



PENINSULA COLLEGE

Year 7

Evaluation of Institutional Effectiveness

**Prepared for
the Northwest Commission on Colleges and Universities**

Submitted February 2025

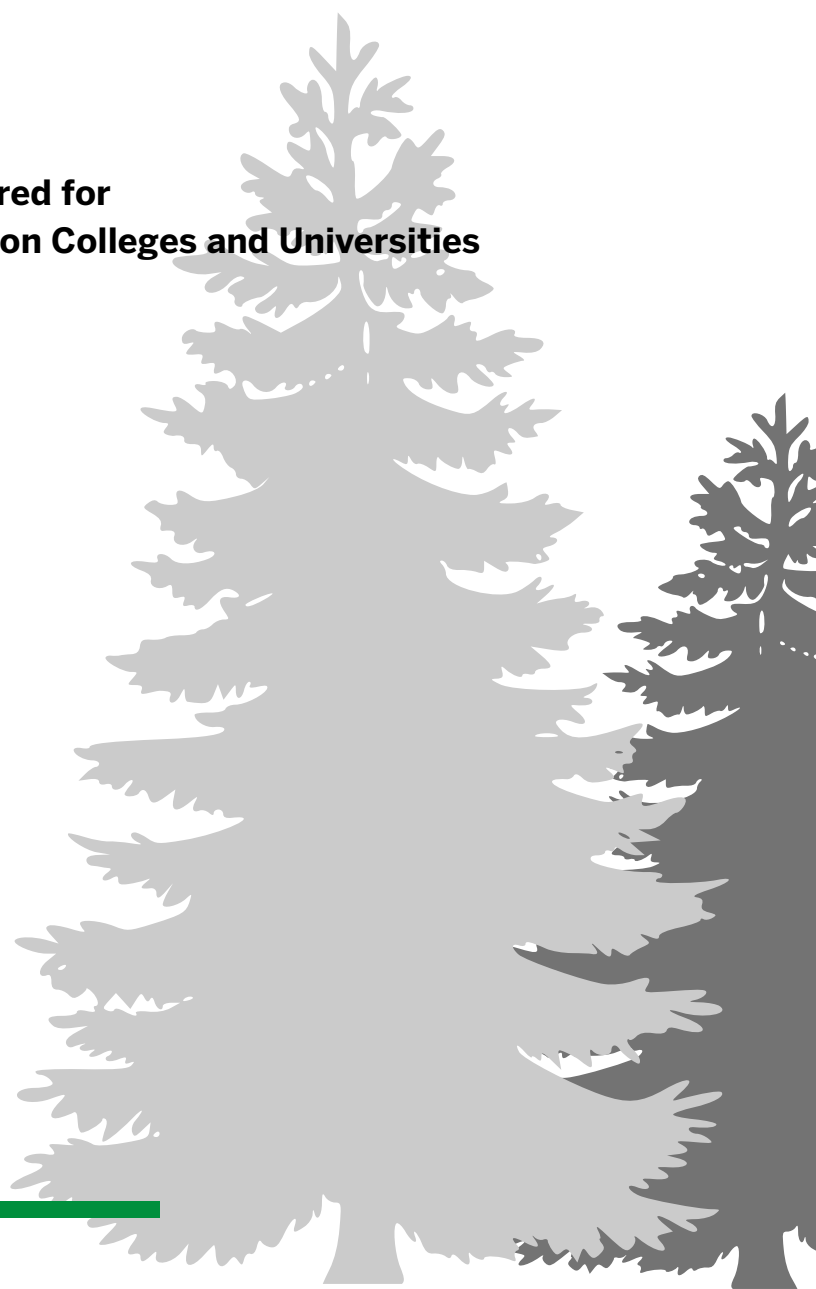


Table of Contents

Institutional Report Certification Form	i
Institutional Overview & Preface	1
1.A.1 Institutional Mission	4
1.B.1 Improving Institutional Effectiveness	7
1.B.2	16
1.B.3	18
1.B.4	20
1.C.1 Student Learning	23
1.C.2	25
1.C.3	31
1.C.4	32
1.C.5	34
1.C.6	40
1.C.7	46
1.C.8	51
1.D.1 Student Achievement	53
1.D.2	56
1.D.3	61
1.D.4	63
Conclusion	66
Addenda	68

Accessing Exhibits: Each accreditor will receive unique credentials (login email and password) from Peninsula College to grant access to all exhibited materials. If you have any problems accessing the exhibits, please contact marcom@pencol.edu. Thank you.

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)

Suzy Ames

(Name of Chief Executive Officer)

Suzy Ames

 Digitally signed by Suzy Ames
Date: 2025.02.13 13:26:06 -08'00'

(Signature of Chief Executive Officer)

2/13/25

(Date)

Year 7 EIE Report – Standards and Responsibilities

Institutional Overview and Preface

Nestled in the breathtaking North Olympic Peninsula, Peninsula College (PC) is one of 34 community and technical colleges in Washington State, proudly serving Clallam and Jefferson Counties. With a region that spans over 3,600 square miles from the Hood Canal to the Pacific Ocean, PC is the area's only public institution of higher education, offering accessible learning opportunities in a stunning natural setting. The main campus is located in Port Angeles, with satellite sites in Forks (57 miles west) and Port Townsend (46 miles east), ensuring education is within reach for communities across the Peninsula.

Peninsula College maintains strong relationships with six Sovereign Nations within its service area. In 2007, the [ṭaṭkʷustəṇáwtxʷ House of Learning, Peninsula College Longhouse](#), became the first longhouse in the nation built on a community college campus. Designed as a center for cultural expression and educational achievement, the Longhouse was created in partnership with six Tribes: Hoh, Quileute, Makah, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam.

In July 2022, Peninsula College welcomed its seventh president, Dr. Suzy Ames. Under her leadership, the college has strengthened community partnerships, expanded educational opportunities, and achieved significant enrollment growth. In just her second year as president, Dr. Ames was honored with the Governor's Leadership Award by Governor Inslee. She leads a dedicated team of 152 full- and part-time faculty, 73 classified staff, and 61 exempt employees (as of spring 2024).

PC experienced the largest percentage enrollment growth in Washington's community and technical college system for 2023-24 and is on track to lead again in 2024-25. The college ranked first in the state for increases in total FTEs, state-funded FTEs, and applied bachelor's FTEs. Additionally, PC ranked second in the state for online enrollment, fourth for Running Start participation, and fifth for Worker Retraining FTE increases.

As the region's economic landscape has shifted from traditional industries like farming, logging, and fishing, Peninsula College has worked closely with local employers and business leaders to develop programs that meet evolving workforce demands. As the region's primary access point for higher education, PC remains committed to offering comprehensive programming to meet the diverse needs of its rural community.

Preface

Since the [2018 Self-Study and Peer Evaluation Report](#), the following are relevant updates regarding Peninsula College:

- As reported in the [2019 Mission and Core Themes Report](#), the college engaged in a comprehensive mission review process in academic year 2018-19 that resulted in a

new [mission, vision, and core themes](#) that align to current educational needs of our students and community.

- The college has continued to be deeply engaged in statewide efforts around [Guided Pathways](#), revising our communications and structures to better meet student needs, to identify educational and career pathways, help students select those pathways and stay on them, and ensure that students are learning.
- The college revised its assessment processes through:
 - The development of an improved [Annual Administrative Plan \(AAP\) tool](#) that provides for alignment between administrative unit goals and institutional strategic plan goals and a mechanism for regular assessment and improvement of those goals.
 - The development of a [budget request tool](#) that is designed to help Cabinet utilize an analytical, transparent, and objective approach to budgeting to foster sound decisions about the allocation of resources. This analytical framework is designed to 1) improve and systematize the decision-making process and 2) communicate the resource allocation process clearly to the campus community and the NWCCU.
 - The development of a [Student Learning Outcomes report tool](#) that aligns course outcomes to college-wide general education competencies and provides space for faculty to plan continual improvements based on outcomes assessment.
 - Hiring a Faculty Assessment and Instructional Design Coordinator to assist faculty in writing measurable course outcomes, in aligning classroom assignments to those outcomes, and in using SLO reports to assess those outcomes and plan improvements. In addition, the Instructional Design Coordinator assists with the analysis of the assessment of General Education competencies across the curriculum based on faculty SLO reports.
- The college has made a significant commitment to equity through the establishment of a Standing Equity Committee which develops and assesses an annual [college-wide equity plan](#), and through hiring specific positions related to equity.
- The college hired a new president, [Dr. Suzy Ames](#), in July 2022 and has since seen additional changes to its Cabinet leadership team, including a new Vice President of Student Services, a new Vice President of Instruction, a new Vice President of HR/DEI, a new Director of Marketing and Communications, and a new Executive Director of the Foundation.
- The college negotiated a new [faculty contract](#) with an emphasis on an outcomes-based evaluation process that ties the evaluation to professional development, outcomes assessment, and continuous improvement.
- The college has continued to emphasize building relationships with indigenous communities through developing an [Integrated Indigenous Studies pathway](#) and offering indigenous language classes in [Klallam](#), [Makah](#), and [Quileute](#). President

Ames also hosts a quarterly Fostering Tribal Relations and Outreach Coordination Meeting for staff to support their work connecting to local Tribes.

- The college has pursued and received a number of [grants](#) (over 11 Million dollars) the past two years for projects that support its emphasis on outreach and student success.
- The college has developed or is in the process of developing new programs that align with its strategic goals and meet community needs, including a [Natural Resources Management Program](#), an [EV Automotive Program](#), a [BAS in Behavioral Healthcare](#), four new tracks in its [BAS Management Program](#), and an expanded Community Education Program that seeks stronger partnerships with the local business community. Looking ahead, PC is developing a K-8 Teacher Education BAS, and an Associate's Degree in Dental Hygiene.

Exhibits Linked in text Above:

- [ᑭᐱᓴᓴᓄᓂ ᐃᓕᓇᓂᓄᓂ | House of Learning | Longhouse | Peninsula College](#)
- [2018 Self-Study and Peer Evaluation Report](#)
- [2019 Mission and Core Themes Report](#)
- [Mission, Vision and Guiding Principles | Peninsula College](#)
- [Guided Pathways Work Plan 2024-25](#)
- [AAP v3_1 Power App Instructions 2024_07.pdf](#)
- [Budget Request Instructions ver 2.0.pdf](#)
- [SLO Templates & How-Tos](#)
- [Diversity, Equity & Inclusion | Peninsula College](#)
- [Ames Resume 2 pages 2025.docx](#)
- [2024-2027 PCFA Contract signed 1-5.pdf](#)
- [Integrated Indigenous Studies Emphasis, Associate in Arts Direct Transfer Agreement \(AA-DTA\) | Peninsula College](#)
- [Klallam \(KLA\) | Peninsula College](#)
- [Makah \(MAKAH\) | Peninsula College.](#)
- [Quileute \(QUIL\) | Peninsula College](#)
- [Grants Summary 2024.docx](#)
- [Natural Resources | Peninsula College](#)
- [Automotive Service Technician | Peninsula College](#)
- [BAS Program - Bachelor in Management | Peninsula College](#)
- [Bachelor of Applied Science in Behavioral Healthcare | Peninsula College](#)
- [Community Education | Peninsula College](#)

Additional Evidence:

- [About PC | Peninsula College](#)
- [President's Message | Peninsula College](#)
- [Strategic Plan | Peninsula College](#)

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Our Vision

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

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 undertook a comprehensive mission review, resulting in a revised mission, vision, core themes, and new indicators for measuring student achievement. This highly collaborative process, guided by the college's core principles, engaged students, faculty, staff, and community members through surveys, focus groups, and discussions. The review aligned with PC's commitment to expanding the Guided Pathways model, emphasizing student success and equity. These priorities became the foundation of the revised mission, vision, and core themes. In August 2019, the Board of Trustees officially approved the updated mission statement, vision statement, and four new core themes, reaffirming the college's dedication to serving its students and community.

Our Core Themes

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

These core themes align to the mission statement and the objectives which drive the [strategic plan](#).

Core Themes, Definitions, and Objectives

Core Themes	Definitions	Objectives
Advancing Student Success	Students receive robust support services embedded across clearly defined academic/career pathways	Support students in achieving their educational goals.

Achieving Academic Excellence	Academic programs and instructional methods are rigorous, engaging, and evidence-based	Provide engaging, high quality academic and professional-technical programs.
Fostering Equity and Inclusion	College-wide policies and practices close equity gaps in enrollment and academic achievement	Eliminate systemic disparities in educational outcomes.
Strengthening Communities	The college's workforce development, community education, and arts and culture programs strengthen the communities we serve	Strengthens the economic and cultural vitality of its service region and beyond.

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.

What's Next

Peninsula College's Guiding Principles have shaped campus culture since 2002. To reaffirm their relevance and align them with the college's evolving values, the President initiated a review through an equity lens, reinforcing the campus's collective commitment to these principles. To support this effort, the college hosted two Equity Day events led by an external consultant.

The first, in September 2023, focused on self-reflection, encouraging participants to identify personal values that foster belonging. The second, in February 2024, built on those insights, emphasizing a culture of belonging through collaborative discussions. Participants synthesized their reflections using a "belonging without othering" framework to refine the Guiding Principles.

Following these events, the Equity Standing Committee analyzed feedback using Michael Quinn Patton's *Principles-Focused Evaluation in Practice* as a guiding methodology. Additional input was gathered from a diverse group of employees to assess the principles' relevance and application. Based on this research, the committee recommended refinements to the President's Cabinet.

Rather than making immediate changes, Cabinet opted to revisit these recommendations as part of the college's 2025-26 strategic planning process, ensuring they are integrated holistically into key institutional documents. While the essence of the Guiding Principles will remain, the language may be updated to better reflect the college's ongoing commitment to equity and belonging.

Exhibits/Evidence:

- [Mission, Vision and Guiding Principles | Peninsula College](#)
- [Strategic Plan | Peninsula College](#)

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Process to Assess Institutional Effectiveness

The college has a comprehensive system of institutional planning that exemplifies the interdependent nature of the college's functions, operations, and resources to accomplish our core theme objectives and to fulfill our mission. Over the last several years, we have continued to improve the tools and supports for this process, offering more robust alignment among the different levels of planning, a mechanism for quarterly assessment of annual administrative plan goals, and a budget tool and budgeting process that allows for a collaborative and rubric-driven budget process that aligns budget requests to our planning and assessment tools.

Strategic Plan

Peninsula College's planning process is deeply rooted in its mission and core themes, with long-term goals guided by the five-year Strategic Plan. This plan serves as a roadmap for advancing strategic priorities and informs resource allocation to ensure mission fulfillment.

Progress is tracked through data-driven assessments, with the Board of Trustees receiving in-depth reports at every meeting. Each June, the Board reviews a summary of key performance indicators to evaluate whether targets are being met, exceeded, or falling short (see pages 22-23 of the [June 2024 Board Packet](#)). These insights are also shared in the President's all-college meetings, allowing Cabinet to refine actions and priorities accordingly.

Looking ahead, a key focus will be on disaggregating data at the department level, empowering faculty and staff to analyze trends and apply insights directly to their work.

Annual Administrative Plans

Administrative Departments (specific areas like HR, Marketing, Enrollment Services, etc.) and Administrative Divisions (the college's core administrative units: Instruction, Student Services, Administrative Services, and the Office of the President) use the [Annual Administrative Plan](#) (AAP) tool to engage in annual planning and quarterly assessment. AAPs articulate, assess and continuously improve key departmental and divisional objectives aligned to the Strategic Plan and core themes. Division-level plans incorporate

key strategic elements of the department-level plans, and they may also include overarching division-wide objectives. The AAP tool requires each area to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align to their objectives and to assess those goals on a quarterly and annual basis. The annual assessment allows AAP owners to decide whether a goal needs to be sustained, improved, or abandoned (normally used for a goal that is no longer relevant). Goals that need to be improved are normally rolled over to next year's AAP.

Leading and Lagging Indicators

The college's planning and assessment process is data-driven. In support of its strategic plan the college has adopted leading and lagging indicators that are regularly assessed through our Institutional Research department and regularly shared with the campus and the Board of Trustees.

Leading and lagging indicators are key institutional effectiveness and assessment measures of the core theme objectives and Strategic Plan. They help to guide data-informed campuswide decision-making, and they support formative and summative evaluation activities. Leading indicators help us to assess incremental progress of students along the road to achieving our overall goals (i.e. formative data assessment). Lagging indicators measure our success in achieving strategic goals and objectives (i.e. summative data assessment). Institutional leading and lagging indicators are aligned to the college's core themes as per the figure below:

Core Themes, Strategic Goals, and Leading and Lagging Indicators

Core Theme/related strategic goal	Leading Indicators	Lagging Indicators
Advancing Student Success Strategic Goal – Institutionalize the Guided Pathways model at scale to improve student success.	Measurable skills gain Review/assessment of program learning outcomes English/math in the first/second year	Retention Completion Transfer Out Enter the Workforce
Achieving Academic Excellence Strategic Goal – Increase	Enrollment Class Success (GPA) Student Faculty Ratio SLOs	

enrollments to meet state enrollment targets.		
Fostering Equity and Inclusion Strategic Goal – Deploy resources and develop policies and procedures that foster equity and inclusion.	<p>Enrollment by demographic group</p> <p>Faculty by demographic group compared to student demographic group</p> <p>Retention by demographic group</p> <p>Student engagement (CCSSE and SSS)</p>	
Strengthening Communities Strategic Goal – Strengthen fiscal stability by cultivating innovative responses to rapid disruptive changes in technology, economics, and higher education.	Economic contribution to service area, grants awarded, community education students and courses.	

Student Achievement

Peninsula College began a student success initiative in 2013, which included adopting the following college-wide definition of student success in 2014: “Students succeed when they develop and achieve their learning goals.” As a result of this initiative, the college began researching the Guided Pathways model to revise our mission statement to better reflect the college’s emphasis on student achievement.

In 2016, Peninsula College was one of five colleges to receive the first round of Guided Pathways Implementation Grants from College Spark Washington and the State Board of Community and Technical Colleges (SBCTC). Guided Pathways implementation aligns with our emphasis on student achievement by creating transparent and supportive systems for getting students on educational pathways that align to their life and career goals and for

helping them to stay on those paths and achieve their goals through the successful completion of outcomes-driven academic programming.

The college tracks and shares the following Student Achievement Focused Indicators:

1. Retention
2. Completion
3. Transfer Out
4. Class Success Rates
5. Basic Education for Adults Measurable Skills Gains
6. Enter the Workforce

In addition, the State Board for Community and Technical Colleges (SBCTC) tracks metrics associated with Guided Pathways. These state dashboards allow the college to track first time college students at the college for the following metrics: completion of Math in Year 1, completion of English in Year 1, First to Second Term Retention, Year to Year Retention, Completion or Transfer Year 4. The dashboards allow the college to disaggregate by a variety of demographics and to compare our performance to the state system as a whole and to selected peer colleges. (Student Outcomes Dashboard available internally to colleges in the system ([SBCTC First-Time Entering Student Dashboard Introduction Menu.pdf](#)). These metrics are used by the Guided Pathways Steering Committee to help assess the success of Guided Pathways interventions. For instance, the years of Guided Pathways implementation (2016 to the present) have seen a steady increase in the percentage of first-time entering students who complete Math in Year 1 (from 23% in 2016 to a high of 42% in 2021, with a dip in 2022 to 36%). During that same time, other colleges in the state went up from 28% in 2016 to a high of 33% in 2020 and down to 31% in 2022, so Peninsula College's increase and overall success rate has exceeded the state average. The statewide Guided Pathways target goal for first-year math completions is an ambitious 50%, so there is still work to be done. The college is continuing its Pathways initiatives designed to increase First Year Math success, including using multiple measures for math placement, clarifying math pathways for students in different Areas of Study, and providing robust supports for students through the Math Center and Transitional Studies. In addition, a Guided Pathways workgroup is working on the development of guided self-placement for math and English, which is intended to further increase first-year math and English success rates.

Student Learning Outcomes Assessment Cycle

Peninsula College is committed to the assessment of student learning for the purposes of continuous improvement, student success, and academic excellence. Outcomes assessment is the systematic process by which faculty review student learning outcomes (SLOs) and examine student achievement. Direct evidence of student learning, institutional data, and outcomes assessment reports are used to ensure educational effectiveness and quality improvement.

Measurable and Meaningful

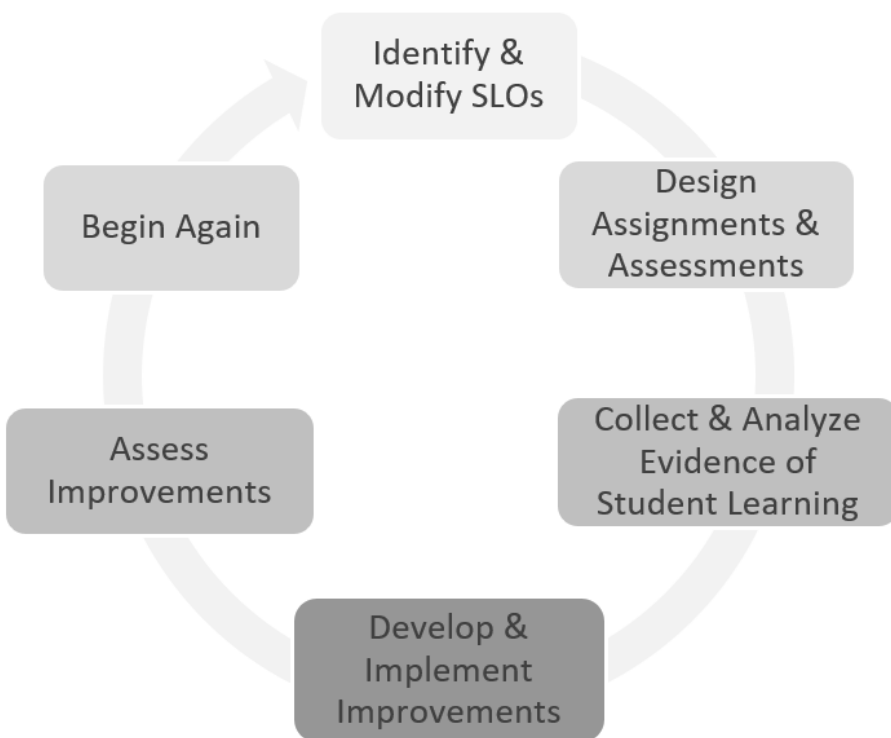
Framed by our mission and core themes, SLO assessment is a cyclical process focused on the educational values of improving teaching, learning, and student success. SLO assessment begins with the annual review and revision of measurable and meaningful learning outcomes at the course and program levels. Curriculum maps are the bridge that aligns course SLOs with program SLOs. Program SLOs are assessed in comprehensive Academic Unit Program-Reviews (AUP-R)

Faculty Role

Faculty recognize the complexity of evaluating performance, change, and growth by utilizing a diverse array of methods to measure and gather direct evidence of student achievement. Each year, faculty assess improvements and begin the cycle of assessment again. The process is designed to show alignment between course and program outcomes while utilizing meaningful data (determined by faculty) to drive instructional improvements according to the goals and outcomes of each program.

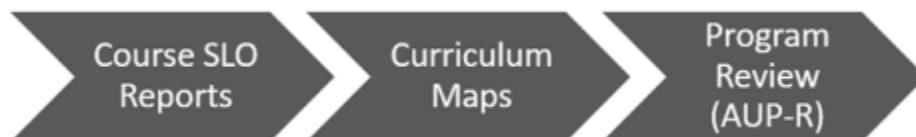
Student Learning Outcomes Assessment Cycle

Closing the assessment loop is the continuous cycle of collecting SLO assessment data, analyzing results, identifying actions to improve student learning, implementing improvements, and cycling back to collect assessment results.



Assessment Plans

Faculty utilize three assessment instruments to gather, analyze and articulate SLO assessment for the purpose of improving learning and student success.



Course SLO reports are developed by faculty to document, analyze, and report improvements focused on student success at the course level.

Course SLO Reports

Course [SLO reports](#) are developed by faculty to document, analyze, and report improvements focused on student success at the course level.

Curriculum Maps

[Curriculum maps](#) are developed by faculty and represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum. Curriculum maps align individual courses with program outcomes. The process of analyzing the level at which a course teaches to an outcome provides a meaningful review of outcomes and how they align with required courses.

Program Review

[Program Review](#) at Peninsula College is framed in Academic Unit Program Reviews (AUP-R) [Academic Unit Program Reviews \(AUP-R\)](#). Developed annually, AUPRs allow faculty to demonstrate mission fulfillment through alignment of program SLOs with course improvements, Area of Study SLOs, indicators and core theme objectives. Data is used to improve student learning and inform strategic planning. Program reviews also include data and analysis for assessing the currency and viability of programs and for making budget requests based on program needs and continuous improvement plans.

Specific examples showing how faculty engage in this process are included in 1.C.2.

Supported by Faculty Contract

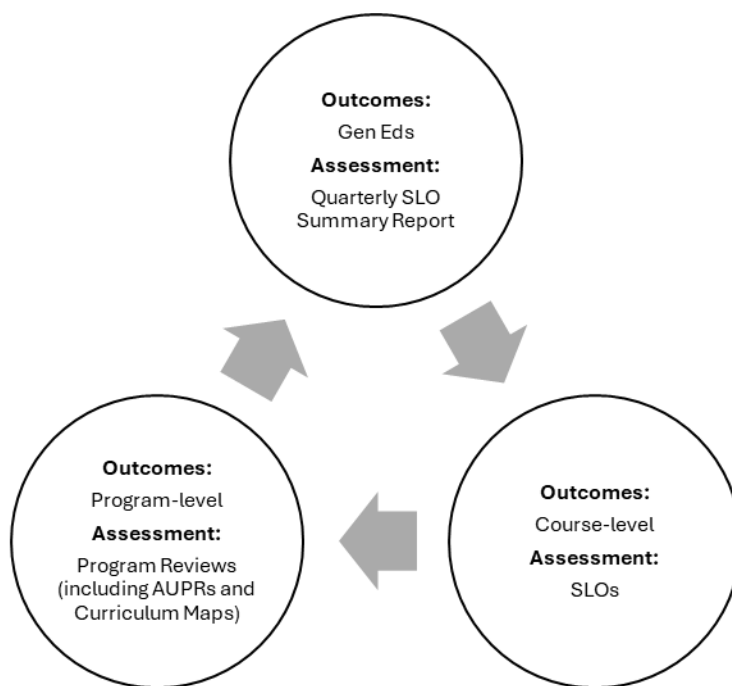
The current [faculty contract](#) includes a requirement that classroom academic employees submit at least one SLO report per quarter when assigned to teach (Article 10.1.1.10). SLO reports are also incorporated into the new evaluation process, which is portfolio-driven. Probationary faculty are required to include SLO reports in their portfolios and to use the SLO reports to help inform their professional development goals. The rubric for faculty evaluations includes the outcome “Engage in reflective course assessments and

continuous improvement,” which is met by meaningful engagement with the SLO report process.

Role of Center for Equity, Teaching, and Learning

The Center for Equity, Teaching, and Learning ([CETL](#)) supports the assessment process. The Dean for CETL chairs the faculty evaluation committee and oversees the implementation of the faculty assessment rubric, which includes engaging “in reflective course assessments and continuous improvement.” The Faculty Assessment and Instructional Design Coordinator, who reports to the Dean of CETL, offers resources and one-on-one help to faculty in developing course outcomes and filling out SLO reports. In addition, the Faculty Assessment and Instructional Design Coordinator reviews all SLO reports quarterly and provides summaries of the findings, including an analysis of how the reports show that the general education competencies (ILOs) are being met. The Faculty Assessment and Instructional Design Coordinator also works with the assessment committee to share the quarterly analyses of the SLO reports and to review the effectiveness of the SLO report form and the college’s processes for course-level, program-level, and college-wide level outcomes assessment.

The following flow chart shows how our SLO report and AUPR processes align our assessments of college-wide, course-level, and program-level outcomes.



Budget Cycle

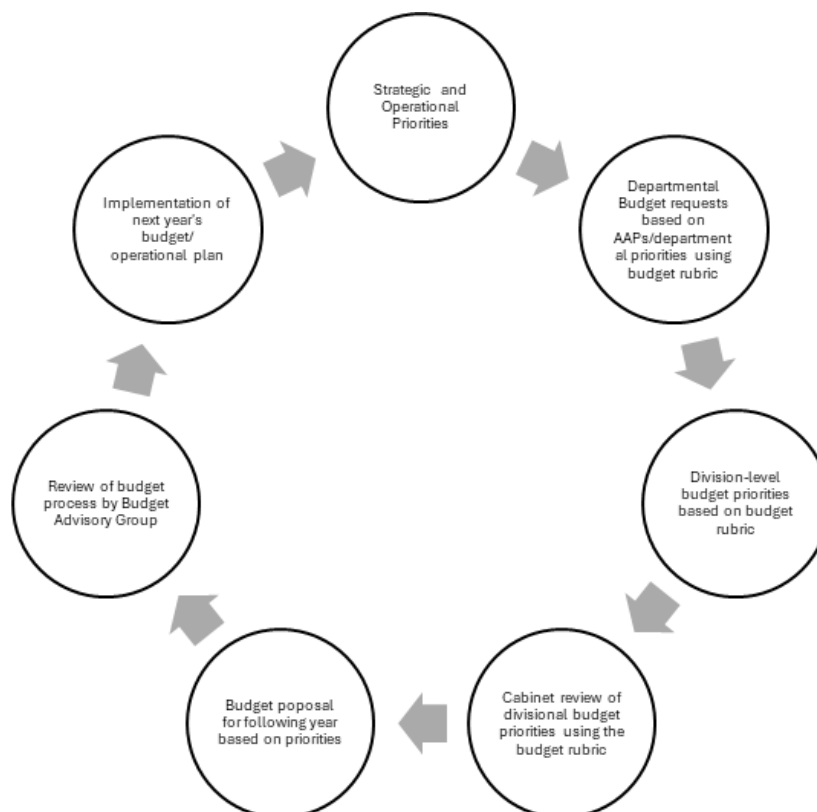
The [Budget Advisory Group](#), representing voices from across campus, developed a [budget rubric](#) to align funding requests with college priorities and increase transparency in the [budget process](#).

Budget decisions are complex, as every program, position, and initiative contributes to student success and equity. To support an objective and strategic approach, the budget request form and rubric [help Cabinet assess](#) and prioritize funding needs based on urgency, impact, and alignment with the college's mission.

Each winter, departments and divisions submit budget requests for any new funding needs. Departments rank their requests in order of priority, and these rankings are consolidated by the President and Vice Presidents to identify top priorities within each division. Cabinet then finalizes the college-wide priorities, which shape the annual Operational Plan.

Unfunded priorities are documented for future consideration, guiding long-term resource planning through grants, fundraising, or internal reallocations. At the end of each budget cycle, the Budget Advisory Group reviews the process with Cabinet, offering feedback to refine the rubric and ensure continuous improvement in budget decision-making.

The following flow chart represents the budget cycle:



What's Next

With the current Strategic Plan set to conclude in 2025, Peninsula College will launch a new, collaborative strategic planning process in 2025-26. This effort will build on insights gained from the 2020-25 plan while adapting to changes within the college and community.

As part of this process, PC will partner with the economic development councils of Clallam and Jefferson counties to host a future-focused summit in May 2025. This invitation-only event will bring together public and private community leaders for a guided discussion on the long-term future of the region. Participants will explore key topics such as the impact of large-scale grants, the integration of artificial intelligence into daily life, and the evolving effects of climate change.

Findings from this summit will help shape the college's next strategic plan, which will begin development in Fall 2025.

Exhibits Referenced Above:

- [Strategic Plan | Peninsula College](#)
- [AAP v3_1 Power App Instructions 2024_07.pdf](#)
- [SBCTC First-Time Entering Student Dashboard Introduction_Menu.pdf](#)
- [Outcomes Assessment | Peninsula College\) \[website\]](#)
- [Assessment Plans | Peninsula College\)](#)
- [SLO Templates & How-Tos](#)
- [Curriculum Map Template.xlsx](#)
- [Program Review Template.docx](#)
- [AUPR Template.docx](#)
- [2024-2027 PCFA Contract signed 1-5.pdf](#)
- [CETL Sharepoint Site Homepage.jpg](#)
- [Budget Advisory Group Meeting Notes](#)
- [Budget Rubric v.2.0-10_02_2023.pdf](#)
- [Budget Request Instructions ver 2.0.pdf](#)
- [2024-25 Budget Requests Report.pdf](#)

Additional Support/Evidence:

- [Sample AAPs](#)
- Data Reports to Board of Trustees on Institutional Effectiveness: [2023-24 Board IE Reports](#)
- [Sample SLO Reports](#)
- SLO Summary Reports from Faculty Assessment and Instructional Design Coordinator: [SLO Summary Reports from 23-24 Academic Year](#)
- [Sample Program Reviews](#)
- [Screenshot Professional Development Blog Homepage.jpg](#)

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Strategic Planning and Progress

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 college disseminated a draft plan and invited the campus community to provide feedback. 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 Academic Plans (AAPs), as well as to the college-wide annual [Operational Plan Priorities](#), which are shared with the Board of Trustees and at the [president's monthly all-college meetings](#). The college's strategic goals include:

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

Metrics were established for each strategic goal, and mission fulfillment targets were set based on an analysis of past and current results for both Peninsula College and peer institutions. Data presentations include these targets and peer comparisons, providing a clear snapshot of our progress. Each year, the [Strategic Goals and Indicators Recap](#) summarizes mission fulfillment in a concise two-page report, featuring five years of data, comparisons to our mission fulfillment goals, and peer benchmarks when available. A detailed discussion of our peer institution selection and comparison process can be found in section 1.D.2.

What's Next

Peninsula College is committed to using data to drive continuous improvement, particularly in addressing equity gaps. The college actively supports equitable student success through comprehensive student support structures, strong community

partnerships, and a campus-wide equity plan led by a standing equity committee. Ongoing professional development is provided through the [Center for Equity, Teaching, and Learning](#), equipping faculty with evidence-based teaching practices. Additionally, a new faculty contract strengthens evaluation and professional development expectations, emphasizing inclusive pedagogy, accessible course materials, student-centered teaching, and reflective course assessments for continuous improvement (see Appendix C of the [Faculty Contract](#), pages 98-99).

While the college regularly tracks and reports key indicators to the Board and campus community and aligns Annual Administrative Plan (AAP) objectives with the Strategic Plan, efforts to systematically measure the impact of student success initiatives have been largely individualized. To strengthen this connection, the college is aligning Strategic Enrollment Management ([SEM](#)) Plan indicators with current Guided Pathways priorities. These indicators will be used to track the effectiveness of Pathways initiatives over time (see [SEM Plan Short Summary for Guided Pathways, Jan. 2025](#)).

What's Next

We recognize this is an area of growth for us. Cabinet has emphasized the importance of department-level analysis of institutional data. Moving forward, departments will be encouraged to engage more deeply with college-wide metrics shared at Board meetings and the president's monthly all-college meetings, ensuring data-driven decision-making at every level. For example, deans and faculty members are being encouraged to incorporate more analysis of program retention data by demographic group in their program review process to plan for departmental level improvements to reduce any program-level equity gaps in retention. Likewise, as previously mentioned, the Guided Pathways Steering Committee is using strategic indicators to assess and drive the campus-wide Guided Pathways efforts in the coming years.

Evidence Referenced Above:

- [2020-2025-StrategicPlan.pdf](#)
- [Peer Comparison Dashboard](#)
- Board Data Presentations: [2023-24 Board IE Reports](#)
- Monthly President's Meeting Data Presentations: [2023-24 Meeting with the President IE Reports](#)
- [Strategic Goals and Indicators Recap](#)
- [Screenshot of CETL Canvas Module 2023-24 Priorities.jpg](#)
- [2024-2027 PCFA Contract signed 1-5.pdf](#)
- [SEM Plan Short Summary for Guided Pathways Jan 2025.docx](#)

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Shared Governance and Strategic Planning

Peninsula College follows a shared governance model ([Board Policy 159](#)) that fosters open communication and collaborative decision-making. This system includes the Board of Trustees, President's Cabinet, Associated Student Council (ASC), and key [standing committees](#) such as the Curriculum Committee, the Equity Committee, and College Council.

Budget Planning and Alignment

To ensure resources support strategic priorities, Peninsula College developed a budget tool in collaboration with a cross-campus Budget Advisory Group. This tool includes a budget rubric and request form that align funding requests with [AAPs](#) and the [Strategic Plan](#), providing a transparent and objective decision-making process.

Each winter, departments submit ranked budget requests for new funding. These requests are reviewed and consolidated by divisional leadership before being prioritized by Cabinet at the annual budget retreat. Budget decisions are reported back to the campus through a monthly all-campus President's meeting and reviewed by the Budget Advisory Group for process adherence and improvement recommendations.

Unfunded priorities are documented for future consideration, guiding long-term resource planning through grants, fundraising, or internal reallocation. By integrating the budget process with institutional planning and assessment tools, Peninsula College ensures financial decisions support ongoing institutional effectiveness and strategic goals.

Data and Accessibility

The AAP and Budget tools are available on the DataMart page of PC Connect (the campus's intranet site), ensuring accessibility for all employees. Each spring, the college's [Operational Plan](#)—combining top priorities from both planning and budget processes—is presented to the Board of Trustees and discussed at President's meetings, held twice monthly and recorded for flexible viewing.

In Instruction, faculty and deans analyze programs through the Program Review process, assessing current resources and informing departmental AAPs and instructional budget requests. These requests are prioritized by the Instructional Support and Leadership Team (IS&L) before being presented at the Cabinet budget retreat.

By linking budgeting, strategic planning, and program review, Peninsula College maintains a structured, transparent approach to resource allocation, ensuring alignment with mission-driven goals and continuous institutional improvement.

The latest version ([AAP v3.1](#)) allows for greater alignment between department, division, and college-wide objectives while enabling continuous improvement through new tracking and reporting features.

What's Next

As Peninsula College continues refining its budget tool, feedback from campus users and the Budget Advisory Group plays a key role in its improvement. This year, due to a potential budget cut caused by a statewide Office of Financial Management (OFM) error, the president asked budget managers to hold department meetings to explore efficiencies and cost savings outside the regular planning cycle.

The college remains committed to a collaborative budget process aligned with its mission and strategic priorities. Following its March budget retreat, where requests are prioritized using the budget rubric, Cabinet will provide updates to the campus and Budget Advisory Group. In light of potential cuts, Cabinet will also assess employee perceptions of decision-making transparency, ensuring ongoing communication and trust during this challenging time.

Evidence/Exhibits Referenced Above:

- [Board Policy 159](#)
- [Procedure 159.03: Standing Committees](#)
- [AAP v3_1 Power App Instructions 2024_07.pdf](#)
- [Budget Request Instructions ver 2.0.pdf](#)
- [Strategic Plan | Peninsula College](#)

Additional Support Documents:

- [Budget Rubric v.2.0-10_02_2023.pdf](#);
- President's Budget Communication Plan: [Budget Planning Communication.docx](#)
- 2024-25 Budget Priorities Aligned to Operational Plan: [24-25 Operational Plan Priorities updated 5.7.24.pdf](#)
- Board Packet Including Report on Operational Plan Priorities and Budget: [5.21.2024 Board Packet.pdf](#)
- [Budget Advisory Group Meeting Notes](#)

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

In 2017, Peninsula College conducted an [Environmental Scan and SWOT Analysis](#) to help shape the [2020-25 Strategic Plan](#). This plan serves as a framework for continuous improvement, using data collection and reporting to inform decision-making.

The Institutional Research (IR) team collects, analyzes, and [reports key data](#) to assess internal and external trends, supporting institutional planning and goal achievement.

Institutional Research provides data dashboards and reports through [PC Connect](#), accessible to all employees. Strategic Plan metrics are also shared online, presented at [Board of Trustees meetings](#), and discussed in monthly [college-wide President's meetings](#). These insights drive ongoing strategic planning and will help shape the college's next Strategic Plan after the current one concludes in 2025. Core Theme objective measures in the 2020-25 Strategic Plan are:

- Retention
- Completion
- Transfer out
- Entering workforce
- Review/assessment of program learning outcomes
- Class success rates
- Enrollment and retention by demographic group
- Basic education students' Measurable Skills Gains
- Economic contribution to service area
- Annual grants awarded, community education courses, and community/education students.

In the fall of 2022, new President Ames led the campus in a reassessment of the 2020-25 strategic plan, in part because the COVID epidemic had changed many of the conditions and contexts under which the 2020-25 plan was developed. All members of the campus were invited to give input on the current importance/level of priority for each strategic goal in the 2020-25 plan. Through this input and collaborative discussions in the campus's governing structures, a revised 2023-25 plan ([2023-2025-StrategicPlan_Priorities-rev 02-2023.pdf](#)) was developed in order to focus the campus on the most urgent priorities for the last two years of the plan.

Survey Data and Institutional Improvement

Peninsula College regularly administers student and employee surveys to gather feedback on campus culture and services. These surveys help track trends, identify areas for improvement, and support institutional decision-making.

- [New Student Experience Survey](#) – Conducted each fall to assess the onboarding experience.
- [Community College Survey of Student Engagement \(CCSSE\)](#) – Administered every other winter to measure student engagement at the national level.
- [Student Satisfaction Survey](#) – Conducted in even years to evaluate student experiences and satisfaction.
- **Employee Campus Climate Survey** – Administered from 2019 to 2022, replaced by the biennial [PACE Survey](#) in fall 2023.
- [HEDS Diversity and Equity Survey](#) – Conducted in spring 2023 in alignment with WA state legislation; administered every five years.
- [Listening Sessions](#) – Facilitated by *The Root of Us* in spring 2024, with annual sessions planned between campus climate survey cycles.

Survey results are shared at Board of Trustees meetings and the President’s monthly all-college meetings, where historical trends and key findings are presented. Results are also available to employees via DataMart in report and dashboard formats.

Findings from the 2024 listening sessions are currently under review by the Equity Committee, which will use the insights to recommend future actions as part of the annual [Equity Plan](#).

What’s Next

Peninsula College is committed to using data to drive continuous improvement and is in the early stages of preparing for its next Strategic Planning cycle. As part of this effort, the college is integrating data from Target X (CRM) and ctcLink (Student Management System) to gain deeper insights into the student journey, helping to shape future outreach, recruitment, and admissions strategies.

To enhance communication and increase participation, Institutional Research and Marketing & Communications are collaborating on a survey administration calendar for students and staff. Additionally, professional-technical programs continue to engage with advisory committees to stay informed about evolving community and industry needs.

The college is also strengthening community partnerships through initiatives such as the Regional Challenge Grant, Gates Foundation Grant, NOAA Tribal Stewards Project, and RECOMPETE Grant ([Grants Summary 2024.docx](#)). These collaborations expand Peninsula College’s ability to build meaningful relationships and respond effectively to community needs.

Going forward, the campus will be making more conscious efforts within existing structures and processes like Guided Pathways, the Equity Plan, and our regular AAP and program review processes to analyze and use the above-referenced survey results to plan for improvements.

Evidence/Exhibits Referenced Above:

- [PC Connect Screenshot 2025-01-29 .jpg](#)
- [IR Data Site Screenshot 2025-01-29 104001.jpg](#)
- [College-wide president's meeting reports](#)
- [2023-24 Board IE Reports](#)
- [Peninsula College Environmental Scan 20171211GK - Copy.pdf](#)
- [Strategic Plan | Peninsula College](#)
- [Equity Plan Summary Washington Center Team.docx](#)
- [Final Listening Sessions Data Summary for Faculty presentation.docx](#)
- [New Student Experience Survey](#)
- [Community College Survey of Student Engagement \(CCSSE\)](#)
- [Student Satisfaction Survey](#)
- [PACE Survey](#)
- [2024_05 Board of Trustees IE Report](#)
- [Grants Summary 2024.docx](#)

Other Supporting Evidence:

- Core Theme Data reports: [2024_06 Strategic Goals and Indicators.pdf](#)

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Peninsula College offers a range of [degree programs](#) designed to prepare students for academic transfer and career advancement. These include:

- **Associate Degrees:** Associate in Arts, Associate in Science, Associate in Business, Associate in Computer Science, Associate in General Studies, Associate in Nursing, Associate in Applied Science Transfer, and Associate in Applied Science.
- **Bachelor of Applied Science (BAS) Degrees:**
 - BAS in Behavioral Healthcare
 - BAS in Management, with specializations in:
 - Entrepreneurship and Marketing
 - Human Resources Management
 - Information Technology Management
 - Tribal Management

The faculty-led [Curriculum Committee](#) ensures all degrees meet recognized academic and industry standards and maintain appropriate rigor and content. Student learning outcomes are clearly defined in the *College Catalog*, degree guides, and course syllabi.

Programs leading to specialized credentials, such as the Associate of Applied Science in Nursing, hold accreditation from their respective professional organizations. All programs undergo regular [Program Review](#), assessing staffing, resources, viability, enrollment trends, and learning outcomes to ensure they remain current and effective. Review metrics are tailored to each program's unique focus ([Sample Program Reviews](#)).

Full details on degrees, certificates, and program requirements are available in the [College Catalog](#) on the Peninsula College website.

What's Next

The Office of Instruction is refining the **Program Review** process in collaboration with Institutional Research (IR) to ensure programs have the data they need for informed

decision-making. IR has developed an [AUPR dashboard](#), which provides regularly updated data on program performance.

To improve its effectiveness, feedback is being gathered from program coordinators, division chairs, and deans on how well the dashboard meets their needs. Currently, the dashboard allows programs to analyze key metrics—including headcount, FTE, course success and completion rates, and withdrawal patterns—at the degree, program, department, and course levels. Data can also be disaggregated by student demographics such as age, first-generation status, financial need, enrollment type, modality, and race/ethnicity.

Deans, division chairs, and faculty are using this data to identify equity gaps and determine targeted program improvements. This process will continue to evolve through ongoing review cycles to ensure data-driven actions support student success. Deans will continue to work with faculty to use the program review process to analyze institutional data and plan for improvements.

Evidence/Exhibits:

- [Degrees, Programs, Certificates List | Peninsula College](#)
- [Curriculum Handbook September 2024.pdf](#)
- [Peninsula College | Peninsula College](#)
- [Program Review Template.docx; Sample Program Reviews](#)
- [Screenshot of AUPR Dashboard.jpg](#)

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

At Peninsula College, faculty own the curriculum and are responsible for student learning and program content. New courses and course revisions are vetted and approved by the faculty curriculum committee ([Curriculum Handbook September 2024.pdf](#)), which reviews standard course outcomes to ensure that they are appropriate to the course and are measurable. Faculty fill out quarterly student learning outcomes reports (SLOs) through which they assess and reflect on student achievement and course-level learning outcomes and plan for improvements based on their course data and observations ([SLO Templates & How-Tos](#)). The college's Faculty Assessment and Instructional Design Coordinator reviews quarterly SLO reports and prepares [quarterly summaries](#) of findings from the reports and their relationship to general education competency assessment. The college's Assessment Committee helps develop, refine, and analyze these assessment tools.

SLO reports inform the Academic Unit Program Review (AUPR) table that is part of the overall Program Review process ([AUPR Template](#)). Programs use the AUPR to incorporate observations and data from course-level assessments into a program-level outcomes-driven assessment and improvement plan. The AUPR form also ties program improvement to potential budget requests. Part 1 of the AUPR is Planning and Part 2 is Assessment. In the planning section, goals and metrics are set. In the assessment section, results are analyzed, improvements planned, and new funding needs identified.

For example, in its 2024 program review, the Early Childhood Education Program, through an analysis of its SLO reports done through the AUPR tool, found that students were not doing as well as intended on a curriculum development plan in the course ECED &160. While the instructor had tried to improve the outcome through creating video examples of the different parts of the assignment, the assessment also identified that the current text was outdated and didn't offer adequate information on curriculum development. As a result the program plans to explore getting a new textbook (preferably an OER text) that better addresses this aspect of the curriculum ([ECE Program Review 2024 FINAL.pdf, page 15](#)). The AUPR form shows that no additional budget is needed to pursue this improvement. The goal of increasing student success in part through the adoption of a low-cost textbook aligns to the Workforce Education departmental AAP objective to "Support Underserved Students," and to the Instruction divisional AAP objective to increase FTE through new programs, retention, and TS and CE bridges. The AAP objective aligns to the college-wide strategic objective 1.2: Strengthen retention by enhancing supports at critical points along the student progression pipeline. ([Workforce Underserved Students AAP Objective.pdf](#); [Instruction Retention AAP Objective.pdf](#))

While all programs use the AUPR tool and follow the same general program review template, programs are free to adapt the model to the needs and preferences of their program. The English program review includes the AUPR form as an appendix ([English - Appendix B - AUPR 2024.xlsx](#)) and summarizes its findings in the body of the primary program review document ([English - Program Review 2024 - final.docx](#)). A specific finding from the AUPR is that SLO reports “show there is room for expansion of alternative/creative works” in course assignments in order to meet the critical thinking outcome to “Generate creative works that demonstrate a process of critical reflection, analysis, experimentation, and original thought.” The improvement plan is to discuss this expansion during department meetings, sharing practices on alternative assignments. The improvement plan is tied to a small budget ask for small stipends “to revise key assignments with such alternatives in mind.” In the program review, an overall AUPR analysis identified addressing equity gaps as an area of growth. The recommendations section of the program review (pages 11 and 12) addresses this area:

2. Supporting Underrepresented Student Groups - While economically disadvantaged students have shown improvement, success rates for African American and Native American students remain areas of concern.

- **Recommendation:** Expand targeted initiatives, such as culturally responsive teaching workshops, tutoring, and peer mentoring programs, to close equity gaps and foster a more inclusive learning environment.

This goal aligns to the 2025-26 Arts and Sciences departmental AAP objective to “enhance equity and inclusion initiatives” and the Instruction divisional objective to continue to support equitable student success through Guided Pathways and the Center for Equity, Teaching, and Learning. The AAP objectives align to the college-wide strategic objective 3.0: Deploy resources and develop policies and procedures that foster equity and inclusion. ([A&S AAP Equity Objective.pdf](#); [Instruction Equity AAP Objective.pdf](#))

Additional examples of faculty planning improvements based on outcomes assessment are here: [Faculty assessment cycle improvements - A&S examples.docx](#); [Sample Program Level Improvements from ProfTech AUPRs 2024.docx](#).

As evidenced from the above, the college engages in ongoing assessment and planning to maintain high-quality programs. Student-learning outcomes are identified on course establishment forms and in course syllabi. Faculty complete student learning outcomes reports (SLOs) throughout the year. These SLO reports drive continuous outcomes driven course improvement and are also used in program assessments and in the assessment of college-wide general education competencies. Academic Unit Program Review forms are completed annually by Deans, Division Chairs, and Program Coordinators and are part of an overall program review process that ties program assessment to learning outcomes and

to planning and budget requests. In addition, goals and objectives from this assessment process are aligned to departmental and divisional AAPs and to the college strategic plan. Below are descriptions of specific instruction areas that award degrees, certificates, and credentials.

Transitional Studies

Through our [Transitional Studies](#) Department, adults with or without a high school diploma may enroll in a variety of classes designed to increase their skill levels in basic education, including reading, writing, and mathematics. Students may work individually or in small groups to acquire the skills needed to reach their educational and occupational goals. Transitional Studies offers "brush-up" classes for those with a high school diploma who want to review skills prior to transitioning to college-level classes.

Adults 18 and over may complete coursework and competency-based activities to complete a high school diploma from Peninsula College through the [High School+](#) program. In 2023, the Board of Trustees approved a tuition waiver for HS+ students to take a five-credit college-level course as part of their high school completion requirements.

Individuals 16 years of age or older who have not completed high school may attend basic skills classes to prepare for the General Educational Development ([GED®](#)) test. Instruction focuses on the subject areas covered on this high school equivalency exam.

Classes in English as a Second Language are offered to individuals who want to improve their career and college readiness. Instruction is designed to help them acquire academic skills in understanding, speaking, reading, and writing English.

The department also offers [Integrated Basic Education and Skills Training](#) (I-BEST), which allows students to begin a workforce education career pathway program while improving their basic English, reading, writing, and/or math skills. Peninsula College offers a variety of I-BEST programs including Construction Technology, Early Childhood Education, Medical Assisting, Medical Office Assisting, Welding, and others.

With direction from the new President, Transitional Studies' FTE has grown 61% in two years, with the largest increases in High School 21+ (142% increase) and ESL (57% increase). In 2023, Peninsula College formed a partnership with the YMCA in Sequim to offer ESL classes in the evenings.

The SBCTC [Student Achievement Initiative \(SAI\) dashboard](#) summarizes SAI momentum for Basic Skills students, which allows the college to track the success of students going through the transitional studies program. This data shows that after a dip during COVID, the college's student achievement points for Basic Skills have gone up the last two years, achieving its highest level ever in 2023 (the previous high being in 2018). ([Screenshot SAI Dashboard BEdA Points for Peninsula College.jpg](#))

Transfer Education

The [InterCollege Relations Commission \(ICRC\)](#) establishes guidelines for associate degrees at Washington community colleges, ensuring they meet lower-division general education requirements at state baccalaureate institutions. Peninsula College's transfer degrees align with these standards ([2023-ICRC-Handbook](#)).

Students completing an Associate in Arts or other direct transfer degrees at Washington public community colleges satisfy lower-division general education requirements at public universities.

Peninsula College also offers Major Ready Programs (MRPs) in [Business](#), [Computer Science](#), [Nursing](#), and [Science](#)—two-year degrees developed through statewide initiatives and accepted by Washington universities.

The Faculty Curriculum Committee reviews new and revised transfer courses for their adherence to ICRC standards.

Students declaring a transfer intent have increased in FTE by 6% in two years.

Workforce Education

The College offers 37 Associate of Applied Science (AAS) and/or Associate of Applied Science Transfer (AAS-T) degree programs and 18 certificate programs ([Professional Technical Programs](#)). Program requirements have been developed by faculty following input from [advisory committees](#), workforce groups, and the SBCTC Workforce Education Division. In addition, each professional and technical program has degree objectives and outcomes that are clearly defined, a description of the content to be delivered, and the assessment methods delineated. If applicable, specific career-preparation competencies or skill sets to be mastered are also identified. The degree-and-program objectives are identified on each program's advising guide and are available on the college website.

The AAS-T option within some of the AAS degree programs is designed for students who wish to pursue a university-transfer program of study. The AAS-T combines the competencies earned in the professional and technical program with 25 credits of college-level general education courses to create a degree that will transfer to four-year colleges and universities that have special bachelor's degree programs that accept the AAS-T degree.

Workforce education programs have grown in FTE by 25% percent in two years.

[Baccalaureate Education](#)

Peninsula College's Bachelor of Applied Science (BAS), Applied Management degrees build on an existing AAS, AAS-T, AA, or AS degree, adding upper-division coursework to complete a four-year degree. The student learning outcomes for the BAS degrees are enumerated in

the College catalog. The college currently offers a BAS degree in Management with four tracks for students who want to specialize: Tribal Management, IT Management, Human Resources, and Entrepreneurship and Marketing. In addition, the college offers a BAS degree in Behavioral Health (bachelor's degrees) BAS programs and specialization tracks are developed and assessed for currency in collaboration with local Advisory Committees. BAS programs go through an approval process with the State Board of Community and Technical Colleges.

BAS enrollment has grown in FTE by 47% in two years.

Guided Pathways Areas of Study

Peninsula College has been involved in redesigning its programs around the Guided Pathways framework since Fall 2016 ([2024-25 Guided Pathways Work Plan](#)). As part of that work, the college has grouped its programs into Areas of Study. Each Area of Study has defined program outcomes that align with the college-wide general education competencies.

Programs within each Area of Study have specific maps to guide students toward completion. Maps are designed to help students choose courses that match their education and career goals and to sequence classes in an appropriate order to build knowledge, skills, and abilities related to the [Areas of Study](#).

Workforce education program maps are developed in collaboration with Advisory Committees to ensure they meet professional and certification standards. Program maps for various emphases within the A.A. degree are designed to help students target their general transfer degree requirements toward specific career and transfer interests. The Dean of Arts and Sciences is working to align more of these transfer maps to specific university programs through articulation agreements.

What's Next

The college is working with our [Assessment Committee](#) to refine how we use SLO reports, curriculum maps, and program reviews to improve our assessment and continuous improvement around our general education competencies/ILOs. The goal going forward is for the committee to lead campus faculty in a year-long discussion of one ILO per year, looking at how that institution-wide learning outcome is taught and assessed across the curriculum, sharing best practices for increasing student success in that outcome, and under our Guided Pathways work using our curriculum maps to ensure that ILOs are strategically woven and reinforced throughout a student's journey through our program curriculum. The assessment committee's plan is in process ([Assessment Committee Minutes January 21 2025](#)).

Evidence/Exhibits Referenced Above:

- [Curriculum Handbook September 2024.pdf](#)
- [SLO Templates & How-Tos](#)
- [SLO Summary Reports from 23-24 Academic Year](#)
- [AUPR Template](#)
- [ECE Program Review 2024 FINAL.pdf](#)
- [Workforce Underserved Students AAP Objective.pdf](#)
- [Instruction Retention AAP Objective.pdf](#)
- [English - Appendix B - AUPR 2024.xlsx](#)
- [English - Program Review 2024 - final.docx](#)
- [A&S AAP Equity Objective.pdf](#)
- [Instruction Equity AAP Objective.pdf](#)
- [PC's GED](#)
- [Faculty assessment cycle improvements - A&S examples.docx](#)
- [Sample Program Level Improvements from ProfTech AUPRs 2024.docx](#)
- [Transitional Studies](#)
- [High School+](#)
- [Integrated Basic Education and Skills Training](#)
- [Student Achievement Initiative \(SAI\) dashboard](#)
- [Screenshot SAI Dashboard BEdA Points for Peninsula College.jpg](#)
- [InterCollege Relations Commission \(ICRC\)](#)
- [2023-ICRC-Handbook](#)
- [Associate in Business](#)
- [Associate in Computer Science](#)
- [Associate in Nursing.](#)
- [Associate in Science](#)
- [Professional Technical Programs](#)
- [Advisory Committee Members | Peninsula College](#)
- [Bachelor's Degrees](#)
- [2024-25 Guided Pathways Work Plan](#)
- [Areas of Study | Peninsula College](#)
- [Assessment Committee Charter](#)
- [Assessment Committee Minutes January 21 2025](#)

Additional Exhibits/References:

- Curriculum Committee Form: [Course Proposal Form \(Word Version\).docx](#)
- Assessment Committee description in Standing Committee Procedure: [Standing Committees \(292_11\).docx](#)
- [Curriculum Committee Minutes 2023-24](#)

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The college catalog, which is published on the college website, lists the program outcomes for all transfer and professional technical degrees and certificates. Course learning outcomes are also in the catalog, as well as in each course syllabus. As per the [Faculty Handbook](#), faculty are required to use the standard learning outcomes from the [Peninsula College Catalog](#) in their syllabi ([Syllabus Template](#)). To change standard course learning outcomes faculty must put a course revision form through the faculty-driven Curriculum Committee approval process ([Curriculum Handbook](#)).

What's Next

As part of the 2022-23 Equity Plan, the Center for Equity, Teaching, and Learning (CETL) conducted a pilot course description audit to begin to assess course descriptions and standard learning outcomes with an equity lens ([Report on Pilot Course Description Audit](#)). As a result of that work, CETL conducted listening sessions with faculty in spring 2024 to gather qualitative information on faculty awareness and use of inclusive practices ([Listening-Sessions-Report-Spring-2024](#)). Based on the listening session feedback, CETL planned workshops for faculty during 2024-25, with the goal of laying groundwork for developing a Social Justice ILO and for developing a tool that can be included in curriculum committee guidelines for vetting course descriptions and outcomes for currency and inclusive language. The faculty assessment and instructional design coordinator currently helps faculty one-on-one in developing and revising course outcomes, and that position will work with the Vice President of Instruction and Curriculum Committee Chair to draft further outcomes guidance for the Curriculum Handbook in 2025-26.

Evidence/Exhibits Referenced Above:

- [Faculty Handbook](#)
- [Peninsula College Catalog](#)
- [Syllabus Template](#)
- [Curriculum Handbook](#)
- [Report on Pilot Course Description Audit.docx](#)

Additional Evidence

- [Syllabus Samples](#)

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admissions

Peninsula College follows an "open door" admissions policy per [RCW 28B.50.090 \(3\)\(b\)](#) and [SBCTC Policy Manual–Chapter 3](#). Admission details are outlined in [Board Policy 401](#), the [college catalog](#), and the [college website \(Admissions | Peninsula College\)](#).

Applicants 18 or older with a high school diploma or equivalent are eligible for general admission and may apply any quarter online or in person at the Student Services building. Non-matriculated students must meet [Board Policy 404](#) requirements.

Admission details for specific programs, including transitional studies, international programs, bachelor's degrees, nursing, phlebotomy, and medical assisting, are in Board Policy [402](#) and Procedure [402.1](#), the college catalog, and the college website. High school juniors and seniors may qualify for [Running Start](#), with information available online and at local high schools.

Graduation

Official graduation requirements for degrees, certificates, high school completion, and participation in commencement are described in the Graduation and Commencement Requirements section of the [college catalog](#). Graduation information is also maintained on the college's [Applying to Graduate](#) webpage.

Students who are approaching degree completion are sent notices regularly asking them to complete the graduation application. Once a student applies for graduation, student services staff reviews the student's transcripts against the degree requirements. When it is determined that the student qualifies for graduation, they are sent a confirmation of degree status along with steps to participate in the graduation ceremony.

What's Next

As part of Guided Pathways, Peninsula College is enhancing program maps to improve transfer opportunities for students. As previously mentioned, the Dean of Arts & Sciences is reviewing transfer pathway maps to identify opportunities for formal articulation agreements with four-year institutions, ensuring clear and relevant pathways into specific majors.

Current discussions are underway with:

- University of Washington's Allen School (Computer Science)
- Washington State University (Engineering programs at the Bremerton site)

- Western Washington University (Programs offered through Western on the Peninsulas in Poulsbo)

Additionally, initial outreach has begun with The Evergreen State College and University of Washington, Tacoma to explore further articulation agreements. These efforts aim to provide students with seamless transitions to four-year institutions and maximize credit transfer efficiency.

Evidence/Exhibits Referenced Above:

- [RCW 28B.50.090 \(3\)\(b\)](#)
- [SBCTC policy manual–Chapter 3](#)
- [College catalog](#) (admissions)
- [Admissions | Peninsula College](#)
- [Board policy 401](#)
- Board policy [402](#) and procedure [402.1](#)
- [Board policy 404](#)
- [Applying to Graduate](#)
- [College catalog](#) (graduation)

Additional Evidence

- [Running Start](#)
- [Transitional Studies](#)
- [International Programs](#)

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

As stated in 1.C.2, Peninsula College's faculty play the central role in establishing curriculum, assessing student learning, and improving instructional programs through the faculty curriculum committee ([Curriculum Handbook September 2024.pdf](#)), quarterly student learning outcomes reports ([SLOs](#)) and Academic Unit Program Reviews ([AUPR Template](#)). Below is more detail on the ways that the college supports this work.

Student Learning Outcomes Assessment

Peninsula College is committed to assessing the quality of learning of our students, viewing this as a way we model lifelong learning as a community. Continual reflection, data analysis, and assessment allows us to celebrate successes in student achievement as well as identifying areas of growth within our curriculum and pedagogy to stay current with the needs of our students and community. By completing regular assessments of learning, we are promoting that we as a college have a high standard of teaching and learning where student success is vital.

Each quarter, all full-time and part-time faculty members complete one Student Learning Outcome (SLO) report for one course they taught that quarter. To help faculty track their changes and data, they are encouraged to complete an [SLO Report](#) for the same course throughout the academic year if they teach the course multiple quarters. The SLO reports are in a Word document that allows faculty some flexibility in their responses. Faculty are given approximately two weeks to complete their SLO reports, which are submitted to the Faculty Assessment and Instructional Design Coordinator at the same time their quarterly grades are due. This is purposeful so that faculty are already finalizing assessments and grades in their course, so student success and areas of growth are fresh on their minds.

The SLO report follows the [Transparency in Learning and Teaching \(TILT\)](#) framework by communicating to faculty the purpose of the report, clear step-by-step instructions to completing the report, and the criteria for success by clearly stating what is expected from faculty who complete the report. The Faculty Assessment and Instructional Design Coordinator also holds faculty support hours during the two weeks faculty must work on their reports to help brainstorm with faculty about improvements they want to make to their courses based on that quarter's student data.

The SLO reports are broken down into different sections:

Section	Description
<ul style="list-style-type: none"> TILT-ed Instructions 	Explaining to faculty why they are being asked to complete an SLO report, how to complete the report, and what should they focus on in their narratives.
<ul style="list-style-type: none"> Overview 	Instructor Name and Course Number.
<ul style="list-style-type: none"> Course Learning Outcomes 	Instructions fill in their course learning outcomes for the course of their choosing. They then pick which ILO aligns with each course learning outcome from a drop-down menu.
<ul style="list-style-type: none"> Example Student Work 	Faculty then share one assignment from the course and one example of student work for that assignment. Faculty then write a narrative on how the student work shows achievement of one ILO.
<ul style="list-style-type: none"> Course Learning Outcome Success 	Faculty identify a course learning outcome student did well on that quarter and then reflect on why they believe students did well on it.
<ul style="list-style-type: none"> Course Learning Outcome Advancement 	Faculty identify a course learning outcome that they believe students could do better on and then reflect on what changes they will make to their course in the future to increase student achievement of that course learning outcome.
<ul style="list-style-type: none"> Support 	This area is for faculty to communicate to the Center for Equity, Teaching, and Learning (CETL) any support they anticipate needing to make their self-identified modifications to their course.
<ul style="list-style-type: none"> Equitable Assessment Methods 	Faculty are provided a small checklist of equitable assessment practices they use in their course and are given the opportunity to explain further how that equitable assessment method looks in their course.

Once faculty have submitted their SLO reports, the Faculty Assessment and Instructional Design Coordinator analyzes each SLO report to look for trends in data in terms of Institutional Learning Outcomes alignment, coding themes found in narrations of the successes and advancements in course learning outcomes, specific supports that faculty are requesting, and the equitable assessment methods used in various courses ([SLO Summary Reports from 23-24 Academic Year](#)). As you will see in 1.C.7, the information in the SLO reports directly influence the professional development offered to the faculty. The Faculty Assessment and Instructional Design Coordinator also individually reaches out to faculty to share resources, if applicable, based on the changes they self-identified they want to make to their courses. Completing and submitting SLO reports is now required in the faculty contract (10.1.1.9 [PCFA 2024-2027 Contract](#)) and filling them out is also included as

part of the new evaluation criteria in the contract (Appendix C) and as part of the tenure and post-tenure review processes (13.3.2.1 and 13.4.2).

The overall process and its alignment to Institutional Learning Outcomes and Program Outcomes is outlined in the [Learning Outcomes Assessment Process](#) document.

Support Structures

The following structures support this assessment process and ensure faculty involvement:

Assessment Committee

The [Assessment Committee](#) works with the Faculty Assessment and Instructional Design Coordinator to review SLO report data, provide feedback on continuing to improve the SLO process, and provide guidance on facilitating faculty discussions around this data.

Center for Equity, Teaching, and Learning

The [Center for Equity, Teaching, and Learning](#) offers professional development in effective outcomes assessment practices that improve teaching and learning at the course, program, and institutional level. Starting in the 2023-2024 academic year, the CETL was able to pivot their outcomes assessment offerings to be more individualized and material driven. These changes and updated outcomes assessments supports include:

- Responsive assessment activities during the Fall professional development week
- A revised SLO report meant to increase clarity for faculty respondents
- One-on-one SLO support meetings
- Guiding materials available on SLO reports available in the CETL Portal Canvas course.
- Resources tailored and shared with faculty based on the self-identified areas for growth they reported in their SLO reports.

In addition, CETL works with faculty to use SLO reports to identify professional development needs that the CETL can support. CETL professional development is now centered around the new tenure process within the [PCFA 2024-2027 Contract](#). The new process centers around six overarching portfolio outcomes that can be tracked to SLO sections dealing with instruction. Specific professional development opportunities are then planned based on SLO analysis.

Curriculum Committee

The Curriculum Committee was founded through Faculty Senate as part of shared governance at Peninsula College on the premise that faculty have the primary responsibility for ensuring the quality and rigor of the college's curriculum ([Curriculum Committee Handbook](#)).

The committee reviews proposals for new and revised courses. In that review process, the committee considers:

- Integration of the course with the existing curriculum
- Transferability
- Alignment to career standards and (for transfer courses) ICRC Guidelines
- The clarity of the course description
- The measurability of course outcomes and alignment of assessment methods to those outcomes
- Whether the course has appropriate rigor for the level being proposed
- Issues of equity and inclusiveness in the proposed course
- Credit values and contact hours

Equity Committee

The College's Equity Committee [Equity Committee](#) develops and assesses the College's annual equity plan ([Diversity, Equity & Inclusion | Peninsula College](#)), which includes a goal to review and improve curriculum using an equity tool that is being developed by CETL through a listening session process with faculty. CETL reviewed course descriptions and course outcomes with the tool in 2023 and shared the results with the Office of Instruction and Faculty ([Report on Pilot Course Description Audit](#)). As a follow-up to the report, CETL conducted listening sessions with faculty in spring 2024 and shared those results during fall in-service week with the goal of continuing to build a tool that can be used by faculty to assess and improve the inclusiveness of their courses as well as offering Faculty Learning Communities to allow faculty to collaborate and work on improving inclusive practices into their classrooms ([Listening Session Report](#)).

Faculty Professional Development Committee

The purpose of the Faculty Professional Development Committee is to collaborate with the Center for Equity, Teaching, and Learning (CETL) on the development and coordination of professional development activities for faculty that align to institutional priorities and faculty needs, including student learning outcomes assessment. The committee works closely with CETL to plan the fall faculty retreat and to establish a schedule of CETL workshops and activities each year. For example, the committee helped develop content for a quarterly professional development newsletter, approved a year-long CETL effort around adopting the Four Connections ([Newsletter Introducing 4 Connections Project](#)) to enhance engagement between faculty and students and improve WIV (withdraw, incomplete, vanish) rates, and consulted on CETL approaches to providing professional development regarding Artificial Intelligence.

Guided Pathways Steering Committee

The Guided Pathways Steering Committee is co-chaired by the Vice Presidents of Student Services and Instruction and includes cross-campus representation from faculty, the office of instruction, enrollment services, advising, institutional research, DEI, and marketing and communications. It creates an annual work plan that it submits to SBCTC and creates work

groups to enact the plan. This year's priorities include discussing how better to use Pathways-specific data in our planning, continuing to revise our advising model within the Pathways framework, continuing to adapt our COLL 101 course material and outcomes for use in Prof-Tech programs, revising our early alert system to identify and support students who need help earlier in the quarter, continuing to develop directed self-placement for math and English, implementing a two-year instructional schedule to help students with long-term academic planning, working with the Dean of Arts & Sciences on reviewing and revising AA and AS degree program maps to align better with transfer requirements, and assessing the transparency of our student Guided Pathways resources through a secret shopper program. As the fourth pillar of the Guided Pathways model is to "ensure students are learning", the SLO report and program review processes are seen as part of the college's Guided Pathways work; an [example program review](#) was discussed at the November Steering Committee meeting ([Guided Pathways November 2024 Agenda and Notes](#)) and at the December President's meeting as an example of how disaggregated student success data is being used in program assessments to plan for improvements.

What's Next

Peninsula College continues to refine its Student Learning Outcomes (SLO) assessment through collaboration with the Assessment Committee and the Faculty Assessment & Instructional Design Coordinator. A key goal is to empower faculty to use Tableau data dashboards to identify equity gaps in their courses and implement targeted instructional strategies. Since Tableau is still new to faculty, additional training and support will be provided to build confidence in leveraging data for student success.

In 2024-25, the Assessment Committee is working to improve communication with teaching faculty on SLO data and to highlight collaborative efforts to help students achieve Institutional Learning Outcomes. This work will focus on closing equity gaps at both the course and institutional levels.

The Professional Development Committee is shifting to a more hands-on, relationship-driven approach to assess faculty needs, moving away from surveys and forms. Insights gathered will inform fall faculty retreat programming and ongoing training through the Center for Equity, Teaching, and Learning (CETL).

The new faculty evaluation process, outlined in the PCFA 2024-2027 Contract, is being piloted in 2024-25 with probationary faculty ([see PCFA Contract Appendix C](#)). This portfolio-driven evaluation will eventually expand to all full-time and part-time faculty, aligning professional development with improvements in teaching and learning. A key component of the evaluation includes reflective course assessments (SLO reports) aimed at continuous improvement.

Faculty also engage in annual program reviews, analyzing data to guide program enhancements. The Office of Instruction continues to work with deans and faculty to ensure consistent and meaningful use of this tool for data-informed assessment and improvement.

At its January 2025 meeting, the Guided Pathways Steering Committee identified key indicators that align with Guided Pathways priorities ([SEM Plan Short Summary for Guided Pathways](#)). Moving forward, the college will analyze disaggregated data for these indicators to identify student success gaps and develop targeted interventions. This approach ensures that institutional planning remains focused on equity, retention, and student achievement.

Evidence/Exhibits Referenced Above:

- [SLO Report](#)
- [Transparency in Learning and Teaching \(TILT\)](#)
- [SLO Summary Reports from 23-24 Academic Year\)](#)
- [Learning Outcomes Assessment Process](#)
- [Assessment Committee](#)
- [Center for Equity, Teaching, and Learning](#)
- [PCFA 2024-2027 Contract](#)
- [Curriculum Committee Handbook\)](#)
- [Equity Committee](#)
- [Diversity, Equity & Inclusion | Peninsula College](#)
- [Report on Pilot Course Description Audit\)](#)
- [Listening Session Report\).](#)
- [Newsletter Introducing 4 Connections Project\)](#)
- [example program review](#)
- [Guided Pathways November 2024 Agenda and Notes\)](#)
- [SEM Plan Short Summary for Guided Pathways](#)

Additional Evidence:

- [Sample SLO Reports](#)
- [Program Review Template.docx](#)
- [Sample Program Reviews](#)
- [Shared Governance Policy and Procedures](#)
- [Guided Pathways Committee Minutes; Peninsula College GP Work Plan 2024-25.docx](#)

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The Associate of Arts Direct Transfer (AA) degree at Peninsula College teaches the general education core and is designed to prepare students with the intellectual knowledge, skills, and abilities to transfer and be successful at four-year institutions. The College's [Associate in Arts, Direct Transfer Agreement \(AA-DTA\)](#) aligns to the statewide Direct Transfer Agreement (DTA), as outlined in the Intercollege Relations Commission (ICRC) Handbook. According to the Handbook, the agreement ensures “that a student who completes a DTA associate degree at a public community or technical college in Washington or the Northwest Indian College will have satisfied the lower division of general education requirements at the signatory baccalaureate institutions.” Courses that count toward general education requirements fall into two basic requirement areas (Communications Skills and Quantitative/Symbolic Reasoning Skills) and three distribution areas (Humanities, Social Sciences, and Natural Sciences). Peninsula College courses meeting these transfer requirements align to the guidelines in the [ICRC Handbook](#). The competencies are integrated throughout the basic requirement and general education courses that are the core of the AA DTA degree.

Required Credits by Distribution Area for Two-Year DTA Degrees

DTA Degree	Communication Skills	Quantitative/ Symbolic Reasoning Skills	Humanities	Social Science	Natural Science
Associate of Arts	10	5	15	15	15
Associate in Business	10	10	15	15	15
Associate in Computer Science	10	5	15	15	15
Associate in Nursing	10	5	15	15	25
Associate in Science	5	15	15	5-10	50

Core Theme Indicator-Student Achievement Data

Core Theme	Core Theme Indicators	2021-22	2022-23	2023-24	3 YEAR AVERAGE	MISSION FULFILLMENT GOAL
Achieving Academic Excellence	Class Success Rates (2.0 or higher)	82.6%	82.3%	82.3%	82.4%	80%
Advancing Student Success	Fall-to-fall retention or completion (FTEC all students) PC Peers Aspirational (SPSCC)	69% 60% 59%	66% 60% 63%	66% 63% 64%	67% 61% 62%	55%

Core theme indicator data shows that overall success rates for transfer students have been consistent and high the last three years. Core courses taken by transfer students address collegewide general education competencies, which also serve as the college's ILOs. The overall success rate is a general indicator that students are developing the collegewide competencies through their degree work. Retention rates have also been steadying the last three years, rising in 2021-22 after dipping a few percentage points in 2019-20 and 2020-21 due to COVID. Retention is a significant factor in student achievement of collegewide general education competencies because the competencies are reinforced as a student continues his or her degree and takes more required classes that address collegewide general education competencies. In the analysis below, we look more directly at student achievement in each competency through an analysis of SLO reports.

Collegewide General Education Program Review

Peninsula College instructors use [Student Learning Outcomes \(SLOs\)](#) reports to assess student achievement of course learning outcomes, to plan for continual improvement, and to document evidence of learning. SLO reports include a table showing the alignment of course outcomes to collegewide general education competencies and to assessments and targets connected with those outcomes. This alignment allows the college to identify courses where core assessments align to collegewide general education outcomes. The narrative section of the SLO report provides space for faculty to report on the results of their outcomes assessments and plan future improvements based on the results.

Peninsula College's collegewide [General Education Competencies/Institution-wide Learning Outcomes \(ILOs\)](#) are:

1. Communications
2. Quantitative Reasoning
3. Information

4. Critical Thinking
5. Personal and Interpersonal

At the conclusion of each quarter, the Faculty Assessment and Instructional Design Coordinator does an analysis of the SLOs and what they show about ILO assessment across the curriculum and shares these reports with faculty during all-instruction meetings with the Vice President of Instruction. During the 2024-25 academic year, CETL is working with the Assessment Committee to develop a more robust process for sharing and discussing these summary assessments with the goal of having a more robust process for continuous improvement of ILOs across the curriculum.

When faculty complete the Student Learning Outcome (SLO) reports, they self-select which of their course learning outcomes align with the ILOs. The table below shows the alignment between course learning outcomes ILOs for the 2023-2024 academic year for 124 courses:

Peninsula College ILOs	Course Learning Outcome Alignment Fall 2023	Course Learning Outcome Alignment Winter 2024	Course Learning Outcome Alignment Spring 2024
Communication	45	56	56
Quantitative Reasoning	22	19	34
Information	62	48	71
Critical Thinking	64	93	95
Personal & Interpersonal	31	30	54

The above table reveals that Critical Thinking and Information are the most frequently represented ILOs. This shows the faculty's emphasis on equipping students with analytical and research skills that are vital for academic and professional success. In contrast, competencies such as Personal & Interpersonal and Quantitative Reasoning are less frequently aligned. This presents an opportunity to explore ways to integrate more personal skills into the curriculum, especially for asynchronous classes. For Quantitative Reasoning, faculty may need assistance to see how they do incorporate quantitative reasoning into their courses, even if they do not teach a traditionally aligned Quantitative Reasoning course like STEM classes or accounting. Before the new 2024 Faculty Contract, SLO completion for faculty was encouraged but not mandated. In the new contract, completing one SLO report per quarter is expected of all faculty. It could also be that faculty members from high Quantitative Reasoning classes (math, accounting, science, etc.) had a lower rate of SLO completion.

Faculty-submitted student work samples provided evidence of the variety of ways students master Peninsula College's Core Competencies throughout the curriculum. Below are examples of themes of how student work samples align to each Peninsula College's Core Competencies from various disciplines:

Communication

Students have shown mastery of the Communication competency in a variety of ways from:

- Identifying comprehensions of main ideas and conclusions in structured assignments like essay analysis in peer reviews and research projects.
- Writing for a variety of audiences, such as personal narratives, letters, and multimedia content.
- Presenting information individually and in group work synchronously in class or in asynchronous assignments

Personal & Interpersonal

Students have shown mastery of the Personal & Interpersonal competency in a variety of ways from:

- Student self-assessments reflecting on their progress in the course through journals and portfolios.
- Small group and whole class discussions boards highlight students working together and professionally interacting with each other.
- Reflective narratives focusing on their community and how it has shaped their view of their place in the world.

Quantitative Reasoning

Students have shown mastery of the Quantitative Reasoning competency by:

- Practice problems highlighting how to solve complex problems and graph by breaking down complex problems into step-by-step processes.
- In Business classes, students actively apply math to real-world problems such as budgeting and accounting.
- Explaining numerical responses to a problem with written explanations and responses.

Information

Students have shown mastery of the Information competency by:

- Using credible sources in their writing and research projects while citing their sources.
- The ability to use spreadsheets, word processors, and presentation software in assignments.
- Using multiple sources throughout an assignment
- Researching bias or accuracy in online sources

Critical Thinking

Students show mastery of Critical Thinking by:

- Using lab reports to gather, analyze, and apply data to challenges.
- Debating with each other centering evidence and data in their arguments.
- Writing essays or reflective journals integrating and evaluating their own biases to shape their understanding of problems and content

In the Fall 2024 SLO report, faculty were asked to identify one course learning outcome where students performed well and one course learning outcome where students struggled. Previously in the SLO report, faculty had mapped each course learning outcome to the ILO it aligned with most closely. This process allows us to analyze whether the course learning outcomes identified as successful are aligned with a particular ILO and, similarly, whether the less successful course learning outcomes show patterns in their alignment with specific ILOs. This comparison could provide valuable insights into areas of strength and opportunities for growth at the institutional level.

Peninsula College ILO	Successes	Advancements
Communication	8	6
Quantitative Reasoning	6	7
Information	11	20
Critical Thinking	26	18
Personal & Interpersonal	12	6

The analysis of course learning outcomes mapped to ILOs shows key areas of successes and opportunities for advancement at Peninsula College. Critical thinking shows to be a success across classes in the Fall 2024 with 26 outcomes identified as strong, while Information shows advancements need to be made. Moving forward, this data will guide professional development to enhance outcomes in areas with fewer successes, capitalizing on strategies and techniques already contributing to strong performance in other Institutional Core Competencies.

The Assessment Committee is spending the 2024-25 academic year developing a more robust process for facilitating faculty-wide discussions of how ILOs are taught and assessed across the curriculum. The goal is to analyze one ILO per year based on the previous year's SLO reports. The Assessment Committee will then support discussion amongst faculty of student success in the ILO, the variety of ways students meet the ILO, how well students are achieving the ILO, and possible future actions to better support and improve student learning. The committee will then gather data from the faculty discussions and prepare a summary report to share with the whole campus. For the 2024-2025 school year, the Assessment Committee is analyzing the previous year's reports to develop this process.

We are committed to continual reflection and analysis of the ILOs through the Assessment Committee and the SLO Reports. It is important to us to use data to inform student

success in achieving the Core Competencies as well as helping them prepare for the skills needed to transfer or enter the work force.

What's Next

Peninsula College's Faculty Assessment & Instructional Design Coordinator, along with the [Assessment Committee](#), is working on a plan to better analyze how course outcomes align with the ILOs across different programs. The goal is to ensure that students graduate with a strong mastery of these ILOs. This process will help programs identify trends, recognize successes, and find areas for improvement. It will also support faculty in refining their Student Learning Outcomes (SLO) reports and encourage collaboration to enhance teaching and learning. The committee is currently in the planning phase, aiming to develop the process in winter and spring 2025 and introduce it to the campus in fall 2025 ([Assessment Committee Meeting January 21](#)).

Evidence/Exhibits Referenced Above:

- [Associate in Arts, Direct Transfer Agreement \(AA-DTA\)](#)
- [ICRC Handbook](#)
- [Student Learning Outcomes \(SLOs\)](#)
- [General Education Competencies/Institution-wide Learning Outcomes \(ILOs\)](#)
- [Assessment Committee Meeting January 21](#)

Additional Evidence:

- [Sample SLO Reports](#)
- [SLO Summary Reports from 23-24 Academic Year](#)
- [Assessment Committee Meeting November 2024.docx](#)
- [Employer survey results with 2020 and 2024.docx](#)

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The Center for Equity, Teaching, and Learning (CETL) is the primary source of professional development at Peninsula College for our teaching faculty. The Faculty Assessment and Instructional Design Coordinator's role is not only designing professional development but also collecting and analyzing faculty SLO Reports ([SLO Summary Reports from 23-24 Academic Year](#)). The data provided in each quarter's SLO reports directly informs the CETL of the needs of the faculty. The Professional Development Committee also works with the CETL to inform the professional development offered at the college and to provide feedback to the CETL on their offerings.

In the SLO reports, faculty fill out a section reflecting on changes they plan on making to their course based on that quarter's achievement of the learning outcomes for the course and a section where faculty can talk about the support they anticipate they will need from the CETL to make those changes. The Faculty Assessment and Instructional Design Coordinator then codes those narrations to identify themes among faculty as to what they are working on in their courses to help plan professional development to support them in those changes. Below you will see the common themes faculty identified as modifications to their courses from the 2023-2024 SLO Reports:

Coding Category	Definition	Examples
Content Updates	Adding, subtracting, or modifying existing course content	Incorporating new content from professional organizations,
Assessment and Assignment Redesigns	Modifying assessments to better match learning outcomes	Better alignment of assignments to match skill development expectations
Pacing and Scaffolding	Changing course design to include more supports for students as well as the timing of content	Pacing and order of course content
Student Engagement and Support	Providing an inclusive, supportive classroom to increase student motivation	Meet with more students 1:1 early in the quarter, mixing up instructional strategies
Transparency with Clearer Expectations	Limiting student confusion of course design and/or assignment requirements	TILT, rubrics, grading criteria

Student Centered Learning	Students have choice and assignments are relevant to their goals	Addressing accessibility issues and accommodations, more active learning strategies, providing choice
Technology Integration	Exploring new technology to incorporate into their course	UDOIT utilization, simulations, exploring AI use, integrating diverse multimedia, discussions

Based on those results in 2023-2024, the CETL offered faculty learning communities, workshop series, and campfire discussions centered around:

- The 4 Connections
- Artificial Intelligence
- Alternative Grading and Equitable Grading Practices
- Accessibility
- Student-Self Assessment
- High Impact Instructional Strategies
- Transparency in Learning and Teaching (TILT)
- Social Justice in the Curriculum
- Inclusive Pedagogy Strategies

An example of the impact these professional development opportunities has had on student learning outcomes can be seen from the faculty that participated in a 4 Connections Faculty Learning Community (FLC). The 4 Connections focuses on student belonging and encourages faculty members to do four things:

- Learn students' names
- Have 1:1 meetings with students
- Check-in regularly with students
- Practice paradox (be flexible with students)

The FLC met monthly during the 2023-2024 school year. Below you will see a table of course success from those faculty members comparing their course success in 2022-2023 and 2023-2024:

Instructor	Course Success 2022-2023	Course Success 2023-2024
1	68.6%	76.3%
2	69.7%	85.7%
3	67.6%	76.3%
4	77.0%	76.6%

5	88.0%	93.1%
6	96.7%	91.2%
7	73.3%	76.2%

The faculty at Peninsula College are dedicated to continual growth and learning that is offered by the CETL. In the 2023-2024 school year, 162 faculty members attended sessions by the CETL.

The CETL works closely with the Faculty Professional Development (PD) Committee to receive feedback from faculty representatives, but also to gain insight into current teaching and learning topics that need additional support. The PD Committee is chaired by the Dean of the CETL and comprises 9 faculty members from areas across campus. The PD Committee is responsible for planning the annual Faculty Retreat, which is a day-long professional development to introduce new teaching and learning initiatives to all faculty on the campus at the beginning of each year. The 2024-2025 Faculty Retreat provided professional development around high impact instructional strategies, student self-assessment, and digital accessibility in the classroom.

In response to both Policy 188 ([Peninsula College Accessible Technology Policy](#)) and the recent changes to Title II of the ADA, the CETL has also increased its professional development around digital accessibility in the classroom. One of the professional development options within the faculty retreat included a workshop on digital accessibility that discussed changes in Department of Education policy, as well as its impacts on both faculty and students. Faculty attendees expressed further interest in both digital accessibility and services provided by the Access Services department, leading to a joint presentation from the Access Services Manager and Dean of the CETL. Faculty at Peninsula College will continue to be provided training, presentations, and workshops around digital accessibility and our Access Services department through the 2024-2025 academic year. The CETL will be holding sessions around a tool added into our learning management system: UDOIT Advantage. This tool can support faculty in making changes to their online learning environments including updating headings, creating OCR versions of PDFs, and maintaining color contrast standards set by WCAG 2.1AA. The CETL also offers one-on-one Accessibility Support Meetings, as well as workshop sessions where faculty attendees can receive support as a group when editing their courses for digital accessibility.

Peninsula College is committed to the process of data reflection and continued improvement from SLO reports, the Professional Development Committee, and surveys targeting faculty needs and wants. The CETL uses these results to ensure that professional development is not only meeting current educational best practices around pedagogy and curriculum design but is also adaptable to the ever evolving needs of our students and community. Faculty model the importance of lifelong learning to our students by continued commitment to learn and grow from their SLO reports and through attendance

at professional developments. Faculty submit early alerts to indicate students may be struggling with learning outcomes and need further intervention. Members of the Student Success team follow up on these alerts, provide support to students or get them connected to additional resources, and close the loop with faculty. Faculty also submit CARE reports to indicate a student may be struggling in ways other than academic, e.g., physical or mental health, safety, domestic violence, or Title IX. Again, the CARE team follows up on the reports, provides support, or gets a student connected to additional campus or community resources to ensure students' success.

The college's [Learning Center](#), which includes the Math Center, Writing Center, and Tutoring Center, reports to the Dean of the Center for Equity, Teaching, and Learning. That alignment allows for strong communication between the Office of Instruction and the Learning Center. The Learning Center can thus align its services with CETL initiatives and share information about common student struggles to CETL and E-Learning that can inform CETL professional development planning. A recent example of these synergies was the Math Center adopting MathGPT, an AI-powered, "cheat-proof math tutor" in part as a result of CETL discussions and workshops on the use of AI in the classroom. The AI chatbot supports students by guiding them through textbook concepts, with options for video explainers and interactive lessons. Students who used the tool highlighted reduced anxiety, lower emotional toll, quicker insights into knowledge gaps, helpful formula guidance, and step-by-step reassurance.

Collaboration with the math department is a key component of the Math Center's effectiveness. The Learning Center Coordinator attends Math Department meetings to stay aligned with faculty goals, co-creates Math Center assignments with math instructors, and supports special projects that require communication, supplies, or tutor training. Math instructors actively promote the Math Center to their students in Canvas courses and during class, while the college's eLearning and Marketing teams share timely announcements and social media posts to ensure all students are aware of the Math Center's resources.

The Writing Center collaborates with Instruction and Reference Librarians to offer reading and research tutoring, creating a seamless support system for students working on projects. Librarians provide guidance on using library databases, identifying reliable sources, and applying content-specific reading strategies. Many students benefit from an iterative process, scheduling repeat sessions with both writing tutors and librarians as they learn the writing process and develop research skills. This collaborative, ongoing support allows students to build confidence and strengthen their skills over time. Of course, many students only need a single session in the Writing Center, and the tutors provide support for any writing projects that students are working on.

Communication with faculty is a cornerstone of the Writing Center's approach to student success. After each tutoring session, Writing Center tutors complete Tutor Reports, which are shared with instructors. Faculty members have expressed appreciation for these session notes, as they provide insights into the support students are receiving and enhance collaborative efforts to help students succeed. The Learning Center Coordinator maintains

communication with the English Department chair to address needs, provide updates, exchange feedback, and ensure Writing Center services align with instructor and course goals.

What's Next

The Center for Equity, Teaching, and Learning (CETL) continues to develop professional development opportunities informed by Student Learning Outcomes (SLO) reports and faculty needs. A key focus is streamlining the SLO reporting process, making it easier for faculty to access and use assessment data. Efforts include linking course outcomes to assignments in Canvas and integrating equity data from Tableau, reducing the complexity of data extraction while ensuring meaningful insights.

Future professional development will help faculty leverage assessment data to drive improvements in teaching and learning. This includes training on Tableau to identify equity gaps within courses and across the college, enabling data-informed instructional decisions with a focus on student success.

Additionally, CETL aims to foster a culture of shared learning by inviting faculty to showcase success stories and case studies on how assessment data has led to meaningful course improvements. These examples will help close the loop on SLO reports while inspiring faculty to refine their own instructional practices.

Evidence/Exhibits Referenced Above:

- [SLO Summary Reports from 23-24 Academic Year\)](#)
- [Peninsula College Accessible Technology Policy\)](#)
- [Learning Center](#)

Additional Evidence:

- [Post-Tenure Evaluation Worksheet.docx](#)
- [Advancement Plan for Probationary Faculty.docx](#)
- [Tutoring Resources & Canvas Help | Peninsula College](#)

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Peninsula College follows transfer standards established by the Washington State Articulation and Transfer Council (ATC) and the [Intercollege Relations Commission \(ICRC\)](#). The College also has representation on the Joint Transfer Council, which is a multi-sector standing committee that works to improve and advance student transfer in Washington.

Peninsula College welcomes transfer students from other institutions of higher education. College-level courses offered by regionally accredited colleges and universities are reviewed for transferability. Academic advisors can review unofficial transcripts with students to assist in creating an education plan. Official transcript evaluation is done with the student submitting official transcripts to the credentials evaluator in Student Services. These processes are outlined in College [policy 413](#) and on the College's [Transcript Evaluation](#) website. Any credits that come in as career technical education will be reviewed by the evaluation staff for review of transfer. The program faculty is consulted regarding transferability of a career technical education course.

As identified in College [policy 415](#), Academic Credit for Prior Learning (ACPL), Peninsula College accepts equivalency credit awarded through standardized tests, course challenge examination, portfolio assessment, and crosswalks between work-based learning and college courses which reflect work experience, life experience, military experience, formal and informal education, and training from in-state, out-of-state, tribal, or foreign schools demonstrating the student has knowledge or abilities equivalent to the course outcomes as assessed by subject area faculty.

Students interested in ACPL will meet with the Prior Learning Coordinator (PLC) in Student Services. The PLC will help determine the best route forward for the student, connect the student with the appropriate faculty, and guide them through the process. The process in which students follow to get ACPL is identified in [policy 415.01](#) and also on the College website ([Credit for Prior Learning | Peninsula College](#)).

What's Next

Crosswalks between work-based learning and college courses will continue to be created as students go through the ACPL process. The College is also exploring streamlining evaluations by utilizing AI tools, which would make educational planning information more readily available to students.

Evidence/Exhibits Referenced Above:

- [Intercollege Relations Commission \(ICRC\)](#)
- College [policy 413](#)
- [Transcript Evaluation](#)
- College [policy 415.](#)
- ACPL Process [policy 415.01](#)
- [Credit for Prior Learning | Peninsula College](#)

Additional Evidence:

- Articulation and Transfer Council website: <https://www.sbctc.edu/colleges-staff/commissions-councils/atc/>

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Peninsula College is an open enrollment institution with select admission to specific healthcare programs ([Nursing](#), [Medical Assisting](#), [Phlebotomy](#), and [Medical Office Assisting](#)). Recruitment for all programs is part of the Outreach, Workforce Programs and Professional Technical programs responsibilities. Recruitment takes place at program specific events (i.e. Cyber Security Night, Healthcare Fair), high school college fairs/events, community events, such as Farmer's markets, holiday celebrations, job searches and at Tribal events across Clallam and Jefferson counties. We also have community events on campus as part of our educational mission that introduces potential students to a wide variety of subjects and topics through our Studium Generale program, which meets weekly during the academic year. Target X is the CRM tool that we use to communicate with prospective students about events, program information, and timelines for admission.

Once admitted, students are enrolled in a [New Student Orientation](#) canvas course, with the expectation they will complete it prior to the start of classes. New Student Orientation can be completed in person or online. We invite students, via the Getting Started web pages, to choose a modality based on their needs. A Guided Pathways work group helped determine what the New Student Orientation learning outcomes are: a) students will be ready for their first class(es)/first week (related to where to look for resources), b) Students will develop self-advocacy, and c) Students will develop a sense of belonging. Students are surveyed after their NSO session. That data is used to determine if learning outcomes are met and used to determine if changes need to be made to the curriculum and delivery. Based on survey data staff have shifted the order of the topics covered, the length of time, and added snacks to the event. They also have found ways to reinforce the outcomes throughout the orientation.

Students are required to meet with an advisor before enrolling in any classes, every quarter, over the course of their program. An educational plan ([Mock Academic Plan](#)) is created in the initial advising meeting and is updated as needed each quarter with an advisor. The education plan is developed based on the program plans in the Peninsula College Catalog and students may track their progress through ctcLink's Academic Advising Report (AAR) ([Mock AAR](#)). The faculty have determined the student learning outcomes in advising are a) students will achieve their academic goals, b) students will develop self-efficacy, and c) students will develop a sense of belonging through advising. Surveys are sent to students after they meet with their Student Success advisor. This feedback is informally shared with

Student Success Advisors, by the Associate Dean for Student Success. They discuss ways to adjust advising conversations if needed.

All students are added to a post advising Canvas module, called [PC Anchor](#). Students stay in this module until they graduate. This module covers resources that students may need, informs them of important dates, and how to do certain processes (i.e. Registration). It also provides a space for students to connect.

All new AA students are required to take a College 101 course that was co-designed by Instruction and Student Services members. The course integrates culturally responsive teaching practices, wellness strategies, and academic planning tools. Curriculum is tailored to meet the needs of first-generation, economically disadvantaged, and underserved students. The COLL 101 Team has been making course improvements to increase COLL 101 course success and completion rates for economically disadvantaged students. As a result, completion rates in COLL 101 for economically disadvantaged students improved from 79% to 84% in the past year. Student survey data shows that nearly 90% of students feel more confident using college resources and better understand the connection between their education and career goals after completing the course. Course success rates in other college courses for students who have taken College 101 are 10% higher than student who have not taken COLL 101, and Withdrawal/Vanishing rates are more than cut in half.

What's Next

Peninsula College plans to systemize and institutionalize New Student Orientation (NSO) to ensure long-term sustainability. The scaffolded online orientation is in its final stages of refinement, and in-person sessions have been integrated with group advising and registration under the SOAR (Student Orientation, Advising, and Registration) model. A structured schedule of dates, locations, and a master events plan is in place, with ongoing efforts to solidify staffing structures and establish a dedicated budget for this work.

The next step for onboarding advising is launching an enhanced advising model that ensures a seamless transition to faculty advisors after students complete the onboarding process. This model includes:

- **Stronger advisor teaming and consultation** within areas of study.
- **A case management approach**, allowing students to receive wraparound support from multiple staff members.
- **Education plans** initially developed by **Student Success advisors** in Student Services, with future integration into a **state-supported student success platform** once approved and implemented statewide.

Based on the new advising model, we are gathering base line data for advising outcomes and are working on creating an assessment and continuous improvement plan.

These efforts will create a cohesive, student-centered advising experience, ensuring students receive personalized support from orientation through program completion.

Evidence/Exhibits Referenced Above:

- [Nursing, Medical Assisting, Phlebotomy, and Medical Office Assisting.](#)
- [New Student Orientation](#)
- [Mock Academic Plan\)](#)
- [Mock AAR\).](#)
- [PC Anchor](#)

Additional Evidence Exhibits:

- [Admissions | Peninsula College](#)
- [Outreach and Recruitment 2024-25 AAP.pdf](#)
- [Plan with Your Advisor | Peninsula College](#)

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Peer Institutions

In 2020, we began planning to measure institutional effectiveness in comparison with regional and national peer institutions. First, we reviewed our disaggregated indicator data and identified student achievement gaps for low income, American Indian/Alaska Native, and African American students. Next, we reviewed peer colleges with a similar size, campus setting, and program mix. We narrowed the list to peers that had similar disaggregated enrollments and completion rates by race/ethnicity and socioeconomic status. Peninsula College serves six indigenous communities, so it was important for our peer colleges to have American Indian/Alaska Native student enrollments of 1% or higher. Comparison data on our [peer institutions](#) is available on the college [Facts & Figures webpage](#) via the Student Outcomes link.

We selected five comparison colleges and one aspirational college. In the past year, Cabinet chose South Puget Sound Community college as an aspirational comparison college because it has been a top 10 Aspen Award winner twice in a row and is currently in contention for top college.

Campus setting and enrollment size for Peninsula College and comparative institutions are listed in the following table.

Peninsula College and Peer College Details

College Name	City, State	Campus Setting	Enrollment
			FTE – 2022-23 (IPEDS)
Peninsula College	Port Angeles, WA	Town, Remote	1188
Peer College			

Big Bend Community College	Moses Lake, WA	Town, Remote	1481
Centralia College	Centralia, WA	Town, Distant	1679
Grays Harbor College	Aberdeen, WA	Rural, Fringe	1307
Klamath Community College	Klamath Falls, OR	Town, Remote	1284
Walla Walla Community College	Walla Walla, WA	City, Small	2331
Aspirational College			
South Puget Sound Community College	Olympia, WA	City, Midsize	3359

Comparison College Data Sources and Limitations

IPEDS provided details for all potential peer colleges including size, campus setting, program mix, and disaggregated enrollment by race/ethnicity. While IPEDS provided several useful data sets to help us select our comparison colleges, it lacked a few of our institutionally meaningful measures related to equitable student achievement for low-income and historically underserved students of color. Other data sources we used to identify peers are listed in the table below.

Data Sources for Peer and Aspirational Institutions

Data Source	In-State	Out-of-State	Aspirational
Integrated Postsecondary Education Data System	●	●	●
Perkins Indicators for Underserved Populations	●	◐	●
Voluntary Framework of Accountability	◐	◐	
Washington State Student Achievement Initiative	●		◐
Washington Student Progress and Completion Dashboards	●		◐

● = Public data available for all colleges. ◐ = Public data available for some colleges.

Data and findings are reported in monthly presentations to the Board of Trustees ([Monthly presentations to the Board of Trustees](#)). These presentations are followed by more in-depth

presentations containing disaggregated data and comparisons shared out to the campus at the all-campus monthly [Meetings with the President](#). When data are available, graphs include comparisons to our peer colleges, the SBCTC system, and in 2024-25 to our aspirational sister college. Dashboards are used to drill down to more specific areas of concern.

Our initial comparison of student achievement indicators showed we underperformed our peers in the areas of transfer and full-time low income (Pell) students. Compared to our aspirational peers we underperformed in transfer, completion for full-time Pell and historically underserved students of color. These findings are helping us look beyond the limits of our own institutional goals to move us toward a better understanding of our equity gaps and where we need more focused improvement planning. Academic programs seek to address equity gaps through their program review processes. College-wide, through our grant work and Guided Pathways efforts we are improving wrap around services, onboarding, new student orientation, placement, advising, and the use of program maps. In addition, through Guided Pathways, we are addressing student success in the AA degree through a required COLL 101 college success course. The Center for Equity, Teaching, and Learning has focused its professional development efforts ([Screenshot of CETL Canvas Module 2023-24 Priorities.jpg](#)) the last several years on training faculty in inclusive teaching practices, including Transparency in Learning and Teaching (TILT), the Four Connections, Grading for Equity, and Universal Design for Learning.

Sharing Results

Indicator results are regularly reported in various venues and at varying levels of disaggregation for different audiences throughout the year, timed so that the most recent results are presented when available. While these presentations contain some analysis of historical trends and gaps, by their very nature they are not exhaustive. For that reason, the Institutional Effectiveness department developed and maintains a repository of data, files, reports, and dashboards on PC Connect called DataMart, which is available to all employees. Certain reports containing sensitive data housed in DataMart require specific permission to access.

Dashboards allow exploration and analysis for indicators including onboarding, enrollment, course success, retention, milestones, completions, transfer out, and credentials awarded. Each dashboard is organized in a specific way to allow ease of navigation and includes pages to view and disaggregate results at the following levels: Overall, Area of Study, Student Group, and Program. Data can be viewed at quarterly, annual, or 3-year average intervals. Common disaggregation's are: Adult Learners, Age Group, Economic Disadvantage, FYE in the First Year, First Generation, Full/Part-Time, Gender Reported, Kind of Student, Race/Ethnicity, TRIO, and Underserved Students. Student groups include Adult Learners, BFET, BAS, Basic Skills, Veterans, Workfirst, Worker Retraining, FYE in First Year, and First-Generation students. In addition, most dashboards include filters to include/exclude certain student groups such as Corrections students, Running Start Students, and Basic Skills students so that data can be drilled down to

specific student groups. Analyzing three-year averages is often recommended due to small sample sizes (results of less than 10 students are redacted for student privacy).

DataMart also contains a repository of historical reports from participation in Voluntary Framework of Accountability (VFA) and IPEDS which report on slightly different metrics than those available in dashboards, and survey reports and dashboards are linked in the DataMart as well.

Because there is a direct alignment of lagging and leading measures to strategic goals and objectives, review and analysis of disaggregated results can inform department and divisional priorities as documented in SLOs, AUPRs, AAPs, and Budget requests.

What's Next

Peninsula College has a strong system for collecting and reporting data through dashboards and reports on the College intranet (PC Connect) and through regular updates to the Board of Trustees and the campus community during President's meetings. The Office of Instruction is collaborating with faculty and Institutional Effectiveness (IE) to enhance the use of IE data in program reviews and Student Learning Outcomes (SLO) reports.

The Guided Pathways committee recently identified key metrics tied to working groups and will analyze results to refine focus areas and assess the impact of implemented solutions. With updates to the AAP tool and ongoing analysis of indicator results, the Cabinet will determine priority areas for improvement and set college-wide objectives that align with department goals.

A subgroup of the Data Governance Workgroup (DAWG) is reviewing how the College categorizes students into groups to improve data analysis for specific populations. This will be critical for evaluating the effectiveness of new programs and interventions, helping the College decide whether to continue, improve, or replace them.

Insights from disaggregated data will also inform the 2026 Strategic Plan. Selected indicators will align with student achievement goals, including persistence, retention, transfer, and workforce entry. Additional measures may be introduced to address equity gaps and ensure student success across all demographics.

As demonstrated, the College has a strong process for collecting and reporting data through dashboards and reports on the College intranet site (PC Connect) and through regular reports to the Board of Trustees and to the campus community at President's meetings.

Exhibits/Evidence:

- [Institutional Effectiveness Reports](#)
- [Enrollment Reports](#)
- [FTE Reports](#) (The PC Connect link is to online dashboards. This file contains two sample reports.)

- [Class Tally - 2024-25 Fall Winter 12-27-24.xlsx](#) (PC Connect link is to online dashboard. This is a sample file.)
- [VFA Reports](#)
- [PACE Employer Surveys](#)
- [Student Surveys](#)
- [Peer Institutions](#)
- [Facts & Figures](#)
- [Integrated Postsecondary Education Data System](#)
- [Perkins Indicators](#)
- [Voluntary Framework of Accountability](#)
- [Washington State Student Achievement Initiative](#)
- [Washington Student Progress and Completion Dashboards](#)
- [Monthly presentations to the Board of Trustees](#)
- [Meetings with the President](#)
- [CETL Canvas Module 2024-24 Priorities](#)

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Student Achievement indicators are available on the [Facts & Figures](#) website page in a dashboard that allows for a variety of disaggregations. The indicators align with the college's Guided Pathways goals and include sister college [peer comparisons](#) and comparison to the aspirational college. The indicators are 45 credits in Year 1, English Year 1, Math Year 1, Fall to Fall Retention or Completion, Completion Year 3, 4 Year College Completion, and Earnings Indicator Year 4. Although the data shows that the college's rates generally align to our peer institutions in these categories, the goal of our Guided Pathways initiatives is to improve in all areas.

In the summer of 2020, a team from the College attended the [Washington Center](#) Summer Institute and received individualized coaching for the development of a college-wide equity plan ([Equity Plan Summary Washington Center Team](#)). One of that group's recommendations, based on an analysis of equity gaps among Native American students in retention rates, was to conduct listening sessions through the College's Longhouse with our Tribal Education partners, with the results reported to the campus in fall of 2022 ([Final Listening Sessions Data Summary](#)).

One theme that arose in the listening sessions was the need for Native Students to have a personal connection on the campus. Several participants mentioned that the campus in the past had a multicultural and inclusion advisor who was a central point of contact for Native students. As a result of the listening sessions, the college re-established this position. Another common theme was the need to establish a sense of belonging on campus for Native students. The College has sought to increase this sense of belonging through a revitalized First Nations Club and through our continued development of Native language and integrated indigenous studies classes, as well as through a Tribal Management track in our BAS Management program.

Peninsula College completed a [Perkins V Comprehensive Local Needs Assessment \(CLNA\)](#) in 2024, which involved extensive data analysis and improvement plans for equity and access; student performance; size, scope, and quality of CTE programs; implementation of pathways and CTE programs of study; and recruitment, retention, and training of CTE Educators. In addition, we conducted an [employer survey](#) regarding our general education competencies, which showed an increase in the percentage of employers indicating they agree or strongly agree when asked to rate the core

competencies and career readiness of their most recent hire with a professional technical degree or certificate from Peninsula College.

What's Next

Linking indicators to [Guided Pathways workgroups](#) will facilitate a systematic review of disaggregated data, ensuring equity gaps are addressed through targeted improvements.

As Peninsula College develops the 2026 Strategic Plan, student achievement indicators will be selected to align with strategic goals and objectives. Disaggregated data will inform updates to mission fulfillment and aspirational goals. Additionally, the college will reassess peer institutions to identify more relevant comparison benchmarks.

Exhibits/Evidence:

- [Facts & Figures | Peninsula College](#)
- [Washington Center](#)
- [Equity Plan Summary Washington Center Team](#)
- [Final Listening Sessions Data Summary](#)
- [Perkins v Comprehensive Local Needs Assessment \(CNLA\)](#)
- [Peer Comparison Dashboard](#)
- [Employer Survey Results with 2020 and 2024](#)
- [Guided Pathways Work Plan](#)

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Peninsula College is committed to providing a learning environment in which every student has the opportunity to be successful. The college prioritizes transparency in sharing student learning outcome information throughout faculty. We believe that sharing that data and methodology with faculty not only strengthens trust among faculty, administration, and staff, but also provides and shares information identifying student success. This also ensures that student success is front and center and everyone at Peninsula College is working towards continual improvement.

Each quarter, faculty members are required to complete one SLO report for one course. Once submitted, the Faculty Assessment and Instructional Design Coordinator compiles the SLO reports into a [Quarterly Report](#) that is shared out to faculty. The reports follow the same general outline of sharing the methodologies of how the Faculty Assessment and Instructional Design Coordinator analyzed each SLO report, reporting of data of ILO alignment with course learning outcomes, reflecting on what course learning outcomes students were successful at and which course learning outcomes they would like to see students improve on. The report shares the themes from the reflective narrative on what faculty plan on changing next time they teach the course to improve those targeted course learning outcomes. The report finishes with how the CETL plans on supporting faculty members in the upcoming quarters to help them with their self-identified changes reported in their individual SLO reports. This report is either shared at the monthly All Instruction Meeting or through email to all the faculty. The Assessment Committee then uses the reports to help guide discussions around the Institutional Core Competencies in various meeting formats. In the 2023-24 academic year, faculty were introduced to [course outcome data](#) via Tableau, providing a new tool for analyzing student success and equity trends. As faculty become more familiar with the platform, efforts are underway to encourage regular engagement with data as part of instructional reflection and improvement.

As part of the 4 Connections Faculty Learning Community, participants explored their Tableau course success data, disaggregating it by student demographics to assess the impact of incorporating the 4 Connections framework in their courses. A similar activity will be integrated into the Equitable Grading Practices Community of Practice, where faculty will compare average GPA and course success rates at the conclusion of the 2024-25 academic year.

These efforts support a data-informed teaching approach, helping faculty refine their instructional strategies and promote equitable student outcomes.

Members of the CETL have also completed Inclusive Pedagogy [Listening Sessions](#) with faculty during the 2024 Spring Quarter. This work was introduced because of our college-wide equity plan. Faculty members volunteered to participate in the listening sessions that focused on social justice themes in their content and inclusive pedagogy techniques used in their classes. The facilitators from the listening session found many faculty are successful at creating a sense of belonging in their classes, using alternative assessment methods, and incorporating the importance of student choice. It was also identified from the listening sessions that faculty self-identified as needing more support and guidance centered around having uncomfortable, hard conversations in their classes, training on education strategies that are different to traditional practices and finding resources to incorporate social justice themes in their curriculum. This work has led the CETL to design and implement two faculty learning communities offered in the 2024-2025 school year to help faculty incorporate social justice themes in their curriculum as well as providing them with inclusive pedagogy techniques to use in their courses. After faculty implementation of practices in the two learning communities, the participants will be encouraged to analyze their Tableau data to identify impacts to their changes in curriculum and pedagogy. The information from the listening sessions were shared as a report to the faculty as well as presented at an All-Instruction Meeting.

For our Professional Technical programs, Peninsula College regularly collects and reports on Perkins indicators and plans program improvements based on them. As previously mentioned, our [2024 Perkins V Comprehensive Local Needs Assessment](#) analyzes data to review five key elements and plan strategies for improvements.

What's Next

Faculty will continue to engage in annual program reviews, using data to assess program effectiveness and plan improvements. The Office of Instruction, in collaboration with deans and faculty, is working to ensure consistent and meaningful use of this process, with a focus on disaggregated data to identify and address equity gaps.

At its January 2025 meeting, the Guided Pathways Steering Committee identified key indicators aligned with Guided Pathways priorities. Moving forward, these metrics will help measure the impact of Pathways initiatives, using disaggregated data to pinpoint student success gaps and develop targeted interventions.

Peninsula College remains committed to transparency, equity, and data-driven decision-making in student learning assessment. By openly sharing data and encouraging faculty to analyze their course metrics, the college fosters trust, accountability, and continuous improvement. These efforts ensure ongoing progress toward closing achievement gaps and supporting student success at every level.

Evidence/Exhibits Referenced Above:

- [SLO Summary Reports from 23-24 Academic Year](#)

- [Course Outcomes Database Screenshot.jpg](#)
- [Listening Sessions](#)
- [2024 Perkins V Comprehensive Local Needs Assessment](#)

Other Evidence/Exhibits:

- Agendas and Presentation Materials from past CETL data sharing with faculty (faculty retreats): [CETL Equity Efforts September 2023.pptx](#); [WIV Rates by Division.docx](#); [Equity in Data Presentation for Faculty.pptx](#); [PDQ Winter 2023 Final.docx](#); [Faculty Retreat 2023 Facilitation Guide.docx](#); [The 4 Connections.pptx](#); [Faculty Retreat and Equity Data Slides.pptx](#)
- [Peninsula Perkins Indicators 2022 -23 - Copy.docx](#)
- [Perkins Plan Report of Accomplishment 2023-2024 Peninsula.docx](#)

Conclusion

Peninsula College remains deeply committed to institutional effectiveness, student success, and continuous improvement. Through strategic planning, data-driven decision-making, and collaborative governance, the college ensures that its resources, programs, and services align with its mission and core themes. Key takeaways from this report include:

- **Integrated Planning and Assessment:** The college's comprehensive planning processes, including the Strategic Plan, Annual Administrative Plans (AAPs), Academic Unit Program Review (AUPRs) and Student Learning Outcomes (SLO) assessments, provide a structured and transparent framework for continuous improvement. These tools ensure that institutional goals are data-informed and responsive to evolving student needs.
- **Data-Driven Decision-Making:** Peninsula College employs leading and lagging indicators to assess student success, retention, and completion rates. The use of Tableau dashboards, institutional research, and disaggregated data analysis strengthens informed decision-making at all levels.
- **Commitment to Student Success:** Guided Pathways implementation has significantly improved student achievement by streamlining academic pathways, increasing first-year math and English completion rates, and enhancing retention efforts. Our efforts to create a new cohesive, student-centered advising experience will further support equitable student outcomes.
- **Faculty-Led Continuous Improvement:** Faculty play a critical role in assessing and refining curriculum and pedagogy. Through program reviews, SLO reports, and professional development provided by the Center for Equity, Teaching, and Learning (CETL), Peninsula College fosters a culture of reflective practice and instructional excellence.
- **Equity and Inclusion:** The college is actively addressing equity gaps through structured assessment processes, professional development on inclusive pedagogy, and targeted student support services. Faculty-led efforts, such as the 4 Connections and Equity Plan initiatives, are ensuring that all students have the opportunity to succeed.
- **Transparent Budgeting and Resource Allocation:** The Budget Advisory Group ensures that financial decisions align with strategic priorities through transparency and shared governance. The use of a budget rubric and long-term resource planning enhances fiscal stability and accountability.

- **Future Planning and Institutional Growth:** With the 2020-2025 Strategic Plan nearing completion, Peninsula College is preparing for its next phase of institutional planning. A collaborative strategic planning process will incorporate insights from an economic development summit, regional data, and campus-wide input to shape the next five-year vision.

As Peninsula College continues its mission-driven work, these structured assessment and improvement cycles will remain central to advancing student success, institutional excellence, and community impact. The college's commitment to data transparency, shared governance, and student-centered initiatives ensures it remains responsive to the evolving needs of its students and the broader community.

Addenda

Additional Requirements on Online Learning:

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

Peninsula College ensures that the student who registers for a Distance Education course or program is the same student who participates and receives credit through a secure authentication process.

Upon admission, students receive a [welcome letter](#) with their unique ctcLink ID number. To activate their student account, they must use secure personal identification information from their application. Once activated, students are enrolled in multi-factor authentication (MFA) through Okta, protecting access to:

- ctcLink (student records and registration)
- Canvas (learning management system)
- Other electronic student resources via the student portal

For security, students requesting a login reset must meet with Information Technology staff and provide photo ID for verification. This process safeguards student identity and ensures academic integrity in online courses.

Evidence/Exhibits:

[Welcome letter](#)

Policies and procedures that make it clear student privacy is protected.

Notifications to students at the time of registration of any additional charges associated with verification procedures.

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

Peninsula College ensures regular and substantive interaction (RSI) is met at the institution and course level, as stated in [Peninsula College Board Policy 335](#).

Courses are required to include “a clear explanation describing the instructor’s plan for engaging in regular and substantive interactions with students,” as per section 1.3 of the WA Course Design Checklist ([WA Course Design Checklist \(V4\)](#)). RSI is also addressed in the [Faculty Handbook](#) (pages 17-18), which includes a link to a document on [RSI Guidelines](#).

The Center for Equity, Teaching & Learning (CETL) provides workshops and one-on-one help sessions on meeting RSI requirements for Peninsula College faculty. It is included in the New Faculty Orientation training which takes place every September. The CETL has also created templates using the CIDILabs DesignPlus tool that incorporates a ‘communication plan’ into the course syllabus and homepage within the learning management system, Canvas, for faculty ease of implementation and student understanding ([Syllabus Template](#)).

The institution’s Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

All Peninsula College courses and programs undergo the same approval process, no matter the modality. All faculty, regardless of modality, are required to complete regular Student Learning Outcome Reports reflecting on course design, outcomes, and student achievement. Faculty are supplied with ample professional development opportunities provided by the Center for Equity, Teaching & Learning (CETL) providing support to faculty teaching classes in varied modalities.

Follow ups from PRFR Report

Finding Type 1: Spring 2024 Policies, Regulations, and Financial Review - The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.C.4; 2.G.7)

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.

2.G.7 The institution maintains an effective identity verification process for students, including those 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.

As previously stated under our policies and procedures to ensure students who participate in courses are the same ones who register for that course, Peninsula College maintains a secure and effective identity verification process to ensure that the student enrolled in a Distance Education course or program is the same student whose achievements are evaluated and credentialed.

Upon admission, students receive a welcome letter containing their unique ctcLink ID number. To activate their student account, they must verify their identity using secure personal information provided during the application process. Once activated, students are enrolled in multi-factor authentication (MFA) through Okta, ensuring secure access to:

- **ctcLink** (student records and registration)
- **Canvas** (learning management system)
- **Other electronic student resources** via the student portal

To protect student privacy, all identity verification processes comply with security best practices. Students requesting a login reset must meet with Information Technology staff and provide photo ID for verification.

Students are notified in writing at the time of enrollment of any current or projected charges associated with the identity verification process, ensuring full transparency.