



Hello Trustees,

If it's the start of spring, it must mean we'll be in Forks for our meeting! Lots of exciting things are happening out there and you'll hear firsthand from Forks students.

Here are some highlights of what to expect at the meeting.

Presentations:

- A few new employees will be introduced.
- Becca Schwartz, Director of Peninsula College Forks, will give an overview of Forks happenings and you'll hear from students about their experiences.
- VP of Student Services Krista Francis will give an update on FAFSA Simplification.

Standing Reports:

- Hannah Wagner, Associated Student Council President – Report in Board Packet
- Lara Starcevich, Faculty Senate First Speaker – Report in Board Packet
- Tim Williams, Peninsula College Faculty Association – No Report, they are making progress with bargaining.
- Terye Senderhauf, Director of Grants and Institutional Effectiveness – Will present data on Strategic Goal 1: Achieving Academic Excellence and Strategic Goal 2, Advancing Student Success.
- Cheryl Crane, Foundation Executive Director – Will present a report.
- President's Report. I will report on:
 - A letter I sent to the region's superintendents regarding Running Start letter (in your packet)
 - The Gates Horizons grant
 - Congressional support for Dental Hygiene

Trustee Update

- This is time for you to share any updates/meetings you've attended.

Item for Board Study

- SBCTC Legislative survey
 - You can review the results from the system's preliminary survey and give me feedback on the Round 2 survey.
- Review my performance review template and suggest changes or keep as is. You will be presented the final copy at your May meeting for final approval and will complete the survey before your June meeting.



- Review the ACCT conference presentation proposal materials and provide suggested changes to me.

Item for Board Action

We have updated the procedure for policy review to include the Board holding one reading of policies up for periodic review that have no suggested changes. We have 8 policies with no suggested changes for your review and approval.

Currently, you are scheduled to meet on June 18th, which is after commencement. I'd like to propose you move the Board meeting to June 11th to incorporate the Student President's Medal Ceremony. Please come to the April Board meeting with your calendar availability.

Executive Session

- There will not be an executive session this month.



Trustees:

Mike Maxwell, Chair
Joe Floyd, Vice Chair
Claire Roney
Celeste Schoenthaler
Glenn Ellis, Jr.

ROLL CALL and DETERMINATION OF QUORUM

PUBLIC COMMENT/CORRESPONDENCE

MODIFICATION TO THE AGENDA

APPROVAL OF MINUTES

March 19, 2024

INTRODUCTIONS

New Employees

PRESENTATIONS

Forks Campus Updates/Student Panel
Campus Climate Survey
FAFSA Simplification update

STANDING REPORTS:

- ASC – ASC President Hannah Wagner – Report in Board Packet
- Senate – Lara Starcevich, Faculty Senate First Speaker – Report in Board Packet
- PCFA – Tim Williams – No Report, they are making progress with bargaining.
- Institutional/Enrollment Report – Strategic Goal 1: Achieving Academic Excellence and Strategic Goal 2, Advancing Student Success: Retention, Enrollment Retention, course success rates, student/faculty ratio, student learning outcomes (SLOs) – Terye Senderhauf, Director of Grants and Institutional Effectiveness
- Foundation – Cheryl Crane, Executive Director

PRESIDENT'S REPORT

Updates
PC Running Start
Gates Horizons Grant
Congressional Support for Dental Hygienist Program

TRUSTEE UPDATE

ITEMS FOR BOARD STUDY

SBCTC Legislative Survey

ITEMS FOR BOARD ACTION

Policies to Review with No Suggested Changes

- 301 Academic Freedom
- 305 Use of Human Subjects
- 310 Academic Policies and Procedures
- 312 Credit Hour Policy
- 330 Faculty Orientation and In-Service Education
- 510 Meals w/ Meetings & Light Refreshments
- 517 Capital Construction
- 561 Relationships & Partnerships

Consider changing the date of the June 18th Board Meeting.

EXECUTIVE SESSION

None

NEXT MEETING

Tuesday May 21, 2024, 2:00pm Port Townsend Campus



Trustees:

Mike Maxwell, Chair

Joe Floyd, Vice Chair

Claire Roney

Celeste Schoenthaler

Glenn Ellis, Jr.

Start meeting at 2:00pm in Auto Shop – Electric Vehicle Lab Q7A

Meeting called to Order by Mike Maxwell at 2:00pm

Short break to move to A-12

ROLL CALL and DETERMINATION OF QUORUM

Mike Maxwell, Chair – present

Joe Floyd, Vice Chair – present

Claire Roney – excused

Celeste Schoenthaler – present

Glenn Ellis, Jr. – present

PUBLIC COMMENT/CORRESPONDENCE

None

MODIFICATION TO THE AGENDA

None

APPROVAL OF MINUTES

February 20, 2024

Motion to approve minutes made by Joe Floyd, Seconded by Celeste Schoenthaler. All approved.

ITEMS FOR BOARD ACTION

Resolution 2024-01 Recognizing Wilder Automotive, Tami Rose and David Krafsky from Wilder Automotive were present to accept the Resolution.

Motion to approve Resolution 2024-01 made by Joe Floyd, seconded by Glenn Ellis, Jr. All approved.

INTRODUCTIONS

New Employees

Student Services Employees introduced by Krista Francis

Cole Turner, Upward Bound Coordinator

Marcus Buren, Upward Bound Program Manager and Basketball Assistant Coach

Jay Holloway, Program Assistant – Student Development

PRESENTATIONS

Workforce Department, Wrap Around Services

Anne Higdon shared about Peninsula College's Wrap Around Services Program. Presentation attached.

STANDING REPORTS:

- ASC – ASC President Hannah Wagner, No report

- Senate – Lara Starceovich, Faculty Senate First Speaker.
Lara shared that committee reports were shared at Faculty Senate. The faculty are working on their SLO (Student Learning Outcome) reports and there are people available to help. Journalism students just came back from New York City and some faculty will be attending an assessment conference.

- PCFA – Tim Williams
Tim shared an update about bargaining, the process has been collaborative. They are getting close to the last month of bargaining, and they are working hard. Topics being discussed include compensation inequities, supporting faculty growth and the governance structures. The goal is to have the contract for Board review in May and for vote in June.

- Institutional/Enrollment Report – Strategic Goal 2: Advancing Student Success: Transfer out, enter workforce, IPEDS (comparisons), Terye Senderhauf. Report in board packet.

- Foundation – Cheryl Crane
Cheryl Crane started with the Peninsula College Foundation in mid-February and did training with Getta Rogers. She became the Executive Director of the Foundation on March 1st. The next Foundation Board meeting is next Thursday. The annual Foundation Board Retreat will be April 20th. The scholarship applications for students are open.

PRESIDENT'S REPORT

Updates

- The Board received a copy of our 6 year Accreditation report, Policies, Regulations & Financial Review (PRFER) Report, this report has been submitted to the Northwest Commission on Colleges and Universities.
- There were two students, a PAHS student and a PC student, that were injured when a panel fell in Maier Hall at a concert. Facilities have secured and reinforced all the panels in Maier Hall. The students are on the mend and the College has been in contact with them.
- Cabinet had a 3 day, off campus meeting in early March to discuss the budget priorities and Operational Plan for the 24-25 academic year. This will set the direction for the 2024-2025 Academic Year.
- Suzy Ames signed letters of support for OMC Telehealth, PBH for a housing facility and the PUD for more power to the West End.
- Suzy Ames shared some updates from the recent Legislative Session.

TRUSTEE UPDATE

Joe Floyd attended the Trustee Tuesday meeting on March 5th. The topic was addressing meeting interruptions. Joe discussed their suggestions for dealing with different meeting disruptions.

April 25th is the All Washington Ceremony Lunch in Lacey.

May 1-3, ACT Conference in Yakima. Suzy is not able to attend but Trisha Haggerty and Claire Roney will be attending.

The National ACCT conference will be in Seattle on October 23-26. There is a call for presentations, Suzy asked the board if they are interested in presenting. The presentation needs to have at least one Trustee. Our recommendation is to present on our enrollment increase by “building trust and relationships with our community”. The Board would like Suzy to move forward with submitting an application to present. NOHN and OCH will be highlighted.

ITEMS FOR BOARD STUDY

Financial Audit Letter – In Board Packet.

ITEMS FOR BOARD ACTION

Policy 335 Regular and Substantive Interaction Policy

Motion to approve Policy 335 made by Celeste Schoenthaler, seconded by Joe Floyd. All approved.

Revision to WAC 132A-104 Board of Trustees

Motion to approve revisions to WAC 132A-104 made by Joe Floyd, seconded by Celeste Schoenthaler. All approved.

Tenure – Year 2: DeCou, Reavey and Vess, Year 1: Little and Nesberg

Motion to approve Tenure recommendations made by Joe Floyd, seconded by Glenn Ellis, Jr. All approved.

Resolution 2024-02 – Adoption of a Prison Education Program

Motion to approve Resolution 2024-02 made by Celeste Schoenthaler seconded by Glenn Ellis, Jr. All approved.

EXECUTIVE SESSION

None

NEXT MEETING

Tuesday April 16, 2024, 2:00pm Forks Campus

Glenn Ellis will not be able to attend the April meeting.


Meeting Adjourned by Mike Maxwell at 3:35pm.

Michael Maxwell, Board Chair

Date:

Suzy Ames, President

Date:



PACE Climate Survey Results

Board of Trustees Meeting
April 16, 2024



Administered by the Belk Center for Community College Leadership and Research

Fall 2023

Administered every two years – next administration Fall 2025

Purpose

Understand our institution's culture and capacity to promote student success.

Hear directly from employees about how they perceive and experience their work.

Promote open and honest communication to inform priorities for change,



Structure

- 46 standard questions assessing 4 climate factors
- 18 custom questions
- 8 demographic questions
- 1 custom demographic question
- 4 open-ended questions

Confidential responses – responses reported only in the aggregated or reported without demographic information to prevent respondent identification



Climate Factors



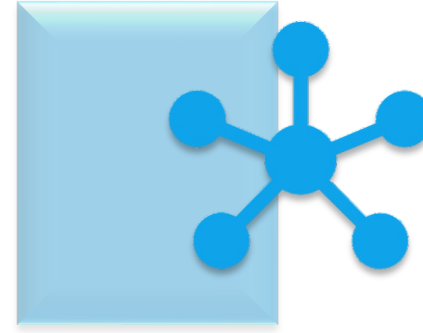
Institutional Structure

Mission, leadership, structural organization, decision-making, and internal communication



Supervisory Relationships

Relationships between employees and supervisors



Teamwork

Spirit of cooperation amongst work teams.



Student Focus

Centrality of students to the actions of the institution.



Executive Summary

47.8% Response Rate

(PACE Survey average 48% overall)

174 Number of participants



Calculating results

The value for each response is added and then divided by the number of responses to find the mean for each question.

RESPONSE OPTION	VALUE	COUNT (N)	%
Strongly Disagree	1	4	3%
Disagree	2	12	8%
Neither	3	19	13%
Agree	4	68	45%
Strongly Agree	5	49	32%
No Response	Excluded	Excluded	Excluded
TOTAL		152	100%
MEAN	3.961		

Comparison Groups

Size – Small

Locale – Town

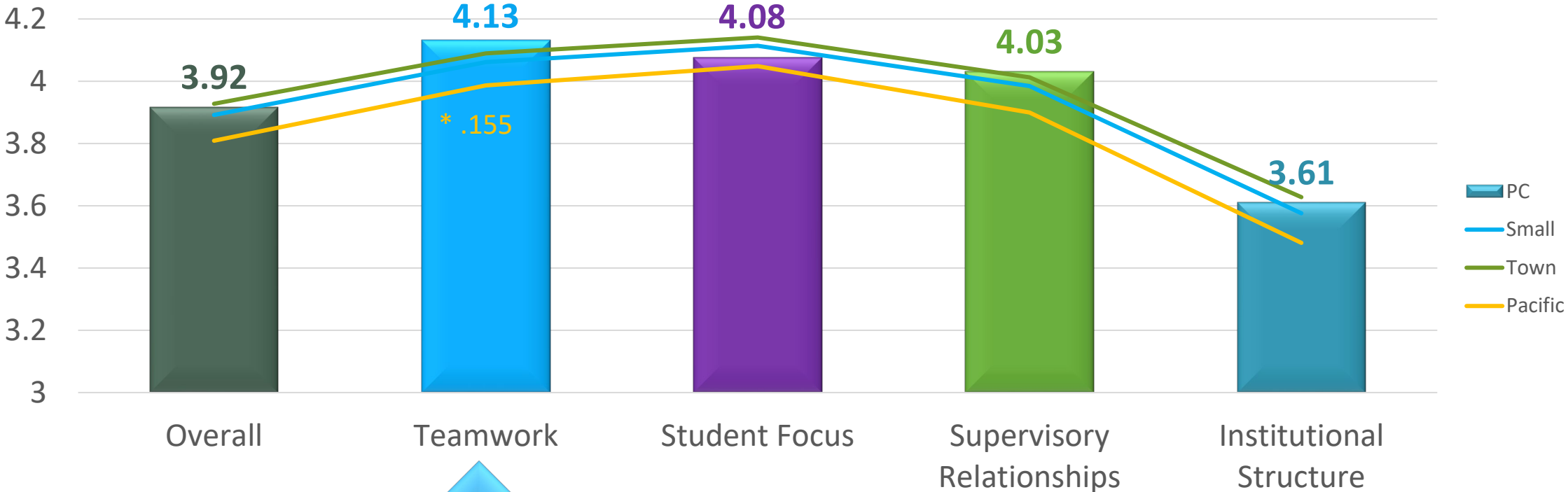
Division – Pacific

Mean Comparisons

- Statistical significance is an indicator of the probability that the difference between PC's mean and the comparison group mean is not due to chance alone.
- Statistical significance (*p value*): $p < .05$ (*); $p < .01$ (**); $p < .001$ (***)
- Effect Size is used to describe the magnitude of the difference between the two items compared. The higher the absolute value of the effect size, the bigger the difference between the two, either positive or negative.
- Effect sizes of .2 or greater are the areas in which there are the largest differences between PC and the comparison groups.

Climate Factor	PC N	Mean	Small Mean Sig Size	Eff.	Town Mean Sig Eff. Size	Pacific Mean Sig Size	Eff.
Overall	174	3.917	3.892		3.928	3.809	
Institutional Structure	174	3.610	3.576		3.628	3.481	
Student Focus	173	4.076	4.114		4.141	4.049	
Supervisory Relationships	174	4.031	3.985		4.013	3.900	
Teamwork	174	4.133	4.062		4.090	3.987 .155	*

Overall Means by Climate Factor



Climate factor with the highest mean

Climate factor with the lowest mean

Few of our favorite things

Dr. Ames is a
fantastic
President!

I feel my
voice is
heard and
considered.

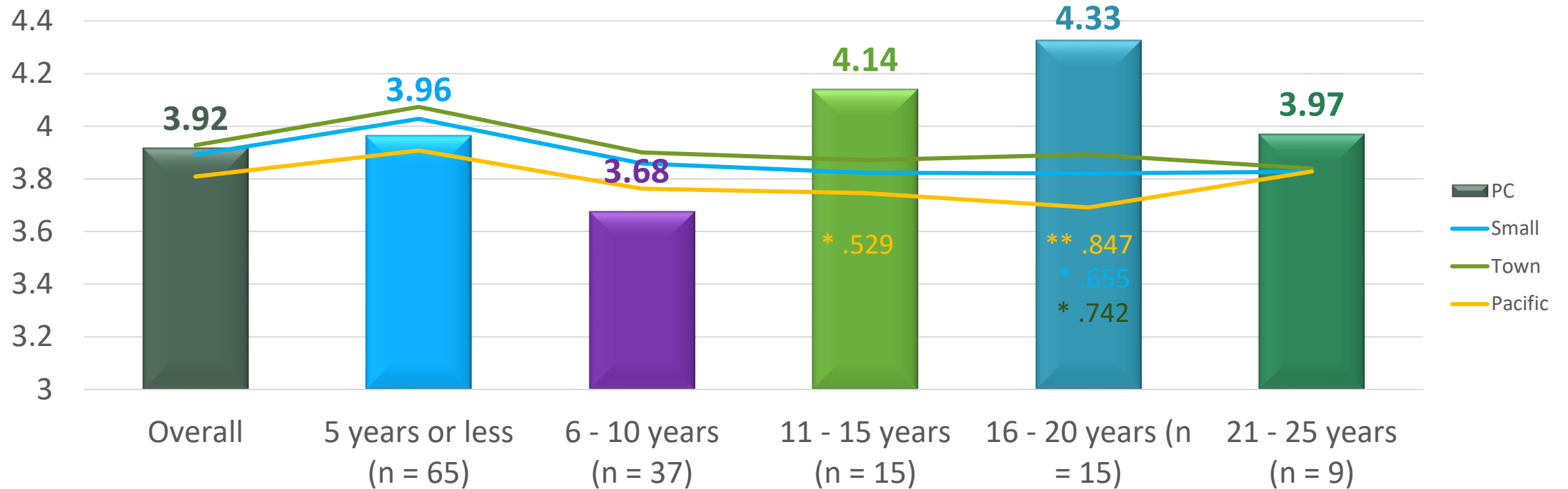
People are
welcomed into
this community
and made to
feel they
belong!

Great people
who truly want
to provide a
quality
educational
experience for
students.

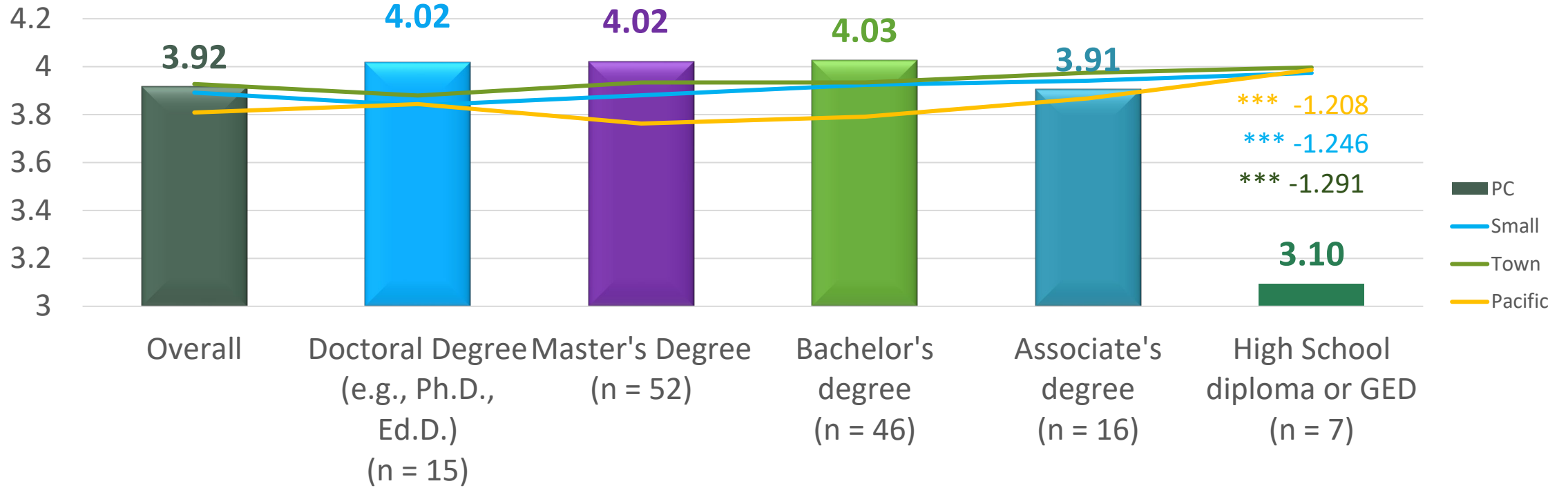
I love
working at
Peninsula
College!



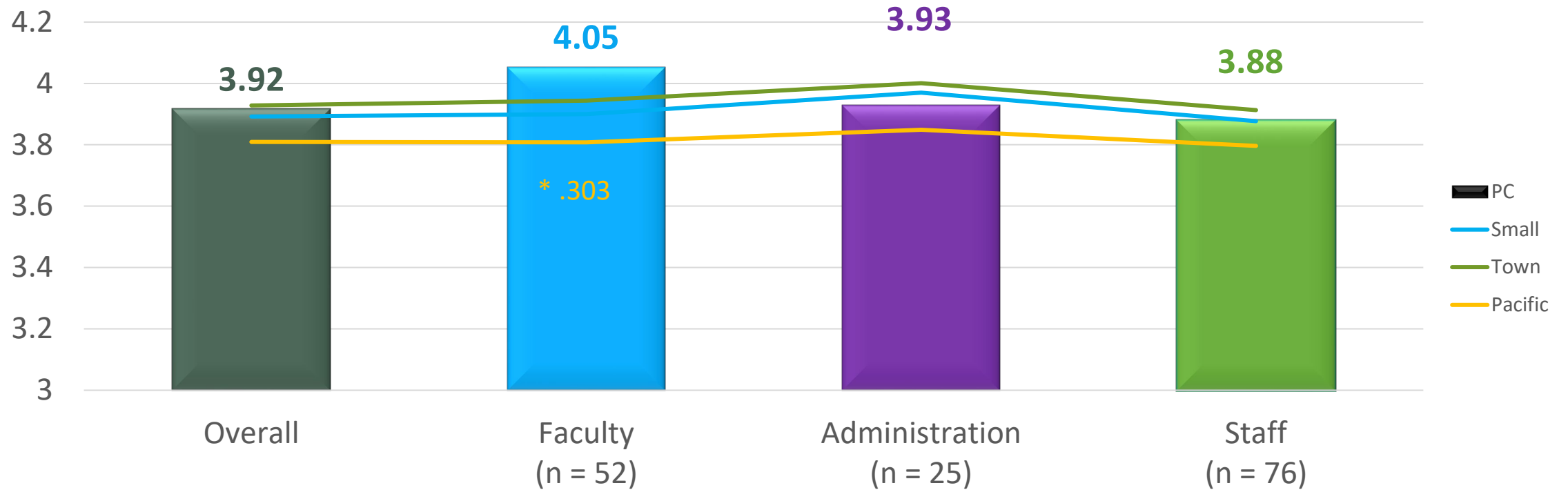
Overall Means by Years at Institution



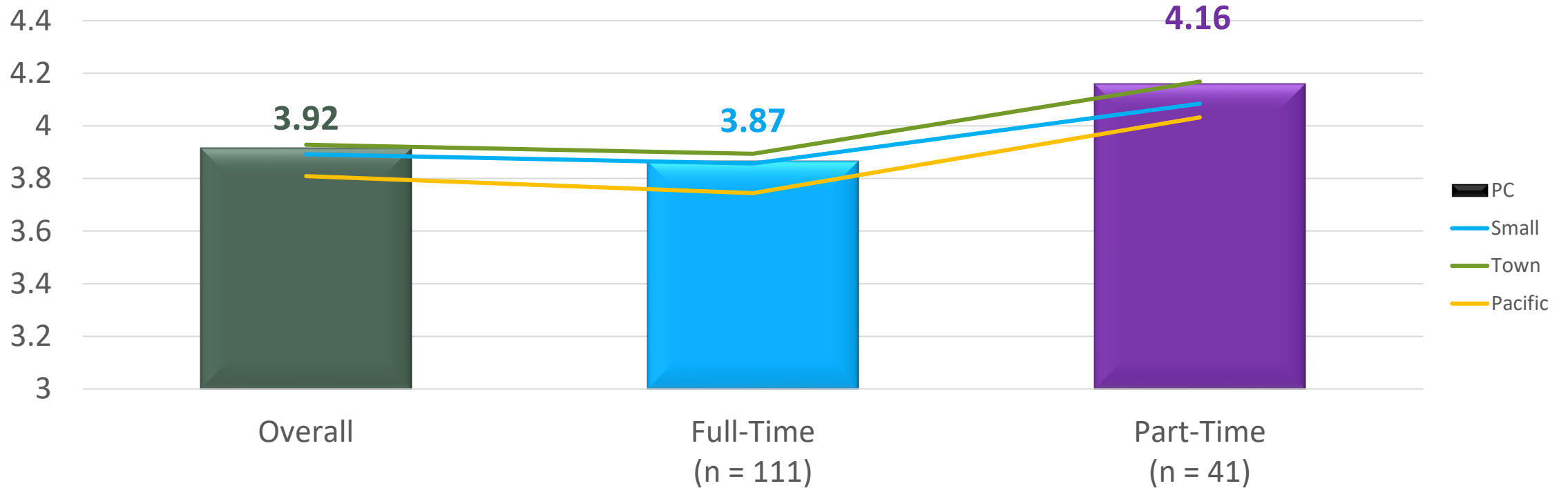
Overall Means by Education Level



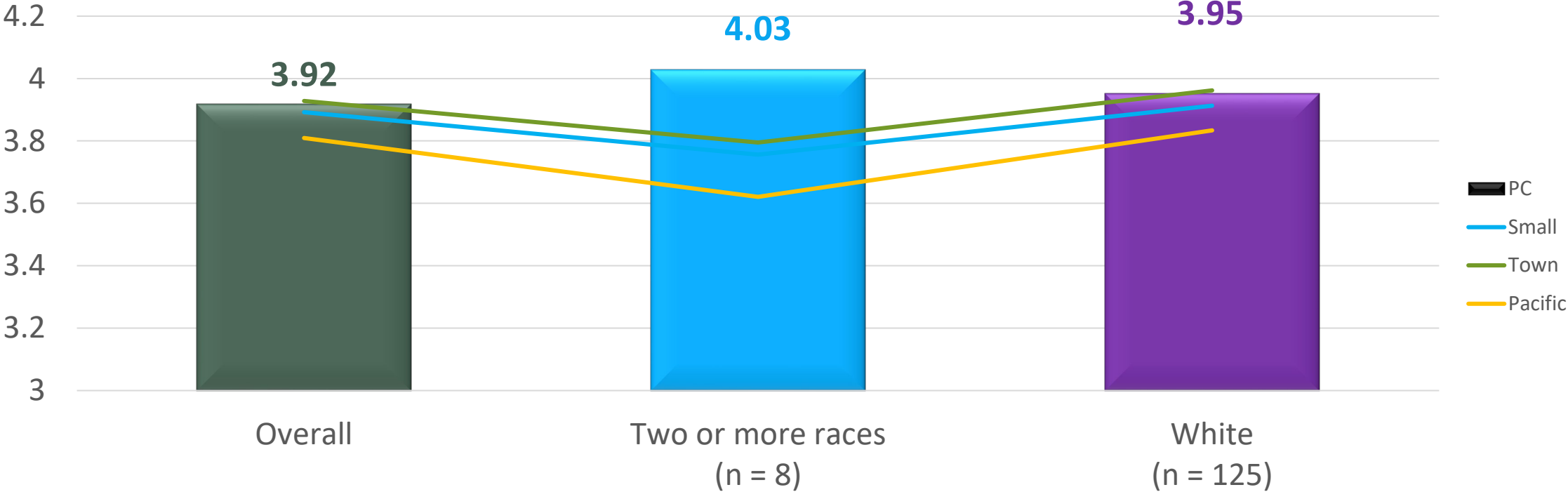
Overall Means by Employee Type



Overall Means by Employment Status

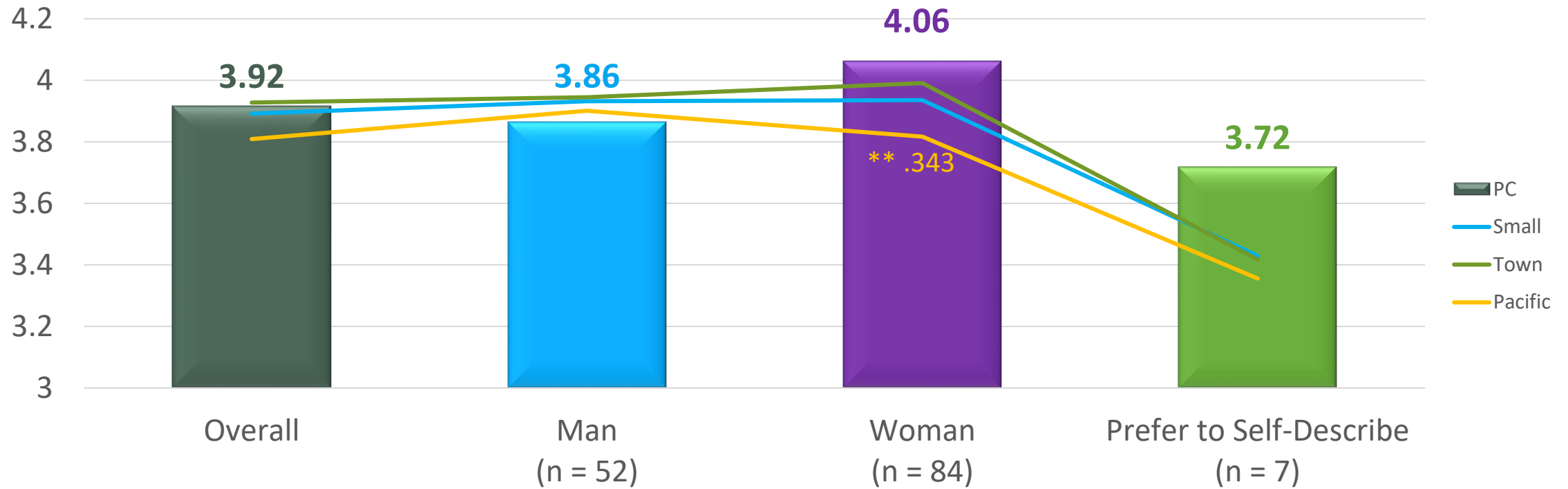


Overall Means by Race/Ethnicity

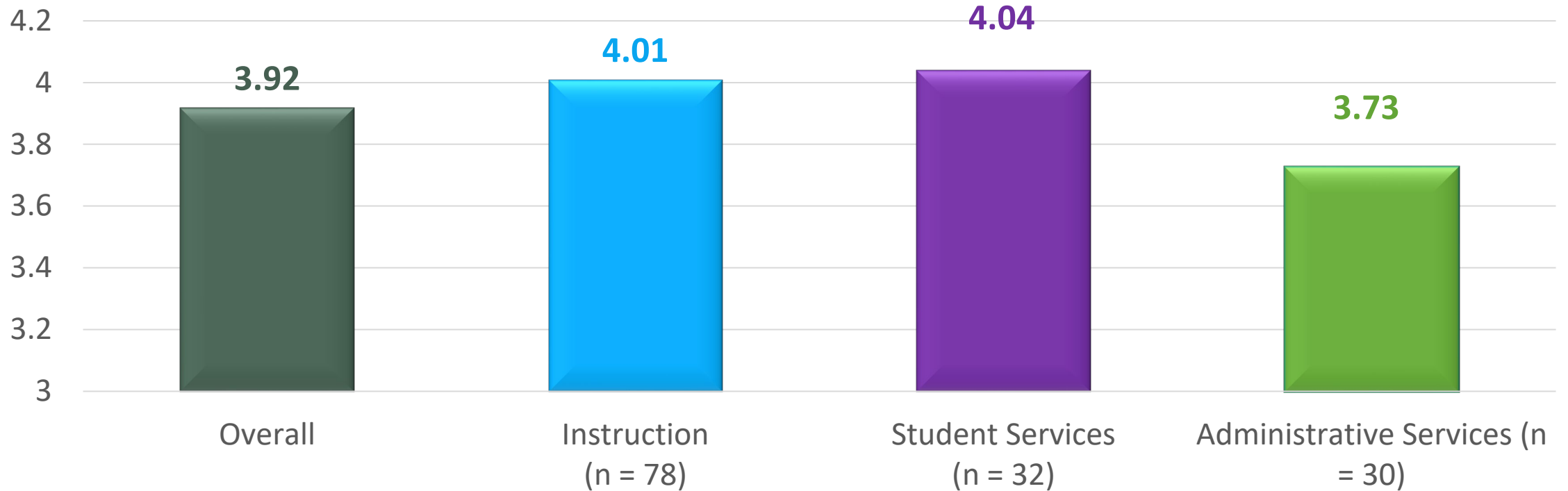


Other race/ethnic groups not reported due to small sample size

Overall Means by Gender Identity



Overall Means by Division



Office of the President not reported due to small sample size

Top 10 Scoring Climate Factor Questions

Question	Climate Factor	Mean
I feel my job is relevant to this institution's mission (#8)	Student Focus	4.535
My supervisor/chair expresses confidence in my work (#2)	Supervisory Relationship	4.453 ** .202
My supervisor/chair is open to the ideas, opinions, and beliefs of everyone (#9)	Supervisory Relationship	4.394 ** .203
Students are central to what we do (#7)	Student Focus	4.292 *** .308
There is a spirit of cooperation within my work team (#3)	Teamwork	4.256 *
My supervisor/chair seriously considers my ideas (#27)	Supervisory Relationship	4.251 *** .264
I am given the opportunity to be creative in my work (#39)	Supervisory Relationship	4.224
I have the opportunity to express my ideas to my supervisor/chair in appropriate forums (#45)	Supervisory Relationship	4.220 *** .303
A spirit of cooperation exists in my department (#43)	Teamwork	4.218 *
Student diversity is important at this institution (#18)	Student Focus	4.204 *

Bottom 10 Scoring Climate Factor Questions

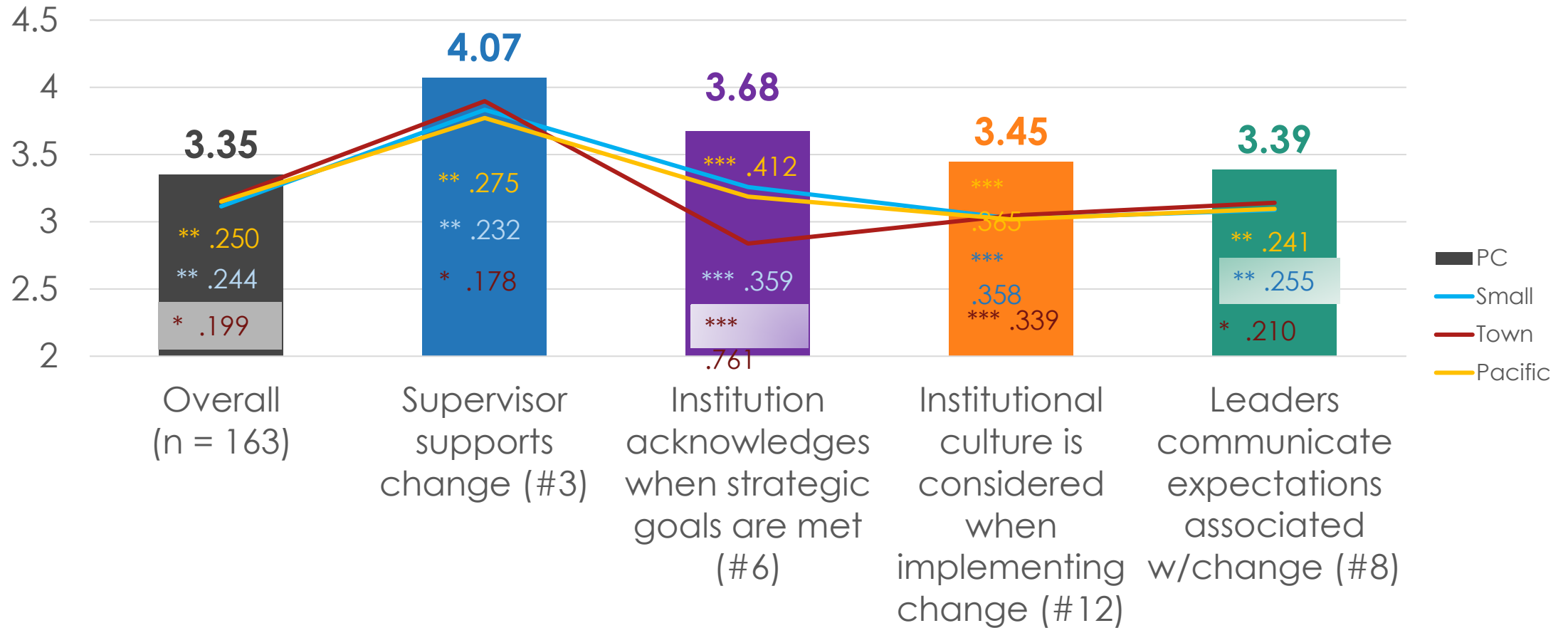
Question	Climate Factor	Mean
Administrative processes are clearly defined (#44)	Institutional Structure	2.994 *** -.456
I have the opportunity for advancement within this organization (#38)	Institutional Structure	3.040 * (-)
This institution is appropriately organized (#32)	Institutional Structure	3.287 * (-)
I am able to appropriately influence the direction of this institution (#15)	Institutional Structure	3.312
This institution has been successful in positively motivating my performance (#22)	Institutional Structure	3.463
Information is shared within this institution (#10)	Institutional Structure	3.503 * (+)
Open and ethical communication is practiced at this institution (#16)	Institutional Structure	3.614 * (+)
Unacceptable behaviors are identified and communicated to me (#13)	Supervisory Relationship	3.617 ** -.255
Institutional teams use problem-solving techniques (#11)	Institutional Structure	3.628
Decisions are made at the appropriate level at this institution (#4)	Institutional Structure	3.641 ***.270

Change Readiness Questions

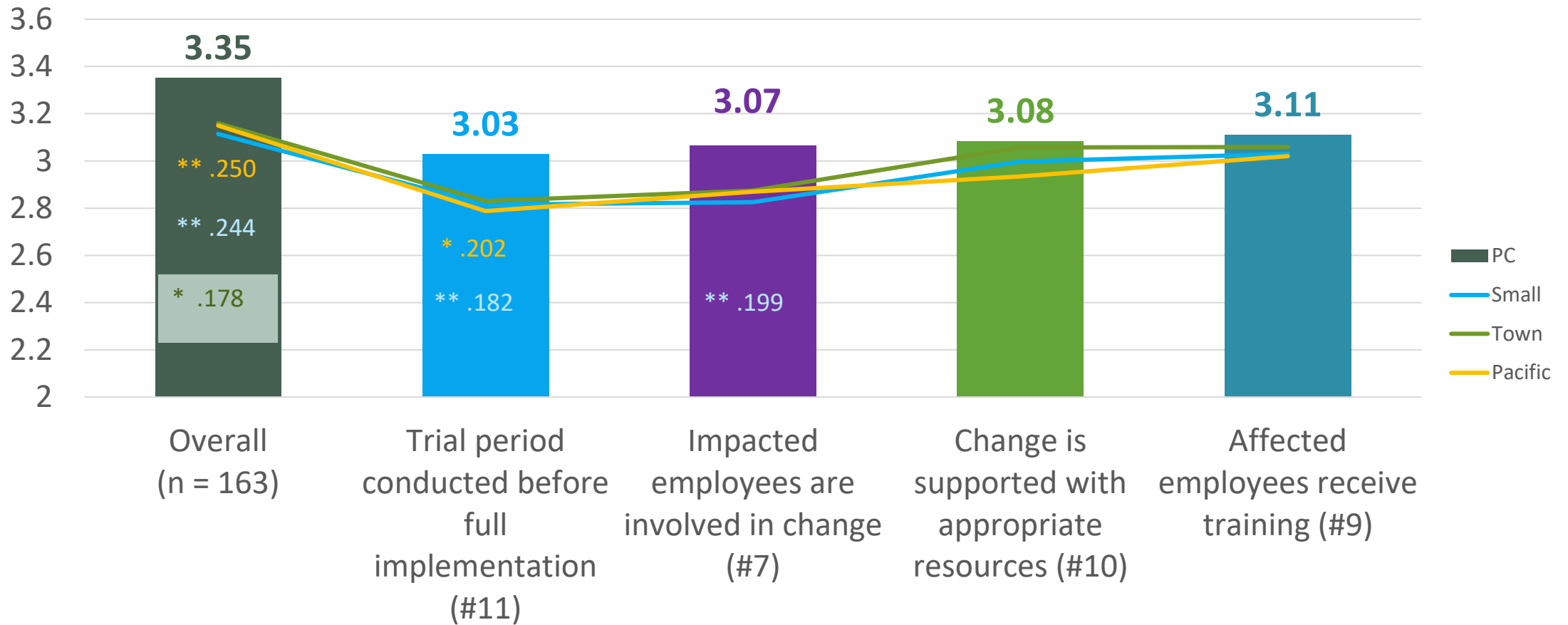
The Change Readiness Question set is a tool designed to aid institutional leaders in better understanding their campus as they plan for and implement organizational change.

12 questions designed to seek direct, large-scale input from organization members regarding overall organizational readiness for change.

Top 4 Change Readiness Results



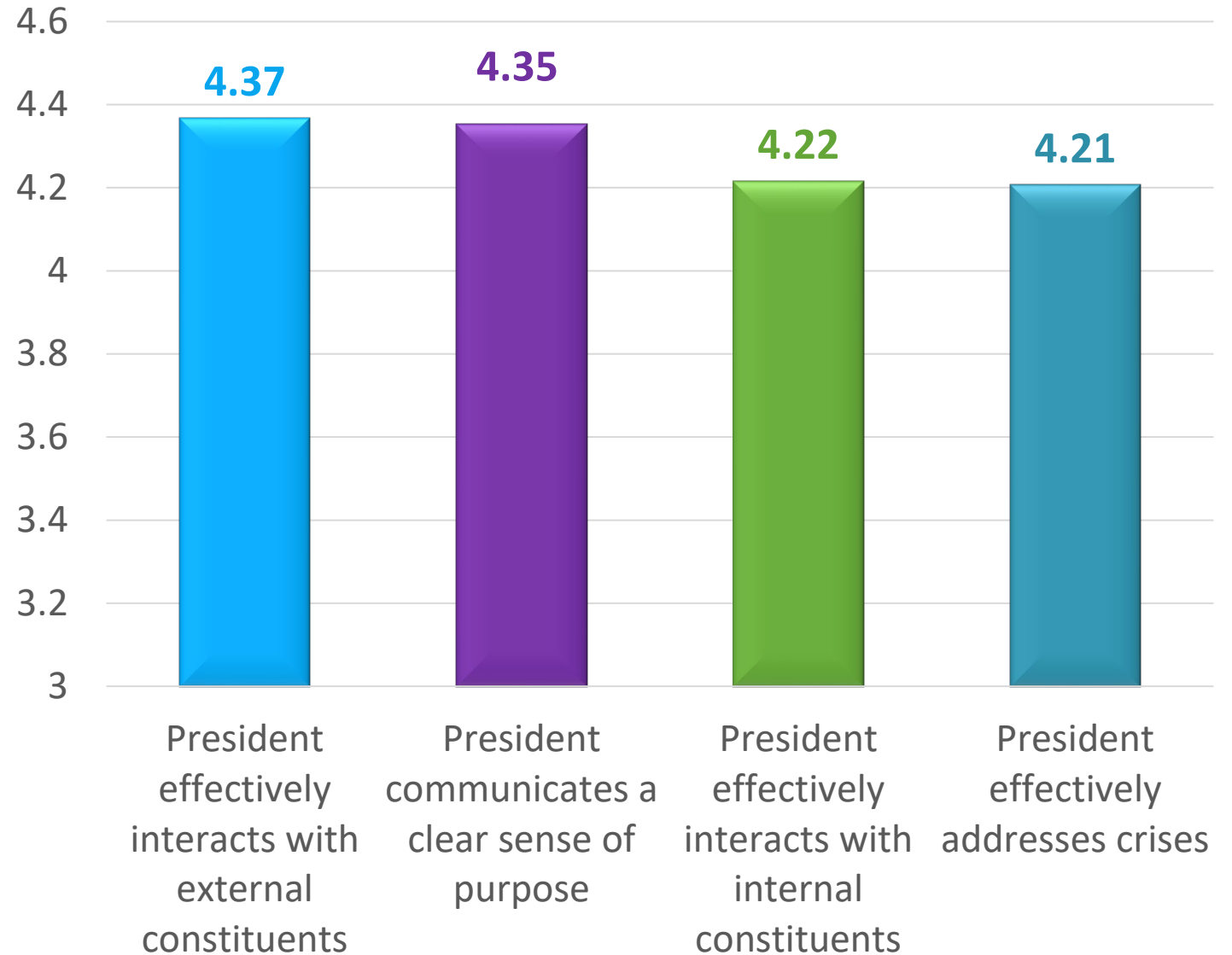
Bottom 4 Change Readiness Results



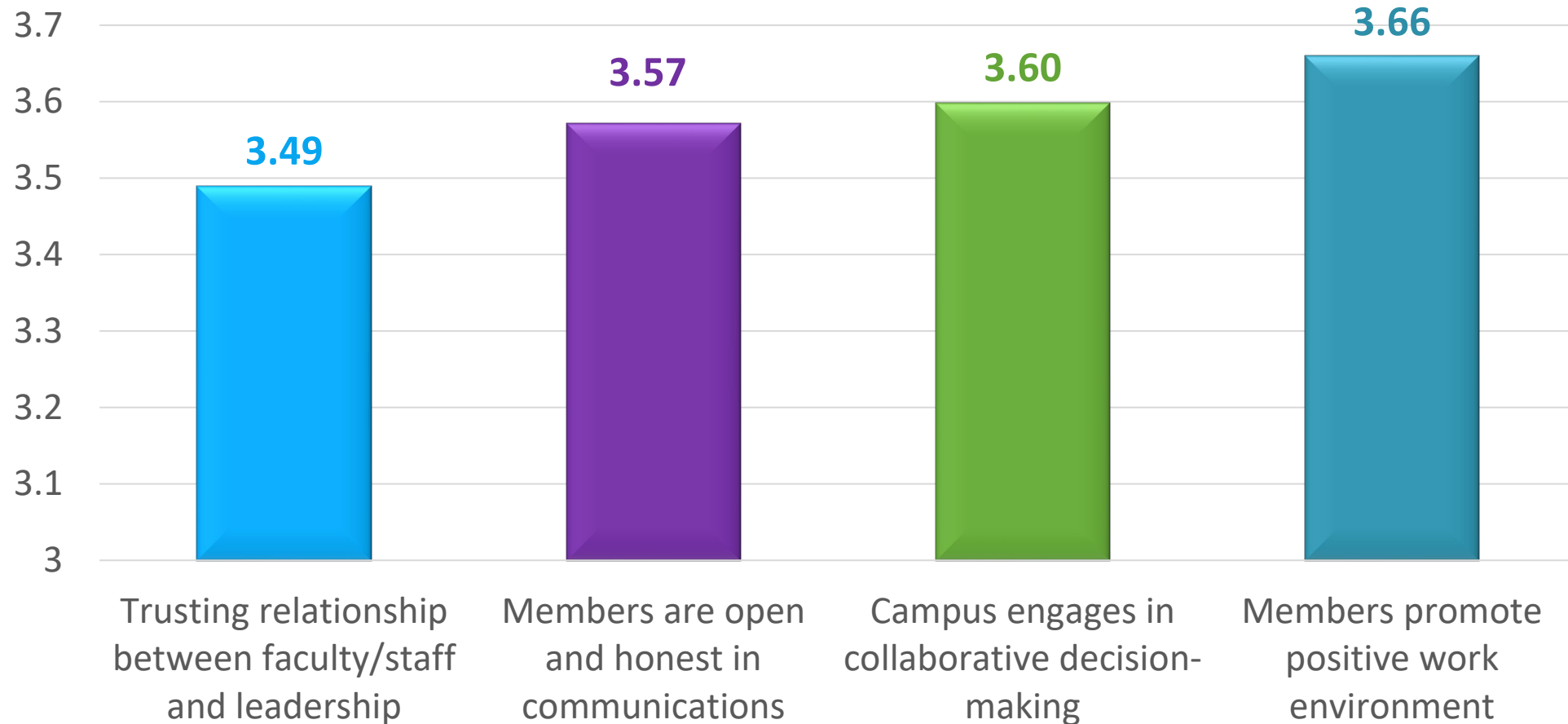
CUSTOM Questions

Peninsula College added 18 custom questions to delve deeper into aspects of trust, job satisfaction, sense of belonging, and specific questions related to the President's role.

Top 4 Custom question results



Bottom 4 Custom question results




Qualitative Responses

Respondents were asked what they found most favorable and least favorable about the institution. Responses were coded broadly back to one of the four climate factors or an “Other” category.

Respondents also completed two additional qualitative questions about priorities and barriers to diversity, equity, and inclusion at the institution.

Responses were alphabetized and quoted exactly as written except where the integrity of the report and/or confidentiality are compromised.



Most Favorable

When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be institutional leadership's top priority in this next year?



Most Favorable Highlights

“We are little college that could! In my time as staff, I have seen Peninsula transform in its programs, in its campuses, and in its relationships to the community. Although the college is small, it has matured into a college with respected degrees & certificate programs; a commitment to diversity, equity, and inclusion; a connection to the indigenous communities that are part of our service area; investments in the branch campuses; and award-winning soccer & basketball teams. Students have said that they feel welcomed and included at Peninsula College. I see that as a big compliment to Peninsula! We have students from all different backgrounds who find a place here.”

“One aspect that stands out to me is the institution’s commitment to fostering an inclusive and diverse community. I have observed instances where initiatives and programs have been implemented to create a more welcoming environment for individuals from different backgrounds.”

Most Favorable Highlights



“Although the college has a wonderful history of topics discussed here, our current president continues to reshape this institution into something more by involving a complex design of communities and all peoples associated. The college continues to evolve for the better and with little resistance to change.”



Least Favorable

Considering the questions you have answered on the climate survey, please expand on the areas you find **least favorable** about your institution?



Least Favorable Highlights

“Sometimes systems are a bit cumbersome and may pose a barrier to getting things accomplished in a timely manner.”

“I think we still have work to do on campuswide communication, especially when change is involved. There is some personal responsibility in this as well. All employees need to attend campus wide meetings, read their emails and ask questions if they don't understand. That being said, I think more information about processes, who does what and information about things that are changing should be more frequent and in multiple formats.”

+



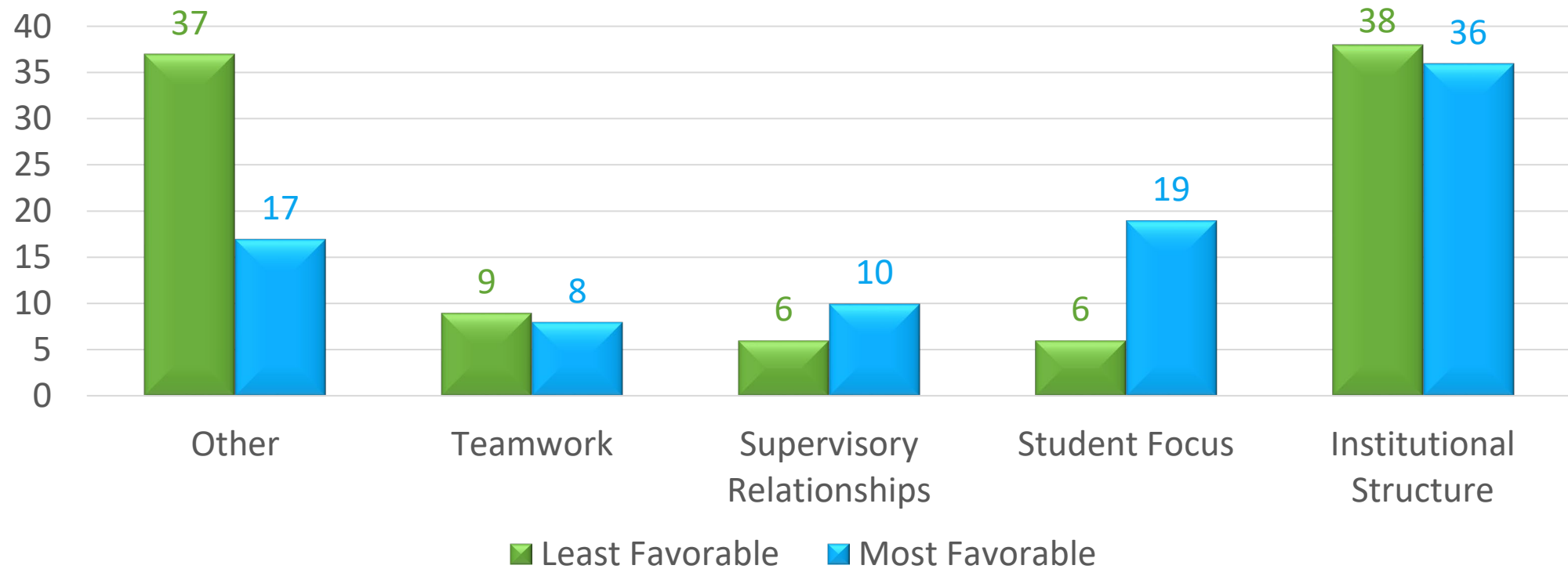
Least Favorable Highlights

“We still need to improve processes, communication, and self-governance structures. People are still burnt out from COVID and we need to work on rebuilding relationships and trust.”

“Likely due to the pandemic and high turnover rates, including a change in Sr. Leadership, many of the policies and procedures are not documented. There is very little “how to”, handbooks, or other documentation to help new employees navigate and onboard. Communication is challenging especially getting timely information to all employees and/or knowing who needs to know what and the best way to communicate it. There are changes that need to be made college-wise and I’m not sure if there are adequate resources to properly manage those changes.”

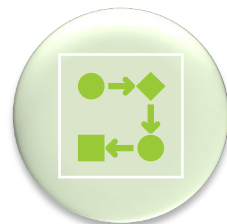
“Need more clear processes and ways to communicate with everyone.”

Qualitative Responses by Climate Factor



Top Priority

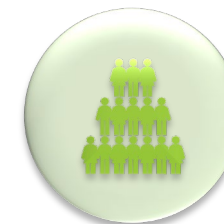
When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be institutional leadership's top priority in this next year?



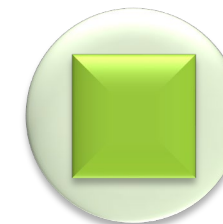
“CONTINUE THE GOOD WORK THAT HAS BEEN DONE. DON'T STOP! THESE CONTINUED AND CONSISTENT EFFORTS – THE EFFORTS THEMSELVES – MATTER. THERE IS NO FINAL GOAL WHEN WE RELAX AND STOP. WE BUILD A CULTURE THAT PROMOTES DEI, PERIOD.”



“HEARING DIVERSE STUDENT VOICES AND INSTITUTIONALIZING DEI EFFORTS IN HIRING, CURRICULUM, ASSESSMENT, AND PEDAGOGY.”



“COMMUNICATE! WHAT ARE WE DOING? NOT EVERYONE FEELS INVOLVED IN DEI EFFORTS, AND THERE IS NO ACCOUNTABILITY. WHAT ARE WE DOING TODAY TO SUPPORT RACE AND SOCIAL JUSTICE? HELP STAFF AND FACULTY IDENTIFY WHERE THEIR RESPONSIBILITIES LIE, AND GIVE US THE TOOLS TO DO SOMETHING ABOUT IT.”



“Continue to hire a more diverse faculty and staff. Students need to see themselves represented more.”



Barriers

What are the barriers to improving issues of diversity, equity, and inclusion at your institution?

- ❑ “Changing the campus culture and internal dialog. Employees will say that we don’t live in a diverse community, but in many ways we do. We need to do better to foster a sense of belonging and a safe space for everyone so that diversity is welcomed, reflected, and celebrated on campus.”
- ❑ “Everyone is too busy. DEI can be labor and time intensive.”
- ❑ “Finding a balance between talking about DEI efforts and implementing policy, and actually doing something about it ...”
- ❑ “Human nature is the bugger. Continued training in empathy and understanding is the best antidote. Being made aware of bias is a continue process .”



Next Steps



- Review disaggregated results to see if there are dissimilarities in responses between different groups.
- Discuss among division/department:
 - What surprised you the most? What was expected or unexpected?
 - What additional questions do you have? Where do you want to see more data?
 - What actions could be taken to improve campus climate?

ASC Report – April 2024

The ASC just returned from a retreat to our Port Townsend campus where we learned more about servant leadership theory and practice. We discussed topics including next steps in our proposal to have student representatives at our Forks and Port Townsend campuses, the future of the Pirate Pantry, the future of our adopted child who we've supported for 15 years, our upcoming DEI Listening Project, Earth Week, as well as our upcoming selection process, budget and spring events. We are going strong and are committed to finish out the 2023-24 year in a positive way and to leave Peninsula College better than we found it.

Thank you,

Hannah Wagner

Faculty Senate Update from Lara Starcevich

We haven't had a meeting since the last time I came to report to the board. Our next meeting is April 22nd but.....

In good news, faculty seem to be quite enthused to see more students on campus overall and classes are fuller and the energy on campus is increasing as students continue to come more in-person to class which enriches the learning experience for all.

The other thing, though, is that as students get used to the multiple modalities, some students are assuming that they can join via zoom or joining asynchronously even when the class is technically listed as 'hybrid' or synchronous.

In a division head meeting with Steve Danver, however, it's been clarified that the wording on how the modalities is explained to students will be clarified to the staff in Advising and it will also be clearer on the 'Schedule of Classes' so students are less confused.

Thanks, and happy spring!

Dr. Lara E. Starcevich (she, her)
Professor, Speech and Drama
Peninsula College

1502 E. Lauridsen Blvd.
Port Angeles, WA 98382
laras@pencol.edu
[360.417.6478](tel:360.417.6478)

Institutional Effectiveness

Board of Trustees Meeting

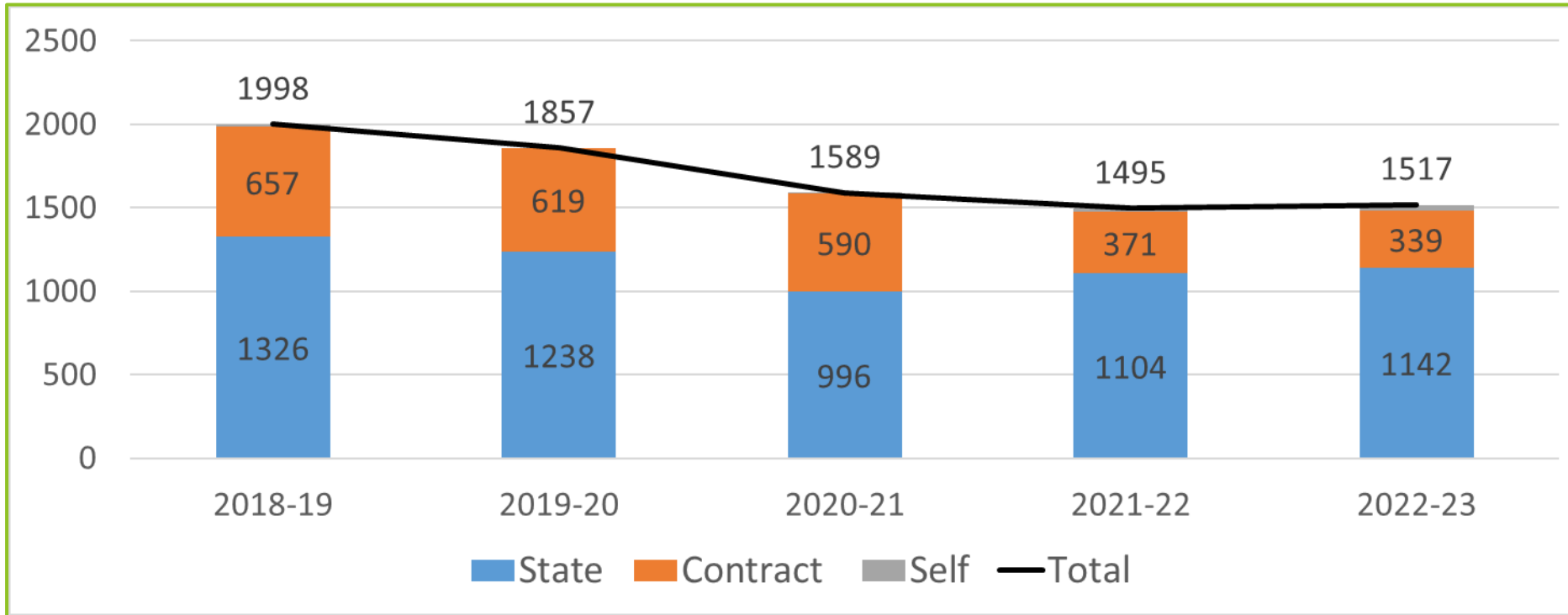
April 16, 2024

Core Theme: Advancing Student Success

Strategic Goal 1 - Increase enrollments to meet State FTE targets; and

Strategic Goal 2 - Institutionalize the Guided Pathways model at scale to improve student success

Enrollment by Fund Source

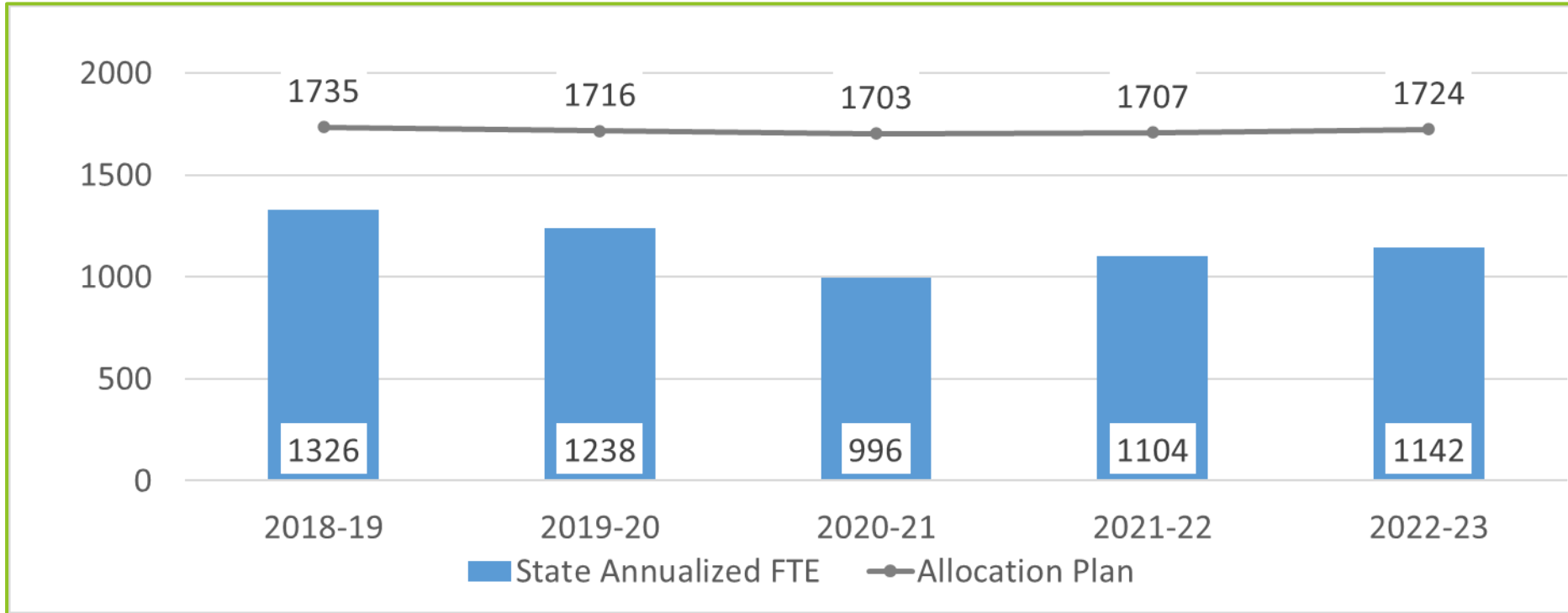


State-supported courses are funded through a combination of state appropriation and tuition.

Contract-funded courses have no state funds used for the cost of instruction, but are paid for by an entity such as Running Start and Department of Corrections.

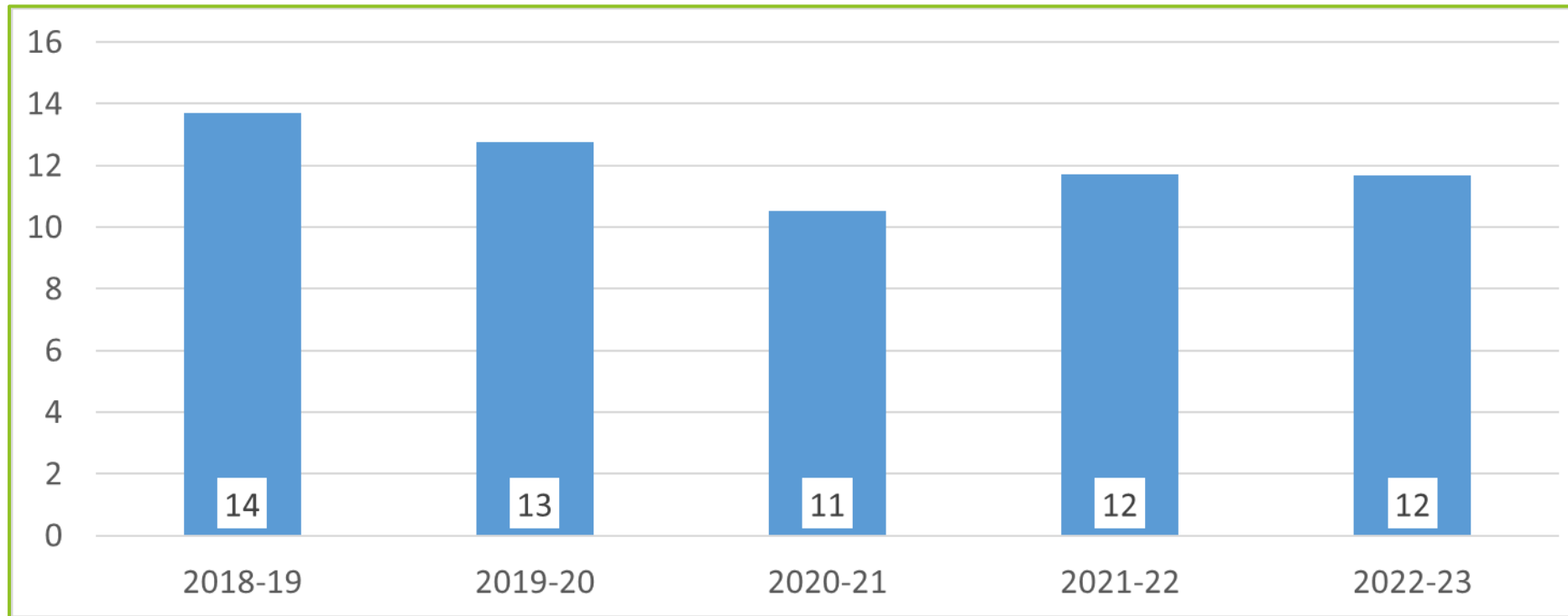
Self-funded courses are paid by the student.

State-Supported Enrollment



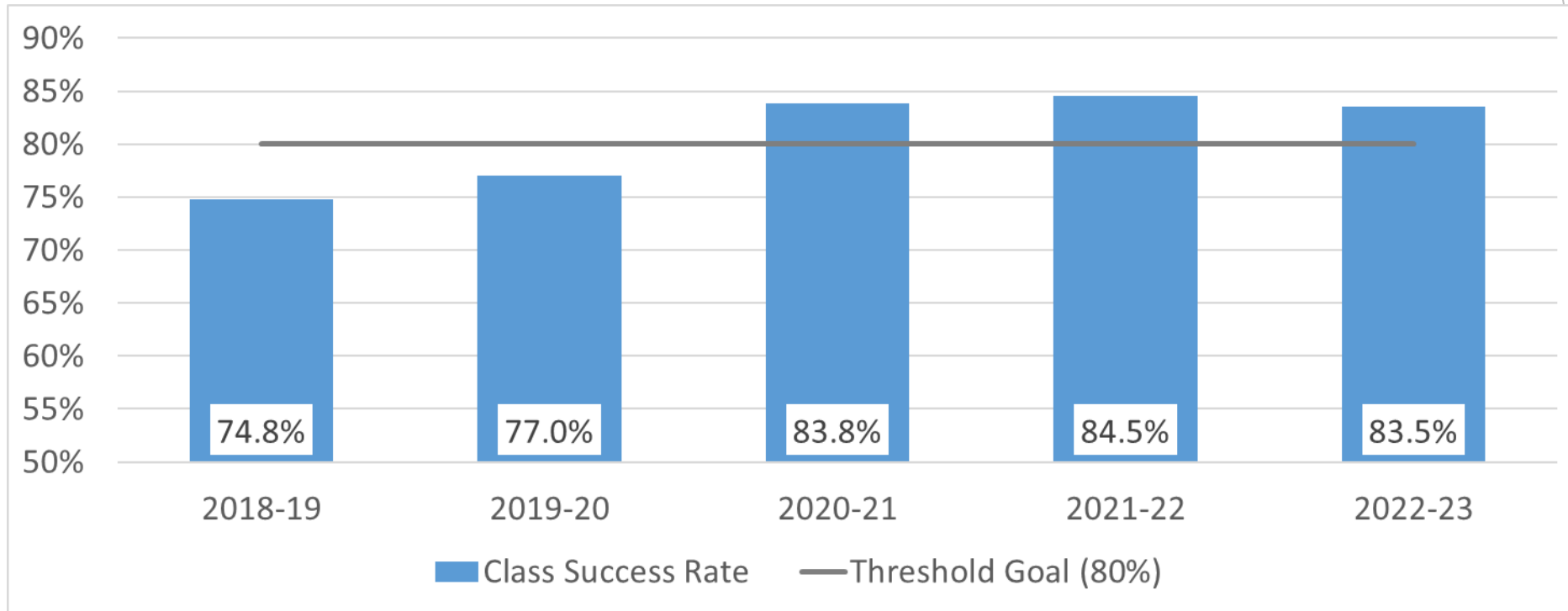
Typically, 40-45% of the annual state appropriation is distributed to colleges based on District Enrollment Allocation Base (DEAB). This provides base funding and an annual enrollment target based on a rolling, 3-year average of past state enrollments.

State Support Student Faculty Ratio



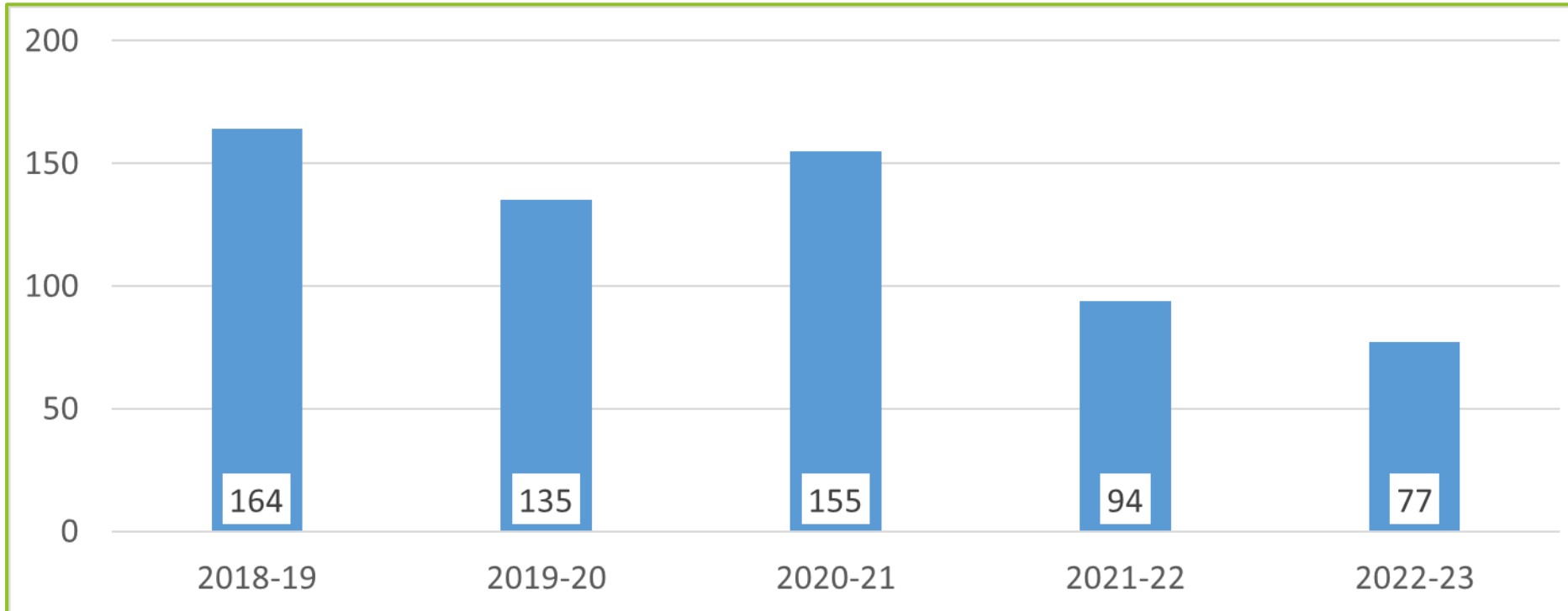
A lower student-faculty ratio encourages student participation in classes and strengthens connections with faculty and with the college community. Student-faculty ratio is calculated by dividing student FTE by faculty FTE. S/F ratio has dropped from 14:1 in 2018-19 to 12:1 in 2022-23.

Class Success Rates



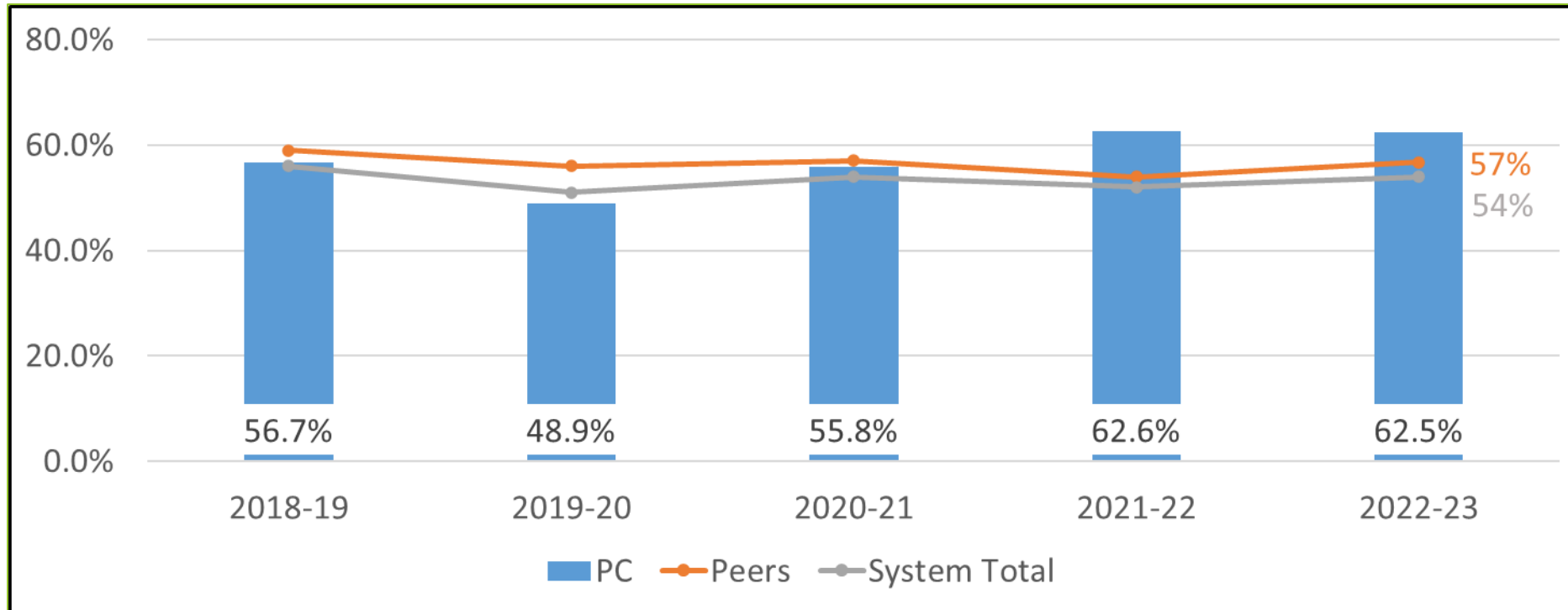
Class success rate is a meaningful measure of academic quality and program effectiveness because positive faculty-student interactions and effective support services improve students' ability to pass each class with a 2.0 or better. Class success is defined as the percent of students passing the course with a "P" grade or a grade of 2.0 or higher. Excludes Corrections students and Transitional Studies students.

Student Learning Outcomes Reports



Olivia Heeter took over from Erin Kate Murphy as the Faculty Assessment and Instructional Design Coordinator. Olivia has been working with faculty to provide individual attention and feedback on their SLO reports. She is also working with the Assessment Committee to update the form and the process so that data can be more easily submitted and aggregated. The CETL focuses professional development based on SLO reports.

Fall-to-Fall Completion or Retention



Fall-to-fall retention is widely considered one of the strongest standards for tracking and measuring student success. Students who receive adequate support stay on track toward achieving their educational goals; student support and success are reflected in institutional retention rates. Retention is defined as students who enrolled in fall of one year and enrolled or completed a program in their second fall quarter.

Questions?



Enrollment Highlights

as of April 8, 2024

Spring 2024 Enrollment Highlights*

State FTEs at 1134.4 are up 188.9 FTES or 20.1% from Spring 2023.

- IBEST enrollments are not yet calculated.
- New BAS, Cybersecurity, and Natural Resources programs contribute to higher enrollment.

Contract FTEs at 311.2 are up 13.3 FTES or 4.5% from Spring 2023.

- Corrections FTES have not yet been calculated

Annualized FTE Enrollment Highlights*

2022-23 compared to 2023-24 to date (spring enrollment not yet complete)

- State FTEs are up 12.4% from YTD Spring 2023.
- Contract FTEs are up 13.1% from YTD Spring 2023.
- Self Support FTEs are up 4.2% from YTD Spring 2023.

Kind of Student or Student Intent *

- Transfer FTEs - 586.7 FTES - increased by 10.9%
- Prof/Tech -771.2 FTES - increased by 34.4%.
- Transitional Studies -226.8 FTES - decreased by -0.7%

Summer 2023

State FTEs in summer 2023 (296) were almost 100 FTES less than summer 2022, a 30% decrease, due primarily to a decrease in CMAA enrollments.

Fall 2023

-State FTEs in fall 2023 (1175.4) were 120.4 more than fall 2022 (1055), 11.4% increase

Winter 2024*

-State FTEs in winter 2024 (1246.4) were 205.4 more than winter 2023 (1041), 19.7% increase

* Estimated data, subject to change

Definitions:

FTE - Equivalent to one student taking 15 credits per quarter or 45 credits per year.

Annualized FTE - Total FTE divided by 3.

State FTES- the sum of FTES for students in state-supported classes. State FTES drive the appropriation formula used to determine state income to the college.

Contract FTES - the sum of FTES for students in contract-funded classes.

The main sources of contract FTES are Running Start and Department of Corrections.

Self-Support FTES - the sum of FTES for students in self-support classes. Self-support classes are those for which there is no outside funding, such as most Continuing Education.

Kind of Student or Student Intent -

Transfer - Students enrolled in academic transfer programs.

Prof/Tech - Students enrolled in professional/technical programs.

Transitional Studies - Students enrolled in exclusively pre-college courses.

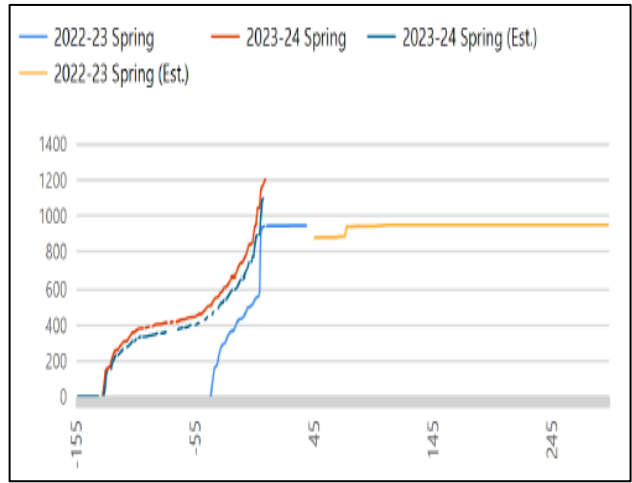
Other - All other students.



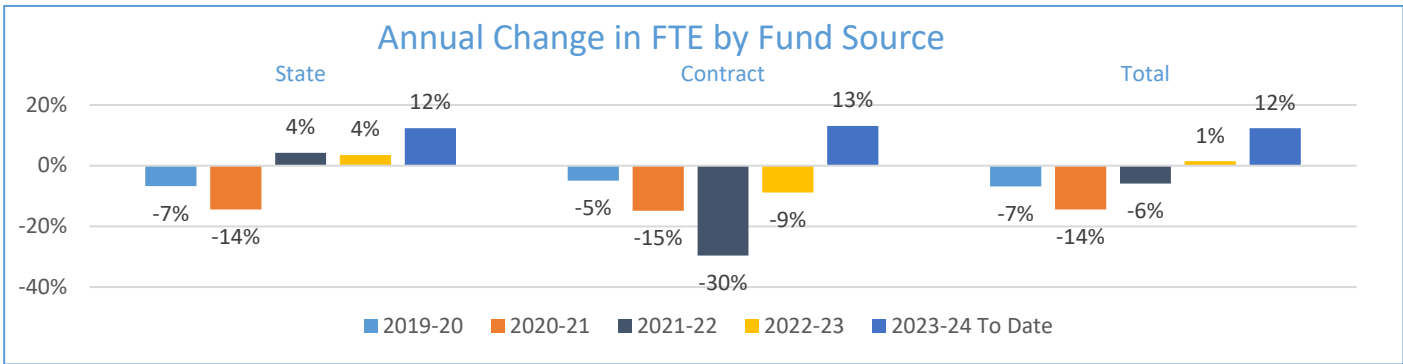
PENINSULA COLLEGE

SPRING 2024 Enrollment Highlights

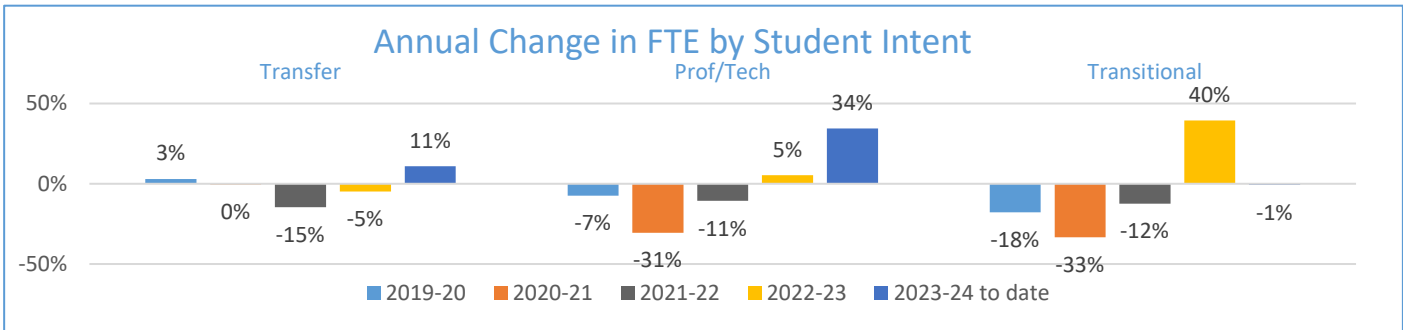
as of April 8, 2024



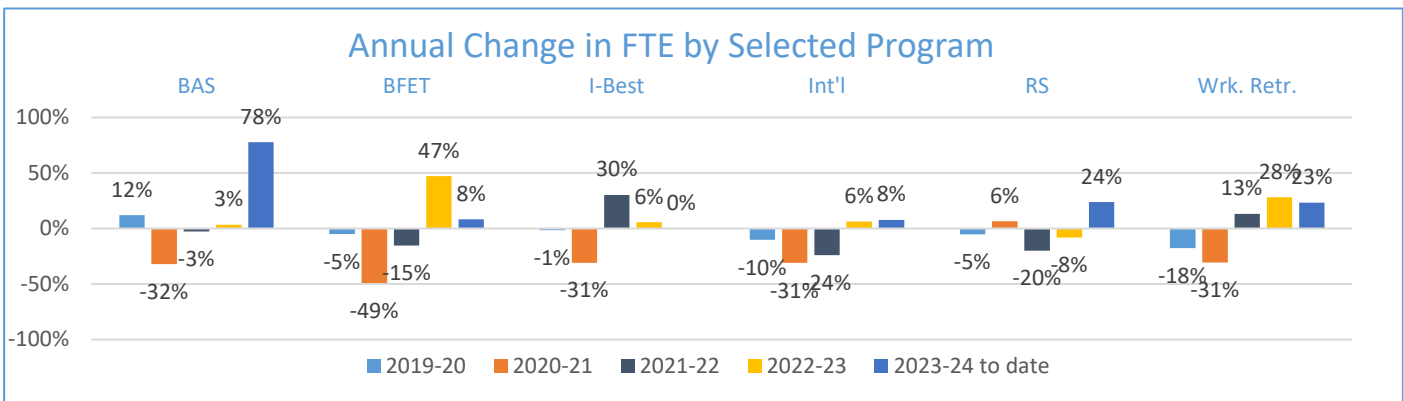
FTEs	State	Contract	Self	Total
Spring 2023 to date	942			
Spring 2024 to date	1134	311	36	1481
Difference	192			
	20.4%			
Spring 2023 Total	945.5	298	43	1286
Difference	189	13	-7	196
	20.1%	4.5%	-15.7%	15.2%



2023-24 Annual FTEs to date	State	Contract	Self	Total
	1284.0	382.9	37.5	1704.5



2023-24 Annual FTEs to date	Transfer	Prof/Tech	TS	Other	Total
	586.7	771.2	226.8	119.4	1704.1



2023-24 Annual FTEs to date	BAS	BFET	I-Best	Int'l	RS	Wrk Retr.	(enrollments are not mutually exclusive)
	64.3	103.9	150.4	43.8	281.8	206.7	

From: Suzy Ames

Sent: Friday, March 29, 2024 11:48 AM

To: Linda Rosenbury <rosenbury@ptschools.org>; Scott Mauk <scott_mauk@csd49.org>; rmoag@qsd48.org; rnickels@sequimschools.org; Marty Brewer <mbrewer@portangelesschools.org>; Dave Bingham <dbingham@csd313.org>; Diana Reaume <diana.reaume@qvschools.org>; mparkin@cfsd.wednet.edu; peter.walchenbach@qtschools.org

Subject: PC Running Start Update

Dear Superintendents,

Over the past 18 months I have talked with several of you about the ways Peninsula College does or doesn't support Running Start students. Thank you for your grace and patience while I dug deeper into this critical issue.

Based on your feedback, the Peninsula College philosophy and approach to Running Start is changing. I firmly believe the College should demonstrate its care and concern for Running Start students just as much as you do. While these students are, indeed, entering college, they are also youth who can't be expected to have the maturity of grown adults. The College needs to catch struggling Running Start students early before they risk failing college and high school.

I know I'm preaching to the choir, but I think it's important to explicitly say this is a new philosophy for Peninsula College. We are in this together with you.

To that end, below is a list of changes Peninsula College is creating and implementing:

- High school counselors will receive a mid-quarter progress report on each Running Start student, effective Fall 2024 to create routine two-way communication about each student.
- PC is updating the planning form that is signed by each high school counselor for every student. On this form, counselors have the opportunity to express concern regarding a student's preparedness for Running Start or to note their recommendation for additional check-ins. PC staff refer back to this form every quarter during advising sessions. We know high school grades are not always an indicator of college success, but they can be a good reason to track the student more closely.
- PC has a robust CARE Team process to identify struggling students (Campus, Assessment, Response, Evaluation/Engagement). If a CARE report is filed about a Running Start student, PC staff will reach out to their high school principal and counselor to quickly expand the student's support network.
- At PC's Running Start Information Nights, information about campus wraparound support services will be shared including Upward Bound, College Success Foundation staff, transfer services, and academic advising.
- When our VP of Student Services or I speak at the info sessions, we make it clear Running Start is not for everyone. We explain that attending college requires a high level of student maturity and responsibility, and a strong support network.
- PC started a Running Start Advising Group to increase communication with counselors.

Unrelated to student care, but in the spirit of transparency, PC staff will send high schools a "preview" of quarterly billing to ensure invoicing is accurate.

These are structural changes Peninsula College did not have in place in the past. I appreciate your patience as we build a cohesive system between you, Peninsula College, the student and their families. We are committed to their success as much as you are. I look forward to continued conversation about ways we can work together to meet this common goal. Please do not hesitate to reach out if you have any questions or ideas for further collaboration.

Suzy

Suzy Ames, Ed. D. (She/Her)

President

Peninsula College

sames@pencol.edu

360-417-6200



FOR IMMEDIATE RELEASE

March 27, 2024

Press Contact:

[Naomi Savin](#)

Senator Murray Secures Over \$158 Million for Seattle, Tacoma, Olympia, and Greater Western WA through Congressionally Directed Spending

PASSED: As Appropriations Chair, Murray Secures Billions for WA Priorities in Six-Bill Funding Package; Fully Funds WIC & Protects Programs for Working Families

PASSED: Murray Delivers \$372 Million More for Washington State, \$1 Billion More for Child Care & Pre-K, Puts Working Families First in Setting Funding Priorities In Second Six-Bill Package

*****A FULL LIST OF CONGRESSIONALLY DIRECTED SPENDING SECURED BY MURRAY CAN BE FOUND [HERE](#)*****

Washington, D.C. – Today, U.S. Senator Patty Murray (D-WA), Chair of the Senate Appropriations Committee, announced that she secured nearly \$242 million in Congressionally Directed Spending (CDS) for projects in every corner of Washington state across the two, bicameral, bipartisan funding packages for fiscal year 2024. The [first six-bill package](#) Murray negotiated as Appropriations Chair was passed through the Senate overwhelmingly in a 75-22 vote on March 8th and signed into law March 9th. The second six-bill package, which Murray also negotiated, was passed by the Senate in an overwhelming, 74-24 vote March 23rd and signed into law March 23rd. **A full, searchable list of all the local projects in Washington state that Murray secured funding for across the 9 appropriations bills which included CDS can be found [HERE](#).**

*****If you are writing about a specific CDS project and would like a quote from Senator Murray on that project, or any additional information, please reach out to press@murray.senate.gov*****

In Seattle and King County, Senator Murray secured over \$62 million for 25 local CDS projects. This includes funding to support Burien-based CHOOSE 180's gun violence prevention and re-entry programs to help combat the cycle of youth criminalization, which [Senator Murray visited](#) earlier this year, and \$3 million for drainage and stormwater management improvements to help the South Park neighborhood become more resilient in the face of future flooding—which Senator Murray spoke about at an [event in South Park](#) last summer.

“From supporting Sound Transit’s light rail extension projects to boosting workforce development and small business programs to creating more child care for families and supporting important research happening at UW—these investments are wide-ranging but every one of them will help our communities push ahead on projects that really matter,” said Senator Murray. **“I can’t wait to see the difference these federal dollars will make in Seattle and across King County—I’ll keep fighting to make sure Congress invests in organizations like CHOOSE 180 and Rise Above to support the incredible work they are doing to make life better for our families.”**

"The biggest issues facing our city and our communities require strong partnership at every level of government, particularly at the federal level. Senator Murray continues to be a champion for Seattle and our entire region in Washington, DC, securing critical funding to support a healthy environment and safe, resilient, and livable communities now and for the future," said Seattle Mayor Bruce Harrell. **"As the mayor of the largest city in our state and one of the fastest growing cities in the country, I am grateful for Senator Murray's leadership and advocacy on the issues that matter to Seattle and its residents."**

The full list of CDS projects Murray secured for Seattle and King County, in alphabetical order, is:

- \$500,000 for the **Bainbridge Island Japanese American Exclusion Memorial Association** for the construction of a visitors' center at the Bainbridge Island Japanese American Exclusion Memorial.
- \$600,000 for the **Ballard Chamber of Commerce** to support their small business incubator.
- \$250,000 for **Best Buddies International, Inc.** in Seattle for workforce development activities for individuals with disabilities.
- \$552,000 for **CHOOSE 180's** Community Violence Prevention Program in Burien to support staffing and programming for gun violence prevention and reentry programs.
 - Murray [visited CHOOSE 180](#) in February to discuss community-led efforts to break the cycle of youth criminalization and make our communities safer. **Photos and b-roll are [HERE](#).**
- \$3 million for the **City of Seattle** to improve stormwater drainage in tandem with related roadway improvements. *Joint request with Sen. Cantwell.*

- Murray hosted a [roundtable in South Park](#) in May to discuss this funding and other important climate readiness investments to reduce flooding risk last summer. **Photos and b-roll are [HERE](#).**
- \$750,000 for **Consejo Counseling and Referral Service** in Renton for a trauma-informed domestic violence therapy and recovery services program.
- \$511,000 for **Washington FIRST Robotics** to expand access to STEM education programs in Kent.
- \$4 million for **HealthPoint** for equipment and construction of their new Tukwila Health and Wellness Center.
- \$2 million for the **Highline United Methodist Church** in Burien for planning, design, and construction of a new shelter and crisis care center.
- \$2.2 million for **Indian American Community Services** in Kent to support the reconstruction of a community hub that will offer everything from small business support to early learning services in South King County. *Joint request with Sen. Cantwell and Rep. Smith.*
- \$5.5 million for important maintenance and repairs to the locks at the **Lake Washington Ship Canal** in Seattle. *Joint request with Sen. Cantwell.*
- \$3 million for the **Low-Income Housing Institute** in Seattle to support the construction of their Aurora Senior Housing project, which will have 90 units of affordable housing for seniors at Aurora and 125th.
- \$4.5 million for the **Machinists Institute** in Seattle for the purchase of equipment and program development for a manufacturing workforce development program, focusing specifically on jobs related to sustainable aviation fuel.
- \$1.148 million for Catholic Community Services of Western Washington, in coordination with **Mother Nation**, in Seattle to construct Spirit Journey Village, a center to provide transitional housing and substance use treatment services for women.
 - Murray hosted a [roundtable with Mother Nation](#) and other advocates to discuss the Violence Against Women Act.

\$9.675 million for construction for improvements to drainage of Cascade Creek at **Mud Mountain Dam**. *Joint request with Sen. Cantwell.*

- \$772,000 for **Multi-Service Center** in Federal Way for their workforce development program, which will provide vocational training courses to help participants secure living-wage jobs.
- \$1.367 million for **Pushing Boundaries** in Redmond to purchase additional modernized rehabilitative equipment.
- \$500,000 for the **Refuge Artisan Initiative's (RAI) Community and Microbusiness Development Program Initiative** in Seattle. RAI partners with refugee and immigrant women to aid their successful transition to the U.S. through artisan skills training and microbusiness development.
- \$2 million for **Refugee Women's Alliance** in Seattle to provide child care and early childhood education to under-resourced populations.
- \$755,000 for Seattle-based **Rise Above** for a youth mental health and wellness program for Indigenous adolescents statewide.
 - Murray [met with Rise Above](#) advocates last month to discuss supporting mental health programs.

- \$3 million for **Sound Transit** to support project development activities for the Ballard Link light rail extension.
- \$3 million for **Sound Transit** for project development activities for the West Seattle Link light rail extension.
- \$5 million for the **University of Washington** to purchase new engineering and lab equipment.
- \$2.8 million for the **University of Washington** to acquire new research instruments for their Molecular Analysis Facility. *Joint request with Sen. Cantwell.*
- \$5 million for the **University of Washington’s Tidal-Powered Ocean Observation** project to develop and deploy oceanographic sensing packages powered by tidal currents. *Joint request with Sen. Cantwell.*

In Tacoma and Greater Pierce County, Senator Murray secured over \$36 million for 12 local CDS projects. This includes funding to support the City of Tacoma’s therapeutic courts and expand medical and behavioral health care in Tacoma—Senator Murray [spoke with local officials](#) about the mental health investments in Tacoma in February. It also includes \$2.129 million for Tacoma Arts Live’s small business accelerator program, which Murray [discussed with local small business owners](#) in a visit to Tacoma Arts Live in May.

“Whether it was funding to help construct a new child care center or funding to expand mental health resources for our kids, I’m proud that the funding bills I negotiated will make life better for families in Tacoma and Pierce County,” said Senator Murray. **“It’s important to me that I can hear directly from organizations across Tacoma and Pierce County about what their priorities and challenges are—I’ll continue to listen and make sure their voices are reflected in our federal funding bills.”**

“We are grateful to Senator Murray for her unwavering commitment to delivering impactful projects to the South Puget Sound,” said Tacoma Mayor Victoria Woodards. **“Her efforts continue to show her dedication to improving the lives of all Washington State residents.”**

The full list of CDS projects Murray secured for Tacoma and Greater Pierce County, in alphabetical order, is:

- \$3.6 million for the National Guard/Reserve Center Building at **Camp Murray** in Tacoma.
- \$545,000 for the **City of DuPont** to install PFAS treatment units at drinking water wells.
- \$500,000 for the **City of Tacoma** to support their municipal mental health therapeutic courts.
 - Murray hosted a [roundtable](#) in February with mental health advocates in Tacoma, including City officials and HopeSparks, and discussed the importance of this funding and other local and federal partnerships

around mental and behavioral health care. **Photos and b-roll are [HERE](#).**

- \$2 million for **HopeSparks** in Tacoma for their Pediatric Medical and Behavioral Health Care Clinic, which will expand pediatric medical and behavioral health care.
- \$7.9 million for planning and design of barracks at **Joint Base Lewis-McChord**.
- \$7.5 million for planning and design of a vehicle maintenance shop at **Joint Base Lewis-McChord**.
- \$4 million for the **Multicultural Child and Family Hope Center**, based in Tacoma, to construct 17 Early Childhood Education and Assistance Program classrooms that will provide no-cost early education to children from low-income communities. *Joint request with Sen. Cantwell and Rep. Kilmer.*
 - Murray [visited the Center](#) last year and discussed her efforts to secure funding for child care.
- \$1.5 million for **Pierce County** to widen the road and incorporate complete streets infrastructure as part of their South Hill 122nd Ave Corridor Safety and Relief Project.
- \$2.5 million for **Pierce Transit** to modernize bus shelters and improve passenger experience. *Joint request with Rep. Strickland.*
- \$2.129 million for **Tacoma Arts Live's** Small Business Incubator Expansion and capital improvements.
 - Senator Murray [visited Tacoma Arts Live](#) and met with local small business leaders who participated in its small business incubator program in May. **Photos and b-roll are [HERE](#).**
- \$1.9 million to continue pre-construction engineering and design for **Tacoma Harbor**, including deepening the Blair Waterway and channel widening for improved vessel navigation. *Joint request with Sen. Cantwell.*
- \$2.5 million for the **University of Washington Tacoma** to procure equipment for new laboratories as part of its Milgard Engineering Labs Buildout project. *Joint request with Sen. Cantwell.*

In Everett, Bellingham and Northwest Washington, Senator Murray secured over \$40 million for 10 local CDS projects.

“Funding I secured in our final appropriations bills will make a big difference in Everett, Bellingham, and across Northwest Washington—from helping the Lummi Nation prevent flooding on their roads to building a new child care center in Whatcom County. We’re talking about tens of millions of dollars going straight to local projects in Northwest Washington to make our communities better—I’m thrilled to be able to make this happen through the funding bills I negotiated,” said Senator Murray. **“After convening a roundtable on the fentanyl crisis with Mayor Franklin and other local leaders in Everett last month, I’m glad I can deliver on \$4.5 million to help the City of Everett with its emergency response efforts to support individuals who are experiencing behavioral and mental health crises, which is critical to the City’s efforts to tackle the opioid epidemic.”**

“The behavioral health crisis touches just about every member of our city, and like many across the country, Everett is struggling with the growing crisis and the changing needs for support,” said Everett Mayor Cassie Franklin. **“Thanks to the fierce advocacy of Senator Murray, Everett will get the funding needed to launch a new alternative response program. This program will build on our early work of embedding social workers with our emergency first responders in our police and fire departments and enable us to be more responsive to the growing behavior health emergencies and substance use disorders our residents are facing.”**

The full list of CDS projects Murray secured for Everett, Bellingham and Northwest Washington, in alphabetical order, is:

- \$4.5 million for **City of Everett** for an alternative response team to support individuals experiencing behavioral and mental health crises.
 - In February, Murray [hosted a roundtable](#) at the Everett Fire Station with City of Everett Mayor Cassie Franklin and other local officials to discuss federal investments to combat the opioid epidemic, including the \$4.5 million CDS. **Photos and b-roll are [HERE](#).** Murray also recently [convened a discussion](#) with Washington state mayors, including Mayor Franklin, on the state’s efforts to tackle the fentanyl crisis.
- \$2.5 million for **Island Hospital** in Anacortes to modernize their surgical center and improve services for patients, as well as assist with provider recruitment.
- \$4 million for **Island Transit** for preconstruction and construction activities for the multimodal South Whidbey Transit Center facility. *Joint request with Sen. Cantwell.*
- \$8 million for the **Lummi Nation** to elevate Slater Road in Whatcom County to preserve access and mobility during frequent flooding events. *Joint request with Sen. Cantwell and Rep. Larsen.*
- \$4 million for the **Meridian School District** to construct a new early learning center in Whatcom County.
 - Murray [visited the Center](#) last August and discussed her work to invest in child care. **Photos and b-roll are [HERE](#).**
- \$436,000 for **City of Mount Vernon School District 320** to improve student safety and provide outreach for drug-impacted and gang-involved youth.
- \$11.1 million for planning and design of the E/A-18G Aircraft Regional Service Facility at **Whidbey Island Naval Air Station.**
- \$2.425 million for **Western Washington University** in Bellingham to purchase research equipment for their Advanced Technology Laboratory.
- \$2.5 million for **Whidbey Health Medical Center** in Coupeville for surgical suite ventilation upgrades.
- \$943,000 for **YMCA of Snohomish County** to expand access to early childhood education.
 - Murray [visited the YMCA](#) last month and discussed her efforts to boost funding for child care. **Photos and b-roll are [HERE](#).**

In Olympia and the Olympic Peninsula, Senator Murray secured nearly \$19 million for 8 local CDS projects.

“Congressionally Directed Spending I secured in our government funding bills is going to be put to great use across the Olympic Peninsula— helping South Kitsap Helpline expand food distribution services to boosting workforce development for veterans, and helping Jefferson County hospital better serve local seniors,” said Senator Murray. **“And it’s especially important to me that the funding bills I negotiated will provide \$5 million to help the Nisqually Tribe construct a new substance use disorder treatment clinic in Olympia that will serve 500 people a day—this is a badly needed investment as the opioid epidemic continues to devastate our communities.”**

“The South Puget Sound is fortunate to have Senator Murray in her position on the Senate Appropriations Committee as her efforts to fund projects in the City of Olympia and in neighboring areas are beneficial to our entire community. In particular, the Nisqually Substance Use Disorder Clinic is important as this project will help fill a gap in much-needed critical substance abuse treatment services in our community,” said Olympia Mayor Dontae Payne.

The full list of CDS projects Murray secured in Olympia and the Olympic Peninsula, in alphabetical order, is:

- \$2.135 million for **Evergreen State College** in Olympia to acquire new laboratory equipment.
- \$2 million for **Jefferson County Public Hospital** District 2, Jefferson Healthcare, for the construction of new space to serve seniors in Jefferson County. *Joint request with Sen. Cantwell and Rep. Kilmer.*
- \$3.7 million for the **Makah Indian Tribe** to make road improvements on the Makah Passage in Clallam County. *Joint request with Sen. Cantwell.*
- \$5 million for the **Nisqually Indian Tribe** to construct a Substance Use Disorder Integrated Care Clinic in Olympia. The clinic will serve up to 500 clients per day from the Olympia/Lacey/Tumwater/Thurston County area.
- \$1.5 million for **Pacific Mountain Workforce Development Council** in Olympia for workforce development services for veterans.
- \$1.936 million for **Peninsula College** in Port Angeles to help fund a dental hygienist program.
- \$1.755 million for the **South Kitsap Helpline** in Port Orchard to support a new Food Distribution Center to allow for expanded services.
- \$750,000 for **Big Brothers Big Sisters of Southwest Washington** (BBSSWA), based in Olympia, to expand their career mentoring and exploration program for rural high school students.
 - In February, Murray [met with](#) local high school students, mentors, and partners of BBSSWA to discuss their efforts to connect local high school students with mentorship opportunities and pathways to rewarding careers, and how federal funding will help them expand their footprint

into more rural communities in Southwest Washington. **Photos and b-roll are [HERE](#).**

******If you are writing about a specific CDS project and would like a quote from Senator Murray on that project, or any additional information, please reach out to press@murray.senate.gov******

###

Summary of 2025 Legislative Priorities Survey Results

Section 1: Common Budget Requests

Provide competitive and fully funded faculty and staff compensation building upon the investment in the 2023-25 operating budget (100% state funding for COLAs).

High: 96.55%

Medium: 3.45%

Low: 0%

Common themes in responses:

- Fully funding COLAs in the future is vital. Partial funding has a significant detrimental impact on operating budgets which, in turn, affects programs and services for students. (Note: COLAs were fully funded in the 2023-25 operating budget.)
- Salaries are lagging for staff across all classifications/roles/positions. Competition for experienced and/or desired employment characteristics and skillsets is high.
- For most colleges, classified staff salaries are bargained between the state Labor Relations Office (a section of the Office of Financial Management) and labor organizations — not at the college level. However, survey respondents expressed concern that classified staff salaries are, in many cases, below a living wage. Colleges are struggling to fill financial aid, business operations, IT, and office assistant positions, as well as positions with grounds, custodial, and building maintenance.

Provide services to students (i.e. mental health, food, housing, access to technology, emergency grants).

High: 82.76%

Medium: 17.24%

Low: 0%

Common themes in responses:

- Funding for student services is vital to ensure all students have equitable access to education and can succeed fully. Investing in these services helps create a more inclusive and equal learning environment, leading to higher retention, graduation rates, and economic progress. However, the demand for basic-needs support far exceeds colleges' resources.
- Ideally, students needing basic-needs support would be served by community-based organizations that specialize in this area, enabling colleges to focus on teaching and learning. However, local community resources are overwhelmed and unable to serve students in a timely manner.

Adequately support work to advance racial, social, and economic justice in service to our diverse communities continuing the one-time DEI funding in the 2023-25 operating budget.

High: 82.76%

Medium: 17.24%

Low: 0%

Common themes in responses:

- Advancing racial, social, and economic justice continues to be a high priority. Our colleges serve the most diverse student populations. Continuing to fund DEI efforts would allow colleges to continue folding equity into the fabric of their institutions.
- One-time DEI funding in the 2023-25 budget should be made permanent in the 2025-27 budget and increased beyond the 2023-25 budget allocation.
- Colleges are continually looking for resources to advance racial, social, and economic justice. DEI work takes effort, time, and research to achieve. The work is never done.

IT and cybersecurity

High: 72.41%

Medium: 27.59%

Low: 0%

Common themes in responses:

- Cyberattacks are a reality. Colleges need funding to address any deficiencies in cybersecurity protocols and capabilities and to provide professional training.
- Investment in IT and cybersecurity ensures the continuous improvement of IT frameworks, disaster recovery capabilities, and overall organizational resilience.
- IT is a high-risk and critical resource for all learners, faculty, and staff. College business and instructional models need relevant and secure systems to remain competitive in a very competitive higher education market.

Expand workforce education programs to help fill skills gaps and to increase awards in high-demand professional-technical programs. (Job Skills Program, equipment, consumables).

High: 58.62%

Medium: 37.93%

Low: 3.45%

Common themes in responses:

- Preparing students for the workforce is one of our system's primary missions but funding for workforce programs is inadequate. Additional investments are needed to expand programs, purchase equipment and supplies, and start new programs to meet community demand.
- Colleges starting new programs, or updating old programs with modern technology, need a large influx of funding.
- Workforce programs are the quickest strategy to uplift local and statewide economies and communities.

Increase support for adults/older learners and/or increase the number of people in Basic Education for Adults and I-BEST (programs that combine basic skills, English language, academics, and job skills training) and those students' transition to college-level courses.

High 55.17%

Medium: 37.93%

Low: 6.90%

Common themes in responses:

- Continued support for Basic Education for Adults and I-BEST programs is critical to increase students' transition to college-level courses.
- There is a huge need for basic education, and there is also quite an administrative burden in accounting for these programs. Funding would strengthen colleges' reporting systems and expand offerings in basic education.
- People come with different skill sets and backgrounds. Basic Education for Adults programs offer a transition point for individuals to quickly learn literacy, work, and college-readiness skills so they can move through college and into living wage jobs faster.

Section 2: Additional Recommendations from Colleges

Common recommendations in responses:

- **Reduce legislative provisos.** Provisos create extra reporting requirements and never include money or staff to support the extra reporting. Provisos prevent colleges from moving funds to where the needs are greatest for students, the community, and employers.
- In addition to funding more capital projects on the request list, **increase minor works funding and adequately fund maintenance for existing buildings.** The lack of funding is causing risk to safety and security.
- **Enhance building and technology infrastructure, with a particular focus on prioritizing accessibility.** This involves not only updating outdated facilities and integrating accessible technology, but also ensuring that campuses are inclusive and accessible to all individuals.
- **Fund dual credit consistently across models** to provide access to students needing it most. **Ensure that our state Legislature corrects the definition of a "course" as it relates to College in the High School (CIHS) funding.** The current definition conflates a course with class sections. The result is a reduction in funding for CIHS to levels that are unsustainable for colleges.

- **Expand/provide funding for:**
 - **Childcare** to allow more students to enroll. Funding could be used to (re)establish childcare centers on college campuses, fund partnerships with community or private providers, or provide direct funding to students help to cover the cost of childcare.
 - **Outreach specialists**, per HB 1835. Increased funding would help all colleges in our system increase FAFSA applications.
 - Also, allow colleges to use funds appropriated in the 2022 supplemental budget to not only contract with community-based organizations for help with financial aid outreach, but to hire/retain financial aid outreach staff on campus.
 - **Mental health services**, as noted in SB 5194. Increased funding would help all colleges in our system increase mental health support for students.
 - **Free community or technical college tuition.** Seek legislative funding for at least the first 45 credits of community or technical college paid for by the state and ideally for two years.
 - **Implementation of the Clean Buildings Act.** This is a regulatory act, complete with monetary penalties and required compliance deadlines for private and public buildings.
 - **Technology** to support growing online and hybrid learning environments.
 - **Safety and security.** Areas of investment should include: risk assessment, business preparation and continuity, incident response, employee training, network and website vulnerability identification and management, and cyber insurance policies. An investment in this area should also support work in the areas of behavioral intervention strategies, bias incident response, student conduct management, student/employee health and wellness, and Title IX cases.

Other recommendations/ideas:

- Increase housing opportunities for students and staff.
- Extend premium pay to all counties.
- In addition to increasing legislative funding for workforce programs, create a system fund specifically to help colleges launch new workforce programs, which require a significant initial investment.
- Work with OSPI to consider making the AA degree a state-approved high school graduation pathway so Running Start students don't have to fit in additional requirements, and to create a common high school transcript.
- Work with ESDs to share post-graduation employment data.
- Increase the athletic tuition waiver from 25% to 40% and broaden it to non-NWAC sports and student leadership positions.
- Support closing the digital divide.
- Support ethical integration of generative Artificial Intelligence (AI) tools into the learning environment to ensure academic rigor and integrity.

SBCTC 2025 Legislative Priorities Survey #2

April 3, 2024

This worksheet is designed to help you gather responses to SBCTC's survey before entering them online. Please use [the online survey link](https://www.surveymonkey.com/r/RQCLVQP) to submit your final answers to SBCTC (<https://www.surveymonkey.com/r/RQCLVQP>). **This worksheet won't be collected by SBCTC.**

Survey #2 of College Legislative Priorities

State Board vision: Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

Hello chancellors and presidents,

As you might recall, WACTC is using a two-survey process to identify 2025 legislative priorities to recommend to the State Board. The first survey asked presidents, in consultation with their campus communities, to rank five categories – compensation, DEI, IT and cybersecurity, workforce education, and basic education for adults – and to also identify any additional categories important to their colleges.

This second survey includes the five categories from the first survey, plus dual credit, safety and security, and additional options under student services and workforce education.

Similar to the first survey, we recommend working on this second survey with your executive team, trustees and, if possible, faculty, staff, and students.

The Seattle, Pierce, and Spokane districts should submit one survey on behalf of all the colleges in their districts.

Please complete this survey by Tuesday, April 30, 2024.

Survey of College Legislative Priorities

Please rank the following potential 2025 budget requests in order, with #1 being the most important to #8 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom.) The list you see below is randomized, so each respondent will see them in a different order. After you rank these eight broad categories below, you will be asked to go one step further and prioritize subcategories under student services and workforce education.

- **Basic Education for Adults:** Increase support for adults/older learners and/or increase the number of people in Basic Education for Adults and I-BEST (programs that combine basic skills, English language, academics, and job skills training) and those students' transition to college-level courses.
- **Compensation:** Provide competitive and fully funded faculty and staff compensation, building upon the investment in the 2023-25 operating budget (100% state funding for COLAs).
- **DEI:** Adequately support work to advance racial, social, and economic justice and inclusive sustainability in service to our diverse communities, continuing and increasing the one-time DEI funding in the 2023-25 operating budget.
- **Dual credit:** Fund dual credit consistently across models (Running Start, CTE dual credit, College in the High School) in order to close equity gaps for historically underserved students and students of color.
- **IT and cybersecurity:** Provide the IT infrastructure to protect students and colleges from cybersecurity threats and to support online and hybrid courses.
- **Safety and security:** Increase colleges' capacity to prevent, prepare for, respond to, and recover from emergencies (including staff, training, equipment, and emergency response exercises), to respond to regulatory requirements associated with Title IX and the Clery Act, and to support bias incident response and student conduct management.
- **Student services:** Provide wraparound support to help students succeed in college at a time when students are experiencing significant barriers.
- **Workforce education:** Expand workforce education programs to meet skills gaps and to increase awards in high-demand professional-technical programs.

Student services follow-up questions: Please rank the following student services subcategories, with #1 being the most important and #4 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom. The list you see below is randomized, so each respondent will see them in a different order.) We recognize that all four subcategories are important, however, we are trying to drill down a little deeper to help inform our 2025 budget request.

- Advising/career/navigation services, such as expansion of the HB 1835 financial aid outreach and completion pilot project.
- Flexible student basic needs, such as increased funding/assistance for: Supporting Students Experiencing Homelessness program (SSEH), Student Emergency Assistance Grant (SEAG), childcare, transportation, free/reduced price meal pilot project.

- Mental health counselor support, such as statewide expansion of the SB 5194 mental health counselor pilot project.
- Technology access and support to help close the digital divide.

Workforce education follow-up questions: Please rank the following workforce education subcategories, with #1 being the most important and #2 being the least important. (Just click and drag the gray bars to arrange the topics from top to bottom. The list you see below is randomized, so each respondent will see them in a different order.) We recognize that both subcategories are important, however, we are trying to drill down a little deeper to help inform our 2025 budget request.

- In-demand workforce education program sustainability and growth capacity, for example: high-wage/high-demand programs, embedded climate responsiveness, cybersecurity, and industry innovation to AI (artificial intelligence).
- Industry training needs via incumbent worker training expansion, for example: Job Skills Training Program, registered apprenticeship program, and pathways for non-credit to credit implementation.

Please use this comment box if you have any other feedback related to future budget or policy priorities.

— End of worksheet —

Peninsula College
PRESIDENTIAL PERFORMANCE REVIEW

The purpose of performance reviews is to assess and discuss performance of the President. This form contains a list of presidential functions and performance goals. The Board of Trustees, among themselves and with the president, discusses performance for each function and objective. During this process, the Board completes the rating scale in a manner that results in the consensus of the Board. The Chair signs the form on behalf of the Board for the permanent record.

1=Unacceptable 2=Below Average 3=Average 4=Above Average 5=Superior

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. Community/Legislative Relations | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
- a. Maintains effective relationships with the media and community leaders to make the community aware of college activities
 - b. Active in the community fostering relationships to create educational opportunities throughout the District
 - c. Actively communicate with legislators to convey local and statewide needs for community colleges

Comments _____

- | | | | | | |
|--------------------------------|----------|----------|----------|----------|----------|
| 2. Educational Planning | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|----------|----------|----------|----------|----------|
- a. Manages enrollment consistent with or better than regional and statewide trends
 - b. Provides leadership in formal and informal assessment of educational opportunities in the community
 - c. Provides leadership in formal evaluation and assessment of educational program quality and innovative educational practices

Comments _____

- | | | | | | |
|----------------------------|----------|----------|----------|----------|----------|
| 3. Budget Oversight | 1 | 2 | 3 | 4 | 5 |
|----------------------------|----------|----------|----------|----------|----------|
- a. Provides oversight and management of college budget assuring proper allocations to meet college needs and management
 - b. Oversees collegewide engagement in budget development process through shared governance and effective decision making
 - c. Seeks external funding to augment state funding sources to foster innovation

Comments _____

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 4. Personnel and Labor Relations | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|

- a. Supports and pursues good faith negotiations with employee groups and associations, and respects the role of the contract in labor relations
- b. Develops and promotes professional development activities for faculty and staff to support retention and employee growth
- c. Fosters an equitable hiring process that results in employees mirroring student demographics
- d. Creates an environment that supports shared governance, collaboration and involvement throughout the college community

Comments _____

5. College Operations **1 2 3 4 5**

- a. Assures the college’s plant and facilities are adequate for daily operations
- b. Utilizes organization and critical thinking skills to plan ahead, evaluate complex situations, anticipate problems, make decisions and use resources effectively to solve challenges
- c. Assure college operations are in place to effectively serve students as they pursue their educational goals, including student services, instructional and financial services

Comments _____

6. Communication Skills **1 2 3 4 5**

- a. Regularly and effectively communicates with the college community regarding statewide higher education issues and the state of the college
- b. Regularly and effectively communicates with the college community to gather feedback and offer rationales for decision making
- c. Create a college environment that fosters input, feedback and collaborative decision making

Comments _____

7. Strategic Planning/Accreditation **1 2 3 4 5**

- a. Engages the entire college in execution of the strategic plan, including resource allocation and analysis of efforts
- b. Tracks progress toward strategic planning goals and effectively communicates progress to the college community, adjusting strategy along the way based on analysis
- c. Assures accreditation processes are proactive and in line with regional accreditation standards

Comments _____

8. Diversity, Equity and Inclusion **1 2 3 4 5**

- a. Develops and pursues specific action plan to put diversity, equity and inclusion at the forefront of the college
- b. Supports and promotes the recruitment and retention of diverse faculty and staff.
- c. Fosters a diverse, enriching, safe, inclusive, equitable working and learning environment

Comments _____

9. Board Relations

1 2 3 4 5

- a. Assists the Board in serving as advocates of the College to legislators and in the community
- b. Keeps the Board informed of statewide higher education issues and the state of the college
- c. Informs the Board of trends and issues impacting enrollment and the financial health of the college
- d. Provides the Board with data to assess the health of the institution, including the strategic plan core themes

Comments _____

10. College Community

1 2 3 4 5

- a. Assures college community has Guiding Principles at the forefront and culture is positive
- b. Accessible to employees and supports access to the President for all employees
- c. Accessible to students and concerned about their welfare

Comments _____

11. Professional Growth

1 2 3 4 5

- a. Utilizes professional organizations to keep abreast of new and innovative practices and programs
- b. Seeks opportunities for stretch and grow in leadership experiences
- c. Demonstrates willingness to take risks in attempting new and innovative practices and programs

Comments _____

ACCT Conference Proposal

https://acct.org/events/acct-leadership-congress/2024_Congress_Submissions

Due May 24

Track: Enrollment Strategies

Session Description 50 words or less (47)

Peninsula College recovered from an 11-year enrollment decline with double-digit enrollment increases by connecting with local employers, social service agencies, high schools and external funding partners. Trust was built in the community by promising to deliver the power of higher education to those who need it the most.

Session Outcomes – list 3 or more outcomes or takeaways that attendees will learn from this session

- How to be responsive to local employers with relevant curriculum
- How to provide low-cost, high-touch wraparound support services
- How to partner with regional organizations to connect high school students to postsecondary opportunities.
- How to open campus to families
- How to retain current students through two-quarter registration
- How to create an engaging student recruitment advertising campaign



DATE

Dear ACCT Presentation Selection Panel,

Thank you for considering Peninsula College's ACCT conference presentation proposal. The college has been under significant transformation over the past two years.

- We have experienced double-digit enrollment for multiple quarters in a row.
- We started nine new instructional programs co-created with local employers.
- We partnered with local community-based organizations, healthcare organizations and public agencies to provide comprehensive wraparound support services for at-risk students.
- We partnered with regional organizations to connect high school students to postsecondary opportunities.
- We created a community -based festival on campus drawing 4,000 parents and kids for a day of learning and fun.
- Internally, we created two-quarter registration and a creative advertising campaign.

Our presentation will include two CEOs from the community-based organizations who were critical in launching our wrap-around support services model.

It is an exciting time in the life of the college. We'd like to share our successes and lessons learned along the way.

Sincerely,

Mike Maxwell, MD
Chair of the Board of Trustees
Peninsula College

Suzanne Ames, Ed.D
President
Peninsula College



PENINSULA COLLEGE

Board Policy

Subject: **Academic Freedom**

Reference #: 301

Statutory Authority:

Date Adopted: January 15, 1975

[RCW 28B.50.140](#)

Date Revised: 09/27/2017

Reviewed: 01/25/2018

Lead Administrator: Vice President of Instruction

Category: Instruction

Peninsula College recognizes academic freedom as a necessary condition for the successful practice of the academic profession in a free society. Academic freedom is defined as the right of a qualified teacher-scholar to pursue the search for truth in its many forms and to make public their methods and findings. It is the right of a qualified teacher-scholar to encourage freedom of discussion of controversial questions in the classroom and to develop in students a love of knowledge and a desire to search for truth.

Date Revised: February 13, 1996; May 14, 1996; December 10, 2013



PENINSULA COLLEGE

Board Policy

Subject: **Use of Human Subjects**

Reference #: 305

Statutory Authority:

Date Adopted: January 17, 1989

[45 CFR 46](#)

Date Revised: 09/22/2017

Reviewed: 09/22/2017

Lead Administrator: Vice President of Instruction

Category: Instruction

Peninsula College recognizes the responsibility to protect the rights, well-being, and personal privacy of individuals; to assure a favorable climate for the acquisition of practical skills and the conduct of academically-oriented inquiry; and to protect the interests of the institution and the student, addressing classroom, laboratory, and clinical activities where learning by students requires the use of human subjects as part of training procedures, demonstrations, or experiments.

Date Revised: May 14, 1996; December 10, 2013



PENINSULA COLLEGE

Board Policy

Subject: **Academic Policies and Procedures**

Reference #: 310

Statutory Authority:

Date Adopted: May 8, 2007

[RCW 28B.50](#)

Date Revised: 09/27/2017

Reviewed: 01/26/2018

Lead Administrator: Vice President of Instruction

Category: Instruction

The Peninsula College Office of Instruction, in all applicable instructional areas, shall follow the policies, procedures, and guidelines from the College Collective Bargaining Agreements, the Revised Code of Washington, the State Board for Community and Technical Colleges, and the Intercollege Relations Commission.



PENINSULA COLLEGE

Board Policy

Subject: **Credit Hour Policy**

Reference #: 312

Date Adopted: March 11, 2014

Date Revised: 09/27/2017

Reviewed: 01/26/2018

Lead Administrator: Vice President of Instruction

Statutory Authority:

[RCW 28B.50.090\(7\)\(e\)](#)

[SBCTC Policy Manual](#)

Category: Instruction

The efficacy of teaching and learning at Peninsula College—in face-to-face and online environments— is derived from the ongoing assessment of competency-based outcomes. When applicable, credit hours or credit equivalencies are used as a metric for evaluating the comparability of courses across institutions.

Peninsula College, in developing courses and delivering instruction, follows the guidelines established by the Washington State Board for Community and Technical Colleges. All courses are approved by the Peninsula College Curriculum Committee based on these guidelines.



PENINSULA COLLEGE

Board Policy

Subject: **Faculty Orientation and In-Service Education**

Reference #: 330

Statutory Authority:

Date Adopted: January 15, 1975

Date Revised: 09/22/2017

Reviewed: 09/22/2017

Lead Administrator: Vice President of Instruction

Category: Instruction

Peninsula College will provide an orientation for new associate and tenure-track faculty and an in-service education program for all faculty.

The president or a designee shall be responsible for:

1. developing and scheduling orientation sessions for new faculty during the first year of employment; and,
2. utilizing faculty and faculty association representatives to implement the most comprehensive in-service program possible.

Date Revised: April 11, 1995; February 9, 2010



PENINSULA COLLEGE

Board Policy

Subject: **Meals with Meeting and Light Refreshments**

Reference #: 510

Statutory Authority:

Date Adopted: October 16, 1990

[RCW 43.03.050](#)

Date Revised: 02/15/2018

Reviewed: 02/02/2024

Lead Administrator: Vice President - Finance and Administration

Category: General

Meals with Meetings and Light Refreshments:

Peninsula College will comply with all OFM requirements as specified in the State Administrative and Accounting Manual for Meals with Meetings and Light Refreshments.



PENINSULA COLLEGE

Board Policy

Subject: **Capital Construction Environmental Policy**

Reference #: 517

Statutory Authority: See Below

Date Adopted: May 19, 1976

Date Revised: 02/15/2018

Reviewed: 02/15/2018

Lead Administrator: Vice President - Finance and Administration

Category: General

Statutory Authority:

[RCW 43.21C](#)

[WAC 131-24-030](#)

[WAC 197-11-788](#)

Capital construction projects proposed and developed by Community College District No.1 shall comply with the provisions of [Chapter 43.21C RCW](#), the State Environmental Policy Act (SEPA); [Chapter 197-11 WAC](#), SEPA Rules; and [WAC 131-24-030\(1\)](#), Capital construction projects—SEPA policies and procedures. In compliance with [WAC 197-11-788](#) the President, or designee, shall be the responsible official for carrying out this policy.

Date Revised: March 14, 1995; June 12, 2007; April 13, 2010



PENINSULA COLLEGE

Board Policy

Subject: **Relationships and partnerships with External Organizations**

Reference #: 561

Statutory Authority:

Date Adopted: July 25, 1995

Date Revised: 02/15/2018

Reviewed: 02/15/2018

Lead Administrator: Vice President - Finance and Administration

Category: General

Peninsula College may enter into a relationship or partnership with an external organization when the benefits to the college compare favorably with the costs in staff and materials the college must expend.