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Peninsula College (PC) is a rural community college that serves approximately 3,000

students (1,630 FTE). Nestled between the Strait of Juan De Fuca and the one-million-acre

Olympic National Park in Washington State, PC serves a vital need as the only public college on

the 3,553 square mile North Olympic Peninsula. The

college's service area includes ten school districts and

103,392 residents across two economically distressed

counties (Clallam and Jefferson). The college proudly

serves five American Indian nations (Jamestown

S'Klallam, Lower Elwha Klallam, Quileute, Makah,

and Hoh) and is home to the first traditional
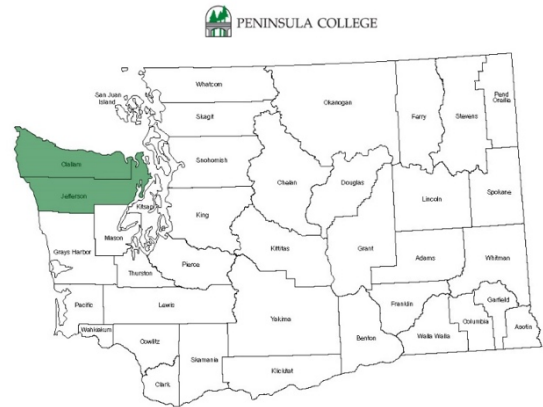
Longhouse built on a U.S. college campus. PC's main campus is located in Port Angeles and

occupies 75 acres in the foothills of the Olympic Mountains. Extension sites are located in Forks

57 miles west of Port Angeles and in Port Townsend 46 miles to the east. PC offers transfer and

professional-technical certificates/degrees and the only bachelor's program in the region.

Geographically Isolated Region. Peninsula College's remote location is one of its most

defining characteristics. In a recent survey of over 400 students, 97% responded that location

was the most important reason for attending PC. Access to the many educational institutions that

line Washington's I-5 corridor is not feasible for residents on the Peninsula. Commutes from the

North Olympic Peninsula to the I-5 corridor entail a one hour round-trip ferry ride costing

$26.00; a 112 - 346 mile drive, and from 4 ½ to 9 hours of travel time. Even students traveling

between PC campuses struggle with arduous commutes.

Service Area Depressed Economy. Modest growth in the marine trades, agriculture, advanced manufacturing, and tourism demonstrate slow but steady economic gains. However, Clallam and Jefferson counties are still experiencing high levels of unemployment and poverty resulting from catastrophic job losses in the timber and fishing industries compounded by the 2008 recession. Unemployment rates are at 8.1% in Clallam County and 7.2% in Jefferson County (WA State Employment Security Department, 2017) compared with the 5.3% state average and the 4.5% national average (US Bureau of Labor Statistics, 2017). Elevated numbers of families living in poverty also reside in these counties. And several micro-regions of extreme poverty, particularly on reservation lands (Neah Bay, La Push, and Lower Elwha), adversely affect PC's most vulnerable students, as demonstrated in the following table.

Service Area Families Living in Poverty		
Geographic Area	**Families Living Below 150% Poverty**	**Students Eligible for Free or Reduced Lunch**
Nation	19.3%	52%
Washington State	15.3%	46.3%
Clallam County	22.9%	53%
Jefferson County	16.2%	47%
Neah Bay	65.7%	67.8%
La Push	70.1%	97%
Lower Elwha	77%	90%
Sources: US Census/ACS, NCES Digest of Educational Statistics, OSPI Demographics		

Student/Faculty Characteristics. Of the service area's high school graduates who enroll in college, 39% attend PC (ERDC, 2014), and most of these students are underprepared for college-level coursework. PC students are, overall, younger and have a significantly higher representation of females and persons of color than the service district. PC currently employs 220 faculty (22% full-time/78% part-time). Approximately 10% of faculty are persons of color. Of full-time faculty, 33% have master's degree and 38% have doctoral degrees. The chart on the following page offers a summary of PC's student population characteristics.

PC Student Profile / Fall 2014[1]		
Total Headcount: 2990	*Inmate Headcount: 359 (12%)*	*Community Ed/Lifelong Learning: 434 (14.5%)*
Target Cohort Headcount: 2197	Note: All subsequent data are for the target cohort of *non-inmate, non-Community Ed/Lifelong Learning* students only.	

Total: 2197	Enrollment Status:	First Gen: 415 (18.9%)	Women: 1297 (59.9%)
Full-time: 1416 (64.5%)	New: 397 (18.1%)	Full-time: 286 (68.9%)	Full-time: 790 (60.9%)
Part-time: 781 (35.5%)	Transfer: 65 (3.0%)	Part-time: 129 (31.1%)	Part-time: 507 (39.1%)
Award Seeking: 1952 (88.9%)	Continuing: 1494 (68.0%)	First Time: 397 (18.1%)	Men: 900 (40.1%)
Full-time: 1280 (65.6%)	Returning*: 241 (11.0%)	Full-time: 272 (68.5%)	Full-time: 626 (69.6%)
Part-time: 672 (34.4%)	*Students returning after 7 or more years of absence	Part-time: 125 (31.5%)	Part-time: 274 (43.8%)

Age: Mean: 31.6   Median: 26.1

Under 18	18 - 24	25 - 44	45 – 64	65 and over
391	830	749	204	23
17.8%	37.8%	34.1%	9.3%	1.0%

Ethnicity: Students of Color (blue highlight): 516 (23.5%)

Unknown	Asian/ PI/ Hawaiian	African- American	AI / AN	Hispanic	Multiracial / Other	White	International
245	74	24	97	203	118	1319	117
11.2%	3.4%	1.1%	4.4%	9.2%	5.4%	60.0%	5.3%

Average Cumulative GPA: 2.67

Total FTE: 1,630.4

Faculty / Student Ratio: 15:1

Clallam and Jefferson County Residents: 2052 (93.4%)
Students with children: 25.4% (of those providing data)
Veteran Status: 115 (5.2%)
Students with disabilities: 184 (8.4%)
Students who work while attending classes: 667 (35.5% of those providing data)

Students Receiving Financial Aid: 1118 (50.9%)
  First time students: 141 (35.5% of first time students)
  Full time students: 796 (56.2% of full time students)
  Award Seeking: 1093 (56% of award seeking students)
  First-time, Full-time, Award-Seeking: 108 (48.6% of first-time, full-time, award-seeking students)

First to Second Year Retention Rate for First-Time, Full-Time Degree-Seeking Students (Fall 2014 to Fall 2015): 145 (65.3%) retained Fall to Fall

2014 IPEDS Graduation Rate for First-time, Full-Time Degree-Seeking Students within 150% of Normal Time to Program Completion (Fall 2009 cohort): 32%

2014 IPEDS Transfer-out Rate for First-Time, Full-Time, Degree-Seeking Students within 150% of Normal Time (Fall 2009 cohort): 14%

Degree and Certificate Offerings: 1 Bachelor of Applied Science degree, 37 Associate degrees, and 14 certificates in 21 areas of study

Degrees Awarded for 2014-15 Year: Total Degrees Awarded: 1253
BAS: 23, AA/AS/AAS (Transfer): 326, AAS (non-transfer): 83, Certificates: 782, GED: 18, HS Diploma: 21

[1]Source: PC and SBCTC Data Warehouse 2015-16; IPEDS; SBCTC 2014-15 Legislative Field Guide

A1. STRENGTHS, WEAKNESS, AND SIGNFICANT PROBLEMS

Title III Planning Process. This Title III proposal was led by President Luke Robins in partnership with the PC Cabinet (Vice Presidents for Finance and Administration, Student Services, and Instruction). The cabinet's decision to proceed with Title III proposal development was approved by the Board of Trustees. Stakeholders from across the college, including cabinet, faculty, and administrative staff came together in 2016 to identify PC's strengths, weaknesses, and significant problems in the areas of academic programs, institutional management, and fiscal stability. A Title III Project Development Steering Committee was formed to identify the strong evidence-based strategies required to address significant problems. Faculty, staff, and administrators were interviewed, and institutional gaps and opportunities were analyzed. The final Title III objectives and implementation strategies align with PC's Strategic Plan, Strategic Enrollment Management Plan, Guided Pathways Initiative Work Plan, and academic unit plans. The following table evidences the constituents and documents that informed the planning process.

Title III Project Steering Committee
Dr. Luke Robins, **President**; Dr. Sharon Buck, **Vice President of Instruction**; Jack Huls, **Vice President for Student Services**; Deborah Frazier, **Vice President for Finance and Administration**; Bruce Hattendorf, **Dean of Instruction (Arts & Sciences)**; Dr. Mia Boster, **Dean of Instruction (Prof Tech)**; Cathleen Engle, **Associate Dean for Student Success**; June Whitaker, **Director of Planning and Development**; Katie Brenkman, **Interim Director Institutional Research**; Dr. Kate Reavey, **Faculty Coordinator for Longhouse Programs**
Meeting Dates 2016: 11/26; 12/1, 7, 8, 14, 28 **2017:** 1/3, 4, 8, 9, 11, 13; 2/24; 3/3, 7, 14, 17, 21
Internal Constituents Involved in Planning Process
Board of Trustees, President's Office, Peninsula College Foundation, Institutional Research, Instruction Team Leaders, Student Services Team Leaders, Director of Facilities Planning and Operations, Longhouse Staff, Associate Dean for Library Services, Faculty Senate Chair, Guided Pathways Steering Committee, President's Administrative Council, Faculty Senate, and Strategic Enrollment Management Committee
External Constituents Involved in Planning Process
Local industry and business partners, Clallam County Workforce Development Council, Clallam County Veteran's Center, Tribal Education Partners Council, EAB, Clallam County Economic Development Council; Jefferson County Economic Development Council; College

Spark Washington, Washington State Board of Community and Technical Colleges; Jamestown S'Klallam Tribe; Lower Elwha Tribe; Hoh Tribe; Makah Tribe; Quileute Tribe; University of Washington; and Arizona State University Center for Indian Education
Planning Documents Informing Title III Project Development
Peninsula College Strategic Plan 2014-2017; ACT Survey Report 2014; Strategic Enrollment Management SWOT Analysis; Center for Conferences and Institutes Development Plan; Guided Pathways Self-Assessment; Peninsula College Workforce Inventory; 2015 Environmental Scan; 2016 CCSSE Survey Results; Strategic Enrollment Management Plan; Guided Pathways Work Plan; Collegewide Operational Plan; EAB Enrollment Pain Points Audit, Facilities Master Plan; 2010 Self-Study; nine academic unit plans (AUPs) for 2016-17.

The project planning process grew out of strategic planning efforts that began in 2015 to develop the Guided Pathways Initiative. The traditional self-service or "cafeteria" model makes community college programs difficult to navigate and easy to abandon. The Guided Pathways model increases timely degree completion by forcing students to choose a program and develop an academic plan early on, providing a clear road map for the courses needed to complete a credential, and offering guidance and support to help students stay on track. In 2016, Peninsula College was selected as one of five institutions in the Washington State system of 34 community and technical colleges to participate in the Guided Pathways Initiative. As a result, PC has begun the process of achieving the full implementation of the Guided Pathways model at scale within five years. While many pieces of the Guided Pathways model have received financial support, core aspects of the model lack resources for development. These include a robust, mandatory first year experience for new degree-seeking students; single point of contact intrusive advising for underserved students; and strong career/transfer services that help students to select and complete a viable career pathway.

PC's Guided Pathways assessment process revealed disparities in academic achievement and completion among diverse populations. For example, only 44% of students of color and low-income students were retained from Fall 2014 to Fall 2015, compared with 65% of all first-time,

full-time degree-seeking students. The Guided Pathways model provides an evidence-based framework to strengthen institutional effectiveness and student success with the ultimate goal of closing the equity gap in completion outcomes. Student success is the lifeblood of the college's academic programs, institutional management, and fiscal stability. Peninsula College could not achieve its mission without engaged, supported students pursuing clear academic and career trajectories. Therefore, the proposed **Pathways to Achieving Completion and Equity (PACE) Project** will catalyze an institutional shift toward evidence-based strategies for engaging students on clearly defined academic pathways while building a culture of equity and academic excellence. **The three core activities of the PACE project are: 1)** *Improving student engagement and support***; 2)** *Building a culture of equity and inclusion***; and 3)** *Achieving excellence in teaching and learning*. These activities reflect several strategic objectives of PC's Strategic Plan, Guided Pathways Work Plan, SEM Plan, and Academic Unit Plans.

The following tables contain an analysis of PC's strengths, weaknesses, and significant problems in relation to each proposed Title III activity.

Activity I – Improving Student Engagement and Support	
Activity I - Academic Programs - Strengths, Weaknesses, and Significant Problems	
Strengths	*Relationship to Activity I*
Administration and faculty support innovative new programs and models	Innovations like flipped classrooms have been piloted and show promise
PC is committed to institutionalizing the Guided Pathways model within five years	Guided Pathways increases student completion of academic/career pathways
Numerous I-BEST and Academic I-BEST course offerings	PC was an early adopter of this nationally-recognized approach that helps students go farther faster
Robust online and in-person tutoring services	Computer, math, and writing labs and tutoring/e-tutoring provide academic support
Weaknesses/Significant Problems	*Relationship to Activity I*
AP1 The number of students who graduate on time is too low	PC's graduation rate (32%) is well below the national average (42%)

AP2	The number of students who never receive a degree or certificate is too high	Too many students meander and never achieve graduation, transfer, or career goals
AP3	The number of incoming students underprepared for college is too high	Underprepared students take longer to progress and experience lower rates of completion
AP4	The number of opportunities for students to build academic and non-cognitive skills is too low	Underprepared students need to develop academic and non-cognitive skills to succeed
AP5	Rates of post-completion job placement and earnings are too low	Students do not receive enough assistance with career pathway development and job placement
AP 6	The number of students receiving FYE course content is too low	Some students (approx. 230) enroll in an optional student success course, but a large number of students do not.

Analysis of Academic Problems Related to Activity I
As an affordable community college with open-access admissions, PC serves an academically underprepared student population that needs help in navigating the college campus, programs, services, and procedures.
Nearly 53% of students who are recent high school graduates entering PC need at least one developmental (pre-college) course in their first year (Washington State Board of Community and Technical Colleges – SBCTC, 2015). Lack of college preparation is further evidenced in slow completion of gatekeeper courses, i.e. first college-level math and English: 86% of students are not completing college-level math in their first year of study, and 75% are still not completing by their second year (SBCTC, 2016).
Lack of academic preparation has negatively impacted completion outcomes. PC's rate of on-time graduation for first-time, full-time students was just 32% in Fall 2009 compared to the 42% national average (IPEDS, 2014). In addition, 65% of students never received an award, and only 14% of those students transfer elsewhere (PC Data Warehouse).
PC students who do graduate with a degree or certificate experience low rates of job placement and earnings. Only 28% of Professional Technical students at PC gained full-time employment as compared to the 39% state average (SBCTC, 2016). The median earnings of former students who received financial aid at ten years after entering the school are just $27,500. This figure is $6,000 below the national average of $33,500. Since the average state income is significantly higher than the U.S national average ($55,427 vs. $51,552 in 2014 dollars), the earnings disparity is even more significant (WA State Office of Financial Management/US Bureau of Economic Analysis, 2016).
First Year Experience (FYE) courses designed to help students succeed in college, developmental education reforms designed to accelerate student progress through pre-college coursework, and career and transfer services designed to help students successfully transfer and/or obtain living wage jobs are currently limited, optional, and not integrated into a clearly defined academic pathway.

Activity I - Institutional Management - Strengths, Weaknesses and Significant Problems	
Strengths	*Relationship to Activity I*

Student success is a strategic priority	Administration and faculty are committed to an agenda of student success
Strong commitment at all levels for the development of Guided Pathways	The strategic direction emerging from Guided Pathways creates a solid framework for student success
Weaknesses/Significant Problems	*Relationship to Activity I*
IM1	The number of struggling students who fail to receive early intervention is too high	No feedback loops exist for faculty to report academically struggling students and receive verification when they have received help
IM2	PC lacks the capacity needed to implement developmental education reforms at full scale	Pilot developmental education reforms demonstrate effectiveness but reach few students
IM3	The number of staff dedicated to delivering career, transfer, and job placement services is too low	No full-time staff position dedicated to career, transfer, and job placement services exists
IM4	The opportunities for students to receive assistance with career, transfer, and job placement are too low	No centralized physical space and limited online resources are available to assist students with career and job placement

Analysis of Institutional Management Problems Related to Activity I
Faculty and administration are increasingly asked to do more with fewer resources. As a result, career and transfer assistance is decentralized and fragmented, with too few students accessing career services. According to the 2016 CCSSE Survey, 44% of respondents rarely or never receive career counseling, and 20% were not at all satisfied with the services received.
Attempts to address the academic needs of underprepared and underserved students have been piloted in a few select courses with positive impacts on retention and achievement. These reforms must be scaled up and integrated into pathways to improve completion outcomes.

Activity I - Fiscal Stability - Strengths, Weaknesses, and Significant Problems	
Strengths	*Relationship to Activity I*
Increased capacity in the college foundation has resulted in burgeoning endowments	New endowments have increased the availability of scholarships
No audit findings	Solid budgeting and fiscal management enhance institutional stability and create cost savings
Weaknesses/Significant Problems	*Relationship to Activity I*
FS1	Student progression/completion is too slow	Creates burdens of cost and ineffective use of financial aid
FS2	Total endowments are too low compared with similar institutions	Small and restricted endowments limit support for student success programs
FS3	All current endowments are restricted to scholarships	Unrestricted funds are needed to advance and sustain student success strategies
FS4	Historically low enrollments and state support	Students must increase acceleration and completion to compensate for FTE shortfalls

Analysis of Fiscal Stability Problems Related to Activity I
Unprecedented state budget cuts over the past nine years have greatly diminished capacity. No new resources were allocated to PC in the 2016 legislative session causing the college to enter the 2016-17 academic year with an actual budget shortfall.
On top of persistent budget reductions, PC's headcount is currently at a thirty-year low. Arts & Sciences enrollments have decreased by 18% since 2011-12, and Professional Technical enrollments have drastically declined by 48%.
The service area's college-bound population is also shrinking, and headcounts of in-district graduating high school seniors are projected to decline between 2016 – 2020. The biggest projected drops are expected in 2016 and 2017, with 116 fewer graduating students in 2017.
Consequently, PC will likely fall short of its Fall 2017 enrollment targets. As state allocations are based on FTEs, PC only receives inflationary funding through increased enrollment.
While PC's endowments have grown modestly over the past few years, they are significantly smaller than those of sister institutions. And no unrestricted endowment funds are currently available to support program development.

Activity II – Building a Culture of Equity and Inclusion

Activity II - Academic Programs - Strengths, Weaknesses, and Significant Problems		
Strengths		*Relationship to Activity II*
Embedded support in select developmental and gatekeeper courses		Embedded supports have increased achievement for underserved students
Longhouse "House of Learning"		The Longhouse creates safe space for Native students and for all students of color
PC's student population diversity is higher than the service area		Ethnically and economically diverse students attend PC in significant numbers
Weaknesses/Significant Problems		*Relationship to Activity II*
AP7	Retention and completion among underserved populations are too low	The equity gap is defined by disparities in academic achievement and progress
AP8	The number of culturally relevant, active learning opportunities for underserved students is too low	Underserved students learn best when engaged in contextualized, culturally relevant, and/or hands-on learning activities
AP9	The number of wayfinding signs on the PC campus is too low	Poor campus navigation inhibits student success particularly for underserved students
AP10	The number of students who are satisfied with a campus climate of diversity and inclusion is too low	Measures of satisfaction with "pluralism" are on a rapid three-year decline
AP11	The number of veteran students receiving academic support services is too low	Veterans need specialized social and academic support to improve completion outcomes
AP12	The number of underserved students receiving intrusive advising is too low	Underserved students need academic support to improve completion outcomes

AP13	The number of underserved students receiving faculty, staff, and/or peer mentorship is too low	Underserved students benefit from mentorship by those who reflect their diverse ethnicities and backgrounds

Analysis of Academic Problems Related to Activity II
PC's underserved students experience disparities in academic achievement and completion. For example, only 44% of students of color and low-income students were retained from Fall 2014 to Fall 2015, compared with 65% of all first-time, full-time degree-seeking students.
The PC campus has limited wayfinding signs, a circuitous layout, and confusing building names, which makes campus navigation difficult. New students don't know where to go to find services or to register. Starting a new semester with classes in an unfamiliar building can create challenges for continuing students as well. For underserved students, who may be especially reluctant to ask for help, the campus itself can be an obstacle to success.
Campus climate significantly affects PC's students of color (27% of students). PC students of color attend a predominantly Caucasian institution in a predominantly Caucasian service area that is experiencing increases in hate crimes, at least three of which have been featured in local news media in the past six months. Though still high overall, satisfaction with PC's "culture of acceptance and mutual respect" as it pertains to diversity has dramatically declined by twelve points from 95% to 83% in just three years, reaching historically low levels (CCSSE 2016).
In addition to students of color, veterans are a small but important minority population at PC. Only 46% of students with veteran's benefits said they used the existing veteran's service office, and over 30% of those students were not satisfied with services (PC ACT, 2014).
The availability of faculty and advisors is too low, and no culturally relevant, intrusive advising services are consistently offered. Only 62% and 64% of students respectively were satisfied with instructor and advisor availability (PC ACT, 2014). While all PC students currently receive a limited form of mandatory advising, advising services are not comprehensive or intrusive. The advising role is also held by professional advisors and/or faculty advisors at various points in the student's academic trajectory, which prevents strong relationships from forming and results in discontinuity in advising services.

Activity II – Institutional Management - Strengths, Weaknesses, and Significant Problems	
Strengths	*Relationship to Activity II*
Administration and faculty are fully committed to building a culture of equity and inclusion	PC's overarching strategic goal of student success requires an inclusive campus culture
Recent addition of a full-time Multicultural & Inclusion Coordinator	Develops programs to recruit, assist, and retain underrepresented students populations
Administration and faculty maintain strong relationships with area tribal nations	Tribal partners enable unique active learning opportunities for underserved students
Weaknesses/Significant Problems	*Relationship to Activity II*
IM5 The number of faculty/staff trained in addressing the needs of special populations is too low	Building a campus culture of equity requires all faculty/staff to increase awareness and understanding of diverse populations
IM6 The number of ethnically diverse faculty/staff is too low	Faculty/staff should meet or exceed the cultural diversity of the student population

IM7	The capacity needed to create formalized peer mentorship opportunities is too low	Peer mentors benefit underserved students, but current capacity cannot support the development of a peer mentor program
Analysis of Institutional Management Problems Related to Activity II		
Faculty and staff are committed to building a culture of equity and inclusion. Due to the limited recruitment options available in an isolated, rural region, however, faculty/staff do not mirror the diversity of the student population. The need for faculty and staff to improve their knowledge and competency in working effectively with special populations has also been identified by faculty and administrators as a key area of professional development needed.		
Peer mentorship opportunities, so important to the academic success of underserved students, have not been offered due to low capacity.		

Activity II – Fiscal Stability – Strengths, Weaknesses, and Significant Problems	
Strengths	*Relationship to Activity II*
Tutors are embedded in select developmental and gatekeeper courses	Embedded support positively impacts underserved students, increasing retention and creates cost savings
Longhouse "House of Learning" creates revenue potential	The Longhouse attracts national attention leading to increased grant and revenue opportunities
Weaknesses/Significant Problems	*Relationship to Activity II*
FS5 Underserved students progress more slowly and stop out more frequently	Creates burdens of cost and hinders enrollment
Analysis of Fiscal Stability Problems Related to Activity II	
Student success positively impacts enrollment, and PC intends to increase falling FTE support by improving student outcomes among underrepresented students. Building a culture of equity that is inclusive and responsive to the needs of special populations will help to increase retention and completion among diverse populations thus strengthening institutional fiscal stability.	

Activity III – Achieving Excellence in Teaching and Learning

Activity III – Academic Programs – Strengths, Weaknesses and Significant Problems	
Strengths	*Relationship to Activity III*
Faculty Learning Communities (FLCs)	FLCs on Global Learning, Native Perspectives, and Universal Design and Accessibility show commitment to equity
"Teaching and learning" is a core tenant of the institution's Guiding Principles	Administration and faculty are committed to professional development
Pilot developmental education and student success initiatives show promise	With centralized planning and increased resources, reforms could be scaled up for greater impact on student completion

Weaknesses/Significant Problems		Relationship to Activity III
AP14	The number of peer faculty evaluations is too low	Formalized peer instructor evaluation processes do not exist
AP15	The number of faculty/staff utilizing evidence-based practices in courses and programs is too low	Evidence-based practices improve instructional quality and academic achievement
Analysis of Academic Problems Related to Activity III		
Formalized peer faculty evaluations need to be developed to increase accountability and improve academic quality by helping to identify and support faculty who need additional training.		
A 2016 SWOT analysis revealed that faculty/staff are not familiar enough with the principles of student retention (and how it is measured) and best practices in advising. Faculty and administrators have also identified working with special populations as a key training need. PC needs to address gaps in knowledge and widely utilize evidence-based practices to strengthen academic quality and improve student success.		

Activity III – Institutional Management – Strengths, Weaknesses & Significant Problems		
Strengths		*Relationship to Activity III*
Collaboration is central to PC's Guiding Principles		Faculty/staff across the institution are willing to collaborate
All departments participate in an annual academic unit planning process		Individual units approach strategic planning in a thoughtful, outcome-driven manner informed by data
Weaknesses/Significant Problems		*Relationship to Activity III*
IM8	The opportunities for faculty/staff to share knowledge gained from professional development is too low	Professional development opportunities only benefit individuals or small FLCs. No structures exist for broad dissemination.
IM9	Opportunities for centralized planning for the implementation of best practices is too low	Centralized planning is needed to disseminate and widely implement evidence-based practices
IM10	The number of faculty/staff who receive onboarding training and basic professional skills training is too low	Some faculty and staff lack basic skills essential to teaching or job performance
Analysis of Institutional Management Related to Activity III		
Although PC places teaching and learning at the center of its mission and Guiding Principles, it lacks the infrastructure and capacity to support a significant level of professional development and to disseminate professional development learning across the institution. Limited funding for professional development is available, and no professional development activities are currently being tracked or shared.		
PC's remote location sometimes necessitates hiring faculty/staff with limited experience and/or gaps in skills. Currently no onboarding training process exists, and there is no process in place to identify and remediate gaps in faculty/staff knowledge or performance.		

Activity III – Fiscal Stability – Strengths, Weaknesses and Significant Problems	
Strengths	*Relationship to Activity III*
Faculty/staff receive $300 annually to support professional development	The college provides a limited amount of support but sees little return on investment
Foundation offers a modest amount of annual funds for professional development	Requests for professional development funding far exceed available funds
Weaknesses/Significant Problems	*Relationship to Activity III*
FS6 The amount of funds available for professional development is too low	Need for professional development support far exceeds available resources
FS7 The number of opportunities for disseminating professional development learning is too low	Professional development activities occur in relative isolation creating limited return on investment for the institution
FS8 Opportunities for identifying and addressing barriers to effective instruction are too low	The absence of continuous improvement cycles for instruction hinders student completion, which increases costs
FS9 Opportunities for centralized grant proposal planning are too low	Grant proposals cannot be developed in a timely manner due to lack of planning structure
Analysis of Fiscal Stability Related to Activity III	
Due to budget shortfalls, professional development needs far exceed available resources. PC offers $300 to faculty/staff pursuing a professional development plan. The Foundation offers approx. $50,000 annually to support instructional needs, which include but are not limited to professional development. Five times the amount of available Foundation funding is requested by faculty/staff each year. Projected budget cuts over the next few years to remediate falling FTE support will reduce existing professional development funds.	
Due to limited capacity, the formal faculty evaluation process may occur as infrequently as once every five years. A regular peer faculty evaluation program would facilitate continuous improvement within instruction which would support student success.	
PC must also develop and support structures and staffing that enable key stakeholders from across the institution to regularly participate in the development of reforms and innovations. Centralized planning will increase the institution's agility and efficacy in pursuing public and philanthropic grant funding to increase fiscal stability.	

A2. INSTITUTIONAL GOALS

The CDP analysis leads to three activities addressing five institutional goals as described in the following chart. Institutional goals were weighted against existing data and internal/external circumstances to ensure that each goal is ambitious yet attainable within five years.

Institutional Goals Related to Proposed Activities

Activity I: *Improving Student Engagement and Support*
1. Improve student support and success as measured by increased retention, graduation, and transfer outcomes and increased satisfaction with transfer credit assistance.
2. Improve students' career readiness and employment success as measured by increased satisfaction with career counseling services and increased job placement outcomes.
Activity II: *Building a Culture of Equity and Inclusion*
3. Reduce disparities in academic progress as measured by improved retention among underserved students.[1]
4. Enhance campus culture of equity and inclusion as measured by increased student satisfaction with "culture of respect and acceptance."
Activity III: *Achieving Excellence in Teaching and Learning*
5. Improve academic quality by establishing a Center for Teaching and Learning as measured by increased planning, professional development, and implementation of evidence-based practices.

A3. MEASURABLE OBJECTIVES

The Steering Committee developed the following objectives as part of the Title III program planning process. Each objective was developed in relation to existing baseline data to ensure the setting of realistic targets. The following measurable objectives will advance PC toward the realization of the institutional goals enumerated above. Achieving these goals will expand and strengthen PC's capacity and infrastructure to serve low-income and other underrepresented students, leading to increased cost-effectiveness and self-sufficiency. The tasks and methods described in the table below will be sustained beyond the Title III grant period by operational support as detailed in section A.4.

Measurable Objectives
Activity I: Improving Student Engagement and Support
Goal 1: Improve student support and success as measured by increased retention, graduation, and transfer outcomes and increased satisfaction with transfer credit assistance.

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[1] Underserved students include low-income, first-generation, students of color, veteran students, LGBTQ students, and students with disabilities.

OBJECTIVES TO BE COMPLETED BY 9/30/22	Tasks/Methods and Results
1.1) Increase to 70% the first-to-second year (fall-to-fall) retention rate of first-time, full-time degree-seeking students from the Fall 2014 baseline of 65%. (IPEDS)	**Tasks/Methods:** Create and sustain a mandatory FYE embedded in key courses in each academic pathway and in general education courses for undecided students. Title III would fund development costs for curriculum re-design and course scheduling. **Results:** 100% of new degree-seeking students will complete a FYE course within one year of enrollment. FYE fully institutionalized.
1.2) Increase to the national average of 42% the on-time graduation of first-time, full-time degree-seeking students from the Fall 2014 baseline of 32%. (IPEDS)	
1.3) Increase to 20% the on-time transfer-out rate for first-time, full-time degree-seeking students from the Fall 2014 baseline of 14%. (IPEDS)	**Tasks/Methods**: Improve transfer credit assistance services (described in detail of Career Pathways Center under Goal 2 below.) **Results**: Increased utilization of transfer credit assistance (described in under Goal 2 below.) Increased transfer credit assistance services fully institutionalized.
1.4) Increase to 45% the percentage of students who use transfer credit assistance "sometimes or often" from the 2016 baseline of 25% (CCSSE)	
Goal 2: Improve students' career readiness and employment success as measured by increased satisfaction with career counseling services and increased job placement outcomes.	
2.1) Increase to 60% the percentage of students who use career counseling services "sometimes or often" from the 2016 baseline of 32%. (CCSSE)	**Tasks/Methods:** Establish a Career Pathways Center offering robust in-person and online career, transfer, and job placement services that are integrated in academic pathways. Existing space will be modified, and a full-time Career Pathways Director will deliver services. **Results:** Increased student utilization of career counseling services, transfer credit assistance, and job placement assistance and improved job placement outcomes. Career Pathways Center and Director fully institutionalized.
2.3) Increase to the state average of 39% the job placement rate for professional technical students from the 2015 baseline of 28%. (SBCTC)	
Activity II: Building a Culture of Equity and Inclusion	
Goal 3: Reduce disparities in academic progress as measured by improved retention outcomes among underserved students.	

3.1) Increase to 50% the first-to-second year (fall-to-fall) retention rate of underserved students from the Fall 2014 baseline of 45%. (IPEDS)	**Tasks/Methods**: Establish single-point-of-contact (SPOC) intrusive advising and peer mentor services by increasing capacity with a part-time Success Navigator position and stipends for peer mentors. **Results**: 100% of underserved students will receive SPOC intrusive advising from intake to completion.100% of underserved students will receive peer mentoring at least once in their first year. SPOC advising/peer mentor services fully institutionalized.
Goal 4: Enhance campus culture of equity and inclusion as measured by increased student satisfaction with "culture of respect and acceptance."	
4.1) Increase to 95% the number of students who report experiencing a "culture of mutual respect and acceptance that embodies diversity" from the 2016 baseline of 83%. (CCSSE)	**Tasks/Methods**: Establish a Veteran's Center by transforming existing student union space. Leverage Longhouse facility and programs in active learning opportunities by expanding outdoor instructional space and creating a full-time Longhouse Director position. Install culturally relevant way-finding signage. Improve services for students with disabilities through enhanced technology (KIC Click Scanner.) **Results**: 66% or more of veteran students will access safe space and increased support services. 85% of underserved students will engage in active learning opportunities. 100% of students will navigate campus easily. 100% of students with disabilities will have improved access to technology.
Activity III: Achieving Excellence in Teaching and Learning	
Goal 5: Improve academic quality by establishing a Center for Teaching and Learning as measured by increased planning, professional development, and implementation of evidence-based practices.	
5.1) Increase to 75% the percentage of faculty/staff who 1) participate in a professional development activity and 2) utilize an evidence-based strategy in their instructional design or student engagement program from the 2015-16 baseline of 0%.	**Tasks/Methods**: Create a Center for Teaching and Learning that increases professional development opportunities, disseminates evidence-based practices, centralizes program planning, and enhances faculty evaluations and instructional

5.2) Increase to 100% the representation of all internal stakeholders (cabinet, faculty, student services, administrative services, institutional research, instruction administrators, and students) who participate in college-wide program planning efforts from the 2015-16 baseline of 0%.	improvements. Increase funding for professional development; create and sustain a full-time Associate Dean for Teaching and Learning to direct all Center programs and services; and provide faculty stipends for participation in planning activities.
5.3) Increase to 100% the number of Arts and Sciences and Professional Technical instructors who receive from faculty peers at least one annual course evaluation that includes recommendations for improvement (if needed) as compared to the baseline of 0% in 2015-16.	**Results**: 75% of faculty/staff will participate in professional development activities and utilize evidence-based pratices.100% of key stakeholder representatives from across the institution will participate in planning processes. 100% of faculty will receive at least one peer evaluation annually.

A.4. METHODS AND RESOURCES FOR INSTITUTIONALIZING IMPROVEMENTS

The methods and resources PC will employ to sustain and institutionalize practices and improvements developed under the proposed project is detailed in the following table. All Title III funded practices and improvements described below will be sustained. **PC's commitment to sustaining with operating funds all Title III-funded positions once the grant period ends, (with the exception of the part-time grant management coordinator), is demonstrated by support of *all program positions* described in the following table at 30% in Y2, 35% in Y3, 40% in Y4, and 50% in Y5.**

Methods and Resources for Sustaining Title III Practices and Improvements
Mandatory FYE for All Students
Grant funds will support a 1.0 FTE Associate Dean for Teaching and Learning (ADTL) who will dedicate 25% FTE in Years 1-3 to coordinating the development of FYE. Faculty who support FYE development will receive participation stipends. Instructors of the courses in which FYE content will be embedded will be trained to deliver FYE content as part of their regular instruction duties. Undecided students will complete a mandatory two-credit course block; tuition from these courses will sustain course offerings long-term. Therefore, once FYE is fully institutionalized at the end of Year 3, no costs are anticipated aside from 10% of the ADTL's ongoing coordination efforts. PC is freeing tenure faculty time by streamlining course scheduling beginning 2017-18 to ensure availability of operating funds to sustain the ADTL.
Career Pathways Center and Services
Title III funds will remodel existing space in the Student Services Center to create a Career Pathways Center staffed by a 1.0 FTE Career Pathways Director (CPD). The CPD will develop a suite of career, transfer, and job placement services. The Center and the CPD will

be sustained by operational funding ensured by cost savings from a slate of impending full-time tenure retirements. Sustainability of career counseling software and personality/interest inventories will be maintained by operational funds allocated to Student Services.
Single Point of Contact (SPOC) Intrusive Advising Services for Underserved Students
Underserved students will connect with a SPOC for mandatory, intrusive advising. A .50 FTE Success Navigator (SN) will serve as a SPOC advisor for PC's low-income, first-gen, and veteran students, while students of color, LGBTQ students, and students with disabilities will be served by the existing PC-supported Multicultural Inclusion Coordinator (MIC). Cost savings from increased student retention will sustain the SN and SPOC services long-term.
Peer Mentor Services for Underserved Students
The SN/MIC will train and supervise a cadre of peer mentors who reflect the diversity of underserved students. Peer mentors will receive a quarterly stipend. Operational funding ensured by cost savings from increased student retention will sustain services long-term.
Veteran's Center and Services
Title III funds will enable a remodel of existing space in the student union building to establish a Veteran's Center that will offer enhanced veteran student support. The .50FTE SN will assist the Title III Coordinator in developing and coordinating Veteran Center services and resources. Allocated operational funding ensured by cost savings from increased student retention will sustain the SN position after grant funding ends. Ongoing maintenance of the center will be sustained by operational funds allocated to the student union facility.
Longhouse Improvements and Integration with Instruction
Longhouse improvements will expand outdoor instructional space. A full-time Longhouse Director (LD) will be hired to direct the development of Longhouse programs and partnerships to integrate active learning opportunities across the curriculum. Operational funding ensured by earned-income generated from externally focused Longhouse programs will sustain the LD position after grant funding ends. Ongoing maintenance of the improved Longhouse outdoor instructional spaces will be sustained by operational funds allocated to the Longhouse facility.
Culturally Relevant Wayfinding Improvements
Wayfinding signage that increases awareness of local tribal heritage will be installed (one-time cost) to improve campus navigation and to support a culture of equity and inclusion. Ongoing maintenance of signs will be incorporated into the facilities master plan and budget process to ensure sustainability via operational funds.
Improved Technology for Students with Disabilities
Maintenance for the KIC Click Scanner will be sustained by operating funds and is ensured by PC's commitment to meeting universal design requirements.
Center for Teaching and Learning (CTL)
Costs associated with the CTL include a 1.0 FTE Associate Dean for Teaching and Learning (ADTL) who will direct all center activities; increased funding for professional development; and faculty stipends to increase participation in college-wide planning. PC is freeing tenure faculty time by streamlining course scheduling beginning 2017-18 to ensure availability of operating funds to sustain these improvements once grant funding ends.

B. Quality of the Project Design

B.1 EVIDENCE OF STRONG THEORY/LOGIC MODEL

Resources	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Faculty/staff collaborators	Mandatory FYE	Number of students completing FYE	Increased academic/noncognitive skills	Increased academic achievement, persistence, and retention	Increased on-time graduation and transfer
Success Navigator and Multicultural Coordinator	SPOC intrusive advising for underserved students	Number of underserved students receiving intrusive advising	Increased social/academic support		
Peer mentors	Peer mentoring embedded in FYE courses	Number of underserved students receiving peer mentorship			
Career Pathways Center, director, and software	Career services throughout student experience	Number of students receiving career pathways services	Increased career pathways support	Increased career pathways readiness	Increased job placement and median earnings
Veteran's Center	Social, academic, and community support for veteran students	Number of veteran students accessing services through Veteran's Center	Increased social/academic support	Increased achievement and retention	Reduced disparities in academic progress and Increased satisfaction with campus climate
Longhouse facilities, director, and programs	Culturally relevant active learning across the curriculum	Number of students engaged in active learning through the Longhouse	Increased engagement in active learning	Increased cultural awareness	
Culturally relevant way finding signage	Build cultural awareness through improved campus navigation	Number of culturally relevant way finding signage improvements	Improved culturally respectful campus navigation		
KIC Click Scanner	Scan readings for classes in ADA compliant manner	Number of instructors/students scanning materials	Improved access to technology for students with disabilities	Increased achievement and retention	
Funding for professional development	Professional development and dissemination	Number of faculty/staff receiving and dissemination professional development	Increased professional development and dissemination	Increased implementation of best practices	Improved academic quality
Associate Dean for Teaching and Learning	Centralized academic program planning	Number of program planning activities	Increased engagement in program planning		
Peer faculty evaluators	Peer faculty evaluations	Number of peer faculty evaluations	Increased peer faculty evaluation	Increased remediation of instructional gaps	

C. Quality of the Activity Objectives

C.1 ACTIVITY OBJECTIVES ARE REALISTIC AND RESULTS ARE MEASURABLE

Annual Activity Objectives	
Activity I: *Improving Student Success*	
Annual Activity Objectives	**Related Problems**
1. Increase the percentage of degree-seeking students enrolled in mandatory FYE from 0% to 30% in Year Two, 75% in Year Three; and 100% in Year Four.	AP1-4, 6 FS1, 4
2. Increase the percentage of students who report utilizing transfer credit assistance from 25% to 30% in Year Two; 35% in Year Three; 40% in Year Four; and 45% in Year Five.	AP 1 IM 3-4
3. Increase percentage of students who report utilizing career counseling services from 32% to 40% in Year Two; 46% in Year Three; 52% in Year Four; and 60% in Year Five.	AP 5 IM 3-4
4. Increase the rate of first-to-second year retention of first-time, full-time students from 65% to 67% in Year Three; 69% in Year Four; and 70% in Year Five.	AP 1-4, 6 FS1, 4
5. Increase the job placement rate for professional technical students from 28% to 30% in Year Two; 33% in Year Three; 36% in Year Four; and 39% in Year Five.	AP5 IM3-4
6. Increase the on-time transfer-out rate for first-time, full-time degree-seeking students from 14% to 16% in Year Three; 18% in Year Four; and 20% in Year five.	AP 1, 4-6 IM 3-4 FS1
Activity II: *Building a Culture of Equity and Inclusion*	
7. Increase the percentage of underserved students receiving single point of contact intrusive advising services from 0% to 30% in Year One and 100% in Year Two.	AP 7, 10, 12, 13 FS5
8. Increase the percentage of underserved students receiving peer mentor services in their first year from 0% to 30% in Year Two; 75% in Year Three; and 100% in Year Four.	AP7, 10, 13 IM7 FS5
9. Increase the percentage of veteran students receiving specialized on-campus academic, social, and community support from 46% to 50% in Year Two; 55% in Year Three; 60% in Year Four; and 66% in Year Five.	AP7, 10, 11 FS5
10. Increase the number of instructional active learning opportunities facilitated by the Longhouse from 5 to 10 in Year Two; 20 in Year Three; and 30 in Year Four and beyond.	AP7-8, 10 FS5
11. Increase the number of culturally relevant wayfinding signs on campus from 0 to 1 in Year Three, 3 in Year Four, and 5 in Year Five.	AP 7, 9-10 FS5
12. Increase the availability of ADA compliant scanning technology to better serve students with disabilities from 0 to 1 by the end of Year One.	AP7, 10 FS5

13. Increase the rate of first-to-second year retention of underserved students from 45% to 47% in Year Three; 49% in Year Four; and 50% in Year Five.	AP7-13 IM7 FS5
14. Increase the percentage of students who report experiencing a "culture of mutual respect and acceptance that embodies diversity" from the 2016 baseline of 83% to 85% in Year One; 88% in Year Two; 90% in Year Three; 93% in Year Four; and 95% in Year Five.	AP7-13 IM7 FS5
Activity III: *Achieving Excellence in Teaching and Learning*	
15. Increase the percentage of faculty/staff who 1) participate in a professional development activity and 2) utilize an evidence-based strategy in their instructional design or student engagement program from 0% to 30% in Year Two; 50% in Year Three; and 75% in Year Four.	AP15 IM5, 8-10 FS6-7
16. Increase the representation of all internal stakeholders (cabinet, faculty, student services, administrative services, institutional research, instruction administrators, and students) who participate in college-wide program/reform planning efforts from 0% to 100% Year Two.	AP15 IM9 FS9
17. Increase the percentage of Arts and Sciences and Professional Technical instructors who receive from faculty peers at least one annual course evaluation that includes recommendations for improvement (if needed) from 0% to 50% in Year Two; 75% in Year Three; and 100% in Year Four.	AP14 FS8

C.2 ACTIVITY OBJECTIVES ADDRESS CDP PROBLEMS AND GOALS

Relationship Between Activity Objectives, Problems, and Institutional Goals	
Activity I: *Improving Student Success*	
Annual Activity Objectives	**Relationship to Problems and Institutional Goals**
1. Mandatory FYE	By improving college readiness (AP3) and non-cognitive skills (AP4), a mandatory FYE (AP6) will increase on-time graduation/transfer (AP1) and award (AP2) increasing cost savings (FS1,4) and improving student support and success (Goal 1).
2. Transfer credit services	Increasing transfer credit assistance (IM3,4) will improve on-time transfer (AP1) thus improving student support and success (Goal 1).
3. Career counseling	Increasing career counseling services (AP5, IM3,4) improve career readiness and employment success (Goal 2).
4. Retention	Improving college readiness (AP3) and non-cognitive skills (AP4) through mandatory FYE (AP6) will improve retention, graduation, transfer, and award (AP1-2) creating cost savings (FS1,4) and improving student support and success (Goal 1).
5. Job placement	Increasing career counseling/job placement services (AP5, IM3,4) will improve career readiness and employment success (Goal 2).
6. Transfer-out	Increasing student support through mandatory FYE (AP4,6) and transfer credit assistance (IM3,4) will improve on-time transfer (AP1)

	creating cost savings (FS1) and improving student support and success (Goal 1).
Activity II: *Building a Culture of Equity and Inclusion*	
7. Intrusive advising 8. Peer mentor	Increasing advising (AP12) and staff and peer mentorship (AP13) of underserved students will increase satisfaction with campus culture (AP10) and improve retention/completion among underserved students (AP7) creating cost savings (FS5) and reducing academic achievement disparities among underserved students (Goal 3).
9. Veteran students	Increasing veteran support services (AP11) will increase satisfaction with campus culture (AP10) and improve retention/completion among underserved students (AP7) creating cost savings (FS5) and reducing academic achievement disparities among underserved students (Goal 3) while enhancing a culture of equity and inclusion (Goal 4).
10. Active learning	Increasing active learning opportunities (AP8) will increase satisfaction with campus culture (AP10) and improve retention and completion among underserved students (AP7) creating cost savings (FS5) and reducing academic achievement disparities among underserved students (Goal 3) while enhancing a culture of equity and inclusion (Goal 4).
11. Culturally relevant wayfinding 12. Improved technology for students with disabilities	Improving campus navigation (AP9) through culturally relevant wayfinding and improving technology for students with disabilities will increase satisfaction with campus culture (AP10) and improve retention/completion among underserved students (AP7) creating cost savings (FS5) and reducing academic achievement disparities among underserved students (Goal 3) and enhancing a culture of equity and inclusion (Goal 4).
13. Underserved retention 14. Campus culture of equity	Implementation strategies of advising, mentorship, veteran services, active learning, wayfinding, and improved technology (IM7, AP8-9, AP11-13) will increase satisfaction with campus culture (AP10) and improve retention/completion among underserved students (AP7) creating cost savings (FS5) and reducing academic achievement disparities among underserved students (Goal 3) while enhancing a culture of equity and inclusion (Goal 4).
Activity III: *Achieving Excellence in Teaching and Learning*	
15. Professional development and evidence-based practices	Increased professional development opportunities and increased dissemination and utilization of evidence-based strategies (AP15, IM 5, 8-10, FS6-7) will improve academic quality (Goal 5).
16. Collaborative planning	Increasing campus-wide representation in centralized planning (IM9) will improve implementation of best practices (AP15) and grant proposal development (FS9) to secure additional resources for evidence-based strategies thus improving academic quality (Goal 5).

17. Peer faculty evaluation	Increasing peer faculty evaluations (AP14) will reduce costs by addressing barriers to effective instruction (FS8) thus improving academic quality (Goal 5).

D. Comprehensive Implementation Strategy

D.1 COMPREHENSIVE IMPLEMENTATION STRATEGY

Activity 1: Improving Student Engagement and Support

Title III funding will enable PC to improve student engagement and support by requiring all first-year degree-seeking students to complete a contextualized or exploratory **mandatory First Year Experience (FYE***)* and by establishing a **Career Pathways Center** that offers a full suite of career, transfer, and job placement services. Currently, FYE is offered as an optional student success course reaching 230 students. Title III funding will enable PC to expand and systemize FYE. All new degree-seeking students (i.e. those seeking a credential of greater than 45 credits) will complete a mandatory FYE course in their first year of enrollment. FYE content in both Arts and Sciences and Professional Technical courses will include common student success/non-cognitive skills outcomes across all pathways, as well as program-specific contextualized content within specific pathways of study. E.g., nursing students would complete a FYE that offers general non-cognitive skills content combined with academic skills tailored to health sciences.

In Arts and Sciences, a course that is currently slated as an elective or distribution requirement within a pathway will be reconfigured into a mandatory core course with embedded FYE content. In Prof Tech, specific I-BEST or other core courses within each pathway will be made mandatory and will include the FYE content. Students who are undecided will be required to complete a five-credit course block (GS 103 Freshman Seminar and HUMDV 110 Career/Life Planning) to gain FYE course content with a focus on career exploration and pathway selection.

The FYE model PC has developed will integrate orientation, advising, course work, and first-year extracurricular activities to help students choose and/or understand their pathways, build academic and non-cognitive skills, and acculturate to higher education, including enhancing awareness of and access to student services offered by the college.

Current career, transfer, and job placement services are limited and under-utilized due to fragmented service delivery (i.e., no centralized place to receive services), a lack of staffing capacity, and limited career exploration tools and resources. Title III funding will enable PC to improve student success by creating a Career Pathways Center that offers comprehensive "next-step" services to engage and support students in achieving their career, transfer, and employment goals. Career Pathways services will be available to all students from intake to completion and at multiple points along the way. The Title III-funded Career Pathways Director (CPD) will direct the center and will collaborate with Student Services leadership to embed mandatory transfer credit assistance into advising pathways for transfer students and to develop strategies for embedding career services into instructional settings like FYE, I-BEST, and gatekeeper courses within the pathways. Title III funding will also support the acquisition of Career Coach, a comprehensive online career counseling interface that engages students, from pre-intake through completion, in career exploration and selection. It connects students with local labor market data to help them identify degree/certificate programs that lead to viable careers. Career Coach services will be integrated into the PC website to enable online, career center, and in-class career assessments that link students directly with program and training options related to the occupations they choose. The Career Pathways Center will also utilize the completion of Strong Interest and Myers Brigg inventories. The inventories will help students to better understand their personality types and career interests to assist students in choosing a major and/or optimizing

career options.   Finally, by establishing a physical Career Pathways Center with full-time staff, the project will engage and support students with job search services, resume writing tutorials, workshops on interviewing, and other "soft skills" to improve post-completion job placement and earnings.

Improving student engagement and support through expanded FYE and career services will improve student acceleration and completion. Increased retention and completion will create cost savings and increased FTE support, making PC academically stronger more self-sufficient.

Activity 2: Building a Culture of Equity and Inclusion

Title III funding would enable PC to build a culture of equity and inclusion by enhancing support and specialized services for underserved students and by improving campus navigation through the installation of culturally relevant wayfinding signs. Under Activity 2, **single point of contact (SPOC) intrusive advising services** will become mandatory for all underserved students (students of color, low-income, first-generation, veterans, LGBTQ, and students with disabilities). Underserved students will be assigned to a success coach, either the Title III-funded Success Navigator (SN) for low-income, first-generation, and veterans, or to PC's existing Multicultural Inclusion Coordinator (MIC) for students of color, LGBTQ students, and students with disabilities. These staff will serve as a SPOC for students from intake to completion. They will ensure that each student connects with enhanced and/or culturally relevant academic supports, including tutoring, services for students with disabilities, veteran services, math lab, writing center, and multicultural services. The coaches will provide ongoing success-oriented advising that offers support and resources to address students' needs, whether academic, personal, or financial. Students will be required to meet with their SPOC at least once per quarter to be eligible for course registration, but the advisors will make at least two additional email,

phone, or text contacts each quarter. The success coaches will also proactively schedule

appointments with students who are having any significant issues with attendance, grades, or

financial aid. At intake, the coaches will utilize motivational interviewing techniques to assist

each student in completing an assessment form that identifies the individual's strengths,

motivations, academic/career goals, and specific barriers/risk factors. Information from the intake

assessment will assist the coaches in developing (in partnership with each student) an

individualized student success plan (ISSP). The ISSP will outline support services and strategies

that leverage each student's unique strengths while addressing potential challenges or barriers to

success. Upon completing the intake process, students will receive a copy of their ISSP along

with a comprehensive resource guide. The resource guide will include information on a variety of

on- and off-campus community resources useful in addressing a variety of academic and non-

academic needs, including tutoring, financial aid assistance, financial management skills,

housing, mental health services, drug and alcohol treatment services, domestic violence services,

veterans services, SSD services, multicultural services, nutrition assistance, etc.

In addition to SPOC advising services, underserved students will benefit from **peer**

mentors who will form a positive relationship with each student while modeling academic

success. Peer mentors will be embedded in FYE courses and in key gateway courses that are

often bottlenecks for student progress (i.e. courses that have high enrollments, show success rates

lower than 60%, and are required for completion or are prerequisites for a pathway). Examples

of these courses are college-level math and English, and PYSC& 100 (for selected programs,

especially pre-nursing). Peer mentors will work collaboratively with instructors to develop

cohort-building activities in and out of the classroom to: 1) foster a sense of belonging in the

campus community, 2) build peer academic support, and 3) increase students' resilience. Peer

mentors will encourage students to form positive relationships with faculty, staff, and peers and will help students to engage in campus clubs and activities. They will help students to form study groups outside of class and to engage in extra-curricular activities tied to career pathways. For example, a peer mentor might coordinate career exploration activities, schedule visits with industry partners, facilitate study groups, engage students in note-taking exercises or simply help students to navigate the quarterly registration process.

Academically successful students (with GPAs of 2.5 and above in the most recent quarter of study) who meet one of the underserved student criteria will be eligible to receive a quarterly stipend of $850 if selected to serve as a peer mentor. A six-hour training on how to work effectively and respectfully with underserved students will be developed by the SN and MIC. Training will be delivered to peer mentors in-person or online before their service begins each quarter. Each peer mentor will receive a policies and procedures handbook to guide them in fulfilling their responsibilities. Students and instructors will complete quarterly performance evaluations of peer mentors to ensure quality and accountability. The SN/MIC team will be responsible for developing the peer mentor handbook and for training, recruiting, and supervising peer mentors, with additional oversight provided by the Activity 1 Director.

Very few veteran students report utilizing the limited services for veterans currently offered on campus, and veteran students have anecdotally reported feeling isolated and have struggled to manage tuition support effectively. PC will therefore strengthen equity and inclusion by transforming an existing room in student union building at the heart of campus to establish a centralized, safe space for veteran students to give and receive social and academic support. The **Veteran's Center** will offer free coffee, comfortable seating, meeting space, instructional space, and study space. PC will leverage existing partnerships with Clallam County Veterans Center to

receive ongoing expertise and input in the development of the center and its academic support

programs to ensure all services and resources offered are effective and responsive to the unique

needs of this underserved population. With participation from community experts and an array of

internal stakeholders, the center will offer monthly lectures/workshops to include topics such as

financial aid management, study strategies for students with traumatic brain injury and/or PTSD,

career counseling, etc. The center will also serve as a clearinghouse for information on veteran

services and other community resources that may benefit the veteran community.

In the ten years since its inception, **PC's Longhouse – ʔaʔkʷustəŋáwɫx "House of**

Learning" – has received direction from the President's Office, and more recently, from Student

Services. The Longhouse has served as a home for the Reservation Based Community

Determined BA in Liberal Arts offered by Evergreen State College and has offered a variety of

cultural enrichment programs to the campus community and the community-at-large. Title III

funding will enable PC to expand the scope of the Longhouse to serve as a rich instructional as

well as cultural resource. The Longhouse (the facility itself and its key programs like Visiting

Elders) will be leveraged in a variety of academic courses across multiple learning pathways,

including social science, visual and performing arts, allied health sciences, humanities, and

STEM pathway courses. Embedding the Longhouse and Indigenous Ways of Knowing in

academic instruction will increase the number of culturally relevant, active learning opportunities

available to underserved students. Title III funding will support a full-time Longhouse Director

who will direct facility improvements and build internal and external partnerships to better

incorporate the Longhouse and its learning mission in Arts and Sciences and Professional

Technical instruction. Facilities improvements will include installing an Indigenous Medicine

Garden Trail Loop that runs alongside the Longhouse and extends behind the facility into an on-

campus wetlands nature area. Title III will also support the installation of amphitheatre-style

seating in the outdoor area directly behind the House of Learning to create a lecture and

demonstration area for traditional Native medicinal plant/cooking demonstrations, culturally

relevant STEM activities, and other active learning opportunities, thus expanding the

instructional space currently available in the 2,342 square foot facility.

Title III funding will also address PC's lack of **wayfinding signage** and difficult campus

navigation, particularly by new and/or underserved students who have limited experience

navigating the college environment. Title III funds will enable the installation of five new

landmark directory signs that assist students in better navigating campus and finding the services

they need. The signs will accomplish improved navigation while honoring the ancestral tribal

lands on which the college sits. The signs will reflect the cultural heritage of the five tribal

nations PC serves. Each sign will include the word "welcome" in each of the five Indigenous

languages of the area tribes and will incorporate a tribal art element. The signs will be placed at

the five potential points of entry around the campus and will include arrows pointing students to

all of the major buildings on campus, including student services/registration, the bookstore, and

testing services. In addition to improving campus navigation and student success, the wayfinding

improvements will create additional value by extending the reach of the Longhouse. The signs

will disseminate Native art, language, and history across campus, better engaging tribal nations

with PC for the purpose of increased active learning opportunities. The signage will promote a

campus culture of safety and equity for all students by invoking the ethos of hospitality and

respect for differences integral to Indigenous Ways of Knowing.

Title III funding will **support improved technology for students with disabilities.** PC

will purchase a KIC Click Scanner that will enable quick scanning of print material to PDF,

image file, or a fully accessible OCR document compatible with screen reader technology as well as audio files. The equipment will address a gap in capacity to serve students with disabilities by enabling instructors to proactively plan and deploy Universal Design-friendly course materials. The new technology will also increase direct access to ADA compliant scanning/OCR services for students with disabilities.

All of the distinct strategies described above will create cumulative impacts on reducing disparities in academic achievement among underserved students and in increasing student satisfaction with campus culture as it pertains to diversity, inclusion, and mutual respect. Improved campus climate will increase student success thereby making the institution stronger and more self-sufficient.

Activity 3: Achieving Excellence in Teaching and Learning

Teaching and learning are central to PC's mission and guiding principles. Excellence in teaching and learning will be achieved by establishing a **Center for Teaching and Learning (CTL).** The CTL will help PC to achieve academic excellence for increased student success through the following core activities: 1) Drive classroom innovation and excellence by enhancing the pursuit of faculty/staff professional development activities focused on evidence-based practices in pedagogy, educational equity, and student success; 2) Ensure that faculty and staff disseminate and operationalize the knowledge they acquire through professional development activities for the benefit of the institution as a whole; 3) Centralize learning and collaboration that cuts across departmental silos in the planning and development of evidence-based programs and initiatives; and 4) Improve academic quality and accountability by establishing a peer faculty evaluation program that ensures all instructors receive one peer evaluation annually.

Although it won't be a physical center, the CTL will centralize participation from all

campus departments in the planning, development and execution of campus-wide programs and

initiatives. (E.g., Guided Pathways, First Year Experience, active learning across the curriculum,

STEM engagement, global initiatives, developmental education reforms, the Honors Program,

expansion of I-Best, alternative placement methods, and developing competency based courses.)

A steering committee for the CTL, comprised of faculty and administrative leaders from student

services, instruction, and administrative services (including planning and research), will guide

the development and operations of the CTL. The committee will also provide guidance to a full-

time Associate Dean for Teaching and Learning (ADTL) who will direct the center.

The ADTL will serve as central contact for the planning and oversight of developmental

education reforms, the development of prior learning assessments, and other student success

efforts and initiatives. The ADTL will expand and promote PC's professional development funds

by connecting potential recipients with professional development opportunities focused on

evidence-based practices. The ADTL will ensure that all faculty/staff who pursue professional

development opportunities via conferences, trainings, and workshops disseminate the knowledge

and resources gained with the campus community. Each faculty/staff will be required to develop

a presentation and/or resource packet that will be uploaded to the CTL Sharepoint site and shared

via email. The CTL will also plan and implement quarterly Teaching and Learning Symposia

where new knowledge will be presented and shared. The ADTL will employ strategies for

encouraging wide attendance, including incentives and building release time for these activities

into the academic schedule. The long-term goal will be to build professional development

learning/dissemination activities into the faculty contract to make them mandatory, but that

strategy will depend on negotiations with the union. Faculty and staff have identified the

following topics as priority areas of interest professional development learning: teaching under-prepared and/or underserved students, flipped classrooms, faculty and student research opportunities, faculty learning communities, service learning, active learning, supplemental instruction, prior learning assessment, and classroom management and evaluation.

The ADTL will also develop assessment rubrics for peer faculty evaluations and will help to address identified weaknesses by connecting faculty to professional development, support, and online training materials. S/he will also collaborate with Institutional Research to identify and provide professional development support to instructors of courses that demonstrate significant achievement gaps. S/he will make recommendations to the VPI for strategies to support/improve course outcomes.

In addition to the three core activities above, the ADTL will coordinate and disseminate the work of faculty learning communities; facilitate faculty-student interaction and mentorship opportunities, including expanding the honors program model to reach all students; enhance prior learning assessment processes; and support faculty and staff in advancing to higher degree attainment when appropriate. The ADTL will also develop online "boot camp" course modules for new faculty and staff that will be mandatory as a condition of employment at Peninsula College. Boot Camp modules will include classroom management skills, best practices in classroom assessment and evaluation, expectations and professional strategies for building a more equitable campus-community.

The Center for Teaching and Learning will help PC to achieve excellence in teaching and learning. Improved academic quality will positively impact student success, making the institution stronger and more self-sufficient.

D.2 RATIONALE FOR IMPLEMENTATION STRATEGY

Activity I: Increasing Student Graduation and Employment Outcomes
Mandatory FYE for All Students: PC loses 50% of students between the first and second year of enrollment (PC Data Warehouse). Over 50% of PC's students are unprepared for college-level work and require developmental coursework and assistance in learning to navigate the college experience (PC Data Warehouse). The proposed FYE will offer academic services to first-year degree-seeking students. FYE courses will be embedded in specific pathway courses sharing many elements with an FYE model evaluated by Jamelske (2009), which meets WWC standards with reservations and demonstrates positive impacts on GPA and retention.
Single Point of Contact Intrusive Advising for Underserved Students: Making positive early connections with faculty/staff has positive effects on student retention, particularly among ethnically diverse and underserved students who face unique challenges (O'Banion, 2011). Underserved students face a variety of academic, social, economic, and wellness challenges. Proactively addressing barriers and challenges at the outset and putting strategies and resources in place to overcome barriers and challenges positively impacts student success. The proposed strategy reflects Varney's (2009) assertion that intrusive advising is designed to increase the probability of student success, educating students on all options, and approaching students before situations develop. Intrusive advising is recognized as a promising practice by the Center for Community College Student Engagement (CCCSE). Abdul-Alim (2012) found that after Zane State University implemented intrusive advising, retention rates rose from 77% to 82% for at-risk students between 2006 and 2009.
Peer Mentor Services for Underserved Students: Connecting underserved students with peers who reflect diversity and model success fosters confidence and resilience. Peer mentoring helps students to adapt to new study environments and enhances academic performance, self-efficacy, and well-being (Chester, Xenos,& Burton, 2012; Husband & Jacobs, 2009; Terrion & Leonard, 2007). Students benefit from peer mentoring by receiving social support, skill development, access to information, and a sense of belonging (Evans & Peel, 1999; Gerdes & Mallinckrodt, 1994; Treston, 1999). Peer mentoring has also been identified as an important strategy for student retention, as attrition rates in the early stages of postsecondary education are reduced in programs featuring mentoring (Collings, Swanson, & Watkins, 2014; Heirdsfield, Walker, & Walsh, 2008; Jacobi, 1991).
Career Pathways Center and Services: PC's job placement rates and median earnings are well below the national average, and student satisfaction with career, transfer, and job placement services is low (evidenced in CDP). Increasing career counseling, transfer, and job placement services will help students to articulate and successfully pursue clear career/transfer goals and successful transitions from PC to a transfer institution or the work force.
Activity II: Building a Culture of Equity and Inclusion
Veteran's Center and Services: Veteran students in general experience unique barriers to academic success, and PC's veteran population expressed low levels of satisfaction with existing veterans services (evidenced in CDP). Veteran students worry about overall ability to succeed in college and reported a perceived lack of institutional support (Livingston et al. 2011; Whiteman et al. 2013). Directed and focused support for veteran students is essential (Elliott et al. 2011; Tinto 1999), as these students tend to be less academically engaged than their nonveteran peers (National Survey of Student Engagement 2010). Creating a Veteran's Center will provide students with safe space for social and academic support to increase engagement.

Longhouse Improvements and Integration with Instruction: Culturally relevant, active learning has positive impacts on student achievement, particularly among underserved students. In fact, students learn best when they engage actively in the learning process (Davis, 1993). Ample evidence from faculty confirms how active, collaborative activities engaged students and positively impacted learning as emphasized by Angelo & Cross (1993), Barkley et al. (2005), & Umbach & Warzynski (2005). PC consulted with experts from Arizona State University Center for Indian Education in the development of this strategy.	
Culturally Relevant Wayfinding Improvements: Campus climate and context play an important role in influencing achievement for minority students at predominately Caucasian institutions. Studies on campus climate have found that students of color experience harassment and perceive campus climate as more racist, hostile, and less accepting of minority groups at higher rates than Caucasian students (Ancis, Sedlacek, & Mohr, 2000; Hurtado, Milem, Clayton-Pedersen, & Allen, 1996; Pewewardy & Frey, 2004; Rankin & Reason, 2005). PC consulted with experts from Arizona State University Center for Indian Education in the development of this strategy. The addition of "welcome" wayfinding directories that invoke the inclusive ethos of Indigenous Ways of Knowing is expected to improve campus climate and positively impact retention outcomes among students of color.	
Improved Technology for Students with Disabilities: PC is committed to adopting principles of universal design but does not currently have the technology needed for instructors to proactively plan universal design friendly course materials and would enable open access to ADA compliant scanning/OCR services for students with disabilities.	

Activity III: Achieving Excellence in Teaching and Learning
Center for Teaching and Learning: Academic quality is a key driver of student success. Bates (2010) found that there was a strong relationship between faculty professional development (FPD) and effective teaching. FPD activities that were measurable and were prioritized toward student engagement were strongly relevant to student success. In keeping with Daigle & Jarmon (1997), FPD learning and implementation will focus on faculty-selected priorities that are proven to impact student outcomes with ongoing assessment of implementation of the evidence-based practices. Centralized planning will strengthen the institution by increasing velocity and agility in program and proposal planning.

D.3 REALISTIC, ATTAINABLE TIMETABLE FOR EACH ACTIVITY

Participants Key: AD1 (Activity 1 Director); **AD2** (Activity 2 Director); **AD3** (Activity 3 Director); **ADTL** – Associate Dean for Teaching and Learning; **CPD** – Career Pathways Director; **IR** – Institutional Research; **LD** – Longhouse Director; **MIC** – Multicultural Inclusion Coordinator; **SN**- Success Navigator; **TC** – Title III Coordinator; **VPSS** – Vice President for Student Services		
Tasks, Timeline, Methods, and Results for Activity Objectives		
Activity 1: Improving Student Success		
Tasks and Objectives	**Participants/Methods/Duration**	**Results**
Implement	**YEAR ONE**	

mandatory FYE for all students. (Objectives 1, 4, and 6)	TC will lead hiring of ADTL within 90 days; ADTL will chair FYE curriculum committee (faculty, instruction, and student services) that will schedule (in March 2018) and design (Jan – June 2018) FYE pilot courses for Fall 2018. In Summer 2018, ADs 1 and 3, in collaboration with ADTL, will lead training of FYE instructors for 2018-19.	ADTL hired FYE pilot courses designed and scheduled for Fall 2018 Instructors for FYE 2018-19 recruited and trained
	YEAR TWO	
	ADTL will coordinate the pilot FYE course sections in Fall 2018 – Spring 2019 reaching 20% of students. By April 2018, the ADTL will collaborate with AD1/AD3 to schedule FYE course sections for 2019-20. The ADTL will administer student/faculty evaluations of all pilot course sections in 2018-19. ADTL will make process improvements as needed over Summer 2019. ADs 1 and 3, in collaboration with ADTL, will lead training of FYE instructors for 2019-20.	Pilot FYE courses implemented and evaluated by students and faculty. Slate of Year Three FYE courses scheduled. FYE curriculum and process improved as needed.
	YEAR THREE	
	AD1 and ADTL will coordinate the expansion of FYE to reach 75% of students by Spring 2020 by repeating training, implementation, and evaluation cycle as described above.	FYE reaches 75% of students
	YEARS FOUR AND FIVE	
	AD1 and ADTL will coordinate the expansion of FYE to reach 100% of students by Fall 2020 and thereafter.	FYE reaches 100% of students
Establish a Career Pathways Center and services (Objectives 2,3,5 and 6)	**YEAR ONE**	
	TC will lead hiring of CPD on or around 4/1/18. With input from TC, VPSS, and AD1, the CPD will Career Coach software and Strong Interest/Myers Brigg inventories by June 2018. With input from institutional leaders and under the direction of AD2, CPD will coordinate the Career Pathways Center renovation to be completed by August 2018. By August 2019, CPD with input from TC, VPSS, ADs 1 and 2, and ADTL, will develop a plan for embedding career/transfer assistance into advising and instruction, including developing career development modules for FYE and online career/transfer credit assistance resources.	CPD hired Career software/inventories purchased and installed FYE career modules developed Career Pathways Center established Plan for enhancing instruction and advising to include mandatory career services created Online career/transfer credit assistance mapped

	YEAR TWO THROUGH FIVE	
	CPD will deliver embedded career/transfer support services and in-person career/transfer/job placement center services beginning Fall 2018 and continuing thereafter. The CPD will work with PC web developers to launch online career/transfer/job placement services by January 2019 and continuing thereafter.	Ongoing delivery of embedded, in-person, and online career counseling, transfer credit, and job placement services
SPOC implement SPOC intrusive advising for underserved students (Objectives 7, 13 and 14)	**YEAR ONE**	
	TC will lead hiring of SN within 90 days; By April 1, 2018, the SN will collaborate with VPSS, AD1, and MIC to codify: intake assessment and individualized success plan process and format and the process for assigning students to the SN or MIC; SN/MIC will pilot first cohort in Spring 2018 reaching 30% of underserved students and refine process over Summer 2018.	SN hired Intrusive advising policies and procedures developed First cohort of students receive services, reaching 30% of underserved students
	YEARS TWO THROUGH FIVE	
	SN/MIC will scale up SPOC services to reach 100% of underserved students by Fall 2018.	All underserved students receive SPOC intrusive advising
Create peer mentor services for underserved students (Objectives 8, 13 and 14)	**YEAR ONE**	
	SN/MIC will develop processes for recruiting, training and hiring peer mentors, including developing a peer mentor resource guide in months 6-12. AD1 will facilitate planning for the integration of peer mentors in 2018-19 FYE pilot courses. SN/MIC will recruit/train peer mentors in Summer 2018.	Peer mentor program policies and procedures developed Peer mentor resource guide developed Peer mentors scheduled for placement in following year's FYE courses
	YEAR TWO	
	AD1 will launch peer mentor program beginning Fall 2018. SN/MIC will provide ongoing supervision and support to peer mentors. AD1 will conduct ongoing evaluation of peer mentors beginning Fall 2018. SN/MIC will train next cohort of peer mentors in Summer 2019.	Peer mentor services embedded in FYE courses reaching 30% of underserved students Peer mentors trained Evaluations of peer mentors completed each quarter
	YEARS THREE THROUGH FIVE	
	AD1 will scale up peer mentor program to embed services in all FYE courses reaching 100% of underserved students beginning Fall 2019 and continuing thereafter. Ongoing	Peer mentor services embedded in FYE courses reaching 100% of underserved students Peer mentors trained

	recruitment, training, and evaluation of peer mentors will continue in Years 3-5.	Evaluations of peer mentors completed each quarter
Establish Veteran's Center and services Objectives (9, 13 and 14)	**YEAR ONE**	
	Under direction of TC, AD2 will collaborate with AD1, SN, MIC, and Clallam County Veteran's Center to launch an on-campus Veteran's Center by September 1, 2018. TC/SN will create an annual plan that schedules workshops and presentations for veteran students to begin Fall 2018. TC/SN will prepare a variety of print and online resources linking veteran students to academic and community resources by August 30, 2018.	Veteran's Center established Programming for Year Two developed Print and online veteran resources developed
	YEARS TWO THROUGH FIVE	
	TC/SN will coordinate monthly program presentations for veteran students beginning Fall 2018 and thereafter. SN will ensure Veteran's Center provides print and online resources beginning Fall 2018 and thereafter.	Monthly Veteran's Center educational program Ongoing print and online resources for veteran students
Improve Longhouse and integrate with instruction (Objectives 10, 13 and 14)	**YEAR ONE**	
	The TC will lead hiring of LD within on or near 4/1/18. The LD will partner with ADTL and a campus-wide committee in months 6 – 12 to develop Y2 active learning opportunities. The LD will also lead planning efforts to guide the outdoor instructional space improvements.	LD hired Longhouse outdoor facilities plan completed Year Two active learning opportunities planned
	YEAR TWO	
	The LD will lead Longhouse outdoor instructional space improvements in collaboration with AD2 in months 1-6. In partnership with faculty and tribal partners, the LD will implement at least 10 active learning opportunities that leverage the Longhouse facilities and/or programs.	10 active learning opportunities implemented Design phase of Longhouse facilities improvements completed
	YEAR THREE	
	In partnership with faculty and tribal partners, the LD will implement at least 20 active learning programs that leverage the Longhouse facilities and/or programs.	20 active learning opportunities implemented
	YEARS FOUR THROUGH FIVE	
	In partnership with faculty and tribal partners, the LD will implement at least 30 active learning programs that leverage the Longhouse facilities and/or programs.	30 active learning opportunities implemented annually

Install culturally relevant wayfinding signs (Objectives 11 and 14)	**YEAR ONE**	
	Beginning in Spring 2018, with ongoing input from CAB and five local tribes, the LD will facilitate a design planning process for at least five major "welcome" directory signs.	Design planning for culturally relevant wayfinding improvements begins
	YEAR TWO	
	Led by LD and AD2, design planning will be completed by December 30, 2018. Design phase services begin.	Designs for all wayfinding improvements completed Design phase begins
	YEARS THREE – FIVE	
	Signs will be installed as follows (at least 1 by the end of Year 3; at least 2 additional signs by the end of Year 4; and the final 2 signs installed by the end of year five)	All 5 directory signs installed
Improve technology for students with disabilities (Objectives 12 and 14)	**YEAR ONE**	
	The ADTL will collaborate with Library staff to purchase, install, and promote a KIC Click Scanner by August 30, 2018.	KIC Click Scanner purchased and made available for use
	YEARS TWO THROUGH FIVE	
	ADTL, Library staff, ADs 1 and 3, and other project leaders will promote the use of the new technology to faculty and students with disabilities.	Improved course design for students with disabilities Increased access to ADA compliant technology for students with disabilities
Launch a Center for Teaching and Learning (Objectives 15, 16 and 17)	**YEAR ONE**	
	The TC will lead hiring of ADTL within 90 days. Under the direction of the TC and with input from college-wide stakeholders, the ADTL will develop policies and procedures for enhanced professional development and dissemination, utilization of evidence-based strategies, centralized planning, and peer faculty evaluation process by 9/1/18.	ADTL hired Policies and procedures for professional development and dissemination, utilization of evidence-based strategies, centralized planning, and peer faculty evaluation process established
	YEAR TWO	
	ADTL connects 30% of faculty/staff with professional development opportunities and coordinates dissemination and utilization of evidence-based practices. ADTL facilitates centralized planning process with all key stakeholders to identify and develop college-wide strategies for large-scale implementation of evidence-based practices. ADTL trains peer faculty evaluators and coordinates peer faculty	30% faculty/staff receive professional development and implement evidence-based practices Ongoing college-wide planning for evidence-based practices 30% of faculty receive peer faculty evaluations

	evaluations for 30% of faculty.	
	YEAR THREE	
	ADTL connects 50% of faculty/staff with professional development opportunities and coordinates dissemination and utilization of evidence-based practices. Centralized planning process continues. ADTL trains peer faculty evaluators and coordinates peer faculty evaluations for 75% of faculty.	50% faculty/staff receive professional development and implement evidence-based practices Ongoing college-wide planning for evidence-based practices 75% of faculty receive peer faculty evaluations
	YEARS FOUR THROUGH FIVE	
	ADTL connects 75% of faculty/staff with professional development opportunities and coordinates dissemination and utilization of evidence-based practices. Centralized planning process continues. ADTL trains peer faculty evaluators and coordinates peer faculty evaluations for 100% of faculty.	75% faculty/staff receive professional development and implement evidence-based practices Ongoing college-wide planning for evidence-based practices 100% of faculty receive peer faculty evaluations

E. Quality of Key Personnel

E.1 EXPERIENCE AND TRAINING OF KEY PERSONNEL

Existing PC Staff Dedicated to Title III Project	
Vice President for Instruction, Sharon Buck, Ed.D.	
Title III Coordinator (.15% FTE)	Dr. Buck has a wealth of leadership experience within the state community college system. Dr. Buck has developed and managed numerous state and federal grants, most recently a STEM project focused on active learning funded by NSF. Dr. Buck's role as Title III Coordinator will ensure that the project receives ongoing input and guidance from the president and cabinet.
Associate Dean for Student Services, Cathleen Engle, M.Ed.	
Activity 1 Director (.15% FTE)	Cathleen Engle directs PC's student support services, including career and transfer services, orientation, intake, advising, and FYE. She has five years of experiencing managing state and federal grants, including TRIO Upward Bound.
Director of Facilities Planning and Operations, Patty McCray Roberts	
Activity 2 Director (.10% FTE)	As a campus leader in facilities and operations, Ms. McCray Roberts will be a valuable asset in the project's facilities improvement activities. Ms. Roberts has extensive experience managing large capital projects, public works projects and state commerce grant programs.
Dean for Instruction, Bruce Hattendorf, MA	
Activity 3	Bruce Hattendorf oversees Arts and Sciences Instruction and is an innovative

Director (.15% FTE)	leader at PC who has spearheaded several developmental education reforms. He has several years of experience directing philanthropic, state, and federal grants, including grants from the NEH, College Spark Washington, and The Bill and Melinda Gates Foundation.

Title III Positions to be Hired	
Activity I: Improving Student Engagement and Support	
Title / Effort	**Experience/Training**
Career Pathways Director 100% FTE	Bachelor's degree in education or related field/Master's degree preferred. Six or more years of experience managing career counseling or related programs. Demonstrated commitment to diversity, equity and inclusion. Knowledge of career counseling principles and practices and adept at conducting and understanding labor market data.
Related Activity Objectives: 2, 3, 4, 5, and 6	
Activity II: Building a Culture of Equity and Inclusion	
Longhouse Director 100% FTE	Master's degree or higher in education, social sciences, or related field. Six or more years of experience working with tribal communities. Knowledge and experience developing culturally relevant learning opportunities. Ability to build positive relationships with internal and external stakeholders. Demonstrated commitment to diversity, equity, and inclusion. Knowledge of the principles of Indigenous Ways of Knowing preferred.
Related objectives: 10, 13, and 14	
Success Navigator 50% FTE	Bachelor's degree in education or related field. Three or more years of experience in student services. Demonstrated commitment to diversity, equity, and inclusion. Knowledge of student advising principles and practices. Experience working with veterans preferred.
Related Activity Objectives: 7, 8, 9, 13, and 14	
Activity III: Achieving Excellence in Teaching and Learning	
Associate Dean for Teaching and Learning 100% FTE	Master's degree in any field. Minimum of five years community college teaching experience demonstrating innovation and excellence in teaching. At least two years of administrative or faculty leadership experience preferred. Experience using evidence-based pedagogies. Demonstrated commitment to diversity, equity, and inclusion. Strong leadership and communication skills with ability to advance multiple projects simultaneously.
Related Activity Objectives: 14, 15, and 16	
Supports All Activities	
Grants Management Coordinator	Bachelor's degree in any field and 2-3 years of grants-related management coordination, preferably in higher education. Demonstrated commitment to diversity, equity, and inclusion.
Related Activity Objectives: supports all objectives	

E.2 REALISTIC TIME COMMITMENT OF KEY PERSONNEL

Rationale for Time Commitment of Each Title III-Funded Position	
Title / Effort	**Rationale for Realistic Time Commitment**
Career Pathways Director 100% FTE	A full-time position is essential to create and provide ongoing career, transfer, and job placement services to students by directing the Career Pathways Center, online resources, and integrated career services.
Longhouse Director 100% FTE	A full-time position is essential as all facility improvements and programming will be developed with input from the five local tribal nations, requiring significant time investment. The director will also cultivate strong internal partnerships to develop active learning opportunities.
Success Navigator 50% FTE	A .50FTE Success Navigator (SN) will enable intrusive advising for underserved students. The existing Multicultural Inclusion Coordinator will advise students of color, LGBTQ, and students with disabilities, while the SN will advise low-income, first-generation, and veteran students. The SN will assist in coordinating peer mentor and veteran services. Advising duties flow in peak/low cycles creating a manageable part-time workload.
Associate Dean for Teaching and Learning 100% FTE	A full-time position is essential given the breadth of duties associated with the Center for Teaching and Learning. The ADTL will spend 25% effort coordinating efforts to redesign FYE, while also launching a peer faculty evaluation program. As FYE duties subside in Y2 and Y3, the ADTL will devote increasing time to professional development and planning activities.
Grants Management Coordinator 50% FTE	A part-time position will provide fiscal coordination and administrative support to the Title III Coordinator and Activity Directors who hold full-time leadership roles at the college. This support will be critical but limited to supportive functions not requiring more than 50% FTE.

F. Quality of Project Management Plan

F.1 EFFICIENT, EFFECTIVE MANAGEMENT PROCEDURES

PC's administrative structure allows project leadership to have clear authority over project staff and ongoing communication with executives and constituents. Due to the instructional elements that cross all three activities, Dr. Sharon Buck, Vice President of Instruction (VPI), will serve as the Title III Coordinator (.15% FTE). A VPI in the coordinator role ensures the highest levels of input from the president and cabinet. The Title III Coordinator (TC) will report on grant activity at the weekly cabinet meeting to integrate the project with

institutional activities. A part-time grants management coordinator will assist the project with

administrative support. The Institutional Research team will assist Dr. Buck with data collection.

The Activity Directors will report to the TC and will supervise each of the project staff.

F.2 AUTHORITY OF PROJECT COORDINATOR AND ACTIVITY DIRECTORS

The project's organizational hierarchy ensures ongoing communication with President

Luke Robins, as represented in the project organizational chart below. Dotted lines indicate

institutional lines of reporting. Solid lines to the Title III Coordinator indicate project reporting.

The overlapping circles between activity directors demonstrates that Activity 2 duties related to

student services (advising/peer mentors/veterans) and instruction (active learning opportunities)

will be co-directed by the AD1 and AD3 respectively. The Title III funded positions linked to

those activities will report to the AD1 and AD3, while the AD2 will direct all facilities activities.
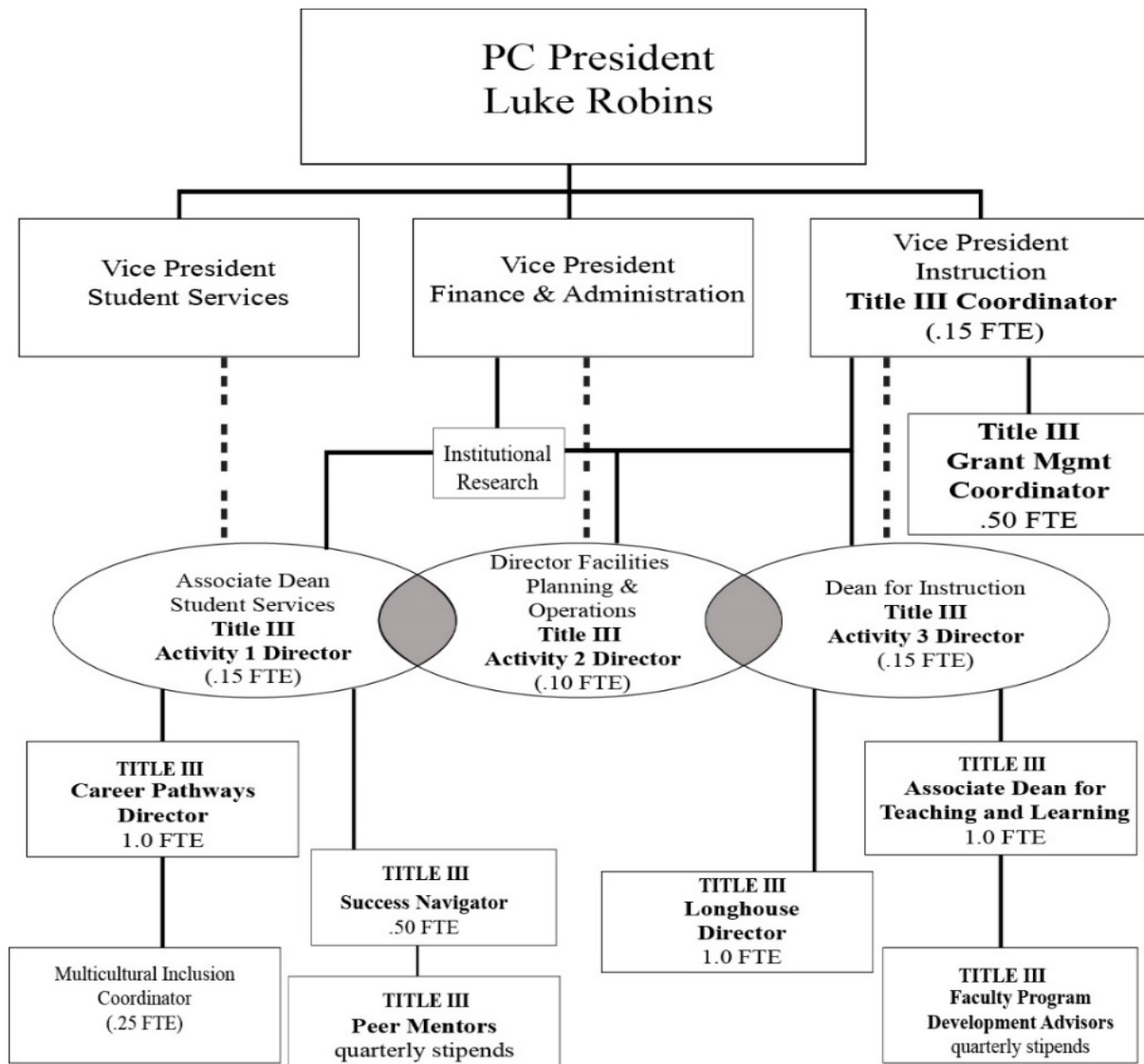
G. Quality of the Evaluation Plan

The evaluation design will assess progress toward five-year CDP objectives and annual

activity objectives defined in realistic and measurable terms. Valid baselines derived from

reliable institutional data have been established for each outcome measure. Data elements that

will inform formative and summative evaluation activities will be collected and analyzed each

project year. Caitlyn Donnelly, MA, a Seattle area evaluation consultant, who is an expert in Title

III SIP and a member of the National Council of University Research Administrators, will lead

project evaluation efforts. The external evaluator (EE) contributed to the proposed evaluation plan

and will visit the college annually and twice in the project's final year to monitor progress and

prepare annual and final evaluation reports. The EE will receive ongoing input from the Title III

Coordinator, Activity Directors, and Institutional Research.

G.1 DATA ELEMENTS AND DATA COLLECTION PROCEDURES

Data Elements. A *formative evaluation* will provide ongoing assessment of progress,

including the collection of quantitative and qualitative data to determine if annual activity

objective benchmarks are being met and to identify obstacles to effective implementation that

will inform continuous improvements to project implementation strategies. Qualitative data will

include student surveys to assess ongoing satisfaction with advising, peer mentor, veteran, and

career services. A *summative evaluation* will measure the overall success and impact of the five-

year project by collecting quantitative data to determine if five-year institutional objective

benchmarks were met. The cumulative five-year data will be used in the evaluation of the 5-year

institutional objectives listed in the CDP, which will assess the overall outcomes and long-term

impacts on the institutional goals listed in the CDP. The table below details data elements and

collection procedures. Please note that lead staff for data collection activities is the Institutional

Research Team unless otherwise noted.

DATA ELEMENTS AND COLLECTION PROCEDURES	
Data Elements Annual Activity Objectives (formative, annual, quantifiable)	**Collection Procedures** (frequency/data source)
1) # of students enrolled in mandatory FYE; **2)** % of students who report utilizing transfer credit assistance; **3)** % of students who report utilizing career counseling services; **4)** rate of fall-to-fall retention among f/t, f/t students; **5)** % of prof tech students successfully placed in jobs; **6)** % of underserved students receiving SPOC intrusive	**1)** quarterly FYE course enrollments; **2)** annual CCSSE question on usage of transfer assistance; **3)** annual CCSSE question on usage of counseling services; **4)** quarterly retention measures IPEDS; **5)** annual job placement rates SBCTC; **6)** quarterly advising services appointment

advising services; **7)** % of underserved students receiving peer mentor services; **8)** % underserved students receiving peer mentor services; **9)** % of veteran students receiving support services; **10)** # of active learning opportunities; **11)** # of culturally relevant wayfinding signs; **12)** # of ADA compliant scanning machines; **13)** fall-to-fall retention rate for underserved students; **14)** % of students who report experiencing a culture of mutual respect; **15)** % of faculty/staff who participate in professional development and utilize and evidence-based strategy; **16)** % of internal stakeholder representatives participating in college-wide program planning; **17)** % of instructors who receive annual peer faculty evaluation.	logs (AD1); **7)** quarterly FYE course enrollments; **8)** student enrollments from courses with embedded peer mentor services; **9)** veteran support services question annual CCSSE; **10)** quarterly Longhouse Reports documenting # of activities and # of students reached (LD); **11 and 12)** annual Title III progress report (TC); **13)** annual retention rates IPEDS; **14)** pluralism question on annual PC ACT Survey; **15)** quarterly log of professional development activities and implementation of evidence-based strategies (ADTL); **16)** quarterly planning committee meeting membership and sign-in sheets (ADTL); **17)** quarterly peer faculty evaluation log (ADTL)
Data Elements Institutional Objectives from CDP (summative, five-year, quantifiable)	**Collection Procedures** (frequency/data source)
1.1) rate of fall-to-fall retention of first-time, full-time students; **1.2)** rate of on-time graduation of first-time, full-time students; **1.3)** on-time transfer-out rate of first-time, full-time students; **1.4)** % of students who report using transfer credit assistance; **2.1)** % of students who report using career counseling services; **2.2)** job placement rate for prof tech students; **3.1)** fall-to-fall retention rate of underserved students; **4.1)** # of students who report experiencing a "cultural of mutual respect"; **5.1)** % of faculty/staff who participate in professional development and utilize evidence-based strategies; **5.2)** % of internal stakeholder representatives participating in college-wide program planning; **5.3)** % of instructors who receive an annual peer faculty evaluation	**1.1)** annual retention rates IPEDS; **1.2)** annual on-time graduation rates IPEDS; **1.3)** annual transfer-out rates IPEDS; **2.1)** annual CCSSE usage of transfer assistance question; **2.2)** annual job placement rates SBCTC; **3.1)** retention rates IPEDS; **4.1)** pluralism question on annual PC ACT Survey; **5.1)** quarterly log of professional development activities and implementation of evidence-based strategies (ADTL); **5.2)** quarterly planning committee meeting membership and sign-in sheets (ADTL); **5.3)** quarterly peer faculty evaluation log (ADTL)
Data Elements Institutional Goals from CDP (summative) (summative, five-year, quantifiable)	**Collection Procedures** (frequency/data source)
1) Improved student support and success as measured by CDP objectives 1.1, 1.2, and 1.3. **2)** Improved student career readiness and employment success as measured by CDP objectives 2.1 and 2.2. **3)** Reduced disparities in academic progress as measured by CDP objective 3.1. **4)** Enhanced culture of equity and inclusion as measured by CDP	***Refer to Institutional Objectives in previous row.***

| objective 4.1. **5)** Improved academic quality as measured by CDP objectives 5.1, 5.2, and 5.3. | |

G.2 DATA ANALYSIS PROCEDURES

Members of the project team will supply project data on an annual basis to the external

evaluator (EE). The EE will capture the data analysis in an annual evaluation report that will be

shared with the project team. The Title III Coordinator will utilize these reports in preparing

annual progress reports for the Department of Education. At the end of Year Five, the EE will

prepare a comprehensive report analyzing cumulative five-year impacts. A table detailing the

what, who, when, and *how* of the data analysis procedures for each annual activity objective

follows. Cumulative totals from annual activity objectives *2, 3, 4, 5, 6, 13, 14, 15, 16, and 17*

will become the outcome measures for the institutional objectives in the CDP, which will

determine the project's overall impact on the CDP institutional goals.

*EE – External Evaluator, IR – Institutional Research Team, TC –Title III Coordinator, AD1—
Activity Director 1, ADTL –Associate Dean for Teaching and Learning

DATA ANALYSIS PROCEDURES	
Annual Activity Objectives with Baselines (*What*)	*Who/How/When*
1) Increase the percentage of degree-seeking students enrolled in mandatory FYE (0-30% Y2, 75% Y3; 100% Y4).	IR will supply total FYE course enrollments to the EE annually. EE will compare FYE enrollments with total number of first-year students to determine the % of students reached.
2) Increase the percentage of students who report utilizing transfer credit assistance from 25% - 30% Y2; 35% Y3; 40% Y4; 45% Y5.	IR will supply EE with annual results from CCSSE question on utilization of transfer credit assistance and career counseling services, and the EE will compare to benchmarks.
3) Increase percentage of students who report utilizing career counseling services from 32% - 40% in Y2; 46% Y3; 52% in Y4; 60% Y5.	
4) Increase the rate of first-to-second year retention of first-time, full-time students from 65% to 67% in Y3; 69% in Y4; and 70% in Y5.	IR will supply EE with retention, job placement, and transfer-out data for the preceding year's cohort each February,

5) Increase the job placement rate for professional technical students from 28% to 30% in Y2; 33% in Y3; 36% in Y4; and 39% in Y5.	and the EE will compare to benchmarks.
6) Increase the on-time transfer-out rate for first-time, full-time degree-seeking students from 14% to 16% in Y3; 18% in Y4; and 20% in Y5.	
7) Increase the percentage of underserved students receiving single point of contact intrusive advising services from 0% to 30% in Y1 and 100% in Y2.	AD1 will supply the EE with total numbers of underserved students receiving advising and peer mentor services, and the EE will compare to total number of underserved students enrolled to determine progress toward benchmarks.
8) Increase the percentage of degree-seeking underserved students receiving peer mentor services in their first year from 0% to 30% in Y2; 75% in Y3; and 100% in Y4.	
9) Increase the percentage of veteran students receiving specialized on-campus academic, social, and community support from 46% to 50% in Y2; 55% in Y3; 60% in Y4; and 66% in Y5. (PC ACT 2014)	IR will supply EE with annual results from PC ACT question on veteran support services, and the EE will compare to benchmarks.
10) Increase the number of instructional active learning opportunities facilitated by the Longhouse from 5 to 10 in Y2; 20 in Y3; and 30 in Y4 and beyond.	LD will supply the external evaluator (via the Title III Coordinator) with the annual number of learning opportunities, which will be compared to benchmarks.
11) Increase the number of culturally relevant wayfinding signs on campus from 0 to 1 in Y3; 3 in Y4; and 5 in Y5.	TC will report progress on sign installations to the EE annually, and the EE will compare progress toward benchmarks.
12) Increase the availability of ADA compliant scanning technology to better serve students with disabilities from 0 to 1 by the end of Y1.	TC will report progress on technology improvements at the end of year one, and the EE will determine progress toward benchmarks.
13) Increase the rate of first-to-second year retention of underserved students from 45% to 47% in Y3; 49% in Y4; and 50% in Y5.	IR will supply EE with retention data for the preceding year's cohort each February, and the EE will compare to benchmarks.
14) Increase the percentage of students who report experiencing a "culture of mutual respect and acceptance that embodies diversity" from the 2016 baseline of 83% to 85% in Y1; 88% in Y2; 90% in Y3; 93% in Y4; and 95% in Y5.	IR will supply CCSSE pluralism data to the EE each July, and the EE will compare to benchmarks.
15) Increase the percentage of faculty/staff who 1) participate in a professional development activity and 2) utilize an evidence-based strategy in their instructional design or student engagement program from 0% to 30% in Y2; 50% in Y3; and 75% in Y4.	The ADTL will supply the EE (via the TC) with annual reports on the numbers of faculty receiving professional development and utilizing evidence-based strategies, campus-wide representation in planning efforts, and
16) Increase the representation of all internal	

stakeholders (cabinet, faculty, student services, administrative services, institutional research, instruction administrators, and students) who participate in college-wide program/reform planning efforts from 0% to 100% Y2.	numbers of instructor evaluations completed. EE will compare progress to benchmarks.
17) Increase the percentage of Arts and Sciences and Professional Technical instructors who receive from faculty peers at least one annual course evaluation that includes recommendations for improvement (if needed) from 0% to 50% in Y2; 75% in Y3; and 100% in Y4.	

H. Budget

Proposed Costs are Necessary and Reasonable

The college has been fiscally conservative when planning project activities, recognizing that personnel and equipment acquired during the project have significant post-grant costs. Only expenditures that are essential to achievement of the project objectives have been included.

All equipment, supplies, maintenance and contractual costs have been researched and individually priced in the budget detail based on published prices or quotes from vendors.

Budget Narrative

1. Personnel		Year 1	Year 2	Year 3	Year 4	Year 5
Title III Coordinator .15 FTE		$0	$0	$0	$0	$0
Grant Management Coordinator .50 FTE	Title III	$11,000	$22,000	$22,660	$22,660	$23,340
	PC	$0	$0	$0	$0	$0
Success Navigator .50 FTE	Title III	$18,750	$17,500	$16,737	$15,450	$13,262
	PC	$0	$7,500	$9,013	$10,300	$13,262
Career Pathways Director 1.0 FTE	Title III	$45,000	$42,000	$40,170	$37,080	$31,827
	PC	$0	$18,000	$21,630	$24,720	$31,827
Associate Dean for Teaching and Learning 1.0 FTE	Title III	$63,750	$59,500	$56,908	$52,530	$45,088
	PC	$0	$25,500	$30,642	$35,020	$45,088
Longhouse Director 1.0 FTE	Title III	$36,000	$50,400	$48,204	$44,496	$38,193
	PC	$0	$21,600	$25,956	$26,664	$38,193
Peer Mentor Stipends (no benefits)	Title III	$2,800	$5,500	$5,500	$5,500	$5,500
Faculty Planning Stipends (no benefits)	Title III	$7,000	$6,750	$6,750	$6,750	$6,750
PERSONNEL TOTAL		$184,300	$203,650	$196,929	$184,466	$163,960

Justification: The proposed activities cannot be implemented and project objectives cannot be achieved without significant investments in personnel. This is a personnel-intensive project with nearly $325,000 committed to staffing. Salaries/wages are the same as those paid to existing personnel with similar job titles/functions. Salaries/wages increase by 3% in Years 3

and 5 to allow for anticipated cost of living adjustments in keeping with previous years. All positions will be begin employment on or near January 2, 2018, with the exception of the Longhouse Director who will begin on or near April 1, 2018 to enable ample time for quality recruitment. All positions (with the exception of the Grant Management Coordinator) will be phased into college funding beginning Y2 (30%); Y3 (35%); Y4 (40%); and Y5 (50%).

	Year 1	Year 2	Year 3	Year 4	Year 5
2. Fringe Benefits	$66,310	$72,732	$70,178	$65,443	57,650

Justification: The College uses a blended rate for budgeting fringe benefits; every dollar of salary budgeted also includes the institution-wide average of 38% fringe benefits (7.24% FICA and Medicaid, 10.5% retirement, 0.73% worker's compensation, 0.43% unemployment insurance, 19.1% health insurance). All positions (with the exception of the Grant Mgmt. Coordinator) will be phased into college funding; fringe benefits listed above reflect PC's institutional commitment beginning Y2 (30%); Y3 (35%); Y4 (40%); and Y5 (50%).

	Year 1	Year 2	Year 3	Year 4	Year 5
3. Travel	$2,100	$22,100	$22,100	$22,100	$26,100

Justification: Includes $1,600 in annual funds for the Title III Coordinator to attend the annual Title III Director's Meeting. Airfare ($797); ground transportation ($50); 3 nights lodging @ $182/night in Washington, DC ($546); 4 days per diem @ $69/day ($207). Also, $80,000 for faculty/staff attendance at various teaching and learning conferences in Years 2 – 5. Conference travel will increase understanding and deployment of evidence-based practices to be coordinated through the Center for Teaching and Learning. Conferences may include The Teaching Professor Conference, SBCTC's Assessment, Teaching, and Learning Community events, The Lilly Conference, The Great Teacher Conference, League for Innovation in the Community College events, Association of American Colleges and Universities conferences, and National Institute for Staff and Organizational Development Conference. Estimated average costs include registration ($400); travel ($500); hotel ($400); 4 days per diem for meals at $55/day ($220) = $1,520 per person. Travel also includes external evaluator annual campus visits from Seattle area (two visits in Y5) ($500 per visit, includes 2 nights lodging @ $137/max night, $55/day per diem for 3 days, and mileage reimbursement @ 0.535/mile). All travel rates are in compliance with WA State Office of Financial Management and/or the US General Services Administration "CONUS Rates."

	Year 1	Year 2	Year 3	Year 4	Year 5
4. Equipment	$48,500	N/A	N/A	N/A	N/A

Justification: Y1 includes the purchase of a KIC Click Scanner with three-year service contract ($20,000) to significantly improve scanning/OCR technology to better serve students with disabilities, particularly by enabling instructors to proactively utilize Universal Design principles in course design. Y1 also includes a one-year purchase of Career Coach ($15,000), a robust career counseling software platform to increase career exploration and selection, and Myers Briggs and Strong Interest inventories @ $9 per inventory/375 inventories per year for four years ($13,500). No additional equipment costs in Years 2-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
5. Supplies	$600	$600	$600	$600	$600

Justification: Annual general office supplies (paper, pens, etc.) and printing costs for peer mentor and veteran resource guides @ $600 per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
6. Contractual	$2,500	$2,500	$2,500	$2,500	$5,000

Justification: Contract fees for external evaluator @ $2,500 per year in Years 1-5 and $5,000 in Year 5 to conduct all project data analysis and reporting activities, including formative and summative annual and five-year evaluation reports. The evaluator will visit campus once per year and twice in the final year (see travel costs above). She will maintain ongoing contact with staff and remotely participate in staff meetings as needed throughout the project period.

	Year 1	Year 2	Year 3	Year 4	Year 5
7. Construction	$60,000	$63,000	$72,500	$89,000	$95,000

Justification: Y1: Remodeling of Student Services Building Suites D215-16 to create a **Career Pathways Center ($40,000** including framing @ $4,000, electrical and lighting @ $4,500, IT/AV/Phone @ $6,000, HVAC @ $5,500, fire system @ $3,000, paint @ $2,000, flooring @ 1,800, furnishings @ $6,700, and tax permit contingency @ $6,500).
Remodeling of Student Union Building Suite J47 to create a **Veteran's Center** (**$20,000** including framing @ $1,500, electrical/lighting @ $2,200, IT/AV/Phone @ $3,500, fire system @ $1,500, paint @ $600, flooring @ $900, furnishings @ $6,700, and tax permit and contingency @ $1,800).
Y2: $35,000 for Longhouse outdoor facility improvements, including $20,000 for the installation of a medicine garden trail loop ($12,500 for trail improvements, including making the trail ADA accessible, $5,500 for trail navigation signs including instructional labels for medicinal plants, and $2,000 for planting materials). Improvements will also include $15,000 for outdoor amphitheatre-style straw-bale construction seating to establish an outdoor lecture area for Native medicinal plant/food preparation demonstrations and other instructional activities. In Y2 the design phase for the **culturally relevant wayfinding signage improvements** will be completed @ $28,000 for design consulting/contracting fees.
Y3: $72,500 for the construction, installation, and lighting of the first and largest landmark directory sign. **Y4**: $89,000 for the construction, installation, and lighting of two additional landmark directory signs. **Y5**: $95,000 for the completion of the two final directory signs.

	Year 1	Year 2	Year 3	Year 4	Year 5
8. Other	$85,000	$85,000	$85,000	$85,000	$85,000

Justification: $85,000 per year will build an unrestricted endowment. PC's endowments have remained mostly static for more than a decade and are small compared to sister institutions. They are also predominantly restricted to scholarships. A new unrestricted endowment would support expansion of evidence-based student success programs. The PC Foundation board enthusiastically supports a five-year fundraising campaign to ensure the successful contribution of matching funds, and over 60% of matching funds for the entire grant period have already been pledged. Chris Simmons of D.A. Davidson Investment Banking in Port Angeles will manage the endowment with direction from the foundation's finance committee.

TOTAL COSTS	$449,310	$449,582	$449,807	$449,109	$429,109