



2019 Institutional Effectiveness Report

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2019 Institutional Effectiveness Report

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INTRODUCTION

Purpose

The purpose of Pierce College District's Institutional Effectiveness (IE) Report is to serve as one of many resources for planning and decision-making, with particular attention to meeting mission. The IE Report is a comprehensive assessment of the college's Core Themes and related objectives as established by the District's Board of Trustees. The Board has defined that Pierce College's mission is achieved when the District meets a minimum of 70% of the performance metrics across the five Core Themes.



Executive Summary

For 2019, the College has met or exceeded 93% of the objective indicators measured, surpassing the Board-designated threshold of 70% that signifies mission fulfillment. This represents an increase of 10% over the 2014 Scorecard (83%), and a 1% increase over the 2016 Scorecard.

The institution is fiscally healthy, updates and utilizes key planning documents, and is compliant with accreditation standards. Feedback indicated that the college provides employees with a tolerant and friendly work environment, and demonstrates cooperation and respect. Pierce students report that the college provides a welcoming, respectful and comfortable environment. Moreover, both students and employees are satisfied with Pierce's infrastructure and overall climate. There is a general perception that the college reflects its mission and goals. Students continue to meet academic standards and are achieving diverse educational goals, gaining employment, and transferring to four-year colleges and universities.

Other highlights:

- 93% of students surveyed in 2018 agreed that they were meeting their educational objectives at Pierce College. This is up 10% from the 2015 SENSE survey administration, where 83% reported meeting their educational objectives, and 82% in 2013.
- Pierce College student demographics reflect a higher representation of persons of color than the service area, but a lower representation of males.
- For the third consecutive time, Pierce College exceeded all five of the CCSSE cohort benchmarks. Student feedback indicates that Pierce College District continues to engage students in an active and collaborative manner, set high expectations for student effort while providing academic challenge, and offer strong support from faculty and student services.
- Pierce College District offers a mix of educational programs consistent with the occupation subcategories expected to grow between 2021 and 2026.
- Student pathway choices are consistent with their career aspirations, and students are generally prepared to navigate the college.
- Grade distribution across campuses and divisions continues to surpass the mission threshold of 70% course completion rates (79% average completion with 2.0 or higher).
- Pierce College District has strong and growing partnerships with both K-12 and 4-year colleges and universities, and collaborates through data sharing, and formal and informal agreements.
- Professional/Technical advisory committees are active, and members are generally satisfied with their experiences.
- Student Achievement Initiative (SAI) points continue to outperform. Pierce had more points than the state system, as well as benchmark college averages.

- Pierce College students continue to enjoy comparatively high graduation rates, along with corresponding SAI completion points. Three-year graduation rates increased from 31.4% for the 2013-16 cohort to 36.2% for the 2015-18 cohort.
- Pierce College students are meeting their learning outcomes, including core abilities (CA), fundamental areas of knowledge (FAK), and discipline or program-specific outcomes.
- Graduate feedback indicates that graduates are working in fields related to their degree or certificate (87%), feel prepared for their position (97%), and would choose both Pierce College and their program of study again (95% and 88%, respectively).

Areas for attention include:

- Equitable enrollments, including strategies to provide more access and support for low-income students.
- Employee learning and development, including work to improve participation in and commitment to performance development planning (PDPs) for classified and administrative exempt employees.
- Inclusive engagement, including continuing efforts to recruit, hire and retain more employees of color.

2019 SCORECARD

MISSION

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

CORE THEMES	OBJECTIVES	OVERALL OBJECTIVE RATING	INDICATORS OF ACHIEVEMENT				
ACCESS	Learning Opportunities	Standards Met	Educational Goals	Business and Industry	Pathway and Career		
	Support Services	Standards Met	Student Feedback				
	Equitable Enrollment	Attention Area	Student and Service Area Demographics	Enrollment of Low Income Students			
EXCELLENCE	Department and Program Outcomes	Standards Met	Non-Instructional Departments	Grade Distribution	Instructional Programs		
	Institutional Viability	Standards Met	Fiscal Health	Planning	NWCCU		
	Employee Learning and Development	Attention Area	Employee Feedback	Performance Development Plans			
CONTRIBUTION TO THE COMMUNITY	Partnerships and Collaboration	Low Attention Area	Educational Pathways	K-12	4-Year Colleges and Universities	Contracts	Advisory Committees
	Recognition of Value	Standards Met	External Feedback and Visibility				
	Economic Development	Standards Met	Basic Skills Education Impact	Workforce Education	Transfer Education Impact		
EQUITY, DIVERSITY, AND INCLUSION	Infrastructure	Standards Met	Buildings and Grounds	Classroom Technology	Campus Safety		
	Shared Governance	Low Attention Area	Decision-Making				
	Inclusive Engagement	Attention Area	Climate	Commitment	Employee Diversity		
STUDENT LEARNING AND SUCCESS	Educational Momentum	Low Attention Area	Student Achievement Initiative	Retention and Persistence	Course Completion	Graduation Rates	
	Learning Outcomes	Low Attention Area	Student Feedback	Core Abilities	Outcomes for Academic Transfer/FAKs	Outcomes For Transitional Education	Outcomes for ABE and ESL
	Transfer and Employment Success	Low Attention Area	Transfer Rates and Success	Professional/ Technical Completers Employed			

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

MISSION FULFILLMENT RATING KEY:



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

2019 Scorecard Benchmarks

Core Theme I: Access

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

Objectives:

- I. Learning Opportunities: To what extent do learning opportunities at Pierce College District align with the educational goals of our students, as well as meet local business and industry demands?
- II. Support Services: Do Pierce College District students have access to support services that are important to them and meet their needs?
- III. Equitable Enrollment: To what extent does Pierce College District equitably serve the population within its district?

Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
Educational Goals	<p>Student satisfaction with progress to goal meets or exceeds 70% on the CCSSE and the SENSE</p> <p>Transfer, professional/technical and basic skills students’ progress to goal as indicated in Student Achievement Initiative (SAI) data and compared to the Washington State CTC system average</p> <p>Transfer</p> <ul style="list-style-type: none"> • Completions compared to state average • Transfers without earned degree compared to state average • Still enrolled in year four at college compared to the state average <p>Professional/Technical</p> <ul style="list-style-type: none"> • Completions compared to state average • Transfers without earned degree compared to state average • Still enrolled in college compared to the state average <p>Basic Skills</p> <ul style="list-style-type: none"> • Increased one basic skills level compared to the state average • Left the program with gains compared to the state average • Completions compared to the state average

<p>Business and Industry</p>	<p>Educational offerings match 70% or more of the top 10 occupational categories in Pierce County projected to increase</p> <ul style="list-style-type: none"> • Long-term occupational employment projections, top 10 occupational categories with the highest average annual total openings • Pierce County top 30 occupational sub-categories by annual percent with positive annual growth, total openings, and related Pierce College programs
<p>Pathway and Career</p>	<p>Pathway Choice and Career Aspiration</p> <ul style="list-style-type: none"> • Career pathway distribution and career aspirations are congruent in helping students meet their goals • College Success course completion • Student feedback on course content and instruction
<p>Student Feedback on Support Services</p>	<p>Meets or exceeds the national cohort average on CCSSE’s Support for Learners benchmark</p> <p>Meets or exceeds the national cohort average on SENSE’s academic and social support network benchmark</p> <p>Meets or exceeds the national cohort average on the HOPE Survey on Housing and Food Access</p>
<p>Student and Service Area Demographics</p>	<p>District student demographic averages meet or exceed service area demographics for underserved populations</p>
<p>Enrollment of Low Income Students</p>	<p>Enrollment of low-income high school graduates from service area high schools at Pierce meets or exceeds proportion of low income students at high school</p>

Core Theme II: Excellence

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

Objectives:

- I. Department and Program Outcomes: To what extent are Pierce College District's departments and programs meeting their performance outcomes?
- II. Institutional Viability: To what extent is Pierce College District meeting foundational elements?
- III. Employee Learning and Development: To what extent is employee learning and development supported by Pierce College District and its employees?

Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
Non-Instructional Department and Programs	Achievement of defined department organizational goals and objectives meets or exceeds 70%
Grade Distribution	70% of students within each site and division earn a 2.0 or higher course grade <ul style="list-style-type: none"> • Grade distribution by division for state supported students • Grade distribution by site for state supported students
Instructional Programs	Achievement of program/discipline review standards meets or exceeds 70%
Fiscal Health	District's fiscal health meets 100% of financial indicators: <ul style="list-style-type: none"> • Operational budget is balanced and not exceeded <ul style="list-style-type: none"> ▪ Four-year historical spending (actual) by budget type • Reserve ratio meets or exceeds Board requirements <ul style="list-style-type: none"> ▪ Estimate reserves by revenue type • Capital budget projects are managed within legislative and college time requirements and within budget • Audits contain no findings
Planning	Key planning documents that guide decision-making are in place for upcoming academic year <ul style="list-style-type: none"> • Foundation Development Plan • 5-year Facilities Master Plan

	<ul style="list-style-type: none"> • 5-year Information Technology Plan • Affirmative Action Plan
NWCCU Standards	100% compliance on all NWCCU's accreditation standards, policies and requirements
Employee Feedback on ELAD	<p>Satisfaction with Employee Learning and Development (ELAD) indicators meets or exceeds a 2:1 odds ratio on Employee Climate Survey</p> <p>Professional development metrics include:</p> <ul style="list-style-type: none"> • Opportunities for employee learning and development and impact on job effectiveness • Professional goals seen as valuable • Learning and development opportunities are available in a fair manner • Awareness for requesting professional development activities • Required trainings are relevant to job • PDP is relevant to growth as employee • Opportunity to provide input into PDP goals • Ability to integrate knowledge and skills from ELAD into workplace • Learning and development contributes to college mission • ELAD has a positive influence on personal life
Performance Development Plans	A performance development plan is documented for 100% of full-time employees

Core Theme III: Contribution to Community

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

Objectives:

- I. Partnerships and Collaboration: To what degree is Pierce College District engaged in ongoing partnerships and collaborations with the community?
- II. Recognition of Value: Is Pierce College District visible to and considered valuable by the community?
- III. Economic Development: To what degree does Pierce College District promote economic development in the community?

Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
Educational Pathways	Educational pathways in place for 100% of professional/technical programs Work-based learning (i.e., internships, externships, practicums) participation rates meet or exceed previous year's figures
K-12	Evidence of collaboration between Pierce College and local K-12 districts <ul style="list-style-type: none"> • Degrees and certificates by feeder school districts meet or exceed previous year
4-Year Colleges and Universities	Evidence of collaboration between Pierce College and 4-Year Colleges and Universities <ul style="list-style-type: none"> • 100% of articulation agreements are current and active
Contracts	Current government and business contracts meet or exceed previous year's headcount and revenue Governmental Contracts <ul style="list-style-type: none"> • Three-year unduplicated headcount and annualized FTES for government contracts by type of contract Business Contracts <ul style="list-style-type: none"> • Annual revenue generated through Invista contracts

<p>Advisory Committees</p>	<p>100% of professional/technical advisory committees met during the previous academic year</p> <p>Indicators meet or exceed 70% on the Advisory Committee Survey. Advisory Committee Survey metrics include:</p> <ul style="list-style-type: none"> • Frequency of curriculum review and course content • Establishment of professional standards within program • Changes in local business and labor occupational trends • Review of facilities and equipment • External learning experiences, internships and professional opportunities • Compatibility of meeting schedules • Timeliness of agendas • Planning of agendas • Understanding of committee’s purpose and roles • Productivity of meetings • Satisfaction with committee’s accomplishments • Satisfaction with committee’s time • Action in response to recommendations • Benefits to local business and industry • Ease to university transfer • Community job training • Quality of educational offerings
<p>External Feedback for Visibility</p>	<p>External evaluation of recognition and value in the community meets or exceeds other area colleges and universities</p>
<p>Basic Skills Education Impact</p>	<p>Meets or exceeds previous year’s percentage of total student headcount and Student Achievement points for basic skills and I-BEST students</p> <ul style="list-style-type: none"> • Three-year Student Achievement total points per student for ABE, ESL, and all basic skills students
<p>Workforce Education Impact</p>	<p>Meets or exceeds previous year’s Student Achievement points for Workforce Education</p> <p>Three-year Student Achievement points for Workforce Education students including points in 15 college-level credits, 30 college-level credits, 45 college-level credits, English, quantitative course, and completions in years 1, 2 and 3</p>

Transfer Education Impact	<p>Meets or exceeds previous year's Student Achievement points for Transfer students</p> <p>Three-year Student Achievement points for Transfer Education students including points in 15 college-level credits, 30 college-level credits, 45 college-level credits, English, quantitative course, and completions in years 1, 2 and 3</p> <p>Meets or exceeds previous year's number of degrees earned at University of Washington – Tacoma (UWT), the top state transfer institution for Pierce students</p> <ul style="list-style-type: none">• Four-year UWT graduation trends by degree level• Top ten UWT degrees for Pierce transfers and associated professional fields and salary estimates
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Core Theme IV: Equity, Diversity, and Inclusion

Our conduct and actions as individuals and as an institution are as important to mission fulfillment as the programs and services we undertake. Pierce’s mission will best be achieved by promoting an equitable and inclusive environment in which quality teaching and learning are fostered, decision-making processes are collaborative, and students and employees feel valued and respected. Within this outcome, three objectives will be measured: Infrastructure, Shared Governance, and Inclusive Engagement.

Objectives:

- I. Infrastructure: To what degree do Pierce College District’s buildings, classrooms, grounds, and safety environment support quality teaching and learning?
- II. Shared Governance: To what degree do students and employees perceive engagement in decision-making at Pierce College District?
- III. Inclusive Engagement: To what degree are students and employees satisfied with the extent to which they are included and engaged at Pierce College? To what degree is Pierce College District committed to maintaining a workforce that reflects and is inclusive of the diversity of our service area?

Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
Buildings and Grounds	<p>Student and employee buildings and grounds indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Facilities and safety metrics include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> • Satisfaction with buildings and grounds <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> • Maintenance of grounds • Maintenance of buildings • Response time of facilities staff • Accessibility of buildings • Lighting of buildings and parking lots • Communication regarding repair and construction projects
Classroom Technology	<p>Faculty feedback:</p> <ul style="list-style-type: none"> • Sufficient space for quality teaching and learning • Adequate access to technology necessary for effective instruction • Timely classroom computer support • Technology applications used for various modalities are user-friendly <p>Classrooms designated as level 3 or 4 on a four-level technology scale meets or exceeds previous year</p>

<p style="text-align: center;">Campus Safety</p>	<p>Student and employee campus safety indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Campus safety metrics include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> • Satisfaction with campus safety and security <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> • Perceptions of safety and security • Understanding what to do in an emergency • Understanding suspended operations • Service of Campus Safety Department <p>Mandatory state and federal (Clery) reports filed by deadlines and any report deficiencies addressed</p>
<p style="text-align: center;">Student and Employee Feedback for Decision-Making</p>	<p>Student and employee decision-making indicators meet or exceed 70% on the CCSSE or Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Indicators that measure decision-making include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> • Opportunities to impact decision-making <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> • Understanding of the Board of Trustees' role and responsibilities • Understanding of Cabinet's role and responsibilities • Understanding of District Councils' roles and responsibilities • Timeliness and appropriateness of Executive Team actions • Appropriateness of decision-making level • Timeliness and clarity of district-wide changes • Openness and transparency of decision-making processes • Opportunities for dialogue on important initiatives • Perception that input is welcomed by college leadership • Opportunities for employee connections • Communication of college budgeting process • Participation in department planning and budgeting • Communication of policies and procedures • Participation in shared governance • Adequacy of shared governance process • Respect for other constituency's concerns and decisions

<p style="text-align: center;">Climate</p>	<p>Student and employee climate indicators meet or exceed 70% on CCSSE or Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Metrics that measure climate include:</p> <p>Students</p> <ul style="list-style-type: none"> • Perceptions about feeling welcomed • Perceptions about being valued and respected • Perceptions about feeling comfortable and free from harassment <p>Employees</p> <ul style="list-style-type: none"> • Gauging of climate word scales (e.g., relaxed vs tense) and total mean rating • Reflection of mission and goals • Student-focused employees • Responsiveness to diverse needs of student population • Responsiveness to diverse needs of employees • Value of individual strengths and contributions • Professionalism and respect for coworkers • Level of teamwork within department • Level of collaboration across departments • Enjoy working with colleagues
<p style="text-align: center;">Commitment</p>	<p>Student and employee commitment indicators meet or exceed 70% on CCSSE and the Workforce Education Graduate Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Metrics that measure commitment include:</p> <p>Students</p> <ul style="list-style-type: none"> • Satisfaction with quality of instructors • Evaluation of entire educational experience • Recommendation of college • Satisfaction with decision to attend Pierce College • Satisfaction with program of study decision <p>Employees</p> <ul style="list-style-type: none"> • Perception of empowerment and support to perform job duties by job classification • Individual work supports mission • Communication of job expectations by job classification • Receipt of constructive feedback about job performance by job classification • Adequacy of time and resources to complete job responsibilities by job classification • Satisfaction of professional goals by job classification • Overall job satisfaction by job classification

Employee Diversity

Employee demographic averages meet or exceed service area demographics for females and persons of color

Core Theme V: Student Learning and Success

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

Objectives:

- I. Educational Momentum: To what extent are Pierce College District students progressing in the areas of Student Achievement momentum points, transition rates, course completion, retention, and program completion and graduation rates?
- II. Learning Outcomes: To what extent are Pierce College District students achieving institutional and programmatic learning outcomes?
- III. Transfer and Employment Success: To what extent are Pierce College District students successfully transferring to four-year institutions or moving directly to the workforce?

Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
Student Achievement Initiative	<p>Student Achievement points meet or exceed college figure from previous year</p> <ul style="list-style-type: none"> • Total points per student • Total Student Achievement points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, 45 college-level credits, English, quantitative course, retention, and completions • Percentage of highest attainment of Student Achievement points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, 45 college-level credits, English, quantitative course, retention, and completions <p>Student Achievement points meet or exceed state and benchmark colleges</p>
Retention and Persistence	<p>Student fall-to-winter retention rate for all and new students</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average

	<p>Student fall-to-fall retention rate for all and new students</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>BEdA Outcomes</p> <ul style="list-style-type: none"> • Percent of ESL students making EFL gain meets or exceeds previous year • Percent of 4, 5 and 6 basic skills students transition to developmental education and/or college-level courses within two years meets or exceeds previous year
<p>Course Completion</p>	<p>College-level successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>STEM successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>Pre-college math and English successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>Gateway math and English successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> • Overall average meets or exceeds 70% • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>Academic transfer students transitioning from developmental math or English to college-level within one year meets or exceeds previous year</p> <p>First time ever in college (FTEIC) cohort students transitioning from developmental math or English to college-level within one year meets or exceeds previous year</p>

<p>Graduation Rates</p>	<p>Graduation rates</p> <ul style="list-style-type: none"> • Meets or exceeds previous years • Equity % difference meets or exceeds overall average <p>SAI Completion Points</p> <ul style="list-style-type: none"> • Meets or exceeds compared to benchmark college and state averages
<p>Student Feedback for Learning Outcomes</p>	<p>Meets or exceeds the national cohort average on CCSSE's Active and Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction benchmarks</p> <p>Meets or exceeds the national cohort average on SENSE's academic benchmarks</p>
<p>Core Abilities</p>	<p>Student achievement on Core Abilities outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p> <p>Student progress on Core Abilities learning outcomes meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey</p>
<p>Outcomes for Academic Transfer Students/ Fundamental Areas of Knowledge (FAKs)</p>	<p>Student achievement of Fundamental Areas of Knowledge (FAKs) meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>
<p>Outcomes for Professional/Technical Program Students</p>	<p>Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>
<p>Outcomes for Transitional Education Students</p>	<p>Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>
<p>Outcomes for ABE and ESL Students</p>	<p>Gains in progression of ABE/ESL students meets or exceeds previous year on WABERS report</p> <ul style="list-style-type: none"> • Three-year total significant gains achievement for federally reportable ABE and ESL students by site

<p style="text-align: center;">Transfer Rates and Success</p>	<p>Meets or exceeds GPA's of other community college transfer students and native students at top four transfer institutions</p> <ul style="list-style-type: none"> • Number of annual Pierce College transfer students to public and private Washington baccalaureate institutions • Transfer grade point average (GPA) comparisons, (including mean transfer GPA, mean transfer institution GPA, and mean graduation GPA) for Pierce College transfer students in comparison to other Washington community college transfer students and native students at University of Washington-Tacoma, Central Washington University, Pacific Lutheran University, Washington State University, and St. Martin's University
<p style="text-align: center;">Professional/Technical Degree Completers Employed</p>	<p>Meets or exceeds 70% of employment, job relatedness and preparedness rates per the Workforce Education Graduate Survey (WEGS)</p> <p>Employment characteristics metrics for professional/technical graduates include:</p> <ul style="list-style-type: none"> • Employment status compared to previous years' responses • Number of work hours compared to previous years' responses • Hourly salary • Job relatedness • Perceptions of preparedness

Core Theme I: Access

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

A. Learning Opportunities

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

1. Indicator – Educational Goals
2. Indicator – Business and Industry
3. Indicator – Pathway and Career

B. Support Services

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

1. Indicator – Student Feedback for Support Services

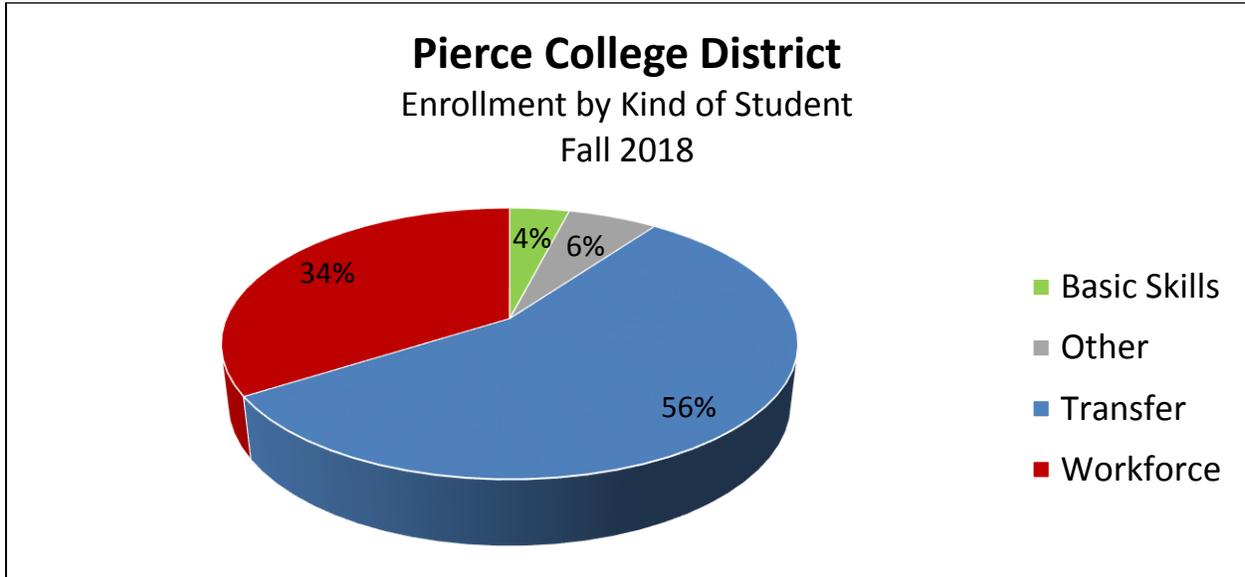
C. Equitable Enrollment

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

1. Indicator – Student and Service Area Demographics
2. Indicator – Enrollment of Low Income Students

A. Learning Opportunities

The Washington State Board for Community and Technical Colleges (SBCTC) calculates “Kind of Student” by analyzing students’ purposes for attending, educational intents and Classification of Instructional Program (CIP) codes. This data indicated that the majority of students attended Pierce College District during fall 2019 to transfer to another academic institution (56%), or prepare directly for the workforce by completing a Professional/Technical program or upgrading current job skills (34%). Percentages are based on fall 2019 headcount of 10,035 students.

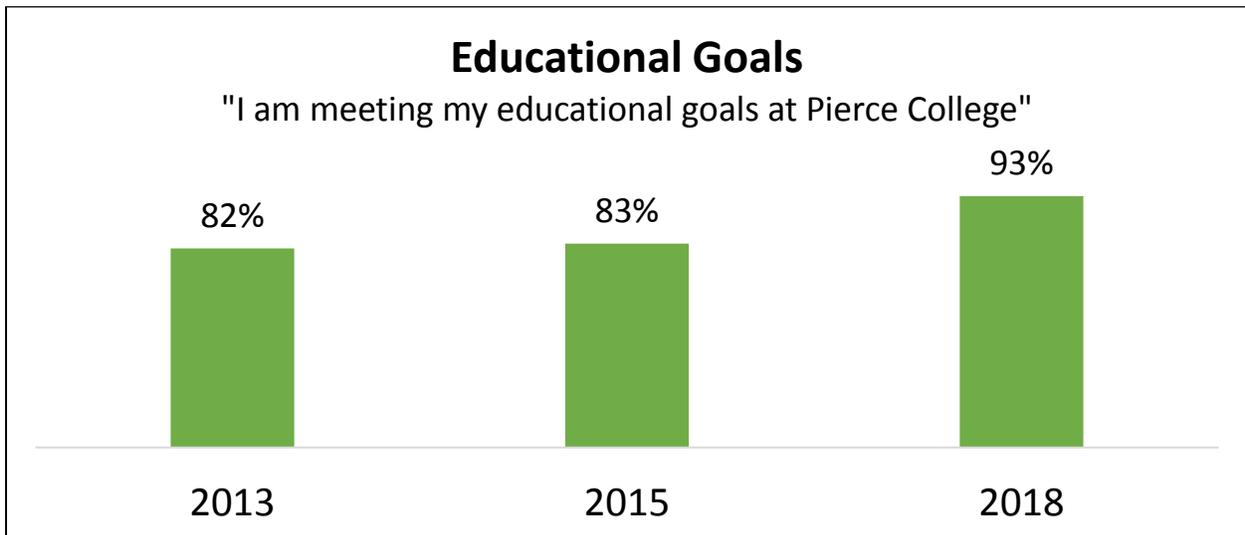


Source: Pierce College Data Warehouse

Educational Goals

Student Feedback

Student feedback from the 2018 Survey of Entering Student Engagement (SENSE) indicated that 93% of respondents agreed that they were meeting their educational objectives at Pierce College. This is up 10% from the 2015 SENSE administration, where 83% reported meeting their educational objectives, and 82% in 2013.



Student Achievement Initiative

The Student Achievement Initiative (SAI) is the performance funding system for Washington state's system of community and technical colleges.

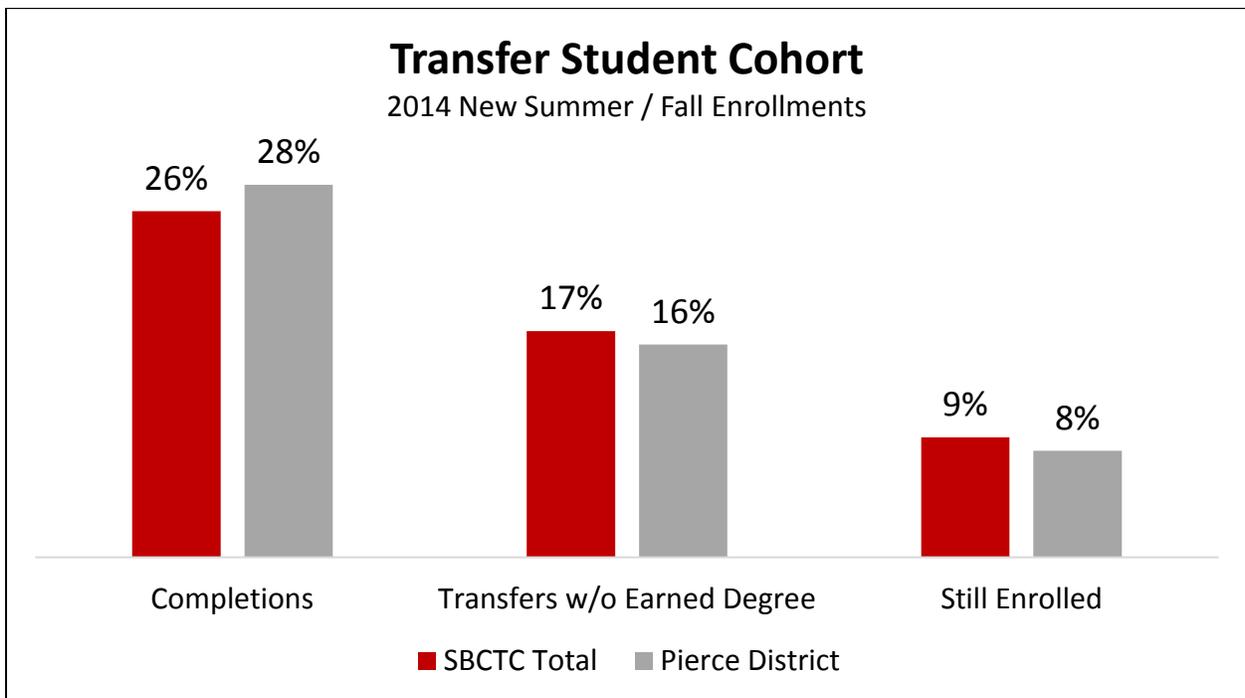
Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree.

SAI represents a shift from funding colleges based on the number of students they enroll to also funding meaningful outcomes. The following data highlights results from the 2014 summer/fall cohort through year four (i.e., through spring 2018). This is the newest data currently available.

i. Transfer Students

For transfer students, success was measured by the percent of new transfer students starting in summer or fall 2014 who completed a certificate, degree or apprenticeship, transferred to a university without a degree, or those still enrolled four years after they started.

For the 2014 cohort, Pierce District exceeded the Community and Technical College (CTC) system average in completions, and trailed in university transfers without a degree. Additionally, Pierce District trailed the system average in continued enrollment.

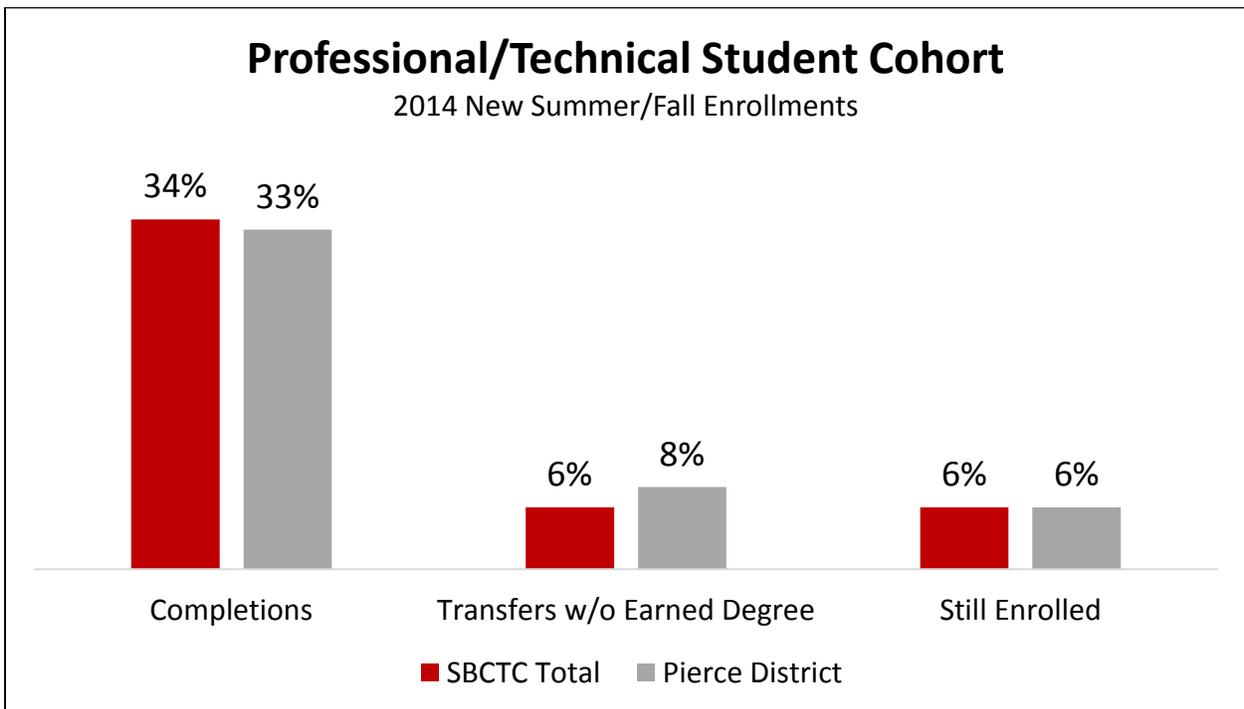


Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

ii. Workforce Students

For workforce students, success was measured by the percent of new workforce students starting in summer or fall 2014 who completed a degree or certificate, transferred without a degree, or those still enrolled four years after they started. Completions data includes degree completions, or certificates backed by 45 credits or more.

For the 2014 cohort, Pierce District trailed the CTC system average slightly for degree and certificate completions. However, Pierce had a higher percentage of students transfer without a degree, which is good as the goal is to get students to complete programs they start with us. Both Pierce and the system produced the same percentage of continued enrollment.



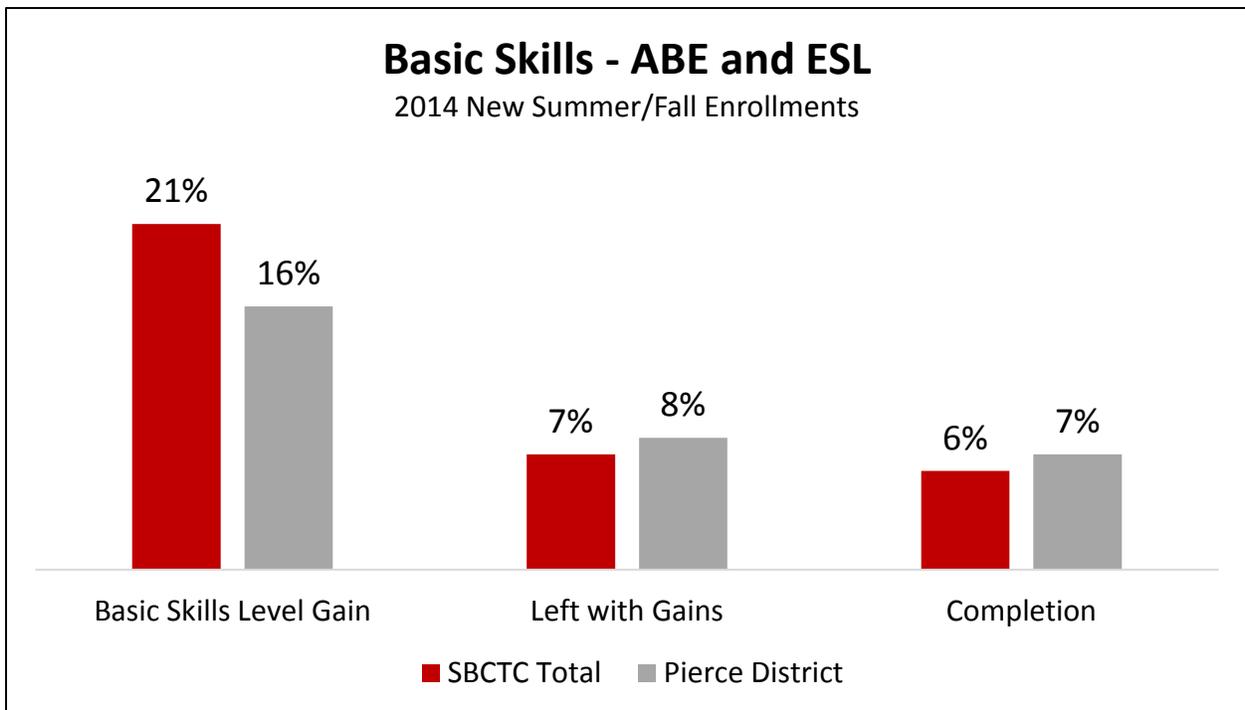
Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

iii. Basic Skills Students

For basic skills students, success is measured by the percent of new basic skills students starting in summer or fall 2014 who made a full level gain, left Pierce with gains, or completed a degree or certificate by the end of their fourth year. Combined ABE and ESL results are presented in the chart below.

Looking just at the 2014 Adult Basic Education (ABE) cohort, Pierce District exceeded the CTC system average for increasing one basic skills level (15% vs 13%, respectively), as well as for completion (11% vs 10%). Both Pierce and the system had average rates of 12% for leaving with gains.

For just the 2014 English as a Second Language (ESL) cohort, Pierce trailed the CTC system average for increasing one basic skills level (18% vs 28%, respectively).



Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

Business and Industry

Pierce College District provides learning opportunities that align with local business and industry needs. In 2019, the Washington Employment Security Department (ESD), Labor Market and Economic Analysis Branch, projected 130,236 average annual total job openings between 2021 and 2026 in Pierce County.

The Washington ESD classified more than 700 Pierce County occupations into 22 categories. The following table highlights to the top 10 categories with the highest average annual total openings projected between 2021 and 2026. Pierce offers programs in seven of ten categories (70%); not included are “Food Preparation and Serving Related Occupations,” “Transportation and Material Moving Occupations,” or “Building and Grounds Cleaning and Maintenance Occupations.” These occupations are not offered at Pierce because they are either low wage, do not require college-level training, or are offered at other, nearby colleges.

Pierce County Long-Term Occupational Employment Projections Top Ten Occupational Categories with the Highest Average Total Openings between 2021 and 2026

Occupational Category	Average Annual Growth Rate (2021-2026)	Average Annual Opening Due to Growth (2021-2026)	Average Annual Total Openings (2021-2026)
Office and Administrative Support Occupations	0.94%	458	15,858
Food Preparation and Serving Related Occupations	1.36%	484	15,740
Sales and Related Occupations	0.43%	148	11,850
Construction and Extraction Occupations	0.74%	195	11,627
Transportation and Material Moving Occupations	0.81%	234	10,577
Personal Care and Service Occupations	2.16%	441	8,406
Healthcare Practitioners and Technical Occupations	1.78%	418	6,977
Management Occupations	1.51%	295	6,421
Building and Grounds Cleaning and Maintenance Occupations	2.11%	331	6,361
Business and Financial Operations Occupations	1.11%	207	5,592

Source: Washington Employment Security Department, Washington Occupational Employment Projections, Pierce County, May 2019. NOTE: Calculation for Average Annual Total Openings changed in 2017 to a state-specific calculation as the previous method “severely undercounted openings due to replacement.” Per Bruce Nimmo (ESD) in email from Jim Vleming, ESD, 7/19/19.

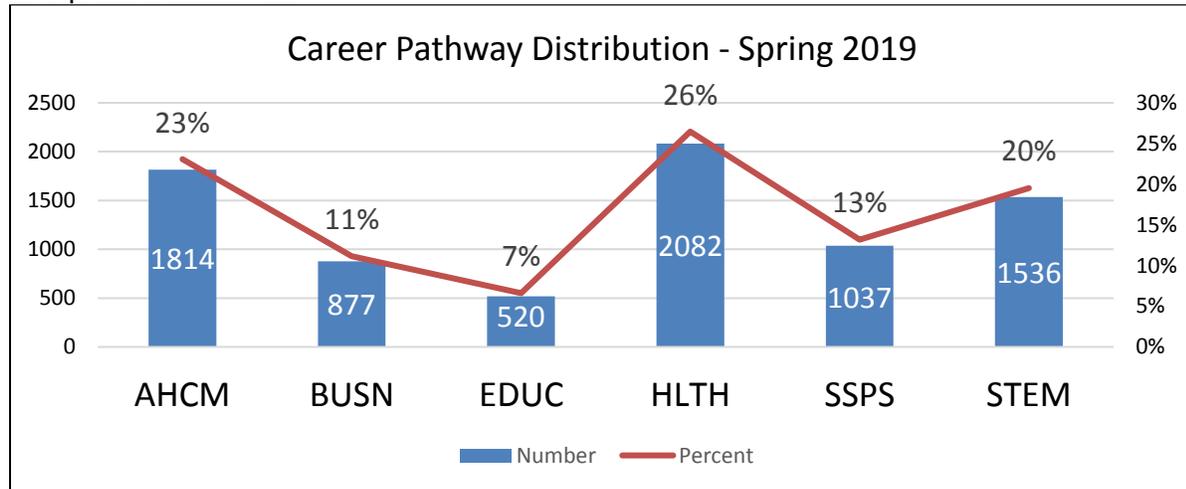
Pierce Top 30 Occupational Sub-Categories

Appendix A organizes Pierce County long-term occupational employment projections by Pierce College professional/technical degree programs. Of the occupational sub-categories that correspond to programs of study at Pierce, nearly all forecast positive long-term annual growth. These corresponding sub-categories exhibit many favorable characteristics with respect to the fit of Pierce’s program offerings, including a 1.19% average growth rate; an average of 19 openings per sub-category due to growth (for a total of 2,310 annually), and 466 total openings annually per sub-category; linkage to 145 different occupational titles; with a median salary projection of \$54,630.

Pathway Choice and Career Aspiration

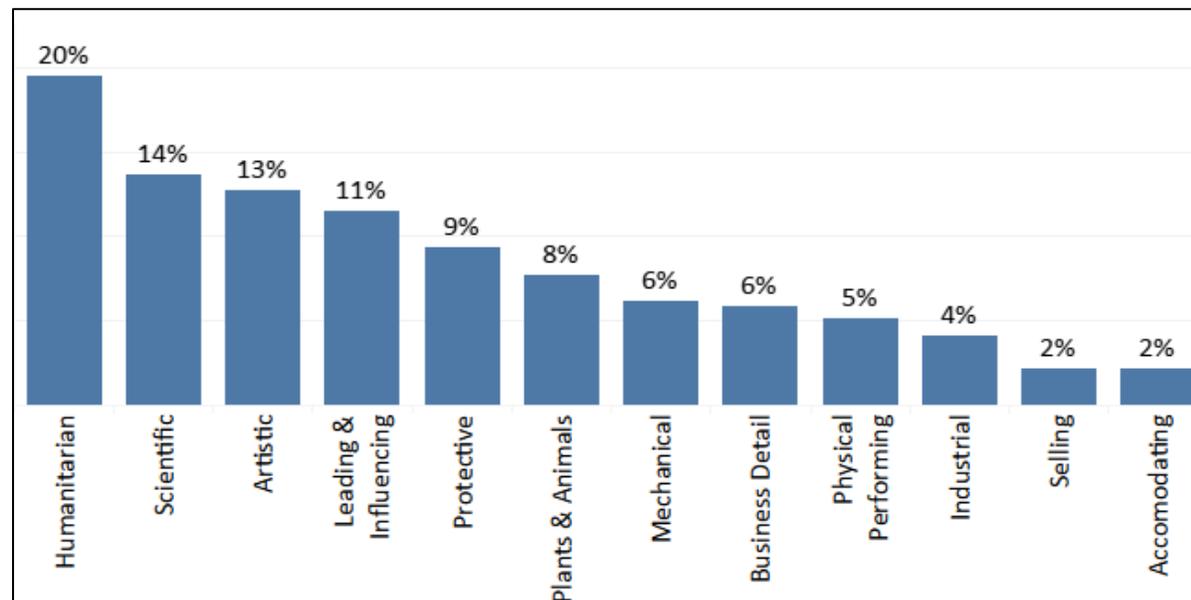
Career Pathway Choice

Pierce has created six Career Pathways¹ in order to help students clearly identify academic and career goals early on, and to keep them on those paths in the most integrated and cost-effective way possible. The chart below shows the first quarter of student participation in Career Pathways. As more data becomes available, Pierce will continue to evaluate participation and the relationship to equitable outcomes.



Career Aspiration

The WOIS Career Information System is a non-profit located in WA state that allows students to research careers, create goals for their future, and make educational plans. Pierce students use WOIS in their College Success course, as well as other career counseling and advising settings. WOIS categories career interest into 12 categories. It is important to understand the distribution of Pierce student interest areas to compare with pathway offerings. In the future, we hope to develop new metrics that directly compare interest with pathway choice.



¹Arts, Humanities, and Communication (AHCM); Business (BUSN); Education (EDUC); Healthcare (HLTH), Social and Behavioral Sciences, Public Services (SSPS), Science, Technology, Engineering, and Math (STEM).

College Success

The College Success (COLLG 110) course at Pierce College is designed to prepare students to navigate their pathways, the college system, and enhance opportunities for success. The course emphasizes college success strategies, self-assessment, goal setting, career exploration, effective study habits, campus resources and efficient use of online tools for learning, educational planning and enrollment.

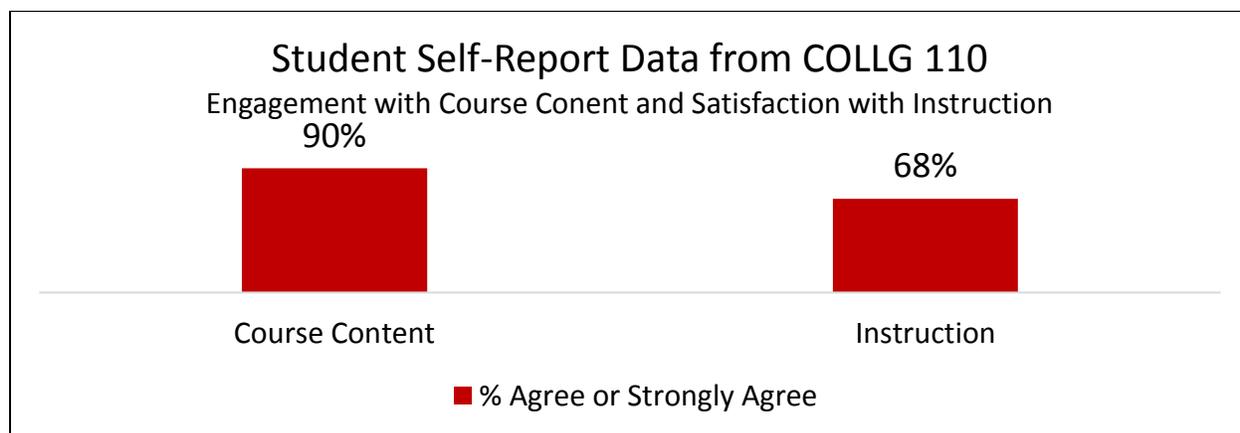
College Success Completion

Successful course completion for the COLLG 110 course has averaged 74.5% over the past three years for all participants. Comparing averages during this time period, across demographics there is a high of 78.3% for female students, with the rate for single parents the lowest at 67.8%. The equity column shows how each group rates compared to the overall average.

	COLLG 110 Completion - 3 years			Average	Trend	Equity
	2015-16	2016-17	2017-18	2015-18	2015-2018	2015-18
	% Successful	% Successful	% Successful	% Successful	% Successful	% Difference
ALL	74.9%	74.5%	74.1%	74.5%	↘↗	-
Female	78.0%	79.1%	77.9%	78.3%	↘↗	4%
Male	70.7%	68.3%	69.3%	69.4%	↘↗	-5%
Pell	*	74.3%	73.0%	73.7%	↘↗	-1%
Students of Color	69.4%	73.2%	69.1%	70.6%	↘↗	-4%
White	77.2%	73.4%	75.7%	75.4%	↘↗	1%
First Generation	74.7%	73.0%	73.6%	73.8%	↘↗	-1%
African American	69.2%	74.4%	65.1%	69.6%	↘↗	-5%
Single Parents	67.8%	68.3%	67.2%	67.8%	↘↗	-7%
Online	75.6%	78.4%	71.4%	75.1%	↘↗	1%

Engagement with Course Content and Satisfaction with Instruction

Student engagement with the course content of COLLG 110, as well as satisfaction with instruction in the course, are indicators that students are making the most of the class that is designed to give them the best opportunity to access all of the academic and student supports at the college. Each quarter, students in COLLG 110 complete a reflection assignment that in part evaluates the course content and instruction.² The data below cover the averages from fall 2017 through spring 2019.



² See Appendix B for tables containing question items.

B. Support Services

Student Feedback

CCSSE Benchmarks

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE uses a three-year cohort of participating colleges in all its data analyses. This cohort is referred to as the 2019 CCSSE Cohort. The 2019 CCSSE Cohort is composed of a total of 616 institutions.

During spring quarter 2019, the CCSSE was administered in more than 45 Pierce College credit courses, randomly selected by CCSSE headquarters. Approximately 560 students from Pierce grounded courses participated.

To assist colleges in their efforts to reach for excellence, CCSSE reports five national benchmarks of effective educational practices in community colleges. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Pierce scored higher than both the national cohort and medium colleges on all benchmark measures.

CCSSE 2019 Benchmark Summary	Score for Pierce College	Score for Medium Colleges	Score for 2019 Cohort
Active and Collaborative Learning	53.5	49.6	50.0
Student Effort	53.4	49.7	50.0
Academic Challenge	51.6	50.0	50.0
Student-Faculty Interaction	50.9	49.9	50.0
Support for Learners	52.6	49.6	50.0

The *Support for Learners* benchmark states that students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

CCSSE's benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Pierce College scored above the Support for Learners cohort average with a mean score of 52.6, a slight increase from the 2016 average of 52.4. Pierce outperformed both the 2019 cohort and medium colleges in all areas except for "providing the financial support you need to afford your education" and frequency of "career counseling."

CCSSE Support for Learners Benchmark Questions	Mean for Pierce College	Mean for Medium Colleges	Mean for 2019 Cohort
Q. How much does this college emphasize each of the following?			
1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much			
Providing the support you need to help you succeed at this college.	3.12	3.06	3.07
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	2.83	2.66	2.67
Helping you cope with your non-academic responsibilities (work, family, etc.).	2.11	2.05	2.06
Providing the support you need to thrive socially.	2.33	2.25	2.26
Providing the financial support you need to afford your education.	2.52	2.57	2.58
Q. How often do you use the following services?			
0 = Never, 1 = 1 time, 2 = 2–4 times, 3 = 5 or more times			
Frequency: Academic Advising/Planning	1.82	1.58	1.57
Frequency: Career Counseling	0.54	0.58	0.61

SENSE Benchmarks

The Survey of Entering Student Engagement (SENSE) helps community and technical colleges focus on the "front door" of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. This is directly related to access as the data can help colleges understand students' critical early experiences and improve institutional practices that affect student success at the beginning of college. The survey uses a comparison cohort comprised of all colleges nationally that administered the survey over the past three years. This cohort is referred to as the 2018 SENSE Cohort. The 2018 SENSE Cohort is composed of a total of 269 institutions.

During fall quarter 2018, the SENSE was administered in more than 60 COLLG 110 sections, randomly selected. Approximately 600 students from Pierce grounded courses participated.

SENSE reports six national benchmarks of effective early educational practices in community colleges. Pierce scored higher than both the national cohort and medium colleges on four of six benchmark measures.

SENSE 2018 Benchmark Summary	Score for Pierce College	Score for Medium Colleges	Score for 2019 Cohort
Early Connections	54.7	46.8	50.0
High Expectations and Aspirations	43.4	49.1	50.0
Clear Academic Plan and Pathway	56.5	48.3	50.0
Effective Track to College Readiness	40.2	49.9	50.0
Engaged Learning	54.7	50.4	50.0
Academic and Social Support Network	55.1	49.9	50.0

The *Academic and Social Support Network* benchmark states that students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

SENSE's benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Pierce College scored above the Academic and Social Support Network cohort average with a mean score of 55.1, a significant increase from the 2015 average of 48.6. Pierce outperformed both the 2018 cohort and medium colleges in all areas except for "all instructors clearly explained academic and student support services available at this college."

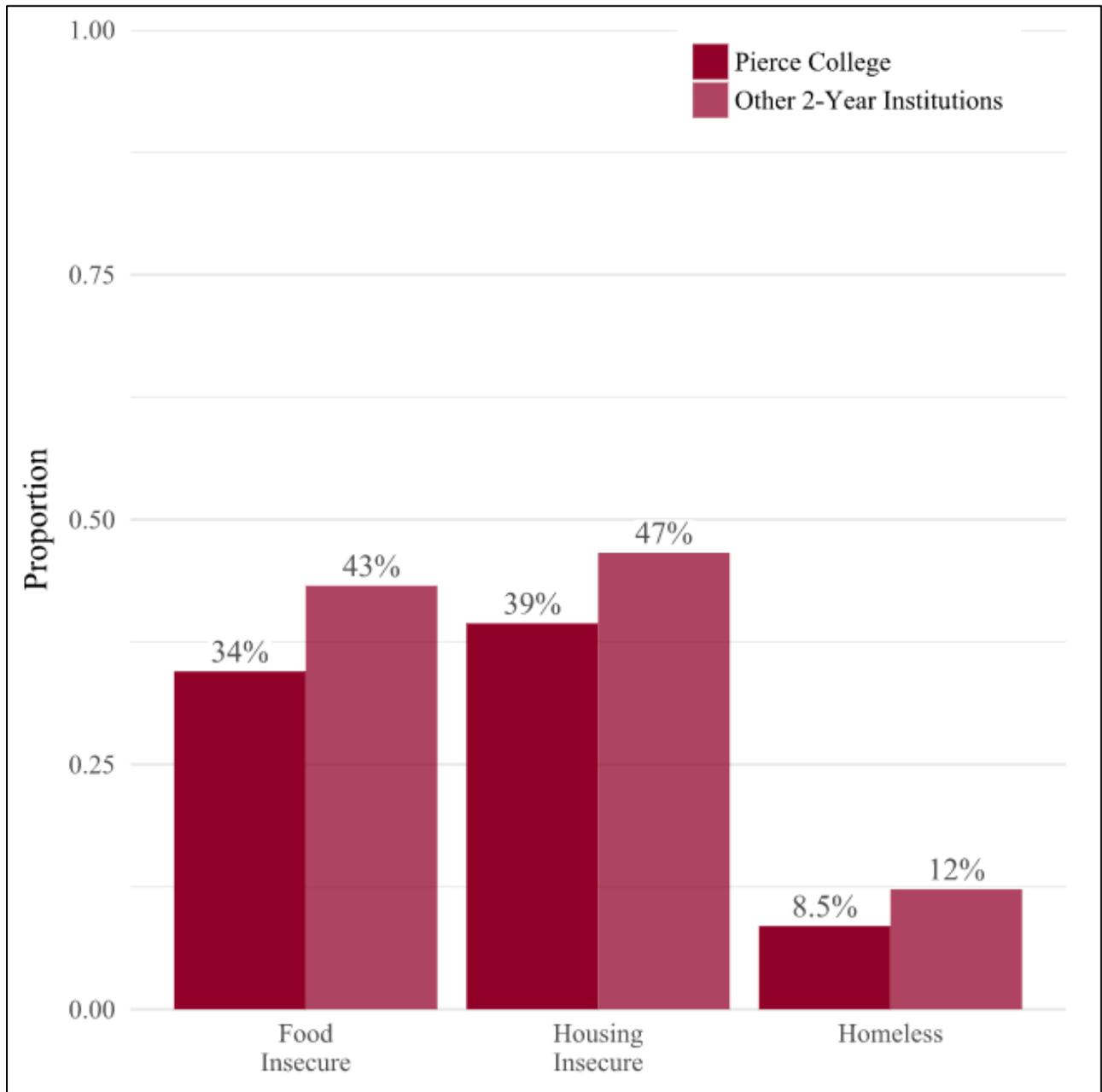
SENSE Academic and Social Support Network Benchmark Questions	Mean for Pierce College	Mean for Medium Colleges	Mean for 2019 Cohort
Q. How much does this college emphasize each of the following?			
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree			
All instructors clearly explained academic and student support services available at this college.	3.90	3.91	3.91
All instructors clearly explained course grading policies.	4.36	4.26	4.26
All instructors clearly explained course syllabi.	4.40	4.35	4.36
I knew how to get in touch with my instructors outside of class.	4.41	4.29	4.29
At least one other student whom I didn't previously know learned my name.	4.30*	4.10	4.08
At least one instructor learned my name.	4.35	4.24	4.21
I learned the name of at least one other student in most of my classes.	4.45*	4.21	4.20

*Statistically significant difference at the 0.5 level, 2-tailed.

HOPE Survey on Housing and Food Access

The #RealCollege survey is the nation's largest annual assessment of basic needs security among college students. The survey, created by the Hope Center for College, Community, and Justice (Hope Center), specifically evaluates access to affordable food and housing. This report describes the results of the #RealCollege survey administered in the fall of 2017 at Pierce Colleges, and other colleges and universities across the country. This is the first time Pierce has participated in the survey, so this serves as baseline data. Pierce will participate again in fall of 2019.

In 2017, Pierce College students experienced less food insecurity, housing insecurity, and homelessness than other 2-year students nationally.



C. Equitable Enrollment

The extent of Pierce College District's various outreach efforts is best represented in the diversity of its student body in comparison to the community in which it serves.

Student and Service Area Demographics

Student Demographics

During the 2018-19 academic year, Pierce College District had an unduplicated headcount of 15,687. Pierce College District students were younger and had a higher representation of females and persons of color than the service area. In contrast, the service area had a higher percentage of family households and employed persons. Percentages of veterans at Pierce and in the service area are comparable at 11.6% and 11.2%, respectively.

Pierce College District Student Demographics, Fall 2018

Demographic	Percentage of Pierce College District Students
Gender	
Male	37.1%
Female	62.2%
Race/Ethnicity	
African American Only	7.8%
Asian/Pacific Islander Only	10.5%
Hispanic/Latino Only	2.4%
Native American Only	0.7%
Multiracial or Other Race	16.4%
White Only	51.3%
International Student	2.6%
No Response	7.9%
Age	
18 and Under	30.4%
19-23 Years	27.7%
24-29 Years	15.0%
30-39 Years	13.4%
40 Years or Older	13.5%
Pierce County Resident	83.5%
Family Status	
Single Parent with Children or Other Dependents	8.0%
Couple with Children or Other Dependents	17.5%
Without Children or Other Dependents	49.6%
Other	25.0%
Work Status	
Full-Time Employment (Including Self-Employment/Military)	19.0%
Part-Time Off-Campus	28.0%
Veteran Status	11.6%

Sources: Pierce College District Data Warehouse

Service Area Demographics

The majority of Pierce College District residents maintained the following attributes: female; white; age 35 or older; employed; and residing in family households.

Demographic Estimates of Pierce College District's Service Area

Demographic	Percentage of Pierce College District Service Area
Gender	
Male	49.7%
Female	50.3%
One Race	
African American Only	5.5%
Asian/Pacific Islander Only	6.6%
Native American Only	0.9%
White Only	70.3%
Other	0.1%
Two or More Races	6.5%
Hispanic/Latino (Of Any Race)	10.1%
Foreign Born	8.4%
Age	
15-19 Years	8.1%
20-24 Years	8.9%
25-34 Years	18.4%
35-44 Years	16.1%
45 Years or Older	48.6%
Family Status	
Family Households	70.2%
Nonfamily Households	29.8%
Work Status	
In Labor Force	65.1%
Civilian Veterans (18 Years or Older)	11.2%

Sources: Pierce College District service area data was gathered by subtracting Tacoma, Auburn and Gig Harbor data from Pierce County data. All Pierce County, Tacoma and Gig Harbor figures were collected from the 2013-2017 American Community Survey Five-Year Estimates.

Enrollment of Low Income Students

During the 2018-19 academic year, 22% of Pierce students were Pell eligible. Pell eligibility is used as an indicator of low income and financial need. The table below compares the percentage of students at each high school that are low income to the percentage of students enrolled at Pierce from each high school that are low income. The higher the percentage, the greater the share of low income students Pierce is serving from that high school. For example, Pierce is serving a greater share of low income students from Challenger Secondary and Curtis (113%) than the high school of origin, but potentially underserving low income students from schools like Bonney Lake (51%), Graham Kapowsin (53%), Eatonville (54%), and Franklin Pierce (54%).

Avg % Pierce District Enrollment vs. High School Enrollment by Low Income Status			
High School Name	High School Low Income	Pierce Low Income	%
BETHEL HIGH SCHOOL	38.2%	25.9%	67.8%
BONNEY LAKE HIGH SCH	23.4%	11.9%	50.9%
CHALLENGER SECONDARY	49.6%	56.5%	113.9%
CLOVER PARK HGH SCHL	70.6%	37.2%	52.7%
CURTIS HIGH SCHOOL	27.0%	30.7%	113.7%
EATONVILLE HGH SCHL	29.6%	16.0%	54.1%
EMERALD RIDGE HS	23.4%	13.4%	57.3%
FRANKLIN PIERCE HS	51.2%	27.7%	54.1%
GOV JOHN ROGERS HS	25.9%	16.1%	62.2%
GRAHAM KAPOWSIN HS	30.8%	16.2%	52.6%
HARRISON PREP SCHOOL	53.0%	46.7%	88.1%
LAKES HIGH SCHOOL	43.4%	25.8%	59.4%
ORTING HIGH SCHOOL	23.6%	16.4%	69.5%
PUYALLUP HIGH SCHOOL	25.0%	16.5%	66.0%
SPANAWAY LAKES	49.8%	32.9%	66.1%
STEILACOOM	17.5%	12.4%	70.9%
SUMNER HIGH SCHOOL	21.2%	17.0%	80.2%
WALKER HIGH SCHOOL	42.9%	24.1%	56.2%
WASHINGTON HIGH SCHL	63.0%	43.0%	68.3%
WHITE RIVER HGH SCHL	26.4%	15.3%	58.0%
Total			68.1%

Core Theme II: Excellence

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

A. Department and Program Outcomes

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

1. Indicator – Non-Instructional Departments and Teams
2. Indicator – Grade Distribution
3. Indicator – Instructional Programs

B. Institutional Viability

Key Question: To what extent is Pierce College District meeting foundational elements?

1. Indicator – Fiscal Health
2. Indicator – Planning
3. Indicator – NWCCU Standards

C. Employee Learning and Development

Key Question: To what extent is employee learning and development (ELAD) supported by Pierce College District and its employees?

1. Indicator – Employee Feedback on ELAD
2. Indicator – Performance Development Plans

A. Department and Program Outcomes

Non-Instructional Departments

From 2015-2017, Pierce worked on the development of a Pierce Online Strategic Tracking (POST) system. POST was meant to allow individual departments to track internal performance outcomes, define assessment metrics, and set benchmarks for achievement. However, the technology POST was built upon (the web-based Strategic Planning Online (SPOL) software) was found to be outdated and not a feasible solution. Although Pierce developed measures and outcomes to be evaluated at the department level, the challenge of collecting and aggregating them in a meaningful way is still an area that needs to be addressed.

Internal Control

The Pierce College finance department conducts an annual internal control survey that asks a range of questions to all department heads in order to evaluate and assess risk and internal control levels. One set of metrics this survey produces is on organizational goals and objectives. Overall, when evaluating just the responses of non-instructional departments at Pierce, 80% of responses in the “stronger” range of the scale regarding the efficiency and effectiveness of operations of departments as they relate to these items.



Grade Distribution

Teaching and learning is an interactional and reciprocal process. In order to assess learning for the Student Learning and Success core theme, students are the unit of analysis. In order to evaluate Excellence for the teaching aspect, however, Pierce tracks course success using division as the unit of analysis. For the 2015-2018 period, no division average dropped below 70%, and the overall average was 78.3%.

Course Success Rates per Division of 2.0 or Higher				Average	Trend
	2015-16	2016-17	2017-18	2015-2018	2015-2018
Arts & Humanities	79.3%	79.7%	79.0%	79.3%	
Business & Social Science	81.5%	81.7%	82.7%	82.0%	
Health & Technology	84.6%	83.7%	85.3%	84.5%	
Natural Sciences	73.3%	73.6%	74.2%	73.7%	
Transitional Education	70.1%	72.1%	73.8%	72.0%	

Looking across campuses, Pierce is similarly successful with no campus dropping below 70% at any time during this period.

Course Success Rates per Campus of 2.0 or Higher				Average	Trend
	2015-16	2016-17	2017-18	2015-2018	2015-2018
Fort Steilacoom	77.9%	79.3%	79.6%	78.9%	
Puyallup	78.9%	78.6%	79.4%	79.0%	
JBLM	78.4%	76.6%	77.8%	77.6%	
Elearning	73.3%	75.2%	76.5%	75.0%	

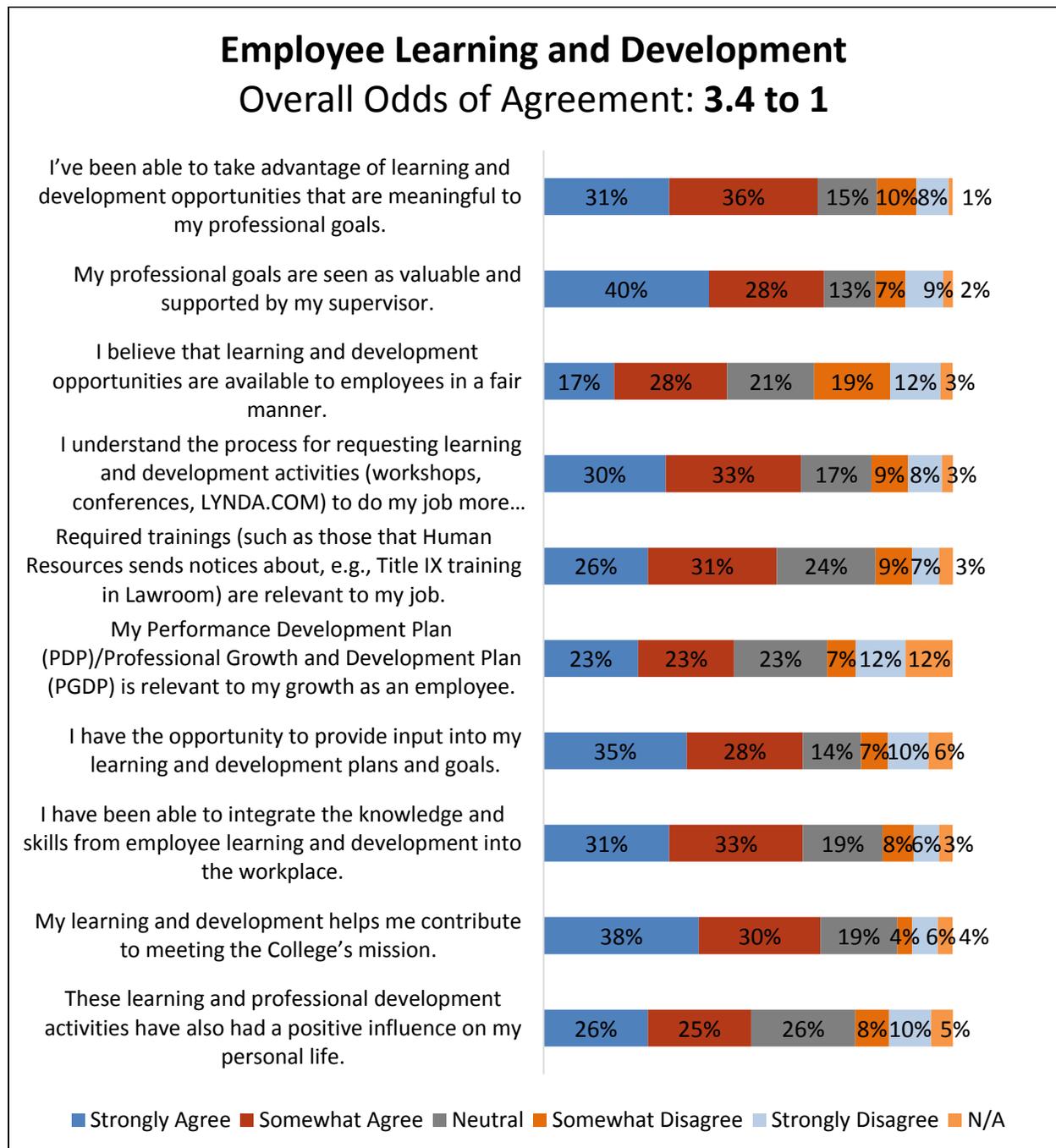
Instructional Programs

With respect to instructional programs at Pierce, 100% of programs have completed the discipline and program review process, based on information completed June, 2019. All disciplines and programs conduct a triennial review cycle that explores departmental needs and opportunities for improvement related to resources and capacity, student success in the classroom, and student achievement of degree outcomes.

B. Employee Learning and Development

Employee Feedback

Regarding Employee Climate Survey response measures, back in 2016 a transition to an odds ratio-based threshold for success was recommended by the Institutional Effectiveness committee. Under the new system, a ratio of agreement that meets or exceeds 2 to 1 is considered as meeting mission in this area. For 2019, the odds of holding a favorable view of employee learning and development at Pierce are 3.4 to 1. This is a slight increase from the 2016 ratio of 3.3 to 1. However, the odds of believing that learning and development opportunities are available to employees in a fair manner were just 1.5 to 1, and therefore merit increased attention.



When questioned about learning and development opportunities through Pierce, examples of some responses are as follows (in alphabetical order):

- It seems like the same people attend conferences and A LOT of people attend. Is it necessary to spend so much money on so many people going to the same conference?
- I would very much like to have training opportunities that prepare me for job growth, but unless the training is directly applicable to my current position my supervisor will not approve the training. That makes it difficult for me to prepare for a higher level of responsibility.
- Pierce has put a lot of effort and resources into ELAD, whether or not the climate survey reflects it. My advice is to continue to encourage employees to take advantage of the resources they have already, and not further expand the number of ELAD days where we close our service counters.

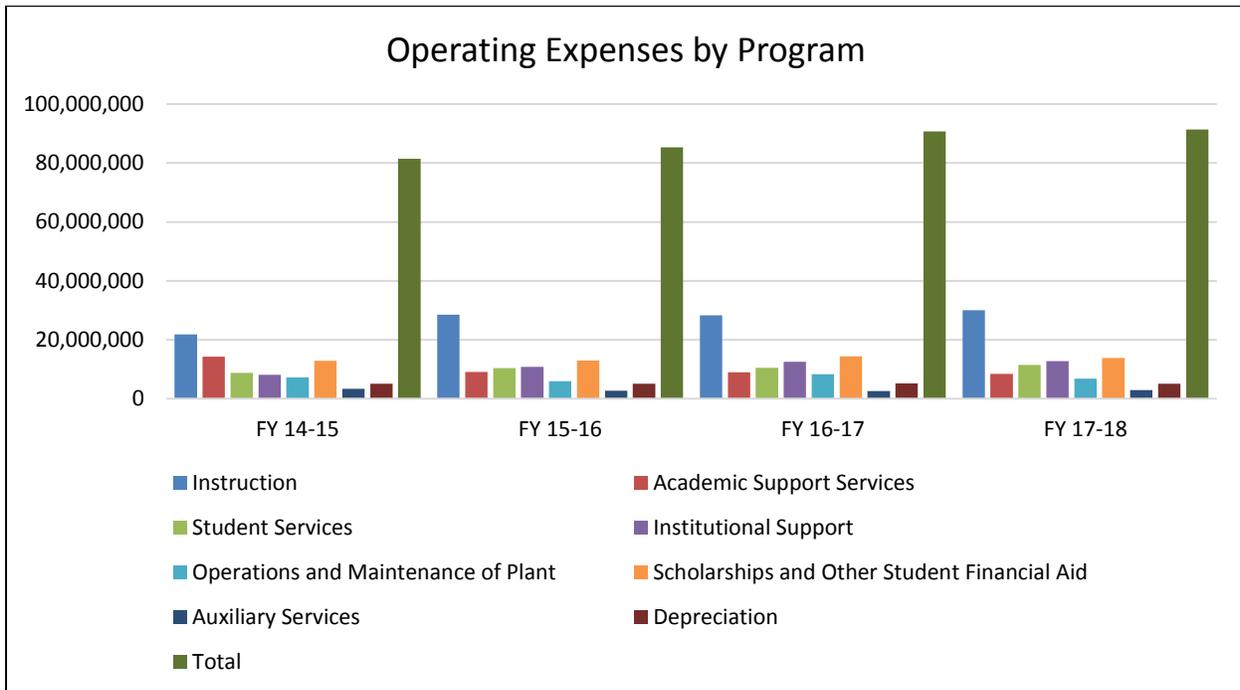
Performance Development Plans

Performance development plans (PDPs) for faculty, classified, and exempt staff are an important factor in institutional effectiveness. For classified and exempt staff, tracking of departmental outcomes began in 2009. For classified staff, Pierce has a 40% completion rate for evaluations within the last year, up from 34% in 2016. Also, 54% have current expectations on file. For exempt staff, 35% have had evaluations within the last year, up from only 11% in 2016; 35% have current expectations on file. Faculty professional growth and development plans (PGDPs) are related to the post-tenure review process, and currently 100% of faculty PGDPs are complete.

C. Institutional Viability

Fiscal Health

The 2017-2018 fiscal year concluded with actual expenditures lower than budgeted amounts by 5.95% in the Operating Budget. Overall reserves were approximately \$42.4 million, and the total unrestricted reserves represented 30% of the annual budget. These metrics meet or exceed all fiscal health measures established by Pierce College. Capital projects continued to be managed within budget and with no delays in any required statewide reporting. The financial statements for FY 2017-18 were completed in Spring 2019 and the final audit by the Washington State Auditor's Office found no issues.



Reserves	June 30, 2017	June 30, 2018
Unrestricted Reserves	\$15,023,582	\$18,670,639
Contract Program Reserves (Policy Restricted)	\$10,561,692	\$9,557,136
Subtotal of Unrestricted + Policy Restricted	\$25,585,274	\$14,187,189
Restricted Reserves	\$13,281,881	\$14,187,189
Total Unrestricted and Restricted	\$38,867,154	\$42,414,964
Unrestricted as Percent of Operating Budget	26%	30%
Unrestricted + Policy Restricted as Percent of Operating Budget	45%	45%

Planning

For the 2017-18 and 2018-19 academic years, the following key planning documents were utilized in decision-making: the Pierce College Learning & Student Success Strategic Plan; Pierce College Foundation's comprehensive Development Plan and a memorandum of understanding with Pierce College District; the Campus Master Plans for both Fort Steilacoom and Puyallup; the District Technology Plan; and the Affirmative Action Program.

As stipulated in the Pierce College's Development Plan and memorandum of understanding with Pierce College District the Foundation Board continues to actively raise funds for scholarships, student emergency needs, veterans' services, program support, special projects, and general funds. The Foundation provides about \$400,000 a year in scholarships and emergency grants, and is the vehicle to accept and manage many gifts and grants that require a 501(c)3. In October 2017, the Foundation launched a \$3.3 million Student Success Campaign, to provide funds for students to take care of life issues like emergency childcare, housing and transportation needs that would otherwise keep them from staying in school.

The Pierce College Puyallup Master Plan and the Pierce College Fort Steilacoom Master Plan include benchmarks to 2025. Updates to both plans began in 2013, and final approval for the plans took place in July 2016. Both master plans are accompanied by strategic outcomes and implementation strategies.

The Pierce College District Technology Plan, 2015 - 2020 serves as a tool to assure technology is infused throughout the district to the fullest extent possible in order to maximize operational work plans and strategies. The Technology Plan supports the vision of the district, addresses technology needs of the campus community, and fully utilizes Washington State Board of Community and Technical College's technology initiatives.

The College's Affirmative Action Program is summarized and updated annually by the Human Resources department. A summary report of the Affirmative Action program is prepared annually for the Office of Federal Contract Compliance. The HR department is in the process of developing a revised Affirmative Action Program Plan. Final approval of the plan is slated for 2019.

NWCCU Standards

Per a letter from the Northwest Commission on Colleges and Universities (NWCCU) President, Marlene Moore, dated January 29, 2018, accreditation of Pierce College has been reaffirmed on the basis of the Fall 2017 Year One Evaluation and Fall 2017 Ad Hoc Report of Pierce College.

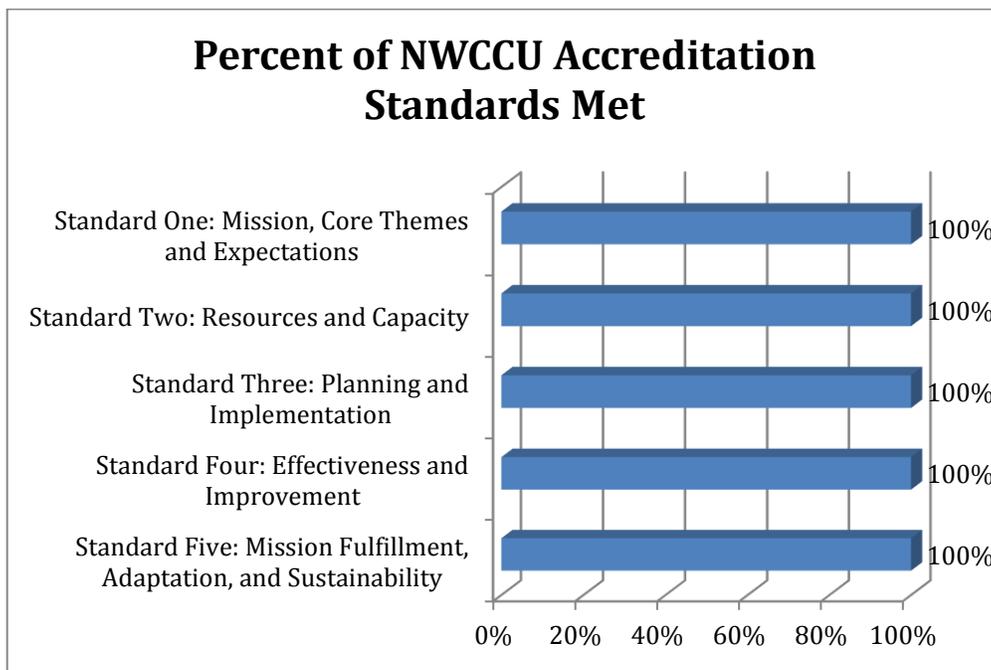
Based on these materials and deliberations, the Commissioners took the following actions.

Action

- Accept the Fall 2017 Year One Mission and Core Themes Report
- Accept the Fall 2017 Ad Hoc Report

Status of Previous Recommendations Addressed in These Evaluations

- Recommendations 1 and 2 of the Fall 2016 Year Seven Peer Evaluation Report are fulfilled



Source: NWCCU Letter from Marlene Moore, dated January 29, 2018.

Core Theme III: Contribution to the Community

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

A. Partnerships and Collaboration

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

1. Indicator – Educational Pathways
2. Indicator – K-12
3. Indicator – 4-Year Colleges and Universities
4. Indicator – Contracts
5. Indicator – Advisory Committees

B. Recognition of Value

Key Question: Is Pierce College District visible to the community?

1. Indicator – External Feedback for Visibility

C. Economic Development

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

1. Indicator – Basic Skills Education Impact
2. Indicator – Workforce Education Impact
3. Indicator – Transfer Education Impact

A. Partnerships and Collaboration

Educational Pathways

Professional/Technical Programs

Four years ago, the district performed a complete review of all articulation agreements and pathways, and transitioned this information to the Pierce College District website. This web resource contains 100% of technical program degrees, as required, and also adds university transfer and VIE-25 Military Pathways information. The district continues to update these resources as changes occur.

Pierce College Career Roadmaps

- [Professional/Technical Programs](#)
- [University Transfer](#)
- [VIE-25 Military Pathways](#)

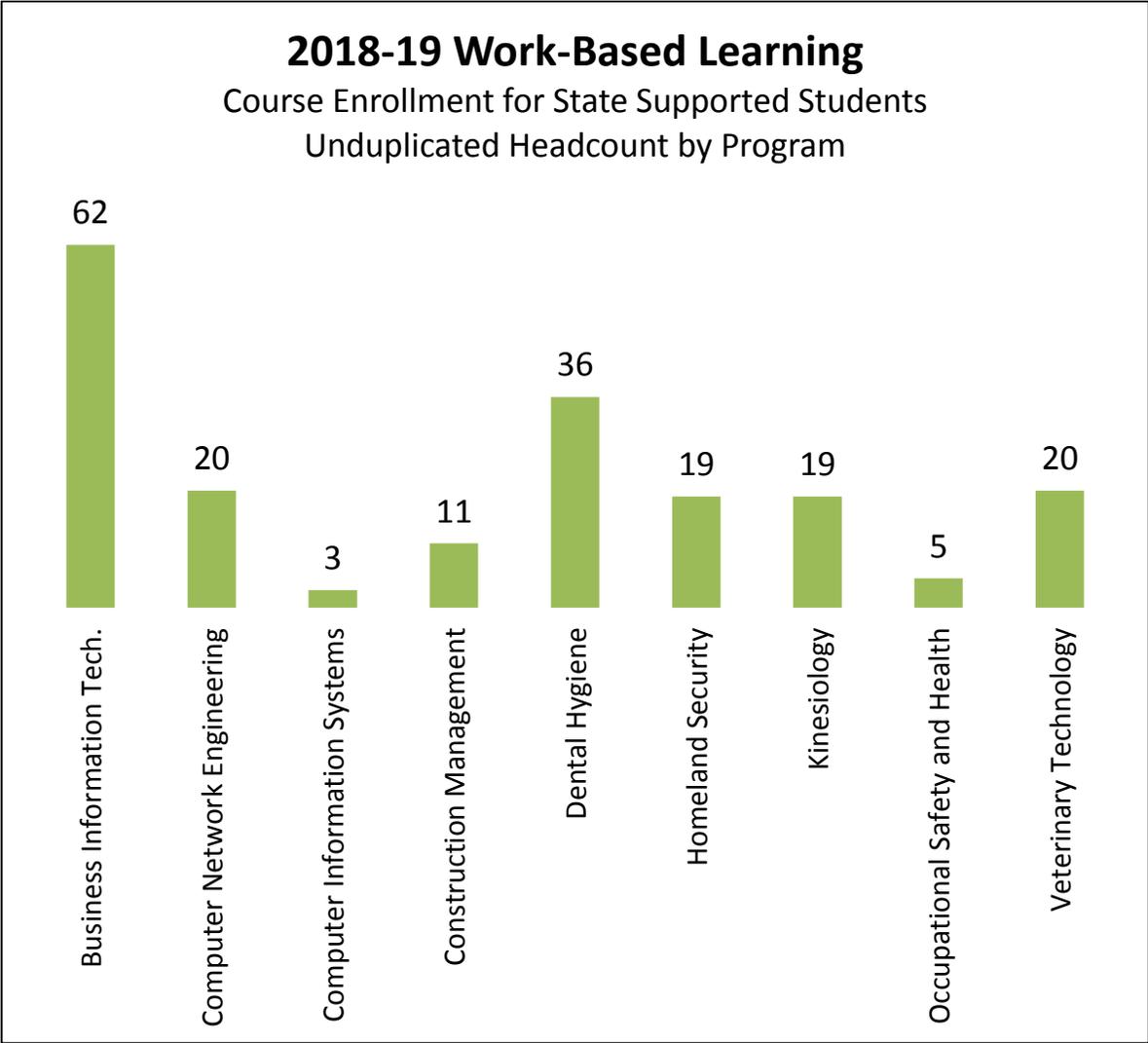
Professional/Technical Programs	Career Roadmaps		
Accounting	Web	PDF	Text
Business	Web	PDF	Text
Business Technology (BTECH)	Web	PDF	Text
Computer Information Systems	Web	PDF	Text
Computer Network Engineering	Web	PDF	Text
Construction Management	Web	PDF	Text
Criminal Justice	Web	PDF	Text
Dental Hygiene	Web	PDF	Text
Digital Design	Web	PDF	Text
Early Childhood Education	Web	PDF	Text
Emergency Medical Services	Web	PDF	Text
Fire Command and Administration	Web	PDF	Text
Homeland Security Emergency Management (HSEM)	Web	PDF	Text
Kinesiology	Web	PDF	Text
Nursing	Web	PDF	Text

Source: <https://www.pierce.ctc.edu/career-roadmaps>

Work-Based Learning

A partnership overseen by Pierce College District is between students and local businesses and organizations. Pierce College offers Professional/Technical work-based learning courses designed to provide students with experiential educational opportunities within their career fields.

During the 2018-19 academic year, Professional/Technical students gained hands-on work experience by participating in internship, externship, extramural or cooperative educational opportunities. The unduplicated headcount of state funded students who completed Professional/Technical work-based learning experience courses was 195.



Source: Pierce College District Data Warehouse

K-12

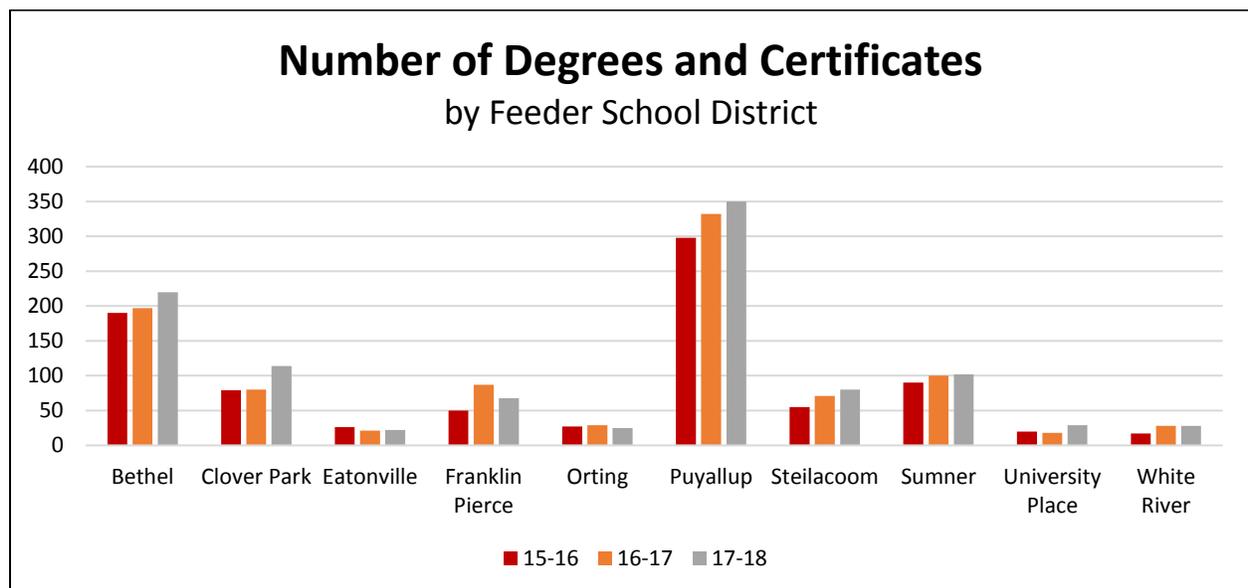
Collaboration

Partnerships between Pierce College and our local K-12 district are an important aspect of mission fulfillment. Pierce has developed many approaches to sharing data and reports with our K-12 partners, such as the following examples:

- Educational Pipeline Report – Pierce leaders have used this demographic data to identify underserved communities that are not entering into the higher education pipeline. Topics of this discussion have included earning potential in wages, career pathways, and college preparation for students residing within the school districts.
- School District Partners Report – Pierce leaders have used this report to better understand the student populations within the school districts and how many are enrolling at Pierce College. The report has also been utilized to identify the race and ethnicity of students in the school districts and examining the percentage enrolling in college. Access to this information spearheads the conversation of where equity gaps may exist, and where the college can partner with school districts to close them.
 - With partners, leaders have also highlighted the retention and completion reports so that the school districts know where their student population stands in these categories.
 - Superintendents have shown interest in benchmark reports to see how their school district compares to their district counterparts.
- School District Quick Facts Report – Leaders have also used the school districts quick facts report to give a basic overview of school districts populations enrolling at Pierce College. Sharable, one-page PDF reports have been very valuable, and leaders provide copies to share and disseminate amongst their ranks. These provide useful information and valuable starting points for shared conversations.

Completions

The long-term success of Pierce College and the school districts it serves is interactional and reciprocal. In order to assess learning for the Student Learning and Success core theme, students are the unit of analysis. In order to evaluate Contribution to the Community, however, Pierce tracks degree completion using school district as the unit of analysis. For the 2015-2018 period, the number of students earning degrees from most districts increased, 26% on average.



4-Year Colleges and Universities

Articulation Agreements

Articulation agreements are formal partnerships between at least two institutions of higher education. Typically, these agreements exist between a community college and a four-year institution. The goal is to create a seamless transfer for students. Pierce College has developed a variety of articulations with partner 4-year colleges and universities. In 2019, only three out of 163 were expired, with an additional five pending approval. The high percentage of active agreements (95%) indicates that Pierce consistent in partnerships with other higher educational institutions.

Articulation Type	Active	Expired	Pending	Total
Alliance Agreement	1			1
Articulation Agreement	9	1	3	13
Dual Credits Articulations	1			1
Guaranteed Program for Admission/Transfer Guide	1			1
Interagency Agreement	9		2	11
Memorandum of Understanding	6	1		7
Scholarship Agreement		1		1
Statewide DTA/MRP Agreement	91			91
Statewide MOU Reverse Articulation for Associate Degree	1			1
Statewide Reverse Articulation Policy Agreement	1			1
Transfer Agreement	1			1
Transfer Guide	26			26
Transfer Pathway	3			3
Transfer Plan	5			5
Grand Total	155	3	5	163

Contracts

Governmental Contracts

Compared to all community and technical colleges within the state system, Pierce College District maintained the 2nd highest number of contracted students during the 2018-19 academic year.

Pierce College at JBLM offers Pierce College Associate of Arts, Associate in Business, Associate in Pre-Nursing and Professional/Technical degrees at Joint Base Lewis-McChord. During the 2018-19 academic year, the unduplicated headcount and annualized FTES for the JBLM were 2,977 and 966, respectively. After an enrollment decline in 2017-18 driven by world events, enrollments returned to 2016-17 levels this year.

Whether stationed locally or deployed overseas, many military personnel can achieve their educational goals by participating in Pierce College's eLearning program. During the 2018-19 academic year, 89.6% of students at JBLM were enrolled in at least one online course, up from 78.2% in 2015-16.

Governmental Contracts					
2014-15 to 2018-19					
	2014-15	2015-16	2016-17	2017-18	2018-19
JBLM Enrollments	9127	8830	8749	8157	8746
JBLM Unduplicated Headcount	3351	2998	2961	2920	2977
JBLM FTES	9240.7	884.2	765.1	601.4	738.3
JBLM - Converted FTES (Annualized)	179.2	99.6	203.9	309.2	227.9
Total JBLM FTES (Annualized)	1086.6	983.9	969.0	910.7	966.2

Business Contracts

Another form of contracts with which Pierce College District engages the community is through partnerships with local businesses and organizations.

Invista Performance Solutions (IPS) is a collaboration and Limited Liability Partnership of four Pierce County Community and Technical Colleges: Clover Park Technical College, Pierce College Fort Steilacoom, Pierce College Puyallup, and Tacoma Community College. It's fiscal and HR agent is Pierce College District.

IPS was founded in September 2011 to provide customized solutions to meet area organizations' training and workforce development needs. IPS' vision is to be a valued asset to organizations in the community- empowering their workforce to achieve its potential. IPS helps companies gain a competitive advantage in the global economy by increasing the skills of their workforce through education, customized training, professional coaching, and expert organizational HR consulting support.

IPS serves an average of 25 organizations per year--corporations and for profits, non-profits and government agencies in Pierce County and across WA State. In FY18-19, IPS served 58K training participants (duplicated headcount), awarded over 1000 credits to company employees for credit courses at their job sites, delivered 3,745 courses, and generated \$2.3M in revenue for our services. Since 2011, IPS has distributed annually over \$150K in workforce training grants to companies for internal training programs.

Advisory Committees

Active Committees

Pierce College District actively partners with industry leaders to assure teaching and learning opportunities are aligned with industry standards. Professional/Technical program staff are required to meet with advisors within the community who are working in relative fields and deemed experts. The objectives of the advisory committee meetings are as follows: 1) identify changes related to the field; 2) review curriculum; and 3) plan continuous improvement strategies.

The following table provides a summary of Pierce College District advisory committees and their meeting dates and participation rates between the 2016-17 and 2018-19 academic years. During this time, 100% of Pierce College District's program advisory committees were active.

Meeting Dates of Pierce College District Advisory Committees, 2014-15 and 2015-16

Advisory Committee	Meeting Date	Advisory Committee	Meeting Date
Accounting	11/15/2016	EMS	11/28/2017
	3/1/2017		5/15/2018
	11/14/2017		4/23/2019
	3/8/2018	Fire Command Administration	11/17/2016
	5/14/2019		11/7/2017
Business Information Technology (BTECH)	11/3/2016	Homeland Security Emergency Management	12/7/2018
	3/1/2017		2/21/2017
	11/29/2017		11/9/2017
	6/12/2018		12/13/2018
	10/30/2018		3/8/2019
	6/13/2019	3/1/2017	
Business and Marketing	3/1/2017	Kinesiology	11/6/2017
	11/28/2017		5/31/2018
	2/22/2018		2/20/2019
	7/24/2018	Nursing	5/8/2016
	11/8/2018		3/1/2017
	12/11/2018		11/16/2017
Computer Information Systems/ Computer Network Engineering	3/1/2017	Nursing	5/18/2018
	6/7/2017		12/6/2018
	11/28/2018		5/29/2019
	2/6/2019	Occupational Health and Safety	12/5/2016
12/2/2016	2/21/2019		
Construction Management	4/17/2017	Physical Therapy Assistant w/ Whatcom	3/1/2017
	11/16/2018		2/20/2019

Advisory Committee	Meeting Date	Advisory Committee	Meeting Date	
Criminal Justice	5/25/2017	Social Service Mental Health	12/1/2016	
	2/23/2018		3/1/2017	
	4/26/2018		1/25/2019	
	5/9/2019		4/11/2019	
Dental Hygiene	3/1/2017	Veterinary Technology	10/19/2016	
	10/17/2018		3/1/2017	
Digital Design	1/21/2016		Workforce	4/18/2018
	10/16/2017			4/17/2019
	1/11/2018	3/1/2017		
	2/12/2019	3/15/2018		
	3/6/2019	3/28/2019		
Early Childhood Education	3/1/2017			
	11/28/2017			
	5/23/2018			
	12/19/2018			
	3/13/2019			

Note: Advisory Committee meeting attendance is only one indicator of committee participation. Additional information and communication strategies include email threads, online voting and analysis, work-based learning experiences, speaker presentations, etc.

Source: Pierce College District's Professional/Technical Programs

Member Feedback

Committee members rated their level of agreement with 17 indicators that evaluated the objectives, scheduling, effectiveness and their satisfaction with the advisory committee(s) in which they participated. Of the 17 indicators assessed, 13 had positive agreement statements exceeding 70%, a decrease of two from 2016. The average rate of agreement across all 17 questions was 73%.

2019 Advisory Committee Survey	Strongly or Somewhat Agree	Strongly or Somewhat Disagree	Don't Know/Not Applicable
Committee members regularly review course curriculum and shape course content to ensure that the program is meeting the occupational and academic skills for which it was designed.	70%	13%	9%
Committee members establish professional or workforce skills standards within the program.	75%	9%	7%
Committee members share observations of local business and labor occupational trends, and identify changes related to the field.	82%	5%	5%
Committee members review Pierce College facilities and equipment and determine relevant technological needs.	39%	25%	27%
Committee members regularly provide input about external learning experiences, internships and professional opportunities.	75%	7%	4%
The committee meeting days and times fit well with my schedule.	57%	16%	5%
I receive meeting agendas in advance.	80%	11%	4%
The agendas are well planned.	86%	5%	5%
Committee members understand the purpose of the advisory committee and their roles.	80%	5%	4%
The meetings are productive with discernible results.	84%	7%	4%
I am generally satisfied with the accomplishments of the committee.	82%	7%	5%
I feel that my time and energy are well spent at advisory committee meetings.	82%	5%	4%
Pierce College has taken action in response to the advisory committee's recommendations.	66%	7%	18%
Pierce College is doing the right things to help business and industry, and offers good services to local businesses.	78%	4%	15%
It's easier to get into a four-year college with an Associate degree from Pierce College.	36%	4%	39%
Pierce College is doing the right things to help people train for jobs in my community.	86%	4%	11%
Pierce College provides good, high-quality education to its students.	84%	5%	7%

Source: 2019 Pierce College District Advisory Committee Survey

B. Recognition of Value

External Feedback and Visibility

One method by which Pierce College District evaluates its visibility in the community is through community surveys. The most recent survey assessing visibility was conducted by EMC Research, Inc. in spring of 2019; the last survey was done in 2014. A postcard-to-web approach was taken to survey adult residents in selected school districts in Pierce County. The survey sample size was 608 with an overall margin of error of $\pm 5\%$.

Summary of results:

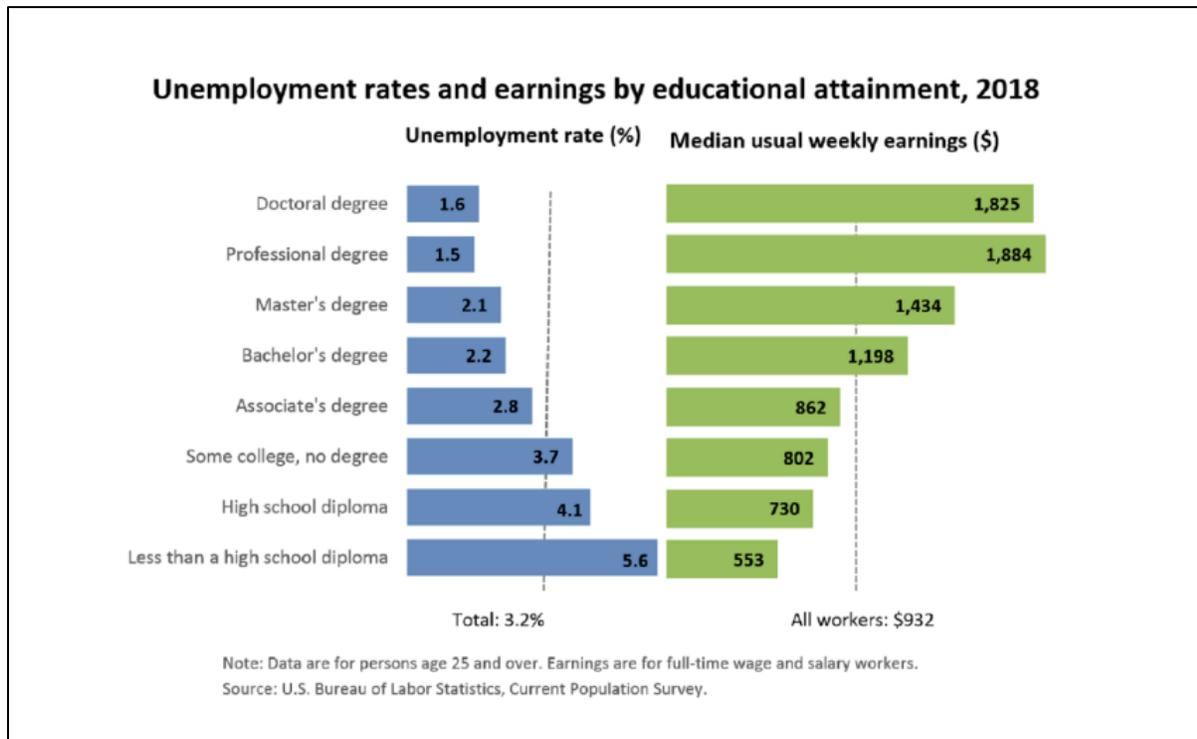
According to the survey, Pierce College continues to have a positive reputation in the community. Most residents view Pierce favorably, believe it offers a good quality education, and is a good value for the community. Just over half have had someone in their family consider it as an option. Opportunities for focus include: helping community members with some college but no degree get back on track (nearly one-third have thought about continuing their education in the next few years), reducing financial barriers, and addressing concerns about fitting in and being successful (those with no degree are more likely to have concerns about belonging in college, have received less encouragement to go to college, and worry they lack the confidence to finish a program).

Other results:

- Over two-thirds of residents rated Pierce College favorably (68%), followed by Pacific Lutheran University (66%), University of Washington Tacoma (65%), Clover Park Technical College (60%) and Tacoma Community College (60%).
- Respondents were much more likely to agree (53%) than disagree (2%) that Pierce College welcomes everyone, regardless of their background. However, a significant percentage (45%) answered “don’t know.”
- Of those respondents with an opinion (51%), most (48%) answered that Pierce is doing the right things to help people train for jobs in the community.
- 60% believed Pierce College is a good value for the community, with 36% indicating that they didn’t know.
- Among respondents who had someone in their family consider but not enroll at Pierce, schedule issues are the top reason (27%) followed by cost (16%). This is an area for growth.
- Of the 41% of respondents who began college but left without finishing a degree, 22% cited financial difficulties as the reason for leaving, while 18% cited prioritizing work, 10% started a family, and 9% had health or family health issues.
- Of the 31% who considered returning back to college in the next few years, 42% cite completing a bachelor’s degree as their primary reason, while 18% list a technical certificate, and 11% list completing an associate degree.

C. Economic Development

Data from the U.S. Department of Labor's Bureau of Labor Statistics clearly indicates that higher educational attainment is correlated with higher income and lower unemployment rates.



Source: <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

Basic Skills Education Impact

Enrollment

The Pierce College Basic Skills program provides educational opportunities to students from a variety of academic backgrounds. Opportunities include English as a Second Language (ESL) courses, Adult Basic Education (ABE) courses, Pierce College Adult Diploma (PCAD), and a high school diploma (HSC).

During the 2013-14 academic year, the unduplicated headcount for ESL and ABE state supported students totaled 2,031. In 2014-15, the total declined to 1,498, a 26% decrease from the previous academic year, while preliminary numbers for 2015-16 are similar at 1,484.

Also, during the 2013-14 academic year, 96 students from across the district were enrolled in HSC. In 2014-15, the total was 81, a 16% decrease from the previous academic year.

Finally, an option available to ABE, ESL and HSC students is the Integrated Basic Education and Skills Training (I-BEST) program. I-BEST merges the Basic Skills and Professional/Technical programs to provide students with a combination of workforce training and relevant literacy and math education. During the 2013-14 academic year, the unduplicated headcount for I-BEST students totaled 108. In 2014-15, the total declined to 103, a 4.6% decrease from the previous academic year.

Whatever the educational pathway, Pierce College’s Basic Skills program provides students with opportunities to improve their personal, educational and professional lives, thus benefitting both the regional and state-wide economy.

Student Achievement Initiative

The student achievement point picture for Basic Skills remained consistent since the last IE report. Overall, the number of basic skills points per student for the district has averaged around 2.0. The table below shows points per student earned in three basic skills categories, which is a more specific representation of the efficiency with which students are achieving in these areas. Increases can be seen for ESL students, increasing from 1.4 in 2015 to 2.0 in 2017. On the other hand, ABE points per student decreased over the same period, from 2.7 in 2015 to 1.7 in 2017.

**Pierce College District Points Earned Per Student
Basic Skills, 2015-2017**

Area of Measurement	2015	2016	2017
All Basic Skills as an Immediate Goal Students	2.1	2.0	1.9
ABE Students	2.7	2.3	1.7
ESL Students	1.4	1.7	2.0

Source: SBCTC SAI Progress Metrics dashboard, Points per Student Table

Workforce Education Impact

The goal of the Workforce Education program is two-fold: 1) Support the entry and re-entry of students and community members into the workplace; and 2) Develop and fund educational and training programs that meet the needs of local employers. Within the Workforce Education program, students may opt to participate in a variety of short- and long-term Professional/ Technical trainings, access the program's transition and support services, or explore career options and job connections.

Student Achievement Initiative

In regards to Pierce College District, SBCTC began calculating momentum points as a district starting in 2013-14. District data includes eLearning courses and all JBLM students. For an indication of the efficiency with which students are achieving in these areas, the points per student measure shows that in an increase from 2.8 to 3.1 from 2015 to 2016, decreasing to 2.7 in 2017. The three-year average for Workforce Education students is about 2.9 points per student.

Pierce College District Points Earned Per Student, All Workforce Education Students*, 2015-2017

Area of Measurement	2015	2016	2017
Workforce Education – Pierce District	2.8	3.1	2.7

*SBCTC defines Workforce Education as students who have a purpose for attending and/or intent code, and program CIP code related to workforce training.

Source: SBCTC SAI Progress Metrics dashboard, Points per Student Table

The amount of points per student is related to the levels of attainment on several progress metrics. The table below shows progress metrics of interest for the Pierce District between 2015 and 2017. On average, for the progress metrics represented, rates decreased by 4% during the period.

Pierce College District Progress Metrics Attained All Workforce Education Students*, 2015-2017

Area of Measurement by College	Percent Meeting Measure		
	2015	2016	2017
15CivICr Year 1	64%	65%	58%
30CivICr Year 1	38%	38%	30%
45CivICr Points	10%	10%	6%
English Year 1	32%	37%	34%
Quant Point Year 1	20%	27%	22%
Retention Year 1	76%	77%	68%
Completion Year 1	8%	5%	5%
Completion Year 2	20%	19%	*
Completion Year 3	28%	*	*

*SBCTC defines Workforce Education as students who have a purpose for attending and/or intent code, and program CIP code related to workforce training.

Source: SBCTC, SAI Progress Metrics dashboard, All College Rate Table

Transfer Education Impact

Student Achievement Initiative

For the Pierce District, the percentage of momentum points earned by transfer students increased from 2.8 to 2.9 from 2015 to 2016, decreasing to 2.5 in 2017. The three-year average for Workforce Education students is about 2.7 points per student.

**Pierce College District Points Earned Per Student,
All Transfer Students*, 2015-2017**

Area of Measurement	2015	2016	2017
Transfer Education – Pierce District	2.8	2.9	2.5

* SBCTC defines Transfer as students who have a purpose for attending and/or intent code, and program CIP code related to transfer education.

Source: SBCTC SAI Progress Metrics dashboard, Points per Student Table

The amount of points per student is related to the levels of attainment on several progress metrics. The table below shows progress metrics of interest for the Pierce District between 2015 and 2017. On average, for the progress metrics represented, rates decreased by 1% during the period.

**Pierce College District
Progress Metrics Attained
All Transfer Students*, 2015-2017**

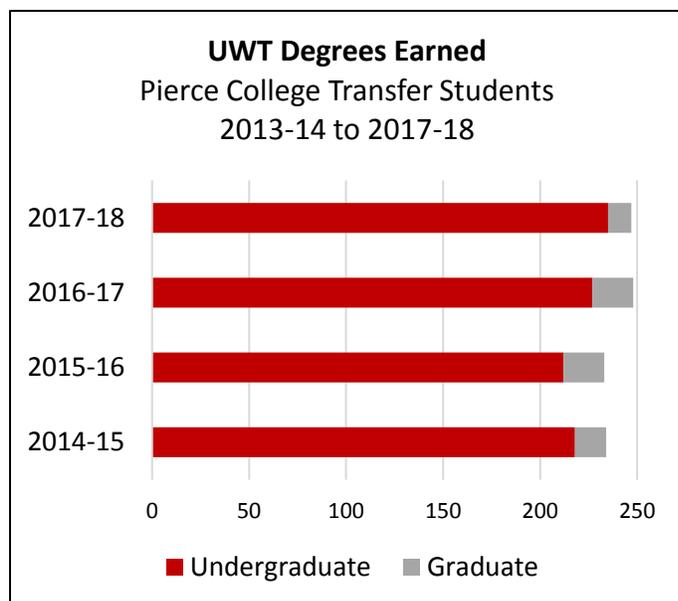
Area of Measurement by College	Total Points		
	2015	2016	2017
15ClvICr Year 1	54%	55%	52%
30ClvICr Year 1	33%	33%	32%
45ClvICr Points	12%	15%	10%
English Year 1	40%	40%	41%
Quant Point Year 1	35%	33%	32%
Retention Year 1	72%	78%	69%
Completion Year 1	5%	6%	6%
Completion Year 2	17%	19%	*
Completion Year 3	26%	*	*

*SBCTC defines Transfer as students who have a purpose for attending and/or intent code, and program CIP code related to transfer education.

Source: SBCTC, SAI Progress Metrics dashboard, All College Rate Table

Degrees and Salaries

An associate degree from Pierce College provides transfer students two years of college education at a fraction of the cost required by universities.



The top state institution with the highest transfer rate among Pierce College students is the University of Washington (primarily the Tacoma site). Between the 2014-15 and 2017-18 academic years, nearly 900 Pierce College transfer students earned baccalaureate degrees at the University of Washington – Tacoma (UWT), while 70 earned a graduate degree.

Of the 247 Pierce College transfer students who earned a UWT degree in 2017-18, their starting national field salary averaged \$50,519 with mid-career average of \$83,368 in the top-ten degree fields.

An investment in higher education generates both increased earnings and decreased unemployment rates, ultimately benefitting both the individual student and the overall economy. Pierce students who graduated from UWT earned a variety of degrees, preparing them well for entry into a range of professional fields.

Note: Transfer students are defined as those UWT students whose majority of transfer credits were earned at Pierce College.
Source: UWT Office Institutional Research and Planning

UWT Degrees Earned by Pierce College Transfer Students, 2017-2018	# of Degrees Awarded	Professional Field	Starting Median Pay	Mid-Career Pay
BA (PSYCHOLOGY)	26	Clinical, Counseling, and School Psychologists	\$45,710	\$74,080
BS (COMPUTER SCIENCE AND SYSTEMS)	19	Computer Occupations	\$48,150	\$90,550
BS (NURSING)	17	Nursing/RN	\$59,000	\$83,860
BA (COMMUNICATIONS)	15	PR & Communication	\$39,180	\$68,380
BA (BUSINESS - FINANCE)	11	Financial Analyst	\$51,000	\$91,880
BA (SOCIAL WELFARE)	11	Social Work	\$47,530	\$79,580
BA (LAW AND POLICY)	10	Lawyer	\$72,720	\$126,330
BA (BUSINESS)	10	Business Operations	\$44,450	\$74,050
BA (BUSINESS - ACCOUNTING)	9	Accountant	\$47,530	\$73,640
BA (INTERDISCIPLINARY ARTS & SCIENCES)	9	Social Science and Related	\$49,920	\$71,330
Total Top 10 Degrees	137	Average Pay	\$50,519	\$83,368

Note: Transfer students defined as those UWT students whose majority of transfer credits were earned at Pierce College. The above chart is based upon MyNextMove.org data for the 98498 zip code for majors in the subjects listed above. These results may not represent all graduates with these degrees.

Source: UWT Office Institutional Research and Planning, and MyNextMove: <https://www.mynextmove.org/profile/ext/salary/19-3031.02?z=98447&q=Go>

Core Theme IV: Equity, Diversity, and Inclusion

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

A. Infrastructure

Key Question: To what degree do Pierce College District's buildings, classrooms, grounds, and safety environment support quality teaching and learning?

1. Indicator – Buildings and Grounds
2. Indicator – Classroom Technology
3. Indicator – Campus Safety

B. Shared Governance

Key Question: To what degree are students and employees engaged in shared governance at Pierce College District?

1. Indicator – Decision-Making

C. Inclusive Engagement

Key Question: To what degree are students and employees committed to diversity and the overall effectiveness of the institution? To what degree do Pierce College District's employees reflect the diversity of our service area?

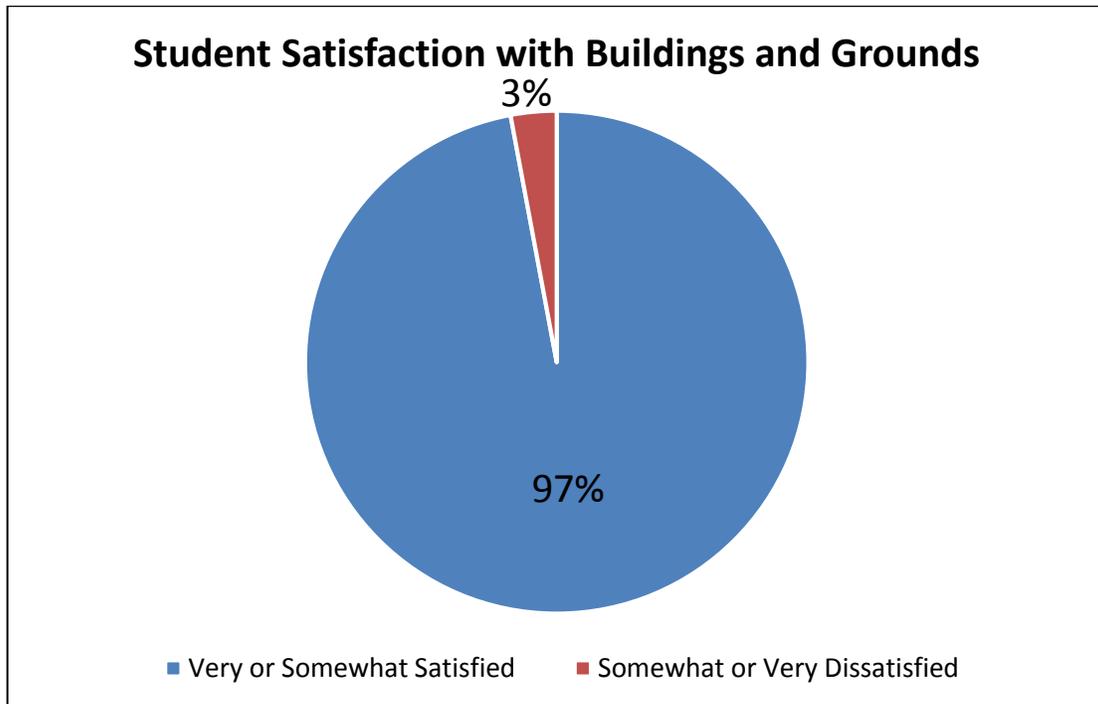
1. Indicator – Climate
2. Indicator – Commitment
3. Indicator – Employee Diversity

A. Infrastructure

Buildings and Grounds

Student Feedback

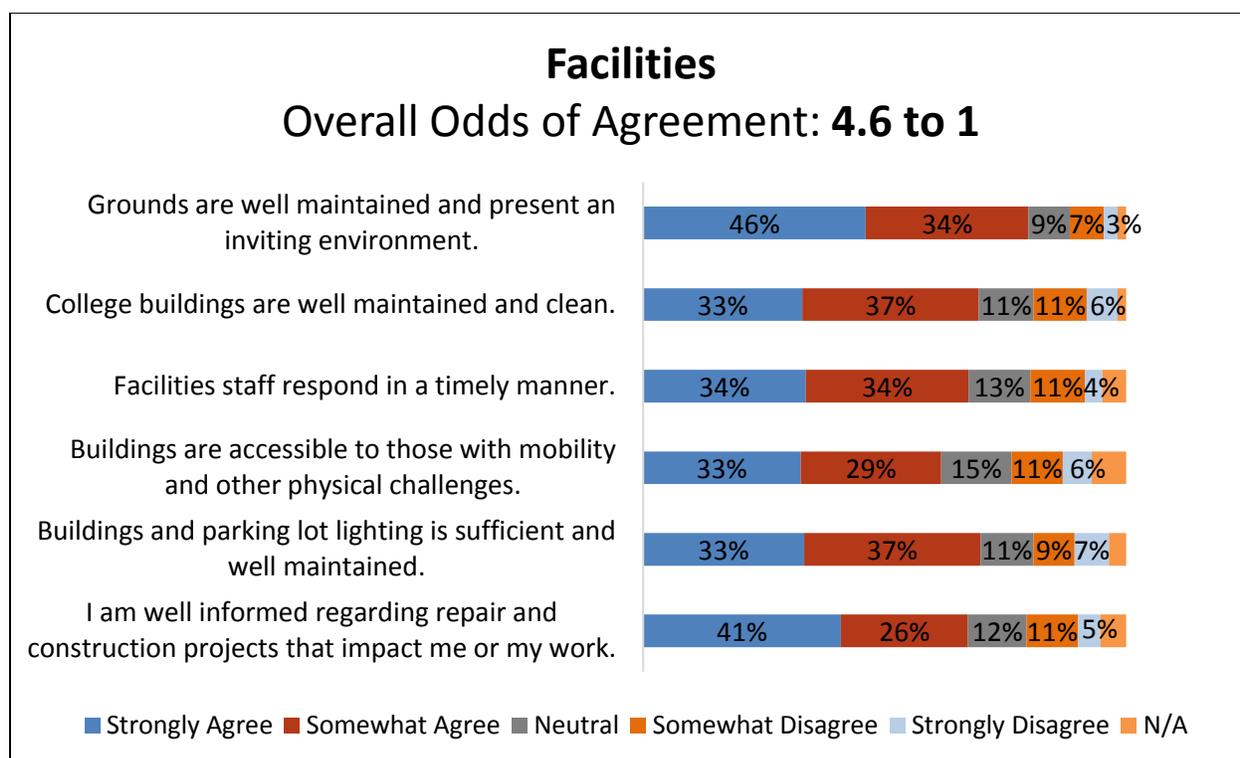
The 2019 Community College Survey of Student Engagement (CCSSE) supplemental survey asks a question designed to gauge students' perceptions of facilities as they supported a positive college environment. The overwhelming majority (97%) of respondents shared that they were very or somewhat satisfied with the buildings and grounds at Pierce College, up from 94% in 2016.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

Employee Feedback

Overall, the odds of holding a favorable view of facilities and operations at Pierce in 2019 are 4.6 to 1, down from 8.2 to 1 in 2016. Still, consistent with previous surveys, respondents expressed satisfaction with Pierce College's Facilities and Operations. 80% of respondents indicated that the grounds were well maintained, while 70% of respondents reported that facilities buildings were well maintained and cleaned. Generally, survey respondents reported that staff responded in a timely manner. However, agreement dropped below 70% regarding whether lighting was sufficient in buildings and parking lots. The lowest area of agreement was that the buildings were accessible to those with mobility or physical challenges, with 62% agreeing and 17% disagreeing: an area to be considered for improvement.



Source: 2019 Employee Climate Survey

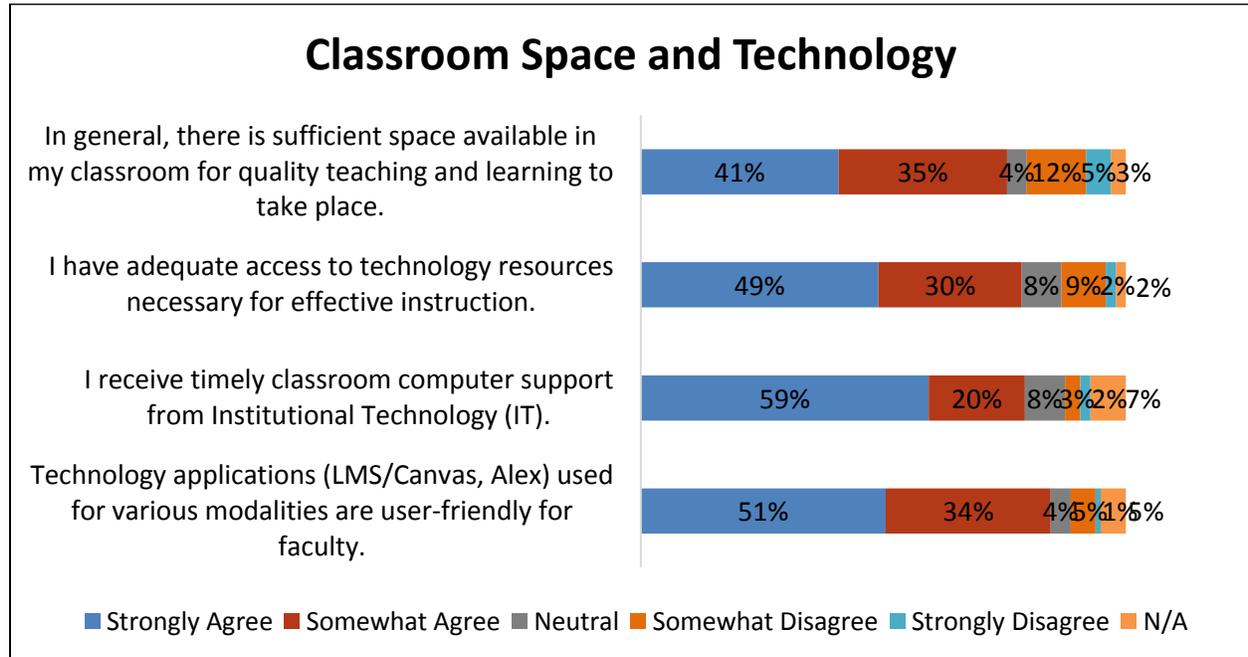
When asked to share any comments about facilities and operations at Pierce College, examples of some responses are as follows (in alphabetical order):

- Facilities are mostly good. However, there is a major bird poop problem at FS. Disgusting amounts of now fossilized bird poop are accumulating on the large windows of Cascade and Olympic. There are specific large poos that I recognize from years ago! We need to budget for a window cleaning and a scarecrow army.
- I believe the facilities and custodial staff do their best to keep on top of things. However, if money were available for more staff, there are weeds that could be removed and the bathrooms need to be cleaned more frequently.
- I love the facilities staff. They are not always supported well. Most of these things have improved somewhat in recent years, like improved lighting. I wish that the landscaping was edible and required less water and upkeep.

Classroom Space and Technology

Faculty Feedback

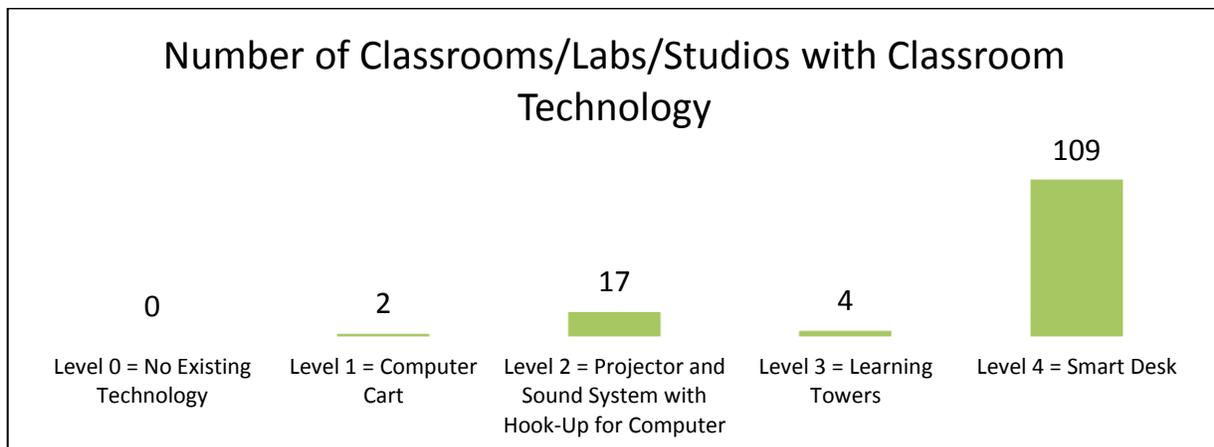
In the 2019 Employee Climate Survey, faculty were asked specific questions about classroom space and technology. Overall, 80% of faculty responding positively regarding classroom space and technology at Pierce.



Source: 2019 Employee Climate Survey

Classroom Technology Levels

At Pierce College, a Level Four classroom is also referred to as a “Smart Room.” A Smart Room is a classroom that is equipped with a variety of computer and multimedia technology located in a “Smart Desk.” A Smart Desk includes the following components: computer; monitor; wired mouse and keyboard; document camera; BluRay player; input select switch; video scaler; audio amplifier; and external laptop and video connections. The room also includes speakers, overhead LCD projectors, and in some cases, adjustable room lighting ability.



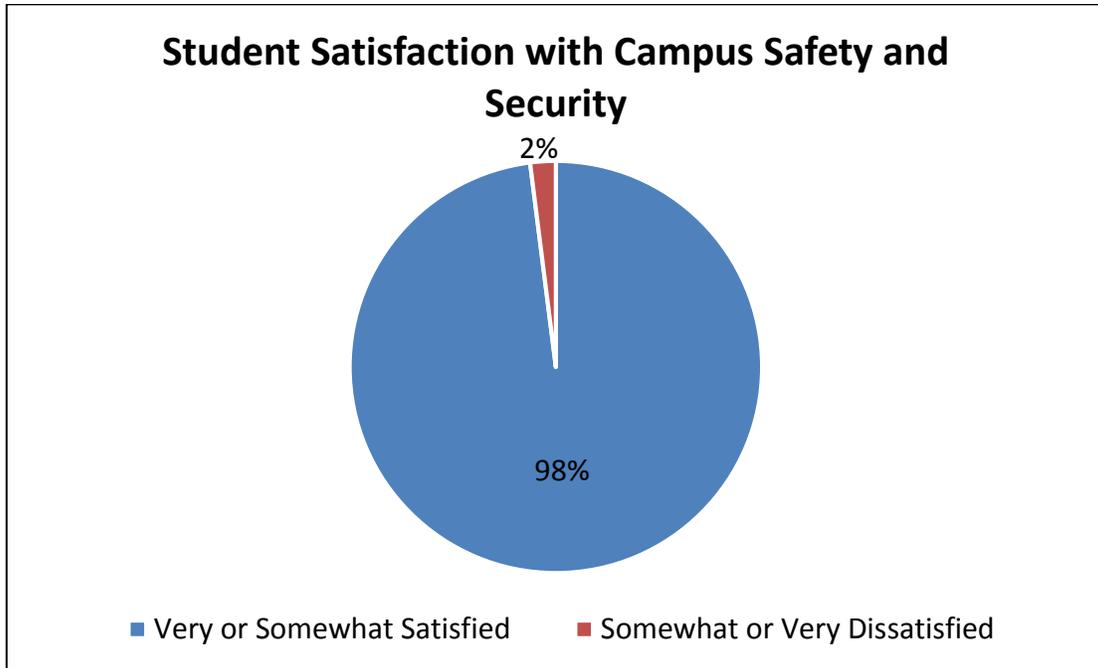
Source: Pierce College IT Department

Campus Safety

In addition to creating modern buildings with state-of-the-art technology, Pierce College District also provides a safe and secure learning and working environment.

Student Feedback

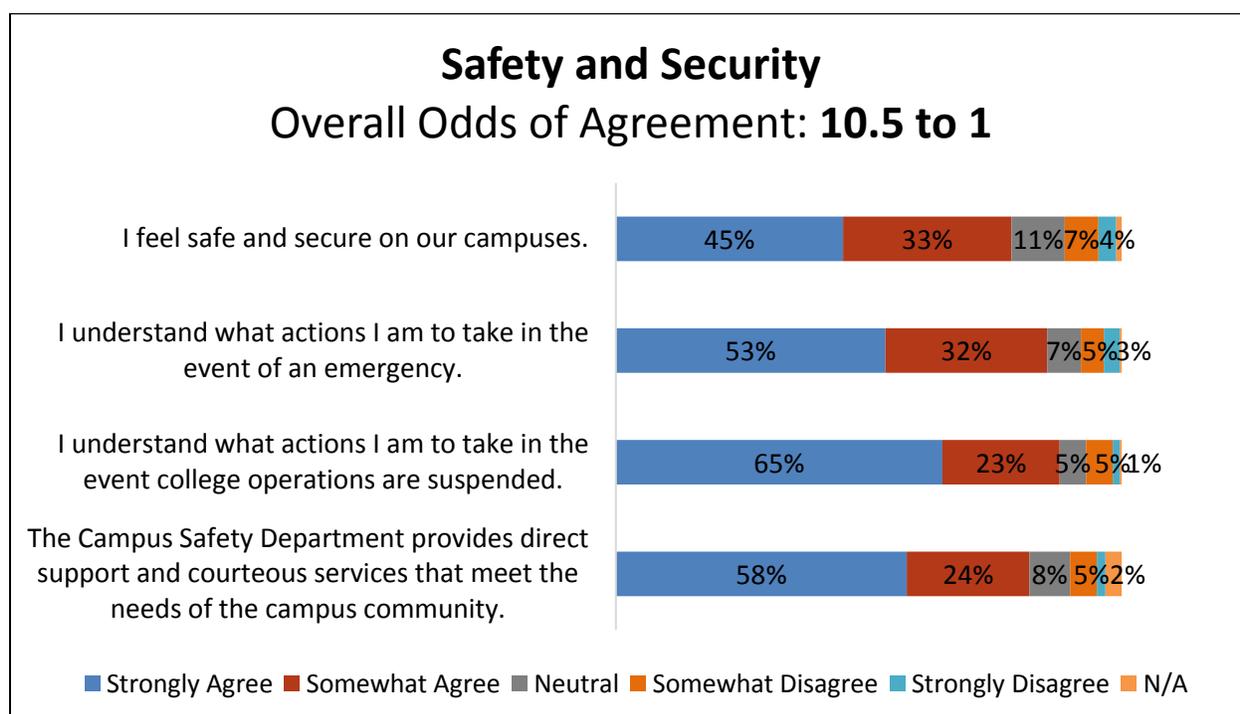
Nearly all respondents of the 2019 Community College Survey of Student Engagement Supplemental Survey indicated that they were satisfied with campus safety and security.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

Employee Feedback

Overall, the odds of holding a favorable view of safety and security at Pierce in 2019 are 10.5 to 1. Once again, Pierce College District employees shared that they had confidence in the Campus Safety Department. 78% of respondents agreed that they feel safe and secure on campus, while 85% and 88% reported that they understand what to do in the event of an emergency or operations suspension, respectively. Finally, 82% agree that they receive direct support and courteous service from the Campus Safety Department.



Source: 2019 Employee Climate Survey

When asked to share any comments about campus safety at Pierce College District, examples of some responses are as follows (in alphabetical order):

- All rooms should have a 911 function for emergencies such as active shooter. Security is very difficult to get a hold of at night after 5 pm. I do not feel safe in our securities [sic] ability to manage real life issues.
- I have always felt the Campus Safety Department takes their responsibilities seriously and serve the college community well. I have really appreciated the updates on local road projects or highway closures that might impact staff. That is really helpful.
- I wish campus security would enforce parking restrictions, this is the best way to identify who is on campus at a given time if we were to have an emergency. Can we get some working cameras to help out our security folks?
- The thoroughness of the Campus Safety Department in contacting everyone about safety concerns is fantastic. They are so in tune with whatever is going on, on campus and off. It is great.

State and Federal Reporting

In accordance with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, Pierce College District makes crime statistics available on their college webpage. Also in compliance with the Clery Act, Pierce College participates in the Department of Education’s Office of Postsecondary Education Campus Safety and Security Survey. Data is submitted annually by all postsecondary institutions that participate in federal student aid programs. Per the Campus Safety Department, there were no deficiencies noted by external auditors during the 2016-17 and 2017-18 academic years.

During the 2016-17 and 2017-18 academic years, Pierce College met both Campus Safety and Security Survey deadlines.

Report	Due	Submitted
2016 DOE Campus Safety and Security Survey	10/1/2017	9/29/2017
2017 DOE Campus Safety and Security Survey	10/17/2018	9/28/2018

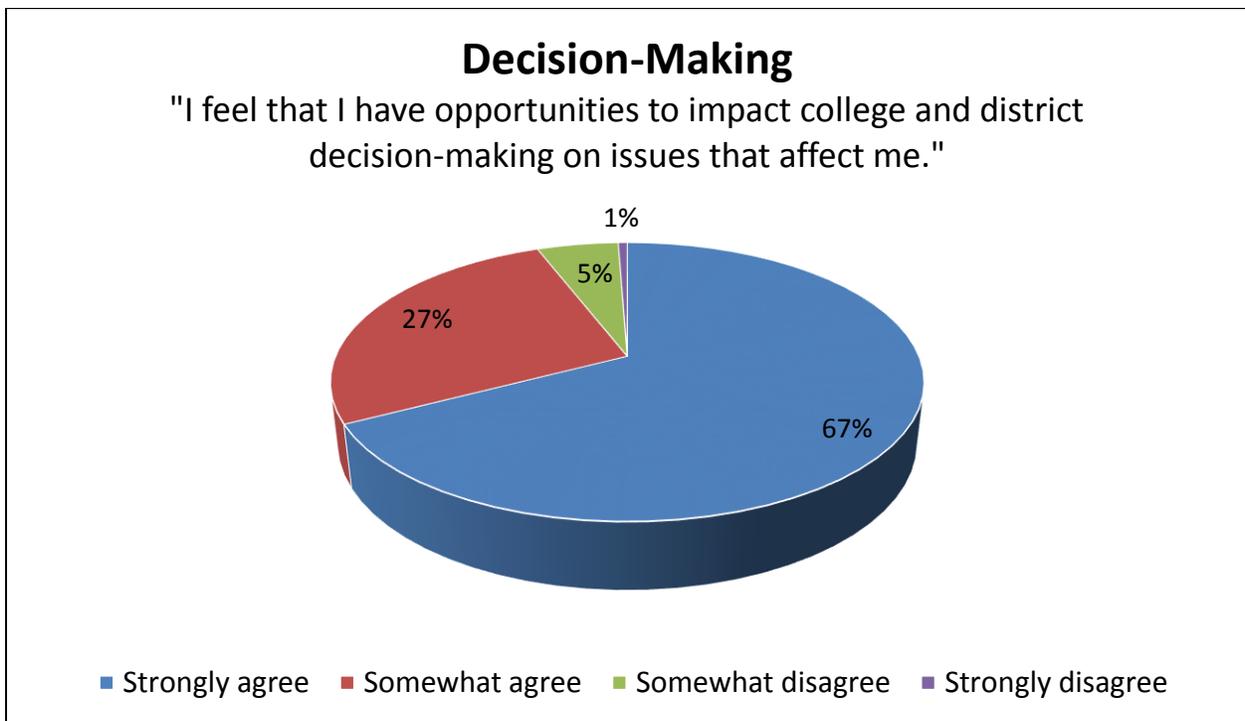
B. Shared Governance

Decision-Making

Shared governance is an important attribute of a strong and positive academic climate. At Pierce College, shared governance is defined as follows: "Participation in shared governance is inclusive wherein all members of the college community have opportunity for their voices to be heard and given proper weight in decisions that affect the mission and operation of the college."

Student Feedback

In regards to decision-making, the 2019 Community College Survey of Student Engagement (CCSSE) supplemental survey yielded similar results compared to 2016. 2019 survey findings indicated that 94% of students agreed that they had an opportunity to impact District decision-making on issues that affected them, compared with 87% in 2016.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

Employee Feedback

Overall, the odds of holding a favorable view of planning, decision making and budgeting at Pierce in 2019 are 1.6 to 1, the same as in 2016 (Note: 1.6 to 1 is the ratio of agree and strongly agree responses to disagree and strongly disagree responses. The numbers in the table below are averages based on the entire 5-point scale, so they should not be directly compared). Across all groups, respondents indicated that they understood the role and responsibilities of the Board of Trustees. High mean ratings also reflected a sense that Pierce College understands the roles of District Councils and that employees take advantage of opportunities to participate in shared governance. For faculty and staff, a low mean score resulted from perceptions that the decision-making process may not be as open and transparent to the community as they could be, and that participation in the budgeting process for their department could be improved. Administrative exempt respondents low mean scores suggest that improvements could be made by the college to provide more opportunities for connections between faculty, staff and administrators.

Overall Mean Ratings on a Five-Point Scale by Year and Job Classification

	2019 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating
I understand the role and responsibilities of the Board of Trustees.	3.58	3.69	3.29	4.16
I understand the role and responsibilities of the District Policy and Governance Cabinet (Cabinet).	3.26	3.10	3.19	3.86
I understand the role and responsibilities of the District Councils (Facilities & Safety, Learning, Technology, and Student Advancement).	3.51	3.47	3.40	3.95
The actions of the District's executive team are appropriate and timely.	3.16	3.07	3.08	3.38
Decisions are made at the appropriate level of the organization.	3.15	2.91	3.17	3.37
I am informed of District-wide changes in a clear and timely manner.	3.13	3.18	3.03	3.25
Decision-making processes are open and transparent to the college community.	2.85	2.56	2.79	3.50
Pierce College provides appropriate opportunities for dialogue on important initiatives that impact the college.	3.03	2.80	3.02	3.39
My input is welcomed by college leadership.	3.11	2.89	3.03	3.61
Pierce College provides opportunities for connections between faculty, staff and administrators.	3.22	3.15	3.19	3.32
I am informed of the college's budget planning process.	3.17	2.76	3.15	4.05
I participate in the planning and/or budgeting process for my department.	2.87	2.38	2.82	4.03
Institutional policies and procedures have been clearly communicated to me.	3.16	3.07	3.09	3.48
I take advantage of opportunities to participate in shared governance (Committees and Councils).	3.54	3.80	3.27	3.88
I believe that the shared governance process (of Committees and Councils) at Pierce College is working adequately.	3.08	2.81	3.13	3.44
I believe that the concerns and decisions of my constituency are considered and respected by other constituencies.	3.13	2.88	3.24	3.37
Total Mean Rating	3.18	3.03	3.12	3.63

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

Planning, Decision Making and Budgeting, cont.

When asked to share any comments about the planning, decision-making and budgeting process at Pierce College, examples of some responses are as follows (in alphabetical order):

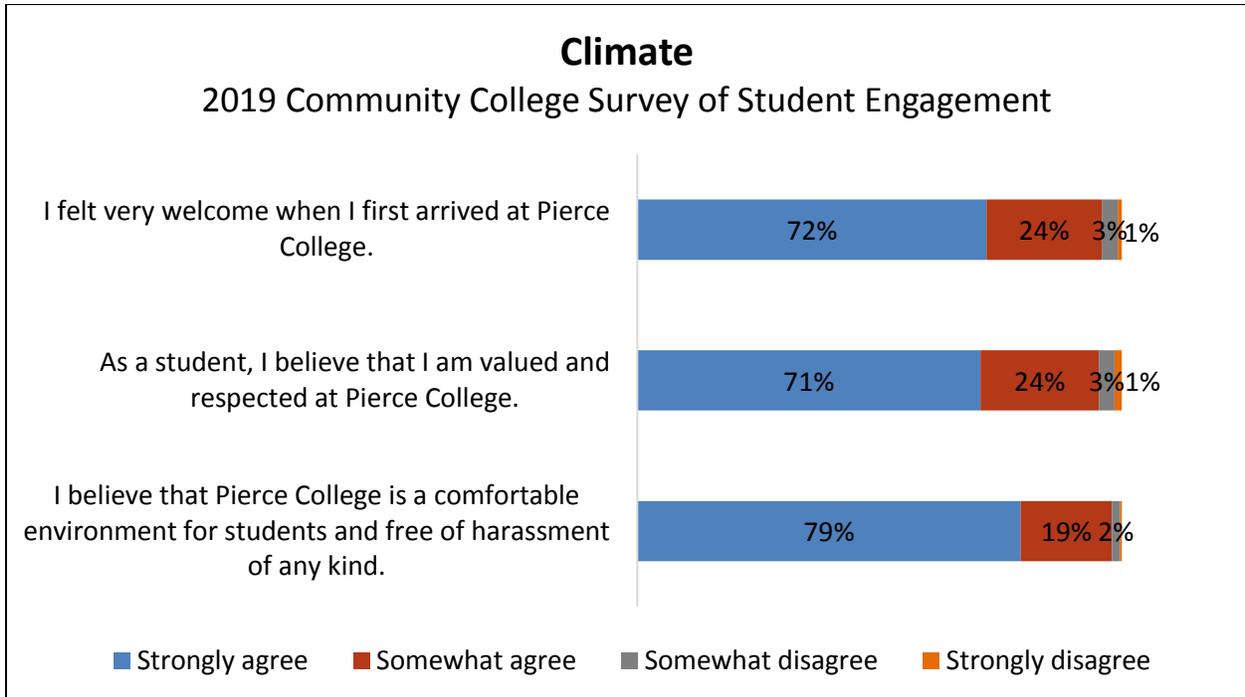
- I am aware of the budget process and procedures, but never know what is being considered in other areas. I know there are elected representatives to the Councils, but what they are discussing is unknown. Without knowing who the elected representatives are or what matters are being discussed it is hard to have any meaningful contribution. Perhaps the elected representatives could offer a constituent meeting to inform those interested in what is going on.
- I am not allowed to serve on committees or councils. My supervisor will not allow it even though I have shown interest.
- I have not been exposed to the budget process as a new employee. I look forward to learning more about it.
- I really don't know much about this area and I feel bad saying that. I don't know where a person would learn more about this either.
- I wish our bosses boss would come provide our office clarity on what our purpose is, how she defines success and also recognize the success we have achieved. We have no clear mission at this time which is making even achieved goals seem unimportant.
- Planning: I don't believe that this is an inclusive process, but I don't have a suggestion as to what could make it better. We don't know what we don't know. Decision-Making: I think when the questions come to us the decision or decisions have already been made. Budget: Although open to all to some degree, the impacts of some decisions aren't communicated out clearly in a way that folks know how to adjust to changes being made. For example, when there is a cut in funding for a position, be open and honest about where the work is going and how it will get done.
- Shared governance does not feel very shared. Things happen because certain individuals want them. They don't if those individuals don't want them to. Not enough decisions are truly "shared."
- The shared governance structure and process needs to go through a thorough evaluation process. Staff often feel as if their feelings are not taken into consideration. Decisions are often not made in transparent manners, and there is distrust and concern about processes. We say that we are data driven, but most of the decisions I see are not based on good data. They are made around by people cut off from the daily workings of the college and the real information that they need. There is a sense that good employees are anxious, competitive employees, not happy ones.
- We know nothing about it (if it does exist or is something that is talked about it is done so at EXTRA meetings that I likely cannot attend or are not being compensated for attending).

C. Inclusive Engagement

Climate

Student Feedback

Climate, in this context, is defined by the quality and character of the institution as reflected in the feelings and attitudes of students in the college community. Overall, 96% of 2019 CCSSE respondents indicated that Pierce College District provided a welcoming, respectful and comfortable environment for its students, up from 93% in 2016.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

Employee Feedback

For the purpose of this report, climate is defined as the quality and character of the institution as reflected in the feelings and attitudes of those within the college community. On a scale from one to five, where five is the most positive and one is the least positive, respondents were asked to rate 14 indicators of climate at Pierce College District. Overall, the odds of viewing climate as positive were 3.2 to 1 (Note: 3.2 to 1 is the ratio of 5 and 4 [more positive] responses to 2 and 1 [less positive] responses. The numbers in the table below are averages based on the entire 5-point scale, so they should not be directly compared). Comparing these results to the last climate survey, the total mean rating increased slightly between 2016 and 2019 (difference = 0.2). There were three new indicators for the 2019 survey (the last three in the table); each of the 11 common indicators increased on average from 2016 to 2019. The indicators that experienced the highest overall growth included perceptions of trust and support.

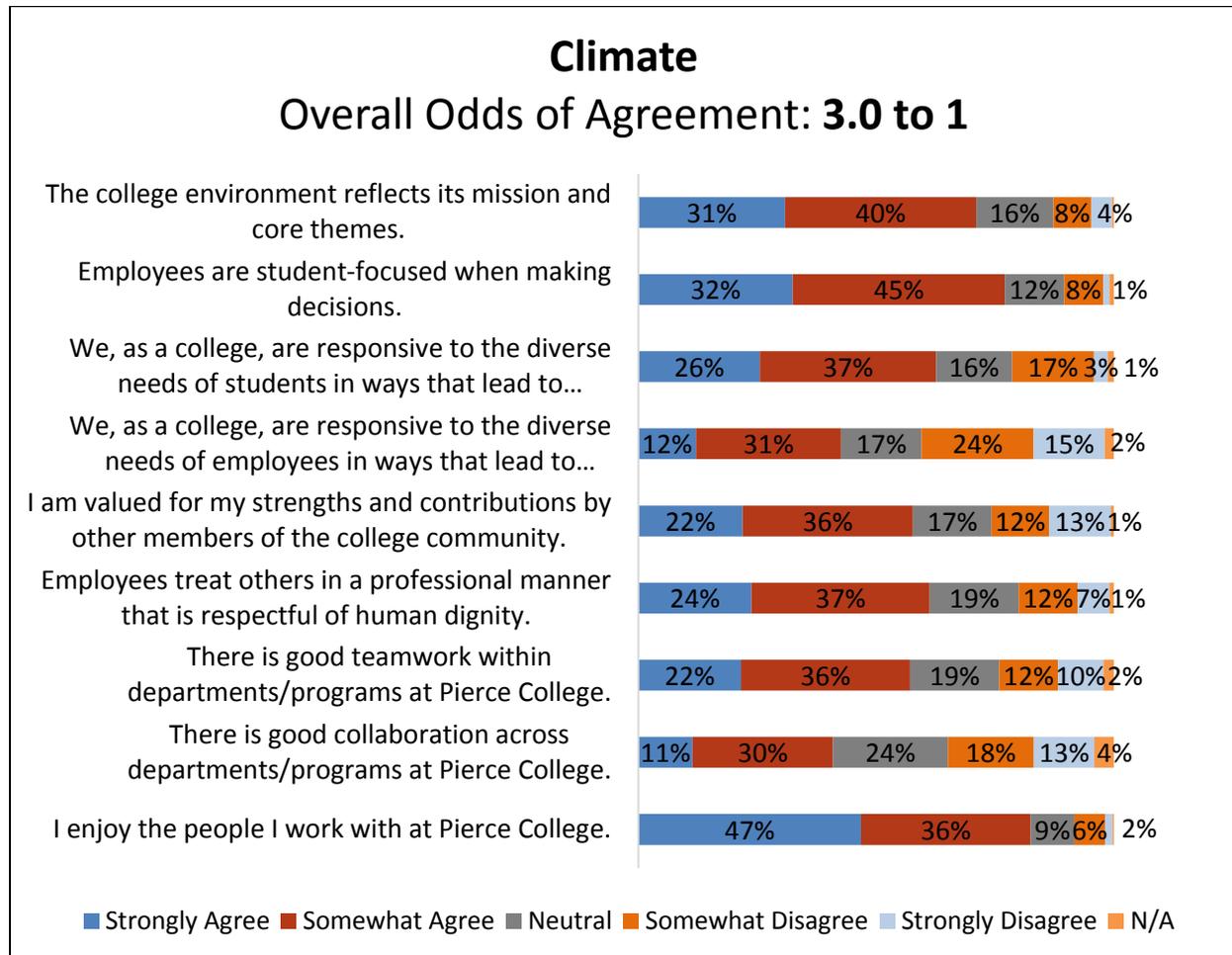
In general, faculty and classified staff scores showed comparable results. The largest differences were ratings of support (staff rated this 0.15 higher) and engagement and cooperation (faculty rated these 0.18 and 0.17 higher, respectively). The biggest differences were between faculty/staff and administrative exempt, where exempt employees rated climate relatively higher. The largest differences included perceptions by administrative exempt employees of support (0.30 higher), fairness (0.29 higher) and relaxed environment (0.20 lower), compared with the combined average scores of faculty/staff.

Mean Ratings on a Five-Point Scale by Year and Job Classification

	2019 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating	2016 Overall Mean Rating	2013 Overall Mean Rating
5-Relaxed/Tense-1	3.25	3.29	3.25	3.07	3.10	3.00
5-Supportive/Unsupportive-1	3.46	3.31	3.46	3.68	3.24	3.26
5-Friendly/Hostile-1	3.77	3.75	3.72	3.93	3.62	3.57
5-Cooperative/Competitive-1	3.52	3.59	3.41	3.48	3.34	3.33
5-Respectful/Disrespectful-1	3.65	3.57	3.63	3.70	3.44	3.43
5-Tolerant/Intolerant-1	3.60	3.60	3.60	3.61	3.46	3.48
5-Comfortable/Uncomfortable-1	3.56	3.57	3.51	3.64	3.36	3.40
5-Trustful/Mistrustful-1	3.33	3.32	3.27	3.27	3.08	3.02
5-Open/Closed-1	3.40	3.41	3.35	3.41	3.19	3.13
5-Harmonious/Conflictual-1	3.33	3.34	3.21	3.36	3.13	3.02
5-Fair/Unfair-1	3.31	3.30	3.16	3.52	3.19	3.18
5-Engaged/Disengaged-1*	3.61	3.62	3.44	3.68	N/A	N/A
5-Empathetic/Uncaring-1	3.59	3.60	3.47	3.73	N/A	N/A
5-Inclusive/Exclusionary-1**	3.43	3.40	3.34	3.50	N/A	N/A
Average Mean Rating	3.49	3.23	3.22	3.74	3.29	3.26

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

As in previous surveys, respondents indicated that they enjoyed their coworkers, believed that the college reflected its mission and goals, and put students first when making decisions. However, 25% or more of respondents disagreed that there is good collaboration across departments/programs; that the college is responsive to the diverse needs of employees; and individual strengths and contributions were valued by other members of the college community.



Source: 2019 Pierce College Employee Climate Survey

When questioned about what respondents most enjoyed about the working environment at Pierce College, examples of some responses are as follows (in alphabetical order):

- Autonomy, students are respectful, other adjunct faculty instructors I bump into are nice.
- I was welcomed onto my team, and the people who I worked with helped train and teach me so that I knew what to do. It was my first job out of high school, but even though I was the youngest person on the team, I still felt valued by my coworkers.
- My colleagues are friendly and student-focused.
- The staff and students I interact with daily.
- When I can work independently to fulfill my role as an employee and not be policed

When questioned about some ways Pierce College could improve the overall climate for employees, examples of some responses are as follows (in alphabetical order):

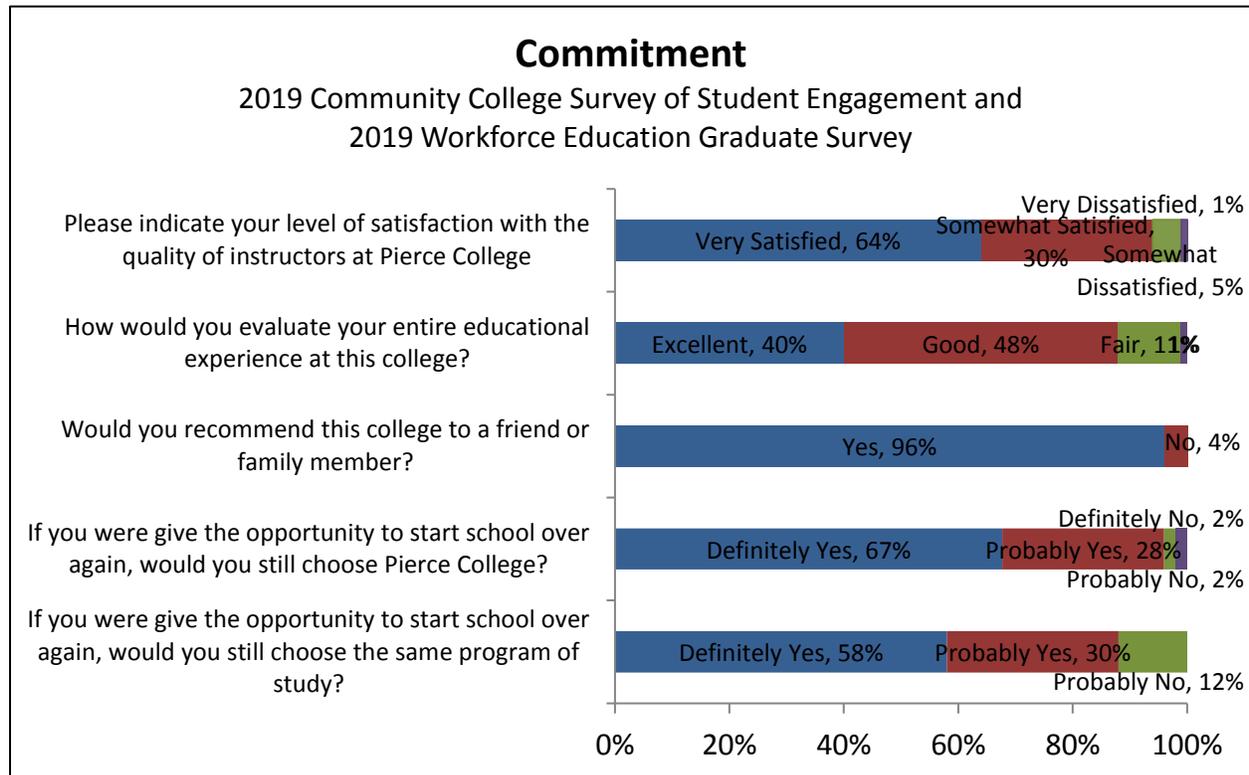
- ALL people accepting diverse points of view and being open to others lived experience
- Less intrusiveness and control over workforce. Respect employees to get the job done.
- Less boxes to check and more time to do the work we came here to do, teach, grow, learn, mentor, serve.

Commitment

Student Feedback

94% of 2019 Community College Survey of Student Engagement (CCSSE) respondents indicated that they were satisfied with the District's quality of instruction (up from 92% in 2016). Moreover, 88% of respondents shared that they would rate their overall educational experience at Pierce College as excellent or good (up from 87% in 2016). Finally, 96% of respondents indicated that they would recommend Pierce College to a friend or family member (up from 95% in 2016).

If given the opportunity to start school over again, 95% of Pierce College 2019 Workforce Education Graduate Survey respondents revealed that they would definitely or probably choose Pierce College again (up from 89% in 2016). Similarly, 88% of respondents indicated that they would definitely or probably choose the same program of study (up from 86% in 2016).



Sources: 2019 Community College Survey of Student Engagement and 2019 Pierce College Workforce Education Graduate Survey

Employee Feedback

Overall, the odds of holding a favorable view of job satisfaction at Pierce are 2.8 to 1 in 2019, down from 3.1 to 1 in 2016 (Note: 2.8 to 1 is the ratio of agree and strongly agree responses to disagree and strongly disagree responses. The numbers in the table below are averages based on the entire 5-point scale, so they should not be directly compared). Responses indicate that individuals in each group can see how their work supports Pierce College's mission. Faculty respondents also indicated that they were satisfied with their benefits but felt that having enough time to complete job responsibilities could be improved, the same issues from 2016. For classified staff, they generally felt their job expectations were clear and benefits were satisfying, however, salary could be improved to increase their satisfaction. For administrative/exempt staff, they felt satisfied overall with their jobs, but believed that providing more time and resources to complete job responsibilities would improve satisfaction.

Mean Ratings on a Five-Point Scale by Year and Job Classification

	2019 Overall Rating	Faculty Rating	Classified Rating	Admin/ Exempt Rating
I feel empowered and supported in performing my job duties.	3.72	3.62	3.72	3.75
I can see how my work supports Pierce College's mission.	4.38	4.45	4.30	4.43
Job performance expectations have been clearly communicated to me by my supervisor.	3.79	3.66	3.87	3.74
I receive constructive feedback regarding my job performance.	3.56	3.45	3.67	3.49
I am satisfied with the salary I receive for my job.	2.77	2.53	2.65	3.48
I am satisfied with the benefits (medical, dental, etc.) I receive for my job.	4.04	3.77	4.14	4.55
The duties, responsibilities and authority of my position are accurately reflected in my job description.	3.56	3.44	3.55	3.61
The training I receive on technology is adequate for me to do my job effectively.	3.59	3.64	3.41	3.83
I believe that I have adequate time and resources to complete my job responsibilities.	3.23	2.97	3.37	3.07
At this point in my career, I believe that my present career trajectory satisfies my professional goals and aspirations.	3.50	3.51	3.41	3.68
Overall, I am satisfied with my job at Pierce College.	3.86	3.90	3.77	3.93
Average Mean Rating	3.64	3.54	3.62	3.78

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

When questioned about the most rewarding part of their current position at Pierce College, examples of some responses are as follows (in alphabetical order):

- Enjoy conversations with folks who work here and enjoy working with students and seeing them grow and learn new things.
- Opportunities for professional development that have come about due to my position (TST1, TST2, speaking/presenting at conferences).

When questioned about ways Pierce supervisors could support respondents in their positions, examples of some responses are as follows (in alphabetical order):

- I am personally very lucky to have supportive supervisors. It is my supervisor that probably need more support.
- I think that the way the state system is set up in general, there is nothing they can do sadly. I really love working for Pierce, but it's hard to move up even with the right skills.

Employee Diversity

Regarding the diversity of permanent employees, Pierce College had a higher representation of females, African American, Asian/Pacific Islander, and Whites than its service area. However, there was a lower percentage of male and Hispanic/Latino Pierce College permanent employees than the service area. The veteran status of Pierce College permanent employees is less than the service area population as well. Compared to 2015-16 data, the proportion of Asian and Pacific Islander employees increased 3%, employees of color increased 5%, and veteran employees increased 3%. The biggest increase was for employees 39 or younger, which increased nearly 7%.

Pierce College District Permanent Employee Demographics, 2018-19

Demographic	Percentage of Permanent Employees	Percentage of Pierce College District Service Area
Gender		
Male	34%	50%
Female	66%	50%
Race/Ethnicity		
Black/African American	8%	6%
Asian/Pacific Islander	10%	7%
Hispanic/Latino	2%	10%
Native American	1%	1%
White	76%	70%
Age		
39 Years or Younger	36%	43%
40 Years or Older	65%	57%
Veteran Status	6%	11%

Note: For this chart, permanent employees include Full-time Faculty, Classified staff, and Administrative exempt employees.
Source: SBCTC Employee Dashboard.

Core Theme V: Student Learning and Success

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

A. Educational Momentum

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

1. Indicator – Student Achievement Initiative
2. Indicator – Retention and Persistence
3. Indicator – Course Completion
4. Indicator – Graduation Rates

B. Learning Outcomes

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

1. Indicator – Student Feedback for Learning Outcomes
2. Indicator – Core Abilities
3. Indicator – Outcomes for Academic Transfer Students/FAKs
4. Indicator – Outcomes for Transitional Education Students
5. Indicator – Outcomes for ABE and ESL Students

C. Transfer and Employment Success

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

1. Indicator - Transfer Rates and Success
2. Indicator - Professional/Technical Degree Completers Employed

A. Educational Momentum

Student Achievement Initiative

Pierce College District

In regards to Pierce College District, SBCTC began calculating momentum points as a District starting in 2013-14. District data includes Fort Steilacoom, Puyallup, eLearning courses and all JBLM students. For an indication of the efficiency with which students are achieving in these areas, the points per student measure shows that in 2017-18, students continue to earn about two points (1.99). However, this is down 3% since the peak of 2.05 in 2015-16. Nevertheless, an increase in total headcount during that time—from 13,544 in 2015-16 to 13,945 in 2017-18—has led to an increase in total points to 27,592 from 27,433.

Pierce College District Points Earned Per Student, All Students, 2014-15 to 2017-18

Area of Measurement	2014-15	2015-16	2016-17	2017-18
Points Per Student – Pierce District	2.02	2.05	2.01	1.99

Source: SBCTC, SAI 2.0 dashboard

Pierce College District Student Achievement Points All Students, 2014-15 to 2017-18

Area of Measurement	Total Points			
	2014-15	2015-16	2016-17	2017-18
BasicSkillsGain Points	1,753	1,753	1,851	1,611
15ClvICr Points	3,704	3,704	3,761	3,760
30ClvICr Points	2,908	2,908	2,916	2,852
45ClvICr Points	3,177	3,177	3,338	3,364
CollegeReadyEnglish Points	2,203	2,203	1,720	1,926
CollegeReadyMath Points	4,914	4,914	4,743	4,724
QuantCourse Points	2,584	2,584	2,733	2,658
Retention Point	4,439	4,439	4,540	4,592
Completion Points	1,728	1,728	1,831	1,869

Source: SBCTC, SAI 2.0 dashboard

The Student Achievement data also allow calculations of the percentage of highest attainment of Student Achievement points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, 45 college-level credits, quantitative course, and completions. Although these data are generally consistent between the 2014 and 2017 cohorts, there has been a slight decrease in the percent making college ready English gains, as well as an increase in the percent making no momentum gains.

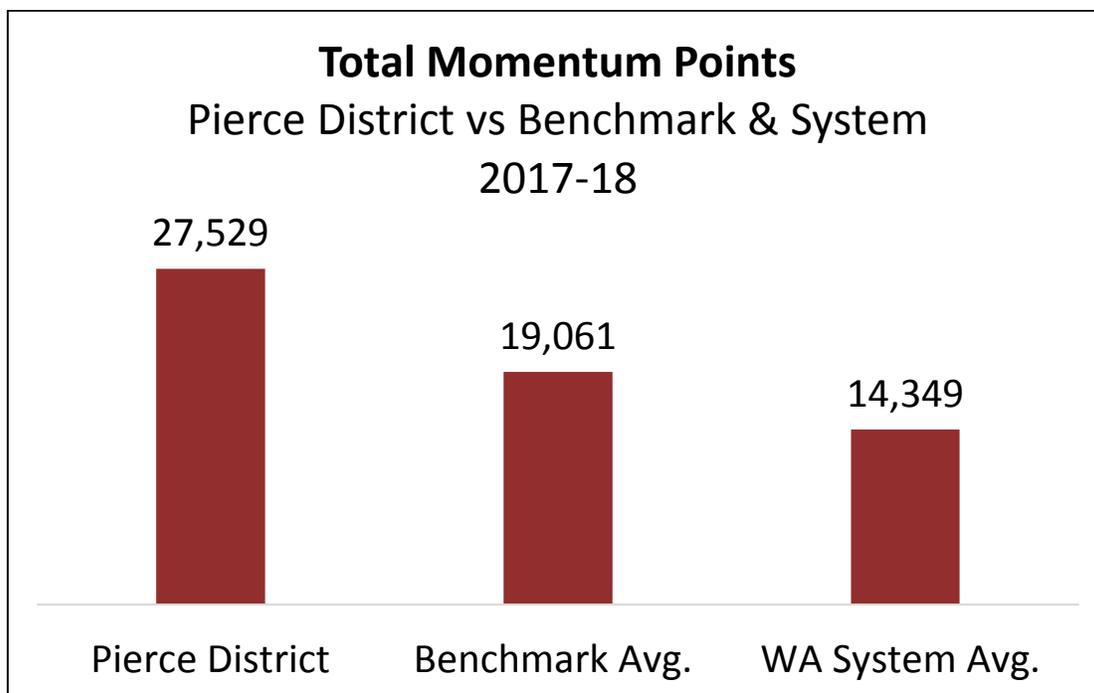
**Student Achievement Points
All Students, 2014-2017 Cohort Years**

Area of Measurement	Percentage of Points			
	2014	2015	2016	2017
Completion point	3%	6%	5%	5%
Quant course point	25%	24%	25%	23%
45 college-level credits	3%	3%	4%	3%
30 college-level credits	11%	10%	10%	10%
15 college-level credits	14%	15%	16%	15%
College ready math gains	3%	3%	3%	3%
College ready English gains	5%	3%	3%	2%
Basic Skills gains	7%	6%	6%	6%
No momentum gains	30%	29%	28%	33%

Source: SBCTC, SAI Progress Metrics dashboard

Regionally and Statewide

In regards to total momentum points from all funding sources, Pierce performed above both its benchmark schools and the Washington State system average, outperforming by 44% and 92%, respectively.



Note: The benchmark colleges included in this comparison group are as follows: Clark College; Edmonds Community College; Green River Community College; Highline Community College; Shoreline Community College; South Puget Sound Community College; and Tacoma Community College

Source: SBCTC, SAI 2.0 dashboard

Retention and Persistence

Annual and Quarterly Retention

For all and new, degree-seeking state supported students, the fall-to-winter retention rate increased between fall and winter from 2015-16 to 2016-17, but decreased (-3.2%) in 2017-18. An increase in the retention rate was evident for African American students and Students of Color during this period. However, the fall-to-winter retention rate slightly declined for all other groups, with the retention rate for single parents dipping 13% in 2017-18.

	Fall-to-Winter Retention			Average	Trend	Equity
	2015-16	2016-17	2017-18	2015-18	2015-18	2016-2018
	% Successful	% Successful	% Successful	% Successful	% Successful	% Difference
All	84.5%	86.7%	83.5%	84.9%		-
Female	86.0%	87.9%	84.5%	86.1%		1%
Male	82.1%	84.8%	82.1%	83.0%		-2%
Pell	82.2%	78.5%	74.1%	78.3%		-7%
Students of Color	79.4%	82.9%	79.8%	80.7%		-4%
First Generation	84.2%	85.0%	82.4%	83.9%		-1%
African American	77.9%	78.0%	79.3%	78.4%		-6%
White	86.9%	88.0%	84.0%	86.3%		1%
Single Parents	83.0%	82.2%	69.9%	78.4%		-7%

Note: Retention for First Time, Degree-Seeking, State Supported students
Source: Pierce College IR database

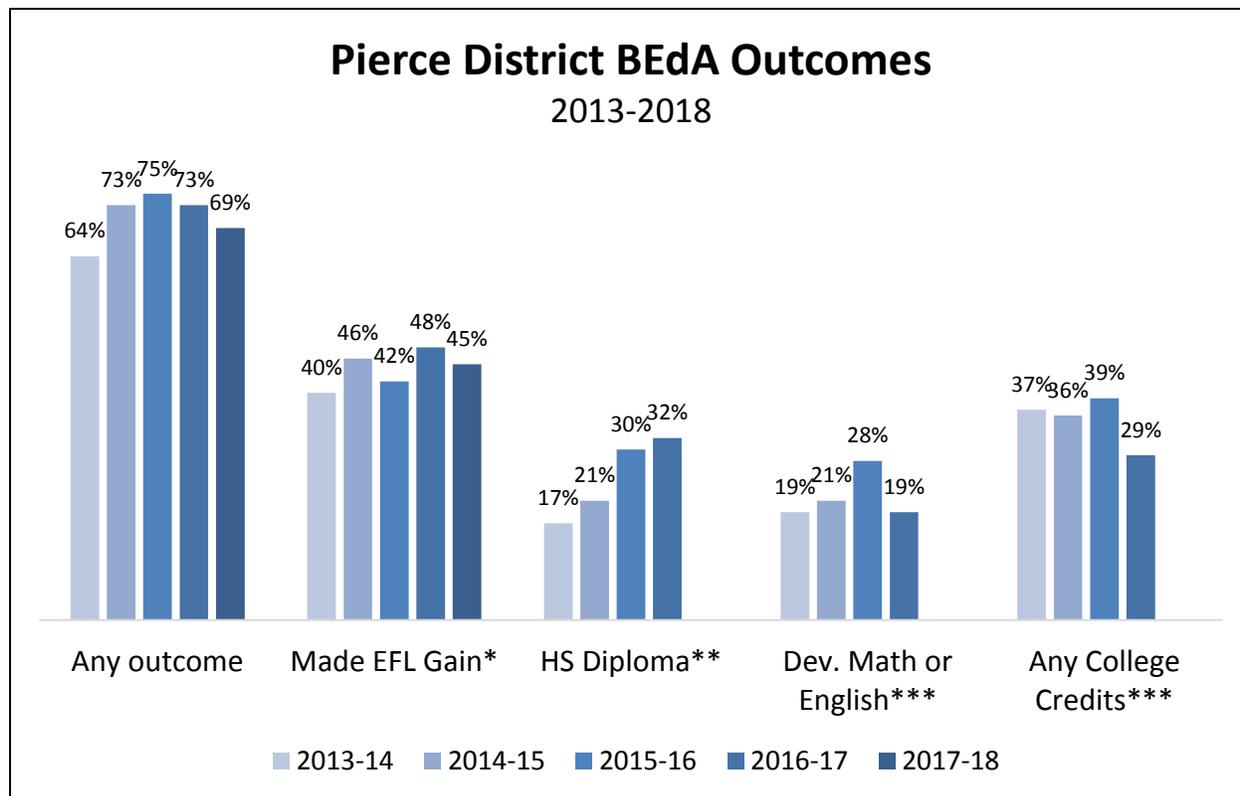
For all and new, degree-seeking state supported students, the fall-to-fall retention rate increased from 2015-16 to 2016-17, but decreased slightly (-1.2%) in 2017-18. The retention rate for female, first generation, and Students of Color increased during this period. Other demographic groups declined during this period, with Pell (-7%), African American (-8%), and single parent (-13%) retention rates decreasing most; these three groups also represent the largest equity gaps (-11% for African American, -13% for Pell, and -16% for single parents).

	Fall-to-Fall Retention			Average	Trend	Equity
	2015-16	2016-17	2017-18	2015-18	2015-18	2016-2018
	% Successful	% Successful	% Successful	% Successful	% Successful	% Difference
All	60.0%	61.6%	60.4%	60.8%		-
Female	60.7%	63.8%	62.0%	62.2%		1%
Male	58.9%	58.1%	58.1%	58.4%		-2%
Pell	48.6%	51.4%	42.1%	47.4%		-13%
Students of Color	52.8%	58.3%	54.4%	55.2%		-6%
First Generation	58.2%	60.7%	58.7%	59.2%		-2%
African American	49.2%	57.4%	41.5%	49.4%		-11%
White	63.6%	62.1%	61.6%	62.4%		2%
Single Parents	52.4%	43.7%	39.0%	45.0%		-16%

Note: Retention for First Time, Degree-Seeking, State Supported students
Source: Pierce College IR database

Basic Skills Outcomes and Transition

Learning and student success for basic skills students—including ABE, ESL, and high school completion students—is an important measure for the learning outcomes objective. The Washington State Board for Community and Technical Colleges (SBCTC) provides a dashboard that tracks outcomes for Basic Education for Adults (BEa) for all colleges. On average, from the 2013-14 through the 2017-18 academic years, 71% of BEa students made gains during the year. For students in upper levels of BEa (ABE 4, 5, and 6), an average of 35% earned some college-level credit within two years. However, this decreased for the 2016-17 cohort, falling 6% below the four-year average of 35%, and 10% from the prior year.



Source: SBCTC Basic Education for Adults (BEa) Outcomes dashboard

*Included ESL students making gains within one year

**Includes upper level ABE (4,5 and 6) and HS 21+ students within two years

***Includes upper level ABE (4,5 and 6) students within two years.

Course Completion

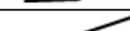
Successful Course Completion

Success in college-level class for students at Pierce was generally consistent between 2016 and 2018. Looking at disaggregated averages, only rates for female and White students are above the three-year average. Rates for other demographic groups fall below the three-year average, with rates for African American (-8%) and single parents (-6%) representing the largest equity gaps. However, over three-year period, success rates increased for most groups, with Pell (+2.3%) and African American (+1.4%) increasing most.

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

Source: Pierce College IR database

Completion rates in STEM courses increased overall by about 7% from 2016 to 2018. Looking at disaggregated averages, only White, female and male groups are at or above the three-year average. Rates for other demographic groups fall below the three-year average, with rates for African American (-14%) and single parents (-11%) representing the largest equity gaps. However, over the same three-year period, success rates increased for all groups, with Pell (+7.5%) and White students (+8.4%) increasing most. Nevertheless, equity gaps persist.

STEM Completion - 3 years			Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018
	% Successful	% Successful	% Successful	% Successful	% Difference
All	70.2%	73.9%	76.7%	73.6%	 -
Female	68.8%	75.7%	75.0%	73.2%	 0%
Male	71.5%	72.0%	78.4%	74.0%	 0%
Pell	66.5%	68.3%	74.0%	69.6%	 -4%
Students of Color	66.7%	67.4%	67.2%	67.1%	 -6%
First Generation	67.4%	70.1%	72.9%	70.1%	 -3%
African American	58.3%	62.9%	58.8%	60.0%	 -14%
White	70.6%	74.1%	79.0%	74.6%	 1%
Single Parents	61.0%	61.9%	66.3%	63.1%	 -11%

Source: Pierce College IR database

Pre-College Course Completion

Pre-college math and English courses at Pierce College have been historically difficult for many students who place into them. For this reason, pre-college math and English courses were identified as intervention areas for the Achieving the Dream program. Now, students placing into pre-college courses can take advantage of accelerated or co-requisite opportunities. What this means is that the number of students placing into college-level courses—students who would not have been able to under the old system—has increased dramatically. However, for those enrolling in pre-college courses, successful completion is still relatively difficult, with three-year success rates of around 64%, compared with almost 80% for college-level courses overall.

For pre-college math, female, Pell, and White student groups are at or above the three-year average. Rates for other demographic groups fall below the three-year average, with the rate for African American (-13%) students representing the largest equity gap. Furthermore, over the same three-year period, success rates decreased for all groups, with single parents success rates decreasing most (-8.9%).

Pre-College Math Completion - 3 years				Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018	2016-2018
	% Successful	% Difference				
All	66.1%	62.5%	63.9%	64.2%		-
Female	67.5%	65.8%	63.2%	65.5%		1%
Male	63.7%	56.5%	65.1%	61.8%		-2%
Pell	65.0%	64.7%	63.2%	64.3%		0%
Students of Color	60.6%	60.0%	56.2%	58.9%		-5%
First Generation	64.7%	62.0%	64.3%	63.7%		-1%
African American	51.2%	53.9%	49.5%	51.5%		-13%
White	68.9%	64.3%	68.3%	67.2%		3%
Single Parents	63.9%	61.7%	55.0%	60.2%		-4%

Source: Pierce College IR database

Pre-college English success rates decreased by an average of 3% between fall 2016 and fall 2018. Single parents (-15.5%), African Americans (-14.6%), and Pell (-10.5%) students showed the largest declines. Comparing three-year averages, female students were 2% above the average, while equity gaps for other demographic groups persisted, including for African American (-8%) and White (-6%) students.

Pre-College English Completion - 3 years				Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018	2016-2018
	% Successful	% Difference				
All	66.9%	62.0%	63.9%	64.3%		-
Female	68.7%	66.9%	63.8%	66.5%		2%
Male	64.8%	56.9%	63.8%	61.8%		-2%
Pell	68.3%	67.2%	57.8%	64.4%		0%
Students of Color	66.4%	58.5%	56.8%	60.6%		-4%
First Generation	67.4%	60.4%	66.2%	64.7%		0%
African American	65.9%	52.5%	51.3%	56.6%		-8%
White	60.4%	54.3%	61.4%	58.7%		-6%
Single Parents	69.8%	61.8%	54.3%	62.0%		-2%

Source: Pierce College IR database

Gateway Course Completion

The gateway courses at Pierce College—Math 107, 114, 131, 141, 146, 147 and English 101—are important indicators of success both generally and for the Achieving the Dream program. Between 2016 and 2018, trends show a significant improvement in gateway math success, while gateway English success shows slightly declining trends, a pattern similar to the 2016 report.

Students taking gateway math courses generally were more successful from fall 2016 to fall 2018, with the average success rate increasing by 6.5% during that period. However, looking at disaggregated averages, only rates for female and White students are above the three-year average. Rates for other demographic groups fall below the three-year average, with rates for African American (-14%) and single parents (-10%) representing the largest equity gaps. However, over three-year period, success rates increased for most groups, with White (+8.2%) and female (+7.6%) increasing most.

Gateway Math Completion - 3 years				Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018	2016-2018
	% Successful	% Difference				
All	64.6%	71.4%	71.1%	69.0%		-
Female	65.1%	73.8%	72.7%	70.5%		2%
Male	64.1%	68.3%	69.0%	67.1%		-2%
Pell	63.6%	67.0%	68.2%	66.3%		-3%
Students of Color	60.0%	62.6%	64.3%	62.3%		-7%
First Generation	61.5%	69.0%	63.7%	64.7%		-4%
African American	54.3%	51.6%	58.3%	54.7%		-14%
White	66.1%	73.3%	74.3%	71.2%		2%
Single Parents	56.5%	60.8%	60.2%	59.2%		-10%

Source: Pierce College IR database

Gateway English success rates decreased 3.3% on average from fall 2016 to fall 2018. Looking at disaggregated averages, only the rate for female students are above the three-year average. Rates for other demographic groups fall below the three-year average, with rates for single parents (-9%) and African American (-8%) students representing the largest equity gaps.

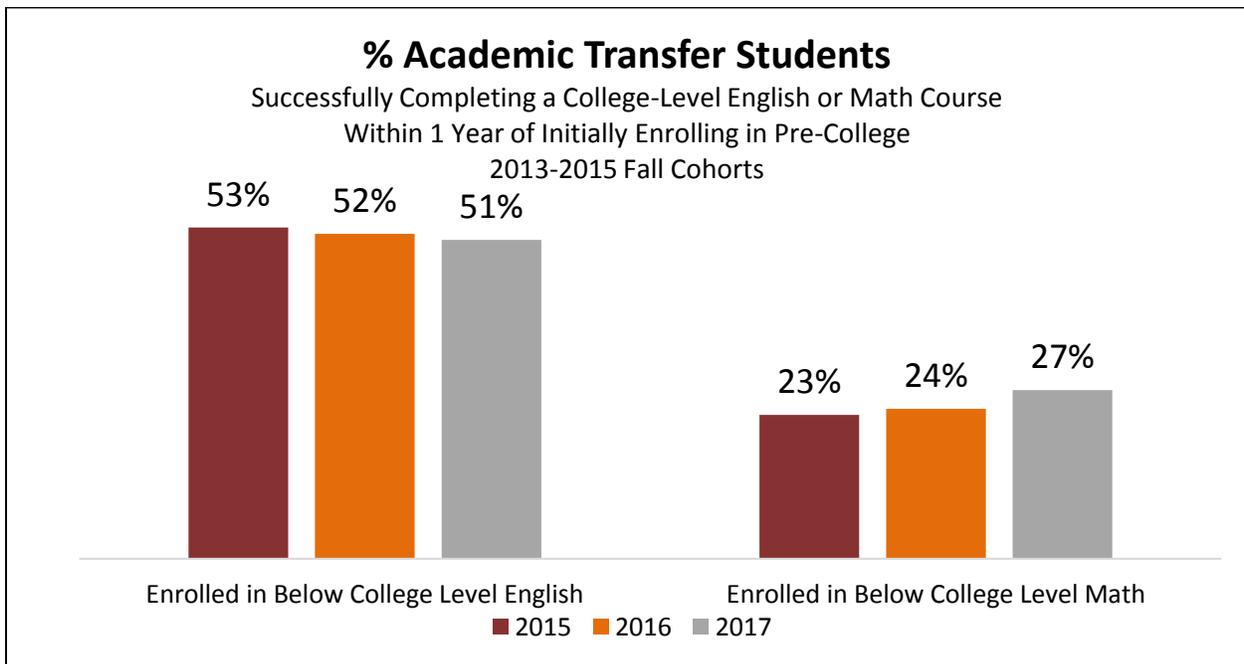
Gateway English Completion - 3 years				Average	Trend	Equity
	Fall 2016	Fall 2017	Fall 2018	2016-2018	2016-2018	2016-2018
	% Successful	% Difference				
All	81.2%	80.2%	77.9%	79.8%		-
Female	84.0%	83.2%	80.5%	82.6%		3%
Male	76.5%	75.1%	73.7%	75.1%		-5%
Pell	78.5%	74.7%	76.8%	76.7%		-3%
Students of Color	81.7%	76.6%	74.1%	77.5%		-2%
First Generation	80.2%	79.5%	73.8%	77.8%		-2%
African American	76.2%	67.3%	71.2%	71.6%		-8%
White	80.4%	80.7%	79.3%	80.1%		0%
Single Parents	75.9%	70.4%	66.7%	71.0%		-9%

Note: Successful completion is defined as earning a 2.0 or higher decimal grade or a P letter grade.

Source: Pierce College IR database

Developmental Transition

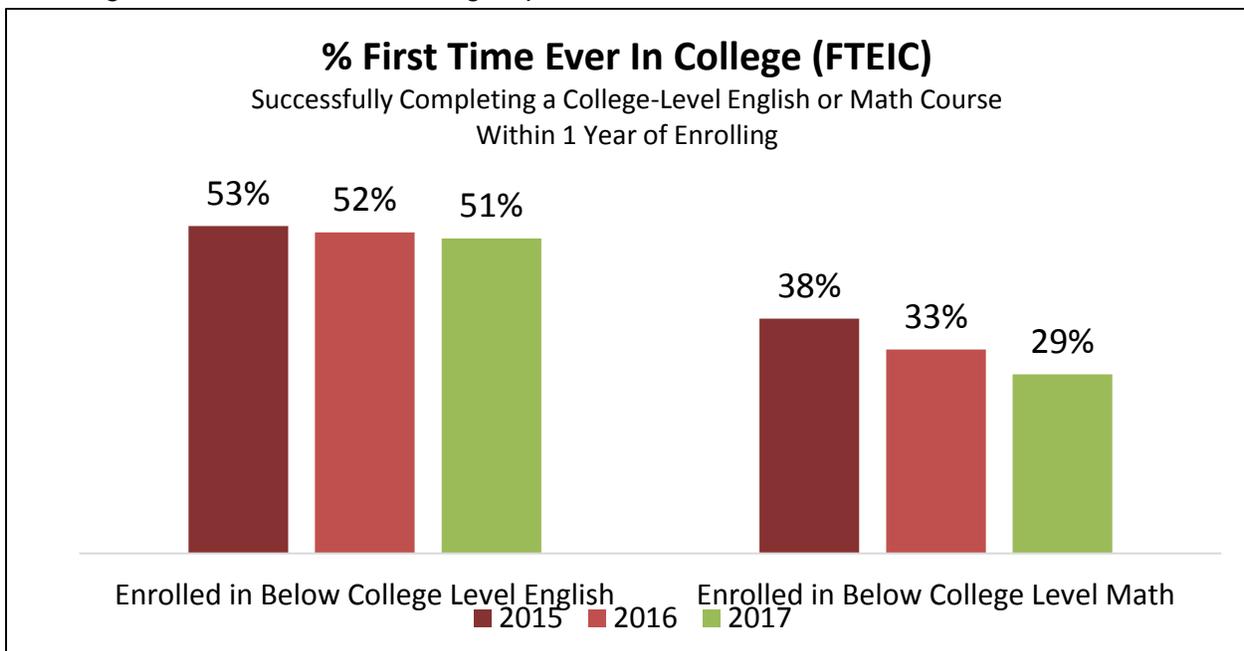
One year after enrolling in a below college-level English course, 50% or more of 2015 academic transfer students completed a college-level English course. College-level math completion within one year increased during this period, from 23% in 2015 to 27% for the 2017 cohort.



Note: Academic transfer student is defined as having a "B" intent code for at least one quarter during the academic year. Successful completion is defined as a 2.0 or higher grade.
Source: SBCTC, Precollege Placement and Outcomes dashboard

First Time Ever in College (FTEIC) Cohorts

FTEIC students have no prior college experience, including dual enrollment (Running Start) experience. These cohorts are of special interest to Pierce and its partners in Pathways work, including SBCTC, AACC, and College Spark.



Source: Pierce College Pathway's KPI Reporting Template, 2019

Graduation Rates

Graduation rates are calculated by starting with cohorts of students who are new to the school and have indicated that their intent is to earn a degree. Each cohort is then given “150% of the normal time” to graduate—this corresponds to 3 years.

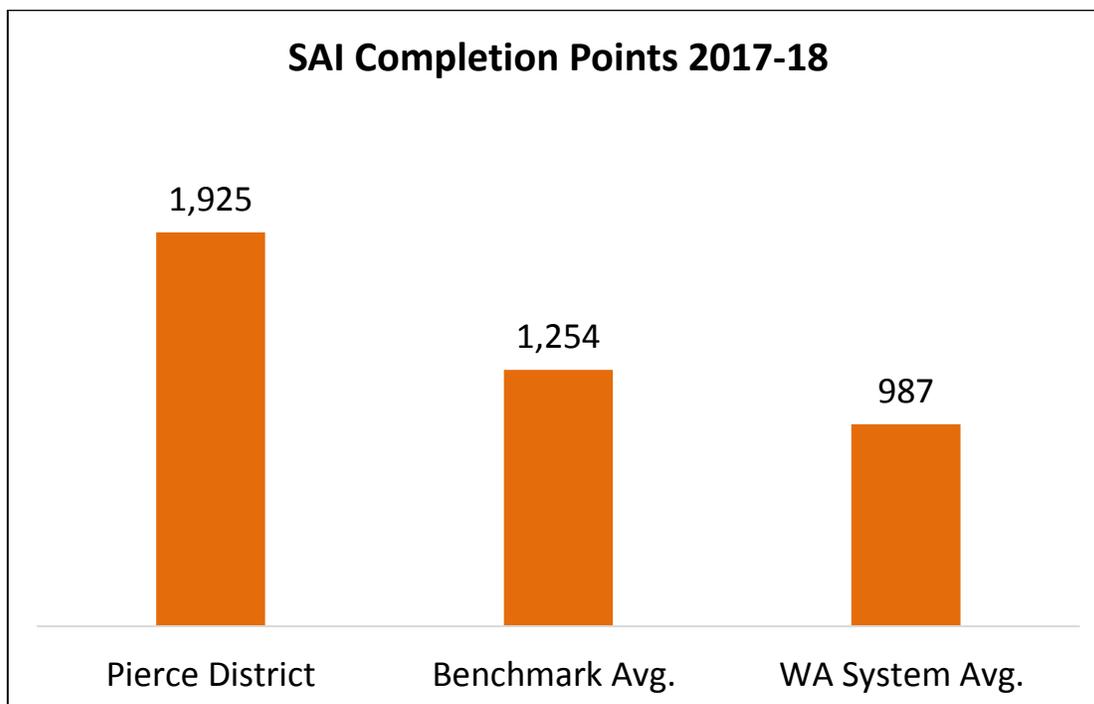
Overall, the data suggest graduation rates are improving for students at Pierce, increasing from 31.4% for the 2013-16 cohort to 36.2% for the 2015-18 cohort. Moreover, this is a marked increase from the 2008-11 cohort overall rate of 19.0. However, looking at disaggregated averages, only rates for female and White students are above the three-year average. Rates for other demographic groups fall below the three-year average, with rates for single parents (-14%) and African American students (-13%) representing the largest equity gaps. However, over the three-year period, success rates increased for most groups, with Pell (14.3%), African American (9.5%), Students of Color (9.2%), and single parents (8.5%) increasing most.

New Degree Seeking State Supported Students - 3 Year Graduation Rate	2013-2018			Average	Trend	Equity
	2013-2016 % Successful	2014-2017 % Successful	2015-2018 % Successful	2013-2018 % Successful	2013-2018 % Successful	2016-2018 % Difference
All	31.4%	33.0%	36.2%	33.5%		-
Female	35.4%	36.2%	38.1%	36.6%		3%
Male	26.1%	28.9%	32.9%	29.3%		-4%
Pell	21.2%	30.0%	35.5%	28.9%		-5%
Students of Color	20.8%	23.2%	30.0%	24.7%		-9%
First Generation	30.0%	30.0%	34.7%	31.6%		-2%
African American	16.5%	17.7%	26.0%	20.1%		-13%
White	32.5%	34.7%	35.5%	34.2%		1%
Single Partents	17.6%	15.9%	26.1%	19.9%		-14%

Pierce College District, Regionally and Statewide

Beginning in the 2013-14 academic year, SBCTC began using the Student Achievement Initiative's (SAI) v 2.0 metrics that count for the performance funding portion of the system allocation.

These measures include completions, which are obtained when a student earns a certificate, degree, or apprenticeship award. SAI completion points are a key measure of student success and mission fulfillment. Based on district calculations, Pierce College District is performing well, earning 1,925 completion points for 2017-18, up from 1,728 in 2014-15. This compares favorably with average points earned by both Pierce's benchmark colleges (1,254) and the Washington State system (987).



Note: The benchmark colleges included in this comparison group are as follows: Clark College; Edmonds Community College; Green River Community College; Highline Community College; Shoreline Community College; South Puget Sound Community College; and Tacoma Community College.

Source: SBCTC, SAI 2.0 dashboard

B. Learning Outcomes

Student Feedback for Learning Outcomes

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

To assist colleges in their efforts to reach for excellence, CCSSE reports national benchmarks of effective educational practices in community colleges. The *Active and Collaborative Learning* benchmark states that students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

CCSSE's benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Pierce College scored above the *Active and Collaborative Learning* cohort and medium college averages with a mean score of 53.5, our highest benchmark score, indicating a strong perception by students of active engagement and collaboration in the classroom. However, this is a slight decrease from our 2016 score of 54.0. Pierce also outperformed both the cohort and other medium colleges on each of the individual scale items.

CCSSE Active and Collaborative Learning Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium Colleges	Mean Score for 2019 Cohort
Q. In your experiences at this college during the current school year, about how often have you done each of the following?			
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often			
Asked questions in class or contributed to class discussions.	2.98	2.93	2.93
Made a class presentation.	2.25	2.18	2.20
Worked with other students on projects during class.	2.71	2.60	2.60
Worked with classmates outside of class to prepare class assignments.	2.16	1.97	2.00
Tutored or taught other students.	1.45	1.38	1.39
Participated in a community-based project as a part of a regular course.	1.42	1.38	1.38
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).	2.61	2.54	2.54

Source: 2019 Community College Survey of Student Engagement

The *Student Effort* benchmark states that students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

CCSSE's benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Pierce College scored above the *Student Effort* cohort and medium college averages in 2019 with a mean score of 53.4, an increase from our 2016 score of 52.7. Pierce scored higher on effort in preparing drafts and integrating ideas from various sources, and about the same with respect to coming to class without reading or completing assignments. Pierce students read on their own at about the same rate as the national cohort and at other medium colleges. Pierce students use tutoring more, skill labs less, and computer labs about the same compared to other groups.

CCSSE Student Effort Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium Colleges	Mean Score for 2016 Cohort
Q. In your experiences at this college during the current school year, about how often have you done each of the following?			
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often			
Prepared two or more drafts of a paper or assignment before turning it in.	2.64	2.52	2.52
Worked on a paper or project that required integrating ideas or information from various sources.	3.00	2.88	2.88
Came to class without completing readings or assignments.	1.85	1.84	1.85
Q. During the current school year, about how much reading and writing have you done at this college?			
0 = None, 1 = 1–4, 2 = 5–10, 3 = 11–20, 4 = More than 20			
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.	0.95	0.96	0.97
Q. About how many hours do you spend in a typical 7-day week doing each of the following?			
0 = None, 1 = 1–5, 2 = 6–10, 3 = 11–20, 4 = 21–30, 5 = More than 30			
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program).	2.18	2.02	2.00
How often you use the following services?			
0 = Never, 1 = 1 time, 2 = 2–4 times, 3 = 5 or more times			
Frequency: Peer or other tutoring	0.89	0.72	0.74
Frequency: Skill labs (writing, math, etc.)	0.83	0.89	0.92
Frequency: Computer lab	1.48	1.45	1.45

Source: 2019 Community College Survey of Student Engagement

The *Academic Challenge* benchmark states that challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

CCSSE's benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. Pierce College scored above both the *Academic Challenge* medium colleges and cohort average in 2019 with a mean score of 51.6, down from 53.4 in 2016.

CCSSE Academic Challenge Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium Colleges	Mean Score for 2019 Cohort
Q. In your experiences at this college during the current school year, about how often have you done each of the following?			
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often			
Worked harder than you thought you could to meet an instructor's standards or expectations.	2.63	2.63	2.63
During the current school year, how much has your coursework at this college emphasized the following mental activities?			
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much			
Analyzing the basic elements of an idea, experience, or theory.	2.97	2.93	2.63
Synthesizing and organizing ideas, information, or experiences in new ways.	2.91	2.90	2.89
Making judgments about the value or soundness of information, arguments, or methods.	2.75	2.66	2.66
Applying theories or concepts to practical problems or in new situations.	2.77	2.76	2.76
Using information you have read or heard to perform a new skill.	2.89	2.88	2.88
During the current school year, about how much reading and writing have you done at this college?			
0 = None, 1 = Between 1 and 4, 2 = Between 5 and 10, 3 = Between 11 and 20, 4 = More than 20			
Number of assigned textbooks, manuals, books, or book-length packs of course readings.	2.11	2.04	2.04
Number of written papers or reports of any length.	1.99	1.83	1.82
Mark the box that...			
1 = Extremely easy ... 7 = Extremely challenging			
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.	4.89	4.91	4.89
How much does this college emphasize each of the following?			
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much			
Encouraging you to spend significant amounts of time studying.	3.07	3.03	3.03

Source: 2019 Community College Survey of Student Engagement

The *Student-Faculty Interaction* benchmark states that in general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

CCSSE’s benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. For 2019, Pierce College scored above both the *Student-Faculty Interaction* medium colleges and cohort averages with a mean score of 50.9, a decrease from our 2016 score of 54.3. Moreover, Pierce scored higher on each individual measure within the benchmark, including significantly higher on the items “talked about career plans with an instructor or advisor” and “discussed ideas from your readings or classes with instructors outside of class.”

CCSSE Student-Faculty Interaction Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium Colleges	Mean Score for 2019 Cohort
Q. In your experiences at this college during the current school year, about how often have you done each of the following?			
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often			
Used email to communicate with an instructor.	3.00	3.00	2.99
Discussed grades or assignments with an instructor.	2.67	2.65	2.65
Talked about career plans with an instructor or advisor	2.35	2.24	2.24
Discussed ideas from your readings or classes with instructors outside of class	1.84	1.82	1.83
Received prompt feedback (written or oral) from instructors on your performance	2.81	2.80	2.80
Worked with instructors on activities other than coursework.	1.46	1.50	1.51

Source: 2019 Community College Survey of Student Engagement

The Survey of Entering Student Engagement (SENSE)

The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students’ college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results. In 2018, Pierce entering students scored lower on *High Expectations and Aspirations* and *Effective Track to College Readiness*. However, on the remainder of benchmarks, Pierce scored above the averages for both large colleges and the 2018 cohort. In contrast, Pierce scored below average on three of six benchmarks in 2015, including *Clear Academic Plan and Pathway*.

SENSE 2018 Benchmark Summary	Score for Pierce College	Score for Large Colleges	Score for 2018 Cohort
Early Connections	54.7	46.8	50.0
High Expectations and Aspirations	43.4	49.1	50.0
Clear Academic Plan and Pathway	56.5	48.3	50.0
Effective Track to College Readiness	40.2	49.9	50.0
Engaged Learning	54.7	50.4	50.0
Academic and Social Support Network	55.1	49.9	50.0

Source: 2018 Survey of Entering Student Engagement

Core Abilities

The Pierce College District identified 5 *Core Abilities* in the late 1990s to be taught and assessed across the curriculum in Disciplines, Programs and Basic Skills courses. The *Core Ability* titles have remained constant over time, while the wording of some of the definitions has been slightly adjusted during various periods of outcomes assessment work. Graduates are expected to have experienced many opportunities to practice the *Core Abilities* in their pathway courses, and to demonstrate *Sufficient* levels of competence by the time they graduate. The *Core Abilities Degree Outcomes* are:

- 1) *Critical, Creative, and Reflective Thinking* – Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.
- 2) *Effective Communication* – Graduates will be able to exchange messages in a variety of contexts using multiple methods.
- 3) *Information Competency* – Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.
- 4) *Multiculturalism* – Graduates will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves.
- 5) *Responsibility* – Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems.

Faculty Assessment of Core Ability Outcomes:

Data included in this report represents the first three years of a six-year cycle of assessment during which Core Abilities were assessed on a schedule determined by faculty when departments constructed Assessment Plans (January 2015) to generate a collection of sampling data regarding student achievement as well as student work samples.

It is interesting to note that while English Composition faculty teaching the Communication FAK could not report benchmark achievement at this juncture, faculty teaching and assessing the Effective Communication Core Ability across the curriculum reported that students demonstrated an 84.6% level of achievement. The difference may be accounted for by the narrower focus of the FAK, which is writing; and the broader focus of the Core Ability, which is the exchange of messages using multiple methods.

The average percentage of *Sufficient* student achievement when viewing the five Core Abilities together is 83%--well above the Benchmark of 70%.

Core Ability Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
<i>Critical, Creative & Reflective Thinking:</i>		
Sufficient	1,432	72.9%
Not Sufficient	531	27.1%
Total	1,963	100%
<i>Effective Communication:</i>		
Sufficient	1,337	86.1%
Not Sufficient	216	13.9%
Total	1,553	100%

Core Ability Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
Responsibility:		
Sufficient	830	92.5%
Not Sufficient	67	7.5%
Total	897	100%
Multiculturalism:		
Sufficient	909	85.6%
Not Sufficient	152	14.4%
Total	1,061	100%
Information Competency:		
Sufficient	1,120	88.4%
Not Sufficient	147	11.6%
Total	1,267	100%

Source: Discipline and Program Annual Reviews 2016-2019

Student Feedback

Standard and customized questions within the 2019 Community College Survey of Student Engagement (CCSSE) provided opportunity to assess progress in learning outcomes associated with the five core abilities. The average mean score was a 3.00 (75%) on a four-point scale, a slight increase from the 2016 CCSSE (2.98).

Learning Outcomes for Core Abilities	Mean 4-Point Scale
Critical, Creative and Reflective Thinking:	
How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically?	2.96
During the current school year, how much has your coursework emphasized analyzing the basic elements of an idea, experience or theory?	2.93
Effective Communication:	
How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	2.73
How much has your experience at this college contributed to your knowledge, skills, and personal development in speaking clearly and effectively?	2.67
Multiculturalism:	
In your experiences at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own?	2.03
Responsibility:	
While at Pierce College, I have made progress in making and following through on my commitments.	3.68
While at Pierce College, I have made progress on evaluating the potential consequences of my actions and making decision based on that analysis?	3.60
Information Competency:	
During the current school year, I have developed new strategies for finding and using information.	3.62
How much has your experience at this college contributed to your knowledge, skills, and personal development in using computing and information technology?	2.83

Source: 2019 Community College Survey of Student Engagement

Outcomes for Academic Transfer Students/FAKs

Pierce College District has identified five *Fundamental Areas of Knowledge (FAKs)* in which all transfer graduates should have developed competence upon completion of their degree or certificate. The outcomes associated with the *Fundamental Areas of Knowledge* are as follows:

- **Communication** – Graduates identify, analyze and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.
- **Humanities** – Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.
- **Social Sciences** – Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.
- **Natural Sciences** – Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.
- **Quantitative and Symbolic Reasoning** – Graduates utilize mathematical, symbolic, logical, graphical, geometric or statistical analysis for the interpretation and solution of problems in the natural world and human society.

Data included in this report represents the first three years of a six-year cycle of assessment during which disciplines assessed the *Fundamental Areas of Knowledge* on a schedule determined by faculty when departments constructed Assessment Plans (January 2015) to generate a collection of sampling data regarding student achievement as well as student work samples. Students assessed in *Communications Skills* and *Quantitative Symbolic Reasoning* achieved slightly below the 70% established Benchmark, and those disciplines detail plans in assessment report narratives to adjust instruction and assessments to increase student success in assignments and courses.

Fundamental Area of Knowledge Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total	Fundamental Area of Knowledge Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
Communication Skills:			Natural Science:		
Sufficient	102	65.8%	Sufficient	602	82%
Not Sufficient	53	34.2%	Not Sufficient	135	18%
Total	155	100%	Total	737	100%
Humanities:			Quantitative:		
Sufficient	455	71%	Sufficient	318	69%
Not Sufficient	182	29%	Not Sufficient	146	31%
Total	637	100%	Total	464	100%
Social Science:			FAK Averages:		
Sufficient	779	84%	Sufficient	2,256	77%
Not Sufficient	144	16%	Not Sufficient	660	23%
Total	923	100%	Total	2,916	100%

Source: Discipline and Program Annual Reviews 2016-2019

Outcomes for Professional/Technical Students and Programs

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

Data included in this report is in accordance with program Assessment Plans detailing the collection of a sampling of assessments and student work samples from all *Program Outcomes* over the three-year period of assessment.

Most *Program Outcome* assessments received a *Sufficient* rating (86%) during the first three years of the current six-year assessment cycle.

Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
Sufficient	2,042	86%
Not Sufficient	334	14%
Total	2,373	100%

Source: Discipline and Program Annual Reviews 2016-2019

Outcomes for Transitional Education Students

Transitional Education, students in the Adult Basic Education (ABE), English as a Second Language (ESL), Integrated Basic Education and Skills Training (I-BEST), and International English programs were assessed for their proficiency levels in the *Core Abilities* and *Program Outcomes* during the first three years of this six-year cycle of assessment.

Data included in this report is in accordance with discipline Assessment Plans detailing the collection of a sampling of assessments and student work samples.

The findings indicate that the highest percentage of *Sufficient* gains in *Core Abilities* were demonstrated in *Information Competency* (86%); and the lowest level was in *Critical, Creative and Reflective Thinking* (57%) which did not reach the 70% benchmark.

When *Program Outcomes* for Transitional Education and International Education are viewed together, *Sufficient* performance reaches 88%, while the total number of students assessed is low (94).

Core Abilities Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
<i>Critical, Creative & Reflective Thinking:</i>		
Sufficient	125	57%
Not Sufficient	93	43%
Total	218	100%
<i>Effective Communication:</i>		
Sufficient	134	84%
Not Sufficient	25	16%
Total	159	100%
<i>Responsibility:</i>		
Sufficient	44	76%
Not Sufficient	14	24%
Total	58	100%
<i>Multiculturalism:</i>		
Not assessed this cycle		
Total	N/A	N/A
<i>Information Competency:</i>		
Sufficient	124	86%
Not Sufficient	20	14%
Total	144	100%

Source: Discipline and Program Annual Reviews 2016-2019

Program Outcomes for Transitional Education and International Education

Assessed between Fall 2016 and Spring 2019	Number of Students Assessed	Percent of Total
Sufficient	83	88%
Not Sufficient	11	12%
Total	94	100%

Source: Discipline and Program Annual Reviews 2016-2019

Outcomes for ABE and ESL Students

The Washington State Board for Community and Technical Colleges (SBCTC) tracks significant gains made by Adult Basic Education (ABE) and English as a Second Language (ESL) students. Measurable Skill Gains (MSG) are defined as achieving any of the following within the academic year: federal level gain, enter postsecondary education gain, high school equivalency, or a high school diploma. For Pierce District, ABE and ESL students, findings indicate that the percent of students with significant gains fluctuated between 30% in 2016-17 and 42% in 2017-18.

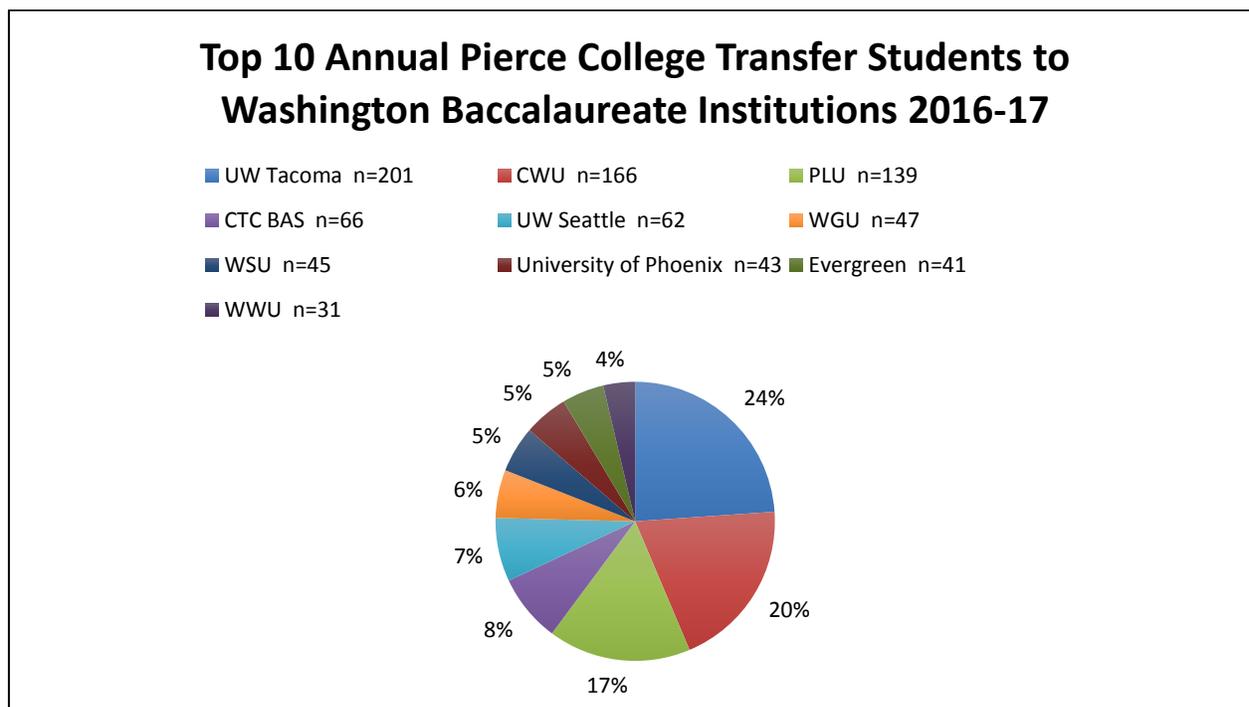
Student Gains of ABE and ESL Students	2016-17	2017-18	2018-19
<i>Pierce District:</i>			
Federally Reportable Students	1223	1277	1007
Total Measurable Skill Gains Achieved	367	536	403
Percent Achieved	30%	42%	40%

Source: SBCTC, BEdA Quarterly Performance Report

C. Transfer and Employment Success

Transfer Rates and Success

Each year, former Pierce College students transfer to various academic institutions across the United States. During the 2016-17 academic year, 944 Pierce College students transferred to 25 public and private Washington baccalaureate institutions.



Source: SBCTC, 2016-17 After College Status – Transfer dashboard

Note: Per SBCTC, “Transfer counts by college exclude students taking Running Start credits while still in high school and then attending a baccalaureate institution.”

University of Washington – Tacoma (UWT) remains the top state transfer institution for Pierce College students. When comparing the grade point averages (GPA) between Pierce College transfer students and other students at top transfer institutions, Pierce transfer students earned GPAs similar (+/- .05) to other WA CTC transfer students at UWT, CWU, and PLU during 2018, but earned higher transfer GPAs at SMU, lower transfer institution GPAs at PLU, WSU, and SMU, and lower graduation GPAs at SMU.

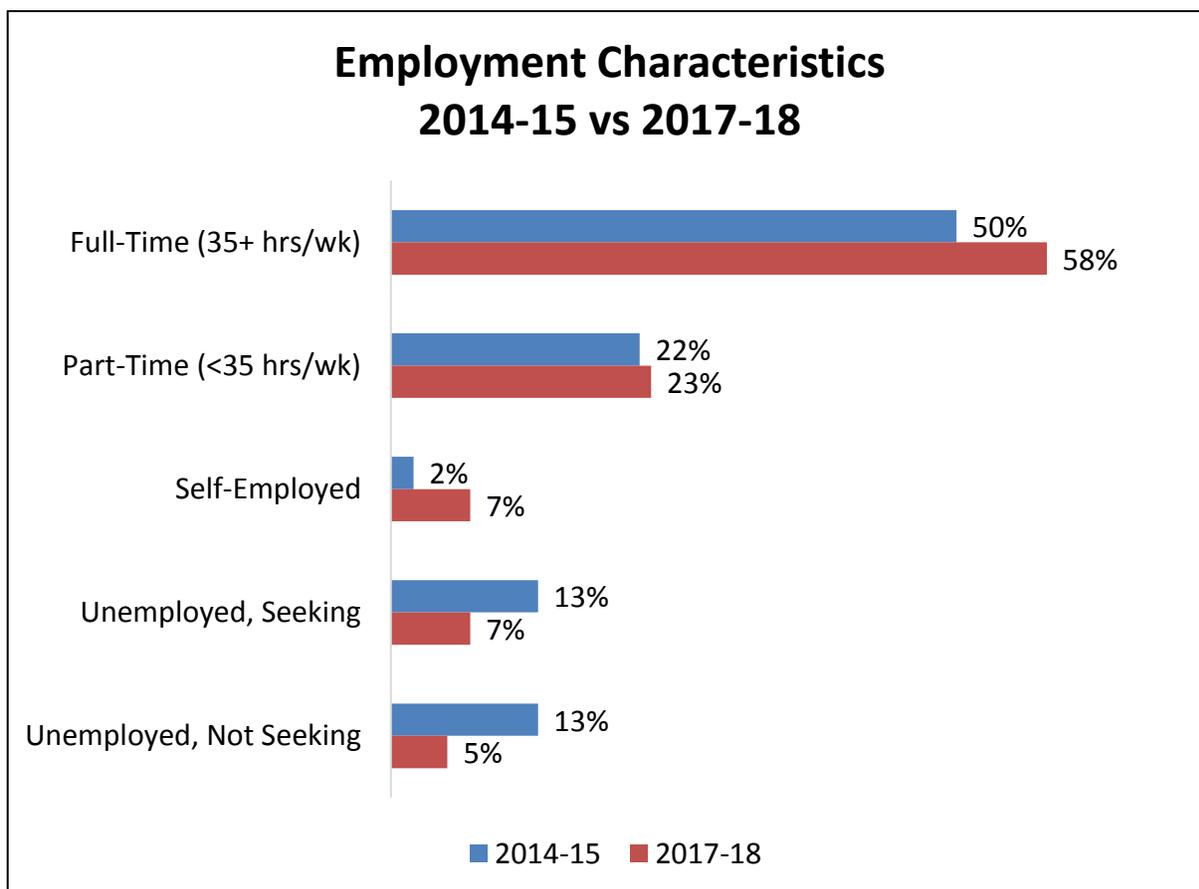
Transfer Grade Point Average Comparisons, 2018	Fall 2018				2018	
	Mean Transfer GPA		Mean Transfer Institution GPA		Mean Graduation GPA	
	Pierce College Transfer Students	Other Washington Community College Transfer Students	Pierce College Transfer Students	Other Washington Community College Transfer Students	Pierce College Transfer Students	Other Washington Community College Transfer Students
University of Washington-Tacoma	3.24	3.24	3.29	3.28	3.37	3.37
Central Washington University	3.19	3.10	3.16	3.11	3.34	3.38
Pacific Lutheran University	3.45	3.42	3.08	3.14	3.47	3.52
Washington State University	3.16	3.15	2.72	3.03	3.28	3.30
St. Martin University	3.27	3.21	2.99	3.30	3.37	3.44

Note: Data was requested on transfer students whose majority of credits transferred were from Pierce College. WSU provided data by last school attended.

Sources: University of WA–Tacoma, Office of Institutional Research and Planning; Central WA University, Office of Institutional Research; Pacific Lutheran University – Office of Institutional Research; and Washington State University, Office of Institutional Research, St. Martin University – Office of Institutional Research.

Professional/Technical Degree Completers Employed

In the Workforce Education Graduate Survey (WEGS), the majority of respondents reported that they were currently employed either part- or full-time or were self-employed: 74% in 2015 compared to 88% in 2018, an increase of 14%. Of those employed 2018 respondents, 87% worked in a job very related (79%) or somewhat related (8%) to their degree or certificate, and 97% of these respondents felt that they were very prepared (82%) or somewhat prepared (15%) for their current position. About half (49%) of these respondents indicated that they were employed in their job prior to graduating from Pierce College, like past surveys.



Source: 2015 and 2018 Workforce Education Graduate Survey (WEGS) Reports

In regards to income, 47% of 2018 employed survey respondents earned \$20 or less per hour; 11% reported earning more than \$41 per hour.

Of employed 2018 respondents, 13% reported that they were employed in a position unrelated to their degree or certificate, similar to past reports; of those, 80% reported that was because they were already working for that employer, while 20% could not find a job in their field.

Appendix A: Pierce County Long-Term Occupational Employment Projections

Pierce College Professional/Technical Degree Program	Occupational Title	SOC	Average Annual Growth Rate 2021-2026	Average Annual Opening Due to Growth 2021-2026	Average Annual Total Openings 2021-2026	Regional Projected Median Salary
Associate in Accounting	Advanced Bookkeeper and Accounting Clerk	43-3031	0.45%	16	1,255	\$ 40,240
	Advanced Payroll and Timekeeping Clerks	43-3051	0.37%	1	97	\$ 45,050
	Assistant Financial Auditor	43-3031	0.45%	16	1,255	\$ 40,240
	Tax Preparer	13-2082	0.42%	2	146	\$ 39,390
	Office Manager	11-3011	0.99%	4	109	\$ 96,180
Certificate in Accounting	Advanced Bookkeeper and Accounting Clerk	43-3031	0.45%	16	1,255	\$ 40,240
Associate Degree in Business	Sales Manager	11-2022	0.97%	7	225	\$ 124,220
	General Manager	11-1021	1.21%	53	1,414	\$ 100,930
	Assistant Manager	*	*	*	*	\$ 39,630
	Operations Manager	11-1021	1.21%	53	1,414	\$ 100,930
	Marketing Specialist	13-1161	2.10%	22	354	\$ 63,120
	Marketing Manager	11-2021	*	*	*	\$ 134,290
	Public Relations Manager	11-2031	1.94%	3	45	\$ 114,800
	HR Assistant	43-4161	0.37%	1	116	\$ 40,390
	Lodging Manager	11-9081	1.27%	2	61	\$ 53,390
	Food Service Manager	11-9051	1.45%	9	268	\$ 54,240
Certificates in Business, HR Management, Supervision/Management, Retail and Fashion Merchandising, Entrepreneurship, Project Management, Social Media Marketing	Personnel Assistant	43-9061	1.25%	110	3,234	\$ 40,390
	Payroll Clerk	43-3051	0.37%	1	97	\$ 45,050
	HR Specialist	13-1071	1.33%	21	544	\$ 60,880
	Supervisor (Non-Retail)	41-1012	0.68%	5	207	\$ 73,390
	Sales Person	41-3000	0.78%	29	1,179	\$ 24,200
	Customer Service Representative	43-4051	0.64%	27	1,326	\$ 33,750
	Supervisor (Retail)	41-1011	0.43%	13	1,073	\$ 39,630
	Department Manager	11-9199	1.77%	47	857	\$ 39,630
	Project Manager	11-9199	1.77%	47	857	\$ 63,120

Associate in Business Technology (BTECH)	Administrative Assistant	43-6000	1.01%	66	1,897	\$ 59,340
	Executive Secretary	43-6011	0.46%	3	172	\$ 59,340
	Medical Secretary	43-6013	1.94%	20	312	\$ 35,760
	Medical Billing	43-3021	2.34%	64	959	\$ 35,760
Certificate in Business Technology (BTECH)	General Office Assistant	43-9061	1.25%	110	3,234	\$ 36,630
	Medical Secretary	43-6013	1.94%	20	312	\$ 35,760
	Medical Transcriber	31-9094	0.44%	1	56	\$ 34,770
	Medical Billing	43-3021	2.34%	64	959	\$ 35,760
Associate in Computer Information Systems: Computer Network Engineering, Database Management and Design, Health Information Technology	Computer and Information Systems Manager	11-3021	2.28%	16	229	\$ 142,530
	Computer Network Support Specialist	15-1152	1.21%	3	79	\$ 62,770
	Computer Support Specialist	15-1151	1.41%	16	379	\$ 50,980
	Computer System Analyst	15-1121	1.40%	9	194	\$ 88,740
	Computer Network Architect	15-1143	0.62%	1	27	\$ 109,020
	Network and Computer Systems Administrator	15-1142	1.76%	11	202	\$ 82,050
	Network Systems and Data Communications Analyst	*	*	*	*	\$ 88,740
	Computer System Engineer/Architect	17-2199	0.61%	2	97	\$ 90,270
	Computer Automated Teller and Office Machine repairer	49-2011	0.32%	1	87	\$ 38,480
	Computer Operators	43-9011	0	0	8	\$ 45,840
	Computer Hardware Engineer	17-2061	0.95%	1	15	\$ 114,600
	Database Administrators (DBA)	15-1141	1.14%	1	27	\$ 90,070
	Computer Programmer/Database Developer	15-1131	0.13%	0	34	\$ 84,280
	Business Intelligence Analyst	13-1199	*	*	*	\$ 90,270
	Information Security Analyst	15-1122	3.46%	10	96	\$ 98,350
	Security Management Specialist	*	*	*	*	\$ 70,530
	Database Architect	15-1141	1.14%	1	27	\$ 90,270
	Web Administrator	15-1134	2.46%	9	133	\$ 90,270
	Web Developer	15-1134	2.46%	9	133	\$ 69,430
	IT Project Manager	11-9199	1.77%	47	857	\$ 90,270
	Data Warehousing Specialist	*	*	*	*	\$ 90,270
Software Developer	15-1132	2.38%	45	560	\$ 110,000	
Computer Hardware Engineer	17-2061	0.95%	1	15	\$ 114,600	

Certificate in Computer Network Engineering	Computer Support Specialists	43-9011	0	0	8	\$ 50,980
	Computer Operators	15-1151	1.41%	16	379	\$ 45,840
Associate/Certificate in Construction Management	Construction Managers	11-9021	0.80%	16	796	\$ 93,370
	Construction and Building Inspectors	47-4011	0.60%	2	93	\$ 59,700
	Cost Estimators	13-1051	0.87%	7	324	\$ 64,040
	Project Scheduler	*	*	*	*	\$ 93,370
	Project Engineer	17-2199	0.61%	2	97	\$ 93,370
	Supervisors of Construction and Extraction Workers	47-1000	0.78%	14	755	\$ 65,230
	Civil Engineering Technicians	17-3022	0.63%	1	41	\$ 52,580
	Compliance Officers	13-1041	1.66%	11	160	\$ 107,480
	Associate in Criminal Justice & Certificate in Criminal Analysis and Investigations	Correction Deputy	33-3012	0.48%	3	105
Criminal Justice and Law Enforcement teachers, Post-secondary		25-1111	*	*	*	\$ 61,900
Detectives and Criminal Investigators		3-3021	0.65%	2	60	\$ 81,920
Police and Patrol Officers		33-3051	0.86%	8	162	\$ 61,380
Sheriffs and Deputy Sheriffs		33-3051	0.86%	8	162	\$ 61,380
Police, Fire, and Ambulance Dispatchers		43-5031	0.84%	1	22	\$ 40,660
Forensic Science Technicians		19-4092	2.00%	1	10	\$ 58,230
First-line Supervisors of Police and Detectives		33-1012	0.95%	2	41	\$ 89,030
Bachelor of Applied Science in Dental Hygiene (BASDH)	Registered Dental Hygienist (RDH)	29-2021	1.60%	6	123	\$ 74,820
	Clinician	*	*	*	*	\$ 74,820
Associate in Digital Design	Video Game Designer	27-1029	*	*	*	\$ 90,270
	Desktop Publishers	43-9031	*	*	*	\$ 42,910
	Web Designer	27-1029	*	*	*	\$ 69,430
	Film and Video Editors	27-4032	*	*	*	\$ 62,650
	Graphic Designers	27-1024	1.27%	5	133	\$ 50,370
	Multimedia Artists and Animators	27-1014	2.19%	2	23	\$ 72,520
	Photographers	27-4021	-1.16%	-2	56	\$ 34,000
Certificate in Digital Design	Web Developer	15-1134	2.46%	9	133	\$ 69,430
Initial State Certificate in Early Childhood Education	Head Start/ECEAP Assistant Teacher	*	*	*	*	\$ 29,780
	Family Child Care Provider	39-9011	1.02%	20	819	\$ 23,240
	Child Care Aide	39-9011	1.02%	20	819	\$ 23,240

State Certificate in Early Childhood Education	Child Care Program Director/Supervisor	11-9031	1.33%	2	64	\$ 47,940
	Child Care Provider	39-9011	1.02%	20	819	\$ 23,240
	Private Preschool Teacher	25-2011	1.40%	16	450	\$ 29,780
Associate in Early Childhood Education	Head Start/ECEAP Assistant Teacher or Lead Teacher	*	*	*	*	\$ 29,780
	Special Ed, Assistant/Para educator	25-9041	1.44%	71	1,176	\$ 55,840
	Child Care Teacher	25-3099	0.26%	0	40	\$ 29,780
	Director/Owner Child Care	11-9031	1.33%	2	64	\$ 47,940
Associate in Emergency Medical Services	EMT Management	11-9161	1.76%	0	2	\$ 34,320
	Post Secondary, Teaching in field	25-1199	-1.37%	0	8	\$ 53,120
Certificate in Emergency Medical Services	EMT	29-2041	1.36%	4	74	\$ 34,320
Fire Command and Administration	Fire Fighters	33-2011	1.12%	13	208	\$ 49,620
	Fire Inspectors and Investigators	33-2021	1.03%	0	3	\$ 62,510
	Municipal Fire Fighting and Prevention Supervisors	33-1021	1.16%	4	61	\$ 76,330
	Emergency Medical Technicians and Paramedics	29-2041	1.36%	4	74	\$ 34,320
Associate/Certificate in Homeland Security Emergency Management (HSEM)	Emergency Management Director	11-9161	1.76%	0	2	\$ 74,420
	Business Continuity Planner	*	*	*	*	\$ 70,530
	Loss Prevention Manger	*	*	*	*	\$ 107,480
	Risk Management Specialist	13-1199	1.05%	29	789	\$ 70,280
	Security Manager	11-9199	1.77%	47	857	\$ 107,480
	Security Management Specialist	13-1199	1.05%	29	789	\$ 70,530
Associate in Kinesiology	Personal Fitness Trainer	39-9031	1.26%	16	521	\$ 39,820
Certificate in Personal Training	Personal Fitness Trainer	39-9031	1.26%	16	521	\$ 39,820
Associate in Nursing	Registered Nurse	29-1141	1.96%	177	2,488	\$ 71,730
Certified Nursing Assistant	Nursing Assistant	31-1014	1.59%	62	1,527	\$ 28,540
	Home Care Aide	31-1011	2.41%	31	605	\$ 24,200
	Personal Care Aide	39-9021	3.12%	206	2,680	\$ 24,020
Associates/Certificate in Occupational Safety and Health	Construction, Environmental, Health, and Safety Technicians	*	*	*	*	\$ 50,780
	Industrial Hygienist, Safety Officer, Manager, Specialist	*	*	*	*	\$ 73,020

Associate in Science Physical Therapist Assistant	Occupational Therapist Assistant	31-2011	2.03%	2	35	\$ 60,220
	Occupational Therapist Aide	31-2012	0.82%	0	9	\$ 28,160
	Physical Therapist Assistant	31-2021	1.82%	2	35	\$ 58,040
	Physical Therapist Aide	31-2022	2.16%	2	31	\$ 26,240
Certificate in Project Management (Short)	Administrative Service Managers	11-3011	0.99%	4	109	\$ 96,180
	Architectural Drafters	17-3011	0.12%	0	50	\$ 54,920
	Civil Drafters	17-3011	0.12%	0	50	\$ 54,920
	Budget Analyst	13-2031	0.48%	1	30	\$ 76,220
	Building Inspectors	47-4011	0.60%	2	93	\$ 59,700
	Civil Engineers	17-2051	0.55%	5	214	\$ 86,640
	Construction Managers	11-9021	0.80%	16	796	\$ 93,370
	Cost Estimators	13-1051	0.87%	7	324	\$ 64,040
	General and Operations Managers	11-1021	1.21%	53	1,414	\$ 100,930
	Information Technology Project Managers	11-9199	1.77%	47	857	\$ 90,270
	Management Analysts	13-1111	2.06%	42	649	\$ 83,610
	Meeting and Convention Planners	13-1121	1.85%	6	130	\$ 49,370
	Public Relations Specialists	11-2031	1.94%	3	45	\$ 60,000
	Social Science Researchers	19-4061	*	*		\$ 82,050
	Transportation Engineers	17-2199	0.61%	2	97	\$ 86,640
Certificate in Project Management (Long)	Occupational Safety and Health	See Program				
	Business	See Program				
	Construction Management	See Program				
	Homeland Security and Emergency Management	See Program				
Associate/Certificate in Social Service Mental Health	Behavioral Health Technicians	29-2000	1.61%	130	2,530	\$ 47,790
	Probation Officers and Correctional Treatment Specialists	21-1092	0.24%	1	42	\$ 53,020
	Social and Community Service Managers	11-9151	2.23%	13	199	\$ 65,320
	Social and Human Service Assistants	21-1093	1.57%	18	393	\$ 33,750
Associate in Veterinary Technology	Veterinary Assistants and Laboratory Animal Caretakers	31-9096	1.57%	8	194	\$ 27,540
	Veterinary Technologists and Technicians	29-2056	1.97%	5	109	\$ 34,420
	Nonfarm Animal Caretakers	39-2021	0.36%	2	277	\$ 23,760

Sources: Washington Employment Security Department, Washington Occupational Employment Projections, Pierce County, May 2018 (<https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections>); My Next Move, U.S. Department of Labor, Employment & Training Administration (<http://www.mynextmove.org/>); and Pierce College Career Pathways (<http://www.pierce.ctc.edu/dept/pathways/>).

Appendix B: COLLG 110 Reflection Assignment Items

Satisfaction with Instruction: <i>College 110 Instructor...</i>
Demonstrated care and concern for students
Took an interest in me as a person
Encouraged me in achieving my educational and career/transfer goals
Maintained an inclusive classroom environment
Was responsive to my needs/requests
Used a variety of teaching methods
Valued and promoted academic excellence

Engagement with Course Content: <i>As a result of taking this course, I...</i>
Reflected upon my values and strengths
Developed educational and career/transfer goals
Created and learned how to manage an education plan
Learned about support resources to help me meet my goals
Identified career interest areas
Developed more effective study strategies
Interacted with, and learned about different perspectives from, my peers
Believe I am capable of learning material in my classes (growth mindset)
Feel connected to Pierce College