

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES  
8060 165TH AVENUE N.E., SUITE 100  
REDMOND, WA 98052

# PENINSULA COLLEGE

## YEAR THREE SELF-EVALUATION REPORT

SPRING 2013



**PENINSULA  
COLLEGE**  
PORT ANGELES, WASHINGTON

Northwest Commission on Colleges and Universities  
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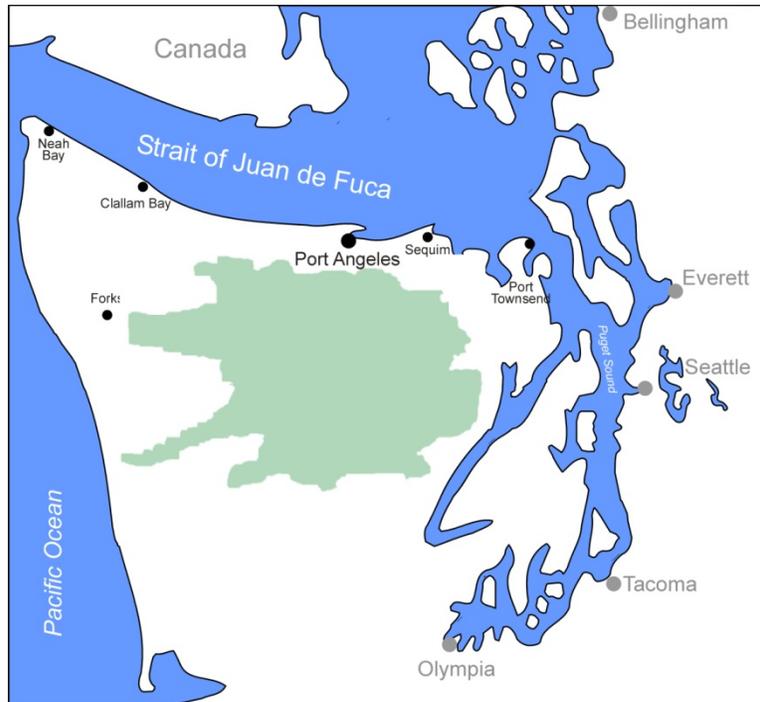
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# INSTITUTIONAL OVERVIEW

Peninsula College is one of 34 community and technical colleges in the state of Washington. Located on the North Olympic Peninsula, the College service district encompasses Clallam and Jefferson Counties—an area of over 3,600 miles of land that extends from the Pacific Ocean on the west to the Hood Canal on the east. The area’s topography is notable for its forests, mountains, rivers, lakes, and numerous watersheds, all of which contribute to the area’s isolation and widely separated population areas. The region is also home to six Native American tribal reservations, which are dispersed across the North Olympic Peninsula.



The main campus is located in Port Angeles. Learning centers are located in Forks (57 miles west of Port Angeles), Sequim, Port Hadlock and Port Townsend (46 miles to the east). Peninsula College is the only resident institution of higher education on the North Olympic Peninsula.

In recent years, as the region’s economic base in farming, logging, and fishing has undergone significant transformation, the College has worked extensively with local employers and business leaders to develop programs and training designed to address changing economic and marketplace needs. To this end, the College instituted its first applied baccalaureate degree in the fall of 2007, receiving full accreditation as a baccalaureate degree-granting institution in July, 2010.

In 2011-2012, Peninsula College enrolled 6,066 credit and noncredit students and awarded 1,137 degrees and certificates. More than 70% of vocational students were employed within nine months of completing a job-preparatory program. The majority of students were part-time (62.9%), and the median age was 27.9 years of age.

In July, 2012, Peninsula College hired its sixth president, Dr. Luke Robins.

# BASIC INSTITUTIONAL DATA FORM

<b>Institution:</b>			<b>If part of a multi-institution system:</b>		
Name: Peninsula College			Name of System: NA		
Address: 1502 E. Lauridsen Blvd			Address:		
Address:			Address:		
City: Port Angeles	State: WA	ZIP: 98362	City:	State:	ZIP:
Highest Degree Offered:	<input type="checkbox"/> Doctorate <input type="checkbox"/> Masters <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate <input type="checkbox"/> Other (specify)				
Type of Institution:	<input checked="" type="checkbox"/> Comprehensive <input type="checkbox"/> Specialized <input type="checkbox"/> Health-related <input type="checkbox"/> Religious-based <input type="checkbox"/> Tribal <input type="checkbox"/> Other (specify)				
Institutional control:	<input checked="" type="checkbox"/> Public <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Private/Independent <input type="checkbox"/> Non-profit <input type="checkbox"/> For Profit				
Institutional calendar:	<input checked="" type="checkbox"/> Quarter <input type="checkbox"/> Semester <input type="checkbox"/> Trimester <input type="checkbox"/> 4-1-4 <input type="checkbox"/> Continuous Term <input type="checkbox"/> Other (specify)				

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the Council for Higher Education Accreditation (CHEA). (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Program	Associate of Applied Science	NATEF	Certified 2008 through 2013
Nursing Program	Associate of Applied Science	NLNAC	Fall 2010 through Fall 2018

### Full-Time Equivalent (FTE) Enrollment.

State the formula used by the institution to compute FTE:	15 Credits/Quarter = 1 FTE
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### Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	<b>Dates:</b> Fall 2012	<b>Dates:</b> Fall 2011	<b>Dates:</b> Fall 2010
Undergraduate	2379	2286	2705
Graduate			
Professional			
Unclassified			
Total all levels	2379	2286	2705

**Full-Time Unduplicated Headcount Enrollment.** Count students enrolled in credit courses only.  
**Official Fall Term Enrollments**

<b>Classification</b>	<b>Current Year</b>	<b>One Year Prior</b>	<b>Two Years Prior</b>
	<b>Dates:</b> Fall 2012	<b>Dates:</b> Fall 2011	<b>Dates:</b> Fall 2010
Undergraduate	3000	3115	3851
Graduate			
Professional			
Unclassified			
Total all levels	3000	3115	3851

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number      Number of Full Time (only) Faculty and Staff by Highest Degree Earned

<b>Rank</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Less than Associate</b>	<b>Associate</b>	<b>Bachelor</b>	<b>Masters</b>	<b>Specialist</b>	<b>Doctorate</b>
Professor	43			2	4	19		18
Associate Professor	3			1	1	1		
Assistant Professor	3				1	2		
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank		183						

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<b>Rank</b>	<b>Mean Salary</b>	<b>Mean Years of Service</b>
Professor	51805	16
Associate Professor	45099	8
Assistant Professor	45313	4
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year: July 1, 2011 thru June 30, 2012

Reporting of income: Accrual Basis \_\_\_\_\_ Accrual Basis \_\_\_\_\_  
 Reporting of expenses: Accrual Basis \_\_\_\_\_ Accrual Basis \_\_\_\_\_

**BALANCE SHEET DATA**

ASSETS	Last Completed FY Dates: 2011-2012	One Year Prior to Last Completed FY Dates: 2010-2011	Two Years Prior to Last Completed FY Dates: 2009-2010
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	6,866,480	5,518,214	4,374,982
Investments	2,287,223	2,283,067	2,276,975
Accounts receivable gross	602,734	370,308	313,093
Less allowance for bad debts	192,272	158,286	158,286
Inventories	239,058	122,584	145,991
Prepaid expenses and deferred charges	0	0	0
Other (identify)	0	0	0
Due from	8,111,433	8,632,597	8,117,439
<b>Total Unrestricted</b>	<b>17,914,656</b>	<b>16,768,483</b>	<b>15,070,196</b>
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	332,472	257,281	177,354
<b>Total Restricted</b>	<b>332,472</b>	<b>257,281</b>	<b>177,354</b>
<b>TOTAL CURRENT FUNDS</b>	<b>18,247,128</b>	<b>17,025,764</b>	<b>15,247,549</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	296,335	296,335	296,335
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>296,335</b>	<b>296,335</b>	<b>296,335</b>
<b>PLANT FUND</b>			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	2,028,847	76,460	85,592
<b>Total unexpended</b>	<b>2,028,847</b>	<b>76,460</b>	<b>85,592</b>
Investment in Plant			
Land	156,858	73,858	73,858
Land improvements	1,824,450	1,690,958	1,518
Buildings	68,309,429	39,475,064	39,728,559
Equipment	686,909	609,937	487,479
Library resources	221,718	231,366	285,698

Other (Construction in Progress)	183,784	30,074,501	10,766,776
<b>Total investments in plant</b>	<b>71,383,148</b>	<b>72,155,684</b>	<b>51,343,888</b>
Due from	0	0	0
Other plant funds (identify)	0	0	0
<b>TOTAL PLANT FUNDS</b>	<b>73,411,995</b>	<b>72,232,144</b>	<b>51,429,480</b>
<b>OTHER ASSETS (RETIREMENT LT OBLIGATIONS)</b>	<b>1,682,306</b>	<b>1,713,461</b>	<b>1,459,285</b>
<b>TOTAL OTHER ASSETS</b>	<b>1,682,306</b>	<b>1,713,461</b>	<b>1,459,285</b>
<b>TOTAL ASSETS</b>	<b>93,637,763</b>	<b>91,267,704</b>	<b>68,432,649</b>

**BALANCE SHEET DATA (continued)**

<b>LIABILITIES</b>	<b>Last Completed FY Dates: 2011- 2012</b>	<b>One Year Prior to Last Completed FY Dates: 2010-2011</b>	<b>Two Years Prior to Last Completed FY Dates: 2009-2010</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	355,530	151,795	144,930
Accrued liabilities	818,175	788,312	520,391
Students' deposits	3,792	0	0
Deferred credits	305,898	145,375	461,117
Other liabilities (identify)	0	0	0
Due to	9,759,568	8,205,885	7,384,263
Fund balance	6,553,731	7,238,776	6,240,353
<b>        Total Unrestricted</b>	<b>17,796,694</b>	<b>16,530,143</b>	<b>14,755,162</b>
Restricted			
Accounts payable	199	408	65
Other (identify)	12,967	10,928	15,028
Due to	437	0	0
Fund balance	318,868	245,945	162,261
<b>        Total Restricted</b>	<b>332,472</b>	<b>257,281</b>	<b>177,354</b>
<b>TOTAL CURRENT FUNDS</b>	<b>18,129,166</b>	<b>16,787,424</b>	<b>14,932,516</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	296,335	296,335	296,335
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>296,335</b>	<b>296,335</b>	<b>296,335</b>
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	36,271	23,482	3,446
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (Deferred Credit)	24,282	29,122	42,495
Due to	55,710	131,514	131,217
Fund balance	72,681,483	71,414,469	50,554,728
<b>        Total unexpended</b>	<b>72,797,746</b>	<b>71,598,587</b>	<b>50,731,887</b>
Investment in Plant			
Notes payable	967,930	1,118,149	850,000

Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (Interest Payable)	77,000	106,600	140,600
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	<b>1,044,930</b>	<b>1,224,749</b>	<b>990,600</b>
<b>OTHER LIABILITIES (LONG TERM LEAVE)</b>	<b>1,369,587</b>	<b>1,360,609</b>	<b>1,481,312</b>
<b>TOTAL OTHER LIABILITIES</b>	<b>1,369,587</b>	<b>1,360,609</b>	<b>1,481,312</b>
<b>TOTAL LIABILITIES</b>	<b>13,787,347</b>	<b>12,072,178</b>	<b>11,178,973</b>
<b>FUND BALANCE</b>	<b>79,850,416</b>	<b>79,195,526</b>	<b>57,253,676</b>

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

<b>REVENUES</b>	<b>Last Completed FY Dates: 2011- 2012</b>	<b>One Year Prior to Last Completed FY Dates: 2010-2011</b>	<b>Two Years Prior to Last Completed FY Dates: 2009-2010</b>
Tuition and fees	4,081,661	3,678,142	2,884,990
Federal appropriations	0	0	0
State appropriations	11,082,459	32,429,177	20,235,370
Local appropriations	0	0	0
Grants and contracts	11,718,823	13,299,483	12,030,723
Endowment income	0	0	0
Auxiliary enterprises	1,386,562	1,286,471	1,355,741
Other (Realistic Training; Gifts, Capital Match)	2,036,063	2,432	374,631
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	10,462,856	11,881,863	12,907,226
Research	0	0	0
Public services	0	0	0
Academic support	2,198,452	1,633,601	1,849,595
Student services	2,521,601	3,033,243	2,617,713
Institutional support	3,142,403	3,647,550	3,060,474
Operation and maintenance of plant	1,648,861	1,679,720	1,658,491
Scholarships and fellowships	3,901,192	3,872,875	3,475,877
Other (identify)	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
<b>Total Educational and General</b>	<b>23,875,366</b>	<b>25,748,852</b>	<b>25,569,376</b>
Auxiliary Enterprises			
Expenditures	1,483,415	1,553,298	1,634,151
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0

<b>Total Auxiliary Enterprises</b>	<b>1,483,415</b>	<b>1,553,298</b>	<b>1,634,151</b>
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>25,358,781</b>	<b>27,302,150</b>	<b>27,203,527</b>
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS</b> (Depreciation/Workstudy Match & Needy Scholarship)	1,930,294	1,236,614	1,176,497
<b>EXCESS</b> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	<b>3,016,492</b>	<b>22,156,941</b>	<b>8,501,431</b>

**INSTITUTIONAL INDEBTEDNESS**

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	<b>Last Completed FY Dates: 2011-2012</b>	<b>One Year Prior to Last Completed FY Dates: 2010-2011</b>	<b>Two Years Prior to Last Completed FY Dates: 2009-2011</b>
For Capital Outlay	967,930	1,118,149	850,000
For Operations	0	0	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Degrees Awarded** – report the number of degrees (by program) awarded at the location last year.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Degrees Awarded</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Port Townsend, WA 98368	A.A.Transfer	Not Available	36	335	11

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Degrees Awarded** – report the number of degrees (by program) awarded at the location last year.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Degrees Awarded</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Not applicable					

# PREFACE

Peninsula College completed its Year One Report in March, 2011. The Northwest Commission on Colleges and Universities reaffirmed the College's accreditation on the basis of the Year One Peer-Evaluation. However, in reaffirming accreditation, the Commission requested that the College prepare an Ad Hoc Self-Evaluation Report to address Recommendations 1, 2, and 3 of the Year One evaluation.

## RECOMMENDATION #1

The evaluation panel recommends that Peninsula College take action to determine if the mission of the College requires reconsideration following its accreditation as a degree-granting applied baccalaureate institution and to provide the Commission with evidence of its decision. (Eligibility Requirement 3; Standard 1.A.1).

## RECOMMENDATION #2

The Evaluation Team could not find evidence that Peninsula College has sufficiently defined mission fulfillment in the context of its purpose, characteristics, and expectations, nor that the College has articulated a threshold of accomplishments or outcomes that represent the extent to which it is fulfilling its mission. The evaluators recommend the College articulate a clear definition of mission fulfillment and establishes a mechanism for identifying and communicating an acceptable threshold in which the campus believes it has fulfilled its mission. (Standard 1.A.2)

## RECOMMENDATION #3

While the Core Themes and accompanying objectives provide a sound over-arching construct for a continuous improvement model tied to mission attainment, it appears that the College has only conceptually established indicators of achievement for the Core Theme objectives and many of the accompanying indicators/metrics. The Evaluation Team recommends the College establish specific indicators of achievement that are clearly defined, meaningful, assessable, and verifiable measures of accomplishment of the objectives of its Core Themes. (Standard 1.B.2)

The College addressed the three recommendations and submitted the requested Ad Hoc Self-Evaluation Report in March of 2012.

In sum:

1. The Peninsula College Board of Trustees twice revisited the College mission since the Board decided to seek candidacy as a baccalaureate-granting institution in January, 2006. The Board reaffirmed the College's mission most recently at its regular board meeting on June 14, 2011. Further, Trustees formally adopted the College's core themes at its January 10, 2012 Board meeting. (Eligibility Requirement 3; Standard 1.A.1).

2. The College has defined mission fulfillment as the extent to which it is achieving the essential elements of its mission—its core themes and core theme objectives. Specific indicators of achievement and the corresponding performance threshold for each core theme objective constitute the mechanism for identifying and communicating mission fulfillment. Results are reported to the Board of Trustees at their regularly scheduled meetings, and these results are used to inform the subsequent year's planning. (Standard 1.A.2).
3. The College has established specific indicators of achievement that are meaningful, assessable, and verifiable measures of accomplishment of the objectives of its core themes (Standard 1.B.2).

The Commission accepted this report at its July, 2012 meeting.

# CHAPTER ONE—MISSION, CORE THEMES AND EXPECTATIONS

## I. ELIGIBILITY REQUIREMENTS 2 AND 3

### 2. AUTHORITY

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

Peninsula College is one of thirty-four community and technical colleges in the state of Washington that derives its authority from the *Community College Act of 1967* (revised as the *Community and Technical College Act of 1991*), Revised Code of Washington (RCW 28B.50). Accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was first granted in 1965 and reaffirmed most recently in 2011. The College is accredited to award both two-year and four-year degrees and serves Community College District No.1, which encompasses Clallam and Jefferson Counties.

### 3. MISSION AND CORE THEMES

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

The College defines its mission and publishes a mission statement, which was reaffirmed by the Peninsula College Board of Trustees on June 14, 2011. The College's core themes—*Education, Opportunity, and Enrichment*—are derived from its mission, and the College's principal programs lead to recognized degrees: an Associate in Arts, Associate in Arts Honors, Associate in Science, Associate in Business, Associate in Elementary Education, Associate in Math Education, Associate in Applied Science Transfer, Associate in Applied Science, and Bachelor of Applied Science. The College allocates substantially all of its resources to support its educational mission.

## II. MISSION

The College's formal mission statement is reviewed once every five years as part of the College's planning and assessment process. It was last revised on February 14, 2006, following campuswide discussions that were facilitated by the President at his monthly meetings with faculty and staff. The resulting revision was reviewed by the College Council and the administrative leadership team before adoption by the Board of Trustees.

*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 Board of Trustees reaffirmed this mission statement, without revision, on June 14, 2011.

The Peninsula College mission statement reflects the comprehensive mission of the College. This mission can be capsulized by the following themes—*education, opportunity, and enrichment*. Together, these core themes embody the College's institutional purpose and establish a framework for planning, decisionmaking, budgeting, and assessing institutional effectiveness. Thus, the College has defined mission fulfillment as the extent to which it is achieving these core themes.

### III. CORE THEMES

The essential elements of the Peninsula College mission encompass the following core themes.

- ❖ EDUCATION
- ❖ OPPORTUNITY
- ❖ ENRICHMENT

Each core theme is realized through specific objectives with corresponding *indicators of achievement*, which are assessable and verifiable metrics of performance. A *performance threshold* is established for each metric, which provides explicit evidence that the College is either achieving its core objectives or making progress toward achieving them. Many of these metrics have been used in assessing institutional outcomes for a number of years and, in the aggregate, provide longitudinal data which the College uses to better understand the variables that affect mission fulfillment.

#### ❖ EDUCATION

The Peninsula College mission is to provide academic transfer, professional and technical, basic skills, and continuing education. Core theme objectives address each of these core areas of instruction.

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
Provide an <b>Academic Transfer</b> program that positions students to continue their education at the baccalaureate level.	<p>Number of “transfer-ready” students.</p> <p>Number of student completions in key distribution classes--ENG 101,102 and MATH 110 or above.</p> <p>Comparative performance of PC students on the CAAP with other community college students.</p> <p>Quality of learning responses on the ACT Student Opinion Survey /CCSEQ (<i>transfer students</i>).</p> <p>Time-to degree</p>	<ul style="list-style-type: none"> <li>▪ Achieve an annual target of 350 “transfer-ready” students.</li> <li>▪ Achieve an 85% completion rate in A/S distribution classes.</li> <li>▪ Achieve performance levels above the national average.</li> <li>▪ Achieve a 75% positive response rate.</li> <li>▪ Achieve an average time-to-degree of 3-years or less for students who graduate within 6-years of their start date.</li> </ul>

<p>Provide <b>Professional and Technical</b> programs that enable students to enter or re-enter the workforce, enhance their current skills, or pursue advanced educational opportunities.</p>	<p>Number of student completions in professional technical classes (at a proficiency level of 2.0 or greater).</p> <p>Quality of learning responses on the ACT Student Opinion Survey /CCSEQ (<i>prof/tech students</i>).</p> <p>Number of responses to quality of preparation questions on employer surveys.</p> <p>Job placement rate for students who leave after completion of a professional/technical degree or certificate, or majors in professional/ technical programs who leave after completion of 45 college-level credits with a GPA of 2.0 or above.</p>	<ul style="list-style-type: none"> <li>▪ Achieve 90% in student completions in P/T classes.</li> <li>▪ Achieve a 75% positive response rate.</li> <li>▪ Achieve a 75% positive response to the question, "How well was this employee prepared to perform the job for which they were hired"?</li> <li>▪ Achieve an 80% job placement rate.</li> </ul>
<p>Provide a <b>Basic Skills</b> program to help undereducated adults and adults with limited English proficiency to become more successful.</p>	<p>Student progress: Number of students who complete at least one program-level <u>and</u> make a significant gain in performance between the pre-test and post-test.</p> <p>Student transition from Basic Skills to postsecondary education.</p> <p>Annual Program Curriculum and Compliance Review conducted by the ABE office of the SBCTC.</p>	<ul style="list-style-type: none"> <li>▪ Achieve progress levels above 50-percent</li> <li>▪ Achieve an annual target of 25% of BasEd students who transition to College-level coursework within three academic years.</li> <li>▪ Achieve a “superior” or higher rating.</li> </ul>
<p>Provide <b>Continuing Education</b> classes with a focus on business training.</p>	<p>Annual enrollment.</p> <p>Measure student satisfaction with Business &amp; Continuing Education classes.</p> <p>Measure client satisfaction with contract training as reflected in a feedback survey.</p>	<ul style="list-style-type: none"> <li>▪ Achieve a target of 25-annualized FTEs.</li> <li>▪ Achieve an 85% positive satisfaction rate.</li> <li>▪ Achieve a 90% positive response rate.</li> </ul>

❖ **OPPORTUNITY**

Community colleges expand the scope of educational opportunity. However, genuine access cannot be achieved until the barriers to participation are either mitigated or removed. This core theme encompasses the College’s commitment to use data to better understand current and future needs of area residents; manage enrollment strategically; provide financial assistance to those for whom higher education is not otherwise accessible; provide a student-centered learning environment that supports students with effective, efficient services; and demonstrate sound and planful stewardship of public resources.

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
<p>Achieve an <b>enrollment distribution</b> that represents State expectations &amp; the district profile.</p>	<p>Annual enrollments of:</p> <ul style="list-style-type: none"> <li>▪ state-funded FTE</li> <li>▪ self-support FTE</li> <li>▪ contract-funded FTE</li> </ul> <p>College service level (% of total FTEs by age range (15-44) / total District population by comparable age range).</p> <p>Student demographics as a reflection of the two-county service area demographics (by race/ethnic background, and gender).</p>	<ul style="list-style-type: none"> <li>▪ Achieve an annual enrollment target of:               <ul style="list-style-type: none"> <li>○ 1747 state-funded FTEs (2012-13 target)</li> </ul> </li> <li>▪ Achieve a service level at or above the system-wide average.</li> <li>▪ Achieve an 85% or greater match between student demographics and district demographics per ethnicity and gender.</li> </ul>
<p>Provide <b>financial assistance</b> that facilitates student access.</p>	<p>Number of awards, number of recipients and the aggregate total of financial assistance to full-time eligible students.</p> <p>Student responses to specific financial aid-related questions on the annual student surveys.</p>	<ul style="list-style-type: none"> <li>▪ Provide financial aid to 66% of eligible student</li> <li>▪ Achieve a 75% positive response rate to specific financial aid-related questions on the annual student surveys.</li> </ul>

<p>Provide a <b>college environment</b> that places teaching and learning at the center of institutional practice, provides quality services to students, and demonstrates sound and planful stewardship of public resources.</p>	<p>Faculty and staff response on the biannual <i>Strategic Directions Survey</i>.</p>	<ul style="list-style-type: none"> <li>▪ Achieve a 75% positive response rate to the biannual <i>Strategic Directions Survey</i>.</li> </ul>
	<p>Student responses to all components relating to facilities, infrastructure, and campus safety on the ACT Student Opinion Survey.</p>	<ul style="list-style-type: none"> <li>▪ Achieve an aggregate positive response rate of 75% or higher to all components relating to facilities, infrastructure, and campus safety on the ACT Student Opinion Survey.</li> </ul>
	<p>Student responses to all components relating to student services on the ACT Student Opinion Survey.</p>	<ul style="list-style-type: none"> <li>▪ Achieve an aggregate positive response rate of 75% or higher to all components relating to student services on the ACT Student Opinion Survey.</li> </ul>
	<p>Indicators of the College's fiscal health :</p> <ul style="list-style-type: none"> <li>▪ Reserves</li> <li>▪ Contingency of 3%</li> <li>▪ Revenue to Debt</li> <li>▪ Tuition to FTE</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieve a score of 30.0* or better on the fiscal health index.</li> </ul> <p>* Highest possible score = 40.0</p>

❖ **ENRICHMENT**

Peninsula College enriches its service district by contributing to its economic vitality and by promoting scholarship, civic discourse, community service, pluralism, and the fine arts through courses, activities, events, and community partnerships.

<b>CORE THEME OBJECTIVES</b>	<b>INDICATORS OF ACHIEVEMENT</b>	<b>PERFORMANCE THRESHOLD</b>
<p>Promote <b>community connections</b> through the exchange of knowledge, resources and community service.</p>	<p>Institutional performance using the Gelmon rubric.</p>	<ul style="list-style-type: none"> <li>▪ Achieve a target of 75% of indicators assessed at Level 3 or above across four dimensions on the Gelmon Rubric.</li> </ul>
	<p>Institutional performance using the Carnegie Classification.</p>	<ul style="list-style-type: none"> <li>▪ Achieve an aggregate positive assessment of 75% across all indicators on the Carnegie Foundation's Elective Classification for Community Engagement.</li> </ul>

<p>Provide and promote the <b>fine arts</b>.</p>	<p>Number and mix of fine arts events.</p> <p>Responses to specific items pertaining to the college’s cultural enrichment activities in the <i>CCSEQ</i>.</p> <p>Student satisfaction with “cultural programs and activities” on the ACT Student Opinion Survey</p> <p>Faculty and staff satisfaction as reported on the PC Strategic Directions Survey.</p>	<ul style="list-style-type: none"> <li>▪ Achieve a broad mix of between 20-30 programs/year in the arts.</li> <li>▪ Achieve a 70% positive response rate.</li> <li>▪ Achieve a 70% positive response rate.</li> <li>▪ Achieve an 80% positive response.</li> </ul>
<p>Contribute to the <b>economic vitality</b> of Clallam &amp; Jefferson Counties.</p>	<p>Comparison of the hourly wage of those employed after training with pre job-loss wages (DLOA).</p> <p>Economic value of Peninsula College to the communities it serves through an economic benefit analysis.</p>	<ul style="list-style-type: none"> <li>▪ Achieve an average wage recovery of 105% or higher.</li> <li>▪ Achieve a target of 3-times the annual state revenue (allocation) in economic benefits to local communities in Clallam and Jefferson counties.</li> </ul>
<p>Model <b>pluralism</b>, a culture of mutual respect and acceptance.</p>	<p>Student response to a pluralism-specific question on annual student surveys.</p> <p>Student response to self-reported interactions and gains on the biannual <i>CCSEQ</i>.</p> <p>Faculty and staff response on the biannual <i>Strategic Directions Survey</i>.</p>	<ul style="list-style-type: none"> <li>▪ Achieve an 80% positive student response to a pluralism-specific question on annual student surveys.</li> <li>▪ Achieve a 75% positive student response to self-reported interactions and gains on the biannual <i>CCSEQ</i>.</li> <li>▪ Achieve an 80% positive response on the faculty/staff <i>Strategic Directions Survey</i>.</li> </ul>

## V. CHAPTER SUMMARY

Peninsula College is a public, comprehensive community college with a clearly defined mission, core themes, and core theme objectives. The core themes of *Education*, *Opportunity* and *Enrichment* manifest the essential elements of the College mission. The core theme objectives establish the blueprint by which the College achieves its mission, measures its effectiveness, and assesses mission fulfillment.

*Education* -in the areas of transfer, professional and technical, basic skills and continuing education-is at the center of the College mission.

*Opportunity* is the key to personal development and academic success. Genuine opportunity will be achieved when access can be realized by all who are seeking it. This core theme encompasses the College's commitment to manage enrollment strategically, within fiscal and functional constraints; provide financial assistance to those for whom higher education is otherwise inaccessible; provide quality services to students; and demonstrate sound and planful stewardship of public resources.

*Enrichment* reflects the College's commitment to the diverse communities it serves, particularly in the area of the fine arts and the economic development and vitality of its two-county service district. As an example of the latter, the College's contribution to an educated citizenry and trained workforce during the 2010-11 academic year produced a net positive economic benefit of \$20 million in increased earning ability as a result of the educational attainment of Peninsula College students.

Each core theme is realized through explicit objectives, and the corresponding outcomes are assessed using measurable indicators of achievement. Many of these metrics have been used in assessing institutional outcomes for a number of years and provide longitudinal data which the College uses to better understand institutional performance and plan for future improvements.

In sum, core themes and core theme objectives provide a mission-driven structure for assessing institutional effectiveness and mission fulfillment. At Peninsula College, the core themes of *Education*, *Opportunity*, and *Enrichment* provide this framework, enabling the College to systematically assess institutional performance and the achievement of its mission and objectives.

# CHAPTER TWO—RESOURCES AND CAPACITY

## I. ELIGIBILITY REQUIREMENTS 4 THROUGH 21

### 4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Peninsula College is a public institution of higher learning with an independent governing board and organizational structure. The College has sufficient operational independence to be held accountable for compliance with the Northwest Commission on Colleges and Universities' standards and eligibility requirements.

### 5. NONDISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The College has codified its commitment to nondiscrimination in Administrative Procedure 501.01 [Exhibit ER-1], which states that "Peninsula College is committed to protecting the rights and dignity of each individual in the campus community and prohibits any form of discrimination. All Peninsula College employees and students may report alleged discriminatory behavior without fear of restraint, reprisal, interference, or coercion."

### 6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Peninsula College is governed and administered with respect for all members of the College community and the varied constituencies it serves. The College's commitment to this value is embodied in the *Guiding Principles* [Exhibit ER-2], adopted by the Board of Trustees on January 8, 2002. Among these principles is the tenet that "Each member of the campus community shall act ethically and with integrity." These *Principles* further state that "Members of the campus community will be open and honest in their communications... [and] treat each other with mutual respect and dignity."

The Board of Trustees has codified this value in Policy 207, *Standards of Ethical Conduct*. [Exhibit ER-3] The express purpose of this policy is to communicate to Peninsula College employees their limits and responsibilities under the *Ethics in Public Service* law (RCW 42.52).

### 7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

A five-member Board of Trustees governs Peninsula College. Trustees are appointed by the governor of the state of Washington and have no contractual, employment, or personal financial interest in the institution. The Board is responsible for the quality and integrity of the College and the achievement of its mission and core themes.

#### 8. CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The College President is the chief executive officer of the institution. The President is appointed by the Board of Trustees to assume full-time responsibilities for administration of the College. In addition, the College President serves as a nonvoting secretary of the board (RCW 28B.50.130). [Exhibit ER-4] Neither the President nor any executive officer of the College chairs the Board of Trustees.

#### 9. ADMINISTRATION

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Peninsula College provides the administrative and support services necessary to achieve its mission and core themes. This is reflected in the institution's organization chart and governance structure, and it is documented in the College's institutional assessment.

#### 10. FACULTY

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The College employs a core of professionally qualified, full-time faculty. The faculty is adequate in number and qualifications to achieve the educational mission of the College. Faculty members are involved in the formulation of institutional policy through representation on the College Council and the Faculty Senate, they participate in academic planning, and they develop and review curriculum through the Curriculum Committee. Faculty members also participate in student academic advising. Workloads are defined in the Peninsula College Faculty Association (PCFA) bargaining agreement [Exhibit ER-5] and reflect the mission and core themes of the College as well as the talents and competencies of the faculty. Faculty workloads allow sufficient time for professional development, and the College demonstrates its commitment to faculty development through its allocation of resources in support of teacher scholars. The faculty is evaluated on a regular, systematic basis.

## 11. EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The College offers educational programs leading to the award of the following degrees: Associate in Arts, Associate in Arts Honors, Associate in Science, Associate in Business, Associate in Elementary Education, Associate in Math Education, Associate in Applied Science Transfer, Associate in Applied Science, and Bachelor of Applied Science. The Peninsula College Curriculum Committee ensures that all degrees are based on a recognized field of study, are of sufficient content and length, are effective in the use of information resources, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in the achievement of student learning outcomes that are clearly identified in the *Course Catalog*, certificate/degree guides and class syllabi. Specialized programs leading to the Associate in Applied Science, such as nursing, are accredited by the appropriate professional organization.

## 12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

The College's applied baccalaureate degree program requires BAS students to complete integrated seminar classes in the humanities, social sciences, and science. (See also 2.C.4) The Associate of Arts transfer-degree programs require a core of general education classes commensurate with standards and requirements at receiving institutions, and consistent with the Washington Administrative Code (WAC 250-61-100) [Exhibit ER-6], standards established by the Washington State Board of Community and Technical Colleges (SBCTC), and the InterCollege Relations Commission (ICRC). The College's professional and technical degrees also include a general education component, and certificate programs of a year or more (45 credits or more) require a core of related instruction.

## 13. LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Peninsula College provides library and information resources for all of its educational programs, on-site, off-site, and online. Library resources and services are accessible remotely, and the currency, depth, and breadth of the library's resources are assessed annually to ensure they are sufficient and appropriate to the College's curricular requirements. Library faculty provide instruction in the use of information resources

throughout the academic year to inculcate and expand students' information competencies.

#### 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Capital planning is a key component of the College's integrated planning process. The resulting capital budgets have enabled the College to replace more than 75% of the Port Angeles campus over the past ten years and to initiate building replacement projects in Port Townsend and Forks. This substantial investment in state-of-the-art facilities positions the College to achieve its mission and core themes in an environment of changing pedagogies and increased reliance upon new and expanded technologies. Similarly, the technological infrastructure for teaching and learning at all locations, as well as for administrative operations across multiple sites, is advanced through ongoing planning, budget development, and capital construction.

#### 15. ACADEMIC FREEDOM

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Peninsula College's policies and practices demonstrate the institution's commitment to the free pursuit and dissemination of knowledge in an environment of open inquiry and academic honesty. This commitment is articulated in Board Policy 301 (*Academic Freedom*) [Exhibit ER-7], and in the College's contract with faculty (PCFA Bargaining Agreement, Article 6). It is further articulated for students in Board Policy 431 (*Student Rights and Responsibilities*) in which "students are guaranteed the right of free inquiry [and] expression..." [Exhibit ER-8]

#### 16. ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Peninsula College is an open-admissions institution, with selective eligibility and special admissions procedures for a limited number of programs, such as the applied baccalaureate degree in applied management, nursing and the Running Start program. The institution's admissions policies are published in the College catalog and on the College website, and adherence to these policies is managed through the office of the vice president for Student Services.

#### 17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The College publishes accurate and current information that describes its mission, core themes and core theme objectives, admission requirements and procedures, academic rules and regulations, programs and courses, degrees offered and degree requirements, costs and refund policies, student rights and responsibilities, and academic credentials of faculty and administrators. This information can be found in the Peninsula College catalog, the *Student Handbook*, the quarterly bulletin, and on the College website. The College catalog and *Student Handbook* are published annually.

#### 18. FINANCIAL RESOURCES

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The College verifies a stable funding base, a budget development process tied to institutional mission and core themes informed by institution-wide planning, a required balanced budget, and a responsible level of debt. While all of these are key elements of a financially healthy institution, the College also uses a fiscal health index as a summative metric that is reported to the Board of Trustees each year. [Exhibit ER-9]

#### 19. FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Using the Washington State Office of Fiscal Management (OFM) administrative guidelines, the College performs an annual risk assessment, completes a checklist questionnaire designed to identify areas of possible weaknesses, and conducts a detailed review of activities deemed to be of high risk. The office of the Washington state auditor conducts an external audit every two years. The College has had only one finding in the last 15 years.

#### 20. DISCLOSURE

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Peninsula College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation function.

#### 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Peninsula College accepts the standards and related policies of the Northwest Commission on Colleges and

Universities and agrees to comply with these standards and policies as currently published on the Commission's website. Further, the College agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The College understands that the Commission treats the institutional self-study and evaluation committee reports as confidential. However, Peninsula College may choose to release these documents.

## II. STANDARD 2.A GOVERNANCE

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Peninsula College operates under a shared-governance model that seeks to provide open communications and collaborative decision-making processes while defining domains of responsibility. The President's Cabinet, Cabinet+, College Council, Faculty Senate, Curriculum Committee, and the Associated Student Council are instrumental to the successful implementation of this governance system.

### President's Cabinet

The President's Cabinet consists of the president, and the vice presidents for Instructional Services, Administrative Services, Student Services, and Institutional Effectiveness. The Cabinet considers a broad range of issues that require executive-level attention, including the College budget, facilities planning, personnel issues, and overall institutional planning. The Cabinet meets weekly.

### Cabinet+

Cabinet+ includes the president, vice presidents, the dean of Basic Skills, dean of Student Services, director of Human Resources, director of Business Services, and the executive director of College Advancement and the College Foundation. Cabinet+ considers matters pertaining to strategic and operational planning, student enrollment management, Board meeting planning, preparation for the president's campuswide monthly meetings, and topical issues related to campus leadership. Cabinet+ meets monthly.

### College Council

The College Council serves as the principal shared-governance committee. It includes representatives from the administrative and classified staff, faculty, and student body. The Council serves as an advisory body to the president on all matters that affect the college outside the area of instruction. Specifically, the Council considers: (1) all College policies prior to Board consideration and recommends action to the president; (2) issues related to campus climate (human) and the environment (physical); and (3) safety issues at both on- and off-campus instructional sites. The Council also serves as the College's safety committee. The chair of the Council meets with the president on a regular basis; the Council meets monthly.

### Faculty Senate

The Peninsula College Faculty Senate is a faculty-designed and administered forum that engages the academic community in the discussion of issues pertaining to the intellectual life of the College. [Exhibit 2A-1] The Senate reviews and approves curriculum and provides a collective voice for faculty, representing the faculty in all areas of shared governance. The Senate also chooses faculty members for service on the College Council, standing committees, and ad-hoc committees, such as tenure review and search committees.

The Senate elects a first speaker, who calls and conducts monthly meetings, receives all communications addressed to the Senate, and maintains Senate records. The first speaker meets with the College president monthly and regularly presents reports to the Board of Trustees.

### Curriculum Committee

Curriculum is recognized as an essential domain of faculty. The Curriculum Committee functions as an arm of the Faculty Senate; its chairperson delivers committee reports and recommendations to the full Senate for approval or action. Its membership is selected by the Senate from both academic and professional and technical faculty. [Exhibit 2A-2]

The Curriculum Committee chair presides over three subcommittees: A BAS subcommittee that considers baccalaureate curriculum, an arts and sciences subcommittee that considers liberal arts curriculum, and a professional and technical subcommittee that evaluates curriculum associated with workforce education programs. Each subcommittee is comprised of teaching faculty within the corresponding instructional domain. The vice president for Instructional Services and a representative of Student Services are ex-officio members of the Curriculum Committee.

### Associated Student Council

The Associated Student Council (ASC) is the governing body for the students of Peninsula College. It is comprised of three elected executive officers and nine additional officers. The ASC's primary function is to develop the student budget and to oversee student activities and programs, including concerts, dances, child care, clubs, athletics, recreation, field trips, etc. Additionally, the ASC appoints student representatives to other governing bodies, such as the College Council, the College's facilities planning committee, and faculty tenure review committees. The ASC president meets with the College president on a regular basis and makes monthly reports to the Board of Trustees. .

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Peninsula College derives its mission and authority from the Washington's Community and Technical College Act (RCW 28B.50) and the Washington Administrative Code (WAC132A). [Exhibits 2A-3] This enabling legislation and corresponding administrative regulations authorize the Board of Trustees to operate Peninsula College as a public institution of higher education. The duties and responsibilities of the Board are specified in state statute (RCW 28B.50.140) and Board policy 101, *Governance of Community College District No.1*. [Exhibit 2A-4]

The Board adopts and publishes policies and procedures that govern the operation of the College and define functional relationships between the Board, administration, staff, faculty, students, and the residents of Community College District No.1. [Exhibit 2A-5]

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation including the impact of collective bargaining agreements legislative actions and external mandates.

The office of the vice president for Institutional Effectiveness (VPIE) assumes primary responsibility for monitoring compliance with the Commission's standards for accreditation. This is done in collaboration with key members of the College administration to ensure that all administrative units are stakeholders in

the ongoing review process of the Northwest Commission on Colleges and Universities. The VPIE is the designated accreditation liaison for Peninsula College.

## **Governing Board**

2.A.4 The institution has a functioning governing board consisting of at least five voting members a majority of whom have no contractual employment or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards the roles responsibilities and authority of each board—as they relate to the institution—are clearly defined widely communicated and broadly understood.

Peninsula College is governed by a single governing board. Each community and technical college board of trustees is comprised of five members, appointed by the governor for a term of five years. Trustees serve staggered terms. In making these appointments, the governor is required, under statute, to give consideration to geographical diversity as well as to diverse backgrounds, including labor, business, women, and racial and ethnic minorities.

Every trustee must be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Each board of trustees organizes itself by electing a chairman from its members. The board adopts a seal and may adopt such bylaws, rules and regulations as it deems necessary for its own government. Three members of the board constitute a quorum, but a lesser number may adjourn from time to time and may compel the attendance of absent members in such manner as prescribed in its bylaws, rules, or regulations. The president of the college serves as, or may designate another person to serve as, the secretary of the board, who shall not be deemed to be a member of the board.

The Board of Trustees adopts and publishes policies that govern the operation of the College. These policies define the relationship between the Board and the president; the president's responsibilities; and the relationships, roles, rights, and responsibilities of administrative-exempt employees, faculty, classified staff, and students.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board of Trustees is a single governing body, acting as a committee of the whole, and speaks with one voice, in conformance with RCW 28B.50.130 and its own policies. The Board has adopted policies that govern its conduct with respect to Board meetings and actions. [Exhibit 2A-6] Three trustees constitute a quorum, and no action is considered or approved unless voted on by a majority of the Board Policy 101, *Governance of Community College District No.1*. [Exhibit 2A-7]

No member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority (Board Policy 112). [Exhibit 2A-8] A recent example of this was the process to recruit, screen,

and select the College's sixth president. The Board delegated primary authority for leading the selection process to the Board chair, with involvement of all other members of the Board as schedules permitted or the process required. Regular communications between the chair and other trustees ensured that the process was collaborative and represented all perspectives.

2.A.6 The board establishes, reviews regularly, revises as necessary and exercises broad oversight of institutional policies including those regarding its own organization and operation.

The Peninsula College Board of Trustees establishes institution-level policy and exercises broad oversight of institutional policies including those regarding its own organization and operation. Policies regarding the College's own organization and operation comprise the 100-series of Board policies. These include:

- 101 Governance of Community College District. No. 1
- 102 Mission Statement
- 104 Adoption of Seal
- 111 Board Powers and Duties
- 112 Exercise of Powers of the Board
- 113 Powers and Duties of Officers of the Board
- 121 Board Meetings
- 122 Board Operational Policy
- 131 Powers and Duties Delegated to the President
- 141 Investment of District No.1 Funds
- 142 College Debt Policy
- 150 Policy and Procedure Development and Review

The Board has established a review process to ensure that its policies are reviewed and—when appropriate—revised in a systematic manner (Board Policy 150). [Exhibit 2A-9] This review is conducted by the College's Administrative Policy Procedure Review Committee (APPR). New policy proposals and changes to existing policies are reviewed by the APPR and vetted with the College Council.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board approved policies related to the operation of the institution.

The College Board selects and evaluates a chief executive officer (Board Policies 111, 113, 283), who is accountable to the Board for the operation of the College. [Exhibit 2A-10] This evaluation occurs annually in executive session following the Board's regularly scheduled meeting in June. Evaluation criteria were developed in conjunction with legal counsel after studying executive performance evaluation instruments in use at other institutions; criteria are reviewed annually. [Exhibit 2A-11]

The Board, at its discretion, delegates broad responsibilities to the president of the College, including implementation and administration of Board policies. However, this delegation of responsibility does not include the establishment of district policy, purchase of real estate, placement of special levies before the public, granting of tenure, final negotiations with the faculty and staff, and final approval of the operating and capital budgets for the district (Board Policy 113).

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Peninsula College Board of Trustees regularly evaluates its performance as well as its policies. Being mindful of its mission and its relationship with the public, the Board conducts an annual self-evaluation each June. Criteria for this review are included in Exhibit 2A-12.

### **Leadership and Management**

2.A.9 The institution has an effective system of leadership staffed by qualified administrators with appropriate levels of responsibility and accountability who are charged with planning organizing and managing the institution and assessing its achievements and effectiveness.

The Peninsula College Board of Trustees ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It does this through ongoing oversight as well as an explicit delegation of authority and responsibility to the College president (Board Policies 111 and 131). The Board reviews the College's administrative organizational chart each year at its October meeting.

2.A.10 The institution employs an appropriately qualified chief executive officer with full time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The Board recruits only qualified candidates for the position of College president. The position of College president is full-time. The president of Peninsula College serves as a nonvoting secretary of the Board (RCW 28B.50.130; Board Policy 101, 113) [Exhibit 2A-13]. In the absence of both the Board chair and vice-chair, the secretary may serve as chair without privilege of vote at any official meeting of the Board. The secretary of the Board shall:

- a. keep the official seal of the Board;
- b. maintain all records of meetings and official actions of the Board;
- c. maintain responsibility for official Board correspondence
- d. compile the agenda for the meetings, and;
- e. distribute the minutes of meetings and reports related to Board business (Board Policy 113).

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The Board of Trustees has adopted and published policies governing all administrative personnel. These are designed to ensure high standards of performance and effective leadership and management in the conduct of their responsibilities. [Exhibit 2A-14] Further, the College has developed a procedure and instrument for the evaluation of administrators. [Exhibit 2A-15]

Professional growth and development are actively encouraged. Administrators are eligible to receive

support for their professional development under the provisions of Institutional Procedures 104 and 109. [Exhibit 2A-16]

Results of the College’s biennial *Strategic Directions Survey* provide evidence that College administrators are providing effective leadership. More than 94% of the respondents to the 2011 survey (faculty, staff, and administrators) agreed that the College offers quality educational opportunities that foster academic, professional, occupational, and personal growth; 83% agreed that the College was achieving its vision *well or very well* (Table 2.A.1).

Table 2.A.1. Effective Leadership

<i>Strategic Directions Survey</i>	<i>Well or Very Well</i>				
How well does Peninsula College achieve its vision to...	2003	2005	2007	2009	<b>2011</b>
<i>...provide excellent instruction and services in support of its mission?</i>	73%	78%	81%	86%	89%
<i>...embrace a set of shared principles?</i>	53%	69%	66%	73%	85%
<i>...practice shared governance?</i>	55%	70%	67%	70%	77%
<i>...pursue a "planful" approach to decision making?</i>	59%	62%	72%	71%	78%
<i>...support the professional development of faculty and staff?</i>	76%	76%	77%	77%	84%
<b>Average:</b>	62%	70%	73%	75%	<b>83%</b>

Source: Office of Institutional Research, Planning & Assessment

Peninsula College is guided by the following principles:

- The teaching/learning process is at the center of the mission of Peninsula College.
- Members of the campus community will treat each other with mutual respect and dignity.
- Members of the campus community will be open and honest in their communications.
- Members of the campus community shall promote a positive work environment and avoid adversarial relationships.
- Each member of the campus community shall act ethically and with integrity.
- The campus will engage in collaborative decision-making processes.

These principles frame an environment in which all staff and, in particular, administrators strive to work collaboratively across institutional functions and units. This is facilitated through organizational structures and, most importantly, through a shared commitment to the *Guiding Principles* and the belief that collaboration is the most consequential means by which to achieve a common purpose and mission fulfillment.

## Policies and Procedures

### Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Peninsula College’s academic policies on teaching, service, scholarship, research, and artistic creation are clearly communicated to PC students and staff through the *Faculty Handbook*, the *Course Catalog*, the *Student Handbook*, and PCFA-negotiated agreement. [Exhibits 2A-17] Academic policies are available electronically through the College intranet; those pertaining to students are posted to the College website. [Exhibit 2A-18]

The Peninsula College faculty has a substantive and ongoing role in the development and administration of academic policies and practices consistent with an institutional culture that is grounded in shared governance. The *Faculty Handbook* details expectations for faculty in instruction, curriculum, and administrative support. Faculty members are encouraged to take part in the participatory governance of the College and may propose changes and improvements to this handbook through the Faculty Senate and the instructional administration.

The Administrative Policy/Procedure Review Committee (APPR) is a standing committee charged with continually reviewing and revising policies and procedures. [Exhibit 2A-18] New and revised policies are vetted by the College Council, an advisory group to the president, which is comprised of representatives from faculty, classified staff, administration, and students.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The use of library and information resources is addressed in an institution-level policy (Board Policy 321) as well as department-level policies and procedures. [Exhibit 2A-19] All are documented, updated, and made available to College constituents through the Library Media Center (LMC) intranet site. The development and revision of department-level policies and procedures receive extensive staff review, and they are consulted frequently. There are currently ten unit-level policies and 111 procedures that provide for the systematic development and management of information resources.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Peninsula College accepts college-level credits earned at regionally accredited institutions of higher education in the United States or, in the case of international transcripts, colleges that are recognized by the Ministry of Education or a similar governmental body of foreign countries.

As part of the Washington State Community and Technical College (CTC) system, Peninsula College follows the InterCollege Relations Commission (ICRC) guidelines and transferability requirements as referenced in Peninsula College Policy 413 (Transfer Credit). [Exhibit 2A-20] The comparability of a course to Peninsula College’s course requirements and the applicability of a course to the program to which transfer is requested are considered. Authority for acceptance of credits is delegated by the vice president for Student Services to the credit evaluator. The program advisor or appropriate faculty member is consulted when circumstances merit it. Transfer-of-credit requirements are published in the *Course Catalog* on pages 27 and 28.

Credit is awarded for prior military experience as recommended by the American Council on Education’s *Guide to the Evaluation of Educational Experience in the Armed Services*. A credit evaluation is processed at the request of the student, and a written notice of credit awarded is then mailed to the student.

### ***Students***

2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The Peninsula College Student Rights and Responsibilities policy is published in the *Student Handbook* and on the College website. [Exhibit 2A-21] This policy includes information on academic honesty, due process, appeals, grievances, academic freedom, and the student-discipline procedure. The Student Rights and Responsibilities policy clearly states its purpose and outcomes, and its procedures are implemented fairly and consistently as outlined in Board Policy 431, Student Rights and Responsibilities. The most recent comprehensive review and revision of the policy was completed in 2008.

Peninsula College provides equal opportunity to individuals qualifying with a disability. This includes access the benefits, rights, and privileges of a college education, services, programs, activities, and employment in the most integrated setting appropriate to the individual’s needs as identified in Peninsula College Policy 505.01 on the College website and in the student handbook. [Exhibit 2A-22].

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Consistent with the Washington Community College Act of 1967, Peninsula College provides an “open door” to educational opportunity in pre-college and the first two years of a transfer or workforce education, accepting all applicants age 18 years and older who are “competent to profit from the curricular offerings of the college.” (WAC 131-12-010). [Exhibit 2A-23]

Those under the age of 18 who are high school graduates may also be admitted, and consideration is provided for others that demonstrate the knowledge, skills, and abilities necessary to indicate a reasonable

probability of success. This general admissions policy complies with the minimum standards for admission to a community or technical college as stated in WAC 131-12-010 and listed in the Peninsula College *Course Catalog*.

All admission policies, including those with program-specific requirements, are consistent with the Peninsula College mission to provide quality educational opportunities in the areas of academic transfer, professional and technical, basic skills, continuing education and community enrichment. Some professional and technical programs (e.g., nursing and medical assistant), the Bachelor of Applied Science Degree, and special student programs, such as Running Start and international student programs, have special admission requirements that are clearly defined, broadly published, and administered in a consistent and timely manner.

Placement tests are administered to incoming degree or certificate-seeking students who have not completed college-level English and math courses to ensure placement at a level commensurate with their abilities. The primary testing instrument is COMPASS (Computerized-Adaptive Placement Assessment and Support System), which includes the COMPASS/ESL test for placing international students.

Peninsula College has established expectations for student progress and academic performance. These are stated in the *Course Catalog* (p. 26). The primary purpose of the Academic Progress and Performance Policy (Board Policy 421) is to quickly identify and alert students with low academic achievement and to provide them with assistance to improve their academic performance. [Exhibit 2A-24] This policy includes an appeals process for students who are placed on suspended status.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The mission of the Peninsula College Associated Student Council (ASC) is aligned with the mission and core themes of the College and the student activities mission of Student Services. “It shall be the purpose of the student body of Peninsula College to provide and maintain a unity and harmony among students, to establish a favorable relationship between the student body and the community, and to bring about an active student participation in college affairs.” The ASC is composed of 12 members that represent and advocate for the general student body and promote overall student success through the development and implementation of co-curricular learning opportunities.

The ASC is regulated by its own constitution in accordance with guidelines provided by the State Board for Community and Technical Colleges (SBCTC). [Exhibit 2A-25] The primary areas of responsibility for ASC are student governance and co-curricular programming. Efforts by student leaders in both areas support the core themes of the College by focusing on providing learning experiences that support the overall education of students, provide opportunities for student involvement, and enrichment activities for both the campus and local communities. Examples of the broad spectrum of student activities include participation in SBCTC legislative academies, cultural and events programming, workshops, drama, film, literature, art, dances, field trips, recreation, intramural and club sports, intercollegiate athletics, leadership, clubs, and special events. ASC and student club activities are coordinated through the Office of Student Programs.

Peninsula College sponsors two student-produced publications, *The Buccaneer* and *Tidepools*. *The Buccaneer* is the student newspaper. [Exhibit 2A-26] It is published three times per quarter both in print and electronic format and covers campus life and matters of interest to PC students. It provides an important educational opportunity for journalism and multimedia students to apply their learning in reporting, writing, editing, page design, and photography under instructional supervision. *Tidepools* is an annual publication of short stories, poetry, artwork, photography and music. [Exhibit 2A-27] It provides a forum for students, faculty, staff, and local community members to publish creative work while offering Peninsula College students a chance to gain experience and credit in producing a college literary magazine.

The Board of Trustees is the publisher of student media and reserves the right, as publisher, to require that student publications observe the restraints imposed by journalistic ethics and applicable law. The Board also reserves the right to require that all publications include fair comment; observe high standards of writing, accuracy, and good taste; and avoid discrimination, obscenity, and invasion of privacy. These rights are exercised by the Board through the Office of the College President. Policies for selection and dismissal of editors/managing editors, publication name changes, new publications, and grievances against student media are clearly defined in the Board of Trustees policy on Student Publications (441) and corresponding procedures. [Exhibit 2A-28]

### ***Human Resources***

2.A.18 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Peninsula College publishes and maintains a Personnel Series of policies (Section 200), available on the College intranet. These policies include Standards of Ethical Conduct (207), Nepotism (208), Teleworking (232), etc. Additionally, Section 500 includes policies that apply to both employees and students, such as, Non-Discrimination (501), Gender Equity (503), and Reasonable Accommodation/Academic Adjustment for Persons with Disabilities (505). [Exhibit 2A-29]

Policies and procedures are updated for changes in law and regularly reviewed for completeness, consistency and fairness. The director of Human Resources leads the reviews and forwards recommended changes to the vice President for administrative services, who reviews and recommends proposed changes to the Administrative Policy and Procedures Review Committee for institution-level review. Policies and procedures are further vetted by the College Council, reviewed by the Assistant Attorney General who represents the College, and then presented to the Board of Trustees for their consideration.

The College complies with federal and state affirmative action and nondiscrimination laws. College policy prohibits discrimination and provides equitable employment and equal access to its programs and services without regard to race, creed, color, religion, national origin, families with children, sex, marital status, and sexual orientation, including gender identity, age, military status, or the presence of any sensory, mental, or physical disability. The College is an equal opportunity employer, as stated on all employment recruitment materials.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The Board of Trustees has adopted and published policies that govern the operation of the College. These policies define the relationship between the Board and the president, the president’s responsibilities, and the relationships, roles, rights, and responsibilities of administrative-exempt and classified staff, faculty, and student employees.

Within this framework, the hiring process begins with the job announcement, which identifies key job responsibilities, qualifications, and working conditions. Job descriptions are maintained by the Human Resources (HR) office. These descriptions identify the specific areas of responsibilities and the functional relationship between employees and supervisors. They also detail how a position fits within the organizational structure of the college. The descriptions are accessible in electronic format and are updated as the scope of positions evolve.

Collective bargaining agreements further delineate conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Peninsula College faculty members are exclusively represented by the Peninsula College Faculty Association (PCFA), which is affiliated with the Washington Federation of Teachers (WFT) and the American Federation of Teachers (AFT). The Peninsula College-PCFA bargaining agreement is normally negotiated every three years by the PCFA on behalf of the faculty. Peninsula College classified staff are exclusively represented by the Washington Federation of State Employees (WFSE) affiliated with the AFL-CIO. The College operates as a union shop under the WFSE. As a condition of employment, nonsupervisory classified staff must join the WFSE or pay a non-association fee. A web link to the classified staff bargaining agreement is available on the HR intranet site. [Exhibit 2A-30] Annual appointment notices for administrative staff document employment terms and conditions.

The *Employee Information Resource Guide* provides an online resource for employee information. This resource contains detailed information on employee rights, roles, and responsibilities; College policies and procedures; and organizational structure. [Exhibit 2A-31] Additionally, a *Faculty Handbook* is a general resource for faculty.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Current personnel/payroll files are contained in locking file cabinets in the Human Resource office. Archived records are retained in a locked area with limited access. Electronic records are safeguarded at the time of receipt, transmission, retrieval, storage, and disposition. The College’s digital network is secured from outside access and internally protected by the controlled assignment of unique log-ins, passwords, and identification numbers.

The College protects the privacy and confidentiality of personnel records, complying with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA) and, when applicable, the Washington State Public Records Act (RCW 42.56). The College complies with the state of Washington’s General Retention Schedule for both paper and electronic records.

## *Institutional Integrity*

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The office of College Advancement is the official source for public information about the College. Publications, including the *Course Catalog*, quarterly class schedules, the *Student Handbook*, the annual *Report to the Community*, press releases, program brochures, advertising, and the College website are approved by the executive director of College Advancement in order to ensure the consistency, continuity and integrity of information representing the College. The executive director reports directly to the president of the College and keeps the president informed of all publications that disseminate information about the College, its programming, activities, and personnel.

The College communicates its academic intentions, programs, and services to students and to the public by way of the *Course Catalog*, program brochures, and content published on the College website. All publications are vetted internally to assure accuracy and currency and reviewed regularly to assure integrity in all representations about the College mission, programs, and services.

Student opinion about the quality of the information they receive about Peninsula College is solicited every other year via the ACT *Student Opinion Survey*. Respondents continue to report general satisfaction with the accuracy of the information they receive prior to enrolling. While this can be difficult to interpret since responses are not associated with a specific medium or specific publication, it does provide evidence that the majority of respondents are either satisfied or very satisfied. Another 21% to 31% were neutral.

Table 2.A.2. Student Satisfaction with Accuracy of Information

ACT <i>Student Opinion Survey</i>	2004	2006	2008	2010	<b>2012</b>
<i>Accuracy of college information you received before enrolling.</i>	61%	71%	68%	65%	<b>72%</b>

Source: Office of Institutional Research, Planning & Assessment

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Peninsula College, including governing Board members, administrators, faculty, and staff, subscribes to and advocates high ethical standards in the management and operations of the institution and in all of its dealings with students, the public, organizations, and external agencies. This is evident, in part, through the

promulgation of the College’s *Guiding Principles*, which set the context and establish the tenor of institutional transactions. Among these principles is the expectation that each member of the campus community “shall act ethically and with integrity.” [Exhibit 2A-32]

The *Strategic Directions Survey* provides evidence that members of the College community embrace these principles. It is noteworthy that despite the angst associated with personnel reductions due to significant statewide revenue shortfalls (2009-2011), members of the College community expressed appreciation for the forthright, caring approach of the administration and the transparency of the process.

Table 2.A.3. Embracing a Set of Shared Principles

<i>Strategic Directions Survey</i>	2003	2005	2007	2009	<b>2011</b>
How well does Peninsula College achieve its VISION to:	Well or Very Well				
<i>...embrace a set of shared principles?</i>	83%	90%	92%	89%	<b>85%</b>

Source: Office of Institutional Research, Planning & Assessment

Further evidence of the College’s commitment to high ethical standards can be found in Board Policy 207 and corresponding Procedure 207.1, which specifically address standards of ethical conduct for all College personnel. [Exhibit 2A-33] In addition, all College employees are required to comply with the Washington State Ethics and Public Service Act (RCW 42.52), Code of Ethics for Public Officials (RCW 42.21), Code of Ethics for Public Officers and Employees (RCW 42.52.020), Standards of Ethical Conduct (EO 93-02), and all other pertinent statutes and regulations, both state and federal. [Exhibits 2A-34 ]

Finally, a clear statement of the College’s expectations of ethical conduct has been incorporated in the College’s hiring packet. [Exhibit 2A-35]

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Board policy 207 stipulates that College employees have an obligation to “protect the integrity of Peninsula College by recognizing and avoiding conflicts between public duties and private interests and activities” and to comply with the Executive Branch Conflict of Interest Act (RCW 42.52), which asserts that:

No state officer or state employee may have an interest, financial or otherwise, direct or indirect, or engage in a business or transaction or professional activity, or incur an obligation of any nature, that is in conflict with the proper discharge of the state officer’s or state employee’s official duties (RCW 42.52.020). [Exhibits 2A-36]

RCW 42.52 establishes a code of ethics for public employees and defines “conflict of interest” as:

- Activities incompatible with public duties
- Special privileges
- Compensation for outside activities
- Use of persons, money, or property for private gain
- Ethics in government

Board Policy 207 is explicit in detailing the principles of public service for College employees: “Peninsula College employees are employees of the State of Washington and, therefore, are obligated to treat their positions of employment as a public trust, using their official powers and duties and the resources of the college only to advance the public interest.” This obligation requires all college employees to:

- Be independent and impartial in the exercise of their duties, avoiding actions that create even the appearance of using their positions for personal gain or private benefit.
- Demonstrate the highest standards of personal integrity, fairness, honesty, and compliance with both the spirit and the letter of the law.
- Conduct college business openly and consistent with existing law.
- Promote an environment of public trust free from fraud, abuse of authority, and misuse of property.
- Protect the integrity of Peninsula College by recognizing and avoiding conflicts between public duties and private interests and activities.

Board Policy 208 reaffirms the practice of the College to recruit and hire the best-qualified persons for all positions while explicitly prohibiting nepotism, disallowing family relationships as a basis for hiring, promotion, or for conferring or denying rights, privileges, or benefits associated with employment opportunities. A family relationship, for purposes of this policy, is defined as a relative or a person with whom the employee shares a substantial economic interest. The College requests full disclosure of such relationships at the time of application. Subsequent to employment, if any family relationship that was undisclosed at the time of hire is discovered, employees will be subject to administrative action. [Exhibit 2A-37]

These policies and corresponding administrative procedures (207.01 and 208.01) are available on the Peninsula College intranet and in the *Employee Information and Resource Guide*.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The Peninsula College Board of Trustees has approved a number of institutional policies pertaining to scholarship, research, artistic creation, and intellectual property. These policies and corresponding procedures address copyright and copyright protection, ethical conduct, and intellectual property.

The Bargaining Agreement between the Board of Trustees and the Peninsula College Faculty Association [Article 14] recognizes the right of an academic employee to exercise individual initiative in creating materials that are protected under federal copyright statutes and may generate royalty income for the creator when marketed. It addresses three distinct circumstances under which an academic employee is likely to generate copyright-eligible material: through individual effort, College-supported effort, and

College-sponsored effort.

When an academic employee produces copyright-eligible material as the result of individual initiative and without the assistance, support, or sponsorship of the College, the individual retains full right of ownership, control, use, and disposition over the material. When Peninsula College provides tangible support for the creation or production of intellectual property, ownership rights in materials copyrighted/patented and marketed shall reside evenly between the academic employee and the College unless an alternative shared-ownership contract is negotiated prior to initiating the copyright or patent. Such support may include use of College funds, equipment, facilities, materials, staff services, or other resources. When the College sponsors the creation or production of intellectual property, ownership rights shall be vested in the College. Materials are College-sponsored if the academic employee has been contracted by the College specifically to develop original material. [Exhibit 2A-38]

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Information on the College’s accreditation status is available on the College website. [Exhibit 2A-39] The information provided includes a description of accreditation, the name and address of the accrediting body, and the College’s most recent date of accreditation. Further, the College’s most recent self-study and the Northwest Commission on Colleges and University’s (NWCCU) evaluation are also posted to the College website.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Peninsula College’s contractual agreements with external entities maintain the integrity of the College through consistency with its mission and core themes, adherence to its policies and procedures, and compliance with NWCCU’s Standards for Accreditation. Contractual agreements that are written and approved by the College delineate the scope of work, roles, responsibilities, terms, liability, and compliance with applicable federal state and local laws and College policies, including termination for cause.

All internal requests for contracted services are reviewed and approved by the vice president for Administrative Services (VPAS) or the president of the College. All contract managers have completed training formerly administered by the Washington State Office of Financial Management (OFM), now provided by the Washington State Department of Enterprise Services (DES). [Exhibit 2A-40] The VPAS office assures that all contracts are managed by trained managers and is responsible for all Washington State reporting requirements. All contracts are consistent with state law, rules, and policies and approved for use by the office of the Washington State Attorney General. Templates are available on the College intranet.

## *Academic Freedom*

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Peninsula College's policies and practices demonstrate the institution's commitment to the free pursuit and dissemination of knowledge in an environment of open inquiry and academic honesty. This commitment is articulated in Board Policy 301 (*Academic Freedom*). [Exhibit 2A-41] It is further manifest in the College's contract with faculty (PCFA Bargaining Agreement, Article 6).

- 6.1 The Employer and the Association agree that academic freedom is essential to the fulfillment of the purposes of Peninsula College and acknowledge the fundamental need to protect employees from censorship or restraint that might interfere with their obligations in the performance of their professional duties.
- 6.2 As professionals in their respective disciplines, academic employees are free to select the content and methods through which they discharge their responsibilities as instructors, counselors, and library/media specialists. They are free to select textbooks, software, resource persons, and materials required to carry out their assigned responsibilities consistent with academic unit standards, master course outcomes and reasonable financial restrictions determined by the Employer.

Board Policy 426 (*Academic Honesty*) recognizes academic honesty as a necessary condition for the successful practice of the academic profession and for developing in students a desire to search for truth. [Exhibit 2A-42] Peninsula College strives to be a community of scholars that seeks truth in an environment of open inquiry.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Peninsula College strives to be a community of learners and scholars. The College values independent thought and scholarly activity because it contributes to the quality of the learning experience for both students and faculty. Evidence of this value is the white paper that was authored by the College president in 2004 entitled, *Toward a Definition of the Teacher Scholar at Peninsula College*.

Working with the College faculty, the administration seeks an environment that values and encourages intellectual thought as an integral part of the teaching/learning process. The College administration is committed to the promotion of the teacher-scholar concept as one strategy to achieve this end. [Exhibit 2A-43]

It is the administration's belief that members of the College faculty must be provided with opportunities to expand their academic vision, to increase their acumen in the subjects and issues that brought them to higher education, and to keep their minds intellectually and creatively active. This can be achieved through scholarly activity rooted in the pursuit and dissemination of knowledge, which occurs in a variety of contexts and formats. For example, faculty who teach courses in the College's baccalaureate degree program are awarded one class equivalent of release time for each class they teach, up to a maximum of three per year (PCFA Bargaining Agreement, 10.2.2.). The purpose of this release time is for faculty to conduct scholarship in their fields to enhance their teaching.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

As further evidence of the College's commitment to a teacher scholar environment, Peninsula College launched a digital press initiative in 2011. The purpose of the Peninsula College Press is *"to publish original, reviewed research and scholarship, as well as literary works, artistic, and multimedia creations, for scholarly and professional communities and the broader public."* The general criteria for publication are the quality and originality of the contribution and its relevance to the interests of the target audience. Submissions to the Peninsula College Press are subject to a double blind review. [Exhibit 2A-44]

### III. STANDARD 2.B *HUMAN RESOURCES*

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Peninsula College employs a sufficient number of qualified personnel to maintain and support the College's core functions. The college currently employs 153 salaried staff; 53 faculty, 55 exempt, and 45 classified employees. The college also employs part-time staff. Approximately 160 part-time faculty are employed each quarter, and roughly 210 part-time, hourly, and student employees are hired each year to meet the varying needs of the College community.

Recruitment of all full-time employees is the responsibility of the Human Resources (HR) department working with the hiring administrator. All recruitments are based on an approved position description and job posting that clearly define the duties and qualifications based on classification systems, union agreements, and the requirements of the operation. Job descriptions are on file in the HR office and available electronically. Descriptions include essential and related functions of the job, physical requirements, knowledge, skills and abilities, and other conditions of employment. Position recruitments are posted on the College's website. Policies relating to staff appointments, evaluations, reassignments, and discipline are in place and available on the College website, intranet, and in the PCFA and WFSE collective bargaining agreements. Information on appointments is also delineated in recruitment procedures published on the HR intranet site. [Exhibits 2B-1]

Search committees screen and interview applicants based on the job posting, the College's *Guiding Principles*, and the mission and core themes of the college. The names of finalists are forwarded to the hiring supervisor with a list of the perceived strengths and weaknesses and background check information, where applicable. The hiring supervisor conducts an additional interview. In consultation with the search committee, the hiring supervisor makes a recommendation to the president, who has the delegated authority for all hiring decisions.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The Board of Trustees has adopted and published policies governing all administrative personnel (Board Policies 281-297). These are designed to ensure high standards of performance and effective leadership and management in the conduct of their responsibilities. [Exhibit 2B-2]

In accordance with Board Policy 283, the College has a procedure and instrument for the evaluation of administrative/exempt staff. Administrative staff are evaluated regularly in accordance with a process that is delineated and published on the Human Resources intranet site, which includes both a self-evaluation and a supervisory evaluation. [Exhibit 2B-3]

Evaluations for classified staff are scheduled in compliance with the WFSE bargaining agreement. The annual evaluation includes an opportunity for self-evaluation and a professional development plan.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Professional growth and development for all employees is a fundamental value of Peninsula College. All staff have many opportunities, both formal and informal, to grow and develop. Faculty, administrative and classified staff are eligible for tuition assistance for formal classes, a self-directed stipend of \$300 per year for full-time staff and \$100 per year for part-time staff (Institutional Procedure 109), and employer-supplied training specific to job responsibilities. In addition to opportunities available to all staff, administrators are eligible to receive financial support for their professional development under the provisions of Institutional Procedures 104 and 109. [Exhibits 2B-4] In addition, exempt personnel may request professional leave under Procedure 289.09. [Exhibit 2B-5]

Peninsula College's strategic vision articulates the College's commitment to excellent instruction and to the professional development of the faculty. [Exhibit 2B-6] There is strong evidence that the Peninsula College community believes the College is achieving this vision. In 2011, 89% of respondents to the *Strategic Directions Survey* indicated their belief that the College is achieving its vision to provide excellent instruction either *well* or *very well*.

Faculty members pursue professional development opportunities through regional and national conferences, symposia, and training programs. Some enroll in graduate programs, others publish journal articles and monographs, and still others conduct original research. College faculty can also incorporate professional development and scholarship into their instructional assignments through special course structures that allow instructors to work directly with students in conducting research activities. Faculty members may offer courses in directed studies (DS 290-294) or in special topics (DS 295) to engage students in research activities and offer learning communities in which they team with one or more instructional colleagues to deliver an interdisciplinary curriculum in which they will frequently collaborate on research or a publication.

The College provides substantial financial support for scholarship and research, including a fully funded, year-long sabbatical; stipends and research grants; and an annual allocation in discretionary professional development funds in addition to institutional support for faculty exchanges and teaching-abroad opportunities, conference presentations, and professional memberships.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The selection, development, and retention of competent faculty are of paramount importance to Peninsula College. Thus, the employment of full-time, tenure-track faculty is a priority for the College: ten full-time faculty members have been hired since 2008. The number of full-time teaching faculty as a percent of all classroom faculty is higher at Peninsula College than the system average. (Table 2.B.1.)

Table 2.B.1. Teaching Faculty (State-Supported FTEF)

AY 2011-12	Full-time/ Associate		Part-time		Moonlight		Total
	#	% of Total	#	% of Total	#	% of Total	Teaching FTEF
PENINSULA COLLEGE	48	48%	41	41%	11	11%	100
System Average		47%		47%		6%	

Source: SBCTC Academic Year Report

Qualifications for both full-time, tenure-track faculty and part-time faculty are described in the negotiated bargaining agreement between the Board of Trustees and the Peninsula College Faculty Association (Article 9).

The adequacy and currency of professional expertise and pedagogical skills of full-time faculty are assessed by the probationary faculty review process and the post-tenure evaluation process. In both processes, faculty under evaluation must demonstrate evidence of teaching success and active involvement in their disciplines. In addition, professional and technical faculty must maintain vocational certification (WAC 131-16-092), which is confirmed by the vice president for Instructional Services. [Exhibit 2B-7]

Faculty members participate in the development and review of academic policies and programs; they assure the integrity and continuity of the College's academic programs through the Curriculum Committee and Faculty Senate as well as faculty representation on the College Council. Faculty further assure the quality of the College's educational programs through their academic unit plans and outcomes assessments, and through their collegial interactions at division and department meetings, as well as participation on standing committees, such as the Cultural and Fine Arts Committee.

**2.B.5** Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Peninsula College has a long record of retaining highly qualified faculty, and this retention rate is a strong indicator that responsibilities and workload are commensurate with the College's expectations for teaching, service, and scholarship. Professional development and research opportunities are sufficiently attractive to retain high-quality faculty. This is especially significant given the relatively remote location of the College.

**2.B.6** All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns

that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Peninsula College provides for the regular and systematic evaluation of faculty performance through the procedures stipulated in the Peninsula College-PCFA Bargaining Agreement. [Exhibit 2B-8] Faculty are evaluated on their teaching, professional development, and service to the College.

The evaluation process for probationary, tenure-track faculty is a developmental process and includes multiple indices: self-assessment, peer review, student feedback, and administrative assessment. The evaluatee is an active participant in the process and submits all materials detailed in the PCFA contract. All members of the review committee visit one or more of the evaluatee's classes and write a report of their observations. When areas for improvement are identified, specific goals are suggested to evaluatees to help them develop effective strategies for addressing the concerns of the evaluation committee. The chair of the evaluation committee writes a collective report, which is reviewed and signed by all committee members and the evaluatee before submission to the president.

Tenured, full-time faculty members and annualized associate faculty are evaluated every five-years; part-time faculty members are reviewed within the first year of teaching for the College and at regular intervals of no less than every five years thereafter. Part-time faculty submit a self-evaluation, and student evaluations are administered during the quarter of evaluation. In addition, classroom visits and evaluations are conducted by current members of the faculty and faculty emeriti.

## IV. STANDARD 2.C EDUCATION RESOURCES

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The goals of the College's educational programs are guided by and support Peninsula College's mission to provide educational opportunities in the areas of academic transfer, professional and technical, basic skills, and community and business education. Degree programs, certificates, and business and community education opportunities are described on pages 16 -17 and pages 37 -71 of the Peninsula College *Course Catalog*.

In order to ensure appropriate content and rigor of these programs, the College follows:

- the InterCollege Relations Commission (ICRC) guidelines and transferability requirements;
- the State Board for Community and Technical Colleges (SBCTC) policies that guide appropriate breadth and depth of professional and technical program courses;
- Peninsula College procedures for adopting new programs and courses as well as making significant course and program modifications.

Academic units identify and assess general program outcomes through annual academic unit plans. Learning outcomes for individual courses are approved by the Curriculum Committee and published in course syllabi.

Course designators are consistent with ICRC guidelines and the SBCTC's common course numbering system. Course designators and numbers are described on page 73 of the college catalog. Course listings appear on pages 74 -134.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Degree learning outcomes are published on the College website and in the Peninsula College *Course Catalog* (see pages 40 to 65). Program learning outcomes for professional and technical programs are published in *Program of Study* guides, which are available to students in print and in .pdf formats. Each professional and technical program has an advisory committee that assists with identifying learning outcomes and ensuring breadth and depth in the curriculum. Course learning outcomes are approved by the Curriculum Committee and included in course syllabi, which are given to students the first day of class. A standard syllabus template, including instructions on learning outcomes, is included in the Peninsula College *Faculty Handbook*.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Peninsula College is part of a statewide system of public institutions of higher education. The SBCTC approves degree programs for community and technical colleges. Guidelines and requirements for degrees and transfer agreements between institutions are articulated by the Intercollege Relations Commission (ICRC) and approved by the Instruction Commission (a statewide council of community college academic vice presidents) and the Inter-Institutional Council of Academic Officers (university provosts).

Learning outcomes are embedded throughout the curriculum at the course, program, and degree level. Instructors assess student work at the course level according to the learning outcomes published in course syllabi. Students receive credit for classes in which they receive passing grades.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Peninsula College degree and certificate programs demonstrate coherent design with appropriate breadth, depth, sequence, and synthesis of learning. Admission and graduation requirements are defined and widely published in the College catalog, program brochures, and the College website.

#### Transfer Degree Programs

Peninsula College offers several transfer degrees that satisfy the lower-division requirements at most four-year colleges and universities within the state. All transfer degrees require general education coursework, which includes the following competencies:

- Communications
- Quantitative reasoning
- Information competencies
- Critical thinking
- Personal and interpersonal skills
- Humanities
- Social sciences
- Natural sciences.

The College's general education competencies and distribution list of courses required for the transfer degree meet the requirements specified in the Washington Administrative Code (WAC 250-61-100) and are consistent with breadth, depth, and synthesis standards established by the SBCTC and ICRC guidelines. To meet transfer degree requirements, students must complete a minimum of 90 credits from the distribution list published on page 39 of the *Course Catalog*. Students who complete a Peninsula College transfer degree are generally eligible to transfer to any public baccalaureate institution in Washington State with junior standing.

#### Professional and Technical Certificate and Degree Programs

Peninsula College offers professional and technical degree and certificate programs in 16 occupational areas. Each professional and technical program has an advisory committee that meets twice a year and assists with identifying learning outcomes and ensuring the breadth, depth, sequence, and currency of the curriculum. Professional technical programs are developed in collaboration with regional industry and

business representatives according to College advisory committee procedures. New professional and technical courses, degrees, and certificate programs are approved by the Curriculum Committee and the SBCTC prior to course or program implementation.

Professional and technical *Programs of Study* are sequential with foundation (breadth), core (depth), and capstone (synthesis) coursework. Associate of Applied Science (AAS) degrees and certificates of 45 credits or more prepare students for the workforce and include general education courses in computation, communication, and human relations. Associate of Applied Science Transfer (AAS-T) degrees are built upon technical courses for job preparation and require a college-level general education component drawn from classes listed on the Direct Transfer Agreement (DTA).

The minimum general education component of the 90-credit AAS-T degree is the following:

5 credits	Communication	English Composition
5 credits	Quantitative Skills	Any course from the transfer list with Intermediate algebra as a prerequisite
10 credits	Science, Social Science, or Humanities	Courses selected from the transfer list including a course meeting the human relations requirement.

Students are required to complete their AAS-T degree with 5-credits of Science, 5-credits of Social Science, 5-credits of Humanities, 5-credits of Communication, and 5-credits of Quantitative Skills. An additional 5- credits of general education are required in the AAS-T degree for students matriculating into a BAS degree.

Applied Baccalaureate Degree

Peninsula College’s Bachelor of Applied Science (BAS), Applied Management degree builds on an existing AAS, AAS-T, AA, or AS degree, adding upper-division coursework to complete a four-year degree. The BAS curriculum includes courses in:

- Accounting
- Marketing
- Economics
- Management
- Organizational behavior
- Legal environment for business.

Breadth and depth courses are sequenced to prepare students for a two-quarter internship in the private, public, or tribal sector. In addition to meeting regional employment needs, the Peninsula College BAS degree is designed with academic rigor, enabling graduates to apply directly to the University of Washington, Washington State, and other university MBA programs.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

### Curriculum

Authority and responsibility for the design, approval, implementation, and revision of curriculum is administered by three Curriculum Committees led by a faculty chair and full-time faculty members appointed by the Faculty Senate. The mission of each curriculum committee is to ensure that new or modified courses, and/or new programs, are appropriate for college-level work.

The College's three curriculum committees are:

- The Bachelor of Applied Science Curriculum Committee, made up of three liberal arts and three professional and technical faculty.
- The Arts and Sciences Curriculum Committee, made up of eight members, including two faculty from each of the distribution domains—humanities, natural science, and social science—and two from the professional technical subcommittee.
- The Professional and Technical Curriculum Committee, made up of eight members, six of whom are drawn from professional and technical study areas and two members from the arts and sciences subcommittee.

All three curriculum committees meet quarterly to assess new and revised course proposals.

Criteria for review include discussion of the effects of a proposed course on other areas of the College, use of library and/or other information resources, requirements of the Intercollege Relations Commission, and transferability.

- The intended audience
- Whether the proposal is compatible with current course offerings
- Whether the credit-hours-to-contact-hour's ratio is appropriate for the course content
- Whether content can be delivered within the time frame specified
- Whether course-specific competencies/learning objectives are identified
- Whether, in the case of professional and technical programs, the proposal has the support of the program's advisory committee

This scrutiny results in programs and courses that reflect sound educational principles, culminating in coherence, breadth, depth, and sequencing consistent with Peninsula College's mission. Once a curriculum committee's review is complete, the committee chair reports findings to the Faculty Senate and sends the results of the review to the vice president for Instructional Services.

### Selection of New Faculty

Both full-time and part-time faculty members are qualified by academic background and/or professional experience to carry out their prescribed duties and responsibilities. To develop the highest possible quality cohort, Peninsula College follows the guidelines set forth in the Peninsula College-PCFA Contract (Articles 9.2.3, 9.2.4) and WAC 131-16-091 [Exhibit 2C-1] for establishing faculty qualifications, including:

- Education
- Teaching experience
- Discipline expertise
- Modes of instructional delivery
- Pedagogy
- Scholarship
- Communication
- Student achievement of learning outcomes.

New full-time faculty are chosen by selection committees comprised of:

- Two faculty appointed by the Faculty Senate
- Two faculty identified by the administration
- Other college employees identified by the College president.

Faculty hiring committee procedures include a review of each candidate's strengths and weaknesses and a teaching demonstration. The committee forwards the top three applicants to the president, who makes the final decision in collaboration with the committee chair. Division chairs are involved in the selection process of part-time faculty in their departments or programs.

#### Student Achievement of Learning Outcomes

Peninsula College faculty take responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Learning outcomes that lead to degrees or certificates are assessed at both the classroom and institutional level and published in the *Course Catalog*. Assessment of learning outcomes is ongoing, and the findings of assessment and subsequent use of results are documented each year in each program's annual academic unit assessment (AUA) and academic unit plan (AUP).

#### Course Level

Course level student-learning outcomes are identified by faculty and listed on new course establishment forms and in course syllabi. Assessment of student achievement is faculty driven, embedded throughout the curriculum, and integrated in academic and collegewide planning.

#### Program Level

Program-level outcomes are developed by faculty and published in *Program of Study* and degree guides. Program assessment is documented by faculty in annual academic-unit assessments. The findings of assessments are used to direct strategic actions in the following year's AUP, resulting in modifications of courses and programs.

#### Prior Learning Assessment

In the spirit of the College's core theme of Opportunity, Peninsula College strives to maximize student access to higher education. In recognition that persons may, by their own efforts, raise their educational level beyond that of their last formal schooling, the College has a process for awarding credit to students who have acquired knowledge or skills equivalent to certain college courses. Peninsula College thus grants experiential credit in accordance with NWCCU Policy 2.3. This is described in the College's Administrative Procedure 415.01, Equivalency Credit through Challenge, and authority is derived from

Peninsula College Board Policy 415. This policy and corresponding procedure are based on Washington State Community and Technical College Guidelines for Prior Learning Assessment. [Exhibit 2C-2]

Prior learning assessments include:

- Departmental challenge by exam
- Portfolio assessment by faculty
- National standardized tests (i.e., CLEP and DAN TES subject standardized tests)
- Assessment of military education and experiences
- Credits earned through the ACE Guide (American Council of Education’s Guide to the Evaluation of Educational Experiences in the Armed Services)

All the methods and steps students need to take are described in the *Prior Learning Assessment Handbook*. [Exhibit 2C-3]

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Information competency (IC) is a general-education competency at Peninsula College. Faculty members have chosen various methods for embedding IC outcomes in their curricula. For example, nursing faculty require students to take a one-credit, information-competency class taught by the Library Media Center’s instructional librarian. The class is available to all students. Other instructors require students to do research projects and request the faculty librarian to provide instruction in the strategies necessary for accessing subject-specific information resources and in searching the library’s electronic resources.

English composition courses (ENGL& 101 and ENGL& 102), which are required for the AA degree and for many professional and technical degree programs, include a strong emphasis on research and information competency in their course work and course outcomes. Similarly, integrated studies seminars in the Bachelor of Applied Science degree include a strong emphasis on accessing varied information sources and synthesizing and applying the results of this research in fulfillment of class projects.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

Peninsula College awards credit for prior learning according to its Prior Learning Assessment (PLA) policy (see 2.C.5 above). Prior learning credit is limited to a maximum of 25% of the credits needed for a degree and is assessed by an instructor with expertise in the related field according to a student’s demonstration of

learning outcomes for the course for which he or she seeks credit. Prior learning credit is not given until this outcomes-based assessment has occurred.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

In general, Peninsula College accepts college-level credits earned at regionally accredited institutions of higher education in the United States or, in the case of international transcripts, colleges that are recognized by the Ministry of Education or a similar government body of foreign countries. Peninsula College is part of a statewide system of colleges that delivers transfer programs articulated throughout the system. The SBCTC approves degree programs, while requirements are established by the Intercollege Relations Commission (ICRC) and approved by the Washington State Community and Technical Colleges' (CTC) Instruction Commission (academic vice presidents representing each of the CTC colleges) and the Inter-Institutional Council of Academic Officers (university provosts). There is also a reciprocity agreement among Washington community colleges that allows students to transfer credits between colleges.

Degree evaluations verify that students have met state and institutional requirements for the awarding of transfer credit. The comparability of a course to Peninsula College's course requirements and the applicability of a course to the program to which transfer is requested are considered. Authority for determining the acceptance of credits is delegated by the vice president for Student Services to the credentials evaluator. The credentials evaluator consults with faculty, the Curriculum Committee, and instructional administrators to determine course equivalencies.

### **Undergraduate Programs**

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The College's distribution courses required for the transfer degree comprise a core of general education that meets the requirements specified in the Washington Administrative Code (WAC 250-61-100). These courses are consistent with standards established by the Washington State Board for Community and Technical Colleges and the Intercollege Relations Commission guidelines. This ensures that a student who

completes a transfer degree at Peninsula College will have satisfied the lower-division general education requirements at baccalaureate institutions in the state of Washington. Required distribution classes are published in the *Course Catalog* (p.39):

Communication Skills	10-credits	ENGL& 101 and ENGL& 102
Quantitative Skills	5-credits	MATH& 107 or above
Humanities	15-credits	<i>Credits from at least three different areas</i>
Natural Sciences	15-credits	<i>Credits from at least three different areas</i>
Social Sciences	15-credits	<i>Credits from at least three different areas</i>

General education competencies are also embedded in the related instruction required for professional and technical degrees, and include specific courses in communications, computation and human relations. Students in the AAS-T professional and technical programs must complete 25 credits of college-level general education courses.

Peninsula College’s general education competencies are published on page 37 of the *Course Catalog*; distribution courses required for completion of the transfer degree are published on page 39. Professional and technical degree requirements, including related instruction in communications, quantitative reasoning, and human relations, are listed on pages 49-65 of the *Course Catalog*.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

The general education components of Peninsula College’s applied baccalaureate degree, which include integrated seminars in the humanities, social sciences and natural sciences, have identifiable and assessable learning outcomes that are central to the practice of applied management, resulting in a practical, application-oriented, four year degree.

Similarly, the general education components of the transfer associate degrees include the requisite courses noted in 2.C.9 above. Each of these courses have identifiable and assessable learning outcomes that are approved by the faculty Curriculum Committee prior to course adoption.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The related instruction requirements for professional and technical degrees include specific courses in communications, computation, and human relations that align with and support program goals. Students in the AAS-T professional and technical programs must complete 25 credits of college-level general education courses to complete a degree that will transfer to four-year colleges and universities. These

courses have identifiable and assessable learning outcomes and are taught by faculty who are appropriately qualified in these respective fields.

The general education components of the Bachelor of Applied Science (BAS) in Applied Management include integrated studies seminars in humanities, social science, and natural science. BAS students are required to complete one course in each of these areas, which are designed to support the overall learning outcomes of the BAS program.

### **Continuing Education and Non-Credit Programs**

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Basic Skills education and Continuing and Business Education (CBE) are essential to mission fulfillment at Peninsula College. Two of the College's core theme objectives are to:

- Provide a *Basic Skills* program to help undereducated adults and adults with limited English proficiency to become more successful.
- Provide *Continuing and Business Education* classes with a focus on business training, adult special interest, and cultural enrichment classes.

#### Basic Skills

The primary focus of the Basic Skills program is to provide adult basic education classes that are accessible, student-centered, and responsive to community needs. Basic Skills provides reasonable options for classes, including a variety of time schedules, off-campus sites throughout our service district, and distance education. The processes of intake, testing, registration, and advising have been streamlined to facilitate student enrollment and persistence.

Pre-college courses include adult basic education (ABE), General Educational Development (GED) preparation, English as a second language (ESL), family literacy, volunteer literacy, and WorkFirst work-readiness. Programs serve immigrants, refugees, permanent residents, and U.S. citizens who are at least 16 years of age and not enrolled in secondary schools. The Basic Skills program works with community partners to assess needs and provide a variety of educational opportunities.

Classes are offered in Port Angeles, Port Townsend, Port Hadlock, Sequim, Forks, LaPush (Quileute Tribe), Neah Bay (Makah Tribe), and at the Clallam County and Jefferson County jails. Basic Skills classes are also offered through a contract with the Department of Corrections at Clallam Bay Corrections Center (CBCC) and the Olympic Corrections Center (OCC). Online GED test preparation is available for students who are unable to attend a class in their own area.

#### Program Enrollment

The Basic Skills program provides ABE/GED and ESL classes to a culturally diverse population of approximately 1,000 students annually at ten different sites (excluding students in contract classes with the Department of Corrections). During 2011-12, the Basic Skills program served 834 students in ABE/GED classes and 87 students in ESL classes, accounting for 11.0% of the College's total enrollment and 14.5%

of the College's annualized FTE for 2011-12.

### Program Planning and Assessment

The Workforce Investment Act of 1998 defines adult basic education. Eligibility requirements are specified in the Title II Adult and Family Literacy Act. Programs and funding are administered through the Office of Adult Basic Education (ABE) at the State Board for Community and Technical Colleges. System-level accountability is accomplished via the National Reporting System (NRS) for Adult Education, which is an outcome-based reporting system for state-administered, federally funded adult education programs. The ABE Office prescribes state statistical reporting and monitoring.

State Board ABE staff conducts in-person monitoring visits to local basic skills providers to ensure compliance with NRS. The Peninsula College Basic Skills program has had no findings in the last ten years and has received commendations and recognition for its best practices in program development and use of assessment data for planning.

The Basic Skills program also uses progress and enrollment data to modify instruction, curriculum, and class offerings as part of the College's annual assessment and planning process. The program's goal has been to increase the availability of instruction and thereby increase student achievement. The program's self-assessment is conducted annually during the development of the Basic Skills administrative unit plan (AUP) and through the annual grant-writing process for federal funds. Strategic enrollment management data, the results of administrative assessment, and Washington Adult Basic Education Reporting System (WABERS) reports provide data used to evaluate programming and to develop the Basic Skills AUP. Goals are established based on the results of self-assessment, requirements from the state and the Workforce Investment Act (WIA), and the needs of the communities that are served.

### WorkFirst

The College's WorkFirst program provides entry and support services for single parents, displaced homemakers, low-income parents, WorkFirst participants, and other special populations seeking access to education and training. Individual services include advising, counseling, job search, and resource referral. The College works closely with community partners, including the Washington State Department of Social and Health Services and Employment Security Department, to recruit and retain participants in customized job-skills training (CJST) classes, vocational classes, and basic skills programs of WorkFirst.

WorkFirst funding requires the College to develop a plan with its local agency partners and set goals for program development. Participating parents and agency-partner staff are surveyed, and information is used to inform decision-making. The program operates under the SBCTC's Offices of Adult Basic Education and Workforce Development. Curriculum and outcomes are based on the Washington State Adult Learning Standards. Additional program-specific outcomes are developed as part of the annual application for WorkFirst funding. The SBCTC requires student progress/achievement data to be collected and tracked through WABERS. [Exhibit 2C-4]

### I-BEST – Integrated Basic Education and Skills Training

Integrated Basic Education and Skills Training (I-BEST) pairs Basic Skills instructors and professional and technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. Research on Washington State's community and technical college student population

found there is a significant economic gain when students reach a certain level of training. One year of college-level credit, plus a credential, made the biggest difference in earnings after leaving college. The I-BEST program was designed to help Basic Skills students reach that level. During the pilot phase of I-BEST in Washington State, students earned, on average, five times more college credits and were 15 times more likely to complete workforce training than were traditional basic skills students.

As of 2012-13, Peninsula College had ten state-approved professional and technical programs for I-BEST instruction: Addiction Studies, Administrative Office Systems, Automotive Technology, Pastry and Specialty Baking (offered at CBCC), Composite Structures, Early Childhood Education, Green Building, Medical Assistant, Nursing Assistant Certified, and Welding. In each of these programs, college placement data indicated that more than 75% of enrolled students were at a basic skills level in at least one subject area. Course curriculum has been revised to provide additional support for students in math, reading, and writing skills; and to increase the variety of learning methodologies in both online and traditional classroom settings. Peninsula College was the first college in the state to receive approval for an I-BEST program (Administrative Office Systems) taught primarily online.

### Community and Business Education

Community and Business Education (CBE) develops and administers educational programming in the areas of customized training, professional development, personal enrichment, and special programs. Special programs include the North Olympic Peninsula Skills Center joint career and technical education, the Entrepreneur Institute and Business Professional Development classes.

#### North Olympic Peninsula Skills Center

Peninsula College and the five public school districts in Clallam County formed a partnership to offer joint career and technical programs at the North Olympic Peninsula Skills Center (NOPSC), also known as the Lincoln Center, in Port Angeles. The Skills Center prepares high school juniors and seniors for local employment. College programs offered at the Skills Center are professional and technical programs administered by the executive director of Continuing and Business Education. Co-enrolled College and high school instruction is currently offered in food service management, green building/carpentry, composites technology, and welding. These programs and their classes have been approved by the State Board for Community and Technical Colleges and the Office of the Superintendent of Public Instruction (OSPI).

#### Entrepreneur Institute

Business and professional development courses are offered quarterly or on demand to support ongoing skills improvement for local employees and to support local entities, such as the Economic Development Council, local tribes, and governmental offices.

CBE programs and classes are administered by the executive director and director of Community and Business Education, who report to the vice president for Instructional Services.

### Corrections

Peninsula College, under an interagency agreement between the SBCTC and the Department of Corrections, provides basic skills and professional technical education to eligible offenders at Clallam Bay and Olympic Corrections Centers. The primary focus of the Corrections program is to prepare offenders for employment and further education upon re-entry to society. To ensure consistency and quality of services, professional technical programs follow all of the same policies, procedures, and requirements as programs offered on the main campus. Courses and programs are approved by the Curriculum Committee, and instructors must be vocationally certified. Basic Skills classes follow the same policies and procedures as those on the main campus.

The Corrections program serves offenders each year in basic skills, I-BEST pastry and specialty baking, sustainable horticulture, cloud and mobile game design, building and maintenance technology, and small business entrepreneurship. Peninsula College was the first college to offer I-BEST in prison education. Eighty-six students completed their GED in 2011-2012 and 82 short-term certificates were awarded.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

All CBE classes offered for credit are approved by the College's Curriculum Committee, regardless of location or medium. All noncredit courses are approved through the offices of the executive director and director for Continuing and Business Education. Evaluation of CBE classes is administered on the schedule adopted by all instructional departments at Peninsula College. The CBE administrative unit also participates annually in the administrative unit planning cycle, institutional assessment, and the strategic enrollment management process.

CBE and special-learning activities are monitored on a quarterly basis to promote continuous improvement and ensure that classes and customized trainings are meeting the needs of the community. Peninsula College employees and community members are actively involved in suggestions and requests for new courses in personal enrichment and professional development, and enrollment is used for evaluating the on-going level of community interest.

CBE conducts its own assessments, which demonstrate overall satisfaction with community education classes and program offerings. The performance threshold is 90% satisfaction (Table 2.C.1).

Table 2.C.1. CBE Satisfaction Survey Results

Academic Year	Positive Response
<b>2011- 2012</b>	<b>96%</b>
2010-2011	96%
2009-2010	98%

Source: Office of Continuing and Business Education

A full discussion of special learning programs and courses is included in 2.A.16 above.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The Peninsula College CBE department offers continuing education units (CEUs) in noncredit classes to recognize course completion and to meet professional improvement requirements. One CEU is awarded for every 10 hours of instruction in accordance with state and national guidelines. [Exhibit 2C-5] A permanent record of students awarded CEUs are kept in the CBE office. Additionally, clock hours for educators are approved by the Office of the Superintendent of Public Instruction on an annual basis. One clock hour equates to one hour of instruction.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The College's Continuing and Business Education office maintains records that describe the nature, level, and quantity of services provided through noncredit instruction in an automated student management system and in its own files, which include syllabi for credit, noncredit, and contract classes.

## V. STANDARD 2.D *STUDENT SUPPORT RESOURCES*

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

In keeping with the institutional mission, the Student Services division at Peninsula College provides a comprehensive offering of services to students in support of its teaching and learning initiatives. The College is committed to addressing the needs and characteristics of its diverse student population, while demonstrating regard for students' rights and responsibilities. This commitment is evidenced by general support through outreach to local high schools, community organizations, other educational partners, and the six Native American tribes located on the Olympic Peninsula. Outreach support includes visitations to the locations of our educational partners with information about admissions, the financial aid process, and academic program details. In addition, support is provided to prospective students with campus tours provided by student ambassadors and Associated Student Council members; guidance through the "Getting Started" at PC link, including the testing and placement process; and academic advising, from initial planning for the first quarter of attendance through a student's tenure and attendance until graduation. Specific programs and services designed to provide targeted support for student success include:

### Basic Food Employment and Training (BFET)

The BFET program provides assistance for eligible students receiving Basic Food through Washington State Department of Social and Health Services. Students must be pursuing a professional-technical degree or certificate, or participating in GED or Adult Basic Education classes. Types of assistance include funding for tuition/fees and books, referrals to outside agencies, potential eligibility for state-subsidized childcare, and continued eligibility for Basic Food. Students are contacted monthly to check on their progress in classes as well as to see if any additional resources or support services are needed in order to be successful in their education.

### Opportunity Grant

The Opportunity Grant provides funding for tuition/fees and books for eligible low-income Washington State resident students for up to 45 credits in eleven state approved high-wage high-demand professional technical programs. [Exhibit 2D-1] Students are automatically reviewed for Opportunity Grant eligibility on a first-come first-serve basis upon completion of the Free Application for Federal Student Aid (FAFSA). To support student success, the program provides a single point of contact in Student Development for participating students, an orientation at the beginning of fall quarter, and new students are enrolled in a cohort student success class.

### Upward Bound TRiO Program

Upward Bound is a federally funded college preparatory program that offers assistance to low-income and first-generation, college-bound high school students. [Exhibit 2D-2] The focus of Upward Bound is to develop skills needed for post-secondary education and to help its graduates enter and stay in college as they work toward a four-year degree.

### Services for Students with Disabilities

Peninsula College provides individuals qualifying with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs, activities, and employment in the most integrated setting appropriate to the individual's needs. After completing an intake appointment to create an accommodation plan, students request quarterly accommodations with the Services for Students with Disabilities Office. [Exhibit 2D-3] The Services for Students with Disabilities office collaborates closely with faculty members, the Information Technology and Facilities departments, Testing Center, and the Maier Hall Learning Center to ensure support services are available to students. The Services for Students with Disabilities Office provides periodic disabilities-related training to the campus community and serves as a resource to staff and faculty members who work with students with disabilities.

### Multicultural Student Services

The purpose of Peninsula College's Multicultural Student Services is to provide information, support, and learning opportunities to students of color who are part of the many diverse cultures located on the Olympic Peninsula and elsewhere, and to develop a greater understanding and appreciation of these cultures among all students.

Multicultural student services include specialized, one-stop academic advising for transfer and professional/technical programs of study; support, referral and resources for students of color; multicultural club advising; coordination of special student and faculty learning opportunities, such as the Washington Students of Color conference; collegewide co-curricular programming to increase awareness and understanding of the issues of regional diverse populations; outreach to area schools through visitations and informational workshops; liaison between the college and Native American tribal education directors and contractors; and extensive tribal and Latino community outreach.

### Longhouse Programming

Opened in 2007, the Peninsula College Longhouse is a gathering place to teach, learn, and share cultural traditions, knowledge, and identity. The first longhouse in the nation on a community college campus, tʔaʔkʷustəŋáwixʷ (House of Learning) is not only a magnet for the College's native students, it has also become a primary venue for communicating the College's values to the community.

The Longhouse hosts an array of cultural programs and events, including tribal ceremonies, cultural workshops, demonstrations, tribal youth experiences, drumming circles, and mariachi instruction, as well as multicultural club meetings and other recruitment and retention activities. The Longhouse is open for student study space and laptops are available for student use. The Longhouse Art Gallery showcases rotating art exhibits by regional Native artists.

Established in 2012, the Peninsula College Longhouse scholarships are one-year grants offered annually to a student from each of the six local tribes.

### International Student Services

The International Student Services office provides a range of services for international students. This includes information for prospective international students, assistance with application for admission and student visa requirements, academic advising, cultural adjustment advising and support, events and activities, transcript evaluation, and transfer planning. Assistance is also provided to domestic students

planning to study abroad in one of Peninsula College's short-term programs through the Washington State Community College Consortium for Study Abroad. [Exhibit 2D-4]

### Running Start

The Running Start program allows eligible high school juniors and seniors to earn college credits, tuition free, while completing high school graduation requirements. [Exhibit 2D-5] A dedicated program manager coordinates admission and educational planning assistance to ensure students pursue a prescribed course of study that will satisfy high school and college graduation requirements.

Other services offered to support students' learning needs include child care, the learning center, financial aid, counseling, and career development. [Exhibit 2D-6]

### Veterans' Services

The Veterans' Services office assists veterans and their dependents in accessing their educational benefits and resources to support successful transition from the military to their new role as a student. The office provides Veteran Affairs (VA) educational benefit certification, transition support and guidance, educational planning, campus awareness, and outreach. The Veterans' Services office staff includes a manager, school-certifying official, a Veterans Navigator, and faculty counselor. The Veterans' Services website guides veterans through the process of requesting use of their VA educational benefits and links them to local, state, regional, and national support resources. [Exhibit 2D-7] The Veterans' Services Office provides periodic veteran-related training to the campus community and serves as a resource to staff and faculty members who work with student veterans. In addition to these services, the Associated Student Body has officially recognized the Veterans' Club as an official college club.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The campus safety program provides for the safety and security of students, faculty, staff, and visitors through information sharing and training in compliance with state and federal regulations. The campus safety director is a participant in College Council, which includes student representation as well as members of the faculty, staff, and administration. This mechanism provides for ongoing communication between the college community and the safety program. Further, the campus safety director serves on the risk intervention team in collaboration with Student Services.

Uniformed, non-commissioned staff are on duty during all instructional hours and all events. Security staff provide several student-assistance services, including walking students to their vehicles in the evening and responding to theft, car prowling, emergencies, and other incidents of concern. The security staff is CPR and AED (automated external defibrillators) certified and provides for periodic training for college staff and students.

Information on safety and security provisions are available to all College constituents through specialized publications and the College website. The College also produces an emergency response reference chart, which is posted in each classroom, common areas, and administrative offices. [Exhibit 2D-8] It includes

emergency numbers, information on medical emergencies, evacuation procedures, and instructions on what to do in case of inclement weather, fire, chemical spills, gas leaks, contact with blood-borne pathogens, utility failures, accidents, explosions, bomb threats, and earthquakes. In addition, the *Student Handbook* (pages 32-33) includes information related to health risks and emergency contacts.

The College works closely with the city of Port Angeles and Clallam County during emergencies and, when necessary, shares resources to ensure safe and secure environments. College safety and security staff members have a close working relationship with the Port Angeles Police Department, the local fire department, and medical emergency responders.

Student “right-to-know” information is posted on the College’s website. In addition, the safety and security office complies with the guidelines of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 by posting the College’s crime statistics with the federal government, in a College-produced brochure, and on the College’s website. [Exhibit 2D-9]

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with the Washington Community College Act of 1967, Peninsula College provides an “open door” to educational opportunity in pre-college and the first two years of a transfer or workforce education, accepting all applicants aged 18 years and older who are “competent to profit from the curricular offerings of the college.” (WAC 131-12-010.) [Exhibit 2D-10] Those under the age of 18 who are high school graduates may also be admitted, and special considerations may allow for others under the age of 18. One example is special admissions procedures for Running Start students. [Exhibit 2D-11]

All admission policies, including those with program-specific requirements, are consistent with the College mission to provide quality educational opportunities in the areas of academic transfer, professional and technical, basic skills, and continuing education. Some professional and technical programs (e.g. nursing and medical assistant) and the Bachelor of Applied Science Degree have special admission requirements and, as such, do not follow the general “open-door” policy. Admission requirements for international students are identified in the international admissions materials and in the *Course Catalog*. [Exhibit 2D-12]

The College provides new student orientations year-round in a variety of modes including face-to-face and online. Students are given the schedule for orientation when they make placement-testing appointments. Orientations focus on familiarizing students with the college learning environment and student-success strategies. An optional freshman seminar course is offered as a more extensive orientation for students.

Specialized orientations are required for some professional and technical programs, the BAS, and Running Start programs. Students with disabilities may request a one-on-one orientation. Orientation is required for new international students after their arrival and prior to their registration. It emphasizes the U.S. educational system, immigration requirements, and health-and-safety awareness.

A systematic revision of the advising program in the spring of 2011 has also shifted the emphasis on degree planning to the forefront of the orientation process. Graduation and transfer policies are published in the *Course Catalog* (pages 27-29).

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program elimination at Peninsula College is a rare event that is taken very seriously, and it occurs as the result of on-going, detailed analysis of a variety of factors, including enrollment data and trends, employment data, student levels of interest and performance, and advisory board input. When an instructional program is under review for possible elimination, the administration contacts the Faculty Senate and the Curriculum Committee, which may, at their discretion, conduct an additional impact analysis prior to a final decision.

During and after the elimination of a program, every effort is made to accommodate student program completion on a case-by-case basis. Declared majors are allowed to complete the program from start to finish in a two-year time frame.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;
- b) Entrance requirements and procedures;
- c) Grading policy;
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timeline to completion based on normal student progress and the frequency of course offerings;
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- f) Rules, regulations for conduct, rights, and responsibilities;
- g) Tuition, fees, and other program costs;
- h) Refund policies and procedures for students who withdraw from enrollment;
- i) Opportunities and requirements for financial aid; and
- j) Academic calendar.

Peninsula College publishes current and accurate information that includes:

- a) The Peninsula College mission and core themes are published on the College website, in the *Course Catalog* (pp.8-9), and in a variety of other media that are widely distributed both internally and externally. [Exhibit 2D-13]
- b) Entrance requirements and procedures are published in the *Course Catalog* (pp.21-22, 66), on the College website and in the quarterly class schedule. [Exhibit 2D-14]
- c) The PC grading policy is published on page 25 of the *Course Catalog*.
- d) Information on academic programs and courses, degree and program completion requirements,

expected learning outcomes, required course sequences, and projected timelines to completion are made available in the *Course Catalog* (pp. 37-133) and on the College website.

- e) The College provides the names, titles, degrees held, and conferring institutions for members of the administrative Cabinet and full-time faculty on pages 135-137 of the *Course Catalog* and in the staff directory published on the Web.
- f) Rules, regulations for conduct, rights, and responsibilities are published in the *Student Handbook* and College website. [Exhibit 2D-15]
- g) Tuition, fees, and other program costs are available on the College website and in the quarterly class schedule. [Exhibit 2D-16]
- h) Refund policies and procedures for students who withdraw from enrollment are stated in Board policy 575 and in the quarterly class schedule. [Exhibit 2D-17]
- i) Opportunities and requirements for financial aid are published on the College website and on pages 23-24 of the *Course Catalog*. [Exhibit 2D-18]
- j) The College's academic calendar is published on the College website and on pages 23-24 of the *Course Catalog*. [Exhibit 2D-19]

2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Peninsula College publishes educational program information in the *Course Catalog*, *Programs of Study*, degree guides, flyers, and the College website. Program information is updated annually to ensure accuracy and currency. Printed publications are available in the Student Services Center, advisors' offices, and online. All professional and technical *Program of Study* guides include:

- Eligibility, placement, and certification requirements
- Program description and special features
- Program level student learning outcomes
- Career opportunities, potential positions, and earnings
- Program prerequisites and requirements
- Typical student schedule

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records and transcripts are maintained electronically and stored in a statewide community and technical college database that is system-developed and system-managed. The database is known as the Student Management System (SMS). This same data is archived in datawarehouse files to ensure the constancy of the data as well as access to longitudinal data. The mainframe computer that stores and runs

Peninsula College's system-managed processes is located at the State Board for Community and Technical Colleges Information Technology division (SBCTC-IT) in Bellevue, Washington, which observes industry standards for securing information assets and implementing regular backups.

Student transcripts are private, complete, and permanent. Records are maintained following the State Board for Community and Technical College's retention schedule. [Exhibit 2D-20] Purpose-specific printers within the enrollment services office are queued for the generation of official transcripts; no other campus office can generate them. A signature of the requestor is required for release of all official transcripts. Students wishing to view their transcript in person must present picture identification.

Student files are currently being scanned into OnBase and stored in the records room within Student Services. OnBase is a secure document imaging system. Hardcopies of transcripts issued prior to spring 1975 are stored in fire-resistant file cabinets in the records room. The file room is locked when the office is unattended.

Peninsula College adheres to the Family Educational Rights and Privacy Act (FERPA). [Exhibit 2D-21] Employees who need access to student educational records must first view the FERPA-training video. These employees are supervised in their access to educational records to ensure FERPA is observed. Peninsula College includes FERPA guidelines in the *Faculty Handbook*, *Student Handbook*, quarterly class schedule, and on the College website. The Financial Aid and Enrollment Services director and credentials evaluator control access rights to student records in the SMS and OnBase. All access to computerized student records requires a logon-ID and password. Administrative Services maintains the list of employees who have access rights to specific student-record screens within SMS.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Peninsula College administers a broad range of financial aid programs that fall into four categories—scholarships, grants, loans, and work study. [Exhibit 2D-22] Funding comes from the federal government, state government, and the College. With the exception of the federal Pell Grant and federal student loan programs, which do not have funding limits, aid is awarded on a first-come, first-serve basis to eligible students. All awards are made in accordance with federal and state regulations and institutional policies.

In 2011-12, Peninsula College students received more than \$8,000,000 in federal grants, loans, and work study. During this same time period (2011-12), the College awarded state aid to 1,050 students totaling more than \$2.1 million and 151 competitive institutional scholarships totaling \$239,141. Another 213 PC students received more than \$567,000 in scholarships from external entities.

Students can access financial aid information several ways—by phone, in person, via e-mail, on pages 23-24 of the *Course Catalog*, and on the college website. [Exhibit 2D-23]

There is provision for institutional accountability for all financial aid awards. Financial aid records are reconciled against Business Office records on a quarterly basis, and any discrepancies are researched and

corrected in a timely manner. In addition, financial aid programs may be audited by the Washington State auditor's office whenever an accountability audit is performed. The last audit contained no findings or recommendations.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Peninsula College regularly monitors its student loan programs and its loan default rate in compliance with the U.S. Department of Education. The College takes appropriate actions to reduce default rates, including sending monthly letters to all students who are more than 30 days delinquent with loan payments. These letters are in addition to the ones sent to students by their lenders. The institutional letters list options for students experiencing financial difficulties and explain the negative consequences of going into default.

Table 2.D.1. Default Rates

Final Cohort	Default Rates	
2010	13.2%	(2-year)*
2009	15.4%	(3-year)*
2009	10.3%	
2008	15.1%	
2007	11.8%	
2006	11.0%	
2005	8.3%	
2004	14.6%	
2003	14.4%	
2002	16.2%	

Source: Office of Financial Aid

\* The U.S. Department of Education is transitioning to a 3 year rate. The official 2010 3 year rate is not yet available.

The College's student loan services, including entrance counseling, are provided in an online format. The entrance counseling covers borrowers' rights and responsibilities, including loan repayment obligations and options. Although federal regulations only require that first-time borrowers complete entrance counseling, the college requests students to complete entrance counseling every year they borrow. The Financial Aid office anticipates this will have a positive impact on future cohort default rates. When students go online and begin the master promissory note process, they are told to complete entrance counseling. Once entrance counseling is completed, students are able to view, and complete, their master promissory notes.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

The educational planning system at Peninsula College includes specialized training plans based on the unique needs of staff and faculty advisors. This includes an initial training (four modules) regarding all academic advising curriculum. The advising syllabus, located in the online advising orientation, outlines the advisor and student advisee responsibilities and expectations, as well as the learning objectives for academic advising. All educational planners, faculty advisors, and counselors receive training on FERPA guidelines and the National Academic Advising Association (NACADA) standards. Student Development advising staff meet on a regular basis to remain current on academic programs and issues relating to academic advising.

Ongoing professional development training is offered quarterly or on an individual basis. Information about academic advising is available on the College intranet site for staff and faculty. Advising tools, such as the online advising orientation, quarterly schedule, annual schedule, degree audit, and *Course Catalog* are available on the Peninsula College website. [Exhibit 2D-24]

Beginning fall quarter 2012, new training modules on various academic advising and student support topics were initiated and will be offered quarterly to students. Two examples include how to use the degree audit program and how to navigate online resources. In addition, increased opportunities for transfer students, such as individualized transfer advising; group workshops on transfer topics, including planning and research; preparation of applications and personal statements, and scholarship searching are offered. Opportunities to meet representatives from various universities on the Peninsula College campuses through an annual College Fair and multiple presentations by individual universities are also offered throughout the year. New students are advised individually and in group sessions, and an increasing emphasis on early identification of goals and the development of a two-year plan are stressed. Currently enrolled students meet with a faculty advisor, educational planner, or counselor on an appointment basis for continued academic planning and progress support.

Academic advising is assessed annually using a variety of assessment tools. Students assess academic advising services with the Peninsula College Student Services survey (twice a year), ACT *Student Opinion Survey* and CCSEQ *Survey of Student Engagement* (on an every other year rotation), and an online feedback form. Educational planners and faculty advisors are assessed using the Council for the Advancement of Standards in Higher Education (CAS).

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Peninsula College offers a broad spectrum of student activities that include performers, speakers, cultural programming, workshops, drama, film, literature, art, dances, field trips, recreation, intramural and club sports, intercollegiate athletics, leadership, clubs, and special events. The majority of co-curricular activities occur on the main campus, but every effort is made to promote activities to under-represented student groups, including those at the College's extension sites. Diversity in types of events and programs and scheduled times are considered in order to reach nontraditional as well as traditional student populations. The wide array of offerings support the mission and core themes of the college by increasing the enrichment of the academic experience and providing opportunities that would not otherwise be offered in a classroom environment.

The majority of the events and activities are developed and led by ASC officers responsible for student programs. Collaborative efforts between the ASC, various interest-based student clubs and organizations, and the Cultural Events Committee have led to a robust program that serves the educational needs and interests of the student population. [Exhibit 2D-25]

Co-curricular activities are governed by the ASC constitution and by-laws and receive oversight from the Office of the Director of Student Programs. Student clubs and organizations are organized and chartered through the same office, guided by a club advisor, and provided with basic funding to serve the interests of the club. Each club must be reconstituted on an annual basis and adhere to the ASC constitution and by-laws.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Bookaneer campus store is owned and operated by the College as a self-supporting auxiliary operation, which is designed to support the teaching-and-learning mission of the College, the College’s core themes and *Guiding Principles*. The College Board of Trustees has adopted policies that establish the purpose of the College bookstore and authorize check cashing required for bookstore operation (Board Policies 521 and 577). [Exhibits 2D-26] College policies and procedures are developed with the review and input of students, faculty, staff, and administration through the Administrative Policy and Procedures Review (APPR) process and the College Council (See Section 2.A.6 above).

Students are asked for feedback on a customer-satisfaction survey. This feedback is compiled and used to assess products and services for desirability or profitability. As a result, hours have been adjusted to accommodate customer-flow patterns and healthier snack merchandise, and ready-to-go sandwiches have been added. An annual survey is also circulated to faculty during winter quarter. Results of this survey are used to improve operations. As an example, the drop-ship textbook program at the extension sites has been adjusted to increase services, and the availability of the on-line bookstore has increased accessibility. In addition, a used-book program has been developed to significantly reduce the costs of books available to students each quarter. Book rentals and coursepacks are also available to minimize costs to students.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

There are four intercollegiate sports at Peninsula College: men’s and women’s basketball, and men’s and women’s soccer. [Exhibit 2D-27] The mission of the College athletics’ program is to “recruit and graduate student athletes who exemplify excellence in academics, athletics, and citizenship.” This mission—to develop good citizenship skills in student athletes, to support and encourage academic achievement of student athletes, and to compete for league championships—is highlighted by the Board of Trustees each season when athletic teams and their coaches are introduced at a regularly scheduled Board meeting.

The goals of the athletic program are enumerated in the program's administrative unit plan (AUP). The athletic program director reviews the program goals, objectives, and rules with coaches and players on an annual basis.

Peninsula College is a member and participant in the Northern Region of the Northwest Athletic Association of Community Colleges (NWAACC), which is responsible for the administration of the intercollegiate athletic activities of its member colleges. The duties, authority, and responsibilities of the athletic director and coaches are stated in job descriptions and guided by the NWAACC Code Book. [Exhibit 2D-28]

The College's general admission procedures, academic standards, degree requirements, and financial aid awards are consistent for all students, including athletes. However, student athletes have access to athletic aid under the governance of the Northwest Athletic Association of Community Colleges. . Aid is awarded by College coaches and dispersed by the Financial Aid office.

The athletic budget is funded through the general budget, student activity fees, and fundraising. Accounting for all athletic budgets is implemented by the College's business office and follows the institution's practice of documentation and audit. Booster club and team fund-raising accounts are managed through the Peninsula College Foundation and are reported monthly. All purchase requests against these funds require administrative approval.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students are assigned a Student Identification Number (SID) at the time of admission to the College. Information that is unique to the student is linked to the SID and stored in the Student Management System (SMS). All programs and courses offered through electronically mediated delivery systems require that students login in using their Student Identification Number (SID) and a personalized password. The online course management system used for hosting online classes is a closed and secure system that requires student authentication upon logging in. There are no charges associated with the student verification process at the time of admission or at the time of enrollment in any online course.

## VI. STANDARD 2.E *LIBRARY AND INFORMATION RESOURCES*

2.E.1 Consistent with its mission and core themes, the institution holds or 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, wherever offered and however delivered.

The currency, depth and breadth of library-mediated information resources are guided by the Peninsula College Library Media Center (LMC)'s collection development and materials-selection policy, which articulates the principles and criteria by which information resources are selected. [Exhibit 2E-1] This policy is designed to guide library personnel in the development of a balanced collection that is responsive to the educational mission of the College, the learning outcomes of the curriculum, and the needs and use patterns of faculty, students, and staff.

The Library's collection is assessed on a continuing cycle. Holdings are retained or withdrawn in accordance with the criteria enumerated in the collection development and materials-selection policy. New acquisitions are guided by the results of this assessment process as well as by faculty requests and the analysis of interlibrary loan (ILL) requests.

LMC resources—print and nonprint—are accessible remotely via the College website as well as on campus. Holds on print resources may be placed automatically through the online catalog; requests for ILLs may be submitted by Web, fax, or email as well as in-person. Print resources are delivered by mail to distance learners.

Digital resources, which are central to the Library's ability to support instruction wherever offered and however delivered, are the most heavily used segment of the LMC collection. (See Section 2.E.4). During the 2011-2012 academic year, there were 122,760 search transactions among 13 databases. Ninety-three percent of respondents to the 2012 Library user survey reported satisfaction with the LMC's digital resources.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Library Media Center, in partnership with the Office of Institutional Research, Planning and Assessment, regularly solicits feedback from library users, students, faculty and staff. The feedback mechanisms listed in Table 2.E.1 have been implemented for the past ten-plus years.

Table 2.E.1. Sources of Feedback Data

Instrument	Frequency	Respondents
LMC Faculty-Satisfaction Survey	Annual	Full- and Part-Time Faculty
LMC User-Satisfaction Survey	Annual	Students and Nonstudents
LMC Staff Survey	Annual	Library/Media Center Staff
<i>ACT Student Opinion Survey</i>	Biannual	Students
<i>CCSEQ (Community College Student Experiences Questionnaire)</i>	Biannual	Students

The results are recorded in the annual LMC assessment plan that, in turn, informs the ensuing year’s administrative unit plan (AUP). [Exhibit 2E-2] Additionally, monthly staff meetings provide a consistent venue for discussing and acting upon anecdotal feedback throughout the year.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Information competency (IC) is one of the five collegewide competencies. The Peninsula College Library facilitates information competency through Library instruction and through resource-based learning assignments that classroom faculty and Library faculty develop cooperatively.

The College’s instruction librarian is a tenure-track member of the College faculty and a member of the Faculty Senate. As an active instructor, this individual works closely with classroom faculty across multiple disciplines and is a valuable liaison between faculty and the LMC, ensuring that learning outcomes across the curriculum are central to Library acquisitions and services as well as to Library instruction. The instruction librarian also provides faculty in-service programming.

Library instruction is guided by an academic unit plan (AUP) and an information competency (IC) plan. Student-learning outcomes are assessed by library faculty and classroom faculty. Examples of LMC assessment include anonymous student feedback via an online form that students are requested to submit following each instructional session by library faculty, and student responses to questions embedded in active-learning exercises. The librarian shares anonymous student feedback with classroom faculty whenever student concerns should be addressed further.

Faculty satisfaction with LMC instruction is high: 92% of the respondents to the 2012 LMC faculty-satisfaction survey reported satisfaction with LMC instructional services. Further, assessment data suggests a significant relationship between library instruction and those who use library and information resources. Survey findings confirm that the majority of library users are those who have received instruction in how to

access LMC information resources independently and effectively. More than 71% of the respondents to the 2012 LMC-user survey had received classroom instruction, and the vast majority of those users (95%) found library instruction to be useful.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library Media Center regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services. Findings are reported in the annual LMC assessment plan, which guides future actions and initiatives. Recent results are summarized below.

#### Faculty Satisfaction

Faculty satisfaction is higher with services than resources. In 2012, 92% of faculty respondents were satisfied with library instruction, reference services, and media services. Faculty satisfaction was lowest with LMC resources, specifically periodicals (77%), books (75%), the media collection (73%), and digital resources (62%). While digital resources were ranked lowest in satisfaction, they were high in importance (85%). This latter phenomenon may result from the desire to access a greater variety as well as more specialized databases.

There is significant variability in these results from year-to-year, which may be partially explained by the following effects: (a) faculty respondents are not the same each year (b) the sample size varies, sometimes markedly, and (c) the composition of the faculty changes as new faculty members join the staff and veteran faculty retire.

#### User-Satisfaction

User satisfaction is generally high, with overall satisfaction at 98%. Satisfaction was high with the general library environment (96%), reference assistance (96%) and other staff assistance (96%). Satisfaction was lowest with the Library's print resources: books (85%) and periodicals (90%). User comments confirm these results, with numerous laudatory comments about Library staff and services. Specific suggestions included a request for "more African and world history books," "online or system-generated room reservations," and a request to extend the two-minute reminder on library computers to a "5-min. or 10-min. reminder." The Library has taken action to address all three of these requests.

The preponderant activity reported by respondents to the 2012 LMC User Survey was to "use a computer" (25%). The next most frequently reported usage was to "use a study room" (17%), to "look for information on the Web/Internet" (13%), and to "study, but did not use other library resources" (13%). These results parallel responses to the 2011 user survey. Of those who reported using a computer in the library, the single most frequent response was "to do class-related research" (21%). Nineteen percent reported they used library computers to access their online class, and another 19% reported using a computer to work on an assignment.

The majority (71%) of the library users responding to this survey had received classroom instruction in research methods. Of that number, 95% found it to be a useful learning experience. Forty-five percent said they were pursuing a two-year Associate of Arts (transfer) degree, 21% were pursuing an Associate of

Applied Science degree, and 12% were pursuing a Bachelor of Applied Science degree. Most (62%) had been at Peninsula College for four or more quarters.

### Library Staff Assessment

Responses to the Library staff survey indicate a general concurrence that the LMC is achieving its purpose “*to serve the information needs of the academic community in an environment that nurtures learning, fosters opportunity, and enriches the lives of our students.*” LMC staff note the Library’s strengths in providing student and faculty-centered resources and services within the constraints of a limited staff and budget. Among the challenges noted are the ongoing need to effectively promote Library resources and services, solicit faculty participation in collection development and assessment, provide campus leadership in the application of resource-based learning, and provide the support necessary to promote successful resource based learning initiatives. Each of these outcomes has been the focus of future actions in the LMC unit plan.

### Student Opinion

The ACT *Student Opinion Survey* has been administered nine times since 1996. During that period of time, student respondents have been generally *satisfied* or *very satisfied* with library resources, facilities and services. The most recent results (2012) are the most positive. Of the 74% of student respondents who reported using the Peninsula College Library, 92% were satisfied or very satisfied. Another 6% were “neutral.” Less than 1% were dissatisfied.

### Student Experience

Of those students who report using the Library Media Center on the 2011 *Community College Student Experiences Questionnaire (CCSEQ)* survey, the most frequent purpose was “*to use the library as a quiet place to read or study*” (43%). This finding is consistent with numerous student surveys nationwide. The new library building was designed to accommodate this need, providing seven quiet study rooms, multiple study carrels, and numerous study areas throughout the library. Use of the library as a quiet place to study doubled between 2007 (before construction) and 2009 (after construction of the new library building). It increased again in 2011, from 36% in 2009 to 43%.

All of the above measures suggest that faculty, students, and staff are generally satisfied with LMC resources and services. However, satisfaction with the book collection is comparatively low across all survey populations. This can be interpreted in at least two ways: library users are finding fewer relevancies in monographic sources, or alternative sources are sufficient to meet their needs. On the other hand, both usage and satisfaction with the Library’s digital resources are high among all user groups. In times of declining budgets and increasing acquisition and processing costs, e-resources are an effective medium for meeting the information needs of College faculty and students. E-resources are also an increasingly preferred medium. Eighty percent of the respondents to the 2011 CCSEQ reported using the Web to access information for a class project or paper *often* (26%) or *very often* (54%). Alternatively, 62% reported they had *never* checked out “*books and other materials,*” and another 27% indicated they had done so only *occasionally*.

## VII. STANDARD 2.F *FINANCIAL RESOURCES*

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The College has demonstrated its commitment to planning for the future financial stability of the institution. Prior years' stewardship to build sufficient reserves and cash flow have enabled the college to successfully navigate the recent economic downturn and state budget reductions while serving increased numbers of students, and to continue to maintain dedicated reserves for operational needs.

The Board of Trustees is responsible for the financial oversight of the College and establishes policies within the framework of Washington state law to guide operations. [Exhibit 2F-1] The Board is presented with a proposed budget for operations and capital each May based on the mission, core themes, and operational plan of the College. The budget proposal includes short- and long-term implications, and is developed using a ten-year financial planning model. [Exhibit 2F-2] The Board approves the budget at the June meeting and delegates day-to-day execution authority to the College president. The Board of Trustees monitors the college operating and capital budget throughout the year. Following the adoption of the budget, the Board is provided with monthly briefings and quarterly financial reports. These quarterly reports include a balance sheet comparing the current year with the previous year and a current-year comparison of actual expenditures to revenue by fund. [Exhibit 2F-3]

The College financial planning process is led by the vice-president for Administrative Services (VPAS). The process is informed by the integrated planning model of the College, which includes the collegewide operational plan, facility master plan and the IT strategic plan as well as academic and administrative unit plan. [Exhibit 2F-4]

In early spring the VPAS, working with the cabinet and the director of Business Services, develops multi-year budget assumptions about service levels, revenues, expenditures, reserves, contingencies, and debt, and models these assumptions in a ten-year financial plan. This plan promotes understanding of the long-term impact of current decisions, thus promoting institutional financial stability.

Consistent with good business practices, the College has established goals for an annual contingency budget of 3% of the College's annual operating budget as well as maintaining reserves at 25% of the amount of the College's annual operating allocation from state funds. The intent is to offset fluctuations in state budget resources, local revenue streams, and unpredictable extraordinary events, as well as the flexibility to take advantage of opportunities that may arise.

To ensure appropriate cash management and investments, the College adheres to the mandated guidelines set forth in the State Administrative and Accounting Manual (SAAM), Chapter 85, as well as guidelines reflected in Board Policy 141. [Exhibits 2F-5] These guidelines ensure the timely deposit of revenues, sufficient cash balances to cover cost obligations, investments restricted to qualified depositories, and the pooling of institutional cash for investment purposes.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The annual resource planning and development process culminates in early spring when the VPAS, collaborating with the president's Cabinet and the director of Business Services, develops budget principles to guide the process and multi-year budget assumptions about enrollment/service levels, revenues, expenditures, reserves, contingencies and debt. These agreed-to-assumptions and the resulting budget decisions are modeled in a ten-year financial plan. [Exhibit 2F-2] This plan is reviewed by the Cabinet and promotes understanding of the long-term impact of current decisions as well as financial stability.

Enrollment is managed collaboratively, and day-to-day operations are supported by a weekly enrollment report prepared by the office of Institutional Effectiveness [Exhibit 2F-6] as well as periodic enrollment reports from the Washington State Board for Community and Technical Colleges (SBCTC).

All revenue projections are developed collaboratively and are estimated conservatively, based on current actuals and knowledge or assumptions about future changes. Methodologies are reviewed during the early spring budget retreat with the president's Cabinet and modified as necessary to respond to changing conditions.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The College adopts a planning calendar, which delineates when financial planning and budget development will occur each year as well as the relationship between planning and budget development. [Exhibit 2F-7] Planning at all levels of the institution informs budget development. The institution-wide planning process and the financial planning process are integrated and mutually reinforcing.

The financial planning and budget development process is explicitly reviewed each spring with the campus community at employee meetings where the president, supported by the Cabinet, discusses the budget proposal for the ensuing year. Following comments and feedback from the College community, a revised budget proposal is forwarded to the Board of Trustees. This process is similarly reviewed and discussed when the budget proposal is presented to the Board.

College constituencies participate on many levels: as members of an operational or academic or administrative unit; as members of the classified or faculty union; as members of the College Council; as members of the Faculty Senate; and/or as members of various collegewide work groups associated with specialized planning processes (e.g. strategic enrollment management planning, facilities planning, information technology planning).

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Timely and accurate financial reporting and management information is provided to stakeholders through the use of *generally acceptable accounting principles* (e.g., a GAAP-driven accounting system) supported by an effective system of internal controls and reviews. [Exhibit 2F-8]

Financial reporting and management information is provided to College stakeholders at varying levels of detail and varying frequencies. The president reviews financial statements in depth each quarter with the VPAS. Cabinet reviews and discusses quarterly budget status reports, and Cabinet members receive a monthly management information report that provides detail on budget status by division and for the college as a whole. [Exhibit 2F-9] These reports are distributed to individual budget managers, and the College community is also provided budget information at the monthly meetings with the president. The Board of Trustees receives formal financial statements quarterly and annually. [Exhibit 2F-10]

All community and technical colleges in the state of Washington use the same computerized accounting system, commonly referred to as the CTC Financial Management System (FMS). This GAAP-compliant system (which includes financial transactions, payroll, inventory, student records, student financial aid transactions, and interfaces between computer systems) is guided by the requirements and oversight of the Washington State Office of Financial Management (OFM) through its *State Administrative and Accounting Manual* (SAAM) and the SBCTC through its *Fiscal Affairs Manual*. [Exhibits 2F-11]

Internal control mechanisms and checklist reviews are conducted using OFM administrative guidelines and resources, and are informed by NACUBO guidelines and resources. The College performs an annual risk assessment, completes a checklist questionnaire designed to identify areas of possible weaknesses, and conducts a detailed review of activities deemed to be of high risk as identified through internal risk assessment. Medium-risk activities receive a detailed internal review every two years. [Exhibit 2F-12]. This internal review is subject to a Washington state audit. There have been no audit findings by the state auditor's office.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital planning is a key piece of the College's integrated planning process, and the resulting capital budgets directly support the College's mission and core themes. [Exhibit 2F-13] The College's capital debt burden is very modest, and debt planning is a basic element of the ten year financial planning process as well as annual operational planning.

The College currently has one debt-service obligation. With the support of the administration and the Board of Trustees, students approved a voluntary student fee in the fall of 1999 to provide a funding stream for renovation of the Pirate Union Building. The College worked with the state treasurer's office to secure the loan to fund the improvements, collect the fees, and repay the loan until it is paid off in June 2017. A five-year projection of the future repayment schedule is provided in Exhibit 2F-14.

All capital requests, from minor repairs to the construction of new facilities, are based on the College's *Facilities Master Plan*. The plan is updated biennially, with the most recent edition published in December 2011. [Exhibit 2F-15] Capital budget requests for Peninsula College are included in the overall capital budget request for the community and technical college system statewide. The 34 colleges participate in a priority setting and ranking process that results in a single request to the legislature by the CTC system. This is a sophisticated, highly competitive process, and success is explicitly linked to the quality of the individual college's *facility master plan* as demonstrated by its integration with strategic planning, and the mission and core themes of the College. Peninsula College's ability to accomplish this crucial integration is demonstrated by the more than \$120 million in major capital projects and improvements across the entire service district since 2002.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The relationship between the single College-owned and self-supporting auxiliary enterprise, *The Bookaneer*, and general operations is defined, described and documented in policy (Policies 521, 577), the budget book and financial monitoring and management reports.[Exhibit 2F-16] Strict adherence to accounting and reporting guidelines delineated in the SBCTC *Fiscal Affairs Manual* (FAM 10.10) and the Washington State Office of Financial Management *State Administrative and Accountability Manual* (SAAM) establishes the primary financial separation of these functions.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The financial activities of the College are audited in conjunction with the Comprehensive Annual Financial Report for the State of Washington. The Washington State Auditor's Office (SAO) performs the audit of the State of Washington's financial statements for each fiscal year. The most recent Independent Auditor's report on the State of Washington's financial statements is available on the Office of Fiscal Management website. [Exhibit 2F-17]

In addition, the SAO has traditionally conducted a biennial financial audit of Peninsula College for each year of operation. A member of the College's Board of Trustees is present at both the audit-entrance and the audit-exit meetings, and all members of the Board of Trustees receive the final audit report as well as a formal presentation at a regularly scheduled Board meeting.

The College's internal review retains a historical record of audit management documentation and/or audit findings and the College's response. [Exhibit 2F-18] As a result of the auditor's visit, the College takes appropriate action to address items discussed during the audit process. The College is committed to making the necessary adjustments whenever required and has a strong track record of successful audit reports, with no findings since the 1998-2000 review. The SAO did not perform financial audits of community colleges for the 2009-11 biennium due to cutbacks in funding for that office.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The Peninsula College Foundation engages in fundraising activities that specifically advance the mission and core themes of the College. All activities are conducted professionally and ethically in compliance with governmental requirements and College policy. [Exhibit 2F-19]

The College has a written agreement, approved by the Washington State Attorney General's Office that clearly defines its relationship with the College Foundation. [Exhibit 2F-20] The Foundation has 501c3 status and is registered with the Washington State Secretary of State under the Charitable Solicitations Act.

The Foundation director is a public employee subject to all applicable ethics laws. The Foundation's board of directors hires a financial services firm to provide investment services and contracts for an annual financial audit of its operations.

## VIII. STANDARD 2.G *PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE*

### **Physical Infrastructure**

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Peninsula College's physical resources incorporate College-owned facilities on the Port Angeles campus, which consist of 19 buildings with more than 266,000 gross square feet.



Port Angeles Campus

The College also owns the building that houses the Forks extension site (8,000 square feet) as well as an interest in the North Olympic Peninsula Skills Center (NOPSC), a 2,000 square foot building in Port Angeles. It currently houses the College's customized training programs, the Entrepreneur Institute, and staff offices. Completed in 2003, the NOPSC facility is well-designed, well-equipped, and appropriate to the programs offered.



North Olympic Skills Center



The College leases extension site facilities at Fort Worden State Park (7,200 square feet) in Port Townsend, and the Jefferson Education Center (900 square feet) in Port Hadlock. Classes are also offered in rented or leased facilities in Sequim and in various tribal centers throughout the district as well as two correctional facilities, the Clallam Bay Corrections Center and Olympic Corrections Center. Additionally, the College provides off-campus childcare at its Early Head Start facility in Port Angeles.

The majority of the facilities on the Port Angeles campus, originally constructed in 1964, have been substantially renovated or replaced in the last ten-years. [Exhibit 2G-1] The first major new construction occurred in 2003, when the College placed all Student Services functions previously dispersed across campus under one roof.



Student Services Building

With the completion of a new science and technology building (Keegan Hall) in 2007, outdated, inefficient science and technology labs were replaced and new student spaces were created. The new multipurpose lecture hall and meeting rooms enhance the overall physical space on campus. The science and technology building received the highest honor for civic design from the American Institute of Architects in recognition of the building's innovative and sustainable construction as well as supportive study and social spaces.





Keegan Hall (*Science & Technology*)



A Longhouse was completed in 2007, the first of its kind in the nation to be built on a community college campus. Known as the House of Learning – *?a?k<sup>w</sup>ustənáw' tx<sup>w</sup>* – this building has become a magnet for the College's native students and hosts a growing array of cultural and cross-cultural programs and events.



Peninsula College Longhouse (*?a?k<sup>w</sup>ustənáw' tx<sup>w</sup>*) and Welcome Pole

A new Library Media Center (below) was completed in 2008 and provides improved access to the College's library holdings, replaces inadequate infrastructure, accommodates emerging technologies, provides multiple areas for quiet study, and supports collaborative learning.



## Library Media Center



A new faculty and administrative office building (below) provides larger work areas more conducive to instructional support and institutional and business operations.

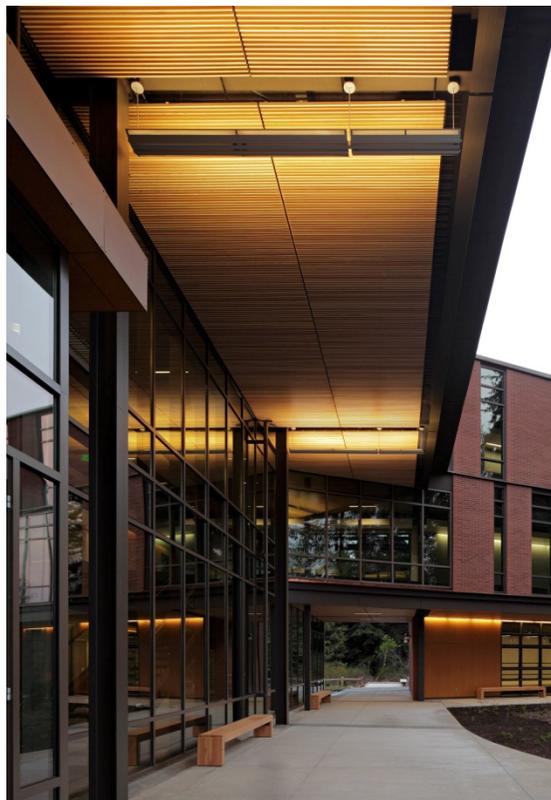


Entrance to Campus and Faculty and Administrative Office Building

Maier Hall (below), completed in 2011, provides a state-of-the-art facility for humanities, math, business, basic skills, music, and art programs. This newest building on the Port Angeles campus was awarded a coveted LEED (Leadership in Energy and Environmental Design) Gold rating.



Maier Hall



In January of 2013, an addition to the gymnasium was completed to feature a new Fitness Center.



Fitness Center



The Forks extension site is in a building the College purchased in 2000. In 2005, a structural study of the building revealed deficiencies that required immediate attention. In December of 2007, the architectural firm of Schacht | Aslani conducted a facilities condition study that underscored the need to make additional and significant improvements to the building. The cost estimate for implementing these improvements exceeds \$2.5 million. [Exhibit 2G-2] In 2011, the College received legislative approval for \$2,000,000 in Certificate of Participation (COP) funding to renovate this structure.

Peninsula College has replaced over 75% of the Port Angeles campus since 2003, reflecting an investment of over \$120 million in state and local dollars.

The East Jefferson County community is served through a primary site in Port Townsend and a secondary site in Port Hadlock. Port Townsend-based classes are in a leased facility at Fort Worden, a heritage park within the Washington state park system. This restored, multistory building was not intended for contemporary instructional programs or technologies and presents challenges for accessibility, parking, and infrastructure. Funding was approved in 2011 for the renovation of Building 202 on the Fort Worden campus, and the project is currently in the design development phase, slated to open in September 2014. A leased facility in Port Hadlock supports students taking both on-line and face-to-face classes through tutoring, testing, and assessment, and is well suited for the educational programs offered.

In addition, the College recently relocated to a new facility in Sequim (November 14, 2012) that enables the College to provide better services to Sequim-area students. The Sequim Education Center supports ABE/GED/Transition Education and ESL classes as well as computer-based community education classes.

Instructional facilities that the College rents are maintained and managed by the owners. The majority of non-College owned facility usage is with other public properties, such as those belonging to school districts, senior citizen centers, fire stations, and the transit center. Classes are typically held in rooms that allow flexibility in the delivery of instruction and meet the instructional needs of the programs offered. The sites are well maintained and managed. The nominal rental fees make community outreach programs affordable across the College's large service district.

Two Washington state prisons, Clallam Bay Corrections Center and Olympic Corrections Center, contract with the College to provide educational programs to inmates. Both correctional centers provide dedicated space designed and maintained for educational delivery. Support for instructional technology is provided by College IT staff.

Peninsula College engages in a number of system-level and local processes that assess and plan for the sufficiency of physical spaces on campus.

- The College's *Facilities Master Plan* [Exhibit 2G-3] informs the *Operational Plan* and serves as a blueprint for physical space needs and priorities. The *Facilities Master Plan* also informs the development of the College's biennial capital budget requests, which ultimately result in the acquisition of new buildings, renovation or replacement of existing space, and minor repairs.
- The biennial facilities condition survey assesses the general condition of college facilities, providing evidence to support the College's biennial budget request. This review of the physical space on campus is commissioned by the Washington State Board for Community and Technical Colleges (SBCTC) in support of the system's capital budget request. [Exhibit 2G-4]
- College planning processes at the unit and institutional levels provide opportunities for faculty, administrators, and staff to identify facility needs. Areas of concern that cannot be addressed on a departmental basis emerge during the annual prioritization discussions, which precede development

of the annual *Operational Plan*. Minor capital issues are addressed as funding allows.

- Each spring, College faculty and staff are asked to identify projects that should be completed over the summer to improve the College’s physical plant. These projects are prioritized, and a work plan is developed to complete the identified priorities. Examples of projects undertaken are included in Exhibit 2G-5.
- The *Community College Student Experience Questionnaire (CCSEQ)* and the *ACT Student Opinion Survey* measure student satisfaction with facilities. The table below depicts responses from the 2012 ACT survey. Students indicated general satisfaction with both classrooms and study areas, although recent decreases in satisfaction may be attributed to the number of temporary facilities due to demolition and construction activities.

Student satisfaction with the facilities has improved markedly since the Library Media Center opened in 2008 and Maier Hall opened in 2011.

Table 2.G.1. Student Satisfaction with Facilities

<i>ACT Student Opinion Survey</i>	2004	2006	2008	2010	<b>2012</b>
Classroom facilities	66%	67%	64%	78%	<b>88%</b>
Study areas	68%	69%	62%	75%	<b>84%</b>

Source: Office of Institutional Research, Planning & Assessment

The College takes pride in maintaining and operating its physical plant, believing that high standards complement the high caliber of teaching and learning that occurs at Peninsula College. The construction of new, energy-efficient buildings on campus is enhancing the College’s long-term ability to manage, maintain, and operate its physical plant. New facilities bring additional state dollars for maintaining and operating them. As new buildings are added to the College’s physical plant, the appropriate levels of staffing are assessed in view of the changing design, technology requirements, and footprint of the new facilities. These reviews are integrated into the physical plant’s annual unit planning-and-assessment process. Buildings and infrastructure that remain from the 1960s and 1970s construction are well maintained, and they are upgraded as funding is available.

Health, Safety, and Accessibility

The College strives to ensure an accessible and safe teaching, learning, and working environment. The campus safety operations manager, under the direction of the director of Support Services, is the College’s safety officer. The College’s federally required Clery Act reporting shows zero reportable incidents in every category for the past three reporting years.

The College Council serves as the College’s safety committee. The Council has broad campus representation and consists of three exempt employees, three faculty, three classified staff, and three students. This body fulfills the safety compliance requirements of the Washington State Department of Labor and Industries (L&I) (WAC 296-800-130). The College Council is proactive in identifying safety

concerns through its annual campus “walk-about” and “walk-in-the-dark” efforts. In addition to these periodic assessments, college faculty, staff, and students are explicitly encouraged to report any condition of concern at any time.

Laboratory safety policies are well-defined. Each lab contains written safety and emergency procedures and material data safety sheets. Each lab or prep area also is stocked with first-aid supplies, spill cleanup kits, and shower and eyewash stations.

Campus facilities meet access requirements for the Americans with Disabilities Act. All plans for capital facility improvements, including remodels and new buildings, provide full access to individuals with disabilities and are reviewed by a state barrier-free facilities program manager. Further, the College provides students who have documented disabilities with accommodations through the Disability Support Services office. Accommodations include specialized furniture, equipment, interpreters, readers, note-takers, and testing sites. The Human Resource office provides accommodations for employees with documented disabilities. Accommodations that may be provided include specialized equipment or changes to the work environment.

During the summer of 2008, the College underwent mapping for the Critical Incident Planning and Mapping System (CIPMS), which became active in the summer of 2009. The CIPMS provides a medium for tracking special needs and documented disabled personnel by locale so that local first responders are aware and prepared for any specialized response-needs in the case of an emergency. The College utilized this tracking mechanism for the first time during Fall Quarter 2009.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Both educational and physical plant staff adhere to policies and procedures regarding usage, storage, and disposal of hazardous-waste or toxic materials. In most years, the College generates a relatively small quantity of hazardous waste, reporting less than 200 pounds annually.

Faculty and students follow procedures in the Peninsula College *Chemical Hygiene and Accident Prevention Plan*, which requires student workers to complete an online laboratory safety course before beginning their duties. [Exhibit 2G-6] Biological waste—specifically microbial cultures from the microbiology labs—is autoclaved, which destroys all microorganisms. Users of hazardous materials are responsible for placing each chemical in a correctly labeled container, with a material safety data sheet attached. Physical plant staff pick up the sealed containers and place them into a spill-proof container housed in a designated hazardous-waste storage room.

To achieve sustainable practices in the custodial and maintenance programs, the college is using more water-based and green products. The College is committed to environmental sustainability in landscaping and pest control. To achieve this, the College has lowered its use of herbicides and significantly reduced its use of chemicals, replacing them with organic landscaping and ground-maintenance methods. Sustainable landscaping suitable for the local climate is incorporated into all new construction.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Peninsula College's *Facilities Master Plan* [Exhibit 2G-7] is a ten-year planning document that is an integral part of the College's overall planning process and forms the foundation for the College's biennial capital budget request in support of the College mission, core themes, and strategic plan. The *Facilities Master Plan* is informed by the *Strategic Plan* and a number of subsidiary plans and assessments. These include:

- Academic unit plans
- Administrative unit plans
- Collegewide *Operational Plan*
- IT Plan
- Biennial *Facilities Condition Survey*
- Ad-hoc site surveys and analyses, such as wetland studies
- Feedback from College Council, the Associated Student Council, and visitors.

The College Board of Trustees reviews the *Facilities Master Plan* at a regular meeting of the Board and approves the capital budget request that results from it. Board members are informed of the status of facility master plan implementation at each regular meeting.

All capital requests, from minor repairs to the construction of new facilities, are based on the *Facilities Master Plan*. The plan is updated biennially, with the most recent edition published in December 2011.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment and materials for instructional and administrative functions necessary to fulfill the College mission, core themes, and strategic plan are identified and secured through assessment processes. Requests for institutional equipment, for both instruction and administration, are vetted through the annual planning process that informs budget development. New construction funding includes funding to equip and supply new spaces based on the planned instructional programs. Decisions about the use of these funds are made by instructional leadership in collaboration with the vice president for Administrative Services, capital coordinator and IT director. Capital construction funding also provides for the administrative equipment and materials necessary to operate the building. Decisions about these funds, as well as the use of operational funds for these purposes, are made by the Administrative Services vice president in collaboration with the Support Services and IT directors, based on capital or operational unit plans.

The sufficiency of equipment is evident in the outstanding teaching and learning spaces at Peninsula College. The College supports 6,066 students through 63 state of the art computer labs and 2,100 computers in classrooms. Student satisfaction is high; 87% of student respondents to the 2012 ACT *Student Opinion Survey* reported satisfaction with the College's computer services (Table 2.G.2).

The Administrative Services division is responsible for tracking all fixed assets and maintains active inventories of equipment. This division is also responsible for self performing or arranging for regularly scheduled maintenance or repair of equipment,

## **Technological Infrastructure**

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Peninsula College's information technologies, resources, and services are instrumental to the institutional effectiveness of the College. Telecommunications and computing technologies are selected and supported to advance the teaching and learning mission of the College and to provide essential resources and tools to administer College operations. The quality, range, diversity, and currency of the equipment and materials are determined in a variety of ways. Technology requirements for administrative systems are determined by a:

- Statewide IT commission (ITC) representing all the community and technical colleges in the state;
- The Washington State Board for Community and Technical Colleges—Information Technology division (STBCTC-IT); and by
- Peninsula College's IT staff under standards developed by STBCTC-IT and the Washington State Department of Information Services (DIS) for educational institutions.

Technology requirements for new academic programs or new courses are advanced by the Curriculum Committee, and by division chairs, program coordinators or individual faculty for existing programs.

Maintaining currency in equipment and software in an educational environment is a challenge. Through its *IT Master Plan* [Exhibit 2G-8], the College has developed a schedule for maintaining currency on a cyclical basis. Implementation of this schedule is contingent upon budget priorities established through the strategic planning process and available funding.

IT staff consists of two full-time system administrators/technicians, two full-time help desk technicians, one part-time application software support technician, and one assistant to the director of IT services, who work under the supervision of the director of Information Technology services, who reports to the vice-president for Administrative Services. College IT staff members have the requisite skills and abilities to perform the necessary functions of their department.

Staff supports IT operations on the main Port Angeles campus as well as all off-campus locations—Port Townsend, Forks, Port Hadlock, Clallam Bay Corrections Center, Olympic Corrections Center, Neah Bay Makah Employment Training Center, Sequim Continuing Education Center, and the North Olympic Skills Center. This includes service for 43 computer labs on the main campus and 20 labs located off-campus, encompassing more than 2,100 computers, 300 printers, 31 servers, the network infrastructure, telephone, voicemail, email, and wireless access services.

Peninsula College utilizes several technologies to deliver educational programming throughout its service area. Seven interactive IP-based television/video (ITV) classrooms— four on the main campus, three at Port Hadlock, and two at the Forks Extension Site—allow students to participate in classes and programs that

could not otherwise be offered due to small enrollments.

ITV systems are also utilized to support the delivery of Western Washington University programming to upper-division and graduate-level students in Port Angeles. The ability to use more flexible Internet protocol allows video conferencing across data networks rather than on separate dedicated video-only circuits. This capacity also expands the College's ITV capabilities.

The College provides computer lab and wireless Internet access on the main campus, at extension sites in Forks and Port Townsend, and at locations in Port Hadlock, Sequim, and the Lincoln Center. These labs are available for general use by students for research, online classes, and writing stations.

Students are able to access the Internet and a range of educational technologies in the Library Media Center, general computer labs, Learning Centers, writing and testing labs, kiosk stations, and the Student Union Internet Café. Access is also available through secured-wireless access points throughout the main campus and at extension sites.

Increased student satisfaction with computer services suggests that the College has achieved significant improvements in meeting both student needs and their expectations.

Table 2.G.2. Student Satisfaction with Computer Services

<i>ACT Student Opinion Survey</i>	2004	2006	2008	2010	<b>2012</b>
Student satisfaction with <i>computer services</i>	65%	68%	62%	79%	<b>87%</b>

Source: Office of Institutional Research, Planning & Assessment

Demand for access to Peninsula College's IT resources continues to grow, both in terms of hardware and the ability to efficiently conduct business and access educational resources across the networks. One of the College's greatest challenges is the delivery of adequate network capacity to support classroom curricula, research, Web-based distance education, and resource-intensive transactions of administrative systems. The College recently expanded and diversified this resource and is able to meet present needs, with a capacity for future growth.

A major concern is system security. The Washington State Department of Information Services requires all community and technical colleges to conduct independent IT security audit reviews every three years. This process is designed to ensure that colleges are providing adequate protection and security for sensitive and confidential data as well as network resources. STBCTC-IT coordinates this audit for each of the thirty-four community and technical colleges in the state. Peninsula College was most recently audited in 2010 and found to be in full compliance.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Instruction and support in the effective use of technology and technology systems are provided in a variety

of ways, including at the point of need via the help desk and IT staff office calls; an online FAQs and documentation site; periodic brown bag workshops; faculty in-service programming; and ETC (Education & Training Committee) programming. A one-credit class (HUMDV 101), Success in the Online Classroom, is available for students who are new to an online learning environment..

These opportunities have been augmented by a series of *Electric Lunches*. Training topics have included:

- ANGEL Resources: What's Available and Where to Find It
- Audio Podcasting
- Blogs, Wikis, and Social Bookmarking
- Creating and Using Web Videos
- E-Learning Tools
- E-Tutoring at Peninsula College and WebWork
- Getting to Know Twitter
- GIS Across the Curriculum and More
- Microsoft Suite 2010 Overview
- Rethinking PowerPoint Style Presentations
- Social Networking Tools
- Using Video Tutorials in Math Instruction
- Web Content Design
- You Tube on Campus: Applications, Tools, and Tips

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The *IT Master Plan* [Exhibit 2G-9] serves as a vehicle for prioritizing the College's IT needs and establishing a sequenced approach for dealing with needs. It results from the close linkages between IT and Instruction, eLearning, Student Services, Institutional Research, and the Library Media Center (LMC).

IT staff partners with faculty when changes to current or new curricula require new or updated technologies. Common areas of collaboration include infrastructure; room design/modification; and new, updated, or special applications. The course establishment/revision (CE/R) form, which faculty members submit when proposing new curricula, documents the need for IT support. This form serves as both a reminder and a confirmation to ensure that any new requirements for IT services, resources, or infrastructure have been factored into the Curriculum Committee review process.

IT staff is similarly engaged in planning for and evaluating new technologies and applications with all administrative units of the College. Design processes for new buildings and remodels include IT staff as well as end-users, and IT staff participates in construction plan reviews. To achieve coordination across the campus, the IT director signs off on all technology purchases to ensure that new acquisitions are compatible with current systems and are supportable by IT services.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Central to the *IT Master Plan* is the technology update and replacement plan [Exhibit 2G-10] to ensure adequate support to operations, programs and services. This plan has been folded into the institutional planning process through the Administrative Services unit plan, which is forwarded to the president and the Cabinet for consideration in collegewide planning-and-budget development processes. IT priorities are discussed along with other priorities of the campus.

In addition, every effort is made to optimize the lifespan of existing equipment. To reduce the cost of replacing computers, memory, and CPU upgrades are implemented whenever possible. The network LAN infrastructure has been upgraded to deliver high-level connection speeds to all buildings and desktops on the main campus and at the extension sites. Wherever possible, stand-alone servers have been migrated to a virtual platform that reduces server-acquisition and maintenance costs, increases business continuity, enhances disaster recovery capacity, and mitigates the impact on the environment through reduced physical hardware/hazardous waste, power consumption, and heat generation. With the new virtual server platform, the College is able to quickly implement server upgrades and to take advantage of new delivery and security enhancements incorporated in new releases.

## CONCLUSION

Peninsula College is in its 51<sup>st</sup> year of providing higher education opportunities to the residents of the North Olympic Peninsula. Its mission is explicit, and its core themes capture the essential elements of the Peninsula College mission: *education* in the areas of transfer, professional and technical, basic skills and continuing education; *opportunity*, which is the key to personal development and academic success; and *enrichment*, which reflects the College's commitment to the diverse communities it serves. The College's core themes and core theme objectives provide a mission-driven structure for assessing institutional effectiveness and mission fulfillment, the results of which are regularly shared with the Board of Trustees.

The College's strengths are its leadership, the expertise and dedication of its faculty, its commitment to professional development, its focus on student success, its financial stability, and its history of planning and assessment at all levels of the institution.

College leadership has nurtured a principles-driven culture in which the *Guiding Principles* are embraced and operationalized. Results of the biennial *Strategic Directions Survey* provide gratifying evidence that College administrators are providing effective leadership. Nearly 95% of respondents to the 2011 survey (faculty, staff, and administrators) agreed that the College is achieving its mission to offer quality educational opportunities that foster academic, professional, occupational, and personal growth.

The College hires, develops and supports high quality personnel in all sectors of its operations by establishing high expectations, engaging in broad recruitment and open hiring processes, and providing ongoing training and professional development. The selection, development and retention of competent faculty are of paramount importance, and the employment of full-time faculty is a priority. The College has hired ten full-time tenure-track faculty members since 2008, and the ratio of full-time to part-time faculty at Peninsula College is greater than the statewide average among Washington community and technical colleges.

The professional growth and development for all employees is a fundamental value at Peninsula College. Faculty, administrative and classified staff are eligible for tuition assistance for formal classes, a self-directed stipend of \$300 per year for full-time staff (\$100 per year for part-time staff), and employer-supplied training specific to job responsibilities. Further, the College provides substantial financial support to members of the faculty for scholarship and research, including a fully funded, year-long sabbatical; stipends and research grants; and an annual allocation in discretionary professional development funds, in addition to institutional support for faculty exchanges, teaching-abroad opportunities, conference presentations, and professional memberships.

Peninsula College recruits and supports a diverse student population. Focused on student success, the College provides a comprehensive program of support services, including financial aid. Over 90% of eligible students receive financial assistance—one of the most compelling indicators of student progress and retention. In 2011-12, Peninsula College students received more than \$8,000,000 in federal grants, loans, and work study. During this same time period, the College awarded state aid to 1,050 students totaling more than \$2.1 million and 151 competitive institutional scholarships totaling \$239,141. Another 213 PC students received more than \$567,000 in scholarships from external entities.

Another strength is the College's long record of financial stability. Its commitment to building sufficient reserves and cash flow have enabled the college to successfully navigate the recent economic downturn and state budget reductions while serving increased numbers of students, and to continue to maintain dedicated reserves for operational needs. The annual resource planning and development process includes budget principles to guide the process and multi-year budget assumptions. These assumptions and the resulting budget decisions are modeled in a ten-year financial plan.

Planning has been an invaluable tool in setting institutional priorities, informing the budget and facilitating transparency. The results of assessment have provided the blueprint for implementing institutional improvement and increasing student achievement. Planning and assessment have been especially important to the College's ability to maintain its strengths in a very challenging financial climate. It has also enabled the College to identify institutional challenges as well as opportunities.

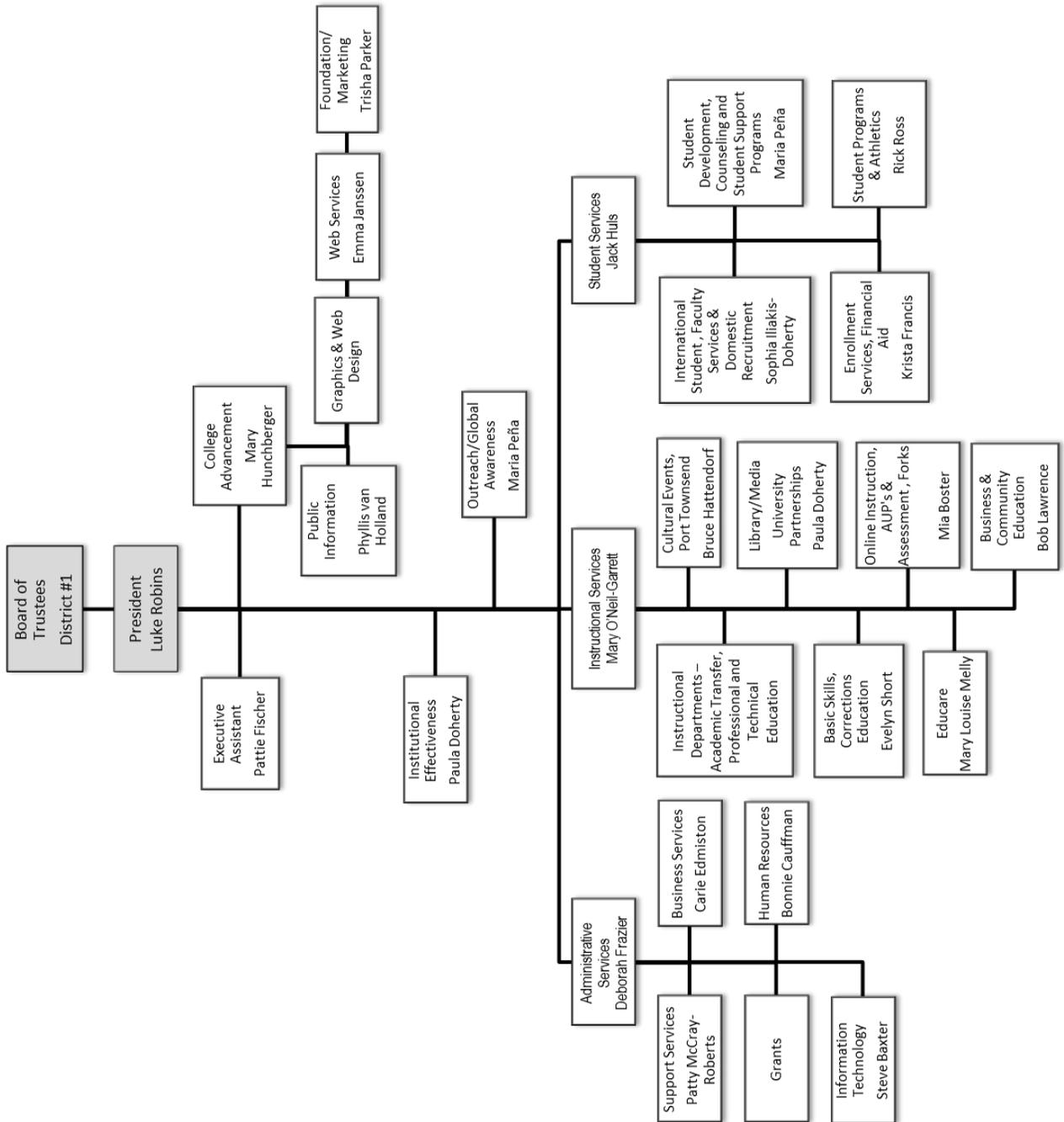
Among the College's challenges is the ability to support innovation as well as long-term sustainability at a time when statewide budget reductions require higher-levels of efficiency with fewer resources. This financial environment, together with changing demographics, impacts the ability of the College to meet the needs of the communities it serves, maintain excellence in the key areas of its mission, and grow enrollment when the number of high school graduates is predicted to decline.

Opportunities for outreach include expanded collaboration with Native American and Latino communities on the North Olympic Peninsula, industry cluster meetings in areas of growing workforce demand, and the expansion of the College's international program. Opportunities for maintaining enrollments during times of demographic change include new and enhanced programming, including destination programs; development of a low-residency Associate of Arts degree; increased support for adult students seeking prior learning credits; and expansion of the College's online class offerings.

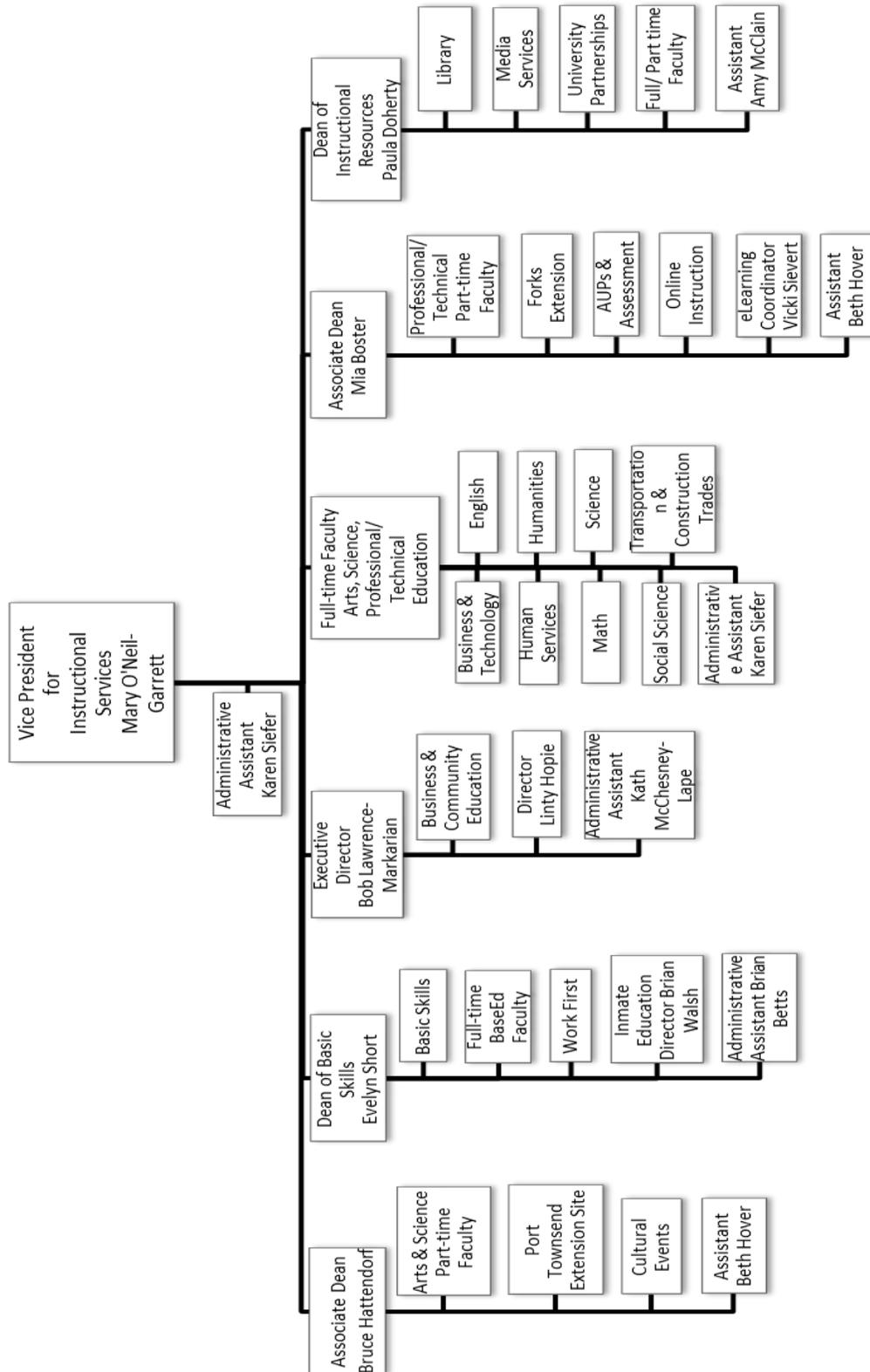
Constant change brings both challenges and opportunities. As Peninsula College looks back on a half-century of success, it is well-positioned to manage future challenges while leveraging new opportunities. As the College looks forward, there is every expectation that Peninsula College will be as strong in the next half-century as in the first.

# APPENDICES

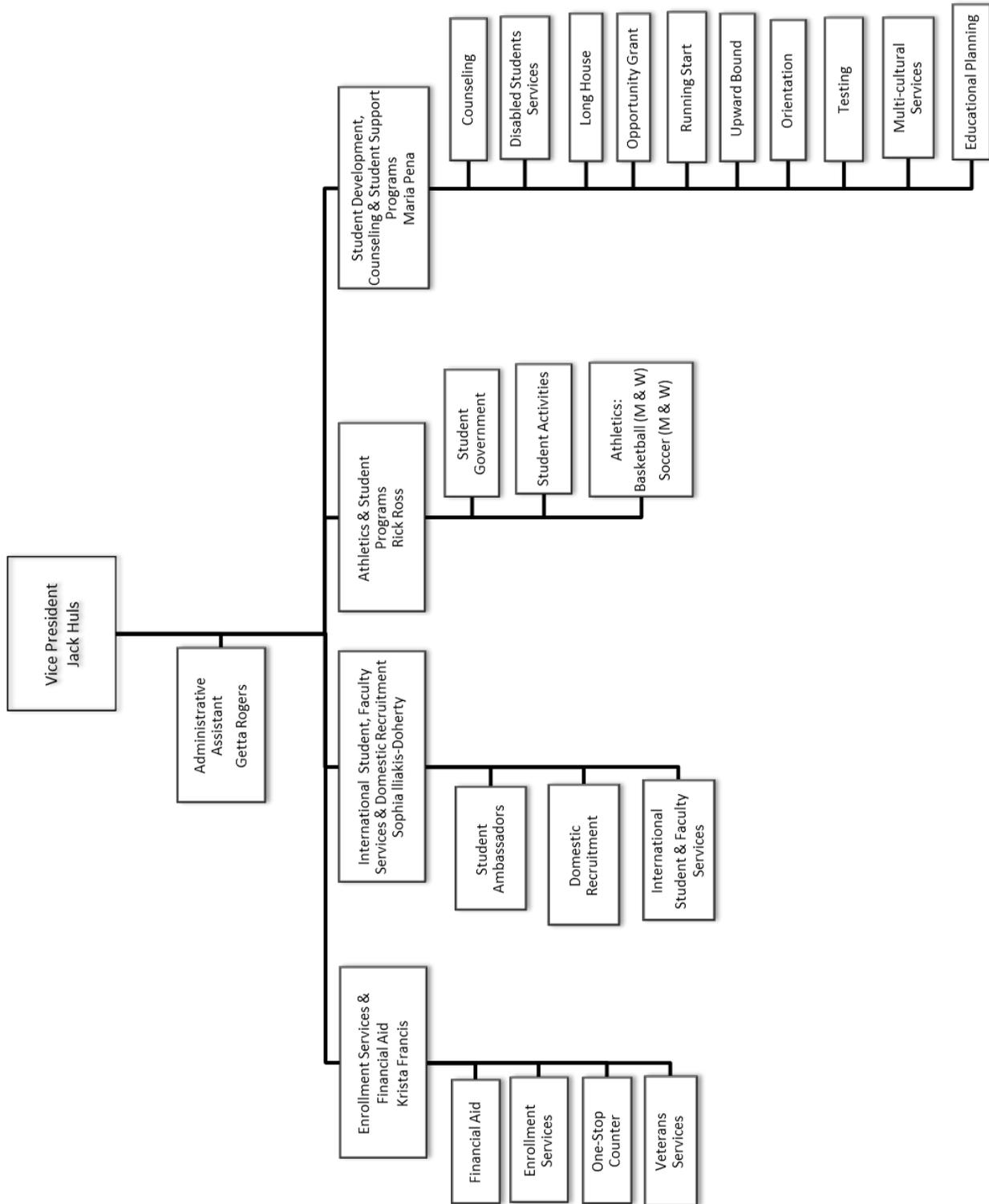
## APPENDIX 1 COLLEGE ORGANIZATION CHART



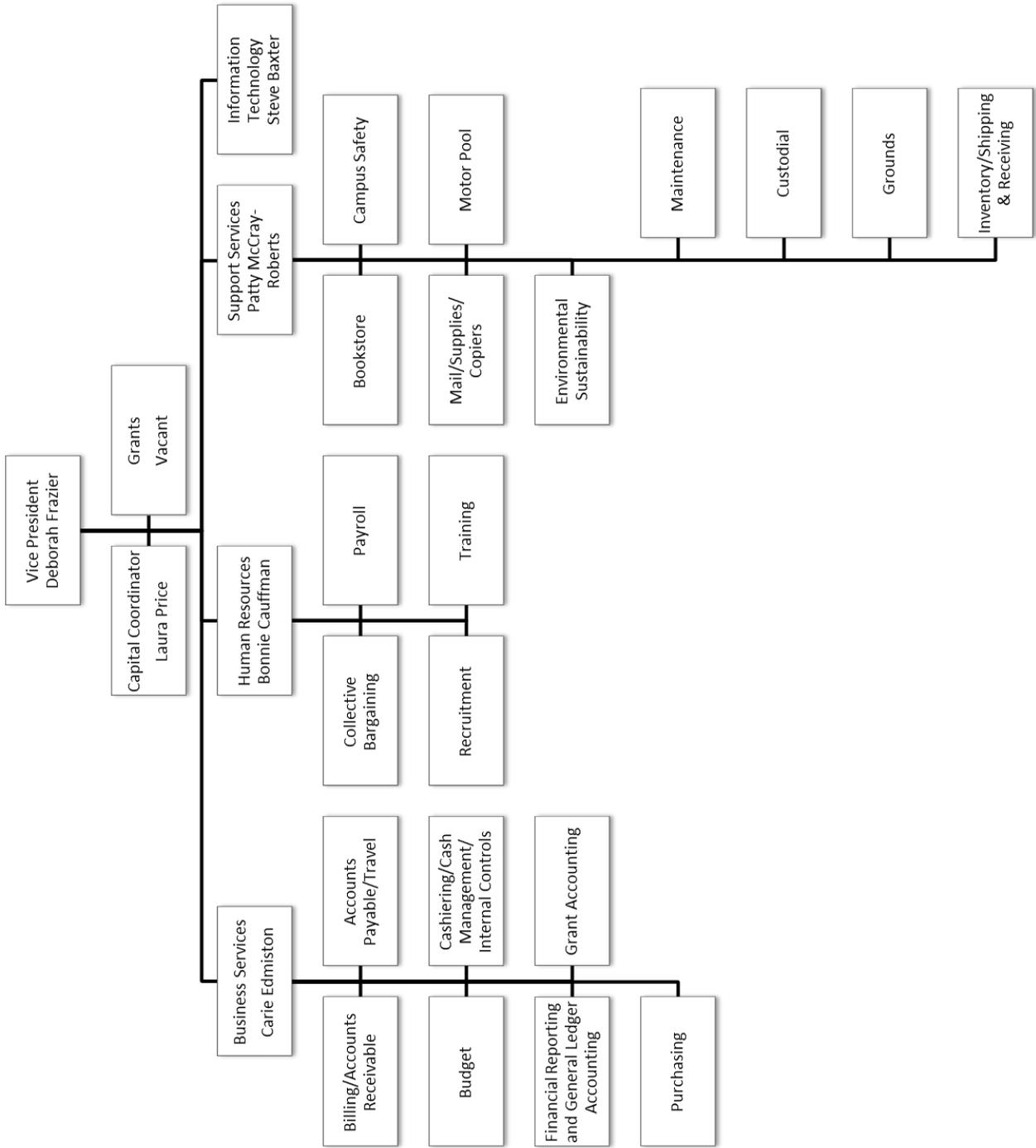
APPENDIX 2  
INSTRUCTIONAL SERVICES ORGANIZATION CHART



APPENDIX 3  
STUDENT SERVICES ORGANIZATION CHART



APPENDIX 4  
ADMINISTRATIVE SERVICES ORGANIZATION CHART



# ACRONYMS

## **A**

AA	Associate in Arts
AA Honors	Associate in Arts Honors
AAS	Associate of Applied Science Degree
AAS-T	Associate of Applied Science Transfer Degree
AED	Automated External Defibrillators
AS	Associate of Science
ABE	Adult Basic Education
ACT	American College Test
AFL-CIO	Washington Federation of State Employees
AFT	American Federation of Teachers
APPR	Administrative Policy Procedure Review Committee
ASC	Associated Student Council
AUA	Academic Unit Assessment
AUP	Academic and/or Administrative Unit Plans

## **B**

BAS	Bachelor of Applied Science
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## **C**

CAS	Council for the Advancement of Standards in Higher Education
CBCC	Clallam Bay Corrections Center
CBE	Continuing & Business Education
CCSEQ	Community College Student Experiences Questionnaire
CE/R	Course Establishment/Revision form
CEU	Continuing Education Unit
CIPMS	Critical Incident Planning & Mapping System
CLEP	College-Level Examination Program
COMPASS	ACT Computerized Placement and Assessment Support System
COP	Certificate of Participation
CPR	Cardiopulmonary Resuscitation
CPU	Central Processing Unit
CTC	Community & Technical College

## **D**

DANTES	Defense Activity for Non-Traditional Education Support
DES	Washington State Department of Enterprise Services
DIS	Department of Information Services (state of Washington)
DS	Directed Studies
DTA	Direct Transfer Agreement

**E**

ESL English as a Second Language  
ETC Education & Training Committee

**F**

FAFSA Free Application for Federal Student Aid  
FAM Fiscal Affairs Manual  
FAQs Frequently Asked Questions  
FERPA Family Educational Rights and Privacy Act  
FMS Financial Management System  
FTEF Full-Time Equivalent Faculty

**G**

GED General Educational Development

**H**

HIPAA Health Insurance Portability & Accountability Act  
HR Human Resources  
HUMDV Human Development

**I**

I-BEST Integrated Basic Education and Skills Training  
IC Information Competency  
ICRC InterCollege Relations Commission  
ILLs Interlibrary Loan  
IR Office of Institutional Research, Planning, and Assessment  
ISB Information Services Board (state of Washington)  
IT Information Technology  
ITV Interactive Television/Video

**L**

LAN Local Area Network  
LMC Library/Media Center

**M**

MBA Master of Business Administration

**N**

NACADA National Academic Advising Association  
NACUBO National Association of College and University Business Officers  
NOPSC North Olympic Peninsula Skills Center  
NRS National Reporting System for Adult Education

NWAACC Northwest Athletic Association of Community Colleges  
NWCCU Northwest Commission on Colleges and Universities

**O**

OCC Olympic Corrections Center  
OFM Office of Fiscal Management

**P**

PC Peninsula College  
PC-PCFA Peninsula College – Peninsula College Faculty Association  
PIN Personal Identification Number  
PLA Prior-Learning Assessment

**R**

RCW Revised Code of Washington

**S**

SAAM State Administrative and Accounting Manual  
SAO Washington State Auditor’s Office  
SBCTC-IT State Board for Community and Technical Colleges  
SBCTC-ITD State Board for Community and Technical Colleges Information  
Technology Division  
SEM Strategic Enrollment Management  
SID Student Identification Number  
SMS Student Management System

**V**

VA Veteran Affairs  
VPAS Vice President for Administrative Services  
VPIE Vice President for Institutional Effectiveness  
VPSS Vice President for Student Services

**W**

WABERS Washington Adult Basic Education Reporting System  
WAC Washington Administrative Code  
WFSE Washington Federation of State Employees  
WFT Washington Federation of Teachers  
WIA Workforce Investment Act

# EXHIBITS

See enclosure.