Mission Fulfillment and Sustainability (Year 7) Peer-Evaluation Report

Peninsula College
Port Angeles, WA
April 23-25, 2018

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I.   Evaluators

The evaluators for this visit include:
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    Umpqua Community College

3. Eddie Alves
    Vice President of Academic Affairs
    Treasure Valley Community College

4. Dr. Teresa Rivenes
    Dean of Curriculum and Instruction
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5. Dr. Heidi Pasek
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6. Gail Schull
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7. Laura Wight
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9. Valerie Martinez, NWCCU Liaison
    Vice President

II.   Introduction

The eight-person evaluation team and NWCCU Liaison visited Peninsula College in Port Angeles, WA on April 23-25, 2018 for their Year Seven Comprehensive Evaluation visit. The team spent two and a half days on the main campus talking to many of the leaders of The College along with other faculty and staff involved in the accreditation visit process. Separate forums were also held with students, faculty, and staff. Two team members also visited the Forks satellite campus during the visit.

The team greatly appreciates the efforts of The College and its staff to prepare the report and materials for review. Both electronic and paper versions were made available to the team. The electronic online version had links to all the related documents which made it easy for team members to get a clear picture of The College's achievements and processes as related to the standards.

The faculty and staff at The College were great hosts for the team and were very responsive in addressing our questions and needs. A special thank you to Deborah Frazier, the Accreditation Liaison Officer for Peninsula College, and Pattie Fischer, her Assistant, who worked closely with the Team Chair to make sure everything went smoothly. Even with the challenges of visiting such a remote location, it was a great trip to a beautiful part of the country with a college that is helping their rural communities to achieve their higher education goals.

The following report documents progress made over the past seven years to meet the five standards of the Northwest Commission on Colleges and Universities. The Team conducted numerous interviews with staff and faculty and board members, also holding separate forums with faculty, staff, and students. These interviews along with all the documentation that was made available has allowed the team to provide a detailed review of The College's Year 7 Self-Evaluation Report. The following Peer Evaluation Report is presented to Peninsula College and the Northwest Commission on Colleges and Universities and documents that Peninsula College is substantially in compliance with NWCCU standards for accreditation with four recommendations and four commendations.

III.   Assessment of the Self-Evaluation Report and Support Materials

The College has provided a detailed self-evaluation report. The full report was provided on paper, and the report and all supporting information was made available electronically online as well as on a flash drive. In the few instances where there were missing materials, The College responded quickly to get those to the evaluation team and posted online.

There were parts of the report that were hard to follow. More specifically, there were responses that echoed the standard requirement verbatim rather than providing focused responses and examples tied directly to the embedded evidence links. Expanding and linking the achievement of the standard with the evidence is particularly helpful to the evaluators.

The area where the information seemed somewhat confusing was regarding the planning process. The College has a complex planning process with many parts and it required many questions to the Cabinet to fully understand the process, how it works, and how the faculty and staff are involved in the process.

Also confusing was the information regarding the student learning outcomes assessment process. It took much discussion with the Cabinet and faculty to fully understand where The College stands with the collection and assessment of student learning outcomes data.

There was also some of the Standard 2 materials missing on the NWCCU checklist. Most of this information was located and provided by The College but it would have streamlined the process if the report had included references to each and every item on the checklist.

The report did not really focus on areas in need of improvement. By comparing the work being done at The College with the standards language, there could have been more discussion on areas they needed to improve.

IV.   Student Achievement Information

NWCCU requests that the Mission Fulfillment and Sustainability Committee members discuss, with institutional representatives, and respond, within the Mission Fulfillment and Sustainability Evaluation Report, to the following questions relative to the data provided:

1. **What are the key challenges of the institution related to the institution's graduation rate and other data provided?** The College partnered with a vendor to provide information and resources to student loan borrower. SALT went out of business (cohort default support), and they are actively engaged with a new vendor who can provide similar information and supports in order to help students understand and manage repayment obligations.

2. **What is the institution doing to improve graduation rates?** Onboarding for all new students and intensive support services for at-risk populations, as determined by The College. Mandatory orientation and on-going advising, Guided Pathways, Academic Probation intervention, Student of Color caseload (dedicated adviser). Collaborative efforts include administration, Student Services departments, instructional leadership, faculty, and student participation.

3. **What initiatives appear to be effective in improving graduation rates?**
Onboarding; orientation, mandatory advising, caseload style management of advising responsibilities, Finish Line funding for students within 15 credits of graduation who experience unexpected financial crises (car repair, illness, etc.).

4. **What might accreditors do to assist institutions to improve graduation rates?**
Publish best practices, offer web-based seminars or training that includes Northwest colleagues presenting on what works for them (like institutions).

V.   Recommendations from Spring 2013 Year Three Report

1. **Recommendation #1:** "The evaluation committee recommends that Peninsula College continue to develop and then implement a credit hour policy (Standard 2.A.12)."

    It has been determined that The College has developed a Credit Hour Policy –Board Policy Number 312, last reviewed in January 2018 in accordance with Washington State Board of Community and Technical College Policy Manual.

2. **Recommendation #2:** "The evaluation committee found that most course, program, and degree learning outcomes were identified and published, but some were not. The committee recommends that Peninsula College identify and publish expected learning outcomes for all of its courses, degrees, and programs (Standard 2.C.2)."

    The evaluators found that Peninsula Community College does not publish Student Learning Outcomes for Associate in Business DTA/MR and Associate in Math Education DTA/MRP and for Associate in Nursing DTA/MRP – (Direct Transfer Agreements). There is one Student Learning outcome listed for the DTA regarding Nursing; "Function in the role of a novice registered nurse"; however, these degrees should list what the student has learned, what he/she is able to demonstrate and/or do, after accomplishing this degree.

3. **Recommendation #3:** "The evaluation committee could not find specific general education program outcomes in relation to The College's mission and core themes. The committee recommends that Peninsula College communicate a clear connection between the assessment of general education course and program outcomes and The College's mission and core themes. (Standard 2.C.10)"

    The evaluators found an unevenness of assessment for learning outcomes combined with no apparent clear mapping between course, program, and institutional assessment. It is unclear how General Education requirements are mapped to selected classes, how they are measured, and how they are assessed to improve the General Education programming and subsequent student learning. The Evaluators did not see connection between course level, program level, and institutional level outcomes in pursuit of mission fulfillment. No evidence was found that suggests that the institution uses the results of student learning assessments to inform academic and learning-support planning because no documented relationship between the student learning outcomes and core theme objectives could be verified to assess mission fulfillment.

VI.   Mission, Core Themes, and Expectations

The College is substantially in compliance with **Eligibility Requirements 1-3** that are related to Standard 1. They have been operating as an accredited college under the NWCCU since 1965. They have a clearly defined mission and core themes and focuses on educating their students.

Standard 1.A Mission

Peninsula College revised its current mission statement in 2006 and has been reviewing it every five years as part of their planning and assessment process. It was reaffirmed by the Board last year in March 2017. It is widely published in the catalog, class schedules and on its website.

The mission is appropriate for a community college, focusing on the educational opportunities it provides and that it contributes to the cultural and economic enrichment of the counties in its district. It is clear and concise and easily understood by the community. The report stated that the mission statement was developed by the faculty and staff but did not indicate that the community was involved in that process.

With the list of educational opportunities that are provided, the statement gives direction for its efforts and the focus of allocation of resources. It is not quite as direct in reference to partnerships with different organizations throughout the district, but it can be assumed to be contained within the cultural and economic enrichment of the counties.

The core themes are taken directly from the mission statement and tie the mission to the entire planning process. As mentioned in their report, the mission statement reflects the comprehensive mission of The College.

The report stated in Standard 5.B.2 that Guided Pathways was being used to show that The College needs to revise its mission statement as well as much of its planning process. The Cabinet indicated that they do plan to revise the mission, vision, and other components of the planning process, but wanted to wait until this accreditation visit was completed and they could start work on the next seven-year process over the coming 18 months.

Regarding Mission Fulfillment, it is defined as the extent to which it is achieving the three core themes. It is not clear that The College articulates the outcomes that represent an acceptable threshold of mission fulfillment. The Mission Fulfillment report simply shows the data results of whether each core theme indicator exceeded its threshold and not how those results combined indicate an overall fulfillment of its mission.

Standard 1.B Core Themes

The mission of Peninsula College, reaffirmed on March 14, 2017 is that, "Peninsula College provides educational opportunities in the areas of academic transfer, professional and technical, basic skills and continuing education. The College also contributes to the cultural and economic enrichment of Clallam and Jefferson Counties." The core themes that constitute mission fulfillment are education, opportunity and enrichment.

Generally, in regard to the core themes, the evaluators found that in the support structure for mission fulfillment, there is no documented relationships between student learning outcomes at the course-to-college-to-program-level student learning outcomes and the core theme objectives leading to mission fulfillment.

With regards to <u>Core Theme 1- Education</u>, education is central to the mission of Peninsula College, and the core theme of education demonstrates the institution's commitment to the continual pursuit of quality education for their students. The core theme of education plays an essential role in collectively encompassing the stated mission of the institution.

With regards to <u>Core Theme 2- Opportunity</u>, Peninsula College states that the purpose of the core theme Opportunity is to demonstrate The College's commitment to strategic managed enrollment and commitment to financial accessibility. Peninsula College has six Objectives- Ecology of Student Success, Enrollment Distribution, Financial Assistance, College Environment, Basic Skills and Continuing Education.

The College is using/reviewing age, gender, race, economically disadvantaged and basic skills transitions clearly link to providing educational "Opportunity." The College evaluates Mission Fulfillment Monthly at the Board of Trustee meeting. Each month, a "cluster" of the Indicators of Achievement and the data related to those indicators are reported upon.

With regards to <u>Core Theme 3- Enrichment</u>, the purpose of this core theme is to demonstrate how Peninsula College enriches its service district by contributing to its economic vitality by promoting scholarship, civic discourse, community service, pluralism, and the fine arts. These activities are demonstrated through courses, activities, events and community partnerships. Measurements have been assigned to each objective, data is being collected, and this information is reviewed by the Board of Trustees on a monthly basis.

Regarding objectives and indicators for each core theme, <u>Core Theme 1– Education</u> has clearly established objectives with clearly identified indicators of achievement that are meaningful, assessable, and verifiable. These indicators of achievement form a foundation for the evaluation of accomplishing the objectives associated with this core theme.

For Core Theme 2- Opportunity, The College has established Core Theme Objectives that appear meaningful, assessable and verifiable indicators of achievement that relate to the core theme.

For Core Theme 3- Enrichment, Peninsula College has elected to break this core theme down into three objectives; a) To provide and promote cultural enrichment by providing culturally rich and diverse programming in the fine arts; b) To contribute to the economic vitality of Clallam and Jefferson Counties; and, c) To model pluralism, a culture of respect and acceptance. The first objective has multiple indicators including the number and mix of fine art events (achieve a broad mix of 20-30 programs per year in the arts), positive responses to the Student Experience Survey in the areas of art, music and theatre (goal is 60%), positive responses to the Student Experience Survey in the area of literature (goal is 76%), student satisfaction with the cultural programs and activities as reported on the ACT Student Opinion Survey (goal is 70% positive response rate), and faculty and staff satisfaction as reported on the PC Strategic Directions Survey (goal is 80% positive response rate).

The second objective had two indicators including a comparison of the hourly wage of those employed after training at PC with pre-job-loss wages (goal 105% wage recovery), and an economic value demonstrated through an economic benefit analysis (target is three times the annual state revenue in demonstrated economic benefits).

The third objective had multiple indicators including student response rate to pluralism-specific question on annual student surveys (goal 80% positive response rate), student response to self-reported interactions and gains on the CCSEQ (goal 75% positive response rate), and faculty and staff responses on the biannual Strategic Directions Survey (goal 80% positive response). Conversations on campus indicated that people generally understood the core themes and knew that data was collected for each.

Overall, in regard to the core themes, the evaluators found that in the support structure for mission fulfillment, there is no documented relationships between student learning outcomes at the course-to-college-to-program-level student learning outcomes and the core theme objectives leading to mission fulfillment.

VII.   Resources and Capacity

The College is substantially in compliance with **Eligibility Requirements 4-21** that are related to Standard 2. They have clear policies and procedures that are tied to Washington State laws regarding the management of community colleges in the state and meet the requirements in Standard 2. They do have some work to do in the area of student learning outcomes assessment and closing the loop to more fully demonstrate evidence of student learning at the course, program, and institution levels. This is covered in recommendations 3 and 4 at the end of this report.

Standard 2.A Governance

Peninsula College is part of the well-defined and cohesive Washington State Community College System. It has a very thorough set of policies and follows a robust set of Washington state laws that pertain to the management and governance of community colleges. The College has clearly defined authority with the President and the President's Cabinet made up of the President and the three Vice Presidents.

The College has a well-developed system for reviewing and approving changes and additions to the Board Policies and Institutional Procedures. The Policies have to ultimately be approved by the Board, and Procedures are ultimately approved by the President. Both policies and procedures are reviewed every five years. All policy and procedure changes are reviewed by the Administrative Policy/Procedure Review Committee and then The College Council. The College uses a software package called Policy Tech that organized all policies and procedures and includes electronic approvals and notifications on who is the next approver and reminds the key person that a policy or procedure is ready to be reviewed. This process and software ensures that all policy and procedure changes or additions go through a consistent and date stamped system to clearly document that policies and procedures are being reviewed at the appropriate interval and looked at by the appropriate staff in the appropriate order.

The College has a shared governance body in The College Council which is an advisory group to the President. It also has a Faculty Senate and Curriculum Committee which focuses on the academic side of The College. There is regular communication between the Senate and the President. The Associated Student Council (ASC) has representatives on college committees and councils, and the President of the ASC meets with The College President and makes reports to the Board of Trustees so there are structures in place that assure consideration of views from all areas of the campus.

In reviewing the documents required in Standards 2A.1-11 regarding governance, governing board, and leadership and management, all the policies/procedures, bylaws, tools and documentation were found. Again, there is a thorough coverage of policies and laws pertaining to the division of authority and duties and responsibilities of the Board and the Administration.

The evaluators found that Peninsula College provides access to academic polices in a variety of formats. These include faculty handbooks, website and faculty collective bargaining agreements (PCFA).

Student policies are available on the Student Rights, Policies and Procedures webpage and the Course catalog. The evaluators observed that Peninsula Community College clearly communicates and makes these documents readily available online for students, faculty, staff, and administration.

Peninsula College has a current (2018) board adopted policy that states The College complies with the Peninsula College Faculty Agreement (PCFA). As evidence The College referenced; the faculty handbook (teaching/scholar philosophy), Board Policy 301 (Academic Freedom), Board Policy 543 (Employee Copyright Infringement), the PCFA (6.1, 6.2, Article 12, and Article 14) and Human Resources onboarding documents. These documents are related to teaching, service, scholarship and artistic creation. These documents are available on the intranet to staff, faculty, and administration, but not publicized on the website for students.

Concern: The committee is concerned that all policies, procedures, and handbooks related to teaching/learning should be made available to students.

Policies relating to access and use of library and information resources are documented and published via the library website. Interviews with Peninsula College library administration, faculty and staff demonstrated these policies are consistently enforced and updated as necessary. (2.A.13)

Peninsula College has a current (2017) board adopted policy that addresses transfer credit into, and out of, the institution. Listed online, they were accessible via intranet and The College catalog.

 Peninsula College has set its general education requirements for the Associate degrees (Direct Transfer Agreement/ Major Related Programs) to conform with guidelines of the Washington Inter-College Relations Commission (ICRC) for direct transfer of these degree credits.

Policies and procedures regarding students' rights and responsibilities are available on The College web site, and include academic honesty, appeals, grievances, and accommodations for persons with disabilities information. The College web site also includes a link to the Washington State Legislature site which houses the full text of the Code of Student Rights and Responsibilities.

Peninsula College is an open door educational institution accepting all applicants who may benefit from the offerings. The institution demonstrates compliance with admissions and placement polices through Washington State Board of Education Policy, which guides the coursework of students at a level where they have reasonable probability of success in courses and programs through an evaluation of prerequisite knowledge, skills,

and abilities. The 'Getting Started' website provides students with the necessary information related to admissions and placement testing. Policies regarding continuation in and termination from The College's education programs are clearly communicated to students in the 2017-18 College Catalog. In the Nursing Program there are additional admission and dismissal policies. Specific admissions and terminations policies can be found on each academic program's website. Co-curricular activities such as Associated Student Council, athletics, and student publications are addressed in a variety of publications available in the Pirate Union Building (PUB) and others, and within The College web site. Students report a high level of engagement through these offerings and satisfaction with opportunities for leadership and participation.

The Associated Students of Peninsula College (ASC) represents and advocates for the student body, and works to develop, implement, and promote co-curricular activities. Students gave examples of cultural programming, art, drama, and film events, and intercollegiate athletics as some of the opportunities for student participation and engagement. The College sponsors a student newspaper, The Buccaneer, and literary magazine, Tidepools. Copies of both are available on campus, the newspaper is also available online. Tidepools is an annual publication that showcases the works of students, faculty staff, and community members. The mission of the ASC is aligned The College mission and core themes.

The College publishes and maintains its human resources policies and procedures on the PC intranet site (Section 200 policies for employees and Section 500 for both employees and students), and much of the information is referenced in the Employee Information & Resource Guide given to new hires. The Director of Human Resources is responsible for maintaining and updating policies and procedures. Participation in the campus educational training committee, Washington Executive Leadership Academy, and HRMC quarterly meetings allow for feedback from employees, network and support from colleagues across the state, and training and updates from the State Board HR Policy Analyst.

Recommended changes to policies and procedures are forwarded by the Director to the Vice President for Finance and Administration for review.

Current personnel and payroll files are secured in locked file cabinets in the HR office.

The ALO of The College is also the VP for Finance and Administration. She oversees the accreditation monitoring for The College as well as being very involved with collective bargaining agreements, legislative actions, and external mandates.

Regarding the governing board, The College has a five-member board that is appointed by the Governor of Washington and serves terms of five years. There are clear laws restricting the board members from being a college employee or members of other educational boards, and they must live in The College district. Again, the laws dictate how the board operates which follows NWCCU standards and requirements. This

includes overseeing institutional policies, selecting and evaluating the President, and performing self-evaluations on a regular basis.

The College has a very standard system of leadership with qualified administrators, including a full-time president. The College appears to have an adequate number of administrators for the size of The College and the student numbers.

There is a Strategic Directions Survey given to college staff every few years. In 2017, there was a significant drop in percentage of staff that responded well or very well to questions about practicing shared governance, supporting professional development, and embracing a set of shared principles. In questioning this drop, responses included that there was a lot of turnover at that time and which caused people to take on added responsibilities. There was also new staff in mid-level management positions that caused faculty and staff to have less confidence in leadership.

The College has a Director of Marketing and Communications that reports to the Vice President of Student Services who approves all of the publications and website materials, both print and digital. The College has a consistent brand that is present on all of the materials that were viewed, including class schedule, catalog, and several different brochures and flyers. Regarding its review process, all publications are vetted internally and regularly to assure accuracy and currency and integrity. Institutional Procedure 511.01 details the process and commitment for reviewing these publications for accuracy and integrity.

The College has a robust set of policies and procedures dealing with ethical behavior and standards, along with expectations of staff in these areas. The College also has a set of Guiding Principles, one of which focuses on acting ethically and with integrity, and this language is also included in their hiring information. There are also clear processes outlined in policies, procedures, and bargaining agreements regarding the handling of complaints, grievances, and conflict of interest. There is also a Board Policy 207 that details the principles of public service for college employees.

In regard to intellectual property rights, The College has clear policies detailing the process by which intellectual property rights are determined. This is also covered in their faculty bargaining agreement.

The College has a page on its website that details its accreditation status with NWCCU and it is accurately represented. Regarding contractual agreements with external entities, there is again college policies that delineate the required scope of work and roles and responsibilities of the parties in the agreement. Agreements are reviewed and approved by the VPFA and/or the President and all contract managers have received training provided by Washington State.

Peninsula College is guided by the Academic Freedom Policy 301. The policies first adopted on January 15, 1975 and revised in September 2017. The policy was last reviewed on January 25, 2018. The policy does address the development in students a

love of knowledge and a search for the truth, keeping the focus on student learning. The policy refers to Washington Administrative Code 132A-125-025 and discusses Academic Freedom and the four sub-sections within the code.

The PCFA Bargaining Agreement, Article 6 provides guidance and protection regarding academic freedom. The institution does have a current Academic Freedom and Responsibility policy that is published on the intranet and in the Peninsula College Faculty Agreement (Article 6). It is not published and freely available on the website.

The policy was last reviewed in 2017/2018. The current policy addresses academic freedom in the classroom, the faculty member's right to pursue truth and pursue knowledge. It does not specify adherence to the federal laws governing academic freedom or address internal or external influences.

Students and faculty appear to experience free inquiry and expression. Scholarship is largely focused on faculty interests (specifically science). The current Academic Freedom and Responsibility Policy is published in the board policies on the intranet and in the PCFA. It is not available, to students, on The College website. Faculty and students reported an appreciation for the research opportunities and for academic freedom in creating courses and content.

Compliment: The College is to be complimented for their dedication to providing research opportunities to students. This is especially evident in the sciences.

Peninsula College does have a current (2017) board adopted policy that prohibits plagiarism for faculty and students. For students' this is available online and in The College catalog. For faculty, this can be found in the board policy (intranet) and in the PCFA. There was not a policy that related to faculty as a representative for the institution or that addressed personal views, beliefs and opinions and how these are designated and identified.

Concern: The College should develop and publish a policy that addresses the source of intellectual property, personal views, beliefs, and opinions of faculty and how these are identified.

Standard 2.B Human Resources

The College employs a sufficient number of qualified faculty and staff to maintain its support and operations functions. Employees as well as the Human Resources Director acknowledged the need for employees to "wear multiple hats" to ensure the delivery of high quality services and instruction to students within the relatively small campus environment. Recruitment of full-time employees is the responsibility of the HR department working with the hiring supervisor. Position descriptions in The College's online job postings clearly identify duties and requisite knowledge and skills. The HR department works closely with hiring managers and employees on an on-going basis to ensure that faculty and staff and focused on the mission and performing in ways that

align with the Guiding Principles. Monthly meetings of the educational training committee are an example of the regular opportunity for HR to receive feedback, track needs, and answer questions as they arise.

The College follows its policies and procedures for regular evaluations of administrators and staff about responsibilities and performance of work duties.

Concern: While most staff indicated they receive regular evaluations, members of the committee were concerned that there may be unevenness of administration of evaluations from a supervisor indicating an area that may be out of compliance with college policy.

There is evidence of several professional development opportunities available to faculty and staff including tuition assistance and training that addresses specific job duties or acquisition of skills. In addition, scholarship and research opportunities for faculty are intended to support The College's commitment to academic excellence. Examples shared by faculty include national conferences, enrollment in graduate programs, publishing creative works, and engaging students in research through directed studies courses.

The College maintains a slightly lower than the Washington system average percentage of full-time faculty. However, The College has made increasing the percentage of full-time tenure-track faculty a priority and has been working to increase this percentage since 2015-16. In that time, 10 faculty positions have been transitioned from annual to full-time, and 3 new full-time positions have been added. Faculty qualifications are included in the bargaining agreement. The College has a high percentage of full-time faculty with doctoral degrees. Faculty participate in the AUP and outcomes assessment processes; curriculum committee; faculty senate; and have representation in College Council.

Peninsula College faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and artistic creation. Faculty pointed to examples of team teaching, interdisciplinary courses, and professional development opportunities as factors that attract and retain faculty.

The bargaining agreement outlines procedures for regular and systematic evaluation of faculty performance including teaching, professional development, and service to The College. A development process for probationary faculty includes self-assessment, peer review (classroom visits and report of observations), student feedback, and assessment by the Department Chairperson. Areas for improvement are identified and goals are suggested; faculty are expected to develop strategies to address concerns of the committee. Full-time and annualized faculty are evaluated every 5 years; part-time faculty are evaluated in their first year and at least every 5 years thereafter.

Standard 2.C Education Resources

Consistent with its mission, Peninsula College offers academic transfer and professional-technical programs that result in a Bachelor of Applied Science (Management), Associate of Science, Associate of Arts, Associate in Applied Science, Associate in Applied

Science-Transfer, Honors degrees as well as certificates, applied certificates, basic education for adults, and continuing education (community education, entrepreneurship, customized training). Degrees and certificates contain appropriate content and rigor in accordance with the Washington Inter-College Relations Commission (ICRC) and the State Board for Community and Technical Colleges (SBCTC).

In most programs, departmental student learning outcomes are clearly stated in The College catalog, but there were not specific student learning outcomes per degree and certificate (see 2.C.2). For example, the Business department listed twelve student learning outcomes. However, it was not clear where these lived within the six degrees, one certificate, and seven short term certificates. Likewise, the Computer Applications Technology program lists sixteen student learning outcomes, but it is not clear if the degree, certificate, and short-term certificates all contain all of these student learning outcomes or if these are broken down. The student learning outcomes for all Addiction Studies were the same regardless of is a student whether the student is pursuing an AAS, AAS-T, or one of the five identified certificates.

Concern: The College should list student learning outcomes by each degree and certificate so that it is clear what students learn in each degree and certificate.

The General Education requirements are clearly outlined, published, and have associated learning outcomes. Meeting the program learning outcomes is accomplished by completing each course (e.g. quantitative reasoning, critical thinking). It is unclear how General Education requirements are mapped to selected classes, how they are measured, and how they are assessed to improve the General Education programming and subsequent student learning. Upon discussion, the General Education Dean shared a spreadsheet and draft of program mapping that demonstrates the institution is moving in the appropriate direction.

Compliment: The College is to be complimented for its work on moving the institution towards mapping the general education requirements.

Certificate programs have three General Education requirements; quantitative reasoning, a science/social science/humanities elective, and a communication course. These courses are termed "related instruction". This is clearly articulated in the catalog and associated Program Guides. Upon discussion, it was unclear if this has been completed for all certificate programs.

Concern: The College should continue course and program mapping so that general education outcomes are clearly identified and assessed within each degree and certificate.

At the course, and division level, faculty discuss student achievement. However, there is no formal process for assessing identified student learning outcomes aside from completion of the course and/or program.

Expected program student learning outcomes are provided to students in written and electronic formats. Course syllabi include course learning outcomes; however, there does not appear to be a consistent mechanism for measuring these for use in improving student learning. Further, there is no mechanism for connecting course learning outcomes, to program learning outcomes, to institutional learning outcomes. Measurement and use of measurement for improvement is not exhibited. Peninsula College documents the achievement of learning outcomes by the award of credits, degrees and certificates. The learning outcomes do not appear to be measured, tracked and used for curriculum improvement beyond the course level. There is no evidence of mapping between the course level and the program level to ensure all program outcomes are addressed, assessed and used for program improvement beyond the course level.

Concern: The unevenness of assessment for learning outcomes combined with no apparent clear mapping between course, program, and institutional assessment is a cause for concern.

Concern: There was no evidence of a central repository for all course outcomes to ensure consistency between faculty that teach the same course. Campus interviews revealed that little or no evidence of consistent use of assessment for continued quality instructional improvement existed. The College should develop a process to formally assess student learning outcomes in order to improve course, programs, and student learning.

The institution identifies course learning outcomes and publishes these in the course syllabus. Students reported receiving a syllabus in each class, and the syllabi are collected the first week of classes. The syllabi are reviewed by the academic deans during formal faculty evaluations (every five years). Faculty, and administration were uncertain if all syllabi matched the identified course learning outcomes and this was not reviewed on a consistent basis. It should be noted that continuing education courses did not have syllabi or defined learning outcomes that were delivered to students.

Concern: The College should develop a system for reviewing syllabi to ensure consistent and accurate listings of course student learning outcomes.

Degree programs at Peninsula are appropriate in breadth and depth as described on The College web page and catalog; degree designators are consistent with program content. Credits and degrees reflect academic units that are acceptable and within ICRC and SBCTC guidelines. Course content is consistent with the requirements for similar degrees and certificates at peer institutions and outcomes are considered met if the student passes the course or completes the degree.

Sequencing appears appropriate, with graduation requirements clearly defined. Each of the transfer degrees includes a core of general education requirements that meet the lower-division requirements at most in state colleges and universities providing most PC students with junior standing upon transfer. Associate in Applied Science and Technical Certificates meet industry standards. The Applied Baccalaureate degree builds on the existing transfer degrees, adding upper division coursework to complete the four-year

degree. Admission and graduation are clearly identified in the Program Graduation Guides.

Peninsula College uses a degree audit system that is available on the web for both students and advisors.

Faculty involvement in curriculum revision, design and implementation is clearly defined through three different curriculum committees (Bachelor of Applied Science, Arts and Sciences, and Professional and Technical Curriculum Committee). Ownership for the design and approval of curriculum resides with faculty who initiate all proposals for change or deletions to the curriculum committees. The process begins with faculty, moves to Curriculum Committee, is moved to Faculty Senate and finally approved by the Vice President for Instructional Services.

New faculty are hired in accordance with the PCFA which establishes faculty qualifications. New full-time faculty are selected by a committee comprised of two faculty appointed by the Faculty Senate, two faculty identified by administration and other college employees designated by the President. The President, and his designee (typically the Vice President of Instruction) select the final candidate from three finalists forwarded by the committee. Part-time faculty are hired by the Dean.

Peninsula College faculty with teaching responsibilities partner with library faculty to integrate the use of library and information resources into the learning process. The library faculty liaison works closely with faculty in Nursing and writing to address critical thinking and information competency outcomes appropriate to the disciplines and course content. The library faculty provide a significant number of information literacy instruction workshops annually across campus. In general, interviews with faculty confirmed their enthusiasm and support for library resources, critical thinking and the integration of library resources into course curriculum as standard and expected practice. Library faculty and staff are continuing to work toward establishing a way to assess and evaluate the campus Information Competency general education requirement and how that supports mission fulfillment.

Peninsula College follows NWCCU standards in awarding, and limiting, credit for prior experiential learning as demonstrated and explained in the self-study. Accessing the process is explained in The College catalog and includes challenge exams, portfolio assessment, national exams, assessment of military credit, and ACE credits. Student services staff, faculty, and administration explained and understood this process.

The catalog clearly defines how The College credits transfer to other institutions, and how the College accepts transfer credit.

The Student Service division clearly explained how mapping of course outcomes for incoming transfer credits meets NWCCU standards.

Related education requirements for the applied degrees and certificates are clearly indicated and described in each of the program offerings. Course descriptions and expected related education courses (English, math, etc.) are clearly indicated and

described. The institution reported that faculty qualifications were checked and appropriate for the course taught.

It was difficult to assess the continuing education area because the Director of Continuing Education has recently left the institution and the support staff was occupied with jury duty. The College appears to offer an array of non-credit and continuing education programs which are consistent with the core theme Opportunity and "providing continuing education classes" with some focus on business training portion of The College's mission.

The committee was told that when collaborating with external institutions, The College remains in control of the academic integrity of the offerings. No specific evidence was provided.

The College CEU policy is indistinguishable from its academic credit requirements and is covered by the same policy and procedure. As the continuing education department does not set student learning outcomes, there is no measurement of student learning achievement.

Concern: The College should establish student learning outcomes, appropriate to the course, for continuing education courses. These outcomes should be assessed with an appropriate measure to determine student achievement of course outcomes.

Standard 2.D Student Support Resources

The physical location of Student Services offices provides a welcoming one-stop experience for students. Offices are centrally co-located and provide students with direct access to staff and resources. The College has invested in efficiencies, staffing, and facilities to provide wraparound support. Technology is used for records retention and appropriate security precautions are in place for maintaining the confidentiality of student records.

Compliment: Collaboration among the Student Services departments in support of student success is evident across activities including strategic planning, Strategic Enrollment Management Committee, and the procedures for on-boarding new students.

Student Services provides a comprehensive offering of services in support of prospective students, new and continuing students, and the community. The College provides educational opportunities to students seeking academic transfer, professional technical, basic skills, and continuing education. It is the first community college to build a Native American longhouse on its campus, an example of commitment to the heritage of the Olympic Peninsula and its diverse communities and strong partnerships across the service area. Staff and students identified numerous examples of programs and services that support student learning and success at PC: BFET and WorkFirst, Tutoring Service, Veterans Services, Opportunity Grant, Upward Bound, Services for Students with Disabilities, Running Start, and Multicultural Student Services. The childcare center is in

the early Childhood Education Building and is licensed by the State of Washington. New students are made aware of the services and supports available to them through new student orientation and on-going advising.

Students noted feeling safe within the small campus community and pointed to campus safety staff as resources for non-emergency assistance like evening escorts on campus or accessing a locked vehicle. Campus safety officers are on duty during instructional hours and are CPR and AED certified. The College website houses publications on safety and security, and Clery crime statistics. An emergency response poster is posted in common areas and inside classrooms. Regular drills are scheduled so the campus community can practice emergency protocols (e.g. fire, active shooter, tsunami, etc.).

The College actively recruits and admits students with the ability to benefit from its educational offerings. All new students seeking a certificate or degree participate in a face-to-face or online orientation designed to ensure consistent and right on time information and access to resources to support student success. A specialized option is available for student athletes, international students, veterans, and Running Start students. Advising is an integral component of onboarding new students and continues throughout the student experience each term. Students create a schedule for the next term, and an education plan for the entirety of their program.

Compliment: The members of the Committee recognized the value of mandatory orientation and advising as foundational supports for the success of students.

In the event of program elimination or significant changes in requirements, The College works with individual students to make sure their educational needs are met: planned teach-out, change of major, or assisted transfer are included as options.

The College publishes and makes available print and online versions of its catalog for students and other stakeholders. Current and accurate information lives in the web version, and references are included in print. Their mission and core themes; entrance requirements and procedures; grading policy; information on academic programs and courses, degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines for completion are included (pp. 30-108); names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights and responsibilities; tuition, fees, and other program costs; refund policies for students who withdraw' opportunities and requirements for financial aid; and academic calendar.

The College publishes educational program information in the catalog, programs of study, degree guides, flyers, and The College web site. Print publications are available in the Student Services Center and online. All professional and technical program of study guides reviewed include accurate information on legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; and descriptions of unique requirements for employment and advancement in the

occupation or profession. Students can find program prerequisites and a typical student schedule.

Student records and transcripts are maintained and stored electronically in a Washington State Community and Technical College database. Records are maintained following the State Board's retention schedule. Only Enrollment Services can generate official transcripts using purpose-specific printers. Procedures providing for the release of records including signature and picture identification to access data were observed. Student files are scanned into a secure document imaging system (OnBase), and hard copies of legacy documents are stored in fire resistant file cabinets. Employees who need access to student records are trained in FERPA; access rights to student records in the SMS and OnBase are controlled by the Associate Dean for Enrollment Services and the Enrollment Services Records manager. Access is managed via logon and password.

The staff in the Financial Aid department demonstrated a commitment to helping get money into the hands of students by following effective and efficient practices. They take a holistic approach in determining the best ways to support students with financial need. They work collaboratively with campus, community, and state partners like WorkFirst and BFET to keep students connected to relevant resources in support of their educational and professional goals. The College has established a Finish Line fund for students within 15 credits of graduation who run into financial difficulty from unexpected events like illness, injury or car repairs. Access to financial aid information is available in multiple locations on campus, on The College web site, and through staff. The most recent accountability audit performed by the Washington State auditor's office contained no findings or recommendations.

Compliment: The Financial Aid department strives to provide effective, efficient, and holistic service to get money into the hands of students. This includes work with student loan borrowers to reduce cohort default rates using default management and financial literacy tools that allow staff more time to counsel and follow up with individual students.

The College is actively working to reduce its student loan cohort default rate. The College sends letters to students who are more than 30 days delinquent on loan repayment listing options for help getting back on track and explaining the negative consequences of default. These institutional letters are in addition to notification sent to students by their loan servicers. They previously contracted with a default management non-profit (SALT) to help student with information and resources on planning for borrowing a student loan and repayment. SALT no longer offers services to schools, so The College is working with another company (ECMC) that offers interactive tools, access to data, and local support. The default rate improved under SALT by nearly 3 percentage points. Peninsula College requires all borrowers to complete entrance counseling, even though the federal requirement applies only to new borrowers. There is measured optimism that other student success initiatives like orientation and advising will continue to serve as vehicles to disseminate information directly to students and give staff the opportunity to identify and intervene when student financial trouble arises.

Advisors at The College receive specialized training based on their unique needs as part of The College's educational planning system. The training manual provided to faculty and staff advisors is based on standards from the National Academic Advising Association. Educational planners (professional staff advisors) participate in a comprehensive training program that covers curriculum, systems, student development theory, advising best practices, and shadowing an experienced advisor. Faculty advisors work with continuing degree seeking students after their first quarter. New faculty advisors also have an in-depth training program led by the Faculty Advising Coordinator. Assessment of academic advising services is conducted on an ongoing basis including twice per year via student survey, focus groups, and online feedback form. Advising requirements and information for students is published on The College web site.

Compliment: There is a holistic approach to on-boarding new students and advising new and continuing students using professional staff and faculty advisors. There are impressive training plans and use of resources, collaboration across departments, and meaningful assessments of academic advising services.

Students mentioned several co-curricular activities that keep them engaged as learners in The College community; athletics, leadership, workshops, cultural programming, and clubs. While most activities occur on the main campus, efforts are made to promote activities to students at the off-campus centers. ASC develops most of the events and activities, and student leaders work with representatives from clubs and organizations to identify and meet the needs of a broad range of students.

The College operates two auxiliary services; the Bookaneer Campus Bookstore and Market and Deli. These are owned and operated by PC as self-supporting operations designed to support the teaching and learning mission and enhance the student learning environment. Customer feedback forms are available at the cash registers. Improvements made in response to feedback received from customers include ready-to-go food items, a used book program and availability of the online bookstore to increase accessibility to students, including those at the satellite sites.

The College offers four intercollegiate sports; basketball and soccer for men and women. The mission of the athletic program is consistent with that of the institution; student athletes are expected to "exemplify excellence in academics, athletics, and citizenship." Oversight is provided by Athletic Program Director and coaches, and the business office oversees accounting for the budgets. The College is a member of the northwest region of the Northwest Athletic Conference (NWAC). Admissions requirements, procedures, academic standards, degree requirements, and financial aid awards for students in co-curricular activities are consistent with those for other students per The College catalog.

Identity verification for students in online courses and programs is managed with unique student ID and personal password to access the SMS. There are no charges associated with the identify verification process.

Standard 2.E Library and Information Resources

Peninsula College holds and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services. The library's print holdings and online resources are adequate to serve the face-to-face and online demands of the campus community and programs. Gate count statistics verify the library is used and evaluator observation of the library facilities demonstrated high student use in common areas. The main campus library facility offers quiet and collaborative study space. The library student and faculty surveys indicate satisfaction with resources available and the campus has made an effort to update and enhance the library's print book collection over the last few years as a result of student and faculty survey results. A review of available library databases verified adequate subject-specific as well as multi-disciplinary coverage. The library's print collection is readily accessible and organized in a very browser-friendly way.

Sufficient evidence was found to demonstrate that planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators. Interviews with library faculty and staff verified they informally communicate with faculty and students to gather feedback on currently held and potential additions to the library collection. The library provides a purchase suggestion form on their website. Various satisfaction types of surveys are administered on a regular basis and data is analyzed and used to guide future decision making by library employees. Evaluators verified a consistently documented process by which the library staff can collect and use feedback data to inform planning, program and facility changes in the library.

Mixed evidence verified Peninsula College provides appropriate instruction and support for students, faculty, staff, administrators, and others to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support programs and services. An interview with library faculty and campus faculty verified information literacy and library instruction are somewhat integrated across the disciplines and library faculty provide a significant number of bibliographic instruction workshops per year for Peninsula College students on a variety of topics upon faculty invitation. No evidence was found to support the assessment and evaluation of the campus Information Competency general education requirement and how that might support mission fulfillment. Interviews with library faculty and staff indicated they have a plan to refine and improve how information literacy is integrated and assessed across the curriculum as a collaborative process with non-library faculty. The library provides access to substantial online research guides.

Sufficient evidence was found to demonstrate the regular, systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services. Interviews with library faculty, staff and administration in these areas demonstrated consistent methods for regular data gathering including the annual campus student and faculty survey (though the faculty survey typically yields a low number of

responses proportionate to the number of full-time faculty), and an online tool for gathering suggestions. These staff also indicated they informally communicate with students, faculty and staff regarding suggestions for additions to the library collection, assessment of user services and collections or prioritization for collection planning.

Standard 2.F Financial Resources

The College complies with the requirements of Standard 2F.

The College has an established history of financial stability. The College's vice president of finance and administration announced her retirement and is leaving the institution at the conclusion of the team's visit and a recruitment is underway for a permanent replacement. The College has an approved reserve policy. The College has sufficient cash flow and reserves to support ongoing college operations.   Institutional reserves have not been needed to support operations in light of solid financial management and conservative and effective fiscal has overseen the operation. As a public institution in the State of Washington, Peninsula College's operating budget is primarily comprised from resources received through state appropriations and tuition and fees. The College receives funding through grant support and revenue received from the Running Start program that support the mission of the institution. The institution includes as a part of the annual budgeting processes a 3% contingency pool to address items as they arise during the course of the year. In addition, the goal has established a goal of 25% of the annual state allocation as a reserve target. This target is set to provide for one quarter of the annual state funding to address cash flow adequacy and institutional commitments. Upon exceeding the targeted reserved, expenditures are directed in support of institutional priorities and must be one time in nature.

Evidence provided included financial reporting that included audited financial statements, revenue budgets, annual budget approval documents (as provided to the Board of Trustee's), and Capital Budgets. Revenue projections are realistic and provide for comparison of prior year for sources including state funds (state allocation and tuition), local funding (international contract revenue, Running Start, general overhead and tech fee), grants and contracts, and dedicated local funds.   The College is diligent in the analysis of revenues, expenditures, and over-all operations. Enrollments are stable but have declined in recent years due in part to a strong economy. The College is engaged in a comprehensive Strategic Enrollment Management planning effort and intended to increase student participation and enrollment.

The College community communicated that the financial planning and budgeting process is accomplished through collaboration and engagement with departments and divisions. Final resource decisions are made by the President's Cabinet with final approval of the Operating Budget by the Board of Trustee's. Linkage of resources to the mission and core themes through assessment and evaluation was difficult to identify, as a result of the structure associated with the academic or administrative unit plans, divisional plans, and final college operational plan development.   Departments are included in budget requests through the development of unit plans and participation with the division heads

(respective vice presidents) in which division priorities are established, the President's Cabinet meets at the "Forks Retreat" to determine budget recommendations included in The College Operational Plan. The Operational Plan is drafted and shared with The College Community President Robins includes information about this process in one of the monthly campus updates.

The College has an accounting system that follows generally accepted accounting principles and incorporates an effective system of internal controls. Accounting functions are performed within the software to insure timely and accurate financial information and an effective system of internal controls.

The College has an effective campus master plan consistent with the institution's mission, core themes, and guiding principles. They have been extremely effective in obtaining capital funding in support of college priorities and student learning. Capital funding has been deployed throughout The College for facility improvements, renovation and construction. The College currently has three debt-service obligations obtained in order to construct the Fitness Center, purchase a newer facility for the Forks learning center, and to complete energy efficient projects within Keegan Hall.

 Peninsula College has a bookstore that comprises its auxiliary enterprises and is not dependent on The College operating budget for sustained operations. The *Bookaneer Bookstore* provides materials, textbooks, and services to students with a focus on cost containment and control measures to benefit students. *Bookaneer Bookstore* has operating efficiencies are established and have resulted in yield resources to support campus initiatives.

In accordance with Washington State Auditor requirements The College has audited financial statements for the period ending June 30, 2017. The Chair of the Board of Trustee's, the President, and Vice President for Finance & Administration participate in the entrance and exit conference for the annual audit. The College financial statements are audited in accordance with generally accepted auditing standards.

The College has a written agreement with the Peninsula College Foundation. The agreement was approved by the Washington State Attorney General's Office and clearly defines the relationship with Peninsula College.

Standard 2.G Physical and Technological Infrastructure

The College complies with the requirements of Standard 2G.

Peninsula College's main campus is located in Port Angeles additional learning centers are in Forks, WA and Port Townsend in support of students and the communities in which they reside. The Port Angeles campus includes 19 buildings with square footage in excess of 276,000 gross square feet. Campus facilities over the last dozen years have been replaced or have experienced major renovations. Campus improvements, both new or renovations, have been completed through comprehensive planning that included

engagement with a broad range of campus constituents.   Campus faculty, staff, and students noted that the PC administration has been inclusive in the process of planning and input as it relates to architectural drawings, including the solicitation of feedback of physical design. Through this process, input including recommendations for functionality was provided that resulted in improved space for students was achieved. The facilities at Peninsula College are special and reflect a commitment by The College staff and administration to an environment that supports teaching and learning.   With over 75% of The College facilities being newly constructed or renovated, the pride of high quality facilities shines through. The quantity and quality of classrooms, laboratories, libraries, the student union, collaborative space, specialized spaces – such as the theatre, health sciences building, and child care spaces are reflective of the institutions pride and Guiding Principle of "the teaching and learning process is at the center of the mission".   The aesthetics of the campus including the buildings, grounds and views of the mountains and peninsula are beautiful.

Classes in Port Townsend are provided in the newly renovated Building 202 located at Fort Worden, a Heritage Park within the Washington park system. This facility includes 14, 000 square feet and provides high quality and up-to-date technology and infrastructure. The building is recognized as a historical facility.

Peninsula College is committed to support of the Native American culture and communities located on the peninsula. This support is illustrated in campus programming, art work displayed throughout the campus, and most significantly the Peninsula College House of Learning (Longhouse).   The Longhouse was the first of its kind constructed on a community college campus. The construction of the building, which is located on state property that acknowledges historic tribal sovereignty and claim over the land and historic rights to its use, is a culmination of the coming together of six tribal nations. The building provides for cultural events, recruitment in support of Native American students, appreciation of cultural learning and heritage, and community events.

Facilities are compliant with ADA and provide access to students with disabilities. The campus operates in a safe and secure manner, with appropriate emergency management planning and notification processes for students. The campus utilizes an alert system to notify faculty, staff and students of campus emergencies and/or campus situation. Faculty, staff, and students reported feeling safe on campus.

 The College has policies and procedures in place to ensure that hazardous materials are handled effectively. Policies and procedures are understood and followed by faculty and facilities department staff. The campus has specialized laboratories faculty are responsible for safeguarding of hazardous materials that are utilized.

The institution manages the physical resources in a manner that ensures adequacy and usability for instruction and other student support functions. The College has a commitment to sustainability and efficiencies in plant operations. Construction reflects the maximization of natural lighting, thermal ground heat, and use of propane by way of example.

Peninsula College is commended for the aesthetically pleasing buildings and grounds that reflect the beauty of the surrounding area and the pride of The College leadership, faculty and staff which creates an environment conducive to student learning.

The College provides current and effective computing support and resources for its faculty, students and staff. Through discussions with faculty, staff and students, The College community believes that technology, equipment, and resources are appropriate and well maintained.

The Information Technology Department provides network infrastructure support, computing services, software and hardware support. The College maintains adequate security over technology resources. Appropriate policies and procedures for information technology purposes are in place. The Information Technology department is in the process of upgrading the phone system.

Concern: The College noted the existence of an IT Strategic Plan; however, the plan was limited in content. The IT Strategic Plan included the department's role in support of the strategic core themes. Peninsula College should develop a comprehensive technology infrastructure and replacement plan to support its operations, programs and services that includes input from campus stakeholders.

VIII. Planning and Implementation

The College is substantially in compliance with **Eligibility Requirements (ER) 22-23** that are related to Standard 3. As mentioned in response to Eligibility Requirements 4-21 above, The College does need to work on student learning outcomes assessment and closing the loop to more fully demonstrate evidence of student learning, especially at the program and institution levels as outlined in ER 22. For ER 23, The College also needs to work on its planning processes to make them more inclusive and connected to the mission and core theme objectives.

Standard 3.A Institutional Planning

The College has a robust planning process that sets the foundation for tying its various plans together. The myriad of plans supporting the work of the campus include academic and administrative unit plans (AUPs), area focused plans, a strategic enrollment management plan, and a combined college operational plan that aspires to allocate resources and develop budgets. This plethora of plans creates confusion, particularly in understanding how The College's student learning outcomes and core theme objectives are related to demonstrate overall mission fulfillment.

The College Strategic Plan is a two-page document listing the core themes and objectives. It also includes four strategic objectives. These do not seem to be mentioned anywhere else in the planning documents. These are used by college leadership to guide the priority of AUP projects, but there is no documentation or evidence of how they are being used. It appears to be an informal process.

Under the strategic plan core themes and objectives are the data indicators for each objective that are measured against a threshold and documented in the Mission Fulfillment report. Mission Fulfillment is covered in more detail in the Standard 5 section of this report.

There is an Institutional Assessment Plan and an Institutional Effectiveness Plan. These are not included on the planning process graphic on page 35 but the Assessment Plan is described in the narrative. It was developed in 2001 and has been regularly updated. It presents the assessment philosophy of The College, the description of their assessment procedures, roles of different staff in the processes, and how those processes are implemented and evaluated. The annual planning and assessment calendar details timelines for each step of the process. It does not appear to include specific times when staff have an opportunity to provide feedback on other plans, only working on their own. Cabinet is the main group that reviews, evaluates and approves all the plans, as well as identifies resource allocation from the plans.

The Institutional Effectiveness Plan has the same format as the Unit Assessment Plans. It is an artifact from planning processes years ago before the core theme objectives were developed. The program they use does not allow for changing the headings and column descriptors. Therefore, they are different from the Mission Fulfillment report even though

they are supposed to show the same information. It is confusing that the heading for the core theme column is goals. The Assessment Method column lists different assessments than found in the Core Theme Objective indicators that are part of the Mission Fulfillment report. Another confusion is the term for the report. The self-evaluation report calls it the Institutional Effectiveness Report, the link to the report calls it Institutional Effectiveness Plan, and the file itself is titled College-wide Effectiveness. The Use of Findings column is blank in all boxes even though it is 2016-17 data and the report was published in January 2018. Finally, the self-evaluation report states that this plan or report measures college-wide performance based on The College's six comprehensive goals, yet these goals have been reduced to three and not found in the planning documents.

The Administrative and Academic Unit Plans (AUP) have a format but the format is different for the academic plans vs. the administrative plans. On the academic plan forms, there are objectives but they are not tied to core themes. The other headings match between the two forms, yet the forms are different. This does present some confusion if looking at the entire planning process as a whole. For those faculty and staff that are focused on just their AUP, it does not appear to be a problem.

For each AUP, there is also an assessment plan. Those plans have the same column headings as The College-wide Effectiveness Plan, but with different information.

There is a closing the loop process outlined; however, it is unclear how it is incorporated into the AUP process. The closing the loop documents for each AUP have different column headings from the AUPs and are not available to view from the AUP tool. There was no evidence that the closing the loop process is done for each AUP annually. And, overall, in there is no evidence of documented relationships between student learning outcomes (at the course, college, or program level) and core theme objects in an attempt to assess mission fulfillment.

Concern: The College should clarify the way in which it utilizes the disparate planning processes and demonstrate that it utilizes data, assessment, reflection, and use of information for improvement and mission fulfillment. It should show the interdependent nature of its functions, operations, and resources to accomplish its core theme objectives and to fulfill its mission.

The College has developed a comprehensive Emergency Management Plan. The plan was last reviewed in January 2017. It includes a hazard mitigation plan, an emergency operations plan, a crisis communications plan, evacuation plan, and a pandemic flu plan. It also details the responsibilities of key staff. In addition, the AUP for the Safety and Security Unit details emergency/catastrophic event training priorities for the upcoming year. There is regular training made available on campus as well as participating in county-wide trainings.

The College has three sets of drills each year on campus. There is an earthquake drill, fire drill, and lockdown drill for an active shooter. All managers have a Hazard Go kit

that details what needs to be done in an emergency if leadership is off campus. The Campus Safety Officer also carries electronic list of all student contact information so students can be communicated to in the event of an emergency. Management also holds tabletop exercises after drills to review the results and contingencies.

The plan is communicated to faculty and staff through monthly staff meetings where the President presents data and updates on the planning process and progress that is being made through the Cabinet. This plan and its implementation is a commendation for The College and they should be proud of it.

In an attempt to assess mission fulfillment and close the loop, there is one planning rubric that focuses on seven different aspects of planning and measures the results using a scale of initial, emerging, developed, or highly developed. Using the example of this planning rubric to evaluate the planning process of Peninsula College, the results were:

- Ongoing Planning:
  - The College has a multi-year process with evidence that assessment data is used in the process to make changes and decisions to improve The College.
- Comprehensive Planning:
  - The College has an ongoing, multi-year planning process that is well understood by faculty and staff. That said, there are multiple plans that do not appear to be centralized and focused in such a way as to determine how The College is moving toward mission fulfillment.
- Plans Implemented:
  - There is evidence that plans from the overarching strategic plan to their specialized area plans to the Academic and Administrative Unit Plans (AUP) to the overall College Operational Plan are developed and implemented each year. There is a process described to close the loop with the AUPs and Operational Plan by looking at results from one year and carrying projects and initiatives over to the next year but there was no evidence in documents that this was happening on an annual basis in all AUPs.
- Broad-based participation:
  - There is evidence that most faculty and staff are involved in the planning process at some level; however, it is only at the base AUP level for their department or program. For the most part, the planning decisions are made by the President's Cabinet. The Cabinet relies upon a plethora of data that are seemingly disconnected. And, assessment of core theme objectives and student learning outcomes are not consistently and centrally measured to inform decision making, or close the loop, and support mission fulfillment.
- Informed by Assessment Data:
  - There is some evidence in the planning process that assessment data, especially with the indicators of the core theme objectives, are used in the planning process, but it is not documented well how data from the AUPs and Operational Plan are used to make improvements. This is done strictly at the Cabinet level. There does not appear to be a centralized body focused (other

than the Cabinet) upon mission fulfillment and resource allocation at an institutional level.

- Planning Guides Resource Allocation:
  - There is very little evidence that assessment data from the planning process regularly guides resource allocation. What occurs happens at the operational plan level where the Cabinet builds the budget for the following year by referring to budget requests in the plan, but this is not documented at the level of showing evidence of how this process works.
- Emergency Preparedness:
  - The College does have a well-developed Emergency Management Plan that has been developed and fully implemented. The plan is well communicated to the staff and most students are very aware of the drills that happen each term. This plan has earned a commendation for The College during this visit.

IX.   Core Theme Planning, Effectiveness, and Improvement

EDUCATION Core Theme
Introduction

Led by the President and Board of Trustees, the campus is dedicated to its central theme of education and has a strong foundation supporting a culture of data collection. The College has attempted to design transparent and regular communication by involving faculty and staff in a variety of planning groups and teams. All college staff are passionate about The College, are well informed regarding the established core themes, and deeply invested in the unit planning process (AUP). It was clear early in the visit that Peninsula College was an open and welcoming college campus, which is a critical component of an effective learning environment. Essentially, the evaluators found that the campus community is comfortable with planning and gathering data; however, struggles in attempting to focus on a centralized planning, assessment and budgeting process. There appears to almost be too much planning and too much data, though it is unclear how this data, and the processes, are used to improve and prove mission fulfillment.

Standard 3.B Core Theme Planning

The Education Core theme is supported by appropriate objectives and indicators and is consistent with the stated mission of The College. As the central mission of The College, the core theme was well known on campus, though the method of developing this and the other two core themes was not well understood. Robust data are collected on the objectives and indicators with the results regularly reviewed by college staff and the Board of Trustees at their monthly meetings. The College constituency were aware and supportive of the core themes, evidence of the regular and transparent campus communication.

Evaluators saw evidence that course level student learning outcomes are consistently published on course syllabi. General education outcomes are well developed, comprehensive, and clearly published in the course catalog. Program and degree outcomes are published in the course catalog, though in an inconsistent and incomplete manner.

The Academic and Administrative Unit Planning process on campus was widely understood and embraced. However, there was a lack of evidence regarding using data collected from Core Theme indicators in the unit planning process. The process showed connection to core themes and core theme objectives, but the indicators and actions listed on the AUP forms did not link to established Core Theme indicators. There was no clear linkage between student learning outcomes and mission fulfillment.

While yearly outcomes, goals, and objectives are established in the widely understood unit planning process, Evaluators failed to see that data from core theme indicators were directly connected to that process.

Standard 4.A Assessment

Evaluators saw evidence of regular and systematic collection and analysis of data related to the four Education objectives and each of the associated eighteen indicators. Evidence was presented indicating this data is regularly reviewed and analyzed by administrators as well as regularly reviewed by the Board of Trustees in their monthly meetings.

Evaluators also saw evidence of a thorough understanding and use of the Academic and Administrative Units Plans through all levels of The College. Evidence shows the AUP outcomes (not to be confused with core theme outcomes) are updated on a yearly basis, with the analysis of the previous year's AUP outcomes guiding the establishment of the current AUP outcomes. Evidence shows the AUPs are utilized as a yearly work plan, as well as for annual resource allocation, though evaluators struggled to see the connectivity between the AUPs and the core themes.

Evaluators failed to see evidence of data from course, program, and general education outcomes being used to inform the planning or assessment process for programmatic offerings. Course level outcomes are established and reviewed by faculty in their curriculum committee meetings. It was unclear how these outcomes informed decisions regarding program review, and the faculty seemed to be disconnected from the program review process, indicating that it was handled at the Dean level. It is concerning that faculty seem to have abdicated and level of control or involvement of the program review process.

Evidence was provided that course level outcomes were located on each course syllabus, though these were not located in an easily accessible or centralized location. Teaching faculty are responsible for the establishment and review of student learning outcomes. Program level outcomes are inconsistently noted in The College catalog, and many certificates and programs do not have outcomes specified. There is little evidence of outcome measurement being used to make improvements or adjustments in pursuit of improving student achievement.

The Evaluators did not see connection between course level, program level, and institutional level outcomes in pursuit of mission fulfillment.

Evaluators were impressed with the thorough understanding and use of the Academic and Administrative Units Plans (AUPs) through all levels of The College. Evidence shows the AUP outcomes (not to be confused with core theme outcomes) are updated on a yearly basis, with the analysis of the previous year's AUP outcomes guiding the establishment of the current AUP outcomes. Evidence shows the AUPs are utilized as a yearly work plan, as well as for annual resource allocation, though evaluators struggled to

see the connectivity between the AUPs, program review data, or the core theme indicators.

Standard 4.B Improvement

While the core themes and core theme objectives are included in the AUPs, the associated core theme indicators are absent in these plans. While measurement of the core theme indicators is occurring, with the data being provided in a timely manner to college staff and the board of trustees, evaluators failed to see evidence of core theme indicator data being used to inform planning, decision making, or allocation of resources and capacity.

The evaluation team failed to see evidence of core theme indicator data being synthesized and used in a purposeful way in the selection of programs, services, or contributing components in the pursuit the achievement of goals or intended outcomes of the respective programs or services, and thus fulfilment of the core themes and mission.

The Evaluators struggled to find evidence that the results of student learning assessment are used to support academic and leaning supported planning and practices. The Evaluators failed to see evidence that assessment data is regularly reviewed or used to make meaningful improvements.

OPPORTUNITY Core Theme
Introduction

The Opportunity core theme is consistent with the stated mission as it addresses access to the campus via enrollment data, age, race, gender, economically disadvantaged, college environment, basic skills and continuing education. This theme was determined by a previous administration and it was unclear how this process looked or how the campus community provided input.

Standard 3.B Core Theme Planning

The "Actions" listed on the AUP forms have a "Core Theme Objectives" but are not linked to the "Indicators." Further there is no clear documented relationship between the student learning outcomes and the core theme objectives as required to evaluate mission fulfillment.

This is the most obvious disconnect between Mission Fulfillment and The College Operational Plan. Additionally, The College has a disconnected Strategic Plan, Enrollment Management Plan, Institutional Assessment plan and other Planning documents, none of which are linked to the "Indicator of Achievement".

The College has a Strategic Plan dated 2014-2017 that list three of the five Core Theme Objectives under the core theme Opportunity. It further has a Strategic Objective titled Destination College that focus on making PC the "first choice" for students anywhere in

the "world." There is no clear linkage between Opportunity Core Theme indicators and the Strategic Plan.

The College appears to directly measure their core theme objectives, in opportunity, as data becomes available and this data is reported to the Board of Trustees. Evidence of this practice was provided via the Monthly Board of Trustees reports. There is little evidence that these measures are share with The College at large.

Compliment: The College is to be complimented for their commitment to data collection and their transparency with their Board of Trustees regarding the types and amount of data shared for decision-making.

Compliment: The President has made a commitment to monthly public meetings that serve as an important venue for communication, which is appreciated by students, staff, and faculty.

Standard 4.A Assessment

The College appears to conduct a monthly review of a "cluster" of the Core Theme Objectives and Indicators of Achievement. The committee understands that these "clusters" of are reviewed based on the availability of the data. (i.e. as the data becomes available from the State or internally). At the end of the year (2016-17) a Mission Fulfillment Report is completed. There appears to be a great deal of data collected and reviewed.

It does not appear as if planning/improvements for programs, services and Student Learning and/or Student Learning outcomes is informed by this collection of data.

Faculty clearly set assessments for evaluating students within their individual courses. However, it was unclear how the results of these assessments were collected or used beyond the individual course/faculty level.

Connection at the course level to the General Education outcomes is unclear. It does not appear that PC engages in an effective system of evaluation of its programs level. Program evaluations do not appear to occur at the faculty level.

The College does not yet have maps that connect course learning outcomes, program learning outcomes, and institutional level mission fulfillment. There was no program and service review process that demonstrated holistic accomplishment of the core themes.

The College has an excellent resource allocation tool and should be commended for The College wide participation in the use of this tool. The tool is used for each Academic program, in an attempt to improve programs and services. Due to the lack of Program review data, the institution does not show evidence of alignment and correlation of the goals or intended outcomes of its program or service.

There is evidence that administration regularly reviews it assessment data to ensure they are appraised of achievement.

Standard 4.B Improvement

Peninsula College appears to have institutional indicators of achievement.
Peninsula College needs to implement a comprehensive system of Institutional planning that link institutional/operational planning that accomplish the core theme objectives and indicators of achievement that fulfill the Mission of The College. The core theme objectives and indicators should inform decision-making and improvements and establish clear relationships between the student learning outcomes and core theme objectives as required to assess mission fulfillment.

As stated above Peninsula College has a very good resource allocation process and process for documenting unit level improvements. These unit level improvement/ initiatives should be tied directly to Student Learning and/or Student Learning Achievement that roll up into strategic objectives that are tied to the core theme indicators or directly to the core theme indicators. There should be an institutional track that allows The College Wide Operational plan to direct improvements that improve the overall Mission of The College.

Concern: No evidence was found that suggests that the institution uses the results of student learning assessments to inform academic and learning-support planning because no documented relationship between the student learning outcomes and core theme objectives could be verified to assess mission fulfillment. Though several surveys were administered on a regular basis, it was not evident how the results of these surveys impacted academic and learning support planning or how meaningful results lead to improvement.

ENRICHMENT Core Theme
Introduction

As a whole, the Enrichment core theme is consistent with the stated mission and values of The College. This theme was determined by a previous administration and it was unclear how this process looked or how the campus community provided input.

Standard 3.B Core Theme Planning

Currently, the campus community provides input via the Academic Unit Plans, which roll up into the Administrative Unit Plans, which roll up to The College Operational Plan and is communicated back down via the approval, denial, or delay of budget requests. Data is supposed to be measured, and the previous AUP completed (with findings and results). However, no-one is specifically monitoring this process and not all AUP's were completed after development with findings and use of findings. For example, the previous college-wide effectiveness AUP did not have findings, and use of findings,

completed for the previous year. Additionally, the previous years' AUP in college-wide effectiveness did not have any goals set for enrichment (and opportunity). While it is very clear that The College is doing great work in enriching the community, this was not demonstrated consistently in the AUP findings and use of findings. Further, it was not clear how decisions were made specific to the core theme of enrichment and to what degree these decisions were impacting the campus and students.

Faculty, staff and management were committed to the core theme of enrichment. Their knowledge of this theme was evident in interviews across a variety of teams and in the campus culture. For example, the Forks campus site invited students and the community into the center for Ted Talk Tuesdays, community concerts, and many different activities. They are clearly a valued part of the Forks community. As the varying interviewees described the activities, answered questions, and provided examples of strategies, their commitment to the core theme of enrichment was clear.

It was less clear how the core theme of enrichment drives decision making (though resources were clearly connected to the goal of enriching students and the community). It was clear that the core theme of enrichment drives resource allocation. Administration takes the results of the AUP's, and through their annual retreat, they allocate resources based upon their internal prioritization process (and availability of resources). The College does not weight their core themes, or measures, and again, this made planning according to core theme more difficult. Instead of looking at priorities based upon value of core theme, they internally prioritized their needs (according to other criteria) and the planning link to the core theme of enrichment was not evident.

Compliment: Peninsula College is clearly a welcoming, enriching place for the communities it serves.

Compliment: Students, staff, faculty and administration were passionate about their core themes and their planning processes.
The Longhouse, the satellite campus locations, the commitment to local arts and shows all demonstrate Peninsula Colleges' commitment to enriching the lives of its students, staff, faculty, and community. While there are still several planning hurdles to be overcome, The College has the necessary structures, including a strong, committed leadership, to effectively overcome those hurdles. While minimal data was reported regarding the long-term impact of enrichment on student achievement, these components have certainly impacted student, college and the community culture.

Compliment: The Deans are to be complimented for their work in enrichment and this work has not gone unnoticed by students, staff or faculty. The Longhouse is one example of the way The College is understanding the connection between student learning outcomes and core theme objectives to establish mission fulfillment. Documentation will be essential as the campus works toward connecting learning to mission fulfillment at the core theme level.

The College appears to directly measure their core theme objectives, in enrichment, through the number of fine arts programs and survey reports from staff, faculty and students. While ample evidence of core theme objective data was found at The College, evidence that this data is directly tied to the institution's strategic plan and/or the core themes was not consistent. For example, the number of campus events was recorded and tracked, but there was limited evidence that this informed program goals, long range planning or strategic initiatives or objectives. There was even less evidence to support that these events enriched the lives of college students, staff, faculty, or the community. Having said that, the collected data was collected, aggregated, and reported monthly to the Board of Trustees and to the campus at large by the President in his monthly meetings.

Compliment: The College is to be complimented for their commitment to data collection and their transparency with their Board of Trustees regarding the types and amount of data shared for decision-making.

Standard 4.A Assessment

The first objective under enrichment was to provide and promote cultural enrichment by providing culturally rich and diverse programming in the fine arts. In 2015/16, the goal was to provide 20-30 programs in the arts, and 79 were provided. The College also attempted to achieve a 70% positive response to specific questions on the PC_SEQ. They achieved a 60% in art, music and theatre and a 76% in literature. PC next set a goal to obtain a 70% positive response rate on the ACT Student Opinion Survey where they received a 59%. They exceeded their 70% positive response rating of faculty and staff on the ACT Student Opinion Survey, earning an 87%. Next wage-recovery data was examined. Peninsula College set a goal of 105% wage recovery after program completion, and they achieved a 120.6% wage-recovery rate.

The second objective under enrichment was to contribute to the exchange of knowledge and resources as well as the economic vitality of Clallam and Jefferson Counties through community connections. The goal here was to achieve a target of three times the annual state revenue in economic benefits provided. They realized economic benefits of 5.6 times the state revenue.

The third objective under enrichment was to model pluralism, a culture of mutual respect and acceptance. This was to be determined by the goal of an 80% positive student response rate to the pluralism specific question on the ACT Student Opinion Survey, which came in at 83%. The College also set a goal of a 75% positive response rate to self-reported gains in pluralism on the PC_SEQ, which was met at 77%. Lastly, The College attempted to achieve an 80% positive response rate on the faculty/staff Strategic Directions Survey, and this was not met as they achieved a 77%. Overall, under the core theme of enrichment, seven of the ten indicators were successfully achieved.

The systematic process of evaluation, assessment, and use of assessment for mission fulfillment appears to be newly developed and emerging in its sophistication.

Benchmarks were established, but it was unclear what these were set against or if these targets were increased or decreased from previous years. It was also unclear how these were used for systematic improvement (based on verifiable results). In other words, did these goals and objectives bring the institution closer to its overall goal of enrichment? How did the individual unit plans operationalize enrichment and measure, assess, and use the results of their data?

Faculty clearly set assessments for evaluating students within their individual courses. However, it was unclear how the results of these assessments were collected or used beyond the individual course/faculty level. It does not appear that The College engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. For example, there is no program review process or schedule for program review. Program review was completed this year in answer to a request from the faculty union. This process consisted of looking at FTE, credits, job availability, and demand for the program. Prior to this, program review had not been completed since prior to 1999.

Concern: The College must develop a formal system for aggregating and using assessment data at the course and program level to improve student learning and the completion of program learning objectives.

The College has a current (2015) graduation rate of 32%, an annual retention rate of 48%, and a 14% transfer rate. The College measures student achievement as being met by course and program completion. This is problematic, if 68% of students never achieve this benchmark. Are students who do not graduate making achievements at the course, program and degree level? There is no evidence that this is being examined, tracked, and used to inform programming and course, program, student learning.

All courses at PC have course learning outcomes. The College does not yet have maps that connect course learning outcomes, program learning outcomes, and institutional level mission fulfillment. They were also no evidence to suggest that co-curricular supports and extracurricular activities were designed specifically to support course, program, and institutional learning outcomes. Further, there was no program and service review process that demonstrated holistic accomplishment of the core themes.

The AUP process is a wonderful resource allocation and operational planning tool. Staff and faculty clearly link this tool with resource allocation. However, The College does not currently tie holistic assessment of its programs and services to this tool to determine if the resource allocation is effective at improving programs and services. In interviews, administration stated that staff were to go back in and report findings and use of these findings, but many of these columns were not completed (including the institution-wide effectiveness AUP). Further, many of the timelines for AUP's crossed over so that data from one AUP was not clearly used to inform the next. It was also unclear how the course level data fed into this larger process. A small sample of course level forms were present, but these did not seem to connect to the larger program, division or institutional process.

There was no evidence that faculty use assessment data to make changes to course learning objectives.

Standard 4.B Improvement

It does not appear that the core theme of Enrichment is measured, but that each objective within that core theme is. Each objective has meaningful data points that are clearly articulated, collected and disseminated to the campus. Evidence does not indicate that these results, or that meaningful course/program/service level assessments, are gathered and used in planning and decision making. Evidence, through the AUP process, does indicate that resource allocation is clearly linked to the operational plan. The majority of the staff and faculty, with a few notable exceptions, reported that results were made available in a timely manner through the Board of Trustees meetings and Presidents monthly meetings. It was not clear if these results were shared with the community, and if so, how and when.

No evidence was found that suggests that the institution uses the results of student learning assessments to inform academic and learning-support planning. Though several surveys were administered on a regular basis, it was not evident how the results of these surveys impacted academic and learning support planning. It was also clear that the community is invited to provide college feedback through advisory boards, industry round tables, and wage/placement data. How this information is used to modify current academic practices or planning was unclear. It was clear that the institution used this data to decide on new programs, or to discontinue old programs, but how modifications were made to current programs and student learning practices was less clear.

X.   Mission Fulfillment, Adaptation, and Sustainability

The College is substantially in compliance with **Eligibility Requirement 24** that is related to Standard 5. The College has demonstrated that it has the appropriate operational scale to fulfill its mission.

Standard 5.A Mission Fulfillment

The College has clearly laid out its planning process, which starts with the Strategic Plan and works its way down through the AUPs to The College Operational Plan which then helps to drive budget or allocation decisions. The process is participatory from across campus in designing and measuring the different planning components. One such result was the development of a Strategic Enrollment Management Plan after getting input on it from all areas of The College.

There are three core themes with a total of 39 indicators divided up among them. The results of the assessment of those indicators is detailed in the College's annual Mission Fulfillment report. The report of 2015-16 is the latest one that has been completed, as of May 2017. In that report, they met or exceeded 64% of the 39 indicators. The indicators are all evidence-based and mostly quantitative. Where an indicator threshold was not met, there was information on why it was not met or some explanation for the result.

The College defines Mission Fulfillment as the extent to which it is achieving the three core themes. There is no desired percentage of achieving indicator success as a quantitative measure of mission fulfillment. In fact, The College states that mission fulfillment cannot be defined by a purely objective percentage of core theme indicators measured. They look at it from a systems perspective and a work in progress and formative, not an end point and summative. While this approach does have merit, it does make it harder to be able to clearly state that The College is quantitatively meeting its mission based on the individual results of the indicator measurements and based on evidence. But there is no acceptable threshold of overall mission fulfillment. The Mission Fulfillment report also does not have any narrative to set the stage on this process, how it is being used, why there is no acceptable threshold of indicator achievement, or further analysis of what the results of the individual indicator measurements tells The College about their progress in achieving mission fulfillment and core theme objectives.

The College does have an intricate planning process that uses assessment results in developing the next year's list of initiatives. Conversations across campus regarding indicators of student success led The College to adopt the Guided Pathways initiative.

Generally, in regard to the core themes, the evaluators found that in the support structure for mission fulfillment, there is no documented relationships between student learning outcomes at the course-to-college-to-program-level and the core theme objectives leading to mission fulfillment.

Standard 5.B Adaptation and Sustainability

The College has adopted a number of processes for planning which are based upon the Peninsula College Strategic Plan core theme's objectives. As noted previously, mission fulfillment has not been defined by The College. A foundation for gathering information for comprehensive planning is in place and initiated in the Academic/Administrative Unit Plans (AUP) that lead to the annual Comprehensive College Plan. The AUP process does require departments to link initiatives and funding requests to a core theme and its corresponding objectives, however in some cases the initiative did not appear to align to the core theme and objectives.

Assessment is being accomplished through external evaluation including CCCSE and ACT as well as student surveys. Peninsula has the opportunity in its next mission review and planning cycle to align core themes, objectives, assessment and resource alignment and to define mission fulfillment.

Peninsula has a significant number of identified achievement indicators (39) and produces an annual Mission Fulfillment report to communicate results it has an opportunity to build upon this work to create a college-wide approach for general education learning outcomes, programs and services and to use these results for improvement in achieving its desired outcomes.

Concern: The Evaluators did not observe evidence of assessment and the connection to improvement. The Strategic Plan did not appear to be revised on a regular basis to reflect changes in the institution.

XI.   Summary

The faculty and staff at Peninsula College can be very proud of the work they have done over the past seven years to prepare for this accreditation visit. They have a beautiful campus and are serving the citizens of their two rural counties in northwest Washington state with excellent higher education opportunities.

The College needs to work on their planning and the learning outcomes assessment processes as well as closing the loop, and with the passion for students and the dedication the team experienced on the visit, they will make great strides in those efforts.

XII. Commendations and Recommendations

Commendations
Peninsula College is to be commended for:

1. The aesthetically pleasing buildings and grounds that reflect the beauty of the surrounding area and the pride of The College leadership, faculty, and staff which creates an environment conducive to student learning.

2. Their Comprehensive Emergency Management Plan which details procedures to handle multiple emergency types, includes regular drills on campus each term, as well as evaluation of events and regular trainings.

3. Its focus on student success as demonstrated by comprehensive on-boarding and support services, including mandatory orientation and advising, WorkFirst and BFET, and Finish Line awards.

4. Its culture of collaboration exemplified by cross departmental membership in the Campus Master Plan committee, Strategic Enrollment Management committee, campus-wide participation in the Unit Planning process, and building of the first longhouse in the nation on a community college campus.

Recommendations
The Commission Recommends:

1. Peninsula College develop, implement, and review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services. (Standard 2.G.8)

2. Peninsula College implement a comprehensive system of institutional planning that exemplifies the interdependent nature of its functions, operations, and resources to accomplish its core theme objectives and to fulfill its mission. (Standards 3.A.1, 3.A.2, 3.A.3, 3.A.4, 3.B.1)

3. Peninsula College demonstrate through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes and yield meaningful results that lead to improvement. (Standards 4.A.3, 4.B.2)

4. Peninsula College documents and evaluates its cycle of planning and assessment of results to ensure their adequacy, alignment, and effectiveness and uses the results to make changes, as necessary, for improvement. (Standard 5.B.2)