Year One

Accreditation Report
for
The Northwest Commission on
Colleges and Universities

Submitted by:
Pierce College District, Washington
September 2017

PIERCE COLLEGE

possibilities. **realized.**

PIERCE COLLEGE
FORT STEILACOOM
9401 Farwest Drive SW
Lakewood, Washington 98498
253-964-6500

PIERCE COLLEGE
PUYALLUP
1601 39th Avenue SE
Puyallup, Washington 98374
253-840-8400

Executive Team

Michele L. Johnson, PhD, Chancellor and CEO
Denise R. Yochum, President, Pierce College Fort Steilacoom
Marty R. Cavalluzzi, Ph.D., President, Pierce College Puyallup
Debra Gilchrist, PhD, Vice President for Learning and Student Success,
Pierce College Fort Steilacoom
Matthew Campbell, Ed.D., Vice President for Learning and Student Success,
Pierce College Puyallup
Jo Ann Baria, Vice President for Workforce, Economic and Professional Development
Choi Halladay, Vice President for Administrative Services
Holly Gorski, Vice President for Human Resources and Payroll
Deidre Soileau, Vice President for Strategic Advancement Michael Stocke, Chief Information Officer
Oneida Blagg, Executive Officer for Equity, Diversity, and Inclusion
Brian Benedetti, Director of Marketing and Communications

Institutional Effectiveness Committee

JoAnn Baria, VP for Workforce, Economic and Professional Development
Cindy Bassage, Program Coordinator for Criminal Justice
Kelly Benson, Dean of Student & Enrollment Services, Pierce College at JBLM
Oneida Blagg, Executive Officer for Equity, Diversity, and Inclusion
Greg Brazell, Director of the Center for Engagement and Learning
Thomas Broxson, Dean of Natural Sciences
Mary Davis, Administrative Services Manager
Deena Forsythe, Training & Employee Relations Manager
Debra Gilchrist, PhD, VP for Learning & Student Success, Pierce College Fort Steilacoom
Erik Gimness, Director of Research, Analytics, & Effectiveness, and co-chair,
Institutional Effectiveness Committee
Mark Haskins, Executive Director, Pierce College at JBLM
Sylvia James, Director of Fiscal Services
John Lucas, PhD, Political Science Professor
Ronald May, Dean of Health of Technology
John Moreland, Network Manager
Tom Phelps, Economics and Mathematics Professor
Allison Sieving, PhD, Director of Educational Outcomes and Effectiveness
Deidre Soileau, VP for Strategic Advancement, and co-chair, Institutional Effectiveness Committee
Agnes Steward, Dean of Student Success, Pierce College Puyallup
Anne White, Dean of Enrollment Services and Financial Aid

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Institutional Overview

Fifty years ago, Pierce College began creating life-changing possibilities for students out of a makeshift building in Lakewood. Today, the district encompasses two colleges in Lakewood and Puyallup, education centers at Joint Base Lewis McChord (JBLM), virtual education through its distance learning program, and extensive community education opportunities.

Pierce College District covers more than 1,000 square miles in western Washington. The district includes all of Pierce County except the City of Tacoma and the Gig Harbor peninsula (the Tacoma and Peninsula School Districts). Pierce serves a population characterized by diversity and high mobility. The population in Pierce County is growing rapidly, even when compared to other areas of Washington State, which is projected to be the fourth fastest-growing state in the nation over the next decade.

During the 2016-17 academic year, Pierce District enrolled 15,828 students (unduplicated count) across all program areas and locations, generating 8,593 full-time equivalent students (FTE). Of these, 50% were enrolled in an academic transfer program, 35% a Professional/Technical degree or certificate program, 5% in Basic Skills courses, and 10% in courses for personal interest. Students enrolled for an average of 11.8 credits. Of the 2016-17 student body, 61% of students were female; 52% were under the age of 26; 11.5% enrolled in Running Start (dual enrolled in high school and college); 49% reported their race/ethnicity as white, 14% as Hispanic/Latino, 8% as African American, 9% as Asian/Pacific Islander, 7% as multiracial or other, 1% as Native American, 4% as international students, and 8% chose not to disclose their race/ethnicity.

Pierce College
2016-17 Enrollment Data

Site	# of Students Enrolled	Full-Time FTE	% of Academic Transfer	% of Professional Degree or Certificate	% of Basic Skills Courses	% of Personal Interest Courses	Average Credit Load
Fort Steilacoom	5,949	2,730.7	51.7%	42.3%	3.8%	2.2%	13.3
Puyallup	6,921	3,200.7	54.0%	36.9%	7.8%	1.2%	11.9
eLearning	5,353	1,345.4	61.2%	35.3%	2.1%	1.4%	10.2
JBLM	3,011	969.0	63.1%	31.1%	0.1%	5.7%	10.8

Student Body	Female	Under Age 26	Enrolled in Running Start	White	Hispanic/ Latina	African American	Asian Pacific Islander	Multi-Racial or Other	Native American	International Students	Non-Disclosure of Race/Ethnicity
Fort Steilacoom	62.4%	56.6%	10.0%	40.8%	16.9%	10.1%	10.1%	8.8%	0.9%	6.1%	6.2%
Puyallup	60.7%	64.1%	21.0%	54.9%	12.9%	5.1%	8.0%	7.6%	1.2%	1.4%	8.8%
eLearning	66.4%	63.0%	20.9%	53.9%	10.5%	7.3%	7.0%	9.1%	0.9%	2.6%	8.7%
JBLM	53.0%	35.0%	0.2%	47.1%	16.8%	16.1%	10.0%	7.2%	0.8%	0.4%	1.5%

*NOTE: Students may be counted more than once in some categories because students can change demographics each quarter.

Institutional Changes

Pierce College submitted its Year Seven report to the Northwest Commission on Colleges and Universities (NWCCU) and hosted the commission for an on-site review in November, 2016. In the subsequent months, Pierce has capitalized on the momentum of the goals and actions focused on mission fulfillment and achievement of the metrics within the five core themes.

Leah Meyer Austin Award. National community college reform leader Achieving the Dream (ATD) awarded the 2017 Leah Meyer Austin Award to Pierce College District. The national prize is given annually to a college in the ATD Network that shows measurable improvement in student outcomes driven by top-to-bottom cultural change in the institution. Pierce has made significant progress in graduation and retention rates and has established a strong culture of improvement focused on student success.

Guided Pathways. In response to our goal of improving the overall student experience, Pierce has elected to integrate the principles of guided pathways into our Start2Finish advising/mentoring model. This effort is based on the book *Redesigning America's Community Colleges*. We were selected through a competitive process as one of 30 colleges nationwide to participate in the American Association of Community Colleges Guided Pathways Grant. This grant provides us with expert coaches and the opportunity to travel to six institutes over 18 months to learn about, plan for, and implement the research-based tenets and best practices regarding every element of pathways design. We were also awarded a $500,000 grant ($100,000 annually over five years) from College Spark Washington, a foundation focused on improving higher education through a student success lens to support our implementation of Guided Pathways. Pierce has established a process to embrace this work as full transformation of our college, impacting all departments and services. We have set a goal to have all new students on a pathway by September, 2018.

Center for Engagement and Learning (CEAL). The Center for Engagement and Learning (CEAL) was created to provide professional development and support to promote excellence and innovation in teaching and learning, with a goal of improving student success rates. CEAL is redesigning the college's approach to employee learning and development to align with the ATD Institutional Capacity Assessment Tool (ICAT). The ICAT identifies seven areas that an institution can use to measure perceptions regarding its ability to meet its mission. Employee development is being planned around the college's score in each of the capacities, enhancing mission fulfillment.

Close the Gap. Pierce has increased fall-to-winter retention by 7.6%, fall-to-fall retention by 16.7%, and degree completion by 68.8% for all students. Equity gaps related to gender are also closing, showing a 34% decrease in fall-to-winter retention and a 64% decrease in fall-to-fall retention.

ANNAPISI Grant. Pierce College Fort Steilacoom has received a grant to help Asian American and Native American Pacific Islander students to improve their academic quality and increase their self-

sufficiency. The grant is $300,000 per year for five years for a total award of $1.5 million. In September 2016, Pierce College welcomed a total of 60 students into the first ASPIRE (Asian American and Pacific Islanders Reaching the Potential through Education) cohort. In summer of 2016 Pierce College offered the ASPIRE STEM (Science, Technology, Engineering, and Mathematics) Summer Bridge program, a four-week experience open to students in grades 9 - 12, that introduces participants to culturally relevant ways of looking at the STEM fields. Additionally, the college has hired both a Retention Manager and Outreach Specialist to support the work of the ASPIRE program.

Student Success Campaign. The Pierce College Foundation is in the planning stages of a three year $3.3 million campaign to pay off the debt on the Center for Global Scholars residence hall. The revenues currently being used to pay debt service will be redirected to a Student Success fund to provide for emergency and non-tuition grants to help students complete their degrees. A pre-campaign Gala in April 2017 netted $270,000 for the Student Success fund, and the campaign committee will begin meeting in October 2017.

Bachelor of Applied Science Degrees. Pierce was granted authority by the SBCTC and NWCCU to offer three Bachelor of Applied Science degrees, the BAS-DH in Dental Hygiene, the BAS-T in P-3 Teaching, and the BAS-HSEM in Homeland Security Emergency Management. All 3 programs have students enrolled, and the college graduated its first cohort of students earning the BAS-DH in June 2016.

Strategic Enrollment Management. To strengthen aspects of its Pathways/Achieving the Dream student success work, Pierce is undertaking a comprehensive, data informed project to identify and prioritize enrollment goals to align with our Core Theme planning, our environment, and our resources. This will include a plan and implementation oversight, to reach those goals by integrating and engineering processes, targeted marketing/outreach, student services and retention work, and program delivery (locations, modes, times of day, etc.).

Response to Recommendations

The Northwest Commission on Colleges and Universities (NWCCU) conducted a Year Seven evaluation of Pierce College in fall 2016. On the basis of that evaluation, NWCCU reaffirmed accreditation. Along with several commendations, Pierce received two recommendations:

1. The Evaluation Committee recommends that Pierce College implement regular annual evaluation of classified staff and exempt/administrative staff. (2.B.2)

   Pierce College has changed its procedures to ensure annual evaluations of classified and administrative-exempt employees are conducted and filed with Human Resources on a regular basis. In fall of 2016, the Chancellor set a goal for all supervisors to file 100% of their staff evaluations in the 2016-17 cycle. Each administrative-exempt supervisor had the completion and filing of all evaluations in their area added to their own professional development goals. This increased the accountability for each individual supervisor and heightened awareness of the importance of the reviews. As a result of this focused effort, Professional Development Portfolios for 59 of 95 administrative-exempt (62%) and 188 of 256 classified staff (73%) have been completed for the 2017-18 cycle. The remaining will be completed between now and the end of the calendar year in alignment with the designated evaluation schedule.

   Pierce College is enhancing its professional development efforts by expanding the scope of the Center for Engagement and Learning (CEAL) to include preparing and implementing a college-wide, strategic employee learning and development plan. With a reorganization, increased resources, and larger scope, CEAL is preparing employee learning "tracts" for Leadership & Vision, Data & Technology, Equity, Teaching & Learning, Engagement & Communication, Strategies & Planning, and Policies & Practices.

2. The Evaluation Committee recommends that Pierce College regularly adopt, publish, review, and adhere to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. (2.G.2)

   The evaluation team found that the policy regarding hazardous and toxic materials at Pierce was insufficient and not user-friendly. Using our shared governance process, Pierce's Facilities Council drafted a new policy. After review by other councils, the district cabinet approved it on April 6, 2017. It was signed by the Chancellor and went into effect that same day. The policy reads:

   > *Pierce College District adheres to all requisite local, state, and federal regulations in its handling of hazardous materials and waste. Beyond the regulations promulgated by local, state, and federal authorities, Pierce College District may adopt its own additional requirements for handling hazardous materials and waste that are determined to be in the best interest of employees, students, visitors, and property of the District. All employees,*

> *students, and visitors are responsible for following established*
> *procedures related to this policy.*

With these steps, the college believes it has fully complied with the recommendations and in full compliance with Standards 2.B.2 and 2.G.2.

Eligibility Requirement 2 - Authority
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The State of Washington, through the Washington State Board for Community and Technical Colleges (SBCTC), grants Pierce College the authority to operate two of the state's 34 community and technical colleges: Pierce College Fort Steilacoom and Pierce College Puyallup. Pierce College (formerly Fort Steilacoom Community College) was established by the Community College Act of 1967, revised as the Community and Technical College Act of 1991 (RCW 28B.50). Through this act, all college districts in the system are charged with offering "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020). In fall 1999, Pierce became a two-college district when the State Board for Community and Technical Colleges elevated Pierce College Puyallup from satellite campus to college status. The Pierce College Board of Trustees is given formal authority to grant diplomas, certificates, and degrees through RCW 28B.50.140. Pierce was granted authority to offer selected Bachelor of Applied Science degrees by the State Board for Community and Technical Colleges (SBCTC) in 2015.

Eligibility Requirement 3 - Mission and Core Themes
The institution's mission and Core Themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and Core Themes.

The mission of Pierce College is to create quality educational opportunities for a diverse community of learners to thrive in an evolving world. Pierce's mission and Core Themes are clearly defined and fully consistent with its charter as a public community college responsive to the unique educational needs and characteristics of its service district. Through a comprehensive strategic planning process in 2010, the mission was formally adopted by the Board of Trustees on February 9, 2011. It was reevaluated and reaffirmed by the board on June 14, 2017.

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

devoted to support the mission and Core Themes. Pierce offers three Applied Baccalaureate degrees, 30 Associates degrees, and 41 certificates. As part of the mission review process in 2010, Pierce identified its Core Themes considering that they individually manifest essential elements of the Pierce mission and collectively encompass its mission. These Core Themes were originally designated as Institutional Outcomes, established in 2007 to measure mission fulfillment through Pierce's own institutional effectiveness process. This was prior to implementation of NWCCU's 1.B.1 standard requiring institutions to identify Core Themes that individually and collectively manifest essential elements of its mission.

Standard 1A: Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

Pierce embraces an educational mission focused on providing our geographically and socially diverse community with the educational and support resources they need to progress. The spectrum of pre-college, Professional/Technical, transfer, and continuing education programs offered at Pierce provide opportunities for all to realize possibilities. The vision, mission, Core Themes, and values (Figure 1) give direction to our work and are widely communicated and understood; they are prominently displayed within the institution, and published on the website, in the catalog, and in other many key documents. The Board officially approved the mission statement at their February 2011 meeting, and reaffirmed it in June 2017.

The mission is composed of three elements, and planning is often conducted in the context of examining the elements separately and holistically. 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)*

Dividing the mission into three components makes it more memorable and transparent, and provides an excellent framework for developing objectives and assessment metrics.

With this mission as our guide, Pierce developed objectives and metrics that would demonstrate mission fulfillment. The Institutional Effectiveness (IE) Committee analyzed the mission to identify the essential components, developed the Core Themes to measure mission fulfillment, and recommended to the Executive Committee that Pierce accept the prior Institutional Outcomes as the Core Themes.

Pierce's definition of mission fulfillment considers the context of its purpose, characteristics and expectations. Mission fulfillment is achieved by Core Themes collectively meeting or exceeding established thresholds. Each Core Theme is comprised of three objectives; each objective is assessed using performance indicators that are measured through multiple metrics (Tables 1 – 5). Based on an indicator's performance relative to targets, the indicator is rated at one of five possible levels on a colored scale ranging from "meets or exceeds standard" (green) to "immediate action needed" (red). Thus, indicator target attainment is demonstrated on the scorecard with a green or green/yellow rating. Historical data, as documented in the 2009-2016 Institutional Effectiveness Reports, serves as a baseline for evaluating progress.

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

VISION
Possibilities realized: Innovative and
engaged learners enriching our local
and global communities.

CORE THEMES

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

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

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

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

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

VALUES
Learning; Integrity; Respect;
Accountability; and Sustainability.

process and importance of mission fulfillment into the work of Pierce and the Board of Trustees.

Board policy states that "Mission shall be considered fulfilled when a minimum of 70% of Core Theme performance indicators are met." In other words, at least 70% of the indicators Pierce uses to measure Core Theme achievement need to attain a green or green-yellow rating for us to consider that we have met the most basic mission fulfillment. *While 70% indicates the minimum for mission fulfillment, it has never represented our expectations or goals for Pierce.*

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

Standard 1B: Core Themes

1.B.1 *The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.*

1.B.2 *The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.*

Pierce identified five Core Themes that individually manifest essential elements of, and collectively encompass, its mission. These Core Themes are Access; Excellence; Contribution to Community; Equity, Diversity, and Inclusion; and Student Learning and Success. Pierce College's mission includes three clear essential elements: (1) Create quality educational opportunities (2) for a diverse population of learners (3) to thrive in an evolving world. Each of the Core Themes is directly associated with one of the three essential elements of our mission statement (Figure 2).

Figure 2

Mission Element 1:
Create Quality Educational Opportunities
    Core Theme: Access
    The community Pierce College serves will have access to comprehensive educational offerings and support services.
    Core Theme: Excellence
    Pierce College will assure quality and continuous improvement in all endeavors.
    Core Theme: Contribution to Community
    Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.

Mission Element 2:
For a Diverse Community of Learners
    Core Theme: Equity, Diversity, and Inclusion
    Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.

Mission Element 3:
To Thrive in an Evolving World
    Core Theme: Student Learning and Success
    Students will experience quality, relevant learning that maximizes their potential for success.

Core Themes and Objectives Review and Update 2017

In early 2017, as Pierce's Year Seven accreditation process drew to a close, Pierce began a planned review and update of its Core Themes and Objectives. The Institutional Effectiveness committee engaged the entire college community in a planning activity in January. The results were used to develop proposed enhancements to the Core Themes and Objectives, which were then reviewed and edited through an institution-wide process, including the college's shared governance committees, Board of Trustees, Executive Team, and Deans. Each iteration strengthened the document, which was affirmed by the Board of Trustees on June 14, 2017. The revised Core Themes and Objectives reflect increased urgency around equity, diversity, and inclusion; and strengthened language around career pathways.

While performance indicators and metrics are reviewed and adjusted annually when appropriate, the Institutional Effectiveness committee is in the midst of a comprehensive process to re-align performance indicators and metrics with the newly revised Objectives.

Core Theme I: Access

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

Objectives

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

Table 1

Access: The community Pierce College serves will have access to comprehensive educational offerings and support services.	
Objectives	**Metrics/Performance Indicators**
Learning opportunities will align with students' educational and career goals, and will be consistent with workforce needs.	Educational offerings match 70% or more of the top 30 occupational categories in Pierce County projected to increase: Long-term occupational employment projections, top 10 occupational categories with the highest average annual total openings Pierce County long-term occupational employment projections top 30 occupational sub- categories by annual total openings and related Pierce College programs
Students will have timely access to the support services they need to accomplish their educational and career goals.	Meets or exceeds the national cohort average on CCSSE's Support for Learners benchmark Meets or exceeds the national cohort average on SENSE's Support Services benchmarks
We will engage with, and equitably serve, our diverse communities.	District student demographic averages meet or exceed service area demographics for gender and persons of color Student demographics reflect coverage of educationally under-served communities in the district's designated service area

Core Theme II: Excellence

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

Objectives

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

Table 2

Excellence: Pierce College will assure quality and continuous improvement in all endeavors.	
Objective	Metrics/Performance Indicators
Departments and programs will meet or exceed their stated outcomes. .	Achievement of defined department level outcomes, as tracked in POST (meets or exceed 70%) 70% of students within each site and division earn a 2.0 or higher course grade Achievement of program/discipline review standards meets or exceeds 70%
We will meet the requirements for accreditations, fiscal viability, compliance measures, and other elements necessary to sustain our work.	District's fiscal health meets 100% of financial indicators: Operational budget is balanced and not exceeded; four-year historical spending (actual) by budget type; reserve ratio meets or exceeds Board requirements; estimate reserves by revenue type Capital budget projects are managed within legislative and college time requirements and within budget Financial audits contain no findings Key planning documents, as reviewed by the Executive Team, are in place: Annual Educational Plan; Facilities Master Plan; Information Technology Plan; Affirmative Action Plan; Foundation Support for College Plan 0% non-compliance on all NWCCU's accreditation standards, policies and requirements; 0% non-compliance on program-specific accreditations
We will provide, and employees will engage in, learning and development opportunities that contribute to mission fulfillment.	A professional development plan (PDP) is documented for 100% of full-time employees Satisfaction with employee learning and development indicators meets or exceeds 2:1 odds ratio on the Employee Climate Survey; employee learning and development metrics include:

	Opportunities for professional development and impact on job effectiveness; awareness for requesting professional development activities; frequency of professional development requests; supervisor support of professional development; accuracy of job description; frequency of Human Resources website use; ease of Human Resources website use; frequency of supervisor training; participation in employee learning programs/courses available through the college.

Core Theme III: Contribution to Community

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

Objectives

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

Table 3

Excellence: Pierce College will assure quality and continuous improvement in all endeavors.	
Objective	**Metrics/Performance Indicators**
We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community. . .	Educational pathways in place for 100% of professional technical programs Work-based learning (i.e., internships, externships, practicums) participation rates meet or exceed previous year's figures Current government and business contracts meet or exceed previous year's headcount and revenue Governmental Contracts Three-year unduplicated headcount and annualized FTES for government contracts by type of contract Business Contracts Two-year enrollment figures, and the number and types of contracts, between Continuing Education and local business and organizations Two-year revenue trends generated through Continuing Education contracts 100% of professional technical advisory committees met during the previous academic year Indicators meet or exceed 70% on the Advisory Committee Survey; Advisory Committee Survey metrics include: Frequency of curriculum review and course content; Establishment of professional standards within program; Changes in local business and labor occupational trends; Review of facilities and equipment; External learning experiences, internships and professional opportunities; Action in response to recommendations; Benefits to local business

	and industry: Quality of educational offerings
Our community will recognize Pierce College's value and impact.	External evaluation of recognition and value in the community meets or exceeds previous survey/focus group results
We will foster economic equity and development within our community.	Meets or exceeds previous year's percentage of total student headcount and Student Achievement points for basic skills and I-BEST students: Two-year headcount for ABE, ESL, GED, and I-BEST students; Three-year Student Achievement total points per student for ABE, ESL, GED, I-BEST, and all basic skills students by site; GEDs and high school diplomas earned meets or exceeds previous year's percentage of total degrees awarded. Meets or exceeds previous year's Student Achievement points for Workforce Education, Worker Retraining and WorkFirst students: Three-year Student Achievement points for Workforce Education students including points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, quantitative course, completions, and total points per student by site; Three-year Worker Retraining and WorkFirst. Student Achievement total points per student by site Meets or exceeds previous year's Student Achievement points for Transfer students points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, quantitative course, completions, and total points per student by site. Meets or exceeds previous year's number of degrees earned at University of Washington – Tacoma (UWT), the top state transfer institution for Pierce students Six-year UWT graduation trends by degree level.

Core Theme IV: Equity, Diversity, and Inclusion

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

Objectives

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

Table 4

Excellence: Pierce College will assure quality and continuous improvement in all endeavors.	
Objective	**Metrics**
Our infrastructure will foster positive teaching, learning, and working opportunities.	Student and employee buildings and grounds indicators meet or exceed 70% on the CCSSE or 2:1 odds ratio on the Student Satisfaction and the Employee Climate Surveys: Facilities and safety metrics include: student satisfaction with buildings and grounds; maintenance of grounds; maintenance of buildings; response time of facilities staff; accessibility of buildings; lighting of buildings and parking lots; communication regarding repair and construction projects; engagement in major construction planning; adequacy of recycling and sustainability efforts; sufficiency of space for quality teaching and learning (faculty only); classrooms designated as level 3 or 4 on a four-level technology scale meets or exceeds previous year. Student and employee campus safety indicators meet or exceed 70% on the CCSSE or the Student Satisfaction and the Employee Climate Surveys: Employees: Perceptions of safety and security; dependability of Campus Safety Department; service of Campus Safety Department; mandatory state and federal reports filed by deadlines and any report deficiencies addressed.
Employees and students will be engaged in, and support, shared governance.	Student and employee decision-making indicators meet or exceed 70% on the CCSSE and 2:1 odds ratio on the Employee Climate Survey; indicators that measure decision-making include: Students: Opportunities to impact decision-making. Employees: understanding of the board of trustees' role and responsibilities; understanding of cabinet's role and responsibilities; appropriateness of decision-

	making level; timeliness and clarity of district wide changes; openness and transparency of decision-making processes; perception that input is welcomed by college leadership; opportunities for employee connections; communication of college budgeting process; participation in department planning and budgeting; communication of policies and procedures; participation in shared governance; adequacy of shared governance process; respect for other constituency's concerns and decisions.
We will engage students, employees, and community members in ways that respect human dignity and lead to equitable, inclusive experiences.	Student and employee climate indicators meet or exceed 70% on CCSSE, and 2:1 odds ratio Employee Climate Survey: Metrics that measure climate include: Students: Perceptions about feeling welcomed; perceptions about being valued and respected; perceptions about feeling comfortable and free from harassment; quality of relationships with instructors; quality of relationships with personnel. Employees: Gauging of climate word scales and total mean rating; perceptions about coworkers; level of department teamwork; level of district teamwork; professionalism and respect for coworkers; consideration of students in decision-making; responsiveness to diverse needs of student population; reflection of mission and goals; value of individual strengths and contributions; Student and employee commitment indicators meet or exceed 70% on CCSSE and the Workforce Education Graduate Survey, and 2:1 odds ratio Employee Climate Survey. Metrics that measure commitment include: Students: Satisfaction with quality of instructors; evaluation of entire educational experience; recommendation of college; satisfaction with decision to attend pierce college; satisfaction with program of study decision employees: perception of empowerment and support to perform job duties by job classification; communication of job expectations by job classification; receipt of constructive feedback about job performance by job classification; adequacy of time and resources to complete job responsibilities by job classification; satisfaction of professional goals by job classification; overall job satisfaction by job classification; employee demographics averages are comparable to service area demographics for gender and persons of color.

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

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

Table 5

Student Learning and Success: Students will experience quality, relevant learning that maximizes their potential for success	
Objective	**Metrics/Performance Indicators**

Students will make timely progress toward their educational and career goals.	Student Achievement* points meet or exceed college figure from previous year
	    Three-year Student Achievement points for all students including points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, quantitative course, and completions by site
	    Student Achievement points meet or exceed state and benchmark colleges
	    Total points per student by site and compared to benchmark colleges and state average
	    Percentage of highest attainment of Student Achievement points in basic skills, precollege education, 15 college-level credits, 30 college-level credits, quantitative course, and completions by site and compared to benchmark colleges and state average
	Student *fall-to-fall retention* rate for all and new students meets or exceeds previous year
	    Fall-to-fall retention rates for all state supported students, all new state supported students, all military students, and all new military students
	    Student fall-to-fall retention rate for individual demographics meets or exceeds previous year
	Student *fall-to-winter retention* rate for all and new students meets or exceeds previous year
	    Fall-to-winter retention rates for all state supported students, all new state supported students, all military students, and all new military students

	Student fall-to-winter retention rate for individual demographics meets or exceeds previous year
	Percent of level 4, 5 and 6 basic skills students transition to developmental education and/or college- level courses within one year meets or exceeds previous year
	Ratio of successful course completion to attempted completions meets or exceeds 70%* Overall percent of students successfully completing developmental math and English meets or exceeds previous year
	Successful course completion of a 2.0 or higher grade or pass letter grade for state supported students in all precollege courses, in precollege math, and in precollege English compared to all college-level courses and total courses
	Successful course completion of a 2.0 or higher grade or pass letter grade for military students in all precollege courses, in precollege math, and in precollege English compared to all college-level courses and total courses
	Percent of students, disaggregated demographically, successfully completing developmental math and English meets or exceeds previous year
	Overall percent of students successfully completing gateway courses meets or exceeds previous year
	Percent of students, disaggregated demographically, successfully completing gateway courses meets or exceeds previous year
	70% of overall academic transfer students successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time) Percent of academic transfer state supported students who successfully complete a college- level English or Math course within three years of successfully completing English 99 or Math 98
	Percent of academic transfer military students who successfully complete a college-level English or Math course within three years of successfully completing English 99 or Math 98 70% of academic transfer students, disaggregated demographically, successfully completing English 99 and Math 98 successfully complete a college-level English and math course within three years (150% time)
	Overall program completion rate meets or exceeds previous year
	Graduation rate meets or exceeds previous year until overall graduation rate equals 20% higher than the state average
	Graduation rate, disaggregated demographically, meets or exceeds previous year. Graduation rates meet or exceeds benchmark colleges and state averages
	*Student Achievement Initiative (SAI) momentum points are awarded to Washington community and technical colleges based on students achieving academic

	milestones. SAI momentum points are a component of the SBCTC's performance funding model that recognizes colleges that are moving students further and faster in their academic programs.
Students will achieve institutional and programmatic learning outcomes.	Meets or exceeds the national cohort average on CCSSE's Active and Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction benchmarks Meets or exceeds the national cohort average on SENSE's academic benchmarks Student progress on Core Abilities learning outcomes meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey Student achievement on Core Abilities outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP) Student achievement of Fundamental Areas of Knowledge (FAKs) meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP) Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP) Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP) Gains in progression of ABE/ESL students meets or exceeds previous year on WABERS report Three-year total significant gains achievement for federally reportable ABE and ESL students by site
Students will be successful when they transfer for further education or move directly into the workforce.	Meets or exceeds GPA's of other community college transfer students and native students at top four transfer institutions Number of annual Pierce College transfer students to public and private Washington Transfer grade point average (GPA) comparisons, (including mean transfer GPA, mean transfer institution GPA, and mean graduation GPA) for Pierce College transfer students in comparison to other Washington community college transfer students and native students at University of Washington-Tacoma, Central Washington University, Pacific Lutheran University, and Washington State University Meets or exceeds 70% of employment, job relatedness and preparedness rates per the Workforce Education Graduate Survey (WEGS) Employment characteristics metrics for professional technical graduates include: Employment status compared to previous years' responses Number of work hours compared to previous years' responses Hourly salary compared to previous years' responses Job relatedness compared to previous years' responses

	Perceptions of preparedness compared to previous years' responses Employment status prior to graduating compared to previous years' responses Employment in Pierce County compared to previous years' responses
	Student satisfaction with progress to goal meets or exceeds 70% on the CCSSE or Student Satisfaction Survey
	Student progress to goal "further and faster" as indicated in Student Achievement Initiative data and compared to the Washington State CTC system average *(transfer, professional technical and basic skills):
	Transfer
	Completions by site and compared to state average
	Transfers without earned degree by site and compared to state average
	Still enrolled in year four at college by site and compared to the state average Professional
	Technical
	Completions by site and compared to state average
	Earned a short certificate with less than 45 credits by site and compared to the state average
	Basic Skills
	Transitioned from lower to upper level by kind of student (ABE or ESL), by site and compared to the state average
	Earned a High School Completion by kind of student (ABE or ESL), by site and compared to state average
	Increased one basic skills level by kind of student (ABE or ESL), by site and compared to the state average

Conclusion

Pierce College District's Year One Report describes the college's institutional mission, outcomes, and metrics/performance indicators. Together, these form the framework for an institutional effectiveness process that defines the manner in which mission fulfillment is assessed, and acts as Pierce's Strategic Plan. This assessment system has been in place since 2007 and has undergone numerous cycles of review, input, and enhancement. Each iteration has made the process stronger, and led to actions that improve student success.

In 2017, Pierce began a planned review and update of its Core Themes and Objectives. The revised Core Themes and Objectives reflect increased urgency around equity, diversity, and inclusion; and strengthened language around career pathways. Performance indicators and metrics are reviewed and adjusted annually when appropriate, the Institutional Effectiveness committee is in the midst of a comprehensive process to re-align performance indicators and metrics with the newly revised Objectives. And, as we get more sophisticated in our ability to measure results, we continue to add new, meaningful, actionable metrics.

The District is fully prepared for the next steps in this accreditation self-study. The process of reviewing the mission, institutional outcomes, and the defined benchmarks for success has furthered our commitment to our students and our community, and helped us think more strategically about mission fulfillment and action.