



PENINSULA COLLEGE

**Policies, Regulations & Financial
Review (PRFR)
Evaluation Report**

Prepared for
the Northwest Commission on Colleges and Universities

Submitted March 2024



APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

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

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

Peninsula College

(Name of Institution)

Suzanne Ames

(Name of Chief Executive Officer)

Suzy Ames

Digitally signed by Suzy Ames
Date: 2024.02.26 13:51:01 -08'00'

(Signature of Chief Executive Officer)

2/26/24

(Date)

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Report Development Process

The college submitted an Ad Hoc Self Evaluation Report in 2019 and provided a Mid-Cycle Self Evaluation Report in 2021. Since those submissions, the college has developed a template for the PRFR Report. That template document was shared with the college's cabinet team, and specific sections were assigned to individuals throughout the college for their input. Over the past year, the college has worked to draft responses to each of the NWCCU's Standard 2 in order to complete the NWCCU's Policies, Regulations & Financial Review (PRFR) Evaluation Report.

Executive Summary: Mission Fulfillment

Mission Fulfillment – The institution provides a one-page executive summary, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

Our Mission

Peninsula College educates diverse populations of learners through community-engaged programs and services that advance student equity and success.

In 2018-19, Peninsula College embarked on a comprehensive mission review that resulted in a revised [mission, vision, core themes](#), and associated indicators for measuring student achievement. This highly collaborative process was informed by our guiding principles and incorporated input from all campus and community constituents. In August 2019, the Board of Trustees approved a revised mission statement, vision statement and four new core themes.

Our Core Themes

- Advancing Student Success
- Achieving Academic Excellence
- Fostering Equity and Inclusion
- Strengthening Communities

Our Vision

Peninsula College is a destination of cultural and environmental diversity where academic excellence transforms students' lives and strengthens communities.

Our Guiding Principles

The college community 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.

In 2019-20, the college developed the [2020-2025 Strategic Plan](#) with input from faculty, staff, students, and community members. A Strategic Planning Committee representing Cabinet, Instruction, Student Services, and Administrative Services departments engaged campus and community stakeholders in a series of surveys, focus groups, and conversations that identified top strategic priorities addressing the college's most pressing challenges and opportunities. The Strategic Plan serves as a dynamic overarching framework guiding continuous improvement within the college's planning and assessment cycle, tying the college mission and core theme objectives directly to [Academic Unit Program Reviews \(AUPRs\)](#) and [Administrative Annual Plans \(AAPs\)](#), as well as to the [college-wide Operational Plan](#) and operational support plans. A new [budget planning tool](#) connects new budget requests to strategic goals and the AAPs so that budgeting decisions are driven by the college's mission and strategic objectives.

The college's strategic goals include:

1. Increase enrollments to meet State FTE targets.
2. Institutionalize the Guided Pathways model at scale to improve student success.
3. Deploy resources and develop policies and procedures that foster equity and inclusion.
4. Strengthen fiscal stability by cultivating innovative responses to rapid disruptive changes in technology, economics, and higher education.

Institutional Research makes [regular reports](#) to the college community at monthly president's meetings and monthly Board of Trustees meetings on indicator data connected to the college's strategic goals. These reports are included in the board meeting agenda packets ([Board Meeting Agendas & Minutes](#)). The data-informed planning and assessment process allows Peninsula College to make ongoing improvements to its services and practices in response to a changing environment and in alignment with the college's mission and priorities.

Eligibility Requirements

Eligibility Requirements – The institution provides an attestation that it remains compliant with NWCCU’s Eligibility Requirements. Citations and reports in support of specific Eligibility Requirements may be included in the Year Six report as appropriate.

Peninsula College has been in operation since 1961 and accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was first granted in 1965 and reaffirmed most recently in 2018. 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.

Peninsula College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with the 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 this status for the commission. The college understands that the commission treats institutional self-study and evaluation committee reports as confidential. However, Peninsula College may choose to release these documents.

Peninsula College remains compliant with the NWCCU’s eligibility requirements.

Evidence Documentation for Executive Summary: Mission Fulfillment

[Mission, Vision, Guiding Principles](#)

[Strategic Plan](#)

[Annual Administrative Plan](#)

[Budget Request Tool](#)

[Board Meeting Agendas & Minutes](#)

[Institutional Research sample report](#)

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A GOVERNANCE

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

External College Governance

As with the state’s other 33 Community and Technical Colleges (CTCs), Peninsula College was established by the Legislature and is supervised by the State Board for Community and Technical Colleges (SBCTC). Other Revised Codes of Washington (RCWs) and Washington Administrative Codes (WACs) identify the laws and regulations that apply to the college.

Board of Trustees

Peninsula College is governed by a policy board that delegates operational authority to the president. The president is the sole employee that reports directly to the [Board of Trustees \(BOT\)](#). The board sets policies to provide a framework for college operations. Members are gubernatorial appointments with renewable five-year terms. [Policy 101 – Governance of Community College District #1](#) ensures that trustees may not be an employee of the community college system, a member of the board of directors of any school district, a member of the governing board of any public or private educational institution, or an elected officer or member of the legislative authority of any municipal corporation.

Peninsula College's BOT consists of five members. All the board members reside in the district and represent the interests of the community. The board sets policies for the institution's operation.

The board is in transition, with three trustees who have served multiple terms exiting the board, and three new members joining the board throughout 2023 and 2024. The board has implemented a comprehensive [New Trustee Orientation](#) to ensure knowledge is passed along and each trustee has the information necessary to lead the college.

With the arrival of a new president in July 2022, a comprehensive review of every college policy is underway, coordinated by the Executive Assistant to the President. Policies and corresponding procedures are initially crafted or edited by the appropriate vice president and shared with President's Cabinet. The Administrative Policy and Procedure Review (APPR) Committee and College Council then review each policy and procedure before approval by the President's Cabinet. Following this internal review, policies proceed to the Board of Trustees for first and second readings, and final approval. Through this process over the past year, outdated policies such as [Policy 232 – Teleworking](#) have been revised, and new policies such as [Policy 506 – Peninsula College Accessible Technology Policy](#) have been created.

The board receives and/or reviews all major planning documents that guide the college and approves the college's budgets. The board receives regular reports from the president at each of its public meetings regarding the status of implementation of plans and updates on finances. At each meeting, the board reviews one of the series of institutional effectiveness reports that forms the institutional assessment cycle and informs the board on progress of the Strategic Plan. Each report provides data and analysis related to core theme indicators. Every June, the board reviews a summary of these same institutional effectiveness measurements over the past five years. Thus, the board of trustees is an active participant in the college's planning, implementation, and assessment cycle.

Internal College Governance

Peninsula College has a highly effective governance structure that clearly defines governance relationships in matters of policy and administration. The BOT is a policy governance body; the president oversees administration of the college through a comprehensive model of shared governance.

Lines of Authority

[Peninsula College-specific Washington Administrative Codes \(WACs\)](#) and the [College's policies](#) (such as Policy 101 – Governance of Community College District #1, Peninsula College and [Policy 112 – Exercise of Powers of the Board](#)) determine the College's governance rules. College governance is implicit in the organizational chart and in the relationships among the Board of Trustees (BOT), administration, faculty, and staff. Relevant documents include [BOT policies](#); the

[presidential contract](#); [Peninsula College Faculty Association \(PCFA\) Contract](#) and [Classified \(WFSE\) Bargaining Agreement](#); the administrative exempt employee policies; and the [Associated Students of Peninsula College's Constitution and Bylaws](#). These documents define the employees' and campus units' authority, responsibilities, and operating procedures and define the relationships among the SBCTC, Peninsula College's BOT, the College's president, and the college's constituencies.

[Standing committees](#), including the [Faculty Senate](#), [College Council](#) and [Equity Committee](#), support and enhance constituent-based participation. The President's Cabinet Team either makes final decisions on committee recommendations or the president presents recommendations, as appropriate, to the BOT. At her monthly meeting with the college, the president reminds the college community about the role of [shared governance](#) and the importance of active employee participation to assure informed decision making. The College Council gives a status update at each of the president's monthly all-college meetings.

Evidence Documentation for Standard 2.A.1

[Board of Trustees \(BOT\)](#)

[Policy 101 – Governance of Community College District #1. Peninsula College](#)

[New Trustee Orientation](#)

[Policy 232 – Teleworking](#)

[Policy 506 – Peninsula College Accessible Technology Policy](#)

[Peninsula College Washington Administrative Codes](#)

[Policy 112 – Exercise of Powers of the Board](#)

[Board of Trustees Policies and Procedures](#)

[Presidential Contract](#)

[PCFA Bargaining Agreement](#)

[WFSE Bargaining Agreement](#)

[Associated Students of Peninsula College's Constitution and Bylaws](#)

[Procedure 159.03 – Standing Committees](#)

[Procedure 159.02 – Faculty Senate](#)

[Procedure 159.01 – College Council](#)

[Policy 159 – Shared Governance](#)

2.A.2

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

President's Contract:

The [president's contract](#), [Policy 131 – Powers and Duties Delegated to the President](#), performance appraisal, and compensation of the president ensure that the president takes a leadership role in managing the institution.

Peninsula College follows a standard model of an executive-level leadership team in an education setting. [The President's Cabinet Team](#) - the executive policy group for 3 campus operations – is composed of members who report directly to the President and who supervise various aspects of the college's operations.

Recognized for their expertise in their fields and in operational areas, Cabinet members have appropriate qualifications and broad experience in the public and/or private sectors. Each Cabinet member is responsible for managing specific divisions (as shown in the [College's Organization Chart](#)) and for serving on state, regional or national committees and boards representing the college.

Cabinet members collaboratively create and guide annual plans for their divisions, which are used to prioritize activities and resource allocations for the college. All Cabinet members have management teams who report directly to them. All full-time staff undergo annual performance reviews, with a focus on accountability (both the supervisor and employee), professional development, and assessing success on the previous year's goals. This year Cabinet is piloting a new model of performance reviews based on guided quarterly check-ins. Based on the pilot's success, it will be introduced throughout the college in summer 2024.

Evidence Documentation for Standard 2.A.2

[President's contract PDF](#)

[Policy 131 – Powers and Duties Delegated to the President](#)

[The President's Cabinet Team](#)

[Organization Chart](#)

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The Board of Trustees appoints Peninsula College's president, whose full-time responsibility is to lead the college. The college's president is appropriately qualified, recently being selected in this role following a comprehensive national search. Starting in July 2022, she regularly participates in business, community, youth, education, and legislative programs to engage the community in the college and vice versa. Peninsula College's president serves as the Secretary of the Board of Trustees but participates with voice and no vote.

Evidence Documentation for Standard 2.A.3

[President's contract PDF](#)

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Peninsula College has regularly scheduled [Board of Trustees meetings](#). These meetings include time for public comment, where any member of the public or employee may raise concerns directly to the Board of Trustees. The Board of Trustees also provides dedicated time for a representative from the faculty union, faculty senate and the student government to provide an update or address concerns.

The president meets monthly with the president of PCFA, the president of Faculty Senate and chair of College Council. The College Council serves as the college's primary shared governance representative group. During the monthly meetings with the Chair, the president learns of issues that have risen from throughout the college, and she tasks College Council to research topics and develop recommendations based on feedback from their representatives.

The President also holds monthly all-college meetings which include time for questions. When issues arise that affect the whole college, the president often issues an informal survey to seek opinions and feedback before a decision is made. A summary of that feedback is shared broadly with the college to increase understanding of the decision-making process.

[Peninsula College’s Board Policy – 159](#) states the college’s commitment to shared governance, with related procedures [159.01](#), [159.02](#), and [159.03](#) defining the roles of College Council, Faculty Senate, and the College’s Standing Committees in the governance structure. The [PCFA Bargaining Agreement](#) requires full-time faculty to participate in committees (Article 10.2.4.) and encourages PCFA representation to regularly attend Board of Trustees meetings (Article 4.8).

In addition to formal governance-related processes for input and feedback, the [College’s Annual Administrative Plan \(AAP\)](#) includes goals, strategies, and/or actions that represent all operating areas of the college. Cabinet members lead AAP discussions within their respective areas of the college. Top priorities from the AAPs are shared with Cabinet at their annual planning session; those priorities that require new funding inform the following year’s budget development.

Faculty members can identify needs for more faculty or resources through the college’s annual planning process. Faculty members are involved in institutional policy formulation 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.

College Council, one of the components of College Governance at Peninsula College, provides the President a place to seek input on issues that affect the college community. The College Council has broad-based membership with three faculty representatives, three classified representatives, three administrative representatives, three student representatives and the Campus Safety Operations Manager. Faculty representatives are appointed by Faculty Senate. Classified representatives are appointed by the classified union. Administrative representatives are appointed by the President. Student representatives are appointed by the ASC president. Representatives serve three-year terms (with the exception of students who may serve one or two years).

Evidence Documentation for Standard 2.A.4

[Board of Trustees meetings](#)
[Policy 159 – Shared Governance](#)
[Procedure 159.03 – Standing Committees](#)

[Procedure 159.02 – Faculty Senate](#)
[Procedure 159.01 – College Council](#)
[PCFA Bargaining Agreement](#)
[Annual Administrative Plan](#)

2.B ACADEMIC FREEDOM

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence 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 and protects its constituencies from inappropriate internal and external influences, pressures, and harassment. This commitment is articulated in [Board Policy 501](#) Non-discrimination and Anti-Harassment and related procedures, [Board Policy 301 \(Academic Freedom\)](#), which affirms our adherence to [RCW 28B.50.140](#), and in the college’s contract with faculty ([PCFA Bargaining Agreement](#), Article 6). It is further articulated for students in [Policy 431 – Code of Student Rights and Responsibilities](#), in which “students are guaranteed the right of free inquiry [and] expression...” (as per [WAC 132A-126](#)) and in our Code of Students Rights and Responsibilities, which states that the “college maintains a strong commitment to providing a learning environment that is civil” and that “all share in the responsibility to promote a positive learning environment, demonstrate mutual respect and dignity, and avoid adversarial relationships.”

Evidence Documentation for Standard 2.B.1

[Board Policy 501 Non-discrimination and Anti-Harassment](#)

[Board Procedure 501.01](#)

[Board Procedure 501.02](#)

[Board Procedure 501.03](#)

[Board Procedure 501.04](#)

[Policy 301 – Academic Freedom](#)

[RCW 28B.50.140: Boards of trustees—Powers and duties](#)

[PCFA Contract](#)

[Policy 431 – Code of Student Rights and Responsibilities](#)

[WAC 132A-126 – Code of Student Rights and Responsibilities](#)

2.B.2

Within the context of its mission 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As stated in 2.B.1., 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 [Policy 301 – Academic Freedom](#), and in the college's contract with faculty ([PCFA Bargaining Agreement](#), Article 6). It is further articulated for students in [Policy 431 – Code of Student Rights and Responsibilities](#) in which "students are guaranteed the right of free inquiry [and] expression..." and [WAC 132A-126-025](#). The Board's Academic Freedom policy reinforces the college's commitment to protecting academic freedom.

Evidence Documentation for Standard 2.B.2

[Policy 301 – Academic Freedom](#)

[PCFA Bargaining Agreement](#)

[Policy 431 – Code of Student Rights and Responsibilities](#)

[WAC 132A-126-025 – Statement of Student Rights](#)

2.C POLICIES AND PROCEDURES

Policies and Procedures Preface

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

Peninsula College develops, reviews, and revises policies and procedures on a regular basis, or as the need arises ([Policy 150 – Policy and Procedure Development and Review](#)). Both Board Policies and College procedures are scheduled for periodic review (for example, every five years). Board policies are reviewed and approved during Board meetings. Each member of the President’s Cabinet Team is responsible for working with their respective faculty and staff (as applicable) to develop and update the policies and procedures for their respective divisions of the college. All new and revised college policies and procedures are reviewed by the President’s Cabinet Team, [The APPR \(Administrative Policy and Procedure Review Committee\)](#) and College Council for approval. New and updated policies and procedures are published via the [Peninsula College website](#).

Evidence Documentation for Standard 2.C

[Policy 150 – Policy and Procedure Development and Review](#)

[Procedure 150.01 – Board Policy Development and Review](#)

[Procedure 150.02 – Institutional Procedure Development and Review](#)

[Procedure 150.03 – Administrative Policy/Procedure Review Committee](#)

[Policies and Procedures](#)

2.C.1

The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

In accordance with the [SBCTC transfer guidance](#), outlined in the State Board Policy Manual, [Intercollege Relations Commission guidelines \(ICRC\)](#), and the [Inter-College Reciprocity Policy](#), Peninsula College accepts credits earned at institutionally (formerly, regionally) accredited

higher education institutions in the United States or, in the case of international transcripts, from institutions that are approved/accredited by recognized governments. Transcript evaluators use the American Council on Education’s Database of Accredited Postsecondary Institutions and Programs to verify that transfer credit is from an accredited institution. This is clarified in [Board Policy 413 – Transfer Credit](#).

To further assist students with transferring credits, the college participates in Washington State’s [Common Course Numbering Project](#).

The college’s website and catalog sections on additional ways to earn credits detail the conditions and processes for [credit transfer](#). Credits from all colleges and universities are evaluated and accepted on an individual basis. Authority for the acceptance of credit is delegated to credentials evaluators, academic advisors, instructional deans, or appropriate faculty members, who verify that transcripts are official and have the appropriate seals and signatures. The college may not accept credits from institutions that are not institutionally (formerly, regionally) accredited. Students can apply for [Academic Credit for Prior Learning \(Board Policy 415\)](#) through a validation process that assesses what students have already learned. Academic Credit for Prior Learning can reduce the number of courses students need to take and can shorten the time required to earn a professional degree.

Full-time faculty program advisors and appropriate instructional administrators authorize acceptance of credit from other institutions for Professional-Technical and AAS-T (Associate of Applied Science-Transfer) degrees and certificates. Evaluators also weigh some or all the following: accreditation status, course descriptions, course syllabi, course learning outcomes, textbooks, assignments, interviews (with the students and the instructors), and in some cases, the length of time since the courses were taken. When evaluating high-school courses (e.g., technical preparation classes) for college credit, instructors from each institution use pre-established agreements about the learning outcomes required for college course equivalency.

Staff members enter the accepted credits into students’ electronic records, and copies are sent to the students. Students’ permanent Peninsula College transcripts indicate the number of transferable credits used for degree or certificate completion.

The college maintains transfer assistance services and University transfer assistance to support students who intend to transfer credits from Peninsula College to other institutions.

Evidence Documentation for Standard 2.C.1

[SBCTC transfer guidance](#)

[Intercollege Relations Commission guidelines \(ICRC\)](#)
[Inter-College Reciprocity Policy](#)
[Board Policy 413 – Transfer Credit](#)
[Common Course Numbering Project](#)
[Credit Transfer](#)
[Policy 415 – Academic Credit for Prior Learning \(ACPL\)](#)
[Running Start](#)
[CTE dual credit College in the High School](#)
[Prior Learning Assessment](#)

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Student rights and responsibilities are clearly stated on the college website under [Student Rights, Policies and Procedures](#).

Guidelines and rules for student's rights and responsibilities are specified in [WAC Chapter 132A-126](#) (Code of Student Rights and Responsibilities) and are referred to in these college policies and procedures:

- [Policy 431 – Code of Student Rights and Responsibilities](#)
- [Policy 407 – Confidentiality of Student Records \(FERPA\)](#)
- [Policy 408 – Student Absence for Reasons of Faith or Conscience](#)
- [Policy 426 -- Academic Honesty](#)
- [Policy 432 – Student Conflict Resolution](#)
- [Policy 505 – Reasonable Accommodation/Academic Adjustment for Individuals with Disabilities](#)
- [Policy 501 – Non-Discrimination and Anti-Harassment](#)

These policies and procedures are readily available on the [college's website and policy catalog](#).

Due process, transparency, and consistency are included in the students' rights and responsibilities, grievance and appeal processes, disciplinary procedures, and state regulations (defining college employees' jurisdiction in student matters). The college's policies, resources, and personnel reflect an institutional commitment to serving students equitably, promoting fairness, and addressing problems in productive ways.

The college and its Services for Students with Disabilities (SSD) comply with the Americans with Disabilities Act, the Rehabilitation Act of 1973 (section 504), and the Revised Code of Washington (RCW [28B.10.910](#)). SSD information is conveyed in person; in course syllabi (as required on the college's syllabus template), in-class presentations; and online, in the quarterly class schedule, in the college catalog, and via email to all students quarterly.

In accordance with federal, state, and institutional policies (and in keeping with the college's mission and values), the Vice President for Student Services and the Student Conduct Officer proactively support students' rights and responsibilities and coordinate student discipline.

Peninsula College's [C.A.R.E \(Concern, Assess, Respond, Evaluate\) team](#) connects students, faculty and staff with resources to help them be successful and safe. The C.A.R.E. team meets

twice a month and helps to identify and provide support for at-risk students. Anyone on campus can submit a [private report](#) to the C.A.R.E. team.

Peninsula College's [Title IX process](#) helps the college prevent or stop harassment and discrimination and immediately respond to all complaints of harassment and discrimination.

Evidence Documentation for Standard 2.C.2

[Student Rights, Polices and Procedures](#)

[WAC 132A-126 – Code of Student Rights and Responsibilities](#)

[Policy 431 – Code of Student Rights and Responsibilities](#)

[Policy 407 – Confidentiality of Student Records \(FERPA\)](#)

[Policy 408 – Student Absence for Reasons of Faith or Conscience](#)

[Policy 426 -- Academic Honesty](#)

[Policy 432 – Student Conflict Resolution](#)

[Policy 505 – Reasonable Accommodation/Academic Adjustment for Individuals with Disabilities](#)

[Policy 501 – Non-Discrimination and Anti-Harassment](#)

[College's website and policy catalog](#)

[RCW 28B.10.910 – Students with Disabilities – Core Services](#)

[PC Care Team](#)

[Private Report](#)

[Title IX process](#)

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Peninsula College's mission supports an admissions policy ([outlined on the college's website](#)) that is consistent with [RCW 28B.50.090 \(3\)\(b\)](#) "open door policy" and [WAC 131-12-010](#). All students complete an admission application. Admission requirements for high school completion students and some grant programs are documented in program application materials. Most students take a placement test or use an alternative placement option. Once placement results are available, students are required to attend an advising session to ensure

that they are ready to begin their studies. In addition, online resources and college staff members help to facilitate students' entry into the college's systems and programs.

Continuation and termination processes are addressed in the following: [WAC 132A-126](#), Student Code of Conduct--Hearing Procedures; college policy, and two processes for Satisfactory Academic Progress (SAP)--a [Financial Aid SAP](#) and a [general population SAP](#). (The latter excludes students in special programs, such as Running Start, which independently monitor students). The terms, criteria, processes, and student options (for appeals, reinstatement, additional support, educational planning, etc.) for both processes are clearly defined and explained on the college's website. Administrators and staff implement these policies and processes in a timely, fair, and productive manner that balances regulatory demands and student needs.

The Associate Dean of Enrollment and Advising, in collaboration with an academic counselor and the advising team, monitors students' SAP on a quarterly basis, places hold on students' accounts, reaches out to students, and provides academic guidance on remediating grades or implementing a success plan. Holds are lifted according to touchpoint advising, academic counseling, or progress made in a student success course. The Financial Aid department monitors students' SAP quarterly according to College, Federal, and State regulations.

Satisfactory Academic Progress appeals are efficiently reviewed, and results are communicated in a timely manner. The process specifies conditions (e.g., maintaining a 2.0 GPA or submitting an Academic Success Plan) for SAP status upgrades; identifies success strategies and support services for reinstated students; and outlines additional steps for students whose appeals were denied. Workforce programs may have a higher threshold for continuation, which is outlined in handbooks for students in those programs. For example, the [Nursing Program student handbook](#) specifies requirements for progression, personal improvement plans, and readmission procedures.

For financial aid recipients, Peninsula College follows federal and state Satisfactory Academic Progress standards that monitor student credit completion rates, student grade point averages, and completion of student programs of study within the federally specified time frame. The standards are checked each year before an award offer is made and at the end of each quarter to determine if students remain eligible for continued funding. Students whose aid is canceled due to a lack of satisfactory academic progress may submit an appeal asking that their aid be reinstated due to an extenuating circumstance that impacted their ability to complete the quarter successfully.

The college documents SAP status in the students' files and manages disciplinary suspensions and dismissals on a case-by-case basis. Terms for readmission are listed in the two SAP processes and are included in the letters that are sent to students. Copies of letters are included in student files. The Student Conduct Officer, as designated by the Vice President for Student Services, is responsible for imposing disciplinary actions and/or sanctions and explaining those

decisions to the students. Those students can use the appeal process described in the Student Code of Conduct - Hearing Procedures.

Evidence Documentation for Standard 2.C.3

[Policy 401 – Admissions](#)

Minimum standards for admission to a community or technical college [RCW 28B.50.090 \(3\)\(b\)](#) and [WAC 131-12-010](#)

[WAC 132A-126 – Code of Student Rights and Responsibilities](#)

[Financial Aid SAP](#)

[Admissions | Peninsula College \(pencol.edu\)](#)

[International Student Programs | Peninsula College \(pencol.edu\)](#)

[Bachelor's Degrees | Peninsula College \(pencol.edu\)](#)

[Transitional Studies | Peninsula College \(pencol.edu\)](#)

[High School Programs | Peninsula College \(pencol.edu\)](#)

[Applying to the Nursing Program | Peninsula College \(pencol.edu\)](#)

[Nursing | Peninsula College](#)

[Nursing Program student handbook](#)

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

As described in the college Policy and Procedures Confidentiality of Student Records (Board Policy [407](#)) and the college [College Catalog](#), Peninsula College meets FERPA guidelines for protecting student privacy and securing student records. The college also has access to the state's data storage and data retrieval systems.

Peninsula College abides by [RCW 40.14](#) Preservation and Destruction of Public Records and the Washington Secretary of the State's CTC's [Records Retention Schedule](#), which describe the general retention schedule for community and technical colleges. The College's Student Management System (ctcLink) is part of a statewide computer network, which regularly backs up data and stores student records, so they can be retrieved and restored should the need arises. The college also submits student records to the state quarterly, thus creating another safeguard against data loss.

The Student Records policy in the college catalog clearly articulates student rights under the Family Educational Rights and Privacy Act (FERPA), and college personnel must undergo online FERPA training. A designated Human Resources staff member assigns FERPA training to employees when they are hired, and a Business Analyst tracks FERPA permissions/securities in ctcLink and maintains records of such permissions. Students can give permission for the release of their records and can withdraw permission for the college to share directory information.

The Associate Dean for Enrollment Services oversees student record policies, procedures, and processes. Student academic records are maintained in OnBase (a secured cloud based electronic filing system). Supervisors who coordinate record retention processes receive training in retention, storage, archive processing, and management. If employees need ctcLink access, supervisors must submit a request form to the Business Analyst for security access. Each Pillar Lead (HCM/Finance/CS) works with the Business Analyst for approval of each request. The Information Technology department files approved forms and activates employee access to the database. Security and privacy procedures for specific programs and offices at the college are outlined in the table below:

Security and Privacy Procedures for College Programs and Offices

Athletics	Records pertaining to a participant’s eligibility and grades are maintained electronically on a secure college network.
Student Conduct/Title IX/CARE/Registered Sex Offender	<p>Incident reports are housed in Advocate, a secure vendor that includes case-based access restrictions and extensive audit trails of user activity. Reports are accessible by only the Vice President of Student Services, the Student Conduct Officer, members of the CARE Team, and select Safety and Security members.</p> <p>Registered Sex Offender reports are sent quarterly by the Clallam County Sheriff’s Office to the Peninsula College Campus Safety Department. The Vice President of Student Services notifies the campus per the College policy and maintain electronic copies of notifications on a secure network folder.</p>
Services for Student with Disabilities (SSD)	Prior to 2020, a paper file was kept in a locked storeroom in SSD, and files were later archived. These files were purged every six years. From 2018 forward, SSD has kept digital files in SharePoint/Teams with limited access by IT and SSD staff members only. Paper and electronic files will be purged after six years.

Counseling Center	All records are kept in paper files which are locked in the mental health counselor's office and destroyed after six years. To release records, Counseling needs a signed release of information from the person requested or a court order from a judge.
Veteran Resource Center (VRC)	Student records are kept in a locked filing cabinet in the School Certifying Official's (SCO) office. The office is locked any time the SCO is not in their office. Per Peninsula College's FERPA policy, student records require an active release of information (ROI) for anyone other than the student to be sent those records. Only designated staff who require these records as part of their official job duties will have access to retrieve student records. Paper records are disposed of by placing them in secure bins until they are ready to be destroyed. Student records are held for at least three years from the last date of attendance before being purged.
Child Care Center/Programs	The Childcare Center keeps student employee records on file in locked cabinets for 3 years and then destroys them. Children's paper files with student information are kept for seven years and then destroyed. Records are also maintained of employees in the WA Department of Children, Youth, and Families (DCYF) Merit system and removed when employee and/or practicum leave position. Child records with student contact info are maintained in Brightwheel Software, archived upon leaving the program. Grant records for the Peninsula College US Department of Education CCAMPIS (Childcare Access Means Parents in School) grant are kept for three years post grant end. Grant records for the Early Achievers Grant EAG are kept for 7 years in a locked cabinet and then destroyed.
Student ID	Students may receive an electronic Student ID at Pirate Central. The picture of the student is maintained in the Advocate program and is considered a part of the students' academic record. This ID allows the student to gain access to student sponsored events. Tracking of these events is not regularly maintained.

Evidence Documentation for Standard 2.C.4

[Policy 407 – Confidentiality of Student Records \(FERPA\)](#)
[Procedure 407.01 – Access to Education Records](#)
[Procedure 407.02 – Limitation on Access](#)
[Procedure 407.03 – Right to Copy](#)
[Procedure 407.04 – Request for Interpretation](#)
[Procedure 407.05 – Challenges to Content Release or Denial of Access](#)
[Procedure 407.06 – Informal Proceedings](#)
[Procedure 407.07 – Hearing Before Grievance Review Committee](#)
[Procedure 407.08 – Release of Personally Identifiable Information](#)
[Procedure 407.09 – Nature of Consent Required](#)
[Procedure 407.10 – Exceptions to Consent Requirements](#)
[Procedure 407.11 – Release of Information in Emergencies](#)
[Procedure 407.12 – Directory Information](#)
[Procedure 407.13 – Destruction of Student Records](#)
[Procedure 407.14 – Notification of Student Rights](#)
[College Catalog](#)
[Records Retention Policy and Schedule](#)
[Procedure 525.03 – Notification of Registered Sex and Kidnapping Offenders](#)

2.D INSTITUTIONAL INTEGRITY

2.D.1

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 ensure accuracy and integrity in all representations about its mission, programs, and services.

Peninsula College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The Director of Marketing and Communication has primary responsibility to ensure all communications are accurate and truthfully reflect PC's mission, vision, core themes, and guiding principles.

The Marketing and Communications team oversees many aspects of campus communications and is responsible for information gathering, creating, and publishing external publications, including flyers, mailers, and posters; program specific brochures; outreach materials; [college website](#) and internal communications.

Peninsula College's Marketing and Communications staff work closely with all appropriate departments to ensure accuracy of information and consistent branding for publications. To

assist owners in consistently maintaining our brand standards, the [PC Branding Tips](#) information sheet was created and is available on the [Marketing](#) page of the college's intranet. The team also regularly makes updates to the [Events calendar](#) on the public facing website and social media platforms, mainly Facebook and Instagram.

The college communicates accurate information about its academic programs and services through its website, the [college catalog](#), and program brochures. The catalog is published annually and is primarily available through the website (pencol.edu) with printed versions available upon request. This document contains descriptions of academic programs, degree requirements, and course information including credits and prerequisites. Other information in the catalog, such as policies and descriptions of student support services, are reviewed and updated annually.

Evidence Documentation for Standard 2.D.1

[College Website](#)
[PC Branding Tips](#)
[Marketing page](#)
[Events Calendar](#)
[College Catalog](#)

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The college believes that it is in the best interest of all parties to resolve disputes at the earliest opportunity and at the lowest level. The college encourages informal problem resolution, when appropriate, between employees and management and is committed to assisting in the resolution of disputes as soon as possible. In the event a dispute is not resolved in an informal manner, the [PCFA Bargaining Agreement](#) and the [WFSE Bargaining Agreement](#) provide a process for addressing disputes. All employees, exempted and unrepresented, have available to them the complaint process for incivility, discrimination, and violations of Title IX.

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 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 the institutional transactions. Among these principles is the expectation that "Each member of the campus community shall act ethically and with integrity."

The [Campus Climate Survey](#) provides evidence that members of the college community embrace these principles.

Evidence of the college's commitment to high ethical standards can be found in [Board Policy 207 – Ethical Conduct](#) and corresponding [Procedure 207.1](#), which specifically addresses standards of ethical conduct for all college personnel. In addition, all college employees are required to comply with [the Washington State Ethics and Public Service Act](#) (RCW 42.52), and all other pertinent statutes and regulations, both state and federal. Complaints reported directly to the state's Ethics Board Hotline require a formal written response to the Ethics Board, which determines if subsequent actions are required. When receiving non-ethics-based complaints, the [State Ethics Board](#) or College Ethics Officer directs those reports (but also protects confidentiality) to the appropriate offices or personnel.

Operational and performance policies, including the Board Job Description (and its code of ethics content), guide the BOT's conduct and define the college president's areas of accountability. Orientations, study sessions, and retreats (offered by the college, the SBCTC, the Association of Community College Trustees, and the Assistant Attorney General for Peninsula College) provide ongoing training and guidance related to campus policies and state ethics codes. Additionally, trustees are informed about emerging situations that might require some discussion or review of ethics codes. All new employees receive a packet of documents, one of which is the [Ethical Standards College Workplace](#). The college also provides [annual ethics training](#), either provided by the Ethics Officer or by connecting with the Executive Ethics Board.

Human Resources policies set workplace conduct standards and specify procedures for addressing improvement recommendations indicated in performance appraisals. Administrators and supervisors are accountable for their units' adherence to the college's ethics policies regarding conflict of interest, equitable employment and compensation practices, non-discrimination, technology use, copyright infringement, academic freedom, etc.

The College's Nondiscrimination and Harassment Policy ([WAC chapter 132A-350](#)) and the faculty and classified employees' collective bargaining agreements specify performance expectations and ethics standards. Additionally, the [PCFA Bargaining Agreement](#) (Article 11, pages 33-37), the [WSFE Bargaining Agreement](#) (Article 30, pages 63-68), and college board policies clearly delineate grievance processes and procedures. These policies include:

- [Policy 269 – Classified Staff Grievance](#)
- [Procedure 269.01 – Classified Grievance Procedure](#)
- [Policy 432 – Student Conflict Resolution](#)
- [Procedure 432.01 – Student Conflict Resolution](#)
- [Procedure 501.01 – Non-Discrimination and Anti-Harassment Procedure](#)
- [Procedure 501.02 – Title IX Grievance Procedure](#)

Peninsula College encourages resolution of grading issues and academic concerns to occur between the student and instructor. Information about the process for these processes are on the college Website: [Final Grade Change Appeals](#) and [Academic Concerns](#). The policies and procedures that relate to this subject are intended to ensure ethical conduct and promote fair, efficient resolutions of ethics-based violations or complaints.

Evidence Documentation for Standard 2.D.2

[Guiding Principles](#)

[Campus Climate Survey](#)

[Policy 207 – Standards of Ethical Conduct](#)

[Procedure 207 – Standards of Ethical Conduct](#)

[Ethics of Public Service](#)

[State Ethics Board](#)

[Ethical Standards College Workplace](#)

[Annual Ethics Training](#)

[WAC chapter 132A-350](#)

[PCFA Bargaining Agreement](#)

[WSFE Bargaining Agreement](#)

[Ethics Training Video](#)

[Policy 269 – Classified Staff Grievance](#)

[Procedure 269.01 – Classified Grievance Procedure](#)

[Policy 432 – Student Conflict Resolution](#)

[Procedure 432.01 – Student Conflict Resolution](#)

[Procedure 501.01 – Non-Discrimination and Anti-Harassment Procedure](#)

[Procedure 501.02 – Title IX Grievance Procedure](#)

[Final Grade Change Appeals](#)

[Academic Concerns](#)

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Peninsula College consistently complies with institutional and state policies established to prevent misconduct, preserve appropriate levels of institutional autonomy, and prioritize education as the college's primary focus.

The college's [policies and procedures](#) and the Washington State's Ethics in Public Service code define the conditions for conflicts of interest. In addition, the college's [Policy 207 – Standards of Ethical Conduct](#) touches on conflict of interest with different scenarios, and related [procedure 207.01](#), provides guidance on resolving issues and provides penalty information. The 1995 Ethics Law, codified in [Revised Code of Washington \(RCW\), Chapter 42.52](#), makes all College Board members and employees subject to its rule. No college officer or 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 conflicts with the proper discharge of the employee's duties.

The college follows [RCW 42.40 State Employee Whistleblower Program](#). The Whistleblower Act, enacted by the Washington State Legislature in 1982 and amended in 1999, provides an avenue for state employees to report suspected improper governmental activity. Information regarding this program is published campus wide each year and posted out front of the Human Resources office. The program outlines procedures and safeguards for campus members who report employee misconduct.

Peninsula College Board of Trustees has a [Standards of Ethical Conduct policy](#) and [procedure](#). Further, the general principles of Washington's Ethics in Public Service are addressed as part of the [New Trustee Orientation](#).

Additionally, all trustees participate in training on the [Open Public Meetings Act RCW 42.30](#). Each new trustee must participate in training provided by the State Attorney General's Office within the first 90 days (about 3 months) of their term and every four years thereafter. Compliance with this requirement is tracked by the Secretary of the Board and the college's Assistant Attorney General.

Peninsula College is a state agency, so the policies and regulations bar the BOT and college employees from using their positions to directly support, advocate, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes.

Evidence Documentation for Standard 2.D.3

[Policies and procedures](#)

[Policy 207 – Standards of Ethical Conduct](#)

[Procedure 207.01 – Standards of Ethical Conduct](#)

[Revised Code of Washington – Ethics in Public Service](#)

[RCW 42.40 State Employee Whistleblower Protection](#)

[RCW 42.30 Open Public Meetings Act](#)

[New Trustee Orientation](#)

2.E FINANCIAL RESOURCES

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Peninsula College's annual financial statement audits are presented to the Board and posted on the College's website; [Board Report & Minutes – Financial Audit Report](#), and [Financial Statements](#).

Financial reporting and management information is provided to college stakeholders at varying levels of detail and varying frequencies dependent on information needs.

Peninsula College's Presidents Cabinet is presented with [Monthly Budget Status Reports](#), and Budget Managers have direct access to daily financial extract reporting via a published [Financial Suite](#), an internal resource that exports financial data into comprehensive reports for easy self-service access. The Board receives [Quarterly](#) and [Annual Financial Reports](#). The college community at large is notified in advance and invited to attend all board meetings.

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 approved by the Board in the [June 2023 Board Packet and Minutes](#), and a responsible level of debt as seen in the [Board Policy 142](#). While all of these are key elements of a financially healthy institution, the college also uses a [Fiscal Health Measures](#) index as a summative metric that is reported to the Board of Trustees each year.

The Peninsula College Foundation

Peninsula College Foundation is a 501(c)(3) nonprofit organization that expands access to education and supports exceptional learning opportunities at Peninsula College. It was established in 1996 to meet the needs of Peninsula College students and programs. Every year, because of support from our donors, sponsors and partners, thousands of students are served. The foundation is an active part of our community and encourages others to be part of the life-changing events resulting from PC Foundation giving. Thanks to the generosity of anonymous donors, matching funds helped the foundation meet its \$1 million goal for the *ForPC, Forward Endowment!* at the end of 2023. One hundred percent of gifts to this endowment are protected, with earnings from the [endowment](#) supporting the needs of students and programs at PC. The foundation regularly [reports](#) on giving to the College Board of Trustees.

Evidence Documentation for Standard 2.E.1

[Board Report & Minutes – Financial Audit Report](#)

[Financial Statements - Audit Reports](#)

[Monthly Budget Status Report PDF](#)

[Financial Suite](#)

[Board Meeting with Quarterly Report](#) and [Annual Report](#)

[June 2023 Board Meeting FY24 Budget Approval Packet \(pg.27\) and Minutes \(pg.3\)](#)

[Policy 142 – College Debt Policy](#)

[Fiscal Health Measures](#)

[Peninsula College Foundation](#)

[Endowment Report](#)

[Foundation Report to Trustees](#)

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The college planning process provides an opportunity for input at every level. It is a cycle of establishing goals, identifying objectives and activities to accomplish the goals, assessing progress, prioritizing college needs based on that assessment, and budgeting for the identified priorities. The sources of funds used, and the use of those funds are all connected to the [2023-2024 College Wide Operational Plan](#), and [2021-22 College Wide Operation Plan](#). The [FY2023-24 Operational Plan](#) is presented to the Board during the May Board meeting.

Enrollment is managed collaboratively, and planning is supported by daily Enrollment Reports ([FTE Report](#), [Tally](#) and [FTE Comparison](#)) prepared by the office of Institutional Research 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.

In May of each year, the College's Board of Trustees is presented with the proposed revenue budget for operations. This proposed revenue budget is based on several factors that have an impact on our enrollment and state allocation which can be read in the [June 2023 Board Meeting FY24 Budget Approval Packet](#), and [Minutes](#). For example, the college is increasing the

enrollment for Basic Education for Adults, a demographic critical to our mission but whose students, by state law, pay a maximum of \$25 per quarter, no matter the credit load, resulting in lowering our average FTE tuition rate.

The annual resource planning and development process culminates in early spring when the president’s Cabinet and the Director of Business Services collaborate in the development of 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 the college’s Operating Budget.

In June of each year, the Board is presented with a balanced operating budget built from the revenue projections and operating plan for their approval, referenced as the [FY2023-2024 Initial Revenue Estimates](#). The Board has delegated the powers and duties of running the college on a daily basis to the President, who is able to adjust the Budget when necessary, under [Board Policy 131 - Power and Duties Delegated to the President](#).

As part of the College’s Risk Management strategy and 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. Reserves are currently invested in the Local Government Investment Pool, and the college is the recipient of material, quarterly returns which are used to offset fluctuations in state budget resources, local revenue streams, and unpredictable extraordinary events. To ensure appropriate cash management and investments, the college adheres to the mandated guidelines set forth in the [State Administrative and Accounting Manual](#), Chapter 85, as well as guidelines reflected in [Board Policy 141 - Investment of District 1 funds](#).

Evidence Documentation for Standard 2.E.2

[2023-2024 College Wide Operation Plan](#)

[2021-22 College Wide Operation Plan](#)

[FY2023-24 Operational Plan \(pg.40-41\)](#)

Enrollment Reports - [FTE Report](#), [Tally](#), and [FTE Comparison](#)

[June 2023, Board Meeting FY24 Budget Approval Packet \(pg. 27\)](#), and [Minutes \(pg. 3\)](#)

[FY2023-2024 Initial Revenue Estimates \(pg. 38-39\)](#)

[Policy 131 – Power and Duties Delegated to the President](#)

[State Administrative and Accounting Manual](#)

[Policy 141 – Investment of District 1 Funds](#)

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.

Peninsula College, as an agency of the State of Washington, operates under several layers of oversight. Foundationally, the college is governed by the statutes of the Revised Code of Washington (RCW) under Chapter 28B, governing its foundation. Additional administrative rules exist under [Washington Administrative Code \(WAC\) Chapter 132A](#). The college also adheres to the terms of the [Washington Budget and Accounting Act RCW 43.88](#) and the policies/practices outlined in the comprehensive [State Administrative and Accounting Manual \(SAAM\)](#). Developed by the Washington state Office of Financial Management and available on their website, SAAM articulates the minimum accounting policies and procedures state agencies must follow.

In addition, the State Board for Community and Technical Colleges, in collaboration with the colleges, has been creating a [ctcLink Accounting Manual \(CLAM\)](#) to provide established minimum standards to govern the operation of the community and technical colleges with respect to internal budgeting, accounting, auditing, and financial procedures as necessary to supplement the general requirements prescribed pursuant to [RCW 43.88](#).

Peninsula College also has adopted specific institutional policies and procedures to either complement or further define the state’s requirements such as the [Board Policy 143 – Reserve and Contingency Funds](#), [Board Policy 141 – Investment of District 1 Funds](#), [Board Policy 142 – College Debt Policy](#), [Board Policy 523 – Commercial Activities on Campus](#) and [Board Policy 514 – Purchasing](#). These institutional policies along with their corresponding procedures serve to communicate and enforce relevant state, federal and financial processes within the college community, and to supplement state finance policies with internal controls.

Evidence Documentation for Standard 2.E.3

[Revised Code of Washington Chapter 28B](#)

[Washington Administrative Code Chapter 132A](#)

[Washington Budget and Accounting Act Chapter RCW 43.88](#)

[State Administrative and Accounting Manual \(SAAM\)](#)

[ctcLink Accounting Manual \(CLAM\)](#)
[Policy 143 – Reserves and Contingency Funds](#)
[Policy 141 – Investment of District 1 Funds](#)
[Policy 142 – College Debt Policy](#)
[Policy 523 – Commercial Activities on Campus](#)
[Policy 514 – Purchasing](#)

2.F HUMAN RESOURCES

2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Peninsula College includes the conditions of employment and work assignments in our job postings and job descriptions. Responsibilities and criteria for evaluation are included in annual performance reviews, but supervisors are encouraged to have job performance conversations with their direct reports on a regular basis. The college’s Human Resources policies, in combination with the represented employees' contracts, outline the process for retention, promotion, and termination. Because of the length of the [PCFA Contract](#) (faculty) and [WFSE Contract](#) (classified), the table below delineates sections that address the elements of this NWCCU standard and serves as our evidence for this section.

Evidence Documentation for Standard 2.F.1

NWCCU STANDARD ELEMENT	PCFA Contract	WFSE Contract	EXEMPT
Conditions of Employment	Contained in individual faculty contracts, which are referenced in: Article 9 Academic Appointments and Titles	There are several aspects of the contract that apply. Some are outlined below: WFSE Collective Bargaining Agreement 2023 to 2025 Article 7 Hours of Work Article 8 Overtime Article 25.2 Conditions of Employment	Policy 285 – Administrative/Exempt Contract

<p>Work Assignments</p>	<p>There are several aspects of the contract that apply. Some are outlined below:</p> <p>Article 7.3 Working Conditions</p> <p>Article 10.3 Contracted Days</p> <p>Article 10.4 Individual Assignments</p> <p>All employees receive official appointment letters that outline their designated position title, job classification, FLSA status, agreed-upon salary, pay frequency, contract beginning and end date, and benefits associated with their role.</p>	<p>Article 4.2 Types of Appointment</p> <p>All employees receive official appointment letters that outline their designated position title, job classification, FLSA status, agreed-upon salary, pay frequency, contract beginning and end date, and benefits associated with their role.</p> <p>Job Descriptions are reviewed during the Performance Evaluation process outlined in Article 6 Performance Evaluation</p>	<p>All employees receive official appointment letters that outline their designated position title, job classification, FLSA status, agreed-upon salary, pay frequency, contract beginning and end date, and benefits associated with their role.</p> <p>There are several board policies that apply. Some are outlined below:</p> <p>Policy 283 – Administrative/Exempt Hiring, Assignment, Reassignment, Evaluation</p>
<p>Rights and Responsibilities</p>	<p>There are several aspects of the contract that apply. Some are outlined below:</p> <p>Article 5.1 Nondiscrimination</p> <p>Article 6 Academic Freedom</p> <p>Article 14 Intellectual Property Rights</p>	<p>There are several aspects of the contract that apply. Some are outlined below:</p> <p>Article 2 Non-Discrimination</p> <p>Article 3 Workplace Behavior</p> <p>Article 9 Training and Employee Development</p> <p>Article 25 Licensing and Certification</p>	<p>There are several board policies that apply. Some are outlined below:</p> <p>Policy 501 – Non-Discrimination and Anti-Harassment</p> <p>PC HR SharePoint Benefits</p>

		Article 10 Holidays Article 11 Vacation Leave Article 12 Sick Leave Article 20 Safety and Health Article 22 Drug and Alcohol-Free Workplace Article 34 Reasonable Accommodations and Disability Separation	PC HR SharePoint Reasonable Accommodations PC HR SharePoint Benefits and Perks PC HR SharePoint FMLA PFML
Criteria and Procedures for Evaluation	Article 13 Academic Employee Evaluations	Article 6 Performance Evaluation All classified staff receive an official appointment letter and a job description outlining expectations and skills required to successfully perform the position duties. Job descriptions are reviewed and updated if needed at the time of performance review. Classified Staff Performance Review Instructions Classified Expectations Classified Evaluation Form	Annual Administrative-Exempt Evaluations Guide Annual Administrative-Exempt Evaluation Form
Criteria and Procedures for Retention	Article 12 Professional Development	Article 43 Compensation	

	Article 15 Compensation		
Criteria and Procedures for Promotion	Article 9.1.1 Full-Time Academic Employee Appointments	Article 42.2 Position Review Article 43.5 Periodic Increases Article 43.6 Salary Assignment upon Promotion	
Criteria and Procedures for Termination	There are several aspects of the contract that apply. Some are outlined below: Article 17 Reduction in Force Article 7 Academic Employee Rights Article 16 Dismissal Article 16.3 Procedure for Dismissal	There are several aspects of the contract that apply. Some are outlined below: Article 29 Discipline Article 27 Resignation and Abandonment Article 34.4 Disability Separation Article 35 Layoff and Recall Article 30 Grievance Procedure	Policy 295 – Administrative/Exempt Discipline Procedure 295.01 – Administrative/Exempt Discipline Board Policy 297 – Administrative/Exempt Resignation

2.F.2
The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

All full-time staff undergo annual performance reviews. Included in each performance review is a section dedicated to professional development. Both the supervisor and the employee receiving the evaluation have an opportunity to request/suggest additional training to help with

professional development. The college also has a dedicated professional development fund to allow for opportunities for professional development which have significant costs associated with the opportunity. The standing Faculty Professional Development Committee ([Procedure 159.03 -- Standing Committees](#)) works with the Center for Equity, Teaching, and Learning to plan professional development opportunities for faculty. In addition, the PCFA Contract ([PCFA Article 12 - Professional Development](#)) provides for faculty professional development releases and sabbaticals and requires all full-time and annualized faculty to develop 5-year professional development plans.

The college holds an [annual in-service professional development activity](#) for all employees each September. The last two years, the college has held a mid-year college-wide equity professional development event designed to follow up on fall in-service activities designed to foster a culture of belonging.

In addition, the college founded a Center for Equity, Teaching, and Learning (CETL) in 2018 as part of a Title III grant. CETL helps improve equity, academic quality, and student success at Peninsula College (PC) through engaging in collaborative planning; providing professional development opportunities in equity, teaching, and learning; supporting instructors in the implementation of evidence-based practices and effective use of assessment; and providing learning support services for students. In collaboration with the Faculty Professional Development Committee, CETL helps plan and facilitate an annual faculty retreat each September and facilitates professional development activities (including workshops and faculty learning communities) throughout the year on topics that align to institutional and CETL priorities. It has also published a quarterly newsletter to highlight faculty professional development efforts.

Evidence Documentation for Standard 2.F.2

[Events Sample Annual In Service Week 2023 Schedule](#)

[Policy 261 – Classified Training](#)

[Policy 283 – Administrative and Exempt Hiring Assignment Reassignment Evaluation](#)

[PCFA Article 12 - Professional Development](#)

[PC Opportunities and Support for Professional Growth Procedure Classified Staff Training](#)

[PC Opportunities and Support Professional Development Resources](#)

[Procedure 159.03 -- Standing Committees](#)

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Peninsula College's most important resources are its roughly 445 [employees](#)--about 57 full-time instructors, 89 part-time/associate instructors, 70 classified staff members, 60 exempt staff members, as well as numerous hourly staff student employees. The college strives to maintain its workforce, facilitate professional development, transparency, and promote diversity, respect, and inclusion in hiring processes and policies that support and protect an equitable environment for all employees.

Peninsula College's mission, goals, and resources inform hiring practices, selection criteria, and evaluation processes. Peninsula College follows clear, published criteria, consistent procedures, and transparent processes to ensure that all current and newly hired personnel are well-qualified for their responsibilities. To maintain appropriate personnel levels, the college uses staffing and budget data, employee input, grant-funded program requirements, and institutional planning information (related to grant cycles, mission-critical functions, strategic planning, and fiscal impacts) to review and prioritize staffing requests. Considering these factors enables the college to employ enough instructors and staff who are qualified to promote the college's educational goals, manage curricular developments and policies, and ensure program integrity and continuity. 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. Adequacy of faculty to achieve the college's mission is regularly monitored and reviewed through the annual planning process.

Classified staff resources are similarly reviewed as a part of the statewide bargaining process and the college's annual planning process. The college community and its leaders continually monitor the adequacy of non-classified staff resources as part of the annual planning process.

Evidence Documentation for Standard 2.F.3

[Employee Count](#)

[Search practices for different employment types](#)

[Evaluation Criteria Matrix](#)

[Principles and Goals](#)

[Search Advocate Training](#)

- [Writing More Inclusive Job Descriptions](#)
- [Organizational Chart](#)
- [PCFA Contract Article 9 Appointments and Titles](#)
- [Admin/Exempt Evaluation Form](#)
- [Admin/Exempt Evaluation Guide](#)
- [Article 13: Academic Employee Evaluations](#)

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided with feedback and encouragement for improvement.

All full-time staff undergo annual performance reviews that directly correlate to responsibilities and duties as outlined in individual job description. Included in each performance review is a section dedicated to professional development. Both the supervisor and the employee receiving the evaluation have an opportunity to request/suggest additional training to help with professional development. The college also has a dedicated professional development fund to allow for opportunities for professional development with costs associated with the opportunity. (See also 2.F.2) Faculty are evaluated according to the process and criteria in Article 13 of the Faculty Contract.

Evidence Documentation for Standard 2.F.4

- [Classified Evaluation Form](#)
- [Classified Staff performance review instructions](#)
- [Admin/Exempt Evaluation Form](#)
- [Admin/Exempt Evaluation Guide](#)
- [Article 13: Academic Employee Evaluations](#)

2.G STUDENT SUPPORT RESOURCES

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Peninsula College's educational programs and delivery modes provide a variety of well-supported learning environments designed to meet a diverse range of learning needs. The college regularly monitors resource and capacity allocations for all its learning environments. The college's [Strategic Plan](#) includes goals that focus on improving student success and fostering equity and inclusion. In addition, the college's equity plan includes offering faculty professional development to infuse equity and inclusion in the classroom through inclusive pedagogy. Faculty professional development in inclusive teaching practices is supported by the Center for Equity, Teaching, and Learning.

The college has a [Diversity, Equity & Inclusion Plan](#) that is developed, assessed, and maintained by its standing Equity Committee. Under that plan the college aspires to ensure that all students, faculty, and staff have access to resources and support in proportion to their needs and that they feel respected, connected, and can thrive in their goals.

The college's Student Learning Outcomes (SLO) reporting process asks faculty to make course improvements based on assessment of course learning outcomes and to identify equitable practices they are incorporating into their courses ([Course SLO Report Template](#)).

Program effectiveness is assessed by faculty in Academic Unit Program Reviews (AUPRs) that integrate planning, assessment, and budget development in an ongoing cycle of improvement ([AUPR Template](#)). AUPRs assess student learning outcomes and document evidence of continuous improvement within each of the college's academic units (e.g., English, nursing, math, humanities, etc.). These plans also articulate each academic unit's alignment to the college mission and core themes. The Institutional Research Departments have created dashboards providing faculty and administration with robust disaggregated data sets to review as part of the AUPR process. Annual Administrative Plans (AAPs) are developed at the department and divisional level that involve goal setting and on-going assessment in alignment with the college strategic plan. Budget requests for additional resources to support these goals are done through a new budget tool that aligns to the AAPs and Strategic Plan. AUPRs assess student learning outcomes and document evidence of continuous improvement within each of the college's academic units (e.g., English, nursing, math, humanities, etc.). These plans also articulate each academic unit's alignment to the college mission and core themes. IR has created dashboards providing faculty and administration with robust disaggregated data sets to review as part of the AUPR process. Annual Administrative Plans (AAPs) are developed at the department and divisional level that involve goal setting and on-going assessment in alignment

with the college strategic plan. Budget requests for additional resources to support these goals are done through a new budget tool that aligns to the AAPs and Strategic Plan.

Career and Technical Education programs engage in the [Perkins V Comprehensive Local Needs Assessment \(CLNA\)](#), which analyzes programs for equity gaps and includes action plans for improvement.

The college provides students with co-curricular opportunities for learning outside of the classroom and for applying and testing what they have learned in their coursework.

The following table lists examples of programs, services, and co-curricular opportunities supporting student learning needs.

Office	Supports and Offerings
Academic Advising	Academic Advisors help identify possible courses for the upcoming quarters and provide advice and guidance to help students meet their educational goals and plans. The college allows students to register for two quarters at a time and requires all degree and certificate seeking students to meet with an advisor before registering. At Peninsula College, both Academic Advisors and teaching Faculty participate in advising.
Career and Transfer Center	Provides career and employability workshops and career fairs for students and provides other career guidance materials. The Career and Transfer Center offers several sources of information, including Career Coach, to assist participants in exploring available careers. Students can research salary ranges, future outlooks for jobs in various fields and what skills each job requires. The Career and Transfer Center also provides transfer information sessions and transfer fairs to support students' transfer to four-year institutions.
Counseling Services: Academic Advising PC Cares	Provides academic and mental health counseling to increase students' success, address barriers to academic progress, or ensure the mental health and well-being of our students. Counselors also serve as members on the CARE team and conduct outreach programming to decrease mental health stigma or prevent suicide.
Services for Students with Disabilities (SSD)	Supports students by providing accommodations and advocating for equal access to all aspects of academic and campus programs. SSD will provide experience in selecting appropriate tutors for students with disabilities to increase retention and program completion.
Workforce Programs	Addresses the basic needs of students who are experiencing a personal crisis that impacts their continued academic success at Peninsula College. Staffing includes a Benefit's Navigator who helps provide a seamless and individualized response to Peninsula College students' needs and connect students to wraparound services.
Student Help Desk and Canvas Help	The Student Help Desk assists students with technical needs and requests. Students may call and receive technical help and receive online live help during business hours. Support is also available in the library and via E-Learning/Canvas support.
International Student Programs	Provides admissions to graduation assistance for international students studying at Peninsula College. This includes programming to connect students and offer a variety of intercultural activities. The department offers special services for diverse populations and hosts a wide variety of engagement activities.

Multicultural Services	Provides academic advising, cultural support, and programming for multicultural students on campus.
Upward Bound	Upward Bound is a federally funded college preparatory program that offers assistance to low-income and first-generation, college-bound high school students. The focus of Upward Bound is to develop skills needed for postsecondary education and to help its graduates enter and stay in college working toward a degree.
Library Services	Provides support on library usage and assists in the use of library resources and materials, including the internet and interlibrary loan. The library offers space conducive to studying and designed for research, especially for students developing good study habits and for students with disabilities. The library also has equipment check-outs available to students, including computer laptops, hotspots, and digital cameras.
Student Life	The purpose of the Associated Student Council of Peninsula College is 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 Associated Student Council plays a critical role in the development of student leaders and provides learning opportunities outside of the traditional classroom experience by working to create specific co-curricular learning opportunities.
First Year Experiences: New Student Orientation College Success (COLL 101)	Provides a new student orientation during student onboarding. As part of Guided Pathways, students studying an AA are required to complete a College 101 Student Success course. COLL 101 is a comprehensive orientation course that includes information regarding support services and how to be a successful student at Peninsula College and focuses on student development of college and career plans and strategies for academic success.
Financial Aid Emergency Funding	Supports students by working closely with them during the application process to ensure that students receive the maximum funding available to them. Financial Aid awards institutional aid after all other options are exhausted and helps to ensure that students receive information and access to resources on campus so that their chances for success will be increased. Peninsula College has funding available to help currently enrolled students experiencing financial emergencies or unexpected expenses that create financial hardship. The intent of these funds is to help cover an expense that could impact a student's ability to stay in college or complete their educational goals.

Learning Center	Includes the Math Center, Writing Center, Tutoring Center, and E-Tutoring. Offers a variety of free online and in-person tutoring services available to all Peninsula College students.
Veterans Resource Center	Offers students who are veterans a safe and comfortable place to connect to resources and meet other veterans and get assistance in navigating through college processes and accessing educational benefits. Students can also meet with a veteran’s advisor in this space.
Early Childhood Development Center (ECDC)	Provides equitable child-centered learning experiences to children of enrolled Peninsula College students and employees by creating a learning environment that is inclusive and ensures developmentally appropriate practices.
Fitness Center	Provides a safe space for students to concentrate on their health and exercise.

Evidence Documentation for Standard 2.G.1

- [Strategic Plan | Peninsula College \(pencol.edu\)](#)
- [Diversity, Equity & Inclusion | Peninsula College \(pencol.edu\)](#)
- [Course SLO Report Template](#)
- [AUPR Template](#)
- [Perkins V Comprehensive Local Needs Assessment \(CLNA\)](#)
- [Academic Advising](#)
- [Career and Transfer Center](#)
- [Academic Advising](#)
- [PC Cares](#)
- [Services for Students with Disabilities \(SSD\)](#)
- [Workforce Programs](#)
- [Student Help Desk and Canvas Help](#)
- [International Student Programs](#)
- [Multicultural Services](#)
- [Upward Bound](#)
- [Library Services](#)
- [Student Life](#)
- [New Student Orientation](#)
- [College Success \(COLL 101\)](#)
- [Financial Aid](#)
- [Emergency Funding](#)
- [Learning Center](#)
- [Veterans Resource Center](#)

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Each year the [Peninsula College Catalog](#) is published online. A print-ready file is made available to any department that prefers printed copies for office use. Faculty, staff, and administrators all work together to update material with approvals and tracked changes via Clean Catalog and subsequently publish the results online. The catalog includes information that addresses the elements listed in 2.G.2, which is supported through evidence below.

Evidence Documentation for Standard 2.G.2

- [Peninsula College Catalog](#)
- [Admissions | Peninsula College](#)
- [Requirements to Attend | Peninsula College](#)
- [Admissions and Registration Procedures | Peninsula College](#)
- [Academic Performance | Peninsula College](#)
- [Grading | Peninsula College](#)
- [Areas of Study | Peninsula College](#)
- [Student Rights and Responsibilities | Peninsula College](#)
- [Student Resources | Peninsula College](#)
- [Student Procedures | Peninsula College](#)
- [Tuition and Fees | Peninsula College](#)
- [Waivers and Discounts | Peninsula College](#)
- [Payment Deadlines | Peninsula College](#)
- [Financial Aid Refunds | Peninsula College](#)
- [Withdraw Policy | Peninsula College](#)

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Eligibility requirements for licensure or entry into an occupation or profession and unique requirements are published in the college Catalog, website and/or program specific degree guides.

Licensures offered at Peninsula College:

- Emergency Medical Technician
- Medical Assisting
- Nursing
- Nursing Assistant

Unique requirements for employment and advancement are:

- Criminal Justice (background check)
- Early Childhood Education (background check)
- Phlebotomy (immunization, background check)

Peninsula College provides information to students through a variety of sources; print materials, digital and web-based program/occupation information, and services such as the Career Center and Career Coach.

Evidence Documentation for Standard 2.G.3

[Emergency Medical Technician](#)

[Medical Assisting](#)

[Nursing](#)

[Nursing Assistant](#)

[Criminal Justice \(background check\)](#)

[Early Childhood Education \(background check\)](#)
[Phlebotomy \(immunization, background check\)](#)

2.G.4

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.

In support of the college’s mission to advance student equity and success, the [Financial Aid Office](#) (FAO) helps students who cannot otherwise afford college. Through its staff, online and printed materials, and message boards, the FAO educates prospective and current students about funding categories, application processes, and student-need calculations--as determined by a federal formula and FAFSA information. Through continual employee training, transparent administrative oversight, and ongoing assessments, the college ensures that its financial aid programs and services are accountable and effective.

Evidence Documentation for Standard 2.G.4

[Eligibility Requirements and Enrollment Requirements Steps to Apply for Financial Aid](#)
[Cost of Attendance](#)
[Types of Financial Aid Available](#)
[Consumer Information and Student Right to Know Act](#)
[Satisfactory Academic Progress](#)

2.G.5

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

Peninsula College apprises students of financial aid repayment obligations and systematically monitors its student loan programs and loan default rates.

The college employs the following mechanisms and processes to identify financial aid students who owe a repayment and to keep the students informed about the obligations for accepting and repaying loans:

- The college follows federal and state requirements for students who drop credits prior to the college census date, and for students who completely withdraw from the college prior to completing at least 60 percent of the quarter, also known as the Return to Title IV calculation.
- Students who owe a repayment as a result of the census adjustment or the Return to Title IV calculation are notified in writing, and a notation is made on their student record, which prevents further enrollment until the repayment is made or the student makes satisfactory repayment arrangements with the college.
- Students who wish to obtain a federal student loan must complete the federally mandated entrance and exit online counseling sessions, which highlight students' repayment obligations and options.
- The college also monitors its loan programs and default rates through its Direct Loan Default Prevention and Management Plan and using the following steps:
- Designated financial aid staff are trained to determine loan eligibility and process federal loans as part of the process used to offer aid to students.
- A loan specialist is assigned and trained to oversee the loan programs, which include originating loans, reporting loans to the Department of Education (ED), reporting loan disbursements to the National Student Loan Database System (NSLDS), and reconciling loan disbursements with the College Business Office each quarter.
- Financial Aid staff use NSLDS to track student eligibility, identify loan limits, and determine if students are attempting to access aid at another school. The college thoroughly reviews its default rates (publicly available via the college's website, the National Center for Education Statistics, and yearly ED reports).

Evidence Documentation or Standard 2.G.5

[Eligibility Requirements and Enrollment Requirements Steps to Apply for Financial Aid](#)

[Cost of Attendance](#)

[Types of Financial Aid Available](#)

[Consumer Information and Student Right to Know Act Peninsula](#)

[College Loan Default Rate](#)

[Satisfactory Academic Progress](#)

[Direct Loan Default Prevention and Management Plan](#)

[Peninsula College Loan Default Rate](#)

2.G.6

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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Peninsula College's advising services are supported with appropriate resources, staffed by [well-trained personnel](#), and evaluated through systematic reviews. Also, the college clearly defines advising roles and responsibilities and shares that information with students through a variety of formats and processes.

Students are engaged in onboarding activities from the moment they express interest in our programs or apply to our college. Get Started outreach appointments are available for students who are thinking of applying to the college and want more information before they decide to do so. Students who apply are invited to participate in placement and new student orientation activities before meeting with an academic advisor in the Student Development Center.

Academic advisors in the Student Development Center help review students' placement, explore goals and areas of study (under Guided Pathways), help students clarify and get on their pathway, select classes, anticipate, and mitigate barriers, and co-construct an educational plan ("[Ed Plan](#)") and success plan. Students typically make appointments with academic advisors embedded in the area of study they are interested in. Running Start students are assigned to academic advisors who cover the high school they attend. Student athletes, international students, veteran students, and indigenous students all have a dedicated academic advisor. From there, academic advisors in Student Development may refer students to a faculty advisor.

Faculty advisors are both subject-matter experts on students' career paths and provide deeper, long-term advising to ensure students stay on their path to graduation and transfer. They may partner with academic advisors in Student Development on transactional matters of advising or on retention advising in support of their students.

Academic advisors and faculty advisors have caseloads of students they meet with. Academic advisors see students between and throughout the quarter and faculty advisors typically support students during a dedicated advising week each quarter.

The Associate Dean of Student Advising and Support Services monitors advising services (for both academic advisors and faculty advisors) and provides just-in-time information and training, and formal training opportunities. The Associate Dean holds office hours for faculty advisors to provide ad-hoc support, group supervision for academic advisors, monitors and updates caseloads quarterly, holds all-advisor meetings for community building and cross-collaboration, and deploys advising training in Canvas to new advisors (or advisors who may need a training refresher).

Academic advisors (who are academic employees and covered by the faculty contract) are evaluated yearly with their performance review by the Associate Dean. Review includes student survey data, observation, reflection on data and advising philosophy, and professional development plan. As prerequisites, classes, programs, or areas of study change and grow, Deans inform the Associate Dean or this information is shared from summaries of the college Curriculum Committee to be shared with all advisors.

Evidence Documentation for Standard 2.G.6

[Advisor Training 2021-2022 Outline](#)

[Ed Plan](#)

[Faculty Areas of Advising Winter 2024](#)

[New Student Orientation Outline](#)

2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that 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.

Peninsula College has established procedures for verifying the identity of distance learning students, informing the students of those practices, and protecting the students' information. All instructional and administrative processes involving student information or communications abide by all FERPA regulations and protections enforced at Peninsula College.

The college's online courses are currently administered through the Canvas course management software. Students must register for and use their Peninsula College account information (unique usernames and passwords) for Canvas authentication and login. Additionally, some academic areas require further identity verification. Students seeking account recovery assistance must also provide photo ID before being served.

Students are automatically enrolled in the Canvas Learning Management System when they register for classes through the [ctcLink](#) Student Information System. Students must log in to [Canvas](#) with their assigned ctcLink ID and password. All students are also issued a college identification card (EdPass) with a picture and ctcLink ID number. Students may be asked to show a photo ID to verify their identity at any time in face-to-face or online classes and proctored exams.

Evidence Documentation for Standard 2.G.7

[ctcLink Student Portal -- Log in Instructions](#)

[Canvas Help & eLearning -- Log in Instructions](#)

[Board Policy 335 – Regular and Substantive Interaction Policy](#)

[RSI Guidelines](#)

2.H LIBRARY AND INFORMATION RESOURCES

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The [Peninsula College library](#) provides resources, instruction, and one-to-one research assistance for students and faculty in all of the college's programs in all modalities.

[Board Policy 321 Library Media Center](#), in alignment with RCW 28B.50 and WAC 132A-168-011 ensures that the library serves the information needs of students, faculty, staff and community in an environment that nurtures learning and fosters freedom of intellectual activity.

The library is led by the Dean for the Center for Equity, Teaching, and Learning (CETL). The Center includes the Library, the Learning Center (tutoring resources), the computer lab, a podcasting studio, e-Learning, and equity, teaching, and learning professional development supports and resources for faculty and staff. The vision of CETL is to have all teaching and learning support and resources under one umbrella to maximize connections and build synergies between all the areas.

The library employs a full-time faculty librarian, two full-time library paraprofessionals, a part-time faculty librarian, and part-time front desk and media support staff to meet the needs of our programs, students, and faculty.

[Library guidelines](#) are available on the library website, the homepage of which is on the college website. The Library maintains a [Library Faculty Handbook](#) that includes guidance about its services and criteria for adding resources to the collection, which include the material's relevance to the current college curriculum.

Electronic resources and automated services expand access to students, faculty, and staff at college extension sites or at any off-campus location with access to the web, as well as to members of the community. These services provide remote access to the automated catalog of local holdings, electronic databases, information competency tutorials, and interlibrary loans.

The library engages in the college's annual AAP and budget planning processes, which align library goals to the strategic goals of the college, allow for regular assessment of those goals, and allow the library to request additional budget support to ensure its resources are sufficiently current, deep, and broad to sustain the institution's mission, programs, and services.

Starting in 2023-24, the library is collaborating with IT and instruction to provide technology check-outs to students in need of laptops, hot spots, and cameras. This is an especially important service for supporting digital equity for our students.

Evidence Documentation for Standard 2.H.1

[Peninsula College Library](#)

2.I PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

Physical Infrastructure:

Peninsula College has three sites to serve our district in Clallam and Jefferson Counties. Port Angeles, the largest and main campus, is on 75 acres with approximately 280,000 square feet of facility space. Our site in Port Townsend, Jefferson County, is located within Fort Worden State Park. This site is leased from Washington State Parks. The college completed a renovation of the building in 2016 that maintained its historical nature. The building provides approximately 19,000 square feet. The Forks site in Clallam County has one building, approximately 12,500 square feet.

The college is committed to the idea that a student should enjoy a similar experience, in terms of facilities and technology, at any location. Other key tenets of the infrastructure process are that the learning environment should mirror the earning environment and that infrastructures should promote student engagement through “sticky spaces” that invite students to stick around on campus. The college’s [Facilities Master Plan](#) (FMP) was reviewed and updated in 2016. Due to the COVID pandemic a further review of our FMP was postponed allowing for and understanding the long-term change of facility needs. The college has recently hired an architect firm to work alongside the State’s Project Manager, College Administrators, staff, faculty, and employees to produce an FMP to cover the next five to ten years. This will be a living document, allowing for possible new program and or enrollment behaviors.

The college planning process provides opportunities for faculty, administrators, and staff to identify facility needs during the Academic Unit and Annual Administrative Plans (AAP) planning process. 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](#). The [Community College Student Experience Questionnaire \(CCSEQ\)](#) and the ACT Student Opinion Survey measure student satisfaction with facilities [Operational Plan](#).

Hazardous Waste

The college plans and guides the design, construction, and occupancy of new and renovated facilities in accordance with principles of environmental sustainability evidenced by [Board Policy 517](#). Peninsula College is committed to the prevention of chemical exposures that result in injury and/or illness, and to compliance with all applicable state health and safety rules. The college's Chemical Hazard Communications Program ([HAZCOM](#)) has been established in accordance with the Washington Administrative Code for Hazard Communication. Environmental Policy WAC [Chapter 132A-176](#). Peninsula College has designated storage areas for hazardous waste on campus. Per the State Department of Enterprises contract Peninsula College uses [Clean Harbors Hazmat](#) team to safely handle, package, transport, and generate waste reports for all hazardous waste from our storage sites at Peninsula College's main campus.

Peninsula College has spill kits strategically placed around campus in which staff have been trained. All Safety Data Sheet forms for hazardous chemicals are in the MSDS online database [eBinder | Chemical Management \(ehs.com\)](#), which is accessible without password protection for all college personnel.

Equipment Maintenance, Repair, and Replacement:

State Board for Community and Technical College's architect, with the assistance of college maintenance staff work together, with observation and gathering information which culminates with a biannual [2023 Facility Condition Survey](#). This survey provides a determination of the physical condition of the college's facilities and identifies capital repair project candidates for funding considerations for the following biennial budget cycle. The college also received a first-time ever [2019 Infrastructure Survey](#) which is especially important since the campus still has buildings constructed over 50 years ago.

The college continues to build on the natural beauty of the site – retaining and expanding forest groves. In the past capital funding has helped with grounds planning with funding coming from capital projects. This is an ongoing process. Facility and grounds management utilizes the [Grounds Master Plan](#).

Grounds staff evaluates and maintains Peninsula College owned equipment to ensure that all equipment is safe to operate. All specialized or heavy equipment (boom lift, woodchipper, high scissor lift, excavator) used for maintaining the landscaping and grounds is rented from outside sources on a case-by-case basis.

Peninsula College uses the Direct Line workorder system to schedule track and complete the Custodial, Grounds and Maintenance workload. Peninsula College will be engaging in continued Direct Line training for staff to enhance our abilities to use the workorder system to the fullest, specifically with [Features - Megamation](#).

Campus Safety and Security:

Campus Safety strives to provide a safe environment for students, faculty, staff, and visitors that is supportive of education and the daily operations of campus facilities. The Campus Safety office is in the central part of campus to help ensure an accessible access and deployment area for the safety and security needs of the campus community. Campus Safety has a non-commissioned safety and security force who patrol the campus on motorized vehicles and on foot. Campus Safety is not authorized to make arrests, and therefore maintains an active relationship with state and local law enforcement agencies. When the need arises, the college will contact the Port Angeles Police, or Jefferson County Sheriff's Office for assistance. This office maintains a [Comprehensive Emergency Management Plan \(CEMP\)](#) as well as robust interoperability utilizing the National Incident Management System (NIMS) and Incident Command System (ICS) processes implemented by FEMA as a response plan for emergencies or disasters.

In compliance with the Jeanne Clery Disclosure Act of Campus Security and Campus Crime Statistics Act ("Clery Act") and Violence Against Women Act (VAWA) Peninsula College publishes an [Annual Security & Fire Safety Report](#) to the campus community and perspective students and employees. This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Peninsula College; and on public property within, or immediately.

Accessibility:

Peninsula College provides access for all, following section 504 of the Rehabilitation Act of 1973 and Title II of the Civil Rights Act of 1964. The college engages in periodic Office of Civil Rights (OCR) surveys and audits through the SBCTC, which includes review of facilities to ensure these standards are met. The college's [board policy 505](#) along with [procedure 505.01](#) and [501](#) and its [procedures 501.01](#) through [501.04](#) are in place to support these acts. In addition, [board policy 506](#) addresses accessible technology.

Technological Infrastructure:

Peninsula College recognizes that technology plays a pivotal role in shaping the educational experience for our students, faculty, and staff. The technology planning goals are to assess and adjust, validate high availability with security, and align technology resources with industry standards and organizational objectives.

Striving to follow the framework and standards outlined through industry best practices and the Strategic Planning process, the Information Technology Department oversees a comprehensive suite of equipment and services to help foster digital literacy and promote the integration of technology into teaching, learning and administrative processes.

Key areas of focus include Infrastructure and customer support, educational software and platforms, security, and privacy of digital assets, and supporting new initiatives for teaching and learning mythologies. The department actively collaborates with other departments, stakeholders, and external partners to stay attuned to evolving needs.

The technology equipment life cycle process includes planning, acquisition, deployment, maintenance, and secure decommissioning.

Technology is refreshed according to the college's technology replacement planning as outlined in the [Strategic Technology Plan](#). A budget is allocated annually for the replacement of equipment based on a replacement priority list and security needs.

Replacement of technology used by students (computer labs, for example) is funded with student fees. Grants are helpful to provide specialized equipment and programs.

Though funding remains an ongoing challenge, the college is committed to pursuing innovative approaches to keeping pace with technological advances and user demand.

Evidence Documentation for Standard 2.I.1

[2016 Facility Master Plan](#)

[Operational Plan](#)

[Policy 517 – Capital Construction Environmental Policy](#)

[WAC 132A-176 Environmental Policy](#)

[HazCom Program](#)

[eBinder | Chemical Management \(ehs.com\)](#)

[2023 Facility Condition Survey](#)

[2019 Infrastructure Survey](#)

[Grounds Master Plan](#)

[Work Order System Link](#)

[Comprehensive Emergency Management Plan \(CEMP\)](#)

[Annual Security & Fire Safety Report](#)

[Policy 505 – Reasonable Accommodations/Academic Adjustment for Individuals with Disabilities](#)

[Procedure 505.01 – Reasonable Accommodations/Academic Adjustment for Individuals with Disabilities](#)

[Policy 501 – Non-Discriminations and Anti-Harassment](#)

[Procedure 501.01 – Non-Discriminations and Anti-Harassment](#)

[Procedure 501.02 – Title IX Grievance Procedures](#)

[Procedure 501.03 – Supplemental Title IX Employee Disciplinary Hearing Procedure](#)

[Procedure 501.04 – Non-Discrimination Statement Procedure](#)

[Policy 506 – Peninsula College Accessible Technology](#)

[Strategic Technology Plan 2022-2024](#)

[CCSSE 2023 Executive Summary](#)

MOVING FORWARD

Moving Forward – The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report

As Peninsula College submits its Year Six Policies, Regulations & Financial Review (PRFR) Evaluation Report and moves toward its Year Seven Self-Evaluation Report and visit, the college will focus its efforts in the following areas:

Guided Pathways: The college continues to focus actions across Instruction and Student Services around the implementation of Guided Pathways. The college is evaluating every encounter with students and assuring equitable processes are in place to support them. Examples of Guided Pathways efforts that the college will continue to implement over the coming year include:

- Continuing to redesign an advising model to better support students and define faculty and academic advising roles within the Guided Pathways model.
- Continuing to improve our onboarding model, including a new student orientation, career advising and pathway development, and placement reform.

Student learning: Under the leadership of a new Vice President of Instruction, we will continue putting student learning assessment as the highest priority. A comprehensive integration of student learning outcome assessment and program review will assure continued improvement of student learning in viable, relevant programs.

Diversity, Equity, and Inclusion: Peninsula College has been a leader in DEI for more than 20 years, and the work continues. With a new Cabinet-level position – VP of Human Resources, Diversity, Equity and Inclusion – we are focused on building on a long legacy of DEI work and taking it to the next level. The Center of Equity, Teaching and Learning will continue infusing every faculty professional development opportunity with an equity focus, such as supporting faculty in The Four Connections equity-focused pedagogy. Launching an associates transfer degree Integrated Indigenous Pathway will further the college’s support of the area’s 6 federally recognized Tribes.

Community partnerships: With the support of some new, essential grants and state funding, the college is significantly increasing its outreach and support of high school students to prepare them to transfer to college. The college is also forming deep relationships with community-based organizations to serve at-risk Peninsula College students with comprehensive wrap-around services and bringing more adults into college.

Supporting Enrollment Growth: The college is experiencing a rapid increase of enrollment following a 10+ year decline (10.5% increase Fall Quarter 2023, 14.5% increase Winter Quarter 2024). We will continue to identify areas of growth to meet community needs.

Redesigning Business Processes: In light of the enrollment increase, and on-going challenges with ctcLink (college-wide software implementation), the college is focusing on streamlining operations using LEAN process improvement. The college is not in a financial position to add employees at the same rate we add students; therefore, we must refine the work behind the scenes to provide a high-quality experience for students.

Strategic Plan: This next year will mark the last year of the current Strategic Plan. Institutional Effectiveness reports tracking progress toward Plan goals will continue to be reported monthly to the Board of Trustees and college community.



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