and maintenance, 3% on hardware, 3% on supplies, and 2% on software. Table 5A.2 summarizes five years of IT allocations.

Table 5A.2 Institutional Technology Budgets by Expenditure Area and Budget Growth

	2002-03	2003-04	2004-05	2005-06	2006-07
Salaries Full-time/Classified	\$874,651	\$ 892,667	\$ 973,757	\$1,036,759	\$ 1,046,308
Salaries Part-time	\$119,576	\$ 101,356	\$ 85,993	\$ 85,993	\$ 121,758
Communications	\$138,509	\$ 138,509	\$138,509	\$ 138,509	\$ 110,350
Repairs/Alter/Maintenance	\$ 79,035	\$ 84,332	\$ 82,277	\$ 82,277	\$ 89,230
Non Capital Software	\$ 44,927	\$ 72,981	\$ 75,091	\$ 75,091	\$ 47,003
Supplies & Materials	\$ 41,786	\$ 41,786	\$ 41,786	\$ 41,786	\$ 42,890
Capitalized Hardware	\$33,490	\$40,490	\$40,490	\$ 40,490	\$ 38,794

	2002-03	2003-04	2004-05	2005-06	2006-07
Total Budget	1,352,935	\$1,407,509	\$1,495,791	\$1,558,793	1,636,127
YTD Increase	\$116,375	\$54,574	\$88,282	\$63,002	\$77,334

5.D.6

The five-year trend shows a 4.6% average annual expense increase; the majority has gone to support salary increases. Over the past three years the software/hardware licensing and maintenance costs have increased by \$11,081 with IT absorbing nearly \$9000 of this cost. This reduced the ability to replace obsolete hardware/software and accomplish upgrades. The operating budget is not substantial enough to fund large initiatives so one-time requests are submitted annually to fund project priorities as well as equipment upgrades.

Limited college resources have pushed the replacement cycle to an excess of five years. To allocate equipment more efficiently and effectively, the District implemented a Reallocation Committee that is tasked with providing monthly placement of previously used equipment in order to ensure the best usage of resources.¹⁰ IT conducts a needs analysis for each employee requesting an upgrade. The Reallocation Committee attempts to meet the needs internally before new equipment purchases are authorized. Historical records are analyzed by the committee and available for review on the Pierce College intranet.

Technology Standards

Minimum Technology Standards guide the acquisition and maintenance of computer hardware and software.¹¹ Every full time

employee whose job requires a computer has a desktop system with access to a full suite of software, email, and the Internet. Part time employees have email accounts and access to computers in shared offices and the Lava Java (faculty multi-media center). Regular review of technology requirements provides information for purchase and allocation of staff computers thus insuring sufficient currency. Procurement for all computer equipment is channeled through the IT department.

Student Technology Fee

In 1997, PCD students voted to implement a technology fee with the goal of maximizing access to all types of technology for students.¹² It is an essential component in the technology funding plan; without student commitment to this effort, the available resources would be woefully insufficient. The Technology Fee is self-assessed (currently \$35/quarter), and creates a revenue totaling over \$800,000 per year. Students fund all open-lab equipment, printing and staffing, library equipment and printing, and a percentage of critical network and infrastructure costs. They have funded many individual proposals such as PDAs for Dental Hygiene students which provide them with the experience of replicating dental office practice. Committees at each college, guided by explicit by-laws, deliberate with a quorum of students to determine annual expenditures. There is readily available information on the IT web site about

**5.B.4
5.E.1**

the work of the committees, the guidelines and the projects.¹³

Unfortunately, needs exceed the available resources, see Table 5A.3. Increased need, combined with a revenue reduction in the past several years due to a downturn in student enrollment, results in reductions that threaten the ability of the District to provide students with up-to-date technological resources that they will encounter in the workforce.

Table 5A.3 Student Technology Fee Proposals and Budget

	2005-06			2006-07			2007-08		
	Proposals	Request	Budget	Proposals	Request	Budget	Proposals	Request	Budget
District	10	95,360	75,112	14	305,243	195,035	12	154,849	116,069
PY	16	371,360	268,214	14	225,352	101,260	15	286,907	266,907
FS	22	469,089	344,341	34	782,296	258,680	29	625,001	400,947
Total	48	935,809	687,667	62	1,312,891	554,975	56	1,066,757	783,923

also a member of the Washington State K-20 Network. This high-speed, high capacity network, links K-12 school districts, libraries, colleges, and universities across 476 locations in Washington State and provides PCD with a cost effective means of satisfying data, video and telecommunication requirements.

Currently the District is involved in a multi-college, multi-school district effort to extend the K-12 tool called Navigation which is used by some schools (including some PCD feeder schools) for student self-directed education

Criterion 3

Strategic collaborations and organizational linkages enhance service delivery.

5.B.5
5.C.2
5.D.4

Collaborations and linkages that enhance service delivery for the Pierce College community include outside networks that extend the boundaries of accessible information and data; collaborations between Community Colleges; and collaborations encompassing a wide variety of PCD departments and workgroups.

CIS provides centralized IT computer programming and support for Washington State Community and Technical Colleges (CTC), offering services at a level beyond what the college alone could achieve. Centralized administrative business systems available through CIS include programs for Financial Aid System (FAS), Student Management Systems (SMS), Financial Management Systems (FMS), and Personnel and Payroll Managements Systems (PPMS). Additionally, CIS helps reduce expenses for hardware, software and services through system contracts. PCD is

planning in collaboration with parents and educators. IT is also involved in a number of CTC state-wide projects. For example, in 2004, PCD took the lead by being the primary test site for new Purchasing System Software (PSS). The project replaced the paper-based process resulting in greater efficiency and a reduction in use of resources. The Dean of IT, both IT Directors, and several District administrators are actively involved in the work of CIS.⁴ Additionally, the Dean of IT is the statewide IT lead and recognized by EDUCAUSE as a leading national expert on the Communications Assistance for Law Enforcement Act (CALEA) for higher education.

Partnering with other colleges in the state system allows PCD to participate in collaborative development projects that improve efficiency as a system. That efficiency allows key service improvement to be implemented on a shorter timeline than could be met with Pierce resources alone. The timecard software (Seattle CC) and advising software (Walla Walla CC) are examples of college-to-college collaboration. Collaboration between the IT departments of

PCD and Peninsula Colleges ensured that an innovative grant program to provide instruction for Dental Hygiene would have the necessary technical support.

5.E.2

Media Services and IT work closely to coordinate the classroom technology with the network and other campus standards. To make it easier for faculty and staff to request assistance with technology, the two departments have merged help desks to create a one-stop call line and work order database that centralized all technology trouble-shooting calls. Now those in need of assistance have a helpful mnemonic phone number and motto - “What the heck? Call TECH” (8324). The TECH desk provides technical support dispatch assistance for Media Services. Technologies supported include: computers, Internet, video projectors, smart desks, learning towers, sound systems, printers, video conferencing, etc.¹⁴

5.C.1

IT works closely with Media and Plant Operations in the design and development of capital projects so that all systems and structures are coordinated. IT has worked extensively with many new projects, among them the Cascade Core renovation, the Health and Wellness buildings at both Colleges, the Rainier building, and the Child Development Centers at both Colleges.

For several years, IT and the Library have been looking into the need and viability of a District-wide print management system. The group has identified significant growth in student printing during the past four years; this is accompanied by the soaring cost of printing supplies. The committee is now working toward the implementation of a print management system by collecting vendor input and gathering information to compose an RFP for the fall. The committee briefed Student Tech Fee in spring 2007 and mutually determined to take further action concerning print management systems. A Wiki site was developed to keep the committee informed, track progress and propose future actions.¹⁵

IT staff members serve on a variety of IT and other District Committees.⁴ The makeup of many of the IT committees are interdisciplinary and District-wide; this helps the Department stay in touch with what is happening on the campuses and fosters strong working relationships. The Web Administration Committee is typical with representatives from faculty, Distance Learning, Library/Media, College Relations, IT and Student Programs. IT guides the procedures regarding acceptable structure and posting of materials to the PCD web site. The committee discusses technical aspects of the hardware and software used to run the servers, usability and support of the web authoring programs such as Dreamweaver and FTP clients to post content to the web, the implementation of the Blackboard platform and the viability of innovative technologies to enhance learning (podcasting, wikis, blogs, etc.) This committee created an official General Procedures Policy document that guides Internet and Intranet Web Development and is compiling an informal FAQ to be used by individuals interested in creating content for the College website.¹⁶

5.B.1 5.E.2

In addition to IT committees, the Dean of IT serves on the Executive Team ; other staff serve on various committees, such as accreditation, screening/hiring, and the Union for Classified Staff.



Case Study

Some committees are ad hoc, coming together to investigate a problem and consider solutions. An example is the Internet Bandwidth group of IT and Library representatives that formed as a result of conversations among the members. During Spring 2006, librarians noticed a severe reduction in Internet speed that resulted in lengthy wait times to access the Library's periodical databases and presented learning barriers for students trying to access PDF articles. The group researched the issue and brainstormed possible solutions. IT proposed several likely solutions including the hardware solution of a packet shaper to segment and prioritize bandwidth flow and use within the District. The Student Tech Fee committees funded the proposal in Spring 2007. Implementation is planned for Fall 2007 with guidance by the committee, students, and other stakeholders.

Criterion 4

The work of individual departments and programs is enhanced through hardware and software acquisition, maintenance, and support.

Technology underlies the operations of most departments and programs, making IT an indispensable resource. Services for faculty and staff are accessed via departmental computers and secure mobile network computing devices. These services include employee email, web-based grade submission, HP3000 Administrative Systems, Internet services, locally developed databases such as web-based advising and work orders, file storage and printing.

IT works throughout the District to provide technology and services that enable every department to complete their work with increased efficiency. Some examples include:

- The IT Database Manager in conjunction with Advising created the PCD Advising

Database. It is a record keeping tool that helps advisors and their students complete educational planning and tracks progress.

- Student Services and IT have collaborated to provide several self-serve student registration kiosks throughout the colleges. This allows students to register online and access transcripts and other information from their student accounts.
- In 2002, part-time faculty was provided with individual voicemail accounts so that students could reach them directly. It also allowed the faculty member to be better informed through "official broadcast" messaging.
- IT worked with College Relations Staff to research, purchase, and implement new software in support of fundraising activities.
- Database Developers worked with PCFS Student Government to develop election software. They later provided programming modifications as needed.
- Financial Aid, Database Developers, and the Web Manager are working on a new web-based loan application so that students can process their loans online at the Pierce College Website.
- Human Resources has implemented new E-Time Electronic Timecard Software. This adaption by PCD to a system created by Seattle Community College will replace the manual system and create more effective submission and tracking of hourly employee and work study time cards.
- As part of increased reporting requirements since 9/11, the International Education Program has increased the reporting workload to Immigration and Naturalization Services (INS) via the Student and Exchange Visitor Information Database (SEVIS). Database Developers programmed a database extraction procedure for the administrative system and combined data with information from the SEVIS software and converts data into the format required by INS.

5.B.2

- Media Services and Database Developers created an online work order form which includes an event scheduling feature, automated chargeback capability and increased search capabilities.

Document Solutions Center

The Document Solutions Center (Doc Shop), formerly the Copy Center, has undergone a fundamental transformation of services and production methods during the past ten years. The days of printing presses have given way to modern imaging and digital technology. Vast improvements in integrated computing, copying and bindery/finishing equipment coupled with the modern technical skills and abilities of Center staff provide central and efficient full-service copying and finishing operations for the entire District.

In May, 2006 the Doc Shop became part of the IT department. This relationship has facilitated better solutions for copier, printer, fax and network issues, and has increased the efficiency of services. The Doc Shop strives to provide fast, friendly and courteous assistance for faculty and staff. However, having only two full-time employees sometimes makes it difficult to meet the demand. Staff constraints limit the number of orders that can be worked on at one time.

The Doc Shop continuously looks at methods that will result in even more accessible services, including the potential need for a Doc Shop at Puyallup. Future plans at PCFS include moving the Center to a more central location. As the District continues to expand and new technologies emerge, keeping pace with new equipment, software and training demands will be necessary. The challenge will be to keep up with current technology and still balance the cost of doing business in an educational environment.

Hardware/Software Maintenance

5.D.1
5.D.2

An integral role of IT is to offer support through the maintenance of computer hardware and software. IT has made is a priority to respond to 98% of all calls to the Tech Desk within one business day. Responses are tracked weekly

through the recently updated IT Work Order Database. A recent review of 2,100 work orders indicated a highly satisfactory response rate of 96.5%. However, with a 1/320 ratio of staff to computers, the department struggles to sufficiently meet the needs of the District. Strategies regarding work practices, workflow, and communication are necessities in order for the department to meet all expectations and benchmarks.

Service Quality

The Institution regularly and systematically evaluates the quality, adequacy, and utilization of its technology and resources and uses the results of the evaluations to improve the effectiveness of resources. A quarterly review of systems logs, including downtime, revealed that the HP3000 has a 99.9% uptime, between 6am-11pm, seven days a week, including extracts for local databases. This server holds the most critical data in the District, and most importantly, provides student access to information. Students and employees have access to their administrative applications and information seventeen hours daily. This permits students to access their grades & transcripts, as well as register and pay for classes. Instructors can also enter grades with ease and efficiency, and staff can access their work (payroll, registration, finance, financial aid, etc.) at their convenience.

Backup of the District's administrative and instructional servers, systems, and data is critical to the institution's Disaster Recovery Plan. By performing regular backups throughout the District, permanent loss of data due to accidental, malicious, or programmatic deletion is prevented. A recent three-month review shows 97.14% success rate in backup. Without solid disaster recovery procedures, unrecoverable data would severely impact the business operation and create cost implications.

During Fall quarter, of 2006, the College Employee Survey assessed, in part, the quality of services provided by IT/Media in the classroom. The results of the survey

5.E.3
5.B.1

indicated an 85% satisfaction rating of up-to-date and appropriate technology within current classrooms; the overall satisfaction rating of IT/Media was 83%.

5.E.3

Likewise, the Document Solution Center (Doc Shop) began examining how they could better support the District as a whole following the realignment of reporting directly to IT in 2006, including a District-wide survey was then conducted to determine what changes should take place. In May of 2006, this survey was distributed to assess hours of operation, customer service skills, and timeliness in printing and delivery. Although the feedback from this survey indicated a 97% satisfaction rate, it was also apparent that the Document Solution Center needed to be more proactive in publicizing what services were available within their area.

Criterion 5

Equipment, services and instruction enhance students' hands-on abilities with technology and successful completion of course work

5.C.1

PCD offers over 900 computers (425 at PCPY and 482 at PCFS) for student use in the libraries, program classrooms, and in 25 open computer labs including the writers' center, tutoring centers, student multimedia centers, math lab, and mobile network computing devices (laptops, personal digital assistants, etc.) in many areas. Labs are open an average of 15 hours/weekday and Saturday and Sunday afternoons. Additional services include a web-based student email system, two course management systems for distance learning, Internet access, online library research tools, web-based testing, file storage capacity and printing. Students can also access a number of web-based Student Online Services including admissions, registration, credit card payment, online advising tools, searchable course and program information, schedule planning and course syllabi.

A full suite of office software is available in the open labs and libraries. PCPY and PCFS, student multimedia centers provide access to advanced multimedia equipment and software. Labs are located throughout the campuses and sites. Locations of the labs have been determined more by available space and infrastructure requirements than optimal distribution. The Student Technology Fee committee prioritizes hardware and software upgrades for the labs, and funds free printing for students in the labs and 75% of printing in the libraries.

Open computer labs are staffed by college employees and student assistants who provide guidance in the use of computer applications and trouble-shooting. The general computer labs at PCFS are operated by IT; whereas PCPY labs report to an instructional division. A number of factors have influenced the development of computer labs: student interest and need, faculty expectations, program offerings and facilities.

Students receive assistance or training from staff available in each lab during open hours. At PCPY labs, regular workshops are offered to advance students' technical skills. They have also produced a CD entitled "The Hook Up,"¹⁷ a free collection of computer workshops designed for specific tasks that will enable a student to easily complete an assignment given by an instructor of any discipline.

5.B.2

Students feel that the labs are an important component of their success. Sixty seven percent of student users at PCFS and 73% at PCPY were satisfied with the equipment and hours.¹⁸ Both labs have administered additional surveys¹⁹ to their users to determine what increase satisfaction rates would push this rating to a higher satisfaction rate.

Table 5.A.4 Student Computer Lab Sessions²⁰

	Fall		Winter		Spring		Summer	
	PY	FS	PY	FS	PY	FS	PY	FS
2004-05	9,568	21,145	14,691	2730	16,763	8,809	3,544	9309
2005-06	18,119	18,919	18,538	20,530		21,112	-	6310
2006-07	-	-	-	-	-	-	-	5519

The dawning of Wi-Fi access for students occurred in March, 2005 at PCPY. This accomplishment was led by a partnership between the IT District Network Division and Telecommunications. Since then wireless access throughout the District has greatly increased to include the student centers and libraries at both colleges and military program locations. Expanding of the networks will be increased as funding permits and new facilities come on board. District IT considers it a priority to move toward more mobile network computing.

Criterion 6

Staff organization, expertise, and professional growth assist the department in keeping pace with rapidly developing technology.

**5.D.1
5.D.2**

The department consists of qualified professionals and technical support staff whose responsibilities are clearly defined. The District IT Department is currently composed of Dean of IT Director of Network and Web Administration, Director of Institutional Technology Operations, twenty-three full-time and one part-time classified staff, an average of 40 part-time employees, an average of three volunteers/interns (Table 5A.5). The organizational structure is intentionally designed to manage the communication of a complex District operation. The Dean meets weekly with the two directors and the budget manager and bi-weekly with all supervisors and leads to establish individual and collective courses of action and priorities.

As demands on the IT Department have increased, several new key positions have been added in the last few years.

- FT Database and Application Developer was hired to expedite increasing requests by Student Services as well as other departments in HR. This new position increased the Database Support staff to two FT positions; thus allowing more rapid implementation of key projects.
- The creation of the PCPY Site Supervisor is significant. This Supervisor is responsible for understanding the roles and responsibilities of the work unit and appropriately utilizing resources. This has improved response time and created a synergy that promotes ownership of the IT service at PCPY.
- Student funding of significant Wi-Fi infrastructure necessitated the creation of a new position, Lead Mobile Network Computing, to ensure coordination and secure set-up of this relatively new-to-PCD technology.
- To address increased demand for cabling and telephone system support generated by the many long-term capital projects, and to eliminate the previous “one deep” situation the department has added a Telecommunications Technician.
- A new FT Office Administrator consolidated multiple part-time positions in support of the District-wide support role of IT. IT supports and coordinates numerous district-wide committees and workgroups, provides critical support for project management, assists with coordination of student government IT issues, and aids with budget maintenance.

Demand for technology support increases daily and if the Department is to meet the demand and keep up with technological innovations, it will be desirable to add the following positions as soon as funding permits.

- An additional database support position would provide a greater level of support for student services that enhance our ability to recruit, serve and retain students.
- Desktop support needs additional FT employees to support specialized program areas such as extended learning and Nursing. These programs would benefit from a primary technician who can provide consistent operational support.
- An additional FT telecommunication technician would better support the Facilities Department’s effort to save money on the capital projects underway and planned for the next ten years.
- The growth and development of PCPY programs and courses points to a need for a FT instructional support technician to provide evening coverage.

Table 5.A.5 District IT Staff

Total Permanent FTE	23.7
Work Study	19
Student	16
Other	0
Part-Time Hourly	6
Volunteer/Intern	3
Total	67.7

Professional Development

IT employees are kept abreast of opportunities for further training and certifications. Such activities enable staff to support and provide leadership on upgraded technology and new services. However, as technological advances continue to develop at a rapid pace, providing adequate training becomes more of a challenge. The number of training courses and sessions attended by IT staff as well as the number of individuals attending has increased significantly

over the past three years. For example, the Doc Shop Manager attended an Adobe Acrobat Professional class to better understand the product line as it relates to files sent to the Doc Shop. Six employees attended the ReHosting User Account Management training session conducted by CIS.

Although continual training is highly valued and beneficial, it is increasingly difficult to fund staff training at the same rate as technological developments. It is imperative that IT find funding to ensure that training needs are met; without competent staff the best technology will be compromised. To recognize the excellent work of IT staff, the department instituted an Employee of the Month celebration, complete with certificates presented by the Chancellor and an IT staff gathering in their honor. It has enhanced morale as well as celebrated accomplishment.



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. The IT team responds to service requests quickly and with a “can do” attitude.
 - IT Support Operations will continue to provide effective and efficient response to service requests throughout the distributed work environments of PCD with a positive and supporting attitude for faculty, staff, and students.
 - Consolidate the Work Order databases for Desktop support, media, instructional classroom support, and the telecommunications into a unified system.
 - Identify current resource (personnel, equipment, processes, etc.) utilization, as well as the service requests impacting that utilization, in order to create benchmarks for workload planning at standardized support levels.
 - Create a new Project Management Framework to efficiently manage resource utilization.
2. District IT maximizes resources and strategies to provide up-to-date technology that meets the needs of students and staff.
 - Include the cost of upgrades and recommendations for new technologies as “Alert/Delay” options for as many years as possible in advance of anticipated need.
 - Continue to investigate creative uses of new technologies.
3. IT provides customized services to multiple locations throughout the District.
 - Continue to develop strong working relationships and good communication with all departments and sites so that the department is aware of individual needs.

4. IT mentors and collaborates with student leaders in the development of Student Technology Fee budgets
 - Materials for new committee members that give the history of the project and sample budgets from previous years.
5. Strong collaboration and partnerships with State and District stakeholders results in efficiencies.
 - Leverage resources and expertise even more aggressively

Challenges and Selected Actions for Continuous Improvement

1. Additional staff is needed to support key areas.
 - Continue to make effective use of part-time students, work study students, and student interns to augment our permanent resources.
 - Continue to seek sources of funding to support positions in database support, desktop support, telecommunications, and one addition FTE technician at PCFS.
2. Budget is limited for IT staff training and development.
 - Leverage resources with CIS to collaborate on training and share expertise.
3. The district has an unquestionable need for bandwidth and there is increasing demand on other technical resources.
 - Implement “packet-shaper” technology to allow for prioritization and allocation of bandwidth and ensure appropriate levels of access and service for both students and staff.
 - Upgrade the network backbone hardware to newer, faster technology hardware.
 - Incorporate more cost effective

technologies such as centralized hard disk space tools (storage area networks) and blade server technologies to satisfy increasing demands for server and network disk storage.

4. The District's web presence and variety of online tools needs immediate and on-going attention in order to improve access and attract students.
 - Establish an improved method of planning and design.
 - Implement online tools that improve students' ability to access course and degree related information for both short term quarterly class selection and long term overall degree planning.
5. Meeting the technology demands with the ever-increasing cost of hardware and software is challenging.
 - Collaborate with other colleges and the statewide Information Technology Planning Group (ITPG) on a future method to integrate the Education Planner with Degree Audit.
 - A gradual migration to Blade Server technology, reducing the long term cost of adding and upgrading network servers.
 - Increase the level of planning and the depth of the District Technology Plan.

Notes

¹ List of locations served by IT (Exhibit 5A.1)

² IT Organizational Chart (Exhibit 5A.2)

³ District Technology Plan (Exhibit 5A.3)

⁴ Staff Committee Assignments in-District and Statewide <https://intranet.pierce.ctc.edu/offices/IT/committees.htm> (Exhibit 5A.4)

⁵ Information Technology Planning Group Washington Community College and Technical College System Technology Plan, 2006-07

⁶ District Institutional Technology. Standard Operating Policies and Procedures. https://intranet.pierce.ctc.edu/offices/IT/poli_proce.htm (Exhibit 5A.5)

⁷ Pierce College IT Security Standards and Audit Report, 2006 (Exhibit 5A.6)

⁸ Technology Inventory

⁹ ReHosting Committee Membership Roster (Exhibit 5A.7)

¹⁰ Reallocation Committee <https://intranet.pierce.ctc.edu/offices/IT/docs/committees/reallocation.htm>

¹¹ Technology Standards (Exhibit 5A.7)

¹² Technology Fee Bylaws and Guidelines (Exhibit 5A.8)

¹³ IT website <https://intranet.pierce.ctc.edu/offices/IT/index.html> IT student tech fee web site

¹⁴ <https://intranet.pierce.ctc.edu/offices/IT/techdesk.htm>

¹⁵ <http://pierceprintmanagement.pbwiki.com/>

¹⁶ Intranet/Web General Procedures Policy <https://intranet.pierce.ctc.edu/offices/IT/techdesk.htm> (Exhibit 5A.10)

¹⁷ The Hook Up, Student Training CD (Exhibit 5A.11)

¹⁸ Student Survey, 2006

¹⁹ Pierce College District Computer Lab Survey (Exhibit 5A.12)

²⁰ Puyallup Computer Center Usage Statistics (Exhibit 5A.13)E5A.3



6

Governance and Administration

Global Outcome

Assure clarity and inclusiveness in decision-making and governance in order to build a foundation of respect and openness to change, implement effective actions, and foster a strong sense of community in fulfillment of the District mission.

Criteria for Success

Criterion 1 The Board of Trustees assures institutional direction and quality.

Criterion 2 Roles and responsibilities of all constituencies in the shared governance system are well defined, clearly communicated, and reflected in practice.

Criterion 3 The organizational structure and administrative leadership facilitates fulfillment of the District mission.

Overview

6.C.5

As two of the thirty-four Washington state community and technical colleges, Pierce College District Board policies and administrative procedures have been developed under the legal auspices of the Washington State Board of Community and Technical Colleges (SBCTC) Policy Manual.¹ This manual provides a framework for the colleges, addressing the relevant state regulations including personnel, student services, enrollment reporting and tuition, instructional programs, capital expenditures, and public information. The SBCTC policies and processes standardize application of policies and procedures and assure consistent use throughout the system.

The Washington Association of Community and Technical Colleges Presidents (WACTC) meets monthly, and quarterly meetings are held with the Trustees Association of Community and Technical Colleges (TACTC). Senior officers for instruction, student services, human resources, business, and information technology hold separate quarterly meetings. Statewide councils representing the various college functions report to the commissions, assuring a broad-based, statewide, and participatory governance model. While part of a statewide system, each individual college or district is operated independently, benefiting from the collective resources and support structures of the SBCTC, WACTC, and TACTC.

Pierce College District's (PCD) organizational structure reflects its mission, outcomes, and values.² PCD Trustees exercise ultimate responsibility for District governance through a policy governance model. As described in Standard 1, the Board has crafted a set of Expected Outcomes Policies based on the District's mission, identified regional needs and challenges, and the goals of the SBCTC. The Board is in the process of developing specific criteria by which institutional progress will be measured. It is anticipated that the Outcomes criteria will be reviewed and adopted for use by Fall 2007 then applied annually as both a guide and a measure for institutional progress. This

approach will provide PCD leadership with clear direction, a level of accountability, and a framework for timely decisions.

6.A.4

As the District has developed and grown in complexity, the governance structure has evolved and responded. The Board has met these developments by creating, redesigning, or expanding the administrative and governance structures needed to ensure institutional progress and effectiveness (See Table 6.1). In 1999, with the creation of Pierce College Puyallup (PCPY), a District-wide committee recommended to the Board a new governance structure of a Chancellor and two campus Presidents. The Board elected to modify that model in consideration of the budget impact and the small size of PCPY. They appointed two Presidents, one for each campus, and delegated District leadership to the PCPY President; this title was changed from District President to Chancellor in 2004. Recognizing the size and importance of the Extended Learning program, the Board also

created an Executive Vice President position in 1999 to oversee this extensive operation.

In 2005 the District Chancellor/PCPY President retired, and the Board determined it was the appropriate time to implement the executive leadership model proposed by the committee in 1999. With this move, the Board underscored the complexity of District operations, growth in the region, and the multitude of state and local initiatives needed to support District operations. While there were concerns expressed by a variety of District employees regarding the development and funding of a separate Chancellor position in a lean budget year, the Board determined that the benefits would outweigh and out produce the fiscal impact. The purposeful creation of chief leadership positions set in place an administrative framework that successfully addresses the needs of the district as a whole, the unique campuses, and the diverse extended learning sites.

Table 6.1 District Administrative Structure Timeline

Executive Administrative Structure	
1997 Single college structure	President Executive Dean of Administrative Services Executive Dean of Instruction Executive Dean of Student Services Executive Dean of Puyallup Campus Executive Dean of Workforce & Professional/Technical Education
1999 Primary campus status granted to Puyallup campus & two-college District formed	District President and President of Pierce College Puyallup President of Pierce College Fort Steilacoom Executive Vice President of Extended Learning Vice President for Learning & Student Success at each College Vice President of Administrative Services
2004 District President title changed to Chancellor	Chancellor and President of Pierce College Puyallup President of Pierce College Fort Steilacoom Executive Vice President Extended Learning Vice President for Learning & Student Success at each College Vice President of Administrative Services Vice President of Human Resources
2005 Chancellor retired and the Trustees hired the Chancellor and two college Presidents	Chancellor President of Pierce College Fort Steilacoom President of Pierce College Puyallup Executive Vice President Extended Learning Vice President for Learning & Student Success at each College Vice President of Administrative Services Vice President of Human Resources

Criterion 1

The Board of Trustees assures institutional direction and quality.

6.A.1
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6.B.7 Ultimate responsibility for governance resides with the Board of Trustees. This five-member, governor-appointed body is responsible for ensuring that the District is in compliance with all applicable state and federal regulations, hiring and evaluating the Chancellor, developing Expected Outcomes Policies that guide District performance, and ensuring that the District's governance system is effective in realizing institutional progress toward those outcomes. Authority is granted to the Board of Trustees by the legislature through the Community College Act of 1967 and its revision in 1991.³ State law RCW 28B.50 sets out the Board's rights and responsibilities.³ Locally developed Board bylaws further define the Board's duties and priorities.⁴

6.B.1 Board members serve five-year terms and receive a comprehensive orientation to their role through training from TACTC and SBCTC. Board members abide by the Executive Ethics law (RCW 42.52.). The Board evaluates their

own performance as prescribed in Board policy.⁵ The Board rotates chairperson duties among members based on the order of seniority, with each chair serving a one-year term unless District priorities call for a greater length of continuity. Board members have diverse backgrounds, professionally and personally, and represent the various communities located within the District.⁶

The Board meets monthly except in August and December, holding study sessions on focused topics before each meeting. A retreat is held each August to establish annual goals and focus on key issues. Board action occurs only in public meetings in accordance with the state Open Public Meetings Law (RCW 42.30). The Trustees act as a committee of the whole, except by formal delegation of authority. Member duties, responsibilities, organizational structure, and operating procedures are clearly defined.⁷ The format of the Board meeting agenda aligns with the policy governance plan. Representatives of PCD constituencies (students, faculty, and staff) report at each meeting, showcasing achievements and presenting insights.

6.B.6
6.B.2
6.B.3

Case Study

Board Process for Policy Governance

In 2004, the Board of Trustees began an intensive study of governance models. After examining several possible structures the Board determined that a more highly developed Policy Governance design would most effectively move the district to a dynamic future. Following training provided by ACCT and TACTC, as well as district-level research and consultation, the model was implemented in 2005. "Under this model, the Board, rather than looking inward, focusing on the institution for the issues with which it deals, shifts to an outward focus, looking at the community. With this outward focus, the Board spends most of its time determining what benefit the community is to receive from the college. Instead of dealing with the present or the past by receiving reports on past events or approving actions for the immediate future, the Board creates a vision, sets goals, and establishes desired outcomes for the district. This model rejects the practice of the Chancellor setting the board's agenda, including meeting agendas. The Board becomes proactive, rather than reactive, creating its own agenda, deciding the issues it will address, becoming focused on outcomes, rather than operations. In traditional practice, board decisions relate to staff "means" rather than "ends" policy." (Carver, 1994, p. vi). With this new model, the outcome-oriented policies of the Board now express their values and mission. The role of the Board under the Policy Governance model is fourfold: hire, delegate authority and evaluate the CEO; set policy; link the District and the local communities; and assure performance.

6.B.4

The hiring and evaluation of the Chancellor, as well as the delegation of authority for other operational aspects of the District, are major responsibilities of the Board, and an established means by which they assure institutional quality and direction.⁸ Prior to 2006, the Board relied upon a traditional evaluation model provided by the SBCTC to annually assess the performance of the then District President/Chancellor. In 2005, the Trustees adopted an evaluation format that ties the Chancellor's performance to Expected Outcome Policies consistent with the policy governance model. The 2006 evaluation of the Chancellor included three components: an evaluation by the Board, input from district employees, and a self-evaluation by the Chancellor. The Board provided a comprehensive summary of the Chancellor's evaluation in a Board meeting open session. While employees appreciated the opportunity to provide feedback in this process, the evaluation instrument created challenges that may have resulted in the relatively low return rate (sixty-seven responses). The instrument is being revised for future evaluations of the Chancellor as well as all district administrators.

Mission, Vision, and Goals

6.B.5

Another means through which the Board assures the quality and direction of the institution is by establishing policy and adopting mission and vision statements for the District. Since the last full-scale accreditation visit the Board of Trustees has reviewed, amended, and validated the institution's mission and values on three separate occasions. Expected Outcomes Policies and their corresponding indicators are the regular, on-going focus of Board work as reflected through Board minutes and other documents.

The Board receives recommendations for policy adoption or modifications from the District Policy and Governance Cabinet through the Chancellor. After reviewing recommendations, the Board may propose changes and hear further discussion before adoption of final policies.

6.B.8

The Board is also highly involved in assuring the institution's financial direction and stability and is actively engaged in planning for and approving the long-range financial plan for the institution. In preparation for the budget development process, the Board reviews the District's values and core priorities providing direction to the District for its budget planning activities. The Chancellor provides regular updates to the Board as the budget development cycle progresses. The Chancellor and Vice President for Administrative Services present the proposed District operating budget as well as the Student Activities budget, the Technology Fee budget, tuition fee waivers, and other fees assessed by the District to the Board for final review and approval. The Board receives monthly budget monitoring reports throughout the fiscal year, and a Board member attends both the bi-annual entrance and exit interviews with the state auditors.

6.B.9

Because it is critical to the institution's direction and quality, Board members are actively engaged in the accreditation process of the institution. Board representatives serve on relevant standard committees and the Chancellor and Chair of the Accreditation Steering Committee make regular reports to the Board regarding institutional progress with the decennial self-study and overall compliance with the standards associated with accreditation.

PCD Board members have taken active leadership roles with Trustee Association of the Community and Technical Colleges; two Trustees have served as President of the organization. Locally, they sit on the other three Pierce County Community and Technical Colleges Trustee groups on the Pierce County Coordinating Council in order to better position the District to meet community needs and collaborate with the three sister colleges in the county. They influence state policy and position the college to meet its mission through service on the Trustee Association of the Community and Technical Colleges legislative committee and community engagement. They also attend meetings of the Association of Community

College Trustees at the federal level to influence legislation affecting the community and technical colleges. The Trustees not only invest in their own learning through membership in local and state organizations, but also seek every opportunity to learn ways in which they can improve their performance as a policy body.

The PCD Trustees are highly dedicated to the District’s mission and to the communities served. The past ten years have been demanding years for Pierce, filled with challenges and opportunities. The Board has risen to the challenge, maximized the opportunities, and in doing so shaped the direction of the institution and assured quality performance. The Board has not been content to just perform their standard responsibilities, but assumes a proactive role in transforming themselves to meet the District’s changing identity and needs.

Case Study

Board members are actively engaged in District activities.

The Trustees are active participants in District events and highly visible to students, employees, and members of our community. They are engaged in campus and student-sponsored activities as demonstrated by their regular attendance at events such as: GED, Corrections, Military, and District Graduation ceremonies, student awards ceremonies, tenure receptions, District Opening Day activities, Foundation Board meetings, and employee recognition events. The Trustees traditionally provide opportunities for students to attend the Distinguished Alumni banquet as their guests. In the community, they advocate for the District through participation in events hosted by local and state government and legislative officials, World Trade Center, Chambers of Commerce, Economic Development Board, and other local, regional, and international groups and associations.

Criterion 2

Roles and responsibilities of all constituencies in the shared governance system are well defined, clearly communicated, and reflected in practice.

PCD is a dynamic, evolving institution that engages members of its internal and external community in processes to ensure the accomplishment of the mission and the Board-established outcomes. The District governance structure is carefully designed to represent the needs of two campuses and a major Extended Learning program. It is a District goal that “every student, faculty, staff and administrator will be acknowledged for, and will use, his/her unique knowledge, skills, abilities, perspectives, and cultural background as a way to further quality learning, to increase productivity, and to contribute to positive environment throughout the District.” This expected outcome addresses the importance the Board places on the input of all constituencies in shared governance, planning, budgeting, and policy development within the District.

Cabinet Structure and Process

Shared governance affords an opportunity for members of the District community to serve as participants in efforts that help move the institution forward in purposeful ways. Governance of the institution is the primary focus of the District Policy and Governance Cabinet (the Cabinet), a representative body that includes members from faculty, staff, administrator, and student ranks from the two campuses and Extended Learning sites. Cabinet is the parent and appellate body in the collegial system.⁹

The Chancellor serves as the chair of the District Policy and Governance Cabinet. This body reviews and recommends all policy through the Chancellor to the Board of Trustees, establishes ad-hoc committees, makes recommendations on policy governance, responds to petitions from employees, and acts as an appellate review board on appeals against the decisions

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6.E

of collegial system councils and committees. Cabinet affirms the work of the more than seventy committees that are a part of the shared governance structure. From 2002-2005, Cabinet accepted the task of reviewing and revising all District policies and developing policies that were missing.

Cabinet's membership was expanded in March 2007 in order to include more voices in policy and budget level discussions, achieve greater focus on the Board's outcomes, and increase communication across the District. Since they are the final eyes on policy, it was important that the representation reflect the complexity and diversity of the District. Four positions were added (one faculty, one classified staff, one administrator, and one student) and PCFT and WPEA positions were designated. Executive Team (E-team) members were removed and replaced with non-senior administrators in an effort to expand the diversity of voices at the table. E-team members now serve as resources to the Cabinet, providing context and information as needed.

Cabinet's processes are transitioning as the new structure matures. One of Cabinet's and E-Team's challenges will be to "close the loop" on final decisions by designing mechanisms and processes for informing the staff and faculty as to what decisions were made and the rationale for those decisions. Until 2006, the Cabinet met "as needed" when convened by the District President to consider current issues. An improvement to the operation of the Cabinet is the provision of timely notice about agenda items and proposals so as to allow adequate time for members to review and obtain feedback from constituents. A regular schedule of meetings and preliminary notice about agenda items allows for a first and second reading of proposals. Clarity regarding whether members vote or reach decisions by consensus is still a concern.

A working group within the Cabinet, appointed by the Chancellor and chaired by the PCFT President, is charged with studying the committee and council structure, role, and

processes. The work of this committee will assist in eliminating superfluous committees, strengthening key committees, and affirming committee structures and responsibilities. Given the complexity of this task it is anticipated that recommendations for changes or amendments will come forward for consideration during 2008.

The 2006 Employee Survey reveals that Pierce employees hold mixed opinions regarding the effectiveness of the processes of planning, decision making, budgeting, and shared governance across the district. Table 6.2 shows that among all employees (classified staff, faculty, and administrative exempt) who completed the survey, 66% agreed that they understand the outcomes, criteria, and assessment process being used for the purpose of accreditation. More than 50% agreed that the college's planning process is linked to the budgeting process. Additionally, more than 50% indicated that they participate in budgetary and planning processes for their departments and that they take advantage of opportunities to influence decisions by being involved in institutional governance. On the other hand, fewer than 40% of all respondents agreed that college planning is done in a consistent, methodical and predictable way and barely more than 30% agreed that decision-making processes are open and transparent to the college community. Only 29% of respondents agreed that the shared governance process is working adequately.

Communications

The District, with its two colleges and a vast extended learning program, presents considerable communication challenges. There are many venues for communications that are actively utilized. The Chancellor, Presidents, and other members of the administration endeavor to facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment. They utilize the District's governance system consisting of more than seventy separate boards and committees for information flow and operational

6.C.6

Table 6.2 Responses to Employee Survey

Q 16: Please indicate the extent to which you agree or disagree with the following statements about *Planning, Decision Making, and Budgeting*.

Responses from Pierce Employees (Faculty, Classified Staff, and Administrative Exempt)
(N=236 to 239 responses depending on question)

Percent of All Respondents	Agreeing	Disagreeing	Don't Know
I understand the outcomes, criteria, and assessment process we are using for Accreditation	66.1	27.6	6.3
I take advantage of opportunities to influence decisions by being involved in institutional governance	54.0	36.3	9.7
I understand the role and responsibilities of the Board of Trustees	53.3	29.8	16.8
The college's planning process is linked to the budgeting process	53.9	16.5	30.0
I participate in the budgetary and planning processes for my department	50.2	40.0	9.6
I receive feedback regarding budgetary decisions	47.2	40.9	11.8
I understand the college's planning and budgeting process	43.2	44.7	13.0
The college's planning process guides decision-making	43.0	28.3	28.7
Following a decision by college leadership, feedback is welcomed that might improve or change the outcome	41.1	45.1	13.4
I am informed of district-wide changes in a clear and timely manner	41.0	49.3	9.6
The leadership of the college is decisive, action-oriented and acts in an appropriately timely manner	38.7	46.2	15.1
College planning is done in a consistent, methodical and predictable way	36.2	43.7	20.1
Decisions are made at the appropriate level of the organization	35.3	39.9	24.8
Decision-making processes are open and transparent (visible) to the college community	30.9	54.0	15.1
I feel that the shared governance process at Pierce College is working adequately	28.9	43.5	27.6

decision-making.¹⁰ The seven instructional Division Chairs are an additional and critical resource, facilitating the sharing of information to and from faculty divisions.

Complexity of structure brings challenges and opportunities with both operations and communication. The current district structure is clearly advantageous for students, providing consistent requirements and policies and greater course offerings. It also efficiently leverages resources and provides personnel with a broader level of expertise and creativity than would be possible within a single campus model. However, it also complicates our efforts and calls upon us to be ever vigilant regarding who is impacted by a decision or by information. It is often difficult to keep track, and as in many large organizations, individuals are unintentionally overlooked. For example, district employees have indicated their desire to be more actively

included in campus-based committee decisions. All employees and work teams need assistance in balancing inclusiveness with efficiency.

Student Engagement

PCD actively provides opportunities for the participation of students in the shared governance process. Students are involved in the governance system as members of the Cabinet, the Services and Activities Fee Committee, the Student Technology Fee Committee, and other bodies. Student Government representatives provide regular reports to the Board. Students also participate as members of various personnel screening committees and serve on tenure committees. From the 2006 PCD Student Survey 68.7% of respondents were aware that they can serve as a representative on college governing bodies.¹¹ However, 57.9% felt it was not important. 53% of student respondents felt Student Government was important or very

important, but only 23.5% indicated that they were satisfied or very satisfied with the services. 44% of the students stated that they believe they have opportunities to impact District decision-making regarding issues that affect them. It is apparent that the majority of the respondents are aware of opportunities to be involved in the college governance system, but do not consider such involvement to be a priority. ASPC continues to reach out through a variety of programs to inform the students of the value of their involvement.

Faculty Engagement

Policy 6.2

The District places high importance on its relationship with the Pierce College Federation of Teachers (PCFT) and the Washington Public Employees Association (WPEA), bargaining units of the faculty and staff, respectively. Clearly established protocols are in place to ensure developments, changes, and concerns related to negotiated agreements are addressed in collaborative and productive ways. PCFT and WPEA leadership present reports to the Board at each meeting. The current PCFT contract was ratified October 12, 2005. Effective July 1, 2005, the Governor's office now negotiates collective bargaining agreements for state agencies and employees covered by civil service reform. PCD Board of Trustees chose to have the Governor's Labor Relations Office negotiate on its behalf. As a result, the new WPEA two-year contract¹² that was effective July 1, 2005 was negotiated and ratified by the Governor's Office on behalf of the District. The updated Master Agreement between WPEA and 14 other community colleges is effective July 1, 2007 through 2009.

Administrators and classified staff rely upon the framework of civil service laws (RCW 41.06) along with the state-level negotiated WPEA collective bargaining agreement in defining their respective responsibilities and relationships. The collective bargaining law guides faculty and administrators for academic employees (RCW 28B.52) along with the locally bargained agreement with the PCFT. Participation in the tenure process by faculty, administrators, and the Board is defined by the roles and process

set out in state law (RCW 28B.50.850-870), the collective bargaining agreement, and PCD tenure procedures.

Another issue of significance is the continued need for faculty participation in governance work. It is important to recognize and support faculty service through division meetings and on policy development committees such as the Council on Learning and Student Success (CLASS), the Student Services Council, the PCFS President's Advisory Group or PCPY Administrators Team. The faculty Union President, Classified Chief Job Representative, and student government leaders take active roles in the appointment of individuals on hiring committees, the District Cabinet, and to many other District committees and task forces as defined by bargaining agreements and as appropriate.¹²

Faculty union officers and classified bargaining unit representatives have met with members of the Executive Team to ensure their constituencies are included in decision-making. The District Cabinet will continue to have an important role in reexamining the District governance structure, assessing how well the structure is being administered, and the increasing methods of communication used to transmit information among and between those affected by decisions. In 2007, the PCFT president and a representative of WPEA became members of the budget development team.

Criterion 3

The organizational structure and administrative leadership facilitates fulfillment of the District mission.

The Board works to consistently utilize an effective model of policy governance, making informed improvements over time and differentiating the work of the Board from that of the executive leadership. While The Board has utilized the policy governance model used for a number of years, recent changes to a "Carver-like" model added strength and

6.D

clarity. With Expected Outcomes as a guide, the structure of PCD is designed to promote progress and success for students and the institution.

Executive Team

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6.C.2
6.C.3

The District Chancellor convenes an Executive Team (E-Team) that provides senior-level leadership for the District. Members include the campus Presidents, Executive Vice President for Extended Learning, campus Vice Presidents for Learning and Student Success, Vice President for Administrative Services, Vice President for Human Resources, Director of Development/Foundation, Dean of Institutional Technology, and Director of College Relations.

E-Team members bring a strong foundation of professional experience in administering their respective programs and have clearly defined job descriptions that are reviewed regularly.¹³ Executive leaders have extensive community college teaching and administrative experience. The Chancellor has a doctorate of philosophy and over thirty-two years of experience in teaching and higher education. The President of PCPY has a doctorate of education and over twenty-three years of experience in higher education. The President of PCFS is completing a doctorate of philosophy, expected in 2008, and has over twenty years of teaching and higher education experience. The Executive Vice President for Extended Learning holds two masters' degrees and has over twenty-three years of higher education experience.

E-Team meets weekly, serving as the primary vehicle through which the Chancellor and Presidents gather information, receive guidance, and exercise collaborative leadership. E-Team spearheads District-wide planning and realization of the directions of the Board. Representatives from the broader District community frequently augment E-Team membership, providing opportunity for clear communication and direct program or service knowledge. E-Team also facilitates cooperative working relationships, promotes coordination among and within organizational units, and

encourages open communication and goal attainment by serving on governance committees that also include representation from faculty, classified staff, and students. This broad representation provides Pierce leadership with input and guidance for decision-making.

As reflected in the E-Team outcomes,¹⁴ the senior administrative leadership of PCD is committed to performing with “courage, integrity, and skill”. Through processes such as budget development, resource allocation, and faculty hiring, members demonstrate their commitment to the District as a whole, working to ensure decisions are fair and ethical. In addition, the State Ethics Law, a statute to which they are oriented at the time of hire, governs performance of all employees of the District.

From 1999 to 2006, the roles of the Chancellor and the President included district-wide leadership for Instruction and Student Services. The Chancellor (who was also serving as President of PCPY) was designated to provide District leadership in Student Services and the President of PCFS provided overall leadership for Instruction. With the transition to the current model in 2006, these responsibilities went to the two campus presidents with the PCPY president serving as lead for student services and the PCFS president as Chief Academic Officer and lead for instruction.

While good in theory, this model proved to be more difficult in practice. The performance and authority of the Presidents as leaders for instruction and student services respectively was not clear to District constituents, nor was it clear when those roles would be invoked on a particular campus or regarding a particular issue. There was also confusion as to the distinct roles of the Presidents and the Vice Presidents for Learning and Student Success. In a major review of roles and responsibilities, the E-Team is developing a more refined matrix organization that examines the role of both location and function to assign responsibilities. To accomplish this task, they are examining each set of processes and identifying the locus

of authority to be a site or a function in order to determine what must remain consistent and stable across the district, what can be discretionary and site specific, and what processes and functions fall outside of the discretionary or required dynamic. This structure will clarify roles and develop a system of cross-District project authority for E-Team members and all levels of the organization through better utilization of expertise and allocation of workload.

The Presidents of the two colleges conduct all-college meetings each quarter on their respective campuses to share information, gain feedback, and discuss current issues affecting the colleges.¹⁵ The Executive Vice President of Extended Learning hosts a monthly X-Team meeting, ensuring coordination among the various sites and programs under his direction.

Administrative Evaluation and Recruitment

6.C.3
6.C.8

Directors, Deans, and other administrators (A-Team) meet monthly to exchange ideas and increase communication and collaboration. Systematic evaluation of administrators has been a weak spot for the District. Several individual administrators have been utilizing their own evaluation systems, however the last comprehensive evaluation of administrators was in 2000. Since that time, several attempts have been made but none completed. The district is committed to conducting a full set of administrative evaluations by the end of 2007.

The District has an established process for administrative recruitment and hiring designed to align with the Expected Outcomes.¹⁶ Job positions are defined and amended through review by supervisors, departments/divisions, and the Executive Team. Processes for hiring are well documented and specifically identify the role and responsibilities of those involved. Every effort is made to attract highly qualified and diverse pools of candidates who, when selected, move the institution forward in purposeful and productive ways.

In 2000, the district became aware of the perception of other administrators across the state that PCD was a great place to work, but the pay for administrators was below average. June 2001 salary comparisons showed that for twenty-nine leadership and upper management positions at the college, only nine met or exceeded the average salary for that position as reported in the Administrative Salary Survey prepared by the State Board. When these salaries were compared to those at the six most similar community colleges there was even larger salary disparity. To address concerns about the low administrator salaries, a consultant with knowledge of the state salary system and experience with developing compensation plans for other community colleges was hired. After interviews and meetings with administrative employees, a Compensation Plan along with salary setting tools was produced in February 2005. Since that time PCD has used the salary adjustment recommendations in the plan to guide salary allocations when funds become available through legislative allocation. The priorities for salary adjustments are:

6.C.9

1. Bring employees to the minimum of their salary range.
2. Bring employees to the minimum of the range of compensation for their position's point level.
3. Address serious lag and higher risk positions to retention loss.
4. Address the more serious market related concerns.
5. Correct serious internal alignment problems/inequities.

Progress has been made on administrative salaries. The recent March 2007 Administrative Salary Survey shows that for those same twenty-nine positions mentioned previously, seventeen leadership and management positions meet or exceed the system average. Due to a lack of funding during the last general salary increase period, the District was unable to bring every administrative exempt position into the mid-range, PCD's stated goal.

The District demonstrates their commitment to maintaining competitive salaries through the use of state-authorized salary increase monies and any turnover savings resulting from administrative position changes. These improvements, as well as salary improvements to other administrative positions not reflected in these numbers, has resulted from an intentional and systematic approach to initial salary setting within identified point ranges, the oversight provided by a Compensation Task Force appointed in 2003, the courage of leadership to devote funds into repairing the problem, and the understanding of administrative employees that to continue to distribute general salary increases across the board at the same rate as the legislative allocation would not keep us competitive among our peers.

**Policy
6.1**

Another area of leadership responsibility includes ensuring PCD provides a diverse and inclusive environment within which students and employees can be successful. The PCD Board of Trustees adopted a new Non-Discrimination Policy on May 15, 2001 which states: PCD does not discriminate on the

basis of race, color, national origin, sex, sexual orientation, disability, or age in its programs and activities.¹⁷ The PCD Non-Discrimination Policy predated by five years 2006 legislation in Washington State (ESHB 2661) that made non-discrimination on the basis of sexual orientation, including gender expression and identity, the law in Washington State. The Board simultaneously revised the Equal Employment Opportunity and Affirmative Action Policy.¹⁸ PCD fully embraces both the spirit and the letter of these policies.

Designated administrators are trained and identified to manage affirmative action issues for both colleges and extended learning. These individuals also serve as members of screening committees, ensuring that processes associated with non-discrimination are duly followed. Affirmative action representatives work with the District leadership to develop appropriate policies and procedures that reflect commitment to issues of fairness, equity, and inclusiveness. Affirmative Action policies and practices are referenced appropriately in District publications and employment recruitment materials.



Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. The Board of Trustees adopted the Carver Policy Governance model.
 - Continue to refine, apply, and evaluate Board of Trustees policies and processes regarding governance.
2. Faculty, staff, students, and administrators are provided numerous opportunities to be actively involved in governance.
 - Review district-wide and governance structure to clarify purpose, ensure participation by all constituent groups, and facilitate effective flow of information throughout the district.
3. The Board of Trustees is visible and demonstrates a strong level of engagement in campus, local, and statewide endeavors.
 - Continue to identify and encourage active Board engagement in various organizations, events, and initiatives.
4. Cabinet re-engagement and re-organization moved forward in 2007.
 - Engage the Cabinet in leading the development of processes for involving the District in defining a common vision for shared governance.
 - Further clarify roles and responsibilities of the Cabinet in facilitating shared governance across the District.
 - Empower Cabinet to facilitate updating of the district strategic plan and providing oversight for budget processes.
5. Transparency in decision-making processes improved as evidenced by the 2007 budget development cycle.
 - Continue to hold open meetings, seek input, and use existing committee and council structures.
 - Further strengthen the formal and informal communication structures of the district.

Challenges and Selected Actions for Continuous Improvement

1. Continue defining roles and scope of District Administrators within the matrix organization framework to optimally meet the Expected Outcomes Policies.
 - Implement and evaluate the use of newly developed management tools to ensure coordination and progress in meeting institutional priorities.
2. Strengthen opportunities for faculty, staff, and students to influence decision-making.
 - Implement the shared governance model developed by Cabinet.
 - Ensure membership of committees, councils, and other bodies include appropriate representation from all constituent groups.
3. Administrators are not evaluated systematically.
 - Refine administrative evaluation processes based on feedback and complete evaluations of all administrators by June 2008.
4. Continue to work on openness and transparency of communication and decision-making processes in order to ensure a strong shared governance system.
 - Commit to disseminating information and decisions in a timely manner.
 - Develop internal and external communication tools and processes to keep District constituents informed.

Notes

- ¹ State Board for Community and Technical Colleges Policy Manual http://www.sbctc.edu/docs/2005policy_manual.pdf
- ² Pierce College District Organizational Chart (Appendix 6.2)
- ³ Community College Act of 1967 and 1991 Revision; RCW 28B.50 (Appendix 6.1)
- ⁴ Board of Trustees Authority/Delegation Policy 1.02.0000 (Exhibit 6.2)
- ⁵ Board Member Evaluation Checklist Policy 1.12.0000 (Exhibit 6.2)
- ⁶ Board of Trustees Membership and Background Information (Appendix 6.1))
- ⁷ Board of Trustees Bylaws 1.03.0000 (Exhibit 6.2)
- ⁸ Board of Trustees Policy 1.14.0000 Presidential Performance Review (Exhibit 6.2)
- ⁹ Board of Trustees Policy 1.20.0000 Governance (Exhibit 6.2)
- ¹⁰ RE 6.9 Pierce College District Committee Inventory (Exhibit 6.10)
- ¹¹ 2006 Pierce College Student Survey
- ¹² WPEA and PCFT Contract , Bylaws, and Minutes(Exhibit 6.8)
- ¹³ Executive Team job descriptions and resumes (Exhibit 6.4)
- ¹⁴ Executive Team Outcomes, Criteria for Success and Assessments (Exhibit 6.4)
- ¹⁵ All District Day minutes
- ¹⁶ Administrative Recruitment and Hiring Process (Exhibit 6.3)
- ¹⁷ Non-Discrimination Policy 2.14.0000 (Exhibit 6.3)
- ¹⁸ Equal Employment Opportunity and Affirmative Action Policy 2.05.0000 (Exhibit 6.3)



7

Finance

Global Outcome

Strategically manage resources through effective planning and budgeting processes in order to accomplish the mission of Pierce College.

Criteria for Success

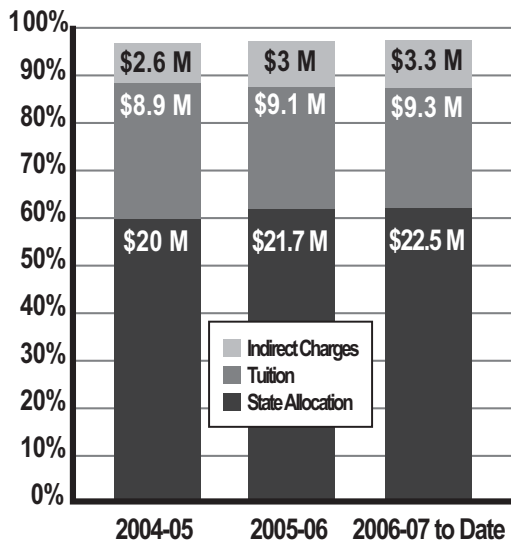
- Criterion 1 Aligning short- and long-term planning and financial processes, leading to a quality learning and working environment, is an integral component of the District's culture.
- Criterion 2 Pierce College employees make financial decisions based on well-defined criteria in line with state and federal regulations and the District's mission.
- Criterion 3 Financial resources and allocations assure high quality in all instructional offerings and support services.
- Criterion 4 Grants, contracts, fundraising activities, and other sources of auxiliary funding enhance the District's ability to provide quality programs in support of its mission.
- Criterion 5 Pierce College employees exhibit honesty and integrity in all financial dealings.

Overview

Pierce College District (PCD), with a 2006-2007 operating budget of \$35.1 million, encompasses the operations of two colleges and an extensive Extended Learning program. These core operations are supported by a number of District-wide functions and administrative services. Institutional business operations are well managed as evidenced by the District's financial stability over the past five years. The District has maintained financial stability, despite declining enrollments and tuition revenue in the past ten years, by eliminating less viable programs and some under-enrolled sections.

As a public institution, Pierce College's financial health is significantly impacted by the local economy and state level policy and funding decisions. During the two most recent years, a healthy regional economy resulted in fewer students enrolling in community and technical colleges throughout the state, negatively impacting enrollment and tuition collections. State-level decisions concerning enrollment funding and tuition policy contributed to Pierce College projecting budget shortfalls each year. At the same time, the realization of long-needed facilities, designed to better support instruction and students, also contributed to the budget shortfalls. The state's long capital planning horizon means the highly anticipated child development centers, health education centers, science building, arts and allied health building and major renovation of the Cascade building were initiated long before the recent healthy economy drove enrollments down.

Figure 7.1 Operating Budget History FY 04 - 07



Despite this challenging environment, Pierce College has continued to demonstrate its commitment to students by spending a high percentage of its budget on instruction, instructional support, student success and library/media. During 2005-06, the most recent year for which comparative expenditure data is available, Pierce spent 75.1% of its budget on these categories, compared to a 73% system-wide average. The recently adopted 2007-08 budget maintains this commitment at 74.4%.

7.C.1

PCD’s Board of Trustees is engaged in monitoring the District’s financial adequacy and stability. The Chancellor, with the assistance of the Vice President of Administrative Services, regularly reports the District’s financial position to the Board of Trustees. A comparison of budgeted to actual expenditures for both operating and capital funds is prepared for each scheduled meeting. During the winter and spring the Board is briefed on the progress of the District’s participatory budget development process. The process culminates with the Board approving the final operating budget at its May meeting unless late legislative decisions delay the process. The Board either adopts the District budget prior to the beginning of the new fiscal year or passes a continuing resolution of the current budget. The one-year budget presented

to the Board includes a two-year comparison of both revenue and expenditures. The student-controlled Services and Activity Fee budgets and Student Technology Fee budgets for each campus are also presented to the Board for their approval in May of each year.

7.C.2

All financial oversight of Pierce College District are the responsibility of the Vice President of Administrative Services.¹ The Vice President reports directly to the Chancellor, is a member of the Executive Team, and serves the Board as the District Treasurer. The District’s long-term Vice President left in the summer of 2005 and was temporarily replaced with an Interim Vice President for a period of eighteen months. The Interim Vice President was well qualified for the position in education and experience as well as having served the District as the Director of Financial Services for over ten years from 1986 until 1997. The new Vice President of Administrative Services, hired in January 2007, is exceptionally well qualified for the position. She audited Washington public higher education institutions for eight years as a state auditor and has many years of management and higher education policy experience.

The District is also experiencing transition in the Director of Financial Services position. The director who served from 1997 left the District in November 2006. When the new Vice President of Administrative Services assumed her position, the former Interim Vice President filled in as Director of Financial Services until she retired at the end of February 2007. The new Director of Financial Services began in July 2007. He is a licensed, certified public accountant with extensive state agency experience in accounting, budget, finance, and auditing.

The Director of Financial Services reports to the Vice President of Administrative Services and is responsible for accounting, cashing, customer accounts, accounts payable, banking, investments, payroll, and the bookstore. The District Budget Analyst, the Director of Purchasing, and the Director of Facilities and

Construction Management also report directly to the Vice President of Administrative Services.

Criterion 1

Aligning short- and long-term planning and financial processes, leading to a quality learning and working environment, is an integral component of the District's culture.

7.A.2

An essential part of the culture of the District is the incorporation of short and long-term planning. The District's strategic planning processes drive its financial planning. In previous years, the District's budget development process was linked to the five Strategic Directions at the core of the District's Strategic Plan. As described in detail in Standard 1, in 2006, the Board of Trustees began a process to review and update the Strategic Directions. The Board drafted five new Expected Outcomes Policies that were linked to the budget development process for the first time during the development of the 2007-08 budget. As an integral part of operating budget development, departments and divisions are required to describe their core functions in relation to the Board's Expected Outcomes Policies and to justify proposals for new funding based on how they will contribute to these Expected Outcomes Policies.

Site planning and capital budget requests are also driven by needs identified in the strategic planning process. The District receives state funding for renovation of existing facilities and design and construction of new facilities through the state's capital budget. After many years of limited state construction funding for community and technical colleges, the District has more recently been successful in obtaining both state and private monies to fund long-needed facilities.

Operating Budget

The Board's Expected Outcomes Policies are used as a basis for planning the annual operating budget.² The District's annual budgeting process is informed by policy decisions made in the state's biennial budget process. As a practical matter, in years when the biennial budget is being developed, the District's budget development process is carefully timed to coincide with the passage of a final state budget. If the state budget is delayed, so is the District's. In alternating years, the state's supplemental budget generally affects the District's budget development process less than during a full biennial budget.

This cycle creates challenges as well as informs the District's long-term financial planning.

Table 7.1 Expenditures and Operating Budget by Category

Category	2003-2004 Expenditures		2004-2005 Expenditures		2005-2006 Expenditures		2006-2007 Budget		2007-2008 Budget		5-Year Growth
Salaries & Wages	19,337,792		20,330,612		22,109,791		23,360,188		24,474,873		27%
Benefits	5,307,026		5,558,268		7,018,002		7,376,372		7,887,393		49%
Personal Services	14,262		22,854		14,276		30,850		14,350		1%
Goods, Services & Equipment	4,839,504		5,042,997		4,437,036		4,716,820		4,612,729		-5%
Travel	131,905		148,912		164,111		128,493		131,485		0%
Client Service Grants	400,028		359,571		329,093		320,660		316,610		-21%
Transfers	(901,751)		(871,383)		(955,527)		(753,691)		(580,737)		-36%
Others	(12,839)		(28,981)		96,988		(22,800)		-		-100%
Net Cost of Military FTE Conversion									352,000		
Funds Held in Reserve (see notes)	-		-		-		-		572,935		
Fiscal Year Expenditures	\$29,115,928	100%	\$30,562,851	100%	\$33,213,770	100%	\$35,156,892	100%	\$37,781,638	100%	30%
State Allocation (Applied to Oper. Budget)	\$18,849,254	65%	\$19,479,284	64%	\$21,713,451	65%	\$21,601,233	61%	\$24,710,149	65%	31%
Tuition (Applied to Oper. Budget)	\$7,702,551	26%	\$8,518,444	28%	\$8,529,857	26%	\$9,324,569	27%	\$9,195,500	24%	19%
Expenditures Charged to Other Funds Grants or Contracts	\$2,564,123	9%	\$2,565,123	8%	\$2,970,462	9%	\$3,295,194	9%	\$3,875,989	10%	51%

Note 1 Fiscal Year 2006-2007 budget is as of June 2007. Subsequent supplemental allocations increased the budget during the fiscal year.

Note 2 2007-2008 FUNDS HELD IN RESERVE net undistributed growth allocations, undistributed fixed cost increases, and undistributed budget reductions.

Note 3 2007-2008 State Allocation amount includes both the actual initial allocation and anticipated allocation of growth funds.

The District projects the impact of current funding policies based on operational trends. As issues are identified, they are brought forward within the community and technical colleges' commissions structure to the State Board for Community and Technical Colleges (SBCTC) for consideration of whether a change in policy or funding should be proposed and included in the next state biennial budget.

PCD operations are funded in part (64%) by state funds, allocated by the SBCTC. Operating funds are distributed on a fiscal year basis. Much of the funding carries forward from one fiscal year to the next, making it possible to develop estimates for the upcoming fiscal year and to some extent for the biennium ahead.

At present, the SBCTC is actively pursuing a change in the funding model employed by the legislature, which has been largely driven by FTE growth and calculated increases in salary and benefits costs. Virtually the entire community college system is experiencing decreased enrollment, while many costs continue to be influenced by inflationary pressures. Until (and unless) a new funding model is developed, predicting future allocations is largely a matter of using the current allocation, predicting a supplemental allowance based upon anticipated FTE growth, and applying historical percentages to predict increases in salary and benefits. PCD's planning model holds allocated FTE static for fiscal years 2007-08 and 2008-09, while predicting increases of 3.2% and 2.2% in salary costs. This plan calls for no major changes in existing instruction programs or administrative support, but it does recognize costs associated with the operation of two new child development centers, and two new health education centers.

PCD operations are also funded in part (27%) by tuition. Enrollment has fallen below target levels in the past two fiscal years and appears to be well below the target for the current fiscal year. In fiscal year 2005-06, the operating fee portion of tuition was \$486,031 below the amount projected in the budget. The shortfall was offset by under-spending funds budgeted for positions

that were vacant for a portion of the year and funds budgeted for goods and services. This pattern continued into 2006-07. Our enrollment estimate and related revenue estimate for fiscal years 2007-08 and 2008-09 reflect no increase, and are still well below allocated FTE levels. The District is currently contracted with a national consulting firm to identify marketing, recruitment and retention strategies in an effort to increase FTE level and tuition revenue, as well as identify alternative funding through new college advancement efforts.

One strategy the District has used to meet FTE targets is the purchase of non-state funded enrollments from the Military Program. This process, which began with the winter quarter of 2006, costs the District approximately \$1000 per FTE, yet the benefit far outweighs the cost. Through these additional FTEs, the District has reached 100% of the state allocated FTE levels as well as received the additional revenue generated. This practice is intended to be a short term resolution while steps are taken to improve state funded enrollments.

The remainder (9%) of PCD operations is funded by charging indirect expenditures (overhead) to grants, contracts, and local fund sources. These charges are generally based upon established indirect rates or upon agreements between the District and contract managers. Estimates for fiscal years 2007-08 and 2008-09 include increased charges to military and Running Start programs and fees collected by the child development centers and health education centers.

The operating budget history and projection reflects current and planned categories of expenditures and revenue sources. Planned spending includes:

- Opening two child development centers serving students with costs reflected as increases in salary, benefits, and goods and services expenditures in fiscal year 2006-07 carried forward to fiscal years 2007-08 and 2008-09. Associated revenues are also projected.

- Opening two student-funded health education centers in fiscal year 2007-08, carried forward into 2008-09. After a startup period, associated revenues are expected to allow the centers to break even.
- Adopting and expanding programs in nursing, construction management, occupational safety and health, with costs reflected as increases in expenditures for salaries, benefits, and goods and services in fiscal year 2006-07 carried forward to fiscal years 2007-08 and 2008-09.
- Funding proposals to strategically enhance enrollment and retention of students (funded in part in FY 2006-07 and continued in FY 2007-08 and 2008-09). These include: contracting with a national consulting firm; I-BEST, a program to enroll students simultaneously in adult basic education courses and Professional-Technical programs; Supplemental Instruction, a program to support small study groups with experienced student leaders to provide advice and assistance; and increased funding for the Tutoring Center to aid in retention of students.
- Pre-design is a process that involves identifying needs, planning building and furnishings requirements, and estimating design and construction costs. It engages the Facilities Planning Committee and the Director of Facilities and Construction Management. Funding for pre-design architectural and engineering consultants occurs differently depending on the type of project. Projects supported by enrollment growth are funded by the state. Other projects are funded by the District from accumulated reserves. An important aim of the District during this phase is to prepare a competitive request for state funding, justifying the need based on published criteria and making a cogent case for using the funds to meet District needs identified in the master plans.
- Design is usually funded by state appropriations. Design funds are most often allocated for a single biennium. In some cases, unused allocations are continued into a second biennium. During the design phase, architects and engineers work with the programs that will occupy and operate the space to plan a building to suit their needs.
- Construction is usually funded by state appropriations, allocated for one or more biennia. Construction of a science and technology building at PCFS, construction of an arts and allied health science building at PCPY, and phase I of a major renovation project at PCFS will commence in the 2007-09 biennium.

Capital Budget

Facilities Master Plans for both colleges (See Standard 8) are required by the state and have been in place for years. They are coordinated with the cities of Lakewood and Puyallup and are frequently updated. Master plans for capital acquisitions reflect all five of the Board's Expected Outcomes Policies. Of particular note are the Expected Outcomes Policies regarding Access – more space; Student Learning and Success, and Institutional Excellence – new Arts & Allied Health building at PCPY designed in close collaboration with faculty to ensure the space will enhance current and future program offerings.

Buildings and infrastructure are largely funded by dedicated appropriations of state funds. The funding process normally spans three biennia, one for each of three phases.

Some exceptions exist to the state-funded approach. PCD designed health education centers at each college using dedicated student fees. These student health education centers will be constructed primarily using Certificates of Participation, bond-like borrowing instruments that will be repaid from the proceeds of dedicated student fees which were approved by the student governments at both colleges. A child development center at PCFS was designed and constructed using a combination

of donated funds, materials, and labor acquired during a campaign conducted by Pierce College Foundation along with a small allocation of state funds.

Construction costs in the region have escalated in recent years, a fact that creates significant challenges for a process that takes at least three biennia (six years) to complete. The District takes enormous care to ensure that both design and construction costs are closely monitored and strictly limited to available funds. For example, in an instance where construction of one of the student health education centers could not be completed within the available funds, the District negotiated the use of separate minor works and repairs appropriations with the SBCTC to ensure that the building would be completed.

In summary, the District's commitment to short and long-term financial planning is reflected in the capital and operating budgets, which in turn are directly linked with the vision provided by the Board's Expected Outcomes Policies.

Criterion 2

Pierce College employees make financial decisions based on well-defined criteria in line with state and federal regulations and the District's mission.

7.A.1

The legislature established the SBCTC to exercise general supervision and control over the community and technical college system, prepare a single budget for submission to the governor, and provide standards to govern the operation of the colleges. The SBCTC allocates appropriated funds to the colleges.

The District is governed locally by five trustees, appointed by the governor to exercise duties and responsibilities enumerated in statute.³ As part of its financial oversight, the Board approves the final operating budget and reviews the District's reserves annually. The Board of Trustees has delegated broad powers and attendant

responsibilities to the District Chancellor, including many of the responsibilities afforded to the Board.⁴

The District Chancellor guides the financial planning and budgeting of the District within broad policy guidelines developed by state lawmakers, the SBCTC and the Board of Trustees. The Chancellor is advised by an Executive Team that includes the presidents of the two colleges, an executive vice-president who oversees the District's extended learning programs, and a number of vice-presidents with District-wide responsibilities. The Chancellor is also advised by a twenty-member District Policy and Governance Cabinet, comprised of five representatives from each of the following categories: faculty, student, administrative, and classified staff.

Expenditure authority is distributed throughout the District based on position. Additionally, expenditures related to full-time employment positions, large equipment purchases, and out-of-state travel are reviewed and decided upon by the Executive Team.

7.C.3

Budget Development, Funding and Monitoring

Developing, funding, and monitoring the budget for PCD is a collaborative process, involving the Executive Team, division chairs, deans, directors, and program coordinators engaging input from employees at every level. This process is grounded at each step by linking decisions to the Board's Expected Outcomes Policies. The goal is to recognize the needs of the community we serve by providing adequate funding to continue or expand existing programs, and to develop and fund new programs as the need arises. The District also recognizes that adequate support services for our students, suitable physical assets, up-to-date classroom technology, and effective administrative support must be an integral part of any successful plan.

7.A.3

The budget development⁵ process starts at the beginning of the calendar year and concludes with Board approval by June 30 of the current

fiscal year. Every step of this process, including the final balanced budget, is available for review via the District intranet.⁶ The District community is encouraged to become familiar with the final product. The development process starts with the formation of a budget calendar⁷ and a general meeting to acquaint budget managers⁸ with the outlook for the next year's budget, as well as to clarify priorities and reinforce institutional values, principles, and core functions.⁹ Concurrent with this meeting, budget development instructions and forms¹⁰ are published, setting parameters for funding requests. During budget development, all budget managers are asked to critically review budgets for cost savings and increased efficiencies and to outline core functions and responsibilities for their areas. These functions must relate to the Board's Expected Outcomes Policies. These proposals are then presented at public budget hearings.

Public budget meetings give managers the opportunity to talk about their programs and highlight successes and challenges that they are experiencing, as well as to provide justification for any requests for increased budgets. Proposals¹¹ are presented to the budget team, which includes the District Executive Team, the Director of Student Success, the District Budget Analyst, Executive Assistants with budget responsibility from Instruction, Extended Learning, and Student Services and representatives from PCFT and WPEA (which were added during FY 2007-08). These hearings are open to all, and the District community is invited and encouraged to listen to presentations and subsequent dialogue and questions from the budget team.

The budget team meets several times during the budget development cycle to analyze proposals and determine the budget to be presented to the Board of Trustees for approval. As decisions are made, the evolving budget is published via the intranet, and continually made available to the District community.¹²

Budget increases during the course of the fiscal year are based on allocation of additional state

funds. These allocations are usually one-time awards that do not become a permanent part of the District's funding. Most supplemental awards are based on competitive processes, and expenditures are restricted to specific purposes. Some represent distribution of funds held in reserve by the SBCTC.

Budget managers are expected to monitor execution of department and division budgets. Monthly and daily reports are available via the intranet to facilitate this, and managers are permitted to revise budgets under their control to reflect changing circumstances. Budget transfers between departments with the concurrence of affected budget managers are encouraged, and in some cases required, to recognize changing needs and take advantage of available funding. For year-end reconciliation of District instructional budgets, salary dollars from vacant full-time faculty positions and available part-time faculty dollars are pooled to cover projected deficits in District instruction, sick/terminal leave buyout for retiring full-time faculty, and other year-end needs as identified.¹³ Remaining salary dollars are then used to fund critical instructional equipment needs across the District. All other salary and benefit savings related to vacancies in full-time positions are accumulated centrally and reallocated to meet District demands arising throughout the fiscal year. Departments throughout the District submit multiple budget revisions during the fiscal year in an effort to cover existing deficits or unfunded expenses that are expected to transpire as a result of changing circumstances. Resources are redirected in response to evolving conditions and institutional priorities in order to take advantage of new opportunities and discontinue activities that no longer support the District's expected outcomes.

In years when shortfalls in revenue are forecast, budget managers throughout the District are asked to carefully review department operations to identify areas for cuts and the projected impact on services to students. Managers have used this time to critically evaluate core functions and offer ideas for restructuring that

7.A.3

result in cost savings for the District. Savings from reductions in sections may be reallocated to fund other critical needs identified through the budget process. The District is in the process of updating its program viability criteria, which is used in evaluating whether programs with a history of low enrollment should continue to be funded. When such programs are not funded, the District's savings are reallocated for course development and offerings associated with new program initiatives. New enrollment dollars¹⁴ are allocated based on the ability to produce significant new FTE, increase student retention, identify and implement marketing/recruiting strategies, or improve service delivery in departments that impact FTE production.¹⁵

PCD continues to face budget challenges as our student FTE and related tuition revenue reflect a downward trend, at a time when costs for utilities, salaries, benefits, and maintenance to older facilities are on the rise. Throughout this period, the Board of Trustees and Executive Team remain committed to the District's mission and Strategic Plan, and they continue to support a budget process and decision-making style that reflect the institution's values and principles.

Debt

7.A.4

State law allows the Board of Trustees, with the approval of the SBCTC, to borrow money for capital purposes.⁴ PCD's Board of Trustees has by policy retained this duty for itself and has not delegated it to the District Chancellor. Any requests by District administrators to enter into debt must be approved by the Board. Capital debt is most often funded by the Certificate of Participation process which is subject to a system-wide review and approval by the legislature and the State Treasurer.

PCD has historically made limited use of debt for capital outlay purposes. The District financed the construction of the Sunrise Building at PCFS and upgraded electrical systems in existing buildings through a Certificate of Participation in 1995-97. The debt is secured by tuition revenues, with annual payments of approximately \$100,000 and \$35,000 that will

continue through 2008 and 2013, respectively. The size of these payments has not created an unreasonable drain on the District's \$35 million annual operating budget.

More recently, students voted to levy a fee to build health education centers at both colleges. The District has entered into Certificates of Participation to finance the construction of both projects. Anticipated annual payments of over \$300,000 for each center will be paid by future collections of the fee levied by the students.

District resources are available to meet debt service requirements. The District has projected the debt repayments associated with its borrowing for capital purposes. The debt instruments used for this purpose are not complex. Repayments are made in relatively equal annual amounts over a twenty-year period. An interest-only payment is made December 1st of each year, with an interest and principal payment made each June 1st. Once established, the repayment schedule is defined and does not change. However, should funds become available and should it be deemed prudent at some point in the future, the District may establish a lump sum annuity with the State Treasurer's Office to repay the debt.

7.B.2

Management of Funds

Management of funds is an integral element of financial decisions which support the District mission. The District has been successful in building and maintaining local fund balance reserves to meet fluctuations in revenues, expenses, and long-term debt. Over the past few years, the District used reserves for one-time purchases, such as, long-term capital equipment, facility master planning costs, and minor capital improvements. Programs supported by local funds are budgeted conservatively so that existing reserves are sufficient to allow for a closeout period should the funding be discontinued.

7.B.7

Through District policy¹⁶ the Board of Trustees authorizes the Vice President of Administrative Services or the Director of Financial Services to

7.C.4
7.B.4

invest surplus local fund cash balances in legally approved short-term certificates, government securities or the Local Government Investment Pool. PCD adheres to these policies as well as all state policies and controls related to cash management and investments.

The District's cash reserve¹⁷ authorizes the maintenance of fund balances in the military accounts, operating fees (tuition revenue), and local dedicated revenues (program fees, rental income, and other revenues) in such amounts as to "ensure sufficient funds available for working capital, accommodate fluctuations in revenue or expenditures, allow for contract program discontinuance and other unforeseen circumstances, properly manage reimbursable grant requirements, and provide flexibility on non-recurring expenses, such as program start-up costs or equipment purchases." Historically the District has limited transfers and borrowings between funds. Because this happens infrequently, there are no written policies regarding this process.

Financial Aid

7.B.6

PCD awards financial aid from different programs, many of which are highly regulated at the state and federal level. As a result, the level of professional judgment required for these decisions varies among the programs, with the District having more impact on how institutional grants and waivers are awarded, less impact on how state and private awards are managed, and the least impact on federal programs.

Forty percent of degree-seeking students received financial aid during the last academic year. PCD students are eligible for four types of student financial aid: (1) need-based grants; (2) scholarships; (3) loans; and (4) workstudy. Over \$11.5 million in financial aid was distributed during the 2005-06 academic year. Forty-eight percent of the funds received were from federal and state grant sources, and 30% of the funds were student loans. (See Appendix 7.3 for detailed expenditures.) The financial aid sources used to support students enrolling in PCD are derived from the following programs:

- Federal Pell Grant
- Federal Student Educational Opportunity Grant (SEOG)
- Federal Work-Study
- Federal Perkins Loan
- Stafford Loan Program
- Washington State Need Grant Program
- Washington State Work-Study
- Institutional grants and tuition waivers
- Pierce College Foundation Scholarships
- Scholarships from private donors
- Worker Retraining
- Work First

Some of these programs are entitlements, such as Pell grants. Other programs are limited in the total amount available to the District, regardless of the number of qualified students. An example of this is the Washington State Need Grant, where the District annually reports students who qualified but were unserved, averaging 150 to 200 students per year. This information has been used successfully at the state level to advocate for additional funds.

The District attempts to supplement federal and state financial aid through private resources. In particular, the District partners with Pierce College Foundation to raise scholarships. The Foundation continues to expand this effort, which has been identified as a top priority for 2007-08.

The academic progress of students who receive financial aid is closely monitored. In the event that a student does not make satisfactory progress or withdraws from a course, the funds awarded are recaptured and awarded to other students, often in the same year.

In addition to these financial aid sources, the District regularly works with a variety of third-party payors, such as the state's Guaranteed Education Tuition program and the Department of Social and Health Services. The largest, the military tuition assistance program, could be

impacted by federal budget decisions affecting the Department of Defense. When funding for military operations is delayed, the monies for education may be re-directed to operations. The District monitors this closely and has accumulated reserves in order to weather these variances.

The District’s Budget Development process and its procedures for managing reserves, investments, and financial aid all illustrate its commitment to linking operational decision-making with strategic planning. Each process includes links to the Board’s Expected Outcomes Policies and other relevant Board policies.

Criterion 3

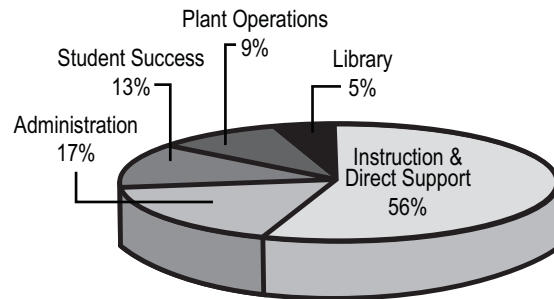
Financial resources and allocations assure high quality in all instructional offerings and support services.

Criterion 2 discussed the budget decision-making process and how it is intrinsically tied to the Board’s Expected Outcomes Policies. As described, resources are allocated only after careful consideration of competing priorities.

7.B.1
7.B.3

As a state-supported institution, PCD possesses adequate financial resources to carry out its primary mission, sustain educational programs, and provide educational services to its students. (See Appendices 7.1 to 7.9) The processes for allocation of financial resources ensure that they are used to best support PCD’s mission, goals and priorities. The decisions made during the budget process reflect the District’s efforts to ensure high quality in all instructional offerings and support services. As evidenced in Figure 7.2, in 2005-06, over 60% of the operating budget is dedicated to instruction and library/media.

Figure 7.2
2006-2007 Operating Budget by Category



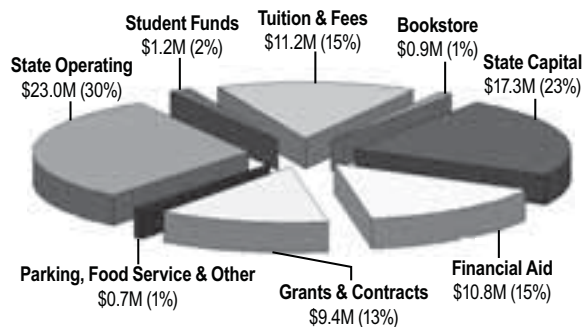
Still, resources are stretched thin for a number of reasons, limiting the ability for some departments to implement new initiatives. Decreased tuition dollars, rising costs, and Running Start are a few of the challenges the District faces. For instance, Running Start, required by state law, allows qualified high school students to take college-level courses paid for by school districts. However, the per-FTE amount represents only approximately two-thirds of the amount of state funding and tuition the District receives for an equivalent non-Running Start student. If Running Start students enrolled in fiscal year 2005-06 had been state-funded students, additional revenue that would have been realized with the combination of state enrollment dollars and tuition revenue would have exceeded \$1.3 million. This additional funding would have provided discretionary resources for strategic new initiatives and program enhancements. PCPY has the fastest growing Running Start program among community colleges in the state, realizing an 82% increase over the past five years, compared with a 21% increase statewide.

Table 7.2 Running Start Enrollment Growth

YEAR	PCFS	PCPY	TOTAL	%INCR.
2001-02	214	216	430	
2002-03	242	222	464	7.9%
2003-04	239	268	507	9.3%
2004-05	284	320	604	19.1%
2005-06	294	394	688	13.9%

The District has been successful in supplementing state funding which supports new program development, additional offerings, and enhanced student support and retention efforts. Based on 2006-07 figures, spending for programs and services is derived from eight sources: state operating funds (30%); tuition and fees (15%); student funds (2%); state capital funds (23%); bookstore (1%); parking, food service and other (1%); financial aid (15%); and grants and contracts (13%).

Figure 7.3 2006-2007 Expenditures by Fund



Capital funding is derived from three sources: state funding, donations, and dedicated student fees. The relative composition of these funds varies from project to project. Decisions about where capital investments will be made are based on strategic planning, which places primary emphasis on meeting priorities for instructional and support services. The new child development centers, for example, responded to a long-standing need for childcare for our many students who are parents, a critical support service that we had never been able to offer. The health education centers, designed to support new instructional programs, will also serve the needs of both students and employees.

Students approved a self-assessed technology fee that contributes to keeping student computer equipment, software, maintenance, and support in the computer labs and classrooms current. Additionally, the District dedicates year-end fund balances plus some grant money to enhance equipment, classroom technology and furniture, and other necessary one-time-only expenses.

While finances are adequate to provide essential services, resources, and personnel, it is the rare department or employee that is not stretched to or beyond capacity. Employees consistently perform at a high level, give their all for students, and lead highly creative projects and programs. Limited resources, however, dampen the possibilities and restrict us from reaching our full potential as a District.

Criterion 4

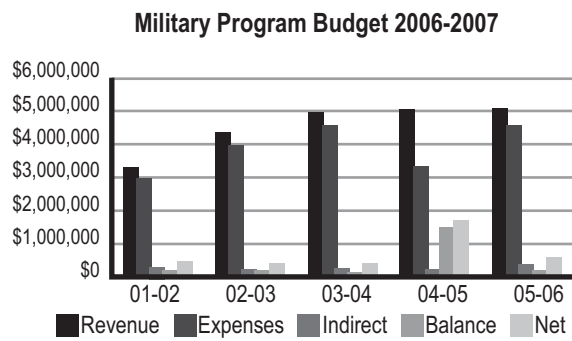
Grants, contracts, fundraising activities, and other sources of auxiliary funding enhance the District's ability to provide quality programs in support of its mission.

Grants and Contracts

Pierce College has an active grants and contracts program, strategically searching for outside funding to advance the District's educational efforts. For FY 2005, almost \$9 million was secured in grants and contracts (13% of the overall budget). Historically, the District has been creative and entrepreneurial in seeking and procuring auxiliary funds.

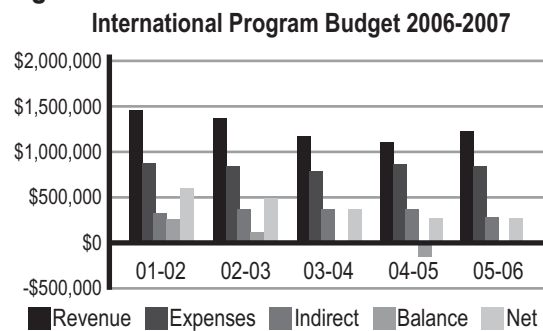
The District's Extended Learning division supports an extensive military education contract, offering online and bricks and mortar courses to members of the armed services, Department of Defense employees, retirees, and their respective family members at local military installations and worldwide. The District also contracts to provide education to clients of the state's Department of Corrections and Department of Social and Health Services and to employees of local businesses and industries. All of these activities also contribute to the District's infrastructure through annual reimbursements of indirect costs in the amount of approximately \$700,000. Program enrollments and revenue have continued to increase for the Military Programs over the last five years, primarily due to the increased popularity of online classes. Attracting enrollments from international students, who pay out-of-state tuition rates,

Figure 7.4



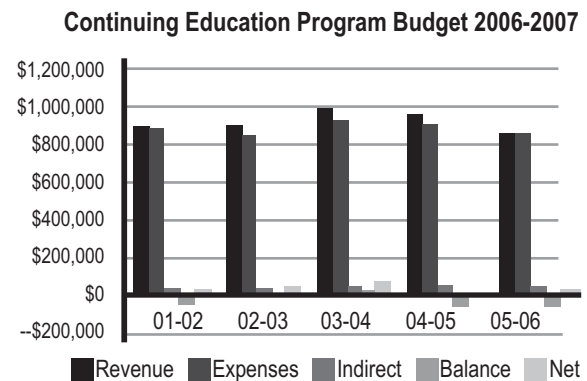
has produced additional revenue. The events of September 11, 2001 affected the number of international students who were enrolled. However, enrollments and revenue have increased since 2003 and are projected to increase in the future. At the same time, it is clear that tuition rates of approximately \$8,050 per academic year of three quarters, added to the relatively high cost of living in this region, severely limit our ability to attract students from most countries around the world and limits the international diversity for which we strive.

Figure 7.5



The college also operates a Continuing Education program to help meet the diverse needs of the population served by PCD. A variety of student-supported classes are offered at a variety of times and locations. This program also offers customized contracted training to area businesses and agencies that have specific training needs for their employees.

Figure 7.6



Other Sources of Auxiliary Funding

Workforce Development programs participate in partnerships and networks to make connections that result in program development, funding for programs and students, connections for faculty, and referrals. In several high-demand areas partnerships have been formed to establish greater efficiencies in responding to the needs of industry and in seeking resources. PCD internal Advisory Committees also continue to provide resources through in-kind matching funds in areas such as clinical site availability, internships, curriculum development, guest lectures, and equipment. The construction industry leveraged resources and provided matching funds for the new high demand Construction Management program and continues to work with PCD in the recruitment of faculty.

The District is able to provide support for all its offerings, including specialized professional technical programs, through the use of auxiliary resources in combination with institutional funds and grants. Programs that require state-of-the-art equipment, such as the new Associate Degree Nursing program, have been supported through the use of state high demand allocations industry investment, and Perkins funding. Perkins funding is also utilized to provide equipment upgrades in other technical program areas such as Business Technology, Computer Information Systems, Veterinary Technology, and Dental Hygiene. The Dental Hygiene program also received high-demand funding for program delivery to rural areas in a partnership between

7.B.5

PCD, Peninsula College, and OLYCAP (a non-profit agency in Jefferson County).

Perkins Leadership funding provides financial support for online training for professional-technical faculty who are preparing online and web-enhanced courses. This funding also supports adaptive equipment and interpreters for members of special populations.

PCD received state funding for a Homeland Security Center of Excellence, which is guaranteed through 2010. The District continues to seek additional funding for program development and support in the rapidly growing area of Homeland Security/Emergency Management.

In addition to Perkins and workforce related grants mentioned above, the District has obtained funds through several other sources. These include: TRIO, GEAR UP, CCAMPIS (childcare), National Science Foundation, College Success Foundation, and Displaced Homemaker.

Within the last two years, PCD created Integrated Basic Skills programs (I-BEST) in Corrections, ECE, Allied Health, and Business Information Technology. The current programs were modeled on extensive research conducted by the SBCTC regarding need for, and benefit of, Integrated Basic Skills within Professional-Technical programs. These current programs were funded from District operating funds. The 2007-08 state budget provides the opportunity to compete for appropriated high demand funds for I-BEST program expansion.

Office of Development and Pierce College Foundation

**7.D.1
6.C.4**

District fundraising and development activities are carried out by the Office of College Development and Pierce College Foundation. The Development Office, consisting of a director, an assistant director, a grant writer, and an administrative assistant, has oversight over fundraising activities conducted by individual District and college departments. These activities are generally small in scope.

For example, Student Programs requests fundraising for donations from community groups for various activities; the Multicultural Leadership Institute seeks support for leadership programs; and the Nursing Department requests fund donations for a Health Fair, all sanctioned prior to implementing requests. The Office of Development requires a written description of the plans for any fundraising effort. The Development staff review these plans to ensure that they are congruent with the District's mission and goals, compliant with applicable institutional policies and governmental requirements, and carried out in an ethical and professional manner. Grant application efforts must be approved by an applicant's department head or division chair and the District Executive Team. In order to be approved, a grant effort must align with institutional mission, goals, and strategic directions.

Pierce College Foundation, a tax-exempt 501(c)(3) non-profit organization that operates independently of PCD, performs the majority of fundraising activities undertaken on behalf of PCD. Its board, which meets eleven times a year, is made up of a maximum of twenty-five community members and the Director of College Development, who is also the Executive Director of the Foundation.¹⁸ The Foundation's mission "is to build relationships with the community and to acquire resources to support academic excellence and educational access at Pierce College." Acting as a bridge between the District and the community, it approaches private citizens, businesses, and foundations to donate funds on behalf of PCD students. The Foundation annually files an IRS 990 form, applies annually for a license for charitable solicitation with the State of Washington, and regularly reviews and updates its bylaws.

The Foundation and PCD have a formal agreement¹⁹ indicating the separate obligations of each party. The Foundation confirms on an annual basis that it has fully complied with its obligation to expend its best efforts to seek gifts, grants, donations, and endowments for the benefit of the District. The Foundation

**7.D.2
7.D.3**

agrees to comply with all applicable federal and state laws, including federal laws governing 501(c)(3) organizations and state laws governing charitable solicitations and nonprofit corporations. The Foundation also agrees to be periodically reviewed by a reputable independent accounting firm and to allow the District to inspect or copy all books, accounts and records. In return, the District provides office space, furnishings and equipment, materials, and personnel and agrees to allow the Chancellor and college Presidents to serve as *ex-officio* members of the Foundation board.

7.D.2
7.C.9

The Foundation assets, including endowments, are managed by UBS Investments and Merrill Lynch. The Foundation’s finance committee meets on a quarterly basis to monitor the investment accounts and discuss investment options. The Foundation’s investment philosophy is based on a disciplined, consistent, and diversified approach. The intent is to accommodate strategies considered reasonable and prudent. The Foundation investment accounts are reconciled on a monthly basis with the statements and reconciliations maintained for the required time period. Pierce College Foundation is audited annually by independent certified public accountants. The results of its audits are shared with the District. It has experienced no audit findings and has taken steps to rectify all areas of concern raised in management letter issues.

As shown by Table 7.3, Pierce College Foundation annual revenue and support to the District has grown steadily since the Foundation was reactivated in 1994. Foundation fundraising efforts since 1997 have included the International House at PCFS, Lakewood Computer Clubhouse, and an annual campaign for scholarships (raising \$151,653 in 2006). In

Table 7.3
Foundation Revenue and Support to District

	2003	2004	2005	2006	Total
Annual Revenue	\$862,685	\$927,098	\$1,325,631	\$785,266	\$3,900,680
Support to District	\$276,000	\$340,000	\$499,829	\$2,162,623	\$3,278,452

October 2005 the Foundation completed the District’s first-ever capital campaign by raising \$2.2 million toward a \$4.9 million public/private partnership. The project funded construction for child development centers on both colleges that opened in Spring 2007.

The District’s auxiliary enterprises, including a bookstore, contracted food services, print shop, and parking, were created to enhance and compliment its education and general offerings. The bookstore makes significant contributions to the District’s operations by funding some operational salaries and a variety of student events. The food services, print shop, and parking are designed to accumulate small fund balances. These support the mission in two ways: one by serving the needs of our community through services, and two by financially (whenever possible) paying their own support. Excess revenue is used for replacements related to their operations or to support the operation of the college.

7.B.8

Criterion 5

Pierce College employees exhibit honesty and integrity in all financial dealings.

PCD employees exhibit a high level of integrity and commitment to the mission. Employees first consider the impact to students in all transactions and decisions. This student-centered focus creates a shared sense of purpose that encourages honesty and integrity in all financial dealings.

The District follows generally accepted accounting practices in reporting all financial operations. All expenditure and revenue transactions, including those for student scholarships, grants-in-aid, loans, and student employment are fully controlled by the District and are included in its regular

7.C.3

planning, budgeting, accounting, and auditing procedures. All transactions are recorded in the financial management system. The District has implemented an on-line method for budget managers and all personnel responsible for financial transactions to monitor all revenue and expenditures. The inquiry files in some instances are updated as transactions occur and in other instances they are updated daily.

7.C.5

Like all Washington state agencies, employees throughout the PCD not only adhere to generally accepted accounting principles (GAAP), but also follow additional requirements of the Office of Financial Management (OFM), a variety of specific requirements of a number of other state agencies with state-wide responsibilities, and guidelines established by the SBCTC.

In addition to this policy level guidance, financial personnel representing the entire community and technical college system have developed and maintained an electronic *Financial Accounting Management Manual* that provides examples of best practices in policy and practice for college business offices. PCD employees adhere to these best practices.

All District transactions are recorded in the community and technical college's financial management system (FMS). PCD is well known throughout the Washington CTC system as a District maximizing its use of the system for accurate financial reporting and internal control. In addition, the District's employees are subject to state ethics laws. These laws and accompanying regulations define appropriate employee conduct in a variety of circumstances and restrict employees' outside business dealings.

7.C.6
7.C.12

As a state agency, the PCD is audited once every two years by the Washington State Auditor's Office. The audit is conducted in accordance with governmental auditing standards and standards of the federal single audit act. The District enjoys favorable audit results. Over the last ten years the District has received three findings. In 1998 there was a finding related

to a misappropriation of Bookstore funds. This issue had been self-reported to the State Auditor's Office when it was first suspected that an employee had embezzled funds. In 1999 there was a finding related to compliance with state purchasing laws. Most recently in 2006 there was a finding that the District lacked adequate internal controls to detect misreporting of employee leave. This finding was the result of the District self-reporting suspicion of leave abuse. Upon audit investigation it was discovered that weaknesses in internal controls related to the under-reporting of leave existed in more than one department. In all instances the District has taken appropriate steps to make improvements and correct conditions that led to the findings. Over this same period, the District has received and promptly acted upon all of management letter issues.

In addition to audits by the Washington State Auditor's Office, the District is subject to annual internal system audits conducted by the SBCTC. The District follows up on all recommendations made by the Board. The District's Director of Financial Services is responsible for additional selected internal audit functions. The Director conducts an annual risk assessment, including a survey and follow-up of risks identified. In addition, the Director conducts a cycle of reviews focusing primarily on departments that handle revenue transactions or engage in other high-risk activities such as the use of procurement cards. PCD will provide the Northwest Commission on Colleges and Universities with copies of all Federal, state, and external and internal system audit reports and examples of internal audit activities.

7.C.11
7.C.13

A commitment to honesty and integrity in financial dealings permeates the work of all District employees. Their shared focus on the needs of students creates an environment that is highly supportive in all aspects of the students' journey through the institution.

Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. Involvement and collaboration in the annual District budget development process is a best practice.
 - Continue to use a budget process that involves input from all constituencies and includes budget presentations open to the whole college.
 - Continue to improve the communication so that employees are aware when financial and budget conversations are taking place or decisions are made that impact their areas.
2. A culture of financial responsibility exists throughout the organization.
 - Encourage budgetary accountability at all levels.
 - Require regular reconciliation of budgets and maintain a system of checks and balances.
 - Maintain strong audit finding history.
3. Innovative ideas and efforts of faculty and staff result in alternative resources through grants, contracts, Foundation and other supplemental funding.
 - Continue to seek alternative resources that support and enhance efforts aligned with the Board's Expected Outcomes Policies and the needs of our surrounding communities.

Challenges and Selected Actions for Continuous Improvement

1. Enrollment issues continue as we struggle to meet FTE targets.
 - Develop and implement a strategic enrollment management plan.
 - Analyze enrollment data and trends to identify barriers to student persistence.
 - Focus efforts on recruitment, using proven best practices.

2. There is a need to meet growing demand for student financial aid and tuition payment plans.
 - The District is in the process of selecting and implementing a tuition payment plan.
 - Improve methods and practices that will allow for maximum leveraging of available financial aid resources.
 - Focus efforts on enhanced financial assistance for needy students.
 - Collaborate with District IR to track award of financial aid and the impact on student persistence.
3. Insufficient human and physical resources limit the ability to fully capitalize on the District's potential.
 - Continue to examine efficiencies in the structure for potential reallocation of resources.
4. Strengthen long-term financial planning in areas other than capital projects.
 - Finance staff will build three-year budget projections based on the Board's Expected Outcomes Policies, and other planning documents such as the Facilities Master Plan, the IT Strategic Plan and the soon-to-be-completed Instructional Plan.
5. The increase in Running Start students results in a strain on financial resources.
 - Work with SBCTC staff to define and communicate the impact of the current Running Start funding structure on local colleges' budgets.
 - Explore whether a "college in the high school" program would achieve the same results with less financial impact.

Notes

- ¹ Administrative Services Organizational Chart (Exhibit 7.6)
- ² Operating Budget and Projection (Exhibit 7.5 and 7.10)
- ³ Board of Trustees – Powers and Duties RCW 28B.50.140
- ⁴ Board of Trustees Policy 1.11.0000, Delegation to the Chancellor (Exhibit 7.9)
- ⁵ Budget Development Memo (Exhibit 7.17)
- ⁶ Budget Development Website <https://intranet.pierce.ctc.edu/shared/INFO/0708BUDGET/>
- ⁷ Budget Calendar (Exhibit 7.17)
- ⁸ Budget PowerPoint Presentation (Exhibit 7.17)
- ⁹ Budget Development Values and Principles (Exhibit 7.17)
- ¹⁰ Budget Development Instructions (Exhibit 7.17)
- ¹¹ Budget Proposal Form (Exhibit 7.17)
- ¹² Budget Update (Exhibit 7.18)
- ¹³ Part Time Faculty Worksheet (Exhibit 7.17)
- ¹⁴ Application process for New FTE Dollars (Exhibit 7.19)
- ¹⁵ Proposals for New FTE Dollars (Exhibit 7.19)
- ¹⁶ Board of Trustees Individual Authority, Policy 7.05.0000 (Exhibit 7.20)
- ¹⁷ Board of Trustees Job Description/Chair, Policy 7.09.0000 (Exhibit 7.21)
- ¹⁸ Foundation Board Membership Roster (Exhibit 7.22)
- ¹⁹ Foundation Board Agreement (Exhibit 7.23)



8

Physical Resources

Global Outcome

Plan and manage physical resources in order to provide a quality physical environment.

Criteria for Success:

Criterion 1 The comprehensive Facilities Master Plan aligns with the District's mission and goals and guides the management of physical resources.

Criterion 2 Facilities are designed, maintained, and managed in alignment with District priorities.

Criterion 3 Equipment and materials are sufficient in quality and quantity so as to facilitate the work of District departments and programs.

Criterion 4 College and local community members feel welcome, comfortable, and safe when present and involved in District activities.

Overview:

Pierce College was created by legislative action in 1967. Pierce College Fort Steilacoom (PCFS) is the older of the District's two campuses, with its first major building constructed in 1971. Since its inception, the original Fort Steilacoom campus has experienced tremendous growth while a concurrent population explosion in eastern Pierce County prompted the District to develop and build the second campus in Puyallup. Pierce College Puyallup's (PCPY) first building was constructed in 1990.

Pierce College District (PCD) also has a significant Extended Learning program with six major instructional sites. Two of these sites are at military bases, three are at correctional centers, one is at a state mental hospital, one is at a school for developmentally disabled adults, and one is a leased Continuing Education (CE) site. All but the CE site are owned and operated by other government agencies. PCD also serves citizens in smaller communities throughout its service area through a variety of small extended learning sites scattered across the southern and eastern portions of Pierce County.

During the initial construction of PCPY campus during the 1990s, the limited availability of state funding, exacerbated by state funding models that do not allow multiple, major capital projects for any one college during a specific funding cycle, restricted opportunities to build new facilities at PCFS. The Sunrise Building, for example, was constructed in 1996 under the Certificate of Participation Program (where the state treasurer purchases bonds and allows the District to borrow and repay capital funds over a 20 year period). This avenue was pursued since priority was given to PCPY and PCFS could not qualify for state funding.

When PCPY received full college status in 1999, it changed Pierce College from a “two-campus” college to a “two-college” district. Since then, PCFS and PCPY have both had the opportunity to request capital projects within the same funding cycle.¹ PCD has benefited significantly from this improved capital funding environment and is currently engaged in extensive construction and renovation activities.

Criterion 1

The comprehensive Facilities Master Plan aligns with the mission and goals and guides the management of physical resources.

8.C.1

As required by the State Board for Community and Technical Colleges (SBCTC), PCD completed a Facilities Master Plan for PCFS² in 2001 and for PCPY³ in 2002 to address long-term capital needs. These plans, which survey where we are today and benchmark where we want to be by 2015, detail future planned construction, program changes, facilities upgrades, and pedestrian and traffic flows as the District continues to evolve, as well as, long range, and comprehensive needs.

The Facilities Master Plans include the Mission, Goals, and Strategic Plan of the District to ensure a cohesive link between facilities and overall college planning. They serve as source documents and provide a framework for the ongoing development of the master plans. For example, the Strategic Plan specifically calls for the implementation of a master plan to provide safe, accessible facilities. It also directs the District to establish learner-centered institutional priorities and to implement planning, budgeting and decision-making processes that support these main concerns. Current and projected capital planning continues to reflect the original Facilities Master Plans with no major revisions.

The Facilities Master Plans drive capital project requests. Each request is based upon an analysis of programs to be supported by the project. This analysis engages PCD leadership as well as program constituents and is assisted by project consultants. The planning processes for the

Rainier Building design, the Cascade Building Renovation at PCFS,⁴ and the Arts and Allied Health Building design at PCPY illustrate this process.

During the development of the Facilities Master Plans, District planning committees analyzed future trends and identified six major goals:

- Establish a dynamic framework for future growth and decision-making;
- Reinforce the PCD as a “learning-centered community” with quality 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 College values and mission.
- Maximize operational and maintenance efficiencies; and
- Value open spaces and strengthen stewardship of the environment.

The Facilities Master Plans are reviewed by facilities staff in conjunction with College and District leadership and consultant teams during each capital budget cycle to ensure that we are identifying and responding to changing instructional trends and community needs. Plans were last reviewed in 2005 and will be reviewed again in 2007 in preparation for the 2009-11 capital budget requests. Current and projected capital planning continues to reflect the original master plans and no major revisions have been made. Primary goals for the 2007 review include verifying the placement of and need for future buildings, vehicle and pedestrian routing, and development of common areas.

Planning for Funding of Capital Projects

The Washington State Office of Financial Management and the SBCTC establish criteria for the submittal of capital budget requests. This process establishes project priorities and funding amounts for major construction projects, renovations, replacements and major repairs, as well as minor repair and improvement projects. Funding requests are made every two years

8.C.2

with funding allocations based on biennial cycles. Capital requests follow a prescribed format and are scored against projects submitted by all thirty-four community and technical colleges in the system. Project requests involve a substantial effort and must detail capital costs of projects and source of funding (e.g. state funds, Certificate of Participation, student funds, private funding through the Foundation).

The State allocates maintenance and operating (M&O) funds to the PCD based on the square footage of capital facilities. M & O funds are requested in conjunction with capital funding for each project. Responding to continued escalations in costs for operating and maintaining capital facilities throughout the system, the SBCTC is requesting an increased funding level for M&O in the 2007 legislative budget submittal. This will equate to an amount of \$8.75 per square foot in new, renovated, and existing facilities, up from the current rate of approximately \$6.50 per square foot.

As an additional element of capital planning, the SBCTC contracts architectural firms to conduct a Facility Condition Survey every two years (coinciding with the capital budget request cycle) at each college in the system. The survey identifies status and current condition of existing capital facilities and also indicates the quality and level of maintenance being performed across the system. The survey results are used to develop funding priorities for major repair and systems upgrade projects. This information is made available to the colleges and SBCTC in time for inclusion in the subsequent biennium capital requests.

A complicating factor in our current and projected capital improvement program involves unfunded legislative mandates for sustainable building design. This mandate, combined with unprecedented inflation in construction materials, combine to severely impact PCD's ability to bring projects in on time, within budget and within original design scope. We remain hopeful that legislative funding will more appropriately recognize these factors in future capital allocations and that cost inflation

in the construction industry will see improved stability.

Funding limitations also impact our ability to address all needed repairs and improvements, and funding allowances are not always sufficient to attend to costs of specific projects. This may be a result of cost inflation or of identifying more complexity in project scope than originally envisioned. Additionally, restrictions on allowable uses of funds often impede our ability to meet specific needs such as carpet replacement and parking improvements.

Planning for Accessibility and Security

As a government agency, PCD is bound by ADA law to make its facilities and programs accessible to all. With "access" as one of its principle values, the District fully embraces the spirit of the law and aims to exceed the requirements wherever possible. PCD uses universal design standards as a basis for planning and incorporates such standards in construction and renovation projects to the greatest degree possible. PCD also undertakes considerable effort to identify access issues in existing facilities.

The Access and Disability Services Office (ADS) plays a key role in this process. ADS representatives are included on the District's Infrastructure Planning Team⁵ and review all capital projects involving new construction and renovations. Representatives from the State's Department of General Administration also meet with District representatives and project architects to review and approve project design, including accessibility issues.

The District has made considerable progress in recent years in incorporating access and universal design standards in planning. Of particular note is a draft policy developing specific standards for access by special constituencies.⁶ With the hiring of a new position in the ADS Office in early 2007, and with the continued involvement of other ADS representatives, this policy will be more fully developed.

The Safety and Security Office, responsible for monitoring and maintaining safe and secure conditions on the campuses, works closely with Facilities and Operations during the project planning process to identify and implement security plans for access control measures in District facilities. Over the past several years, both new and existing buildings have been changing to card key access systems.

Inclusion of Constituent Groups in Facilities Planning

8.C.4

Internally, PCD, using the Facilities Master Plans as its guides, engages in considerable discussion regarding the preparation of capital project requests. Planning for the 2009-11 requests, for example, was initiated in Fall 2006. This planning effort involves a number of committees and constituencies:

- The District's Board of Trustees reviewed and approved the original Facilities Master Plans and is consulted prior to initiating biennial capital requests. The Board is not typically engaged in approving final building design. The District's Executive Team, comprised of senior District leadership, discusses needs in the context of identified or projected program requirements. At PCFS, the Education and Facilities Planning Committee,⁷ representing administration, faculty, staff and students, regularly discusses program and facility needs. At PCPY, the College's Administrative Team⁸ fulfills this role.
- At a District level, the Infrastructure Planning Team is engaged in all capital planning. This group conducts infrastructure planning as it relates to capital projects. Facilities, Institutional Technology, Safety/ Security and Media Services departments provide input on design standards for infrastructure components of new and renovated facilities. These departments also review and approve plan drawings and specifications for elements pertaining to their areas of responsibility. The Purchasing Department monitors plans for furnishings

and equipment not included in construction contracts. As described previously, ADS reviews plans to ensure universal design standards are applied to projects and that access issues receive appropriate consideration in capital planning.

- Capital planning efforts seek to incorporate PCD's stated goal of implementing effective decision-making processes that value collaboration and the contributions of all students, faculty, staff and community. This effort is also intended to comply with the District's Strategic Plan by recognizing and supporting contributions by individuals and District units. The primary intent of this collaborative process is to foster and maintain a student-centered environment that facilitates learning. Facility planning has also incorporated input from other faculty groups. For example, Music, Art, and Theater faculty have been engaged in planning the Arts and Allied Health Building at PCPY as have faculty in Nursing and Medical Office Technology programs. The tenant improvements and lease agreement for the South Hill Park (SHP) CE location were a collaborative effort of the PCD's Facilities and Operations Department and CE and Extended Learning staff.

Criterion 2

Facilities are designed, maintained, and managed in alignment with District priorities.

PCD's mission includes four primary areas of instruction: academic transfer; career preparation and worker retraining; developmental education; and lifelong learning. To fully support these broad mission areas, program space priorities in recent years have been:

- General classrooms
- Library
- Science and math laboratories and classrooms
- Humanities program space
- Allied Health laboratories and classrooms

- Student Services space
- Health Education space

Case Study

Design of the PCFS Science and Technology Building

During the pre-design phase, the members of the Science and Technology Division met to determine what departments would be housed within this building, the values we had for the design, and our short-term and long-term needs. Based on this discussion, we listed the number of classrooms and approximate square footage that would be required for each department. One value we identified was to use the building itself as a means of instruction. We also placed a high value on sustainability features. With this information the design team created three possible designs that would accommodate the square footage requirements and the identified values. The stakeholders chose the three-pod building design with intervening winter gardens as the best fit for the campus, our needs, and our values.

During the design phase of the process, the science and math faculty members met with the design team on a number of occasions to work out the details with regard to room placement, storage, and audiovisual equipment. At each subsequent meeting the design team brought back revised blueprints incorporating our suggestions. Decisions were made regarding priorities within the building and what items would be considered alternates in case state funding would not accommodate all of the desired features. Through this process, we have a reasonably good idea which features will need to be purchased with external funding. We will be working with the design team and the Foundation to seek additional funding sources for these items.

PCD has made significant advances toward meeting these priorities over the past ten years. Capital projects have added five new buildings, and over 123,000 square feet of space to address District needs and priorities. In addition to new buildings, one level of the Cascade Building at PCFS has undergone renovation. Capital projects under construction or approved for funding will add four new

buildings and renovate one building, for a total of approximately 239,000 new and renovated square feet of space by 2011.

Facilities

Pierce College Fort Steilacoom rests on a 146-acre site in a suburban area of Lakewood, Washington. Only sixty-seven acres are currently developed, offering considerable room for expansion.

The existing facilities at PCFS consist of five major academic buildings, a child development center, a small meeting and office structure owned by the Pierce College Foundation, a large animal facility, and several maintenance and storage buildings. These structures range in age from thirty-five to less than one year old. Gross square footage of existing facilities and facilities scheduled for completion in 2007 totals 396,758.

Ten years ago, PCFS had only three major buildings and several smaller structures encompassing approximately 320,000 square feet; 17,616 square feet included seven increasingly dilapidated portable buildings. Although intended as temporary structures, these portables were occupied for over thirty years and were not fully replaced by permanent facilities until 2004, at which time they were demolished, to the delight of the entire PCFS community.

Pierce College Puyallup sits on 123 acres in the eastern part of Pierce County, in a rapidly growing area close to downtown Puyallup and the South Hill Mall. Facilities at PCPY consist of three major buildings, a child development center, and two smaller structures. These buildings range from seventeen to less than one year old. Total square footage of existing facilities is 165,123.

Extended Learning

Pierce District's large Extended Learning operation, itself the size of a small college, relies heavily on sites and facilities beyond the District's two major campuses.

8.A.1

Sufficiency of Facilities

PCFS is at maximum capacity between 9am and 12pm daily during fall quarter, with some of the pressure easing during winter and spring. Rooms with technology continue to be in demand as teaching styles change. Larger classrooms for

forty-plus students with moveable tables and chairs are in high demand for large psychology, social science and double science lecture sections. As we add new programs, the need for more instructional computer labs will be higher. With the Cascade Core renovation, the perma-

8.A.2

Table 8.1 Pierce College Fort Steilacoom Facilities

Building	Houses	2007 Square Footage/ # Floors	1997 Square Footage / # Floors	Completion Date/ Renovation Date	Planned Renovation Dates
Cascade	Administration Services Instruction	247,595 / 5	247,595 / 5	1973	2007 2009 2011
Olympic South	Early Childhood Ed Music Art Other classrooms Offices CWU Pierce County Center	40,800 / 3	28,800 / 2	1976 2004	
Olympic North	Classrooms Computer labs Office Technology Program Faculty offices	25,160 / 3	NA	2003	
Sunrise ¹	Classrooms Computer labs	11,700 / 1	NA	1996	
Health Education Center	Post-Renovation: Health Science Programs Gymnasium/ Performance Hall Classrooms Athletic/Recreation Locker rooms Exercise Room Student gathering area Offices	45,539 / 3 [post- renovation]	16,500 / 1	1973	Scheduled for completion August 2007
Child Development Center ²	Childcare	9,900 / 1	NA	2006	
International House ³	Conference room Office Residential quarters for visiting faculty	2,000 / 1	NA	2000	
Large Animal Facility	Livestock housing for Vet Tech Program	4,800 / 1	4,800 / 1	1992	

8.A.1

¹ funded as Certificate of Participation

² funded through private fundraising by Pierce College Foundation and \$500,000 State Matching Funds

³ funded through private fundraising by Pierce College Foundation and owned by the Foundation

ment loss of five classrooms will impact course offerings (or class capacity) in the near future.

The ability to greatly expand offerings at PCPY is limited by space. Monday through Friday all available rooms are utilized between 8am and 1pm and again at 5:30pm. With the sun-setting of the Electrical Engineering program, one of the

dedicated classrooms for that program will be converted to general classroom space this year, providing increased opportunity during peak periods. Although classrooms are not heavily used on weekends, enrollment patterns do not support expansion at this time. Two additional technology-equipped classrooms will be added in Fall 2007 since requests still exceed demand.

Table 8.2 Pierce College Puyallup Facilities

Building	Houses	2007 Square Footage/ # Floors	1997 Square Footage / # Floors	Completion Date/ Renovation Date
Gaspard Education Center	Administration Support Services Classrooms Computer labs	41,500 / 1	41,500 / 1	1990
Brouillet Library/ Science Bldg.	Library Lecture hall Classrooms Science labs	55,000 / 2	55,000 / 2	1995
College Center Bldg.	Cafeteria Student Programs Offices Bookstore Meeting rooms Classrooms Computer labs	57,000 / 2	NA	2004
Faculty Offices (manufactured structure)	Faculty Offices	2,688 / 1	NA	1999

Table 8.3 Pierce College Extended Learning Facilities

Site	Description of Space	Square Footage
Fort Lewis Army Post	Classroom and administrative space in Stone Education Center	42,500
McChord Air Force Base	Administrative space and shared classrooms in the Education Center	14,000
McNeil Island Correction Center (MICC)	3 ABE/GED classrooms 4 areas for Prof.-Tech. programs	24,236
McNeil Island Special Commitment Center (MISCC)	2 classrooms and an administration area	5,000
Cedar Creek Correction Center (CCCC)	3 classrooms and administrative space	2,200
Western State Hospital (WSH)	4 classrooms and administrative offices	3,300
South Hill Park (SHP)	7 general classrooms, two computer labs, office space	10,000

The Military Program shares space with other colleges at the Stone Education Center on Ft. Lewis and the Education Center at McChord Air Force Base. Even though 60% of military enrollments are online, space is very tight at both installations for both classrooms and administrative space. The need is particularly acute at Ft. Lewis. The Director is currently working with the Army's Educational Services Officer to obtain more space. The corrections programs at McNeil Island and Cedar Creek have adequate space for classroom programming and administration. The one exception is the welding area at McNeil which needs attention because of ventilation and safety issues. Similarly, the DSHS programs at Western State,

the Special Commitment Center, and the Rainier School have sufficient space for educational programming.

In 2004 the District signed a five year lease for ten thousand square feet in the SHP shopping area, approximately two miles from PCPY, to house CE. This is the District's only leased facility. Prior to this time CE was housed in three different locations with inadequate space for programming. CE and Extended Learning staff members were an important part of the negotiations for the space and helped design the tenant improvements. The SHP site has seven thousand square feet for classrooms and administration. More classroom space would

Table 8.4 Campus Classroom Facilities

	Fort Steilacoom # rooms / seats	Puyallup # rooms / seats
Business Tech Computer Lab	2 @ 25	2 @ 25
Computer Classroom CIS/CNE	3 @ 25	3 @ 25
Computer Classrooms General	3 @ 25	2 @ 32
Computer Open Labs	1 @ 45 1 @ 31	1 @ 79
Computer – Tutoring/Writing	1 @ 31	1 @ 10
Science Labs	4 @ 24 Chem, Microbio, Bio	4 @ 24 Chem, Microbio, Bio, Physics
Science Lecture/Lab Classrooms	3 @ 27 Physics, Earth Sci,	2 @ 24 Physics, Earth Sci
Nursing Lab	-	1 @ 20
Electronics Labs/Classrooms	-	4 @ 24 2-EET, 2-CNE, 1@9, 1@12
High School Comp/Read/Study Skills	HSC office only Read Study 1@30-40 (Rm 520)	1 @ 30 (Rm 158) this includes HSC and Rd./Study
Transitional Ed Lab Trans Ed Classroom	N/A, Eng1 @ 30 (Rm 506), Math Lab 1 @ 30 (Rm 503), ESL 3 @ 25-30 misc. Rm 533/531/523	1 @ 27 (Rm 159) 3 @ 30-40 (Rms 163,162,155)
Library Classroom	1 @ 45	1 @ 40
Vet Tech Lab	1@ 20	-
Dental Hyg Lab	1@ 20	-
Program Areas ECE and Dent Hyg	3 @ 20	-
Fine Arts	7	
General Classrooms	6 @ 25 6 @ 15-20 22 @ 32-35	3 @ 32 14 @ 40 2 @ 50
Lecture Hall	2 @ 132	1 @ 150

be beneficial. Evening is the busiest time and staff often have to rent space at school districts or community centers for classes. A sufficient number of classrooms available for training during the day, however. The building is clean, professional looking and easy to locate.

8.A.6
8.A.7

The physical facilities at all major off-campus sites are appropriate and sufficient to the instructional programs offered. All are ADA-compliant, safe and secure. Facilities leased by the District are developed to support programs offered and are accepted based on compliance with the negotiated lease agreement. Leased facilities are reviewed by Extended Learning representatives, the Vice-President for Administrative Services, the District’s Purchasing Manager (who prepares lease agreement documents), Facilities and Operations, and Safety and Security. Additionally, the District’s Health and Safety Manager works with Extended Learning staff to monitor and address health and safety issues at all leased sites.

Off-campus sites owned by other government agencies or organizations (Fort Lewis, McChord Air Force Base, McNeil Island Corrections Center, McNeil Island Special Commitment Center, Cedar Creek Corrections Center, and Western State Hospital) are maintained and monitored by the individual agencies. The Executive Vice-President for Extended Learning oversees these sites, ensuring that they meet the District’s mission, goals, and standards. Extended Learning personnel ensure that equipment and materials are sufficient to support instructional needs and that facilities are designed and maintained adequately.

Although PCD does not have as much control over these facilities as it does over leased or on-campus sites, it is in the interests of the agencies contracting with the District to provide the best learning environment possible. Should there be a problem or an emergent need, the program director and the Executive Vice President for Extended Learning would work with the superintendent of the agency at issue to resolve it.

Table 8.5 Off-Campus Classroom Facilities

Site	Classroom/ Space Type	# Classrooms/ Seats
Fort Lewis	Computer labs Natural Science Lab General Classrooms	3 @ 18 1 @ 24 18 @ various EMT area
McChord Air Force Base	Computer labs Natural Science Lab Chemistry Lab General Classrooms	2 @ 24 1 @ 24 1 @ 24 8 @ various
McNeil Island Correction Center	ABE/GED Classrooms Prof-Tech. program areas	3 @ various 4 @ various
McNeil Island Special Commitment Center	Computer lab ABE/GED Classrooms	1 @ 10 2 @ various
Cedar Creek Correction Center	Computer Lab ABE/GED Prof-Tech area	1 @ 15 2 @ various 1
Western State Hospital	ABE/GED Classrooms	5 @ various
South Hill Park	Computer labs General Classroom	1 @ 15 1 @ 23 1 @ 25 5 @ various

Capital Projects 1998-2011

To address instructional priorities and student needs, a number of significant capital projects have been completed in the past ten years, and more are in the pipeline. At PCFCS, construction of the Sunrise Building in 1996 provided general classrooms and computer classrooms. The addition of the Olympic North Building provided more general classrooms, computer lab space, and instructional space for business and office technology programs. The addition of a third floor to the Olympic South Building provided general classrooms, student study space and office and classroom space for Central Washington University. Areas of the Cascade Building’s fifth floor have been renovated to

provide better functional space for the Tutoring Center, Writers Center, Assistive Technology, Developmental Education, CE, and International Education.

Renovation and additions to the Health Education Center,⁸ scheduled for completion in August 2007 will provide a general classroom and health science lab as well as exercise and multi-use space for Physical Education and CE. A student-funded gymnasium provides capacity for education, recreation, and athletic programs as well as a venue for performances and presentations. A new Child Development Center, completed 2007 is offering opportunities not only for daily childcare for students but also training for students enrolled in the Early Childhood Education program.

A series of renovation projects slated for the Cascade Building beginning in 2007 (referred to as the Cascade Core project) will improve instructional programs, as well as Student Services and the Library.⁹ These renovations will expand the Library, reconfigure Student Services, reposition instructional division offices and administrative functions, improve way-finding and circulation spaces, move the theatre, and renovate Dental Hygiene and Veterinary Technology. This multi-phase process is projected to take six to eight years to complete.

Construction will begin in 2007 on the Rainier Building, a new 69,966 square foot science facility, with completion scheduled for 2009.¹⁰ This building will house science, math, and engineering programs, and will include science labs, classrooms, and computer labs. A planetarium is also included with an observatory planned for the future. The Rainier Building will provide greatly needed improvements to science classrooms and laboratories that are over thirty years old and not adequate for current instructional needs. While these recent, current, and planned projects at PCFS have brought instructional and other facilities into closer alignment with District priorities, deficiencies will remain in the Humanities programs, particularly in art and music for the

foreseeable future. Theatre space will still be less than programmatically sufficient even with renovation of the Cascade Building. A proposed 64,000-square-foot Arts and Communication Building would rectify these deficiencies and would complete the majority of PCFS's Facilities Master Plan as envisioned through 2015. Unfortunately that project has not yet been successfully advanced in the funding process.

Although a newer campus, PCPY still requires additional growth in order to appropriately accommodate current and anticipated instructional needs. The addition of the College Center Building in 2004 provided greatly needed classroom and computer lab/classroom space in addition to faculty offices, student study space, student programs space, and a cafeteria.

The Gaspard Building, which currently provides general classrooms, computer labs, instructional support, and administrative functions, will undergo minor reconfigurations beginning in 2007 to better support instruction and student services. A new Arts and Allied Health Building is scheduled to begin construction in 2007 and should be completed in 2009.¹¹ This 61,271 square foot facility will consist of a theater, recital and practice rooms, recording studio, art classrooms and studios, nursing laboratory, medical office technology space, classrooms, and computer labs. It will largely address current deficiencies in Humanities and Allied Health programs. A 7,735 square foot child development center was completed in May 2007 and is scheduled to open Fall 2007.

A Health Education Center⁸ is under construction and scheduled for completion in Spring 2008. This 16,061 square foot, two-story facility began construction in April 2007. This is a student-funded addition to the campus and will consist of exercise and classroom spaces, locker rooms, and offices.

Space deficiencies at PCPY remain for general classrooms, business programs, developmental education, math and engineering. These deficiencies would be addressed with a fifth

major building, which is planned for submittal as a 2009-11 capital request.

As the projects above demonstrate, PCD has made significant advances in the last ten years in enlarging and improving instructional and student support facilities, helping the District meet priorities consistent with mission, values, and goals. Although much more capital development is in the works, maintaining sufficiency in facilities is an ongoing, dynamic process to which the District will always devote considerable attention and resources.

Adequacy of Facilities

8.A.2

The District relies heavily on input from internal constituencies to determine adequacy of instructional facilities, both in terms of quantity and quality. At PCFS, the Education and Facilities Planning Committee provides a forum for input and discussion. At PCPY, the Puyallup Administrative Team provides a similar function.

In addition to ongoing input from these groups, the 2006 Pierce College Employee Survey provided valuable information about the perceived adequacy of instructional classrooms. Thirty-two percent of faculty members responding to the survey considered classrooms to be organized very effectively for appropriate instructional support; 46% responded that classrooms were organized somewhat effectively; and 10% felt that classrooms were either not very effectively organized or ineffectively organized.¹²

Defining adequacy of classrooms in the learning environment is assessed in a number of ways. The referenced survey is one tool. Media Services and IT work closely with faculty to provide appropriate technology services. Facilities and Operations continues to refine efforts to improve comfort and safety issues. Historically, most concerns appear to have been related to adequacy of specialized spaces such as science labs, “smart” classrooms, art studio, and theater. In 2002, Media Services conducted surveys and focus groups with the faculty to

discuss their technology needs and returned to them a plan for updating consistent with their teaching. In that survey faculty indicated they would feel supported in their use of classroom technology if 50% of the rooms were at least a level three (See Standard 5); that goal was achieved in 2006. However, the benchmark has moved with further integration and possibilities with technologies, requiring Media Services to further their efforts and go beyond the original 50% goal; current departmental plans now include new benchmarks.

The Infrastructure Planning Team has also engaged in considerable efforts to plan and conduct improvements in instructional facilities so as to ensure that they are adequate to support instructional needs for the present and the future. Mechanical systems, controls systems, and lighting systems are being upgraded in existing facilities as much as possible, and new facilities are incorporating current technologies to improve lighting and comfort. Extensive Media Services and IT enhancements to instructional spaces have been undertaken over the last few years to facilitate instruction and standardize classroom technologies. These efforts continue and the Infrastructure Planning Team meets regularly to discuss areas for further improvement.

Quality and Safety of Facilities

Pierce College’s program to manage, maintain, and operate its facilities so as to ensure their continuing quality and safety is adequate and improving. Current restructuring efforts within the Facilities and Operations department¹³ as well as increased emphasis on long-term preventive maintenance and inclusion of sustainable systems in new construction are intended to ensure longer service life as well as safe and reliable operation.

The District Facilities and Operations Department provides maintenance, grounds keeping, and custodial services support to PCD in addition to administering all capital improvement projects. The department has forty permanent employee positions and averages

8.A.4
8.A.5

approximately six to eight temporary hourly employees. These maintain ten major capital buildings and six smaller structures. The department is also responsible for managing approximately 269 acres of land.

The department is comprised of an administrative group consisting of a director, assistant director, capital projects manager, and four departments – Budget and Administrative Support, Maintenance, Grounds, and Custodial. This structure supports Facilities and Operations responsibilities across the District.

The management structure of individual units within the department is undergoing considerable revision at this time. Department staffing will increase by approximately one third when current recruitments are filled. This effort is primarily in response to the expansion of capital facilities through 2009 and the increased scope of responsibility of the department.

The department’s scope of work includes ensuring the structural integrity of all capital assets, maintaining mechanical, electrical and life safety systems, managing grounds care, and providing full custodial support services. Facilities and Operations also works closely with IT to ensure that server rooms and computer labs are adequately conditioned, supported, and safeguarded. Additionally, the department manages all capital improvements.

Maintenance, custodial, and security personnel routinely monitor facilities and submit work orders if problems or deficiencies are noted. An online work order system was revised in 2006 and continues to be upgraded to assist in addressing day-to-day repair needs as well as in planning for future maintenance needs.

All District personnel have access to the on-line work order system and work orders are assigned daily to maintenance staff. Beginning July 1, 2007, Megamations, a commercial Computerized Maintenance Management System (CMMS) will be installed in an effort to increase efficiency. Response time to work orders is improving and we believe we are generally meeting our goal of an 80% or better completion rate of all repair work orders within ten working days of submittal. Work order tracking will continue to improve as we implement our new CMMS in mid 2007. Continued restructuring of the Facilities and Operations Division in 2007 is enabling the department to provide higher levels of service and quicker response times. This remains a point of encouragement as we move forward.

As we have opportunity and funding, building controls systems are being upgraded to allow improved monitoring and adjustment of mechanical control systems. These efforts should enable a continued program for improving maintenance and operation of PCD facilities.

Facilities maintenance will remain a high priority and will continue to require considerable emphasis, particularly in view of anticipated planned capital expansions. Availability of resources in the Facilities and Operations Department presents a challenge in responding to this level of maintenance support. Recruitment and retention of qualified maintenance staff to support increasingly sophisticated systems will present a significant challenge. The District’s instructional schedule also presents challenges. PCD facilities operate between 7a.m. and 10p.m. through the majority of the week in addition to many weekend hours.

Table 8.6 Facilities and Operations Staff

Department Name	Duties	Current Staff	Vacancies	Projected 2009
Maintenance Department	Maintains all on-site college facilities	8	2	10
Grounds	Maintains campus grounds	5	-	5
Custodial	Custodial care of all major facilities	20	5	25
Administrative Support	Budget	2	1	3

This high level of facilities usage requires longer staff hours, incurs increased utilities costs, and shortens life cycles for major building components.

The Department continues to research and implement new technologies and efficiencies wherever possible in order to extend resource utilization. For example, we continue to seek improvements and responsiveness in preventive maintenance programs through such efforts as upgrading our CMMS.

The District's senior leadership is committed to ensuring that adequate resources are in place to appropriately support our maintenance effort and there appears to be movement at the state level to increase the per square foot allocation for maintenance and operations funding. This should be of significant benefit in future years.

With improvements in staffing structure and capability, PCD will be addressing critical efforts including expanded emergency management planning, a more comprehensive and thorough preventive maintenance program, continued improvements in budget management capabilities and processes, technology enhancements to all of our operations, increased focus on resource conservation management, and expanded emphasis on land management practices including restoration and preservation of native habitat.

Criterion 3

Equipment and materials are sufficient in quality and quantity so as to facilitate the work of District departments and programs.

8.B.1
8.A.3

PCD provides suitable furnishings and equipment for students, faculty and staff at both on- and off-campus sites. Of particular note are PCD's significant investments over the last ten years in educational technology for electronic classrooms, computer labs, computer classrooms, and common/public areas, including digital signage, wireless networking, security, and access systems.

Classrooms

Over the past several years, classroom furnishings have been upgraded to provide greater flexibility in classroom organization, functionality, and access. This has involved the phased replacement of traditional tablet-arm chairs with tables and chairs. Instructor podiums are being revised to provide better technology support. Whiteboards and projection screens continue to be upgraded when new improved products and funds are available.

Media Services works closely with the instructional divisions as well as IT to develop and implement improvements in classroom technologies. Instructional equipment in classrooms has been categorized in four groups or levels (See Standard 5). All capital projects, including new construction, renovations and minor improvements, incorporate necessary infrastructure to support level 4 multimedia classrooms; equipment is added as the budget allows. Equipment is standardized for continuity of maintenance and parts replacement. Equipment is replaced according to predicted usage and mean-time-before-failure manufacturer specifications as determined by media services inventory and engineering records.

Current and projected teaching methodologies call for increased use of technology in the instructional environment. The District continues to plan for and implement, enhanced classrooms with improved data and video capability whenever possible. In addition, facilities must be increasingly prepared to handle distance learning offerings. The District recognizes this as an ongoing effort over the next several years.

Other instructional equipment and materials specialty equipment, used primarily by science laboratories, art classes, and technology classes, is purchased and maintained by the appropriate instructional division. Basic consumable materials, such as CD/DVDs, glassware, biological samples, photography chemicals, and clay, are purchased by the division from student lab, technology, and other fees.

Major pieces of equipment (e.g. computers, microscopes, musical instruments) are purchased using division funds, student technology funds, other campus resources or through donations from Pierce College Foundation. Historically, replacement of laboratory equipment, particularly built-in systems and lab stations, has not kept up with instructional needs. New facilities, currently in design, will significantly improve these equipment deficiencies over the next two to three years. Personal materials required by students for instruction (art supplies, goggles, film, etc.) are available at the bookstore and many are available for check-out in classrooms and the Library.

Student Equipment and Furnishings

The District is committed to ongoing improvements in technology for students. A technology fee is assessed to students and a Technology Fee Committee allocates funds from this account to ensure students have up-to-date computer capabilities and software applications. Technology fee and student computer labs are described in Standard 5A. Student study and lounge spaces are furnished to accommodate individual and group study as well as opportunities for social interaction. The Access and Disability Services Office provides classroom accommodations, such as, special chairs and tables for students as needed.

Staff Equipment and Furnishings

Employees are assigned individual computer workstations with email capability, phone access, and file space. Ergonomic evaluations are conducted at employee request and improvements made wherever possible. The ADS Office participates in ensuring that necessary accommodations for employees are provided.

Extended Learning

Equipment upgrades are ongoing at the Extended Learning sites. This is especially true for the Military program. CE computer labs at South Hill are current but the facility needs wireless access. Because of Department of Correction's budget constraints, equipment for

Professional-Technical programs at MICC and CCCC are overdue for a refurbishing. Each year the District tries to address this with the various funding agencies.

Equipment Maintenance, Inventory, Control, and Replacement or Upgrade

PCD has a strong program for maintenance, inventory, control, replacement, and upgrade of equipment. Various departments throughout the District manage instructional and administrative equipment. All audio-visual equipment is maintained, inventoried, controlled, and replaced by Media Services with repairs made by media maintenance personnel. Equipment that cannot be repaired is replaced with newer models on a three- to five-year rotation basis. Working parts from non-functional equipment are salvaged to maintain other equipment, or the piece is removed from inventory and sent to Washington State surplus.

IT has established minimum hardware and software standards to provide consistent, efficient, and compatible acquisition, installation, and maintenance of computing equipment in all District environments. These standards apply to hardware acquisition, computer workstations, printers, software, and other electronic devices such as PDAs. Additionally, the District Technology Reallocation Committee ensures fair, District-wide representation with respect to reallocation of used computers and specifies minimum standards for reallocated computers.

Computers are maintained, inventoried, controlled, and replaced or upgraded as needed by IT. The department maintains an inventory of desktop equipment, servers, and all other network equipment. Ideally, the desktop and network equipment replacement cycle is three to five years, but is dependent on funding availability. IT also manages communication devices such as telephones, cellular phones, pagers, and PDAs.

Equipment valued over \$300 that is considered small and attractive (such as cameras and

8.B.2

laptops) are inventoried by Media Services, IT, and, periodically, reviewed by the state auditor. Inventory records of all purchases are kept by the Purchasing Office but also by IT and Media Services. Media equipment purchased for individual use is cataloged, controlled and checked out via the Library Voyager system (also used for book circulation and equipment inventory). The department is in the process of updating the database to include all previously purchased audiovisual equipment.

Science lab managers maintain laboratory equipment. Laboratory technicians assigned to each science department are responsible for managing, maintaining, and controlling department equipment assets. Maintenance funding comes primarily from lab fees and is supplemented by institutional funds.

Criterion 4

College and local community members feel welcome, comfortable, and safe when present and involved in District activities.

8.A.5

Pierce College’s Values and Goals statement affirms the District’s intention to “provide an accessible, safe, healthful, and comfortable learning and working environment.” In alignment with this, facilities at PCD are constructed and maintained with the highest regard for general health and safety, as well as, access by the physically disabled.

In recent years, many facilities improvements have been implemented to upgrade health, safety, and access. For example:

- Seismic upgrades and fire sprinkler installation were completed in Olympic South in 2004;
- A major renovation of the PCFS Cascade Building’s fifth floor completed in 2004 included the installation of fire sprinklers and fire alarm upgrades;
- Major HVAC repairs have been made in the Cascade Building;

- Fire sprinklers were added and fire alarm system replaced in the Cascade Building in 2005 and 2006;
- A traffic signal was added at PCPY main campus entrance in 2004;
- A second entrance to PCPY was completed in June 2007;
- Building control systems upgrades were completed in the PCPY Gaspard Building in 2006;
- Modifications to address ventilation problems in the Anatomy and Physiology lab at PCPY should be completed in the first half of 2007;
- Access systems for new and existing facilities are being transitioned to card keys.

The District coordinates with local fire jurisdictions and the Department of Labor and Industries for regular inspections and recertification of life/safety systems, elevators, and critical operational facilities systems such as boilers. The District has employed a safety professional for many years. This position was recently given expanded authority to ensure that safety standards are met, facilities are safe and secure, and appropriate emergency procedures are in place. A hazardous materials policy and procedures ensure safety for students and staff.

8.B.3

The Campus Safety Department, the Health and Safety Manager, and the Access and Disability Services Office are actively involved in project design to ensure compliance with health and safety regulations and ADA requirements. Compliance review is intended to look beyond mere fulfillment, and actively facilitate the incorporation of broader universal design standards in project planning. Projects are reviewed during design by local jurisdictions to ensure compliance with building, engineering, civil, and life safety code requirements. Before acceptance of final design documents, projects are reviewed and approved by ADA representatives from the State of Washington. As required by law, all PCD facilities align with ADA standards.

Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. The success of the District's capital project requests has resulted in significant facilities growth.
 - Continue to submit proposals that align with the Master Facilities Plans and maximize opportunities to successfully meet SBCTC funding formula priorities.
2. The beautiful settings of the two campuses showcase the natural environment.
 - Creatively design buildings to preserve this prized element.
 - Continue to emphasize environmental stewardship.
 - Use sustainably-designed facilities as an extension of the learning process for staff, faculty and students.
3. Facilities Master Plans clearly outline the goals, values, and short/long term needs of the District.
 - Bi-annually update and refine the plans.
4. Collaborative design processes result in optimal facilities.
 - Continue to include architects, District Infrastructure Group, local municipalities, students, faculty and staff, and those who will live and work in the space in all application and design processes.
5. Facilities and Safety/Security staff are dedicated to the learning environment.
 - Continue to provide professional development and training for all staff.
 - Support and recognize the contributions of individuals who often work behind the scenes.

Challenges and Selected Actions for Continuous Improvement

1. Manage the success we've enjoyed with capital projects.
 - Work to ensure construction allocations and budgets provide for adequate staff and professional support for all projects.
 - Continue to develop strong staff and process infrastructure that is responsive to opportunities for district physical growth.
2. Security, maintenance and custodial resources are stretched as we add new buildings and try to maintain existing facilities.
 - Continue to develop personnel resources, including recruitment and training.
 - Improve work processes and technology.
 - Develop funding strategies to improve staffing ratios and preservation efforts.
3. Pursue consistent maintenance and operating funding for new facilities and increased funding to keep pace with construction costs.
 - Work with SBCTC and the legislature so that they understand the impact of limited maintenance and operating funding.
 - Continue to strive for creative construction methods including design/build strategies.
 - Capitalize on matching funds and other opportunities from the legislature.
4. Even though collaboration with local authorities is good, complex regulatory processes complicate projects and discussions.
 - Be pro-active when building relationships with constituent groups and local municipalities.

5. Pursue acquisition of adequate funding to construct and renovate facilities.
 - Advocate for the construction of the arts and communication classroom building at PCFS and Phase IV academic building at PCPY.
6. Ensure efficient use of District property despite wetlands, historic preservation, local “politics” and other environmentally mitigating circumstances.
 - Strategically plan and locate all facilities to optimize available land.
7. Facilities have not kept pace with work developments and social realities.
 - Update emergency planning to better reflect responsiveness to a variety of emergency scenarios and more recently developed guidelines for managing emerging threats.
 - Fully utilize Campus Safety Committees in helping to develop pro-active plans that ensure the safety needs of students, faculty, staff, and community members.

Notes

¹ Capital Project Requests 1998-2006 (Exhibit 8.5)

² PCFS Facilities Master Plan (Exhibit 8.3)

³ PCPY Facilities Master Plan (Exhibit 8.3)

⁴ PCFS Capital Renovation Project Process

⁵ District Infrastructure Group Membership Roster (Exhibit 8.7)

⁶ Access to Programs and Facilities Policy (Draft) (Exhibit 8.1)

⁷ Education and Facilities Planning Committee and Puyallup Administrative Team Membership Rosters (Exhibit 8.7)

⁸ Health Education Wellness Center Building Plan (Exhibit 8.5)

⁹ Cascade Core Building Plan (Exhibit 8.5)

¹⁰ Rainier Building Plan (Exhibit 8.5)

¹¹ Phase 4 Building Plan (Exhibit 8.5)

¹² Employee Survey Question 45 (Exhibit 1.2f)

¹³ Facilities and Operations Division Organizational Chart (Exhibit 8.6)



9

Institutional Integrity

Global Outcome

Adhere to the highest ethical standards and values in all aspects of our work in order to maintain integrity and trust with our students, faculty, staff, and the community.

Criteria for Success

- Criterion 1 The educational mission and college operations are engaged with honesty and integrity.
- Criterion 2 Policies and procedures are regularly updated and equitably implemented.
- Criterion 3 Students, faculty, staff, and community members rely on catalogs, publications, and official statements for accurate and consistent information.
- Criterion 4 Intellectual inquiry and academic freedom are fostered.

Overview

The level of trust Pierce College holds with students, among employees, and with the community is foundational to our integrity as an institution of higher learning. We openly express our commitment to the highest levels of integrity by providing a quality educational experience for all students, conducting business in a legal and ethical manner, remaining true to the community college mission, adhering to the values of truth, intellectual freedom, academic freedom, and inquiry, and communicating honestly and openly with students and the community. Pierce College District (PCD) values transparency in decision-making, publications, process, and action. Collectively, these factors serve as the key indicators of our integrity.

Criterion 1

The educational mission and college operations are engaged with honesty and integrity.

Integrity of mission

The District's open door mission serves the educational needs of the local community regardless of their current academic skills and educational background. By obtaining feedback from students and members of the community through surveys, one-on-one connections, and advisory committees, PCD receives the information needed to adjust and enhance educational programs to ensure high quality. Knowing we cannot provide all programs to all people, PCD is strategic in selecting the programs that maximize resources, help students obtain meaningful employment, and provide local employers with a skilled workforce.

Quality educational experience

The Board of Trustees has placed Quality and Continuous Improvement as a firm tenet within their Expected Outcomes Policies, underscoring Pierce College's commitment to the cyclic process of assessment and renewal. Evidence has been presented in the preceding chapters to demonstrate quality as a core value in all educational programs and support services. By defining outcomes, establishing criteria for success, and performing assessments, each district department and program has examined their own work against the institutional mission and Expected Outcomes Policies. This endeavor has highlighted the unique contributions of department/ programs to student success and the methods have been further developed and incorporated into the District's continuous improvement process. The District Assessment Plan defines our strategy for implementing these measures over the next several years.

The Pierce College Student Survey administered in 1999 provides evidence of instructional quality at Pierce College through student eyes.

1. 92% of students agreed that Pierce College provided a positive academic experience.
2. 86% agreed that Pierce College provides adequate preparatory courses, support and encouragement to increase the skills of students who may not be immediately ready for college-level academic work.
3. 22% took preparatory courses to strengthen reading, math or writing skills and an additional 28% said they would have been willing to take such courses if they had known it would have helped them be successful in their other classes.
4. 86% agreed that they were satisfied with the quality of teaching at Pierce.
5. Although 80% said they were satisfied with the quality of instruction, only 64% said they were satisfied with the variety of courses available, and students at PCFS were significantly less satisfied with the variety of courses available than students at PCPY.

6. Institution wide, students perceive they are making gains in all five core abilities: Information Competency, Critical Thinking / Problem Solving, Multiculturalism, Effective Communication, and Responsibility.
7. The longer students study at Pierce, the more progress they perceive they have made in the five core abilities.

Additional evidence of developing and maintaining quality educational programs is the input and feedback of prospective employers and other active members of the community serving on professional/technical program advisory committees. Advisory committee members help ensure programs teach competencies necessary in each specific field of employment and attest to the performance of Pierce College graduates working in the field.¹

Ethics and Conflict of Interest

As a public institution, the District adheres to all state laws and regulations, most importantly the Washington State Ethics Code (RCW 42.52), the Whistle Blower Act (RCW 42.40), Washington Administrative Code (132I-104 through 132I-500), and Federal laws including the Family Educational Rights and Privacy Act (FERPA). All appropriate policies flow from these laws and adherence to department or program procedures ensures diligent compliance. The district abides by all federal and state laws and regulations that define conflict of interest, allowable political activity, access to public records, and student privacy rights. Clear auditor reports from the State Auditor, SBCTC, Department of Education, and Veterans Administration verify our compliance.

The Board of Trustees sets the example and expectation of high ethical standards through their own policies and actions. The Board of Trustees Responsibilities Policy² explicitly addresses the moral, ethical, and legal responsibilities that the Board is entrusted with as the representatives of public interest. The Board maintains a clear and transparent governing process that facilitates accurate

9.A.4

9.A.1

and timely communication of their meeting schedule, agenda, and minutes, all of which are posted on the District website. The format of the Board meeting agenda aligns with their policy governance plan. Representatives of PCD constituencies (students, faculty, and staff) report at each meeting, showcasing achievements and presenting their insights to the Board. The Board follows the State of Washington Open Public Meetings Act; general discussion topics covered during closed executive sessions are stated on the formal agenda.

Clear ethics and code of conduct policies guide the work of all Board members and employees. These include:

- Equal Employment Opportunity and Affirmative Action policy 2.05.0000
- Conflict of Interest Policy 2.07.0000
- Computer Information Systems Resource Acceptable Use Policy (CISR) 1.22.0000
- Conflict of Interest 2.07.0000
- Nepotism Policy 2.03.0000
- Non-Discrimination Policy 2.14.0000
- Drug and Alcohol Workplace Prevention Policy 1.18.0000
- Copyrights and Patents Policy 8.08.0000
- Fund Raising and Solicitation of Funds 7.01.0000
- Expenditures for Political Activities 7.02.0000
- Debts to the College 7.03.0000
- Public Records 8.03.0000
- Hazing 3.09.0000

The District Ethics Officer, the Vice President for Administrative Services, provides periodic ethics training (56% of full time employees have attended) and maintains the ethics website on the District intranet. The most recent ethics training was during Fall 2006 opening day activities. While 70% of employees feel confident they are familiar with and can locate ethics policies, many are still unfamiliar with who the ethics officer is and the procedures for reporting an ethics violation.

Care is taken by PCD to ensure that conflicts of interest do not threaten the District's integrity. New trustees participate in training offered by the Trustees Association of Community and Technical Colleges (TACTC), which reviews state ethics policies, and the *Board of Trustees Bylaws* specifically addresses this subject. Prohibitions against conflict of interest for District employees are outlined in the Washington State Ethics Law and District Conflict of Interest Policy.³ The Copyrights and Patents Policy⁴ outlines expectations regarding intellectual property.

Rights and Responsibilities

Pierce College's Code of Student Conduct⁵ outlines expectations for students, guarantees certain student rights, and establishes procedures governing student conduct. Student Rights & Responsibilities/Code of Conduct is administered by the Vice Presidents of Learning & Student Success at each college and by the Executive Vice President of Extended Learning for the sites. Student code violations are investigated and adjudicated using the established informal processes. All disciplinary actions taken by the designated judicial advisor may be appealed to the college President; the low level of appeals is evidence of an effective process. The process is transparent to students, faculty, and staff. Faculty members are afforded opportunities to learn about the process and how they can be appropriately involved. Student surveys affirm that most students are aware of the existence of the Code of Student Conduct (71%) however, only 18% know how to file a grievance. This could simply mean that there are very few students who have a reason to file a grievance and that only those students spent the time to discover how the grievance process works. Information about the Code of Student Conduct is regularly included in new student orientation sessions.

Rights and responsibilities of faculty and staff are clarified in the classified staff and faculty Negotiated Agreements, District Values statement, and District and departmental training and orientation manuals. Departments

and divisions provide new employee training through the work unit regarding institutional expectations and processes including safety, ethics, and departmental procedures.

Grievance Processes

An established grievance process for students provides them with an avenue of redress in the event that they have a complaint relating to an action by an employee of the District. Conflict resolution and grievance policies⁶ and procedures are outlined in the *Student Handbook*, the catalog, and the PCD website. Faculty and staff grievance procedures are outlined respectively in the PCFT and WPEA negotiated agreements. Employees and students are encouraged to resolve conflicts and grievances at the lowest levels of the organization. Ombudspersons are available to mediate when students or staff members are not able to come to a resolution on their own. Additional attention needs to be given to publicizing the responsibility of the ombudsperson since a wide majority of students (80%) are unaware of the role.⁷

Student Right-to-Know

In accordance with federal regulations, PCD annually reports the program completion/graduation and transfer-out rates for students; the information is available on the District website. The data identifies the percentage of students who completed their programs or transfer within specific time periods and is another avenue through which we inform students of what they can expect from a Pierce College experience. Completion/graduation rates of 27.2% for PCFS and 25.53% for PCPY. Transfer-out rates are 28.97% for PCFS and 51.76% for PCPY.

Respect for Student Privacy

Adherence to privacy laws in letter and spirit increases student trust. Employees with access to confidential student information essential to conduct their work strictly comply with the Family Educational Rights and Privacy Act (FERPA) guidelines, ensuring student privacy. Student Services staff attend mandatory training before Student Management System (SMS)

access is authorized. Each student and employee is assigned an internal identification number in lieu of his or her social security number to use when conducting college business. Social Security numbers are only used when required by federal reporting requirements. All faculty and staff, as well as any other agents of the college who request access to student academic records must complete the FERPA tutorial and submit a signed acknowledgement form.⁸ Safety and Security Department procedures detail the limited circumstances under which the District will release student information.

Criterion 2

Policies and procedures are regularly updated and equitably implemented.

The *District Policy Manual*⁹ includes 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 and to assure that the full impact of the new policy is captured and understood. The District Policy & Governance Cabinet (Cabinet) is responsible for the concluding review and recommendation to the Executive Team and ultimately to the Chancellor and the Board. From 1998 to 2001 the Cabinet undertook a systematic review of the all District policies, revising, sunseting, and recommending policies as appropriate. Although slated for continuing review at least once every three years, some policies are past due for re-examination by Cabinet. Placing the manual on the web has increased access and most employees (66%)¹⁷ feel confident in their ability to locate policies. However, a more robust electronic manual and organizational structure for minutes would enhance use.

Less than 50% of college employees indicated “agree” or “strongly agree” that policies and

9.A.2

procedures are equitably applied toward the areas of budgeting, work schedule, salary, and employee evaluation. A majority but less than 60% of employees indicated “agree” or “strongly agree” that policies and procedures are equitably applied toward the areas of hiring, compliance with the employee contract, and grievance procedures.¹⁷ More information and research is needed to determine the specific areas and levels of this lack of confidence. Employees also feel that they have not received ample communication about changes in policies and procedures. Consequently, the District needs to examine communication strategies and develop stronger systems for relaying important information and changes to the entire District or individual colleges or sites as appropriate. While Human Resources tracking indicates strong compliance with employee evaluations, many employees believe that employee evaluations do not happen regularly enough and they are not equitably administered.

Criteria 3

Students, faculty, staff, and community members rely on catalogs, publications, and official statements for accurate and consistent information.

9.A.3 Policy 3.1

Under the leadership of District College Relations (DCR), the District provides a variety of information about our mission, goals, programs, and activities to students and the community. Policies¹⁰, review processes, and procedures ensure accurate and consistent representation of the mission and activities to constituencies, the public, and to prospective students through our catalogs, publications, and official statements. Policies regarding style, names, advertising, and use of the logo provide direction for the district.¹¹

All information in electronic and printed publications is evaluated by DCR, ensuring that content about program offerings is accurate and that it sets truthful expectations for students. The catalog is generally revised on a two-year cycle; the District elected to publish a one-year catalog

in 2007 so as to allow time for full incorporation of the statewide transition to common course numbering. Catalog production incorporates an extensive review process that assures quality. The Student Handbook is reviewed and redrafted every July via a similar process. DCR staff sees benefit in strengthening this process to further guarantee accuracy and complete updating of departmental entries. Class schedule content is developed and reviewed quarterly. The District program brochure series describing all professional/technical and academic programs is updated as changes occur; brochures are approved by the division chair and revision dates are clearly noted. These brochures have been useful recruitment tools but are in need of refreshing to encourage enrollment.

Case Study

Publications Awards

Pierce College received high honors during the annual National Council for Marketing and Public Relations (NCMPR) District VII Medallion Awards which recognize the best public relations work done in 2005-2006 at community and technical colleges in the Northwest region of North America. Pierce College received the gold award for its student handbook and the newly designed quarterly catalog took a silver award. Also taking silver was an athletics department note card. A poster design for Pierce College Theatre's production of *Darker Face of the Earth* won a bronze award, and new outreach banners used at high schools and community events also took bronze.



District Website

The District Website has evolved to take a prominent role in information delivery. Templates are being developed to strengthen continuity. In 2004, several groups were brought together to review and assess the format, language, organization, and navigation of the PCD website. This feedback was used to make

dramatic changes to the Website as well as the Student Handbook. In 2006, a new online catalog was instituted. When fully developed, the online catalog should provide for more accurate course information and serve as an intranet source for course descriptions, course outcomes, and current instructor syllabi.

The District website is a vital resource, yet under-developed. The organizational structure could be more dynamic and intuitive to serve as a stronger recruiting tool and information source. Employee confidence in the accuracy of the District Web site is slightly lower (77%) than for other publications.¹⁷ A Web administrator position (1.5 FTE) was added in 2000, however DCR still struggles to apply sufficient human and physical resources so that the web can fulfill its potential.

The catalog, quarterly schedule, letters to students, and the district website were deemed accurate by approximately 85% of students in the district.⁷ However, College Relations staff is not as secure that the revision process results in an accurate product. To increase accuracy DCR should review all major publications every two years in conjunction with the catalog by conducting focus groups or a survey and revamping processes and procedures where necessary.

The Faculty Handbook¹⁴ is a resource guide that is updated each August and outlines the key responsibilities of faculty with regard to academic integrity and college philosophy as it applies to advising, instruction, and student interactions. It also gives basic information about the District and bargaining unit. Introduction of the Part-time Faculty Handbook¹⁵ in 2001 has helped to provide clear and consistent information and pedagogically themed material focused on PCD teaching and learning philosophies to these constituents. Updates to the Handbook are made yearly, and it is distributed to new part-time faculty during orientation.

The Foundation magazine *PierceView*¹⁶ debuted in 1994 as a newsletter, then four years later evolved into a polished award-winning magazine that highlights the accomplishments and contributions of Pierce College and Pierce Alumni within the district and the community. A more formal assessment of the effectiveness of this publication would help better target the district's communication efforts.

Case Study

PierceView magazine has evolved from a two-color, 4 page newsletter to the full-color, award-winning publication it is today. With each issue we feature stories of our

students, faculty, and staff, demonstrating their achievements and the role the College has played in their lives. Stories of donors and why they give, information on new programs at the College, faculty and student achievements and awards, updates on construction projects, and the annual report of Pierce College Foundation round out the content. While the story themes have not changed through the years, the publication has changed dramatically in terms of the quality and impact of the magazine, now being mailed to more than 3,500 business and civic leaders, donors and donor prospects, and alumni. With the photography, writing, and layout representing the highest standards in publishing, the response has been at least two gifts per edition, scores of alumni updates, phone calls for follow-up information on articles, and requests for additional copies in offices.



Criteria 4

Intellectual inquiry and academic freedom are fostered.

9.A.5
4.A.7

Freedom of inquiry at Pierce is guaranteed in policy^{12 13} and in practice ensuring faculty the liberty to represent their discipline and openly share their views and opinions. Intellectual freedom is illustrated by our adherence to traditional academic freedom guidelines, the diversity of pedagogical strategies used by the faculty, the wide variety of courses in the curriculum, the faculty's control of the curriculum and all curricular processes, policies establishing students' academic rights and responsibilities, and the wide diversity of viewpoints represented by campus speakers and cultural events. Eighty-eight percent of PCD faculty indicated respect for intellectual and academic freedom to be strong.¹⁷ While academic freedom is alive and well in practice, the district's definition could be more explicit to provide clarity for faculty.

The library is committed to intellectual freedom as demonstrated through a balanced collection, the inclusion of controversial ideas in all formats of material, open web access, and specific statements in the Collection Development Policy. The Board of Trustees has endorsed the *Freedom to Read* and *Freedom to View* policies of the American Library Association.

Positive Workplace Environment

Pierce College employees are team players, actively participating in events, committees, meetings, and processes of the district. Cooperation was deemed a strong element of campus climate (84%). Greater teamwork appears to exist at the department level (81%) than at the college level (62%). When asked if their coworkers work collaboratively 57.1% of the respondents indicated "very often" or "often" while 87.4% indicated that they themselves work collaboratively. It appears as though we remember the times that we work in partnership yet focus less often upon the times when our coworkers did. The majority

of the respondents indicate that Pierce College employees work collaboratively; treat others in an honest, truthful, professional, and respectful manner; and go out of their way to communicate information to other employees. The work climate appears to be good as 76.3% of the respondents agree that "Overall, I am satisfied with my job at Pierce College."¹⁷

Institutional Climate and Employee Opinion

Since the institutional climate sets the tone for the day-to-day work environment, the District conducted a general climate survey Fall Quarter 2006.¹⁷ The survey was a locally developed instrument that drew on strengths of other nationally devised tools. The first major section of the survey considered general climate; mission and goals; collaboration; employee contributions and suggestions; equity and discrimination; staff development; and performance evaluation and feedback. A final section of the survey assessed perceptions of faculty with respect to faculty evaluation; professional development; governance; planning; outcomes and priorities; curriculum development and support; and core abilities. Of the three categories of employees surveyed (faculty, staff, and administrators), faculty rated the majority of the categories significantly higher on the positive scale for climate elements than did administrative exempt or classified staff groups. Scores for all employee groups were lowest when rating climate elements related to issues of "fair" to "unfair." Classified staff indicated a significantly lower score than other employee groups when rating "friendly" to "hostile." Administrators rated a significantly lower score than other employee groups when rating "much conflict" to "harmonious." In the coming year, the District will need to investigate these discrepancies in order to determine specific issues that need attention for particular employee groups, such as salaries, working conditions, or opportunities for advancement.

Truth and Open Dialogue

Faculty strive to create classroom environments that encourage open and substantive dialogue and communication. Department/Program self

Policy
9.1

evaluations explored how diverse subject matter could be further encouraged through special projects that involved student participation and opportunities that could be translated into community building. What evolved was a wide range of activities through several venues that touched timely and contemporary issues. (see Standard 2).

Truth and honesty are expected from our students as well and faculty set high academic standards. The Student Code of Conduct guides students and details procedures for infringement; faculty syllabi detail individual course policies.

Celebrating

Celebratory activities reinforce our collegial ties. Employee Recognition Day is held each Spring quarter to acknowledge the commitment and effort of all District employees. Certificates and gifts for 5, 10, 15 etc. years of service are awarded, retirees are honored, and special award winners are fêted in a high energy and festive atmosphere. The Board of Trustees presents the Extra Mile Award to one employee nominated by their peers who exemplifies the Pierce model of “going above and beyond” on a consistent basis. In 2005 the library was showcased to feature the Outstanding Library Award from ACRL.

Each quarter an outstanding employee is selected at each campus (“The Pride of Puyallup” and the “Exceptional Employee at Fort Steilacoom”). An annual year-end celebration of student accomplishments at each campus recognizes outstanding departmental students, student government and activities, athletes, as well as, the students’ choice of outstanding faculty and student advocate. Throughout the year, activities bring us together as a community and preserve the Pierce spirit: Dragon Boat Races, Community Fund Drives, Friday Themed Dress, department competitions, softball games, ice cream socials, picnics on the green, and Holiday Happenings.

Pluralism and Diversity

A diverse student body and employee group, representative of the District’s service area, is a value that PCD holds central to our efforts. This is reflected in the District’s history of commitment to diversity. Multiculturalism was selected as one of the Five Core Abilities in 1995, and the Board of Trustee’s Strategic Directions, and now Expected Outcomes Policies, have incorporated Diversity and Inclusiveness. Many programs demonstrate our commitment to hearing multiple voices and recognizing differences, including: The Multicultural Leadership Institute, Safe Zone, Diversity Training Workshops, Students of Color Workshops, students of color clubs, International programs including faculty and student exchanges, International Festival in Lakewood, sister college and city agreements, production of the provocative plays “Body, Body,” “Laramie Project,” and “Talk Radio,” the Library’s annual September (freedom of speech) Project and Banned Books Readings, and a wide variety of cultural studies courses.

Case Study

The Safe Zone Program

Safe Zone is partially supported by the Pierce College Women’s Center and Multicultural Student Services. This program provides for speakers and support for members of the gay/lesbian/bisexual/transgender community. Members of the college community can affix Safe Zone stickers to their office spaces indicating that the area is a safe one for all members of the college community. The Safe Zone Program has periodic speakers and discussions addressing the challenges and needs of this particular group of individuals.



Non-discrimination:

Several policies affirm our commitment to equal opportunity in employment and the classroom, including:

- Equal Employment Opportunity and Affirmative Action Policy 2.05.0000¹⁸
- Academic Adjustments, Auxiliary Aids and Services for Students with Disabilities Policy 3.02.0000¹⁹
- Preventing Sexual Harassment Policy 1.17.0000²⁰

These policies demonstrate the District’s commitment to providing a safe and non-discriminatory learning environment for students, faculty, and staff. PCD Human Resources department provides regular training on sexual harassment and hiring practices to assure understanding and compliance. Employment recruitment includes attending career fairs and publication of recruitment announcements targeted to faculty and staff of color. The District adheres to the Americans with Disabilities Act and has developed procedures and practices to assure that appropriate services are available to students and community members (See Standard 3). Pierce College supports Washington State’s Governor’s Affirmative Action Policy Committee. The designated Affirmative Action Officer’s role is in providing assistance regarding affirmative action and equal employment opportunity compliance and in enhancing the ability of the PCD to promote an inclusive environment where diversity is recognized, celebrated and valued. Regular reports regarding progress on affirmative action goals are provided, guiding further expansion of the District’s commitment.

Strengths and Challenges

Strengths and Selected Actions for Sustainability and Growth

1. The Board of Trustees is fully engaged and sets a high standard for integrity and quality.
 - Expected Outcomes Policies will be integrated into the continuous improvement process.
 - Board members will continue to attend a wide spectrum of District activities.
2. District challenges and controversial issues are openly discussed.
 - Assure new employees understand the District’s cultural value of open inquiry.
 - Continue the Board’s practice of an open microphone at each meeting.
3. Academic freedom is supported and valued by administration and employees.
 - The Academic Freedom policy should be further defined.
 - Continue to provide workshops and open forums around this topic.

Challenges and Selection Actions for Continuous Improvement

1. While most employees feel confident they can locate ethics policies, many employees are still unfamiliar with who the ethics officer is and the procedures for reporting ethics violations.
 - Establish a timeline for ongoing ethics training.
 - Place a prominent link on the District website that details expectations and ethics-related policies.
2. Policies are not easily accessible in a variety of formats.
 - Re-organize the website to serve as a better tool for policies and committee minutes.
 - Link procedures and the person/committee responsible for the review and implementation of a policy in the web version of the Policy Manual so that all related documents are together and accessible.

Notes

- ¹ Veterinary Technology Annual Employer Survey
- ² Trustee Responsibility Policy 1.08.0000 (Exhibit 9.6)
- ³ Conflict of Interest Policy 2.07.0000 (Exhibit 9.6)
- ⁴ Copyrights and Patents Policy 8.08.0000 (Exhibit 9.6)
- ⁵ Student Code of Conduct Policy 3.01.0000 (Exhibit 9.6)
- ⁶ Grievance policy 2.07.0000 (Exhibit 9.6)
- ⁷ 2006 Student Survey (Exhibit 1.2e)
- ⁸ FERPA training form <http://www.pierce.ctc.edu/ferpa> (Exhibit 9.6)
- ⁹ District Policy Manual <http://www.pierce.ctc.edu/policy/> (Exhibit 9.6)
- ¹⁰ College Publications Policy 6.02.0000; News Media Contact Policy 6.04.0000; Advertising of College Programs and Services Policy 6.01.0000 (Exhibit 9.6)
- ¹¹ Use of the Official College Logo Policy 6.03.0000 (Exhibit 9.6)
- ¹² Academic Freedom Policy 2.08.0000
- ¹³ Academic Program Policy 4.01.0000 (Exhibit 9.6)
- ¹⁴ Faculty Handbook (Exhibit) 4.1a)
- ¹⁵ Part-time Faculty Handbook (Exhibit 4.1b)
- ¹⁶ *Pierceview* Magazine (Exhibit 9.7)
- ¹⁷ Employee Survey 2006 (Exhibit 1.2f)
- ¹⁸ Equal Opportunity and Affirmative Action Policy 2.05.0000 (Exhibit 9.6)
- ¹⁹ Academic Adjustments, Auxiliary Aids, and Services for Students with Disabilities Policy 3.02.0000 (Exhibit 9.6)
- ²⁰ Preventing Sexual Harassment Policy 1.17.0000 (Exhibit 9.6)



Indices

Acronyms and Abbreviations

A

AA	Associate of Arts
AAS	Associate in Arts and Sciences
ABE	Adult Basic Education
Acctng	Accounting
ACES	Army Continuing Education System
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
ADN	Associate Degree Nursing
ADS	Access and Disability Services
AFTE	Annual Full-time Equivalent
ALCDA	Alcoholism & Drug Abuse program
APA	American Psychological Association
ASPC	Associate Students of Pierce College
ASSET	Placement test for reading, math and writing
A-Team	Administrative Team

B

Bb	Blackboard on-line learning platform
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C

Cabinet	District Policy and Governance Cabinet
CALEA	Communications Assistance for Law Enforcement Act
CASAS	Comprehensive Adult Student Assessment Systems. Placement test for Adult Basic Education.
CC	Community College
CCAF	Community College of the Air Force
CCCC	Cedar Creel Corrections Center
CCAMPIS	Child Care Access Means Parents in School Program
CE	Continuing Education
CEU	Continuing Education Unit
CIS	Center for Information Services, Redmond WA
CIS	Computer Information Systems Program
CISR	Computer Information Systems Resources Acceptable Use policy
CISRAC	Computer Information Systems Resource Allocation Committee
CJ	Criminal Justice
CLASS	Council for Learning and Student Success
CLEP	College Level Examination Program

Cluster	Curriculum Cluster – curriculum review committees
CMMS	Computerized Maintenance Management System
CNE	Computer Network Engineering
COE	Center of Excellence for Homeland Security
COMPASS	Placement test for reading, math and writing
CSO	Community Service Organizations
CTC	Community and Technical Colleges
CWU	Central Washington University

D

DANTES	Defense Activity for Non-traditional Education Support
DCR	District College Regulations
District	Pierce College District
Divisions	Instructional Divisions
DL	Distance Learning
DOC	Department of Corrections
Doc Shop	Document Solutions Center
DOLA	State Board Data Linking for Outcomes Assessment Database
DSHS	Washington State Department of Social and Health Services
DSST	DANTES Subject Standardized Tests
DTA	Direct Transfer Agreement

E

eArmyU	U.S. Army online university program
ECE	Early Childhood Education
eCLEP	Electronic College Level Examination Program
ECS	Employability Competency System. Math placement test for Adult Basic Education.
EDCC	Edmonds Community College
EET	Electronic Engineering Technology
EL Civics	English Literacy Civics
EMT	Emergency Medical Technician
E-Portfolio	Electronic Portfolios
E-reserves	Electronic reserves
ES	Employment Security
ESHB	Engrossed Substitute House Bill
ESL	English as a Second Language
E-Team	Executive Team

F

FAFSA	Free Application for Federal Student Aid
FAS	Financial Aid System
FCA	Faculty Counselor Advisors

FERPA	Family Educational Rights and Privacy Act
FIPSE	Fund for the Improvement of Postsecondary Education

FMLA	Family and Medical Leave Act
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FMS	Financial Management System
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FS	Fort Steilacoom
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FT	Full-Time
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FTE	Full-time Equivalent
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FTEF	Full-time Equivalent Faculty
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FWS	Federal Work Study
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G

GAAP	Generally Accepted Accounting Principles
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GEARUP	Federal grant for Gaining Early Awareness and Readiness for Undergraduate Programs
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Gen Ed	General Education
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GER	Approved Core Requirements
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GIFT	Group Instructional Feedback Technique
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GMAP	Governor's Management Analysis Project
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GTE	General Transferable Electives
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H

HAPS	Human Anatomy and Physiology Society
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I

IA	Instructional Administrators
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IACET	International Association of Continuing Education Training
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I-BEST	Integrated Basic Education and Skills Training
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IC	Information Competency
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ICRC	Washington Intercollegiate Relations Commission
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ICRC-OAR	Washington Intercollegiate Relations Commission - Ongoing Articulation Review
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IE	International Education
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IEP	Intensive English Program
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IISL	Consortium of Innovation and Inquiry in Student Learning
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ILL	Interlibrary loan
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IR	Institutional Research
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IT	Institutional Technology Department
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ITV	Interactive Television
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L

Lava Java	Faculty development multimedia computer labs and learning centers
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LSTA	Library Services & Technology Act
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M

M&O	Maintenance and Operating
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MC	Multiculturalism
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McC	McChord Air Force Base
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MCSS	Multicultural Student Services
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MICC	McNeil Island Corrections Center
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MLI	Multicultural Leadership Institute
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MRP	Statewide Major Ready Pathway Agreement
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N

NCMPR	National Council for Marketing and Public Relations
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NSF	National Science Foundation
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NWAAC	Northwest Athletic Association of Community Colleges
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NWCCU	Northwest Commission on Colleges and Universities
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O

OCA	Online Course Administration Tool
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OFM	Office of Financial Management
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OLYCAP	A non-profit agency in Jefferson County
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ORCA	On Line Regional Cataloging Authority (Library Consortium)
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P

PC3	Pierce County Careers Connection
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PCD	Pierce College District
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PCFS	Pierce College Fort Steilacoom
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PCFT	Pierce College Federation of Teachers
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PCMP	Pierce College Military Programs
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PCOL	Pierce College Online Classes
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PCPY	Pierce College Puyallup
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PDP	Performance Development Plan
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POG	Program Outcome Guide
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PPMS	Personnel and Payroll Managements Systems
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PSS	Purchasing System Software
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PT	Part-Time
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PY	Puyallup
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Q

QCA	Online Quarterly Catalog
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QM	Quality Matters
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R

RCW	Revised Code of Washington
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RPD	Research, Planning, and Development
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S

S&A	Services and Activities
SBCTC	State Board for Community and Technical Colleges
SEOG	Federal Student Opportunity Grant
SEVIS	Services Student and Exchange Visitor Information Database
SHP	South Hill Park
SI	Supplemental Instruction
SIP	Supplementary Improvement Plan
SIP	Salary Increment Plan
SLAM	Student Literary and Arts Magazine
SMCC	Student Multimedia Centers
SMS	Student Management System
SNG	Washington State Need Grant
SOAR	Student Orientation Advising and Registration
SOC	Servicemembers Opportunity College
SSMH	Social Service/Mental Health Program
SWS	Washington State Work-Study Program

T

T Waiver	Washington State Tuition Waiver
TANF	Temporary Assistance for Needy Families
Tech Fee	Student Technology Fee
TED	District Transitional Education Division
TOEFL	Test of English as a Foreign Language
TRIO	Federally sponsored education programs for first generation college student

U

UW	University of Washington
UWT	University of Washington, Tacoma

V

VEBA	Voluntary Employee Benefit Association Trust
Vet Tech	Veterinary Technology

W

W-Course	Writing intensive course
WABERS	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington Association of Community and Technical Colleges
WAOL	Washington On-Line consortium
WDC	Workforce Development Council
WebCT	On-line learning platform
WECDI	Web Enhanced Curriculum Design Institute
WESTB	Washington Education Skills Test Basic
WFS	Women and Family Services
WIA	Department of Labor
WorkFirst	Washington State's welfare reform program that assists low-income citizens in finding and retaining employment.
Workforce Education	Supports the entry and re-entry into the workplace by developing and funding educational and training programs for local employers.
WPEA	The Washington Public Employees Association
WSH	Western State Hospital

X

X-Team	Extended Learning Administrative Team
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