

**PIERCE
COLLEGE**



possibilities. realized.

PIERCE COLLEGE DISTRICT

Evaluation of Institutional Effectiveness Report

Prepared for the Northwest Commission on Colleges and Universities
August 2023



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INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Pierce College District

(Name of Institution)

Julie A. Manley White, Ph.D.

(Name of Chief Executive Officer)



(Signature of Chief Executive Officer)

August 18, 2023

(Date)

INSTITUTIONAL OVERVIEW

Fifty-six years ago, Pierce College District (Pierce College) opened its doors, realizing life-changing possibilities for students out of a makeshift classroom in Lakewood, WA. Today, the District encompasses two colleges: Pierce College Fort Steilacoom and Pierce College Puyallup; two education centers at Joint Base Lewis-McChord (JBLM); specialized programming in collaboration with the State Department of Social and Health Services; college education programming in collaboration with Bethel School District at Graham Kapowsin and Spanaway Lakes High Schools; virtual education through our distance learning program; and extensive community education opportunities that provide programming in adult basic education, English as a second language, general education, and continuing education.

Pierce College covers more than 1,000 square miles in western Washington, including all of Pierce County — except the City of Tacoma and the Gig Harbor peninsula (the Tacoma and Peninsula School Districts). Pierce County is the second most populous county in Washington state.

Pierce College is an Asian American and Native American Pacific Islander serving institution (AANAPISI) with 18% of our student population identifying as AAPI. In fall 2022, a total of 9,369 students (unduplicated headcount) enrolled across all program areas and locations, generating 7,454 full-time equivalent students (FTE). Of these, 57% (5,309 students) were enrolled in an academic transfer program, 17% (1,558) were enrolled in a professional/technical degree or certificate program, 4% (405) were enrolled in basic skills courses, and 22% (2,097) were enrolled in other programming.

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

Across the college, employees operate with a strong focus on mission, vision, and core themes. While each location has areas of singularity, a shared governance structure creates a unified identity that engages students, faculty, and staff from all corners of the district while serving the needs of each location. Further, as a matrix organization, faculty and staff actively participate in operational teams that encourage innovation, engagement, and action, which complement the more traditional hierarchical structures. While complex, Pierce College works to provide multiple contexts in which each member of the organization can contribute to mission fulfillment.

We are proud of our academic excellence and student success and look forward to creating even more opportunities for a diverse community of learners to thrive in an evolving world.

PREFACE: HIGHLIGHTS OF INSTITUTIONAL CHANGE SINCE 2019 MID-CYCLE REPORT

Leadership Changes:

As noted in our [2022 Policies, Regulations, and Financial Review Report](#) (Moving Forward section, pages 70 - 71) Pierce College has experienced changes in our executive team membership, including the retirement of our Chancellor and CEO, Dr. Michele L. Johnson, who served in that role for the past 18 years. We have welcomed several new members to Pierce College District Leadership Team. These leadership changes are reflected in our [organizational chart](#).

Julie A. Manley White, Ph. D. was selected as [Chancellor and CEO \(Chancellor\) of Pierce College District](#) in November 2022 by the Pierce College Board of Trustees. Previously, Dr. White served as President of Pierce College Fort Steilacoom. Dr. White has spent the past 25 years in higher education, with roles in student services, academic administration, research administration, and women's services.

Matthew Campbell, Ed. D., became [President for Pierce College Fort Steilacoom](#) in May 2023. Dr. Campbell has been serving the college as Interim President for Pierce College Puyallup and Vice President of Learning and Student Success at Pierce College Puyallup. Dr. Campbell has been a leader at Pierce College and in the state of Washington in the democratization of data to inform the building of equitable systems.

Chio Flores, Ph. D., joined us in June 2023 as [President for Pierce College Puyallup](#). Dr. Flores previously served as Vice President for Student Services and Enrollment Management at Wenatchee Valley College. Dr. Flores brings extensive experience and leadership in both two- and four-year sectors of public higher education in Washington state; legislative advocacy for undocumented students; and establishing partnerships with tribal communities.

Ilder Betancourt Lopez, Ed. D., joined us in August 2021 as Vice President of Learning and Student Success at Pierce College Fort Steilacoom. As of June 2023, he is also interim Vice President at Pierce College Puyallup. Dr. Betancourt Lopez previously served as Dean of Science at Bellevue College and Dean of Humanities and Social Sciences at San Jose City College. Dr. Betancourt Lopez has over 20 years in higher education, with roles in institutional research, instruction, and strategic planning.

Andrew Glass, M.B.A., joined us in August 2021 as Chief Information Officer. In winter 2023, Mr. Glass was appointed as Interim Vice President for Administrative Services. Mr. Glass previously served as the Chief Executive for Information Technology at Grays Harbor College and Director of IT Integration at Pierce College District. Mr. Glass has spent the past 15 years providing information technology leadership in higher education.

JMarie Johnson-Kola, M.S., is serving as Interim Vice President for Equity, Innovation, and Engagement. Ms. Johnson-Kola is a 10-year Marine Corps Veteran and has extensive experience in public relations, social justice, and education. Her area of focus has been facilitating relationships between traditional leaders in community sectors and diverse leaders who have been historically marginalized and excluded from places of power in the community.

Responsiveness to Enrollment Declines

Like other institutions of higher education in the United States, Pierce College is navigating an enrollment decline, in part because of the Covid-19 pandemic and changes in the health of the economy over the last three years. We experienced the highest declines among our BIPOC students and our students over forty. We have been working to be responsive to this decline, while also striving to increase retention.

In response to the Covid-19 pandemic, we shifted instruction online to promote the safety of our students, faculty, staff, and community. This shift had an immediate negative impact on our professional technical and transfer programs that require hands-on learning, such as Nursing, Emergency Medical Services, and courses in biology and chemistry. As we have been able to do so safely, we have resumed face-to-face instruction, while continuing to offer a variety of modalities. We increased our face-to-face offerings and continue to offer a variety of modalities of instruction. We have increased our community outreach. Departments and programs are also using enrollment data and monitoring enrollments in real-time to be immediately responsive to student needs and wants.

We have also seen declines in dual enrollment programming, known as Running Start in Washington State, and International Education, which has resulted in declining revenues. We recently hired a Director of P-12 Partnerships, who works in collaboration with our local schools and other partners to expand outreach to P-12 students in our community and to support P-12 schools with their Running Start students at Pierce College. We recently filled the role of the Executive Director (ED) of International Education. In the coming months, the ED of International Education will work in collaboration with internal and external partners to expand outreach, recruitment, and support to boost enrollments in International Education.

Our enrollment rebounded in spring 2023, but like other community colleges in our system, we are still almost 40 percent below our state target. Spring 2023 marks the end of the first year of the college's three-year recovery process. As part of this plan, executive and budget teams will make annual recommendations as needed for the use of reserves for one-time funding to ensure our ability to achieve mission. The Board of Trustees approved a total of \$79,332,685 for the 2024 fiscal year ([Board Action Exhibit Number 2023 - 32](#)).

Responsiveness to Enrollment Declines - Strategic Development of Degrees Based on Need and Economic Mobility

Additions to and the evolutions of our degree and certificate offerings reflects our responsiveness to student, community, and industry needs. Examples of additions and evolutions below align with our efforts to increase enrollment and support student excellence, as well as support students in obtaining high-wage earning employment. In fall 2022, we added our sixth Bachelor of Applied Science (BAS) program, an addition to our high-demand **Construction Management** program. This is an online program that serves Pierce College students and fulfills a need within our community. The **Emergency Medical Services** program has overhauled its program and added a much sought after Paramedic Certificate, which launched summer 2023. Our **Emergency Management** (formerly Homeland Security Management) program has also overhauled their degrees and certificates, adding certificates, including the timely Disaster Risk Management and Healthcare Emergency Management certificates.

Responsiveness to Enrollment Declines – Strong Fiscal Stewardship

Though we have experienced a loss of revenue because of enrollment declines, federal CARES and HEERF dollars helped to backfill lost revenue during the pandemic. In our three-year recovery process, the Board of Trustees has approved the use of reserves to balance the budget under their direction. Of the 30 CTC budgets in the state of Washington, Pierce College has had the healthiest reserve at triple the [Board Policy - 1.45 Financial Oversight, Reserves and Cash Management](#) requirement.

In our 2022 budget process, departments completed a value proposition budget, where each budget category was reviewed for its value to stakeholders (students, employees, and the community), connection to core themes, and that the value of the item outweighs the cost. This reallocated resources and re-envisioned our structures and processes. One example of this is the dissolution of the Limited Liability Partnership of Invista, a corporate training collaboration between our college, Clover Park Technical College, and Tacoma Community College.

This year we will be continuing our work towards a sustainable approach to class enrollment. During the pandemic, we allowed many low-enrolled courses to provide multiple modality options for students. Going forward we must balance access to course modalities with fiscal responsibility. Goals moving forward include gaining new student enrollments, increasing retention of current students, seeking new partnership opportunities, and increasing our capacity for external funding opportunities, such as federal grants.

Responsiveness to Employee Turnover

Pierce College has not been immune to the national trends of increases in the number of resignations and retirements, and small applicant pools for job postings. We saw the peak of our resignations in November and December of 2022. In a concerted effort to fill critical vacancies, the Human Resources department in collaboration with the Executive Team has put into practice several changes in hiring and creating a flexible work environment. Examples include increasing salary ranges for classified and administrative-exempt positions that are more competitive with industry, adopting a telework policy and procedures that denotes telework as a common practice of the institution, and communicating telework options for positions on position postings. Since these changes, we have seen more robust and competitive recruitment pools and tapering in the number of resignations. From January to June 2023, we have reduced the employee vacancy rate from 25% to 16% for classified positions and 33% to 15% in administrative-exempt positions.

Building an Antiracist Institution through Bravery, Care, and Purpose

The work of antiracism is foundational to fulfilling our mission of creating quality educational opportunities for a diverse community of learners to thrive in an evolving world. As a community we are dedicated to eliminating inequity, scaling holistic student advising and inclusive pedagogies, and celebrating all students with a focus on Black and Brown student excellence. Since 2019 we have fully implemented Guided Pathways, which we call [Career Pathways](#). Guided Pathways, as originally envisioned, is largely an equality-driven model to clarify pathways, get students on a pathway, keep them on a pathway, and ensure student learning. Over the past several years, we have continued to strategically implement changes to our systems to create a more equitable and inclusive environment. Below we highlight the larger changes that have occurred to dismantle areas of inequity.

Setting the Foundation for Institutional Change

Our participation in the Racial Equity Leadership Academy (RELA) in 2021-2022, a partnership program created by Achieving the Dream (ATD) and the University of Southern California (USC) Race and Equity Center is an example of our [Inclusive Pedagogy \(IP\) framework](#) in action. [Pierce College was one of 10 colleges](#) selected for the first RELA cohort. RELA serves as an accountability tool in our evolution of becoming an antiracist institution. Specifically, it facilitated our change process for our focus on racial equity in new faculty hiring and tenure described below.

Focusing on Racial Equity in New Faculty Hiring and Tenure

In alignment with our mission, the college embarked on a [cluster hire format](#) in the recruitment of tenure-track faculty committed to joining Pierce College in serving Black and Brown students through dismantling areas of inequity. Spring 2023 marks the second round of successful recruitment of tenure-track faculty to join Pierce College to contribute to our continued efforts to empower students and to create and maintain a sense of belonging.

Newly hired full-time faculty participate in a [First Year Faculty Cohort](#) (FYFC). In fall of 2022 the FYFC was redesigned to focus on three themes: centering Black and Brown Student Excellence, inclusive pedagogy, and cohort relationship and community building.

The tenure process underwent significant redesign that centers Black and Brown student excellence and inclusive pedagogy; provides a clear route to how we get to mission fulfillment; elevates the interest of the tenure candidate; makes the process more accessible and the first year of tenure more manageable; and is responsive to and integrates faculty requests and feedback. Faculty members and deans that serve on tenure committees underwent training to foster their abilities in cultivating a supportive experience for new faculty members. Our Board of Trustees engaged in training on recognizing bias and bias awareness in reviewing tenure materials.

Inclusive Pedagogy Framework

Beginning in 2019, an Achieving the Dream priority design group was formed to focus on Inclusive Pedagogy (IP). The design group developed definitions and started the foundations of a framework. Between 2020-2022, the framework was expanded and the beginnings of a knowledge tree resource for inclusive pedagogies was developed. To date, this collaboration has included 55 faculty, staff, and administrators—45 of which were faculty.

The IP Framework has been and will continue to be integrated and used in many facets of faculty work, including: tenure processes, course observation, student voice course evaluation and adjunct faculty training and leveling.

The IP knowledge tree will be a main component of faculty engagement to fully engage in IP Framework integration. One goal of the IP knowledge tree is to expand and strengthen the use of inclusive practices by faculty across the district. The knowledge tree moves from the more conceptual facets of the IP framework to practices that can be used in the classroom. The development of the foundations of the knowledge tree began in June 2022 and the beginnings of the knowledge tree were introduced to faculty during in-service in September 2022. The building and evolving of the IP framework and knowledge tree are ongoing.

Focusing on Racial Equity in Faculty Post-Tenure Review and Adjunct Professor Leveling

To become an institution capable of dismantling oppressive systems to build an antiracist institution requires commitment from employees as individuals and as a collective. As such, the Pierce College Federation of Teachers (PCFT) and Executive Team worked in collaboration to put forward a joint [Antiracism Statement of Action](#). After this statement PCFT and Pierce College negotiated adjustments to the PCFT collective bargaining agreement (CBA) in response to the joint Antiracism Statement of Action.

As outlined in [Section 14 – Post Tenure](#) of the CBA, faculty complete a post-tenure review on a five-year cycle following their promotion to tenure professor. This process requires full-time faculty members to conduct a critical analysis in partnership with their dean regarding their continuous improvement and involvement with instruction/maintaining discipline currency; service to the college community (includes shared governance); and advising. In winter and spring 2022, [PCFT and Pierce College bargained adjustments](#) to the post tenure process to establish transparent expectations of tenured faculty members to be actively engaged and committed to creating a racially equitable and inclusive environment in the classroom and across the institution (service to the college community).

Similarly, our promotion pathway for adjunct faculty members at Pierce College, called Leveling, includes a critical review of instruction, and learning and growth from student and administrator feedback. Following spring 2022 bargaining the adjunct faculty leveling process defined in Sections 11.9 and 13.15 sets expectations of defining a racial equity-minded teaching philosophy; outlining racial equity and inclusive pedagogy in their learning environment; and demonstrating active pursuit of learning and growth to enhance the inclusive learning experience for all students.

Student Services Redesign

To dig deeper in understanding our areas of growth, specifically within our program of academic advising and student services, we employed InsideTrack to lead an assessment on our student success structures in 2021. The assessment by InsideTrack helped us identify the need to implement holistic student support structures that focus on impacting areas of inequity and that are coordinated across the college. In response to the assessment, we are actively working to implement both structural and cultural changes to our advising practices. In July 2022 student success leadership underwent a transformation ([organizational chart](#) and [change description](#)) to un-silo organization structures and ensure our work centers and supports Black and Brown student excellence.

As part of that work, we have centralized [Pierce College Advisor Training](#) and [advisor resources](#) that support student engagement and empowerment. Similarly, we actively design and require Student Services staff and administrators to engage in race-conscious training.

Facilities and Infrastructure Improvements

The College completed three major facilities additions during this accreditation cycle that expanded offerings for students and improved infrastructure for community partnerships.

At Pierce College Fort Steilacoom, the college community celebrated on September 28, 2023, the [grand opening](#) for the Glacier Building. Glacier offers 39,000 square feet of space to house our Dental Hygiene and Veterinary Technology Programs.

Additional major facility improvements at Pierce College Fort Steilacoom include remodeling 21,000 square feet of the first floor of the Cascade Building for Emergency Medical Services, which is anticipated to reopen in fall 2023. We are also on track with renovating 38,800 square feet of the Olympic South Building that includes spaces for Early Childhood Education, Fine Arts, and our Extension Program with Central Washington University.

For Pierce College Puyallup, a new 54,000 square feet Science, Technology, Engineering, and Math (STEM) building is set for completion in December 2024. These new facilities demonstrate Pierce's commitment and ability to offer quality learning environments to students and to enhance opportunities to meet mission.

In recognition of Chancellor Emerita Dr. Michele L. Johnson's distinguished 45-year career at Pierce College the Board of Trustees named the new Puyallup STEM building the Dr. Michele L. Johnson Science Building and the existing gymnasium of the Fort Steilacoom Health Education Center, the Dr. Michele L. Johnson Health Education Gymnasium ([Board Action Exhibit Number 2022-60](#)).

STANDARD 1.A INSTITUTIONAL MISSION

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Pierce College Mission Statement

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

We embrace an educational mission focused on providing our diverse community of learners with the starting or continuing point they need to progress, and all the work we do is directly connected to our mission to support students in realizing their possibilities. The [vision, mission, core themes, and values](#) (Figure 1) give direction to our work.

Figure 1. Conceptual Framework for Mission Fulfillment



Conceptual Framework For Mission Fulfillment

CORE THEMES, OBJECTIVES, AND INDICATORS OF ACHIEVEMENT BY MISSION COMPONENT

At Pierce College, we have an outcome-based mission. The mission is composed of three elements, and planning is conducted in the context of examining the elements separately and holistically. Dividing the mission into three components serves as the framework for developing our objectives and assessment metrics. As such, we have organized this portion of the report to reflect this structure. The elements are:

1. Pierce College creates quality educational opportunities... **(what we do)**
2. ...for a diverse community of learners... **(for whom)**
3. ...to thrive in an evolving world... **(the outcome)**

Pierce College maintains the use of core themes in defining mission fulfillment. Our five Core Themes individually manifest essential elements of, and collectively encompass, our mission. These core themes are: Access, Excellence, Contribution to Community, Equity, Diversity, and Inclusion, and Student Learning and Success.

Each core theme is comprised of three objectives informed by multiple indicators of achievement and specific data metrics with defined performance targets.

A brief description of each core theme and the rationale of defined objectives and indicators of achievement is provided below. Core themes are organized by connection to the three elements of our mission. A more detailed description of our core themes, objectives and their associated indicators of achievement is found within our [Institutional Effectiveness Report](#).

MISSION COMPONENT 1: CREATE QUALITY EDUCATIONAL OPPORTUNITIES

Core Theme: Access

Pierce College is committed to mission fulfillment by providing access to comprehensive educational offerings and services to the diverse communities we serve. Our Core Theme of Access has three objectives and their respective indicators of achievement as shown in Table 1.

Table 1. Access Core Theme Objectives and Indicators of Achievement.

Core Theme	Objectives	Indicators of Achievement		
Access	Learning Opportunities	Educational Goals	Business and Industry Goals	Pathway and Career Goals
	Support Services	SENSE & CCSSE Student Feedback	Survey Student Feedback	
	Equitable Enrollment	Student and Service Area Demographics	Enrollment of Low-Income Students	

Core Theme Access Objectives and Indicators of Achievement

- 1) The **Learning Opportunities Objective** monitors the extent to which learning opportunities meet educational goals of our students and local business and industry demands.
 - a) Educational goals metrics monitor student satisfaction and student progress on educational goals with the Community College Survey of Student Engagement (CCSSE) as well as Student Achievement Initiative (SAI).
 - b) The business and industry indicator of achievement measures ensure alignment with the top occupations projected by the Department of Labor.
 - c) Pathway and career indicators of achievement measures: alignment of student goals with pathways distribution; college success course survey of students achieving their academic and career goals; successful course completion rates by student demographics.
- 2) The **Support Services Objective** focuses on providing students with access to support services that meet their needs.
 - a) SENSE and CCSSE student experience data are compared to the national cohort for the survey administration year.
 - b) The #RealCollege Survey provides information on our students' access to affordable food and housing.
- 3) The **Equitable Enrollment Objective** focuses on the extent Pierce College equitably serves the population within our service area.
 - a) Student service demographics are used to measure the degree to which our student population reflects the demographics of our service area.
 - b) Enrollment of low-income students is used to monitor the degree to which we are serving graduates from low-income school districts.

Core Theme: Excellence

Pierce has intentionally designed its programs, functions and structures to ensure quality, sustainability and continuous improvement. Our Core Theme of Excellence has three objectives and their respective indicators of achievement as shown in Table 2.

Table 2. Excellence Core Theme Objectives and Indicators of Achievement.

Core Theme	Objectives	Indicators of Achievement		
Excellence	Department and Program Outcomes	Non-Instructional Departments and Programs	Grade Distribution	Instructional Programs
	Institutional Viability	Fiscal Health	Planning	NWCCU Standards
	Employee Learning and Development	Professional Development Plans	Self-Reported Employee Feedback on Professional Development	

Excellence Core Theme Objectives and Indicators of Achievement

- 1) **Department and Program Objective** focuses on the extent our departments and programs meet their performance outcomes.
 - a) For Non-Instructional Departments and Programs, our internal control survey includes a range of questions for department supervisors to evaluate the perceptions for department- and college-level objectives, and measurements.
 - b) Grade Distribution is used to evaluate excellence in teaching. Under this indicator, 70% or more state-supported students within each division must earn a 2.0 or higher course grade. This measurement is different from core theme 5 Student Success and Learning where we measure student learning.
 - c) The Instructional Programs metrics are monitored through the annual completion rate of discipline and program review.
- 2) The **Institutional Viability Objective** monitors the extent to which Pierce College District is meeting foundational elements.
 - a) For **fiscal health**, we have set the benchmark of 100% compliance with a balanced operational budget that is not exceeded; a reserve ratio that meets or exceeds Board of Trustees’ requirements; management of capital budget projects within stakeholder time requirements and budget; and audits with no findings.
 - b) **Planning** is qualitative and based on maintenance of six key planning documents: the foundation development plan, five-year facilities master plan, the five-year information technology plan, and the affirmative action plan.
 - c) Our **NWCCU standards** indicator requires that we are in compliance with NWCCU’s expectations of an accreditation institution.
- 3) **Employee Learning and Development Objective** focuses on the extent employee learning and development is supported by the college and our employees.
 - a) Pierce monitors the process of professional development planning by reviewing the number of Professional Development Plans on file for a given full-time employee type.
 - b) We gather **employee feedback** on professional development indicators using the Employee Climate Survey.

Core Theme: Contribution to the Community

Pierce College seeks to be deeply engaged in our local community, to meet the needs of our 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. Our Core Theme of Contribution to the Community has three objectives and their respective indicators of achievement as shown in Table 3.

Table 3. Contribution to Community Core Theme Objectives and Indicators of Achievement.

Core Theme	Objectives	Indicators of Achievement				
Contribution to the Community	Partnerships	Educational Pathways	P-12	Four-Year Colleges and Universities	Contracts	Advisory Committees
	Recognition of Value	External Feedback and Visibility				
	Economic Development	Basic Skills Education Impact	Workforce Education Impact	Transfer Education Impact		

Contribution to the Community Core Theme Objectives and Indicators of Achievement

- 1) Partnerships Objective focuses on the degree Pierce College is engaged in ongoing partnerships and collaborations with the community.
 - a) Educational Pathways examines the value of educational roadmaps to career pathways (Pierce’s naming of Guided Pathways) for current and prospective students, local high schools and employers.
 - b) With P-12 contracts, we seek to be strong partners with local P-12 school districts to create an educational pipeline for our community.
 - c) For four-year colleges and universities, we set the expectation that all articulation agreements are current and active.
 - d) For contracts, Pierce monitors the headcount and revenue of current government and business contracts, with the goal of meeting or exceeding the prior year’s numbers.
 - e) For Advisory committees, we monitor professional/technical advisory committees’ active involvement in their programs through the presence of advisory committee meetings and advisory board survey feedback.
- 2) The **Recognition of Value Objective** focuses on Pierce College visibility and value to our community.
 - a) External feedback and visibility is based on metrics from an external evaluation of the recognition and value ascribed to Pierce College by the community.
- 3) For the **Economic Development Objective**, we look at the degree to which Pierce College promotes economic development in our community.
 - a) For basic skills education impact, metrics are derived from student-intent specific Student Achievement Initiative (SAI) data. The SAI is Washington State’s performance funding system for community and technical colleges.

- b) For workforce education impact, metrics are derived from SAI data, as well as post-college employment and earnings data.
- c) For transfer education impact, metrics are derived from SAI data, as well as degrees earned at University of Washington – Tacoma (UWT), the top state transfer institution for Pierce students, and salary estimates as compared to the cost of living in Pierce County.

MISSION COMPONENT 2: FOR A DIVERSE COMMUNITY OF LEARNERS

Core Theme: Equity, Diversity, and Inclusion

Through our actions, Pierce College promotes an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect. Our Core Theme of Equity, Diversity, and Inclusion has three objectives and their respective indicators of achievements as shown in Table 4.

Table 4. Equity, Diversity, and Inclusion Core Theme Objectives and Indicators of Achievement.

Core Theme	Objectives	Indicators of Achievement		
Equity, Diversity, and Inclusion	Infrastructure	Buildings and Grounds Feedback from CCSSE and Employee Climate Survey	Classroom Technology	Campus Safety
	Shared Governance	Student Feedback	Employee Feedback	
	Inclusive Engagement	Climate Feedback on Student and Employee Surveys	Commitment Feedback from Student and Employee Surveys	Employee Diversity

Equity, Diversity, and Inclusion Core Theme Objectives and Indicators of Achievement

- 1) The **Infrastructure Objective** focuses on the degree to which buildings, classrooms, grounds, and safety environment support quality teaching and learning of our diverse community.
 - a) Buildings and grounds satisfaction feedback from students and employees are collected in the CCSSE and Employee Climate Survey, respectively.
 - b) Classroom technology is partially evaluated by faculty members in the Employee Climate Survey. Classroom technology is also measured by the number of technology enhanced classrooms available on campus.
 - c) Campus safety is also partially evaluated in student and employee satisfaction surveys. We also measure campus safety through our compliance with meeting mandatory federal and state reporting deadlines and addressing deficiencies.

- 2) **Shared Governance** monitors the degree to which students and employees perceive engagement in decision-making at Pierce College.
 - a) Student feedback is used to help us to understand student's awareness of and engagement in our shared governance process and informs our institutional decision-making.
 - b) Employee feedback is used to help us to understand the college community's awareness of and engagement in our shared governance process and informs our institutional decision-making.
- 3) **Inclusive Engagement Objective** monitors the engagement of students, employees, and community members in ways that respect human dignity and lead to equitable, inclusive experiences.
 - a) Our climate metrics examine the quality and character of the college by the feelings and attitudes of students and employees of the college community through the CCSSE and Employee Climate surveys.
 - b) Our commitment metrics examine student and employee satisfaction at Pierce College. Feedback on these metrics is gathered from the student CCSSE and Employee Climate surveys. To better identify institutional opportunities in creating an inclusive work environment our employee climate metrics examine feedback by position type (faculty, classified, and administrative) and by demographics (race, gender, and sexuality).
 - c) Employee diversity is monitored on a regular basis relative to service area demographics by our Human Resources department. Pierce considers mission fulfillment for employee diversity when district permanent employee demographic averages meet or exceed service area averages for females and employees of color.

MISSION COMPONENT 3: TO THRIVE IN AN EVOLVING WORLD

Core Theme: 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 our 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 and 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. Our Core Theme of Student Learning and Success has three objectives and their respective indicators of achievement as shown in Table 5.

Table 5. Student Learning and Success Core Theme Objectives and Indicators of Achievement.

Core Theme	Objectives	Indicators of Achievement				
Student Learning and Success	Educational Momentum	Student Achievement Initiative (SAI) Momentum Points	Retention and Persistence	Course Completion	Graduation Completion Rates	
	Learning Outcomes	Student Feedback for Learning Outcomes	Core Abilities	Academic Transfer / Fundamental Areas of Knowledge (FAK),	Outcomes for Professional / Technical Students and Pathways	ABE and ESL Outcomes
	Transfer and Employment Success	Transfer Rates and Success	Professional / Technical Degree Completers Employed			

Student Learning and Success Core Theme Objectives and Indicators of Achievement

- 1) **Educational Momentum Objectives** focus on the extent to which our students progress in the areas of Student Achievement Initiative (SAI) momentum points, transition rates, course completion, retention, and program completion and graduation rates.
 - a) SAI momentum points help us to monitor student achievement of key academic time points such as completing college-level math, first year of college, and graduating. SAI is the performance funding system for Washington State’s community and technical colleges.
 - b) Retention and persistence metrics examine fall-to-winter and fall-to-fall retention rate for degree-seeking students disaggregated by student demographic characteristics.
 - c) Course completion rates track the successful completion rate of all courses. This helps us track course completion rates by student demographics to aid in the identification of institutional areas of inequity in student success.
 - d) Graduation completion rates are based on a three-year period, broken down by student demographic to be responsive to areas of inequity and compared with our regional benchmark colleges and state averages.

- 2) **Learning Outcomes Objectives** focuses on the extent our students achieve institutional and programmatic learning outcomes. A summary of student achievement of the core competency learning outcomes is found within the institutional Learning and Assessment Portfolio (ILAP). More detailed information on the ILAP and student learning outcomes is presented in standard 1.C.
- a) With Student Feedback for Learning Outcomes, we examine College Survey of Student Engagement (CCSSE) benchmark scores regarding presence of high impact instruction practices of active and collaborative learning, student effort, academic challenge, and student-faculty interaction. The Survey of Entering Student Engagement (SENSE) provides key areas important to entering students' college experiences and educational outcomes.
 - b) Our Core Abilities outcomes are taught and assessed across the college's entire curriculum and define the knowledge, skills, and abilities we expect all graduates to attain upon graduation.
 - c) Academic Transfer / Fundamental Areas of Knowledge (FAK) define the knowledge, skills, and abilities to be developed across the curricula for our students seeking transfer degrees.
 - d) Outcomes for Professional/Technical Students and Pathways define the knowledge, skills, and abilities graduates from certificate and associate degrees will have achieved.
 - e) ABE and ESL Outcomes are core competency learning outcomes that are taught and assessed by faculty members.
- 3) **Transfer and Employment Success Objectives** monitor the extent our students are successfully transferring to four-year institutions or moving directly to the workforce.
- a) Transfer Rates and Success we look at both our transfer rates and the success of our students at 4-year institutions. For transfer rates we monitor our rate in comparison to our regional benchmark colleges. Additionally, we look at equity differences in our overall average transfer rate to identify institutional equity gaps in student success.
 - b) With Professional/technical degree completers employed, we are interested in tracking that our graduates are employed, have careers related to their academic program, and our graduates' sense of feeling prepared for the workforce.

Standard 1.A.1 Evidence:

[Mission, Vision, Values, Core Theme and Strategic Plan](#)

[2023 Institutional Effectiveness Report](#)

[Student Achievement Initiative](#)

[Student Achievement Initiative 3.0 Points Summary Dashboard](#)

[Community Survey of Student Engagement \(CCSSE\)](#)

[Survey of Entering Student Engagement \(SENSE\)](#)

[2019 – 2022 Institutional Learning and Assessment Portfolio](#)

STANDARD 1.B IMPROVING INSTITUTIONAL EFFECTIVENESS

1.B.1 INSTITUTIONAL EFFECTIVENESS ASSESSMENT PROCESSES

Learning and The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Eligibility Requirement 4 Institutional Effectiveness: The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Pierce's key goal is [mission fulfillment](#). To achieve this, we engage in ongoing, systematic, and evidence-based assessment of work and accomplishments. The comprehensive institutional effectiveness process enables Pierce to analyze strengths and challenges around mission fulfillment. Figure 2 illustrates how institutional data is aligned in order to assess and achieve mission fulfillment. It also shows how data is used for continuous improvement to inform planning, decision-making, and reporting and allocation of resources.

Figure 2. Institutional Continuous Improvement Planning Process

PIERCE COLLEGE DISTRICT: CONTINUOUS IMPROVEMENT PLANNING PROCESS



As shown in Figure 2, we visualize mission fulfillment evaluation and planning processes in the format of a pyramid comprising five primary tiers:

- **Tier 1:** At the base of the pyramid are the data monitoring sources that inform progress on mission fulfillment. Pierce regularly publishes an Institutional Effectiveness (IE) Report that provides a comprehensive analysis of the performance indicators for each core theme. The report includes a scorecard that is a snapshot of Pierce’s overall effectiveness, strengths and priority areas, and an in-depth examination of each core theme through its defined objectives and performance indicator metrics. The IE Report supports a framework for further action (as demonstrated in the following tiers) and provides a focus for resource allocation.
- **Tier 2:** The Board of Trustees (BOT) monitors mission fulfillment monthly by reviewing key objectives and metrics from the IE Report. Together with other timely data from dashboards, enrollment, and consultants and partners, the [BOT uses this to develop their annual goals](#).
- **Tier 3:** The IE Report and the BOT’s Goals are used to inform, establish and implement Pierce’s annual [Achieving the Dream \(ATD\) priorities and goals](#). Over the past decade, the focus of Pierce’s ATD work has progressed and consistently supports mission fulfillment.
- **Tier 4:** Although the IE Report, BOT’s goals, and ATD goals monitor short-term data and goals, Pierce also sets long-term institutional goals that are a culmination of its collective efforts. These goals are established and monitored by Pierce’s Executive Team and include disaggregated indicators for retention and persistence, college-level English and math, and completions. We are currently working on achieving our [2027 institutional goals](#) that were set in fall 2021.
- **Tier 5:** This model assures that Pierce is informed by data in its planning and decision-making, and allocates resources that fund district priorities and advance an equitable framework for all students to succeed. These efforts culminate in the fulfilling of Pierce’s mission to create educational opportunities for a diverse community of learners to thrive in an evolving world.

Pierce's Executive Team and shared governance councils engage with departments and committees in addressing and reporting on annual priorities and long-term goals. Our Institutional Effectiveness Committee is updated on activities that are addressing priority areas. Our Board of Trustees monitors mission fulfillment through monthly reports and updates on key objectives and metrics by the Institutional Effectiveness Committee. Additionally, we highlight at each Board meeting departmental actions that are actively engaged in addressing institutional areas of focus by core theme.

Assessing Mission Fulfillment

The mission is measured through our institutional assessment process. Since 2009, Pierce has regularly published an [Institutional Effectiveness \(IE\) Report](#). The IE Report serves as a comprehensive assessment tool designed to evaluate mission fulfillment as demonstrated through core themes. The report includes an executive summary, a scorecard providing a snapshot of Pierce's overall effectiveness, strengths and challenges, and a detailed examination and interpretation of each core theme through the analysis of objectives, indicators and their underlying metrics. Ultimately, the IE report provides a framework for further action, planning, and resource allocation.

The [scorecard](#) is a featured element of the IE Report, serving as a visual representation of how well we are meeting mission. Based on an indicator's performance relative to its target, the indicator is rated at one of five possible levels on a colored scale ranging from "standard met" (green) to "immediate action needed" (red). Thus, indicator standard attainment is visually demonstrated on the scorecard with a green or green/yellow rating. Historical or benchmark data serves as the baseline for evaluating progress. The scorecard also serves as a primary tool for evaluating progress on the strategic direction of programs and services that have risen to the level of "mission critical" and are included on the scorecard for monitoring. As part of the planning process, indicators of achievement and metrics are evaluated and updated in connection with developing the IE report.

Mission fulfillment is defined in [Board Policy 1.12](#) as satisfying a minimum of 70% of scorecard indicators of achievement across all core theme measures. Each core theme is comprised of three objectives informed by multiple indicators of achievement and specific metrics. For 2023, Pierce has met or exceeded 93% of the objective indicators identified, surpassing the Board-designated threshold of 70%. This is consistent with our 2019 Scorecard results and a slight increase of 1% over the 2016 Scorecard.

Institutional Effectiveness Process

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

The IE Committee works with the Pierce community to:

- Establish objectives for each core theme;
- Determine meaningful, assessable and verifiable metrics for each objective;
- Conduct a comprehensive assessment of all metrics resulting in a scorecard summary and IE Report;
- Review student and employee surveys that underlie metrics in the IE Report;
- Recommend areas of attention to district leadership.

The IE Report also serves as a focus for resource allocation. Data is at the center of institutional decision-making and budgeting. The Budget Team conducts open hearings on budget proposals and evaluates requests against institutional priorities and outcomes. Once developed, the recommendation is presented to the District Policy and Governance Cabinet (Cabinet), who determines whether the proposed budget adheres to the college's budget values and principles; if so, Cabinet recommends the budget to the Chancellor for presentation to the Board of Trustees for final approval. This integration ensures that Pierce is addressing and funding the college's top priorities.

The IE Report serves as a foundation to the Board of Trustees' annual goals. Thus, a key 2021-22 priority identified by the Board of Trustees was to eliminate the institution's areas of inequity for historically marginalized students. This priority area set the stage for further action and served as a focus for resource allocation. Pierce integrated equity, diversity, and inclusion (EDI) into district-wide employee learning and development days. Perceptions were captured in Pierce's biennial Employee Climate Survey, including a new section for Black, Indigenous, and People of Color (BIPOC) employees. The Employee Learning and Development (ELAD) and EDI College Access, Retention, and Engagement Services (CARES) offices created trainings on serving the whole student, cultural humility and vulnerability, and implicit bias. Pierce communicated broadly to faculty, staff, students and the broader community via its webpage.

Institutional Effectiveness - Operations

Operational units are all units outside of instruction, including facilities, human resources, student services, and finance. These units are essential to Pierce College's success in supporting students, faculty, and staff.

Implementation of operational unit planning and assessment remains under development at Pierce College. In our 2016 Year Seven NWCCU report we were moving in a positive direction with implementing operational unit planning and assessment. At the time the IE committee was in process of establishing a unit planning and assessment indicator of achievement for our Excellence Core Theme and the institution was in process of implementing a third-party software to support in the systematic tracking of emergent activities and progress on outcome achievement of our operational units. Since that time there have been several complications that have slowed our progress on documenting operational department planning and continuous improvement efforts.

Our initial setback in this work was learning a year into development of our operational unit planning and assessment tracking system that the software system we had selected was incapable of connecting operational unit planning to core theme planning. Given the significant limitations of the system to track operational unit planning and continuous improvement activities by core themes we terminated the use of this system. This setback has been exacerbated by the impact of COVID and elevated position vacancies.

While we are working on documenting unit planning and continuous improvement, each department is actively engaged in continuous improvement efforts that address institutional areas of priority and goals. Our continuous improvement tracking sheet provides a snapshot of activities being addressed by operational units in relation to core theme objectives. As noted in our 2023 Institutional Effectiveness Report, the IE Committee will be focusing on updating the non-instructional department metric to encompass the expectation of operational unit planning and continuous improvement tracking.

Institutional Effectiveness – Student Learning

Pierce College's [Institutional Learning Outcomes Assessment Plan](#) provides the framework for monitoring student attainment of learning outcomes. It sets the stage for instructional departments to implement interventions that address identified gaps in students' attainment of degree-defined knowledge, skills, and abilities. As outlined in the plan, instructional departments engage in an annual review that focuses on the analysis of learning outcomes; examination of course metrics using Tableau dashboards; and evaluation and development of goals and resources.

Under the purview of the Learning Council, the Program and Discipline Review Committee is responsible for managing the development, implementation, and assessment of procedures, templates, and trainings to support instructional departments to complete annual reviews. The committee provides feedback on annual reviews to each program/discipline. The Outcomes Team also identifies common themes across reviews and uses that information to propose instructional goals. Those institutional goals and subsequent institutional progress on achieving those goals are reported in the [Institutional Learning and Assessment Portfolio \(ILAP\)](#). A more complete description of our instructional program and discipline review process is provided in Standards 1.C.5 – 1.C.7.

Standard 1.B.1 Evidence

Continuous Improvement Planning Process

[2023 Institutional Effectiveness Report](#)

[Institutional Effectiveness Reporting - Board of Trustees Minutes](#)

[Board of Trustees' 2022 - 2023 Goals](#)

[ATD Priorities and Goals, 2023 Annual Reflection Report](#)

[Long-term 2027 Institutional Goals](#)

[Fiscal Year 2024 Budget Values and Principles](#)

Assessing Mission Fulfillment

[2023 Scorecard](#)

[Board Policy – 1.12 Monitoring Mission Fulfillment](#)

Institutional Effectiveness Process

[Board of Trustees' 2022 - 2023 Goals](#)

[Employee Learning and Development Training Agendas](#)

Operational and Instructional Unit Planning and Assessment

[Continuous Improvement Tracking Sheet](#)

[2023 – 2030 Instructional Assessment Plan](#)

[Accounting 2020 – 21 Annual Review, Example](#)

[2019 – 2022 Instructional Learning and Assessment Portfolio \(ILAP\)](#)

1.B.2 MISSION FULFILLMENT DEFINITION AND METRICS

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Pierce College sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and improve its effectiveness, including in the context of and in comparison with regional and national peer institutions.

The Board of Trustees approved the college mission and five core themes in 2011, affirming that core themes holistically measured mission. The mission and five core themes were re-evaluated following the 2016 NWCCU comprehensive visit. Core Theme Positive and Diverse College Environment was changed to Equity, Diversity, and Inclusion. The mission and new core themes were affirmed by the Board in 2017. The next review of our mission and five core themes will begin following our year seven NWCCU site visit in October 2023.

Mission Fulfillment - Objectives and Indicators of Achievement

For each of our core themes – Access; Excellence; Contribution to Community; Equity, Diversity, and Inclusion; and Student Learning and Success – we have established objectives with defined indicators of achievement metrics. Please refer to Standard 1.A.1 and our 2023 Institutional Effectiveness Report for a complete description of how we have set objectives and indicators of achievement to define mission fulfillment.

Mission Fulfillment - Regional and National Peers Comparison

In the Institutional Effectiveness Report, it is noted that the Board of Trustees has defined that Pierce College's mission is achieved when Pierce College meets a minimum of 70% of the performance metrics across the five core themes. Included in those performance metrics is data from several dashboards provided by the Washington State Board for Community and Technical Colleges (SBCTC) to benchmark Pierce's performance against regional peers. These dashboards encompass metrics such as enrollment, student progress, and completion. For instance, within the IE report, Pierce establishes and monitors key indicators of student achievement including, but not limited to, the following: first fall to winter retention; first fall to second fall retention; year one Math; year one English; completion; and transfer. Overall rates are compared to other institutions. It is noteworthy to mention that progress in retention and persistence, college-level English and Math, and completions are tracked and monitored in Pierce's annual (short-term) Achieving the Dream (ATD) reporting, as well in its long-term disaggregated institutional goals (Long-term 2027 Institution Goals).

In addition, Pierce displays an active Indicators of Student Achievement Tableau dashboard on the [Facts and Stats webpage](#). Within the dashboard are identified expected outcomes and metrics for student achievement, including graduation, retention, completion, licensure, and measures of postgraduation success compared to regional peers. The indicators of student achievement highlight Pierce's efforts with dismantling areas of inequity for systemically non-dominant (Jenkins, 2018) students by disaggregating by race/ethnicity and sex.

Standard 1.B.2 Evidence

[2023 Institutional Effectiveness Report](#)

[Long-term 2027 Institutional Goals](#)

[ATD Priorities and Goals, 2023 Annual Reflection Report](#)

[Board Policy – 1.12 Monitoring Mission Fulfillment](#)

[Facts and Stats Webpage](#)

Reference:

Jenkins, D. (1995-Present). "IST of an ISM: Systemically Dominant and Systemically Non-Dominant™": A Critical Lens to Rethinking Power, Privilege, and Inequity Language. Retrieved May 9, 2022, from <https://www.shareflame.com>

1.B.3 MISSION FULFILLMENT PLANNING PROCESS

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Mission Fulfillment - Constituency Voice

Pierce offers a variety of opportunities for employees, students and community members to engage with needs identification and solution implementation to improve institutional effectiveness.

As evidenced in our [2023 Institutional Effectiveness Report](#) employee, student, and community member voice are connected to several of our indicators of achievement.

Students

Student feedback informs many of our indicators of achievement. We use the CCSSE and SENSE surveys to measure student satisfaction with achieving educational goals (core theme access); student support services (core theme access); buildings and grounds (core theme equity diversity and inclusion) campus safety (core theme equity diversity and inclusion), access to opportunities to impact decision-making (core theme equity diversity and inclusion); climate (core theme equity diversity and inclusion); college experience (commitment indicator of achievement); achievement of degree outcomes (core theme learning and student success); and access to high impact practices (core theme learning and student success). Additionally, students are engaged members in four of our five shared governance councils and the District Policies and Governance Cabinet (Table 6).

Faculty Members

Faculty involvement in the assessment of mission fulfillment extends well beyond their shared governance responsibilities. During the tenure process, faculty, under the guidance of their tenure committee, deepen their ability to critically assess their performance and professional competence regarding Black and Brown student excellence; discipline/field excellence applying inclusive pedagogy; student experience, mentoring and advising; racial equity learning journey; and college and community engagement.

At the department level, faculty critically assess student learning and success across the curricula, identify resource needs, and report that information to the college in the form of an annual program/discipline review. That annual review involves faculty examination of student achievement of learning outcomes and successful course completion data from Tableau Dashboards. A contracted faculty assessment day is provided to support department work on learning and student success. Additionally, the college offers approximately 20 adjunct faculty stipends per year to participate in this work. With the adoption of guided pathways, a second day has been added to the faculty contract that provides opportunity for faculty to work in departments to review and address student success barriers on career pathway completion. Please see standard 1.C.5 - 1.C.7 for more complete information regarding annual reviews, assessment day, and guided pathways day. Additionally, faculty members are represented in our shared governance councils and the District Policies and Governance Cabinet (Table 6).

Pierce College Employees (classified, faculty, and administrative-exempt)

Employee feedback is key to advancing Pierce College mission. A primary method of gathering feedback in a systematic way is through the administration of the Employee Climate Survey along with representation on Shared Governance Councils (Table 6). The purpose of the Employee Climate Survey is to gauge and assess employees' perceptions of and experiences at Pierce College. This feedback provides valuable data to assist us in shaping and optimizing institutional goals, processes and effectiveness.

Community Members

As evidenced in our contribution to community core theme, we seek opportunities to be involved with our local community to advance education and economic development within the community we serve. We engage with P-12 partners, 4-year institution partners, and local business and industry leaders through professional/technical advisory boards to gather feedback on improving educational pipelines to employment in the community. Additionally, we gather feedback from our community members on Pierce College's value in our service community.

Table 6 provides an overview of faculty, classified staff, administrative-exempt, and student representation on shared governance councils and committees. Please see our shared governance webpage for more information about our council structure and organization.

Table 6. Representation on Shared Governance Councils and Committees

Shared Governance Councils and Committees	Members
<p>INSTITUTIONAL EFFECTIVENESS COMMITTEE (IE) IE reviews measures of mission fulfillment, core themes, objectives and indicators of effectiveness. Produces biannual Institutional Effectiveness Report and scorecard. Based on the report, IE recommends priorities by core theme to the Executive Team and shared governance councils who are responsible for assigning the work to departments or committees and provides feedback to IE on progress.</p>	<ul style="list-style-type: none"> ■ Dean of Institutional Research ■ Associate Vice President, HR ■ Dean of Instruction (2) ■ Director of Fiscal Services ■ Director, Educational Outcomes and Effectiveness ■ Director, IT Integrations ■ Faculty Members (2) ■ Vice President for Workforce, Economic and Professional Development ■ Vice President, Learning & Student Success (1) ■ Washington Association of Public Employees (WPEA) representative
<p>EXECUTIVE LEADERSHIP TEAM (ETEAM) ETEAM, the chief administrative body of the college, assists the Chancellor in decision-making and leadership/management of the college</p>	<ul style="list-style-type: none"> ■ Chancellor and CEO ■ President, Pierce College Fort Steilacoom ■ President, Pierce College Puyallup ■ Chief Information Officer ■ Vice President, Administrative Services ■ Vice President, Equity, Innovation, and Engagement ■ Vice President, Human Resources ■ Vice President, Learning and Student Success, Fort Steilacoom ■ Vice President, Learning and Student Success, Puyallup ■ Vice President, Workforce Economic and Professional Development
<p>LEARNING COUNCIL (LC) LC develops, reviews, and evaluates plans and sets direction for instructional and student learning support in accordance with vision, mission, values, core abilities, fundamental areas of knowledge, and strategic direction of the college. LC evaluates and makes recommendations for new courses, certificates, and degrees; identifies new instructional and student success directions that align with mission, core abilities, and core themes, and formulates and/or updates policies regarding instruction; and ensures alignment with accreditation standards.</p>	<ul style="list-style-type: none"> ■ Faculty Members (14) ■ Associate Vice President, Access & Opportunity ■ Deans of Instruction and of Library/Learning Resources (6) ■ Vice President for Workforce, Economic, and Professional Development (1) ■ Outcomes Team Faculty (4), nonvoting ■ Director of Educational Outcomes and Effectiveness (1), nonvoting ■ Dean, Employee Learning and Development (1), nonvoting ■ Recorder (1), nonvoting ■ Vice President of Learning and Student Success (1), nonvoting

Shared Governance Councils and Committees	Members
<p>DISTRICT POLICY AND GOVERNANCE CABINET (CABINET) Cabinet serves as the major planning and policy body of the District, and is responsible for strategic planning, policy development, institutional effectiveness, budget oversight and coordinating the governance system and the councils within that system.</p>	<ul style="list-style-type: none"> ■ Chancellor, Chair ■ Presidents (2) ■ Classified Staff (4) ■ Faculty (4) ■ Students (5) ■ Administrators who are not members of Executive Team (4) ■ Non-Executive team Co-Chairs of the 5 governance councils (5)
<p>OUTCOMES TEAM The Outcomes Team provides leadership in Pierce’s learning outcomes assessment work. Each member is responsible for chairing a committee that supports the scope of work of the Learning Council. Five of the Outcomes Team members chair one of the five divisional course review committees. The remaining four faculty members chair one of the following committees: Discipline and Program Review; Degree and Certificate Review; Racial Equity and Accessibility in Curriculum; and Instructional Policies and Procedures Review. They lead instructional outcome assessment efforts, including workshops, institutional effectiveness, development of the Institutional Assessment Plan and Institutional Learning and Assessment Portfolio (ILAP).</p>	<ul style="list-style-type: none"> ■ Faculty (9) appointed through an application process ■ Director, Educational Outcomes and Effectiveness
<p>TECHNOLOGY COUNCIL The Technology Council develops, reviews, and evaluates the technology strategic plan, including the technology replacement plan. Additionally, they are responsible for reviewing and updating technology policies in accordance with the mission, vision, values, core themes, and strategic direction of the college.</p>	<ul style="list-style-type: none"> ■ Chief Information Officer ■ Vice President, Administrative Services ■ Director of Facilities ■ Faculty Members (3) ■ Classified Staff (3) ■ Students (3) ■ Instructional Dean (1) ■ Dean of Student Success (1) ■ HR representative ■ ELAD representative, nonvoting ■ CtcLink Project Manager, Nonvoting ■ Director of Student Life, nonvoting ■ Recorder, nonvoting

Shared Governance Councils and Committees	Members
<p>BUDGET TEAM The Budget Team conducts open hearings on department and division budget proposals, evaluates requests against institutional priorities and outcomes, and presents recommendations to the Cabinet regarding the annual operating budget and one-time expenditures.</p>	<ul style="list-style-type: none"> ■ Executive Team (8) ■ WPEA representative ■ Pierce College Federation of Teachers (PCFT) president ■ Budget Managers (4) ■ Vice President, Administrative Services ■ Department Managers (4)
<p>STUDENT ADVANCEMENT COUNCIL The Student Advancement Council develops, reviews, and evaluates plans and sets directions for student services and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and our strategic plan.</p>	<ul style="list-style-type: none"> ■ Faculty Members (6 - 8) ■ Students (3) ■ Classified Staff (2) ■ Dean of Student Success or Designees (3) ■ Associate Vice President, Access & Opportunity ■ Student Life Directors (2) ■ Student Services Designees (4 - 6) ■ Vice President, Learning and Student Success (1), nonvoting ■ Recorder, nonvoting
<p>EQUITY, DIVERSITY, AND INCLUSION COUNCIL The Equity, Diversity, and Inclusion (EDI) Council assists the college building momentum into supporting specific metrics in the scorecard, particularly related to core themes: access; equity, diversity and inclusion; and student learning and success. They shape policy and assist Pierce in developing equitable assessment and general practices.</p>	<ul style="list-style-type: none"> ■ Vice President, Equity, Innovation, and Engagement ■ Faculty (3) ■ Administrative Exempt (4) ■ Classified Staff (3) ■ Students (3) ■ Vice President, Human Resources, nonvoting ■ Affirmative Action Officer, nonvoting ■ Council Support Staff, nonvoting
<p>FACILITIES AND SAFETY COUNCIL The Facilities and Safety Council develops, reviews, and evaluates plans and policies, and sets direction for facilities in accordance with the vision, mission, values, core abilities, and strategic plan. They monitor the scorecard measures related to these areas and develop recommendations for improvement.</p>	<ul style="list-style-type: none"> ■ Vice President, Administrative Services ■ Vice President, Human Resources ■ Director of Facilities or designee ■ Director of Campus Safety ■ Faculty Members (3) ■ Classified Staff (3) ■ District Safety Committee representative ■ District Health and Safety Specialist ■ Instructional Dean (1) ■ Student Success Dean (1) ■ Student Life Director (1) ■ Students (3) ■ District Section 504/ADA Compliance Officer

Mission Fulfillment - Resource Allocation

Pierce's Budget Planning begins with the Budget Values and Principles document, which evolves each year to reflect external pressures, internal priorities, and lessons learned from the prior year's budget process. One of our guiding principles is *"Align resources to attain core themes, as measured by institutional effectiveness indicators. Specifically, opportunities will be identified to realign funds to proven and/or scalable strategies that improve student learning and success and eliminate areas of inequity."*

An example of this guiding principle in practice is seen in our fiscal year 2023 budget where resources were shifted to fund over \$40,000 in faculty release time to chair ATD priority design groups and an additional \$100,000 was reserved to support training and resources needed to implement changes to address our priority areas.

The Budget Team, which includes faculty and staff representatives, conducts open hearings on the budget proposals and evaluates requests against institutional priorities and outcomes as defined by our core themes. Once developed, the recommendation is presented to the Cabinet, who determines whether the proposed budget adheres to the values and principles; if so, cabinet recommends the budget to the Chancellor for presentation to the Board of Trustees for final approval.

More detailed information on our resource allocation process is reported in our 2022 Policies, Regulations, Financial Review Report in standard 2.E.2 Financial Resource Planning.

Standard 1.B.3 Evidence

[2023 Institutional Effectiveness Report](#)

[Fiscal Year 2024 Budget Values and Principles](#)

[Shared Governance Webpage](#)

[2022 Policies, Regulations, Financial Review Report](#), Standard 2.E.2 Financial Resource Planning (page 27)

1.B.4 INTERNAL AND EXTERNAL ENVIRONMENTAL MONITORING

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Eligibility Requirement 4 Institutional Effectiveness: The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Pierce monitors internal and external environments to identify meaningful trends and expectations. Through our planning and governance systems, we use what we learn as a key part of assessing future directions, and reviewing and revising mission, core themes, objectives, and indicators of achievement.

Internal Environment

Pierce formally monitors the internal environment through our shared governance model, committees, surveys, focus groups, and forums such as All-College meetings, all providing opportunities to track the internal environment.

The Institutional Effectiveness Committee disseminates surveys and conducts focus groups. One of the key components is the Employee Climate survey. Every three years, the Institutional Effectiveness Committee reviews the Employee Climate survey instrument to add, delete, or alter questions for clarity or to respond to current issues.

External Environment

The Executive Team members and Deans play key roles in monitoring the external environment. They are actively engaged at the state, regional, and community levels to gather information on programs, services, and regional trends and projections in economy, demography, labor market, and revenue that might affect Pierce College. Faculty, staff, and administrators are encouraged to attend local, regional, and national meetings and conferences to keep informed of emerging trends and best practices and learn how we can incorporate successful strategies at Pierce. Some examples include:

- We have sent more than 20 people to Achieving the Dream's DREAM conference each year since we joined in 2012.
- Last year, 30 employees attended Washington's Faculty and Staff of Color conference.
- 17 staff, faculty and administrators attended the National Conference on Race and Equity -NCORE conference to further our efforts with inclusive practices in 2022.

To determine our visibility within our community, we perform community surveys. The most recent survey assessing visibility was conducted by EMC Research, Inc. in spring of 2019; the prior 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 $\pm 5\%$.

Working closely with the State Board for Community and Technical Colleges (SBCTC), Pierce monitors governmental and legislative bills, programs, and directives as well as economic projections that might result in changes in state appropriations through its membership in the State Board for Community and Technical Colleges (SBCTC). SBCTC includes eight commissions and 20 councils that actively work to connect leaders in similar positions throughout the system and work together to resolve issues that impact all colleges. This provides a much richer capacity for external monitoring than if Pierce were working alone. Pierce employees are strong contributors in these commissions and councils and bring back to the college knowledge of statewide concerns and initiatives.

Workforce

Pierce uses a workforce advisory board to inform priority areas for our annual plans and budgets. The advisory committee has representatives from the Economic Development Board, the regional ESD economist, the Department of Health and Human Services, Workforce Central, Chambers of Commerce, and major employers. Pierce has professional/technical program advisory committees in each of our pathways to provide regular input on program development and needs in their areas of expertise. The work of our advisory committees has been key in the development of Bachelor of Applied Science (BAS) degrees. Local demand areas are identified in real time through Pierce's partnership with Workforce Central, a point of contact for Pierce County businesses.

New program development and expansion are driven by market need, so each process includes a feasibility study. Market feasibility studies were completed in the recent development of Bachelor of Applied Science (BAS) degrees in Fire Service Leadership Management, Applied Business Management, and Construction Management. Pierce uses numerous data sources to enhance our understanding of the labor market, including Economic Modeling Services (EMSI) through Washington State's Centers of Excellence and Burning Glass, which mines the Internet for job postings, trending titles, and the specific skills employers seek.

Standard 1.B.4 Evidence

[Washington Association of Community and Technical Colleges' Commissions and Councils Applied Business Management Bachelor of Applied Science Feasibility Study](#)

STANDARD 1.C STUDENT LEARNING

Student Learning Shared Governance Structure

Learning Council

The Pierce College [shared governance system](#) is comprised of the District Policy and Governance Cabinet (cabinet) and five policy and planning councils. Student learning and instruction falls under the purview of our shared governance body, Learning Council (Table 5).

The Learning Council develops, reviews, and evaluates plans and sets direction for instructional and student learning support in accordance with the vision, mission, values, core abilities, fundamental areas of knowledge, and strategic direction of Pierce College. Learning Council evaluates and makes recommendations for new courses, certificates, and degrees; identifies new instructional and student success directions that align with mission, core abilities, and core themes; and formulates or updates policies regarding instruction; and ensures alignment with accreditation standards.

The Learning Council's scope of work is to:

- Review and evaluate new and revised courses and curricula, to include six-year reviews, course archives, course reactivations, major course changes, minor course changes, course maps, and learning inventories.
- Evaluate and make recommendations for new policies, certificates, and degrees for submission to the Chancellor for approval, and for approval by the Board of Trustees, SBCTC and NWCCU as appropriate.
- Ensure the district's learning and student success policies, strategies, and practices are in alignment with NWCCU accreditation standards.

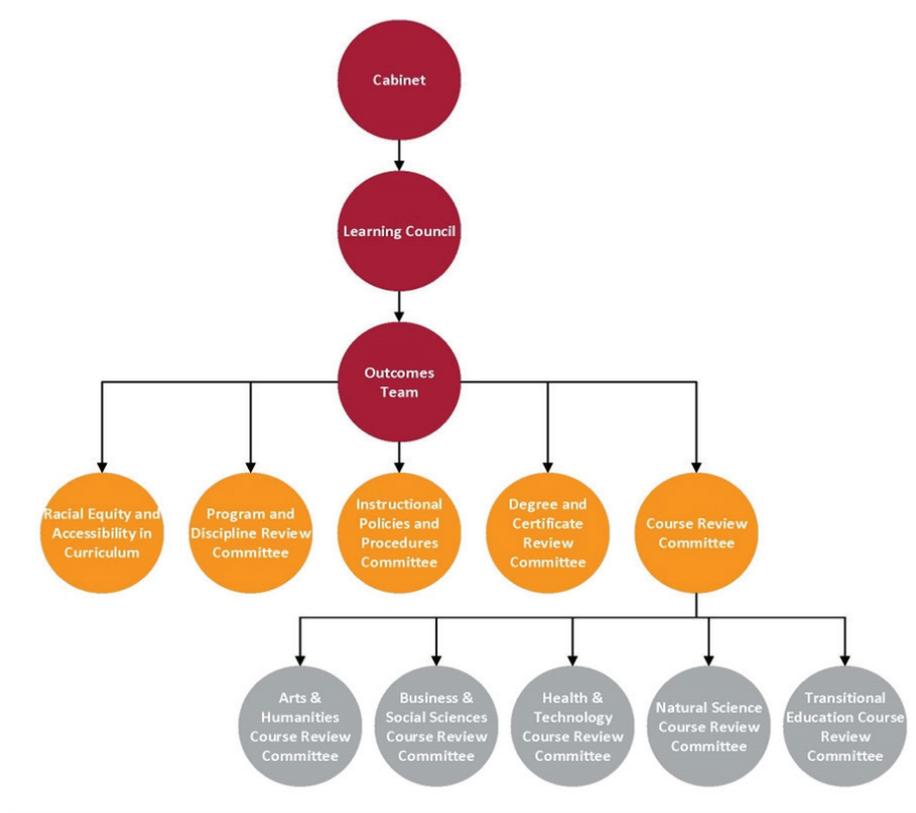
Outcomes Team

As shown in figure 3, under the general direction of Learning Council and the Vice Presidents of Learning and Student Success, guided by the Director of Educational Outcomes and Effectiveness, the Outcomes Team provides leadership for outcomes-based learning assessment; responds to accreditation initiatives; and provides support to Institutional Effectiveness. The Outcomes Team has nine faculty members. Each faculty member of the Outcomes Team is responsible for chairing one of the nine subcommittees of the Outcomes Team.

Five of the faculty members of the Outcomes Team chair, one of the five divisional Course Review Committees: Arts and Humanities, Business and Social Science, Health and Technology, Natural Science, and Transitional Education.

Four of the faculty members of the Outcomes Team chair, one of four Learning Council subgroups: Program and Discipline Review Committee, Degree and Certificate Review Committee, Instructional Policies and Procedures Committee, and Racial Equity and Accessibility in Curriculum Committee.

Figure 3. Learning Council and Outcomes Team Organization Structure.



Standard 1.C Evidence

[Shared Governance](#)

[Learning Council Representative Guide](#)

1.C.1 DESIGN AND DELIVERY OF INSTRUCTIONAL PROGRAMMING

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Academic Excellence

The most foundational measure of our mission is that our students experience quality, relevant learning that increases their knowledge, skills, and abilities to maximize their potential for individual success. We are mindful in defining academic excellence that central to this work is addressing structural inequalities that perpetuate barriers to social equity. We define academic excellence as providing relevant learning experiences developed around intentionally designed learning outcomes that prepare students to achieve beyond their Pierce College experience and thrive in an evolving world.

Faculty members are guided by state and national standards in the development of curriculum. Course sequencing and the structure of our career pathway maps are designed based on required prerequisite knowledge for coursework and alignment with peer programs and industry standards.

Degree, program, and course learning outcomes are published in the College Catalog, the webpage, and on course syllabi. These outcomes guide faculty in their instructional design and allow students and the Pierce College community to readily identify course, program, and degree scope and content. Outcomes are consistent across modalities. Professional/technical program learning outcomes are published in the catalog and on each program page on the webpage. Course outlines, which include course-level and degree-level outcomes are published in the catalog, as well as on syllabi.

Our institutional effectiveness process includes multiple indicators connected to monitoring academic excellence. As highlighted in the Institutional Effectiveness – Monitoring Academic Excellence document, our Student Learning and Success Core Theme Indicators of Achievement that monitor academic excellence include transfer rates and success; student feedback on learning outcomes; and professional/technical degree completers employed.

Program Alignment with Fields of Study

Pierce College upholds academic excellence, consistency, and integrity, not only by way of the processes and alignment efforts institutionally, but also through articulation agreements and partnerships with baccalaureate and other institutions in Washington, as well as through participation in statewide articulation and transfer councils and committees. All transfer degrees are accepted by Washington state public baccalaureate institutions based on our membership in the Washington State Intercollege Relations Commission (ICRC), a statewide council that coordinates transfer articulation. The ICRC is responsible for all Direct Transfer Agreements (DTAs) and assures program consistency for the public and private baccalaureate institutions accepting Washington state community and technical college transfer credits. Pierce College maintains an active membership in ICRC and complies with all ICRC Handbook guidelines. This assures students that our programs, degrees, and student learning outcomes meet regional standards and secures their ability to transfer.

Similarly, we uphold academic excellence, consistency, and integrity for our 49 certificates, 22 associate of applied sciences degrees, and 6 bachelor of applied science degrees, not only through our institutional processes and alignment efforts, but through articulation agreements with other colleges and universities and partnerships with colleges, universities, and employers.

We also provide short-term programs, apprenticeship programs, and collaborations with other community and technical colleges to support students in attaining their employment goals. Our professional/technical certificates, degrees, and programs are designed to train students for employment and to enhance skills for those currently employed. Our certificates and degrees satisfy licensure and professional certification requirements and meet standards for employment in their respective fields.

Each professional/technical program at Pierce College has an advisory committee comprised of members of our local professional community in related fields. Advisory committees provide feedback on curricula and learning outcomes, inform the institution on new directions and equipment in the field, and discuss pathways to employment through work-based learning opportunities. Our advisory committees help us to assure that the curriculum is current and meets the needs of employers.

Systematic Course Review Process

Pierce College's programs and courses are developed and continuously improved by faculty members in a manner that is consistent with our mission, culminating in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, and credentials, and that include designators (course prefixes) consistent with program content in recognized fields of study.

All active courses undergo review at least once every six years in alignment with the assessment plan cycle outlined in the instructional assessment plan. Reviewing active courses at least once in each six-year cycle helps to ensure the alignment and relevance of course offerings, while fulfilling institutional and accreditation expectations.

The course review process includes two levels of review, full review and abbreviated review. When a course goes through full review, it is reviewed in greater depth both by the faculty originator and the approvers in the process. Full review is used for creating new courses, six-year review of courses, major course changes, and reactivating courses. A full course review involves a multi-level review and approval process that includes department and program faculty, professional/technical program advisory committees, the Outcomes Team's Course Review Committees, Learning Council, and the Vice Presidents for Learning and Student Success. For our Dental Hygiene, Education, Nursing, and Veterinary Technology programs, the process includes their specialized accreditation processes and organizations. An abbreviated review is for changes to the course title and/or prerequisites, or a course archive. Both abbreviated and full course review processes are managed through our curriculum management system, Curriculog. The Outcomes Team provides leadership in the development of faculty workshops, supports, and training resources on conducting full and abbreviated course reviews.

Interconnected with our review of curriculum and our work toward becoming an antiracist institution, opportunities were identified to address the need for support in equitizing and increasing access in curricula. In response to this need, in the spring 2021 budget, a proposal for the addition of an equity-focused subcommittee of the Outcomes Team was funded. The Racial Equity and Accessibility in Curriculum Chair role and subcommittee began their work in fall 2022 working toward supporting faculty in the centering of equity and accessibility in curriculum. Moving forward, this committee collaborates with the course review committees and Learning Council on the development of supports and resources for equitizing curriculum and making curriculum more accessible and inclusive.

Standard 1.C.1 Evidence

[Institutional Effectiveness – Monitoring Academic Excellence](#)

[Curriculum Guide Resources for Course Degree Certification and Map Creation and Modification](#)

[Washington State Intercollegiate Relations Commission](#)

[The ICRC Handbook](#)

[Description of Full and Abbreviated Course Review Processes](#)

[Course Review Process Flowchart](#)

[College Catalog, course outlines](#)

[2015 – 2022 Instructional Assessment Plan](#)

[2023 – 2030 Instructional Assessment Plan](#)

Example Professional/Technical Program Outcomes:

[Accounting](#)

[Construction Management](#)

[Kinesiology](#)

1.C.2 INSTRUCTIONAL INTEGRITY

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Development and Review of Degrees, Certificates, and Career Pathway Maps

Our degrees, certificates, and other credentials are informed by the requirements for transfer and/or success in the workforce and are based upon student learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. Our credentials reflect major knowledge, skills, and attitudes necessary to excel in the field of study and workplace.

Our transfer degrees (Associate of Arts – Direct Transfer Agreement (AA-DTA) degree, Associate in Science – Track 1 (AS-T1), Associate in Science – Track 2 (AS-T2) and Direct Transfer Agreement – Major Related Program (DTA-MRPs)) are designed by subject-matter experts based upon the foundational guidelines provided by the Washington State Intercollegiate Relations Commission (ICRC), State Board for Community and Technical Colleges (SBCTC), and other external bodies. As a part of our Guided Pathways work, faculty who are subject-matter experts have created subplans (Career Pathway Course Maps) for our transfer degrees to create a clear, accessible pathway for students to pursue their field of interest. These Career Pathway Course Maps are widely available in the College Catalog and are integrated into the degree planner component of our Starfish system so they can be tailored to each student’s needs with the guidance and support of faculty mentors and advisors.

Pierce College's professional/technical degrees and certificates are designed by our faculty subject-matter experts, in collaboration with stakeholders, and are approved through a similar process as transfer degrees; however there are several additional points in the process. For new programming a feasibility study is performed to determine labor market demand and community need. Active professional/technical credentials are reviewed by their respective advisory committees. Advisory committees provide support and guidance to faculty from the perspective of potential future employers of our students and as experts who can offer additional experiences and insights from the field. The collaboration of professional/technical faculty members with their advisory committee ensures the program is responsive to changing needs and expectations in a field. New and substantially modified professional/technical degrees and certificates have an added layer of review and approval by the SBCTC. This process helps us to further ensure that our professional/technical degrees and certificates meet the needs of our students, as well as the needs of our communities, workforce, and other partners.

Degrees, certificates and respective Career Pathway Course Maps undergo an internal review and approval by the department chair or program director, Instructional Dean, Outcomes Team's Degree and Certificate Review Committee, and Learning Council.

We are in the midst of rolling out the full implementation of the six-year review process for our degrees, certificates, and maps. To date, many of our departments and programs have conducted in-depth reviews of their degrees, certificates, and career pathway maps. We are now taking our learnings from the past few years and developing a comprehensive process. Faculty and staff will be able to monitor when the six-year review will take place using the six-year review spreadsheet for degrees, maps, and certificates, which is similar to that created and maintained for the tracking of six-year review of courses. This process will be rolling out throughout the 2023-2024 academic year.

Grading and Earning Credits

Certificates and degrees are awarded based on student achievement of learning outcomes at the course and discipline/program levels. Course grades are awarded by faculty based on assessments designed to demonstrate learning outcomes identified on each course outline, which can be found in our College Catalog, and course syllabi. Grades follow established grading policy. Grades determine the awarding of credit on the official transcript, as well as the ability of students to progress to subsequent courses requiring specific prerequisites.

All grades, courses, learning outcomes, certificates, and degrees are recognized by the SBCTC and the state's public and private baccalaureate institutions as outlined in the Direct Transfer Agreement (DTA), the Department of Defense Memorandum of Understanding, and the Joint Base Lewis-McChord Installation Memoranda of Understanding with the Army and the Air Force. Pierce follows the Principles of Excellence defined in Presidential Executive Order # 13607 of April 27, 2012. Pierce participates in the Servicemembers Opportunity Colleges (SOC) to maintain standards for active-duty service members. Participation in these agreements is evidence that Pierce College's student achievement and performance is consistent with local, regional, and national higher education norms and standards. Pierce's Credit Hours Policy and Definition of Credit Hour guides equivalencies and maintains consistency.

Information about our grading system and academic standards, how credits are earned, and how degrees are granted is outlined for students, our community, and our stakeholders in the Academic Information portion of the College Catalog. As outlined in the Earning Credits section of the catalog, credits for courses leading to degrees, certificates, and other credentials are awarded on a quarterly credit-hour basis.

Standard 1.C.2 Evidence

[Transfer Degrees \(catalog\)](#)

[Career Pathway Map \(catalog\)](#)

[Starfish](#)

[The ICRC Handbook](#)

[SBCTC Program Approval Process](#)

Grading Policy ([web](#), [catalog](#))

[Course Outlines \(catalog\)](#)

[PCFT Negotiated Agreement](#), see Section 7.11.E Institutional Faculty Development Day

[Direct Transfer Agreement](#)

[Department of Defense Memorandum of Understanding – Voluntary Education Partnership](#)

[Excellence defined in Presidential Executive Order # 13607](#)

[Servicemembers Opportunity Colleges](#)

[Credit hours policy and definition \(catalog\)](#)

1.C.3 DEGREE AND PROGRAM LEARNING OUTCOMES

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Publication of Program and Degree Outcomes

Pierce College has three types of [Degree Outcomes](#):

1. Core Abilities, each of which are present throughout all degrees, and are a major emphasis in at least two classes in each degree (though there is often an emphasis in more than two classes). The Core Abilities are: Critical, Creative and Reflective Thinking (CCRT), Effective Communication (EC), Information Literacy (IL), Intercultural Engagement (IE), and Global Citizenship (GC).
2. Fundamental Areas of Knowledge (FAK), each of which are aligned with the general education distribution areas and are integrated throughout our transfer degrees. The FAK are: Communication (COMM), Humanities (HUM), Social Sciences (SS), Natural Sciences (NS), and Quantitative and Symbolic Reasoning (QSR).
3. Program Outcomes, which are specific to our professional/technical programs and their respective degrees and certificates. Program Outcomes vary from based upon the needs and expectations of the field and are published on each program's webpage. Program Outcomes are mapped to the courses of certificates and degrees within a professional/technical program. Each professional/technical degree includes at least two classes with a major emphasis on each Program Outcome.

Pierce College's Degree Outcomes are published on our webpage for our students, community, and other stakeholders. Information about the Degree Outcomes is also shared on each program's public webpage and in the College Catalog. Program Outcomes, as noted above, are published on each program's webpage. Definitions for the Core Abilities and FAKs can be found in standard 1.C.6. The Degree Outcomes connected to each individual course can be found in the course outlines in the College Catalog. Each of our degrees includes a minimum of two points of emphasis in the career pathway map for each Core Ability and FAK (for transfer) or program outcomes (for professional/technical programs).

Publication of Student Learning Outcomes

Detailed course outlines for each course can be found in the College Catalog. These course outlines include the title, description, course content, student outcomes, degree outcomes, and potential methods of assessment. This information can be located in several places within the catalog, including in each career pathway course map by clicking on the title of the course, on the Course Prefix page, and on the Course Description page of the catalog. Additionally, student outcomes are provided in syllabi.

Each professional/technical program maintains a webpage that provides information regarding careers, transfer, course maps, and getting started in the program. In the course map section, users can access a listing of program outcomes related to the degree and certificates they are pursuing via the pathway.

Standard 1.C.3 Evidence

[Course Description – Degree and Student Learning Outcomes \(catalog\)](#)

[Degree Outcomes \(webpage\)](#)

Examples of Career Pathway Course Maps

[Applied Business \(AAS-T\) Course Map](#)

[Chemistry \(AS-Track 1\) Course Map](#)

[Elementary Education \(AA-DTA\) Course Map](#)

[Fire Services Leadership Management \(BAS-FSLM\) Course Map](#)

[Project Management Certificate Course Map](#)

Examples of Professional/Technical Program Outcomes

[Accounting Degree and Certificate Program Outcomes \(webpage\)](#)

[Applied Business Degree and Certificate Program Outcomes \(webpage\)](#)

[Applied Business BAS-ABM Program Outcomes \(webpage\)](#)

[Construction Management Program Outcomes \(webpage\)](#)

[Data Management and Analytics Program Outcomes \(webpage\)](#)

1.C.4 ADMISSION AND GRADUATION REQUIREMENTS

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Pierce College admissions requirements and procedures can be found on the webpage and in the College Catalog. The Getting Started at Pierce section of the catalog provides detailed information about admissions requirements, policies, and deadlines. Throughout the Getting Started at Pierce section, there are links out to specialty program admissions requirements, policies, and deadlines (e.g., Dental Hygiene, Nursing, Veterinary Technology, Bachelor of Applied Science programs, and International Education).

Information pertaining to earning credits, credit hours, credit loads, credit for prior learning, transfer of credits, records and transcripts, Family Educational Rights and Privacy Act (FERPA), transfer rights and responsibilities, and the Inter-College Reciprocity Policy can be found in the Academic Information section of the catalog.

Likewise, students can access information on curriculum, program, and graduation requirements in the Pierce College Catalog in the Academic Information section, as well as on the web page. The graduation section of the catalog and webpage outlines the standards for satisfying the requirements for receiving a college credential. Students are required to submit a Degree and Diploma Application, available online.

Information on academic programs and courses can be found throughout the college catalog, on the webpage, and in Starfish, our student success software system. The Course Maps and Programs A-Z and Course Maps and Programs by Pathway sections of the catalog provide links to each of the Career Pathway Course Maps, as well as links to program information degree requirements established by the ICRC for transfer degrees. The Career Pathway Course Maps provide course requirements, recommendations, and their respective course purposes; advising notes; and the number of credits to complete the credential. Career Pathway Maps are available for each of the degree and certificate types offered at Pierce College. Course map plans (also referred to as education plans) are built for each individual student using the degree planner feature in Starfish, providing students, faculty, and staff a real-time view of a student's progress toward their credential.

Standard 1.C.4 Evidence

Admission Requirements and Procedures

[Admission requirements and procedure \(catalog\)](#)

[Admissions page \(webpage\)](#)

[Admissions policy \(webpage\)](#)

[Applied Business BAS-ABM Admission Requirements \(webpage\)](#)

[Veterinary Technology Admission \(webpage\)](#)

[Emergency Management BAS-HSEM Admission \(webpage\)](#)

[International Education Admission \(webpage\)](#)

[Dental Hygiene BAS Admissions and Application \(webpage\)](#)

[Intensive English Program \(IEP\) Admission Information \(catalog\)](#)

[High School / Adult Basic Education / GED / English as a Second Language \(ESL\) Admission Information \(catalog\)](#)
[Running Start Admission \(webpage\)](#)

Examples of Starfish Course Map Plans

[Criminal Justice AAS Course Map Plan](#)
[Psychology AA-DTA Course Map Plan](#)

Graduation Requirements and Procedures

[Steps to Graduation \(webpage\)](#)
[Graduation \(catalog\)](#)
[Direct Transfer/Major Ready Pathway Graduation Requirements \(catalog\)](#)
[Applied Business BAS-ABM Graduation Requirements \(catalog\)](#)
[Construction Management BAS-CM Graduation Requirements \(catalog\)](#)
[Dental Hygiene BAS-DH Graduation Requirements \(catalog\)](#)
[Teaching BAS-T Graduation Requirements \(catalog\)](#)
[Fire Services Leadership Management BAS-FSLM Graduation Requirements \(catalog\)](#)
[Emergency Management BAS-EM Graduation Requirements \(catalog\)](#)
[Associate Degree and Certificate Requirements by Career Pathway \(catalog\)](#)

1.C.5 QUALITY OF LEARNING ASSESSMENT

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Eligibility Requirement 5 Student Learning: The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Eligibility Requirement 13 Educational Programs: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Assessment of Learning

To ensure quality of learning and academic excellence, Pierce College has established and maintains a multi-level assessment plan and process to evaluate programs and disciplines of study at the college. This plan and process are under the purview of Learning Council, which has charged two faculty committees to lead this work, as described below:

- **The Outcomes Team** leads instructional outcome assessment efforts, including facilitating workshops, supporting institutional effectiveness, and reviewing and providing feedback on the Instructional Assessment Plan and Institutional Learning and Assessment Portfolio (ILAP). The Outcomes Team is comprised of faculty representatives selected via an application process and reports to Learning Council.
- **The Program and Discipline Review Committee** leads instructional assessment efforts related to program and discipline review. The committee designs and guides the triennial program and discipline review, assuring a systematic and meaningful process. As part of the feedback process to support faculty, members of the committee review completed annual review documents for themes and patterns and make recommendations. Membership is open to all full-time and adjunct faculty who volunteer and is chaired by a member of the Outcomes Team.

Outcomes Team assigns one member as a liaison to each instructional division to ensure two-way communication about assessment and curriculum is always present at division meetings.

Instructional Assessment Plan and Program and Discipline Review

The framework for monitoring student attainment of learning outcomes can be found in Pierce College's [Instructional Assessment Plan](#). It sets the stage for implementing innovative interventions that address identified gaps in students' attainment of degree-defined knowledge, skills, and abilities. Pierce's assessment plan is a multi-layered process for quality management of student attainment of course, program, discipline, and institution-level learning. The Program and Discipline Review Committee facilitates development and implementation of the plan.

The program and discipline review process is comprised of three components: analysis of learning outcomes; examination of course metrics using disaggregated data, and evaluation and development of equity-centered goals. Additionally, departments share resource needs and requests, which are then shared with the appropriate dean or administrator. Members of the Program and Discipline Review Committee provide feedback on annual reviews to each program/discipline. The Outcomes Team takes leadership in identifying common themes across program/discipline reviews and uses that information to propose recommendations. Those recommendations and subsequent institutional progress on fulfilling them are reported in the Institutional Learning and Assessment Portfolio (ILAP).

The ILAP is completed at the conclusion of each three-year assessment cycle. The ILAP is shared with faculty for their feedback, revised as needed, and is then presented to the Learning Council. Learning Council, in collaboration with the Outcomes Team, establishes a plan for responding to the recommendations in the ILAP. Resource requests are forwarded to the appropriate dean or administrator for action.

Faculty Role in Assessing Learning

Assessment of student learning has several forms, including formal and informal assessments aligned with and in support of degree outcome assessment, which is institutionally driven. Guided by the Instructional Assessment Plan, departmental faculty develop Departmental Assessment Plans. Elements of the departmental assessment plan include:

- 1) Current list of degree outcomes that are taught and measured.
- 2) Curriculum map indicating the level of representation of degree outcomes in courses.
- 3) List of courses that will collect student work for the targeted degree outcomes.
 - a) Description of process(es) for assessment and evaluation of student attainment of degree outcomes.
 - b) Definition of expected overall student performance attainment of degree outcomes. As part of the evaluation process, the minimum benchmark for a satisfactory measure of student attainment of a degree outcome is 70% of student work demonstrates sufficient competency.
 - c) Timeline that shows how all degree outcomes will be measured within a three- year assessment cycle. Disciplines and programs will monitor how Fundamental Areas of Knowledge and Program Outcomes will be assessed and evaluated within a three-year cycle, respectively.

For a degree outcome measurement year, faculty in each program and discipline will collaborate to complete a discipline or program review that will include the following:

- 1) Assessment and evaluation of assessment tools used to measure degree outcome attainment and overall student performance trends of the degree outcomes. Student performance is to be reported using the binary scale for each measure (sufficient and not sufficient).
- 2) Goals to address areas of inequity in student attainment of degree outcomes for that academic year.
- 3) Status report on previous goals to improve student learning and success.

A contracted Assessment Day supports faculty in coming together to discuss department, program and degree assessments. Faculty analyze assessment findings and discuss aggregated data, patterns, observations and experiences at the discipline, program, degree, and certificate levels. These discussions form the basis of the Institutional Learning and Assessment Portfolio (ILAP).

Action plans are then developed, which form the basis for subsequent assessment activities. Learning Council approves the ILAP and action plan recommendations after review by faculty.

Standard 1.C.5 Evidence

[2015 – 2022 Instructional Assessment Plan](#)

[2023 – 2030 Instructional Assessment Plan](#)

[2019 – 2022 Institutional Learning and Assessment Portfolio \(ILAP\)](#)

[Assessment Day Materials, page 47](#)

Professional/Technical Program Review Example – Accounting

[2019 – 2020 Accounting Annual Review](#)

[2020 – 2021 Accounting Annual Review](#)

[2021 – 2022 Accounting Annual Review](#)

[2023 – 2030 Accounting Program Review Plan and Goals](#)

Discipline Review Example – Math

[2019 – 2020 Math Annual Review](#)

[2020 – 2021 Math Annual Review](#)

[2021 – 2022 Math Annual Review](#)

[2023 – 2030 Math Program Review Plan and Goals](#)

Program Review Example – Intensive English

[2019 – 2020 Intensive English Annual Review](#)

[2020 – 2021 Intensive English Annual Review](#)

[2021 – 2022 Intensive English Annual Review](#)

[2023 – 2030 Intensive English Program Review Plan and Goals](#)

1.C.6 INSTITUTIONAL LEARNING OUTCOMES

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Eligibility Requirement 5 Student Learning: The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Eligibility Requirement 6 Student Achievement: The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Eligibility Requirement 13 Educational Programs: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Degree Outcomes Creation, Review, and Assessment

Pierce College's degree outcomes and our institutional learning outcomes are integrated and systematically assessed throughout our associate and bachelor programs. Our courses and their respective student learning outcomes (course-level) have been intentionally developed to align with our degree outcomes, which align to our mission.

We have three different types of degree outcomes: Core Abilities (CAs), Fundamental Areas of Knowledge (FAK), and Program Outcomes (POs). Core Abilities (Table 6) are our institutional outcomes integrated into all courses and degrees and certificates. Each Core Ability is assessed and reported once in a three-year assessment cycle by each department in their Program/ Discipline Annual Reviews.

Fundamental Areas of Knowledge (Table 6) are integrated into all courses that align with transfer distribution areas. Our Fundamental Areas of Knowledge align with the General Education Requirements (GERs)--or the core distribution area requirements—outlined by the Intercollegiate Relations Commission (ICRC) Handbook, which Pierce College follows for our transfer degrees. Courses that fulfill GERs or distribution areas are aligned with the respective FAK and also serve as General Transfer Electives or unrestricted electives. Each FAK is assessed at least once in a three-year assessment cycle by each department in their Program/Discipline Annual Reviews.

Program Outcomes are outcomes developed by professional/technical programs and align with the program’s respective fields and can be found on the program’s webpage. Program outcomes are integrated into program specific courses that fulfill certificate and degree requirements. Program outcomes are assessed and reported at least once in a three-year assessment cycle in each professional/technical Program Annual Reviews.

Continuous Improvement of Degree Outcome Language

To ensure degree outcome content and language remains aligned with college mission, core abilities and FAK are reviewed on a six-year cycle. Program outcome review is dependent upon the needs of the program and its constituents but occurs at minimum once every six years.

The review of CA and FAK language begins with the Outcomes Team. The Team creates opportunities for faculty to provide feedback and engage in conversation about the existing core abilities and FAK and their respective language. Recommendations provided by faculty members for the revision of current, or the creation of new, FAK and CAs and their respective language is reviewed and considered by the Learning Council. Recommendations for modifications to Program Outcomes are approved by the program’s advisory committee, then are presented to and approved by the Learning Council. The results of our most recent review, from 2018-2021, of CAs FAK can be seen in Table 6.

Table 6: Core Ability and FAK language updates from the most recent review cycle, 2018-2021.

Prior Degree Outcomes	Current Degree Outcomes
Critical, Creative and Reflective Thinking (CA) Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.	Critical, Creative and Reflective Thinking (CA) Graduates will evaluate, analyze, synthesize, and generate ideas; construct informed, meaningful, and justifiable conclusions; and process feelings, beliefs, biases, strengths, and weaknesses as they relate to their thinking, decisions, and creations.
Effective Communication (CA) Graduates will be able to exchange messages in a variety of contexts using multiple methods.	Effective Communication (CA) Graduates will be able to craft and exchange ideas and information in a variety of situations, in response to audience, context, purpose, and motivation.

Prior Degree Outcomes	Current Degree Outcomes
<p>Information Competency (CA) Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.</p>	<p>Information Literacy (CA) Graduates will be critical users, creators, and disseminators of information by examining how information is created, valued, and influenced by power and privilege.</p>
<p>Multiculturalism (CA) Graduates will demonstrate knowledge of diverse ideas, cultures and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves.</p>	<p>Intercultural Engagement (CA) Graduates demonstrate self-efficacy in intercultural engagement to advance equity, diversity, and inclusion through reflections and expressions of cultural humility, empathy, and social and civic engagement and action. Further, graduates examine how identities/ positionalities such as races, social classes, genders, sexual orientations, disabilities, and cultures impact perceptions, actions, and the distribution of power and privilege in communities, systems, and institutions.</p>
<p>Responsibility (CA) Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems.</p>	<p>Global Citizenship (CA) Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts of choices, actions, and contributions for the creation of sustainable and equitable systems.</p>
<p>Communication (FAK) Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.</p>	<p>Communication (FAK) Graduates will be able to create, analyze, evaluate, and apply rhetorical strategies to communicate effectively.</p>
<p>Humanities (FAK) Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.</p>	<p>Humanities (FAK) Graduates acquire critical skills to interpret, analyze, and evaluate forms of human expression, which can include creation and performance as an expression of human experience.</p>
<p>Social Sciences (FAK) Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.</p>	<p>Social Sciences (FAK) Graduates analyze and interpret social phenomena using social science theories and methods.</p>

Prior Degree Outcomes	Current Degree Outcomes
Natural Sciences (FAK) Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.	Natural Sciences (FAK) 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 (FAK) Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.	Quantitative and Symbolic Reasoning (FAK) Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

More in-depth information about the review and assessment of degree outcomes can be found in standards 1.C.5 and 1.C.7, as well as in our Instructional Assessment Plan and Institutional Learning and Assessment Portfolio.

Standard 1.C.6 Evidence

[Degree Outcomes \(webpage\)](#)

[2016 – 2019 Institutional Learning and Assessment Portfolio \(ILAP\)](#)

[2019 – 2022 Institutional Learning and Assessment Portfolio \(ILAP\)](#)

[2015 – 2022 Instructional Assessment Plan](#)

[2023 – 2030 Instructional Assessment Plan](#)

Professional/Technical Program Review Example – Accounting

[2019 – 2020 Accounting Annual Review](#)

[2020 – 2021 Accounting Annual Review](#)

[2021 – 2022 Accounting Annual Review](#)

[2023 – 2030 Accounting Program Review Plan and Goals](#)

1.C.7 IMPROVING ACADEMIC PROGRAMMING

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Eligibility Requirement 6 Student Achievement: The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Eligibility Requirement 13 Educational Programs: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Pierce College uses the results of assessment efforts to inform academic and support planning and practices while engaging in efforts to continuously improve student learning outcomes. Our instructional assessment plan is central to our assessment, evaluation, and improvement of student learning outcomes. As discussed in detail throughout standards 1.C.5 and 1.C.6, Pierce has a multi-level assessment process, including course-level, program and discipline-level, and institutional-level.

The Instructional Assessment Plan provides the framework by which Pierce monitors student attainment of learning outcomes. The Instructional Assessment Plan and assessment cycle focus on discipline- and program-level assessment work:

- to foster larger, sustained conversations among faculty about student success, attainment of Degree Outcomes, and equitizing curriculum,
- to develop a shared process of continuous improvement,
- and to work to eliminate areas of inequity.

Within the [Institutional Learning and Assessment Portfolio \(ILAP\)](#), we identify opportunities for improvement in supporting student learning and excellence. Recommendations made in the ILAP inform our future actions and ways we evolve our practices and processes. The Learning Council prioritizes the recommendations and assigns departments or committees to address them and provide progress and action reports back to the council. In addition, faculty analyze disaggregated course completion rates, average grades, subsequent course completion, and other relevant data to identify areas of inequity. They use this information to take action to address those areas of inequity.

Departmental Actions Informed by Assessments and Data

Faculty in multiple disciplines and programs have identified areas of inequity and other areas for improvement and developed plans of action to close the loop on continuous improvement.

Faculty in the Criminal Justice program, in response to racialized violence perpetuated by members of the criminal justice system, community needs, and critical self-reflection on the impact of the criminal justice system on historically oppressed communities, developed a plan to equitize their curriculum. This included dedicated professional development that focused on social justice and antiracism, which then supported a restructuring and redesign of Criminal Justice curriculum that now includes outcomes connected to positionality and cultural humility, with an emphasis on critical self-reflection. The curriculum requires fewer courses to complete, includes Open Educational Resources as a cost-savings to students, and is aligned across the District.

Based on enrollment data and demographic representation, members of the Environmental Science discipline are participating in the Community College Research Initiatives grant with Environmental Science faculty at University of Washington-Tacoma to create curricular and co-curricular activities for Environmental Science at Pierce College and UW-Tacoma. The goal of this grant work is to recruit and retain students who have been historically underserved or excluded from STEM. These curricular and co-curricular activities involve high-impact practices like field trips and service learning designed to draw students into the field with real-world experiences.

Faculty in the Math and English departments have actively implemented responses to support students in successfully completing college-level Math and English degree requirements in their first year. In 2019, workgroups focusing on Math and English Guided Self-Placement (GSP) and corequisites were created as part of our Achieving the Dream work. Over the course of 2019 – 2020, workgroup members designed and planned GSPs and corequisite courses. In 2020 – 2021, Math and English GSP and corequisites were implemented at full-scale. The corequisite model works in tandem with the GSP.

Students take GSP for English and Math and are provided with the information and guidance needed to support them in choosing their Math and English course placements. The English GSP provides overviews of English 101 and English 101 with a corequisite. The Math GSP contains a series of questions and activities requiring reflection on prior experience with Math. With the corequisite in place to provide additional supports for students, most students place into college-level or corequisite supported college-level Math and English courses. The result of the implementation of the GSPs and corequisites is an increase in the percentage of students completing Math and English gateway courses in their first year of college.

Included as evidence of departmental action informed by assessment are the Math department's annual reviews that tracks the impact of GSP and the corequisite models on student success. At the February 2, 2022 Board of Trustees meeting the Institutional Effectiveness Committee presented an update on student completion of Math in the first year. The data showed increases in the number of historically underserved students enrolling in college-level math. Overall completion rates of college-level math within the first year remained stable, but areas of inequity remained with respect to historically underserved students. At the same meeting the Math department provided an update on the student success wins and challenges with their GSP and the corequisite models. As documented in the [2023 Institutional Effectiveness Report](#) (see page 91) we have seen modest gains in student successful completion of Math in the first year for our students. The Math department continues their work in adjusting their model to remain on trajectory of achieving our long-term 2027 goal of 50% of students successfully completing Math in the first year.

Institutional Actions Informed by Assessments and Data

Institutionally, we developed and implemented the Inclusive Pedagogy (IP) Framework and Knowledge Tree in response to our learning from our disaggregated data, student feedback, and engagement in continuous learning. In 2019, the Achieving the Dream priority design group focusing on Inclusive Pedagogy was created. During 2019-2020, the workgroup developed definitions, scopes of work, and started the foundations of an IP framework. From 2020-2022, the framework was expanded and the beginnings of a Knowledge Tree resource for inclusive pedagogies have been developed. The Knowledge Tree was created as a shared living resource to support faculty in applying the IP Framework into their practice with students.

The IP Framework has been and will continue to be integrated and used in many facets of faculty work, including: tenure processes, post-tenure processes, adjunct leveling processes, course observation, student voice course evaluation, and adjunct faculty training and leveling.

The IP Knowledge Tree is being further developed and maintained in order to expand and strengthen the use of inclusive practices by faculty across the district. The Knowledge Tree moves from the more conceptual facets of the framework to practices that can be used in the classroom. The development of the foundations of the Knowledge Tree began in June 2022 and the beginnings of the Knowledge Tree were introduced to faculty during an in-service in September 2022. Faculty who were engaged in the development of the Knowledge Tree were compensated for their time, energy, and labor.

Standard 1.C.7 Evidence

[2019 – 2022 Institutional Learning and Assessment Portfolio \(ILAP\)](#)

Department Action Informed by Assessments and Data - Math Department GSP and Corequisite

[Math Guided Self-Placement](#)

[New Student Guide – Guided Self-Placement for English and Math](#)

[2019 – 2020 Math Annual Review](#)

[2020 – 2021 Math Annual Review](#)

[2021 – 2022 Math Annual Review](#)

[February 2 2022 Institutional Effectiveness Monitoring Report](#)
[February 2 2022 Innovation Report – Math Guided Self-Placement \(GSP\) and Corequisite Models Update](#)
[2023 Institutional Effectiveness Report](#), page 91.
[Long-term 2027 Institutional Goals](#)

[Inclusive Pedagogy Framework](#)
[Inclusive Pedagogy Knowledge Tree](#)
[2022 - 2023 Tenure Process Guide](#)
[Post-Tenure Review – Checklist and Evaluation](#)
[Adjunct Leveling Process and Application](#)
[Course Observation Form](#)

1.C.8 CREDIT POLICIES

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Pierce College ensures excellence, integrity, and consistency in our degrees, curricula, and credentials and courses we accept for transfer through articulation agreement partnerships with Washington baccalaureate and select other institutions, and by participation in major statewide articulation and transfer councils and committees. Pierce is guided by clear, published policies and processes regarding the acceptance of credit from accredited colleges and universities, which satisfies NWCCU's Transfer and Award of Academic Credit Policy. These policies maintain the integrity of Pierce's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals. The transfer-of-credit policy, as established by the state and followed by the district, is published in the catalog's Academic Information section under Transfer Right and Responsibilities and in the Admissions section.

Pierce's credentials evaluators, who report through the registrar, determine external credit transfer.

Transfer of Degrees and Certificates

All transfer degrees are accepted by the Washington state public baccalaureate institutions based on our membership in the Intercollege Relations Commission (ICRC), a statewide council that coordinates transfer articulation. The ICRC is responsible for all Direct Transfer Agreements and assures program consistency for the public and private baccalaureate institutions accepting Washington state community and technical college transfer credits. Pierce maintains an active membership in ICRC and complies with all ICRC Handbook guidelines. This assures students that our programs, degrees, and student learning outcomes meet regional standards and secures their ability to transfer.

Transfer of Credits

Students are responsible for providing official transcripts and, if required, additional documentation such as course syllabi, to determine course equivalency. Evaluations program specialists evaluate official transcripts for Pierce course equivalencies. Evaluations are done on a course-by-course basis using the official course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions and course syllabi, and may also confer with the dean or with faculty from the academic division where credit might apply. Credit accepted for transfer to Pierce is not used in the calculation of Pierce's grade point average.

Student Transfer Rights and Responsibilities are clearly detailed in the [Earning Credits section of the catalog](#). Students are informed about different types of nontraditional credit, such as College-level Exam Program (CLEP) exams and Advanced Placement coursework. Additionally, as a member of Servicemembers Opportunity (SOC), Pierce maximizes application of transfer credits for military students.

The SBCTC's Inter-college Reciprocity Policy guides Pierce's actions for determining which courses satisfy distribution area requirements. Pierce's compliance with this policy eases student transfer between the state's community colleges and the baccalaureate institutions.

To further facilitate transfer, Pierce subscribes to the common course numbering system established in 2007 by the SBCTC. Pierce shares a single set of course numbers so that course articulation between community and technical colleges in Washington is seamless for students.

Policies and procedures that guide employees and students in understanding and applying transfer credit are detailed and published in the catalog.

Different Approaches to Earning Credits

The Earning Credits section of the catalog informs students about different types of nontraditional credit, such as the College-level Exam Program, Advanced Placement, Cambridge International, International Baccalaureate, and military credits. This section also includes Dual Credit Programs such as Running Start, credit awarded for professional licensure, Peace Corps, VISTA and AmeriCorps. Additionally, Pierce is a member of the Pierce County Careers Consortium, which manages the dual credit articulation process. Pierce articulates 31 courses with 49 area high schools and five skill centers. These articulations provide pathways from high school Career and Technical Education (CTE) programs into Pierce's professional/technical pathways. The PC3 webpage was updated to provide improved information regarding the opportunities available through dual credit.

Academic Credit for Prior Learning

Pierce recognizes the value of academic prior learning (ACPL) assessment and the value of moving students at an accelerated pace to achieve their educational goals. Pierce began awarding credit for prior learning before the passage of the 2010 Substitute Senate Bill 6357, in which the Washington legislature formally recognized the value of these credits. Pierce continues to invest workforce funding in tools to streamline the ACPL process for students. Students begin the process using Credit Predictor Pro, which tells them if their prior learning aligns with course

outcomes and whether they might be eligible for ACPL. After the pre-assessment, students demonstrate through documentation that they have met the course outcomes for which they are requesting credit. The ACPL request form outlines the procedures and criteria for awarding credit. The request form is evaluated by a qualified faculty member, chair, or director that is a subject matter expert. Pierce developed an online portfolio course where students can work with a faculty member to provide additional documentation in areas where more evidence might be needed. ACPL cannot account for more than 25% of the credits needed for a degree. The Negotiated Agreement between Pierce College Federation of Teachers (PCFT) and Pierce College District outlines faculty compensation in section 7.4, and the catalog outlines ACPL for students.

Standard 1.C.8 Evidence

[Transfer Credit Evaluation](#)

[Transferring Credit to Pierce College \(Catalog\)](#)

[Earning Credit \(Catalog\)](#)

[Transfer of Rights and Responsibilities \(Catalog\)](#)

[Pierce County Career Consortium](#)

[Career Maps \(Catalog\)](#)

[ICRC Handbook](#)

[Academic Credit for Prior Learning \(ACPL\)](#)

[PCFT Negotiated Agreement](#), section 7.4 Non-Traditional Learning Assessment

1.C.9 GRADUATE PROGRAMMING

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Pierce College does not offer graduate programming.

STANDARD 1.D STUDENT ACHIEVEMENT

1.D.1 RECRUITMENT AND ADMISSION

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Eligibility Requirement 17 Admissions: The institution published student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admission procedures and practices.

We have designed student recruitment, admission, and orientation experiences to be welcoming, responsive, and affirming of the complexities of our prospective and current students. Pierce is an open admission institution serving a diverse group of students with a wide range of abilities and knowledge. Our webpage is often the first connection for our prospective students and central resource for current students seeking information regarding instruction, student services, and more. As such, we provide detailed information on our admission and advising processes. Students can access information on curriculum, program, and graduation requirements in the Pierce College Catalog.

True to our mission in “serving a diverse community of learners” we offer programming that provides pathways to economic mobility for students pursuing transitional education; students pursuing one of our faculty-designed Career Pathways leading directly to careers, transfer to four-year institutions, or continuation into one of our six bachelor of applied science programs.

We are deeply committed to the responsibilities in fulfilling our mission to “create quality educational opportunities for a diverse community of learners to thrive in an evolving world.” As such, we acknowledge the importance of our continued work to enhance the prospective and new student experience. Our inclusive pedagogy framework provides strong guidance in our ongoing efforts to hone our abilities to intentionally tailor resources to fit individual student needs and ensure we center and respect the multiple dimensions and perspectives of our students to support them on their educational and career journey.

Student Recruitment

Student recruitment is shared by the Marketing and Communication department (Marcom); the Enrollment Services department; Workforce and Job and Career Connection Centers; and the Equity, Diversity, Inclusion – College Access, Retention, and Engagement Services (EDI CARES) office. Marcom produces Pierce’s promotional materials, organizes recruitment events, and conducts outreach to local schools and the community. Our Enrollment Services department provides information in six different languages on our entry processes. EDI CARES creates access through their community engagement programs. Our Workforce and Job and Career Connections Centers provide access to directed and self-guided resources and services that include career research, connection to community resources, and training and assistance to re-enter the workforce.

Our primary recruitment methods include our public presence on the web, hosting campus and community events, and partnerships with P - 12 school districts and community organizations.

As noted in standard 1.A and the 2023 Institutional Effectiveness Report, Pierce College's Access Core Theme includes objectives and metrics designed to actively monitor the accessibility of educational offerings and services to our diverse community of learners. For example, to understand and respond to equity barriers to enrolling at Pierce College we track differences between our student demographic and Pierce County demographic data.

Website and Publication Recruitment

Our website is often the first connection for our prospective students and central resource for current students seeking information regarding instruction, student services, and more. As such, we provide detailed information on our advising process as well as information on how to connect with an advisor for in-person, email, phone, or virtual meetings. Our website provides:

- information on our advising philosophy,
- the advising responsibilities of students and advisor;
- how advising works;
- transfer institution resources;
- academic credit for prior learning;
- and a list of advisors at Puyallup and Fort Steilacoom campuses.

Students can access information on curriculum, program, and graduation requirements in the Pierce College Catalog.

Professional/Technical program webpages and pathways landing pages link students to resources and career information. The Washington Career Pathways webpage, which Pierce manages, also provides links to career resources, apprenticeships, and college programs.

Educational publications and information on pathways, certificate and degree requirements, graduation and university transfer policies, and other key student information are available on the webpage. Program course maps, the college catalog, focused brochures, and wage and employment information are also available on program webpages. Hard copy flyers and brochures are available at key campus and off campus events.

Additionally, our customer relationships management (CRM) system helps us to foster outreach efforts and initiate relationships with students. Through our CRM prospective students can ask questions about our programs and admissions process. The outreach department uses the CRM to schedule and manage campus tours and information sessions for prospective students. Additionally, the CRM allows us to keep in touch with prospective students through email campaigns and automated communication plans.

Campus and Community Event Recruitment

Event outreach strategies include visits to high schools in our service area, coordination of college booths at local fairs and festivals, organizing prospective student visits to campus, offering virtual information sessions, providing presentations to community-based organizations, and organizing open house events at both campuses. For example, in spring of 2023 over 100 Pierce College employees participated in hosting an open house event at Pierce College Fort Steilacoom and Pierce College Puyallup. Pierce College employees shared information on registration, financial aid, and programming to approximately 450 participants.

Our Science Dome is a wonderful learning resource for local schools in the Lakewood and Fort Steilacoom community. For the 2022-23 academic year, we served over 16,000 visitors at the Science Dome. It houses the only planetarium between Seattle, Washington and Portland, Oregon. Programming in the Science Dome is focused on K-12 field trips and camps, along with other community activities. Science Dome camps include activities for students to learn about college and the Pierce College community. Science Dome community and school events are a long-term recruitment strategy for the college that introduces younger students to the college and the science, technology, engineering, and math fields.

Joint Base Lewis-McChord staff engage in specialized outreach events on military installations both locally and nationally, providing educational resource materials to active-duty populations and their families. Prospective JBLM students work with a military transition navigator to assist them and their family members in pursuing a college education. This staff position is funded in partnership with the Workforce Development Council and provides pathways to employment information for the workforce system and the eight participating colleges, including the University of Washington Tacoma, Bates Technical College, Tacoma Community College, South Puget Sound Community College, Olympic College, Clover Park Technical College, and Pierce Colleges Fort Steilacoom and Puyallup.

Recruitment through Partnerships

Pierce College establishes and maintains multiple partnerships to expand community access to the institution.

Our EDI CARES office includes two retention managers stationed in local high schools with high proportions of Black and Brown students. Retention managers work with high school students to foster a sense of belonging to the Pierce community. Given the number of school districts within our service area, we have recently created and filled a Director of P-12 Partnerships position whose main responsibility is to work with these districts to build quality, equitable P-12 to college pathways that result in economic mobility for students and the community.

In partnership with Bethel School District, we provide a pathway to complete an AA-DTA degree for place-bound students at two local high schools, Graham Kapowsin and Spanaway Lake. This partnership has run into enrollment difficulties due to the pandemic, but we continue to pursue this opportunity as both an access point for our course offerings and recruitment strategy.

To better serve the diverse career interests of our community, we maintain a strong relationship with the Pierce County Career Connection (PC3). PC3 is responsible in connecting high school career and technical education (CTE) students with articulated college courses. Currently, we articulate 31 college courses with 49 different high schools in 26 school districts. The PC3 webpage was recently updated and provides information for high school counselors, students and their parents on the benefits of CTE programming and how the courses they take in high school apply to their college pathway.

Student Admission and Guided Entry

As highlighted on our webpage, Pierce College has a five-step getting started process that guides students from admission application to becoming an enrolled student.

1. Apply for admission;
2. Explore funding options;
3. Determine your starting point;
 - complete guided self-placement for English and Math,
 - complete a transfer credit evaluation request, as needed
4. New student advising appointment; and
5. Register and pay.

Outlined on our admission webpages are four criteria, of which a prospective student must meet one to be eligible for admittance to the college. These criteria include being 18 years of age or older; being a member of a high school class that has graduated; being a graduate from high school or earned a GED; or being qualified through Running Start (dual enrollment) programming.

Admitted students' guided entry is organized around a welcome letter inviting them into the community and providing them with key information and next steps through our online Student Guide. The Student Guide directs students in completing Guided Self-Placement for Math and English and the Student Intake and Engagement Form. The Student Guide also highlights our resources and includes a career exploration series that helps students connect with our Career Pathways and make a preliminary choice leading into their new student advising appointment.

Through the Intake and Engagement form, we gather additional information about students' basic, financial, community, and technology needs. Student responses are captured in our Tableau dashboards and our colleagues from those departments connect students with information and resources prior to their first advising appointment.

Newly admitted students are assisted and monitored by Entry Success Coaches to ensure timely progress from admissions to their first advising appointment. Our Entry Success Coaches provide students with an immediate personal connection with a staff member. We have found the role of the Entry Success Coach to be critical to supporting first generation students and our most marginalized students in navigating the initial interactions with the college. Once entry processes are completed, the Entry Success Coach refers students to the appropriate advisor with expertise in their Career Pathway.

Career Pathways is the name selected by our students for Pierce College's branding of Guided Pathways, in which each student enters a pathway with a recommended course sequence that can be adjusted to each student's unique learning needs and goals. Each map is designed with the appropriate number of credits and meets certificate or degree requirements. Maps provide:

- a holistic perspective of a pathway that includes entrance considerations.
- action items that include:
 - learning about prospective transfer institutions;
 - applying for transfer institutions; and
 - preparing for graduation and licensure certifications (as needed).

At the first advising appointment, students will work with their advisor to build an education plan in our Starfish system. Education plans are customized Career Pathway Course Maps that are reflective of our students' individual needs. For students unsure of their Career Pathway, we offer specialized career counseling assistance and resources to support their exploration of career opportunities that align with their interests and needs. This first advising appointment also marks the start of the development of a student's Success Network. Through our Starfish system each student will be connected to a Success Network that includes their success coach, faculty mentor advisor, specialized departments unique to the student (e.g., Access and Disability Services, TRIO, Veterans Resource Center, etc.), and the student's current quarter class instructors. Using Starfish, the members of a student's Success Network are able to collaborate with the student to get them connected to critical resources and work as a team to support students that are struggling in their classes.

Enhancing New Student Orientation

Since 2017, we have been re-envisioning our intake and orientation processes to support students, specifically Black and Brown students, as they begin their journey at Pierce College; use disaggregated data to learn more about our incoming students and their needs; and provide students resources they can use throughout their journey at the college.

In 2021, we reviewed and redesigned the New Student Guide (now called Student Guide) to include images and videos reflecting Black and Brown men and single parents, as well as other identities, career goals, and groups for students to connect with. This guide was piloted in fall 2021 and fully implemented in 2022.

The Student Guide takes students through the English and Math Guided Self-Placement processes, the completion of the intake form, an exploration of options for paying for college, the set-up of Pierce College accounts—including My Pierce, ctLink, Starfish, and Microsoft Office 365, and tips for success. Other modules of the Student Guide include career exploration, workforce development, scheduling advising appointments, and learning about resources, supports, and student activities and opportunities at Pierce College. The Student Guide direct students to the Career Pathways maps, provides opportunities for career advising and counseling, supports student success, and provides opportunities for data analysis to support us in being better able to support our students.

Implementation of Starfish, Degree Planner

In 2017, Pierce College purchased a license for Starfish as a tool to create a holistic support network for students. The Starfish platform was selected because of the ability to bring together all members of a student's network in one space. Starfish serves as a one-stop space for faculty, advisors, and students to connect with one another. Starfish also provides the opportunity for intentional high-touch advising, intentional interventions, and the ability to support students throughout their journey, including on-demand access to degree progress and communication tools for students, staff, and faculty. The Starfish platform also provides insight into student data by way of analytics reports.

Starfish's Degree Planner feature, which was fully scaled in winter 2022, has each of the career paths integrated into the system. This provides on-demand access to the recommended path, the ability to individualize the path, and the information needed to empower students to make decisions about which courses they take because the path is clear, relevancy of the courses is foregrounded, and there are notes about resources and reminders to check-in with advisors. The full-scale implementation of Degree Planner will result in increased prioritization of gateway courses, which are scheduled early in the map, and will likely also increase students remaining on their educational plans they have developed based upon the Career Pathway Maps and the guidance and support of their coaches, advisors, faculty mentors.

Starfish is one of several tools that enables a student's network to provide real-time support and updates to students and to the student's network. Starfish also provides data that will enable us to review, evaluate, and revise our systems and pathways to better support students. Starfish not only supports and serves as a tool for our student success support infrastructure, but supports the mapping of our Career Pathways, provides insights by way of data, and can serve as a support for advising and career counseling.

Standard 1.D.1 Evidence

[Transitional Education Programming](#)
[Bachelor of Applied Science Degrees](#)

Student Recruitment

[MARCOM – Outreach and Recruitment](#)
[EDI CARES Community Empowerment Programs](#)
[Workforce](#)
[Job and Career Connections](#)
[Washington Career Pathways](#)
[Science Dome](#)
[Pierce College at Graham](#)
[Pierce College at Spanaway Lakes](#)
[Pierce County Career Connections](#)

Student Admission and Guided Entry

[Five-step Getting Started Process](#)

[Admissions \(catalog\); Admissions \(webpage\)](#)

[Career Pathways](#)

[Career Counseling](#)

[Career Exploration Resources](#)

[Student Guide](#)

[Starfish, Degree Planner](#)

1.D.2 STUDENT SUCCESS INDICATORS

Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Consistent with the mission to create educational opportunities for a diverse community of learners to thrive in an evolving world, Pierce College establishes and widely shares a set of indicators for student success.

Pierce publishes a Peer Comparison Indicators of Student Achievement Tableau dashboard on our [Facts and Stats webpage](#). Within the dashboard are identified expected outcomes and metrics for student achievement, including graduation, retention, completion, and measures of postgraduation success compared to regional peers. The indicators of student achievement highlight Pierce's efforts with dismantling areas of inequity for systemically non-dominant (Jenkins, 2018) students by disaggregating by race/ethnicity and sex.

Pierce selected regional benchmark institutions from the following characteristics: degree granting four-year, primarily associates, 2021 Carnegie classification of Associates Dominant, public and enrollment of similar size. The following are regional peer colleges that Pierce uses to benchmark its metrics: Edmonds College (Lynnwood, WA); Green River College (Auburn, WA); Highline College (Des Moines, WA); Olympic College (Bremerton, WA); South Puget Sound Community College (Olympia, WA); and Tacoma Community College (Tacoma, WA). Our comparison data is drawn from the Tableau dashboards maintained by Washington State Board for Community and Technical College.

Pierce College uses data provided by the Integrated Postsecondary Education Data System (IPEDS) to benchmark its performance against national peers. To receive federal student aid programs provided by the U.S. Department of Education, institutions are required to provide various metrics such as enrollment, completion, finances and tuition, and student financial aid. Pierce College uses the IPEDS Compare Institutions Tool to pull metrics of interest. National benchmark institutions were selected from the following characteristics: degree granting four-year, primarily associates, 2021 Carnegie classification of Associates Dominant, public and enrollment of a similar size. The following are national peer colleges that Pierce College uses to benchmark its metrics: Lorain County Community College (Elyria, OH); Solano Community College (Fairfield, CA); Truckee Meadows Community College (Reno, NV); West Los Angeles College (Culver City, CA); Cincinnati State Technical and Community College (Cincinnati, OH); and Red Rocks Community College (Lakewood, CO). Truckee Meadows Community College is a member of the NWCCU. We have listed them as one of our national benchmark institutions because we use IPEDS data for comparisons.

Within the Student Learning and Success Core Theme of the Institutional Effectiveness (IE) Report Pierce College monitors and compares Student Achievement Indicators (SAI) as established and redefined by the Washington State Board for Community and Technical Colleges (SBCTC). The new SAI model increases focus on completions and historically underrepresented students.

Also, within the Student Learning and Success Core Theme of the IE report, Pierce establishes and monitors key indicators of student achievement including, but not limited to, the following: first fall-to-winter retention, first fall-to-second-fall retention, year 1 Math, year 1 English, completion, and transfer. These data are disaggregated by the following demographics: gender, need-based aid, race/ethnicity, disability accommodation, veteran's status, full- or part-time status, age, and first generation.

We track the equity difference compared to overall averages to identify and set short-and long-term institutional goals to address areas of inequity and move us forward in meeting mission.

Standard 1.D.2 Evidence

[Facts and Stats Webpage](#)

[2023 Institutional Effectiveness Report](#), pages 82 – 94

[Washington State Board for Community and Technical Colleges – Tableau Dashboards](#)

[ATD Annual Reflection Report, 2022-23 Goals \(short-term goals\)](#)

[Long-term 2027 Institutional Goals](#)

Reference:

Jenkins, D. (1995-Present). "IST of an ISM: Systemically Dominant and Systemically Non-Dominant™": A Critical Lens to Rethinking Power, Privilege, and Inequity Language. Retrieved May 9, 2022, from <https://www.shareflame.com>

1.D.3 STUDENT SUCCESS RESULTS

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's webpage. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Pierce College's disaggregated indicators of student achievement are widely published and available on Pierce's Facts and Stats webpage. This includes interactive dashboards with meaningful student success indicators that are benchmarked against peer institutions at the regional and national level, and explore outcomes and metrics such as graduation, retention, completion, licensure, and measures of postgraduation success.

Also available on Pierce's Facts and Stats web page is a link to the college's most recent Institutional Effectiveness (IE) Report, which assesses mission fulfillment. Included in the IE Report are disaggregated student success indicators, as well as indicators benchmarked against peer institutions. The IE Report is foundational for continuous improvement to inform planning and decision-making. Along with timely data from dashboards, enrollment, and consultants and partners, the IE Report helps inform the Board of Trustees (BOT) in developing their annual goals. Data also helps inform the institution's Achieving the Dream (ATD) work priorities and goals. Although the IE Report, BOT's goals, and ATD goals monitor short-term data and goals, Pierce's also sets long-term institutional goals that are a culmination of its collective efforts. These long-term institutional goals are monitored by Pierce College's Executive Team and include disaggregated indicators for retention and persistence, college-level English and math, and completions.

The IE Report serves as a focus for resource allocation. Data is at the center of institutional decision-making and budgeting. The Budget Team conducts open hearings on budget proposals and evaluates requests against institutional priorities and outcomes. Once developed, the recommendation is presented to the Cabinet, who determines whether the proposed budget adheres to the college's values and principles; if so, Cabinet recommends the budget to the Chancellor for presentation to the Board of Trustees for final approval. This integration ensures that Pierce is addressing and funding the college's top priorities.

In these ways Pierce ensures that data, including disaggregated student achievement indicators, is used for continuous improvement to inform planning, decision-making, and allocation of resources.

Standard 1.D.3 Evidence

[Facts and Stats Webpage](#)

[2023 Institutional Effectiveness Report](#)

[Board of Trustees' Goals](#)

[ATD Annual Reflection Report, 2022-23 Goals](#)

[Long-term 2027 Institutional Goals](#)

[Fiscal Year 2024 Budget Values and Principles](#)

1.D.4 ADDRESSING STUDENT SUCCESS AREAS OF INEQUITY

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Pierce College's processes and methodologies for collecting and analyzing disaggregated indicators of student achievement are transparent and shared on our webpage. For instance, mission is measured wholly and effectively through our institutional effectiveness process. Since 2009, Pierce regularly publishes an Institutional Effectiveness (IE) Report that provides comprehensive analysis of each objective within the core themes, telling our story of mission fulfillment, and providing a framework for further action, planning, and resource allocation. We have publicly published on our facts and stats webpage our IE Reports for 2019 and 2023. Earlier IE reports will be provided upon request.

The IE Report is used, in part, to identify strengths as well as perceived gaps in achievement and equity. The Board of Trustees (BOT) uses the IE Report to develop their annual goals including strategies to mitigate identified equity gaps. For instance, the first of 10 goals identified in 2022-23 by the BOT is as follows: "The Board will provide mission-directed leadership and governance by reviewing reports on the institutional effectiveness scorecard to ensure measures of mission fulfillment meet a minimum of 70 percent with a target goal of 90 percent; and will focus efforts to advance Black and Brown student excellence and equitable access, opportunity, and success for systemically non-dominant students."

The IE Report and BOT annual goals then inform the priorities and goals of Pierce's Achieving the Dream (ATD) efforts. For example, based on the results of the 2019 IE Report, Pierce formed five ATD priority design groups in 2020-21 that shared the common goals of mission fulfillment, becoming an antiracist institution, and closing equity gaps. The five groups were as follows: 1) Induction and Student Supports for Systemically Non-Dominant Students; 2) Inclusive Pedagogy for Systemically Non-Dominant Students; 3) Aspirational Career Exploration, Planning, and Advising for Systemically Non-Dominant Students; 4) Embedded Learning Support Services for Systemically Non-Dominant Students; and 5) Community Outreach, Recruitment, and Engagement in Systemically Non-Dominant Communities. A summary of these priority design groups, as well as Pierce's ATD statement and timeline, can be found on the college's webpage.

In 2022, Pierce transitioned from ATD priority design planning to effective and impactful strategy implementation. For instance, one goal identified in Pierce's 2022 ATD Annual Reflection Report was as follows: "Redesign advising and student services structures to address areas of inequity, support aspirational career exploration throughout the pathway, and ensure all students enter and remain on their academic pathway through Pierce College and beyond to career and transfer." In response, Pierce implemented a Holistic Student Supports Redesign in summer 2022 with three goals of: 1) Advancing Pierce's commitment to building an antiracist institution by centering equity, diversity, and inclusion (EDI) across student services structures; 2) Building focused resources to advance equitable access and opportunity through strategic enrollment management (SEM); and 3) Implementing a case management system across the student services structure.

Another example of Pierce's 2022 ATD goals was as follows: "Build structures, systems, pedagogies, and community partnerships that center our most vulnerable populations, including single parents, Black and Brown men, and students with insufficient resources to meet their basic needs." One strategy to address this goal was the implementation of an inclusive pedagogy framework, including professional learning for all faculty. Please see the section: Building an Antiracist Institution through Bravery, Care, and Purpose in the Preface and Standard 1.C.7 for more specific details.

Since 2014 Pierce College has expanded the type of data we disaggregate. The next critical phase for us to move forward in meeting mission is continuing to triangulate and respond to the often-overlapping barriers to equity for students. For example, implementing an inclusive pedagogical framework is critical for all students to succeed. Yet overcoming this barrier will not resolve the barriers in place for students that do not have their basic needs met.

Pierce College's Access Core Theme includes the objective Student Feedback. The Student Feedback Objective includes a newer metric on the number of students reporting housing and food insecurity and homelessness. In fall 2022 Pierce participated with 25 of the 34 community and technical colleges in Washington state in offering the Washington State Achievement Council's Basic Needs Survey. As shown in the June 14, 2023 Institutional Effectiveness Monitoring Report, our Black students are disproportionately impacted by food and housing insecurity and homelessness. These data uncover a root challenge that many of our students are seeking a career pathway while not having their basic needs met. Pierce is actively engaged in responding to this area of inequity. The ATD Induction and Student Supports for Systemically Non-Dominant Students Design Group outlined the plan and our workforce department led in the development and maintenance of our Pierce Advocacy and Resource Connections (PARC) webpage. The PARC webpage organizes campus and community resources by themes (e.g., childcare and parent support, crisis hotlines, emergency funding) for community members experiencing a need for services, resources, and support. Since that time a Student Support Response Collaboration has been established by Pierce College Departments (workforce, EDI CARES (Equity, Diversity, Inclusion – College Access, Retention, and Engagement Services), faculty counselors, Student Services Leadership, Service Learning, BITA (Behavioral Intervention and Threat Assessment) Team, and Financial Aid) and the Metropolitan Development Council (MDC) Collocated Staff, to provide holistic support for students that have basic needs. In the 2022 – 23 academic year Pierce received funding to award \$547,996 in emergency aid through the Student Emergency Assistance and Support Student Experiencing Homelessness Grants. A total of 195 students out of 430 applications were funded. Seventy-seven percent of the emergency grants went to students of color. From the emergency fund request follow up survey, 78% of grant recipients indicated that the funding helped them stay in college.

These examples demonstrate how student achievement data within the IE Report and other sources is used to inform and implement strategies developed by the Board of Trustees and ATD leadership to mitigate perceived gaps in achievement and equity. As previously noted, data is at the center of institutional decision-making and budgeting. This integration assures that Pierce is allocating resources that fund the college's priorities and advances an equitable framework for all students to succeed. Ultimately, these efforts culminate in the fulfilling of Pierce's mission to create educational opportunities for a diverse community of learners to thrive in an evolving world.

Standard 1.D.4 Evidence

[Facts and Stats Webpage](#)

[2023 Institutional Effectiveness Report](#)

[2022 – 23 Board of Trustees' Goals](#)

[Pierce College Achieving the Dream Webpage](#)

[ATD Priorities and Goals, 2023 Annual Reflection Report](#)

[Holistic Student Supports Redesign Email](#)

[June 14 2023 Institutional Effectiveness Monitoring Report](#)

[June 14 2023 Innovation Report – Basic Needs and Emergency Resources](#)

[Pierce Advocacy and Resource Connections \(PARC\) Webpage](#)

[Equity, Diversity, Inclusion - College Access, Retention, and Engagement Services \(EDI CARES\)](#)

[Workforce](#)

[Mental Health Counseling](#)

[Behavioral Intervention and Threat Assessment \(BITA\)](#)

[Service Learning](#)

[Financial Aid](#)

[Metropolitan Development Council](#)

[Fiscal Year 2024 Budget Values and Principles](#)

CONCLUSION

As we move through our seventh year in our accreditation cycle, we continue to maintain critical focus of our continued work to build an antiracist institution through bravery, care, and purpose and to address areas of inequity and dismantle barriers for students, employees, and community members. In our mission fulfillment efforts to remove barriers and support student excellence, we have a wide array of priorities that we are maintaining and sustaining. One element of our work moving forward is being very intentional in ensuring our work aligns with our outcomes, goals, and mission. We strive to identify barriers and gaps that need to be addressed, and as noted throughout this report and our evidence, have had success in doing so. An opportunity for growth as we move forward is to increase our focus on continuing to align our work with mission, evaluating the work we are doing and eliminating redundancies, and increasing our assessment of efforts to aid us in making informed decisions about where to focus our efforts in supporting student excellence and removing barriers.

Since our Year 6 report, we have implemented our Equity Strategic Plan. The purpose of this plan is to organize and coordinate our equity, diversity, and inclusion (EDI) activities and efforts. This plan aligns with our district strategic plan.

Alongside implementing our Equity Strategic Plan, we have completed several needs assessments:

- Published our Employee Climate Survey report and results (2022)
- Conducted the 2022 ATD Parent Student Equity Assessment
- Published our 2023 Institutional Effectiveness Report
- Engaged with the ATD Institutional Capacity Assessment (winter 2023)
- Engaged in a Communications Community Audit, facilitated by Interact Communications (winter 2023)

From our ATD Coaches visit in spring 2023 we are moving forward with two central themes: (a) Building support for our leadership and organizational structures, given the many changes that have occurred recently, and (b) Aligning actions from the needs assessments and Equity plan with our Institutional Strategic plan.

The implementation of the Equity plan and engagement in responding to our needs assessments, all of which align with our Strategic Plan, reaffirmed our focal points for dismantling barriers to equity. These focal points include:

- Evaluating our revision and redesign of tenure and post-tenure processes, which applied principles learned from our participation in the Racial Equity Leadership Academy.
- Continuing to implement and scale our inclusive pedagogy work.
- Redesigning organizational structures to un-silo and to ensure our work centers and supports Black and Brown student excellence.

- Evaluating our intake process, intake form, and new student guide to ensure that they 1) support students, specifically Black and Brown students as they begin their journey at Pierce College; 2) use disaggregated data to learn more about our incoming students and their needs; and 3) provide students resources they can use throughout their journey at the college.

Our intentional use of data remains a key tool in implementing systemic changes that dismantle and remove barriers to student success. It remains our practice to disaggregate and widely share data across the district for decision-making and allocation of resources. Though the enterprise data conversion to ctCLink, which uses PeopleSoft data systems, has negatively impacted the ease of access to data, we are continuing to expand our knowledge and refine our use of PeopleSoft so we can once again expand our data set, including quantitative and qualitative data to focus on our students furthest from equity.

Another important tool supporting our equity work is Guided Pathways, which we call Career Pathways. Guided Pathways, as originally envisioned, is largely an equality-driven model, to clarify pathways, get students on a pathway, keep them on a pathway, and ensure student learning. Over the last several years, our learning and program/discipline assessments have evolved to ensure that equity and antiracism are embedded in the fabric of our assessment processes. This work will be carried forward and refined as we go into our next accreditation cycle.

Lastly, our change management strategies continue to evolve as we strive to meet mission, become an antiracist institution, and support student excellence. As discussed in the preface of this report, over the course of the last three years, Pierce has experienced major changes, including changes in our Executive Team, major shifts in the administrative tools with which we work, and departmental and program reorganizations—most of which has taken place during a global health pandemic. Throughout all of this, we have pivoted and exhibited flexibility. Some opportunities we have as we move forward include ensuring our frameworks and interventions align with our mission and goals, streamlining the work we do to eliminate redundancies and ensure efficiency and effectiveness, and engaging in deeper assessment of our interventions to ensure that we carry forward in our efforts to support student excellence and meet mission.

Our commitment to becoming an antiracist institution, striving for equity, scaling holistic student advising and inclusive pedagogies, and celebrating all students with a focus on Black and Brown student excellence is foundational to meeting mission.

Conclusion Evidence

[Pierce College Strategic Plan](#)

[Equity Strategic Plan](#)

[Spring 2023 ATD Coaches Letter](#)

APPENDICES

APPENDIX A. POLICIES REGULATION, AND FINANCIAL REVIEW

Pierce College received no PRFR findings in our peer-evaluation report.

Our PRFR report and NWCCU Peer Review Feedback may be found using the links listed below:

[Pierce College's Year Six Policies, Regulations and Financial Review](#)

[Pierce College's NWCCU Year Six Policies, Regulations, and Financial Review Feedback](#)

APPENDIX B. COLLEGE CATALOG

[2023 - 2024 Pierce College Catalog](#)

APPENDIX C. DISTANCE EDUCATION

Per US Department of Education regulations (34CFR\$602.17), NWCCU is expected to demonstrate that candidate and member institutions have appropriate policies, procedures, and expectations for Distance Education. Institutions must provide evidence as required in the NWCCU's Distance Education Policy, which will be reviewed by peer evaluation teams. The evidence must include verification of student identity and ways in which the institution is demonstrating, documenting, and reviewing regular and substantive interactions with students.

Institutions authorized to offer distance education should provide a narrative along with the following evidence as an addendum to their Year Seven EIE self-evaluation report:

- Policies and procedure for ensuring the student who registers in a distance education course or program is the same student who participates in the course and receives credit.
- Policies and procedures make it clear that these processes protect student privacy.
- Notification to students at the time of registration of any additional charges associated with verification procedures.
- Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in distance education courses or programs.

Institutions also need to address the following, which can either be done as part of the addendum or in relevant Standard One elements identified below:

- The institution's distance education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1)
- Institutions that offer courses or program via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6)

Distance Education Procedures and Expectations

Pierce College maintains an effective identity verification process for students enrolled in eLearning courses to establish that the student enrolled is the same person whose achievements are evaluated and credentialed. All 34 colleges of the Washington State Board for Community and Technical Colleges have adopted ctLink PeopleSoft as a centralized system that manages college business functions.

The procedure for verifying the identity of students starts with admission. Admitted Pierce College students are assigned a unique ctLink identification number. Students activate their ctLink account by providing their first and last name, date of birth, and their ctLink identification number. To finish account activation students are required to set up a password and security questions. Students use their ctLink accounts to register for classes, update personal information, view unofficial transcripts, view their class schedule, and review financial aid awards.

Students use their ctLink account to access Canvas, the district's closed and secured online learning management system (LMS). A multi-factor identity verification process to access Canvas includes a series of personal identification questions by email or phone.

All courses at Pierce College include the use of our learning management system. As such all courses that support student progress in completing a credential include an online fee. An itemized list of fees is provided to students during enrollment. Students are also able to see fee costs using our quarterly tuition calculator. There are no student fees for identify verification.

Regular and Substantive Interaction with Students

Pierce College requires training and monitors the presence of regular and substantive interactions in online courses. As outlined in the 2019 – 22 Negotiated Agreement between Pierce College Federation of Teachers and Pierce College District (PCFT Negotiated Agreement) Section 7.7.E Faculty Preparation for Online Teaching, faculty must successfully complete an initial LMS training and the initial Quality Assurance/Quality Matters training or its equivalent to teach an online or hybrid course. Currently, we require faculty to complete Canvas 101: Introduction to Canvas offered through the Educational Technology Department at the Washington State Board for Community and Technical College (SBCTC). For the Quality Assurance/Quality Matters training we are using an equivalent training tool that was developed by our Employee Learning and Development (ELAD) Department called Foundations to Teaching Online (FTO). Our instructional

designers are mentors/coaches to the faculty members enrolled in the course. FTO covers five overarching themes: principles of inclusive design; course framework and routines; formative and summative assessments; engagement and presence; and the student-centered syllabus. The engagement and presence theme trains faculty in developing well-rounded student interactions (student-to-instructor, student-to-student, and student-to-content), a communication plan, and applying strategies for maintaining a presence in the online classroom environment. Faculty earn a certification of completion for FTO by scoring a complete on all FTO activities.

Instructors at Pierce College are required to participate in ongoing course observations. Pierce College uses an Inclusive Pedagogy Classroom Observation Form to conduct class observations, regardless of class modality. The Inclusive Pedagogy Classroom Observation Form aligns with Pierce College's eight guiding principles of inclusive pedagogy (IP): equitability, critical self-reflection, flexibility, transparency, culturally responsive pedagogies, intercultural engagement, relationships, and collaboration. Regular and substantive interactions are interweaved across many of the IP principles but specifically recognized within the relationships and collaboration principles listed on the observation form. As outlined in the Negotiated PCFT Agreement tenure-track faculty participate in quarterly observations by their tenure committee members (Section 8.4); Adjunct faculty members participate in a chair/dean/designee observation within the first two quarters of hiring and then at minimum one observation in a three-year cycle

(Sections 11.9 and 13.15); Post-tenured faculty participate in peer and dean observations at minimum once in the five-year post-tenure cycle (Section 14).

Distance Education Programming Consistent with Mission and Educational Objectives

As described in standard 1.C, foundational to our mission is that our students experience quality, relevant learning that increases their knowledge, skills, and abilities to maximize their potential for individual success. We define academic excellence as providing relevant learning experiences developed around intentionally designed learning outcomes that prepare students to achieve beyond their Pierce College experience and thrive in an evolving world. Our systematic course review process, described in standard 1.C.1, includes a review of the alignment between student learning outcomes, course content, and assessment methods. This alignment directs purposeful course design and implementation to support learning and ultimately achievement of course- and degree-level outcomes for all course modalities.

Standards 1.C.5 – 1.C.7 describes our multi-level assessment plan and process to evaluate programs and disciplines of study. Departmental annual reviews include course analyses with our Tableau Dashboards. As part of the review faculty examine success trends to identify and set goals to address areas of inequity. Our Tableau Dashboards allow trained users to examine course enrollment, career pathway headcount, and grade distribution trends from a variety of student characteristics (e.g., student race/ethnicity, student biological sex, and student family status). Users are able to track course enrollment and grade distribution trends based on class modality.

Appendix C Evidence

[Quarterly Tuition Calculator](#)

[Course Observation Form](#)

[Inclusive Pedagogy Framework](#)

[Negotiated PCFT Agreement](#) see section 7.7, section 8.4, and section 14; changes to sections 11.9 and 13.5 of the negotiated agreement)

[Foundations to Teaching Online - Engagement and Presence Course Content](#)

[NC-SARA Licensure Disclosure](#)