

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

PENINSULA COLLEGE

YEAR SEVEN SELF-EVALUATION REPORT

SPRING 2018



CONTENTS

List of Figures.....	iii
Institutional Overview.....	1
Basic Institutional Data Form.....	3
Preface.....	15
Standard 1: Mission and Core Themes.....	17
I. Eligibility Requirements 2 & 3.....	17
II. Standard 1.A Mission.....	17
III. Standard 1.B Core Themes.....	18
Theme 1: Education.....	19
Theme 2: Opportunity.....	21
Theme 3: Enrichment.....	22
Standard 2: Resources & Capacity.....	23
I. Eligibility Requirements 4 through 21.....	23
II. Executive Summary – Standard 2.....	29
Standard 2A Governance.....	29
Standard 2B Human Resources.....	30
Standard 2C Education Resources.....	30
Standard 2D Student Support Resources.....	31
Standard 2E Library and Information Resources.....	32
Standard 2F Financial Resources.....	33
Standard 2G Physical and Technological Infrastructure.....	33
Standard 3: Planning and Implementation.....	35
I. Standard 3.A Institutional Planning.....	35
II. Eligibility Requirements 22 and 23.....	39
III. Standard 3.B Core Theme Planning.....	40
Theme 1: Education.....	40
Theme 2: Opportunity.....	41
Theme 3: Enrichment.....	42
Standard 4: Effectiveness and Improvement.....	45
I. Standard 4.A Assessment.....	45
II. Standard 4.B Improvement.....	49
Standard 5: Mission Fulfillment, Adaptation, and Sustainability.....	53
I. Eligibility Requirement 24.....	53
II. Standard 5.A Mission Fulfillment.....	54
III. Standard 5.B Adaptation and Sustainability.....	55
Conclusion.....	59
Acronyms.....	61
Appendix A.....	**
Appendix B.....	65

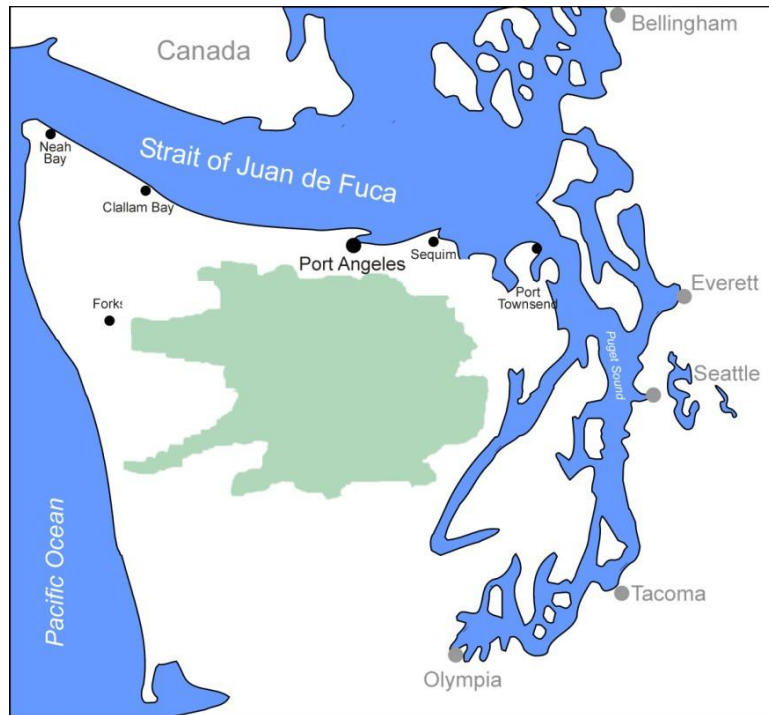
** Compliance Standard 2 as Appendix A is included in a separate document.

LIST OF FIGURES

Figure 3.A.1	Planning and Assessment.....	35
--------------	------------------------------	----

INSTITUTIONAL OVERVIEW

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



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

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

In 2015-16, Peninsula College enrolled 4,619 credit and noncredit students and awarded 1,240 degrees and certificates. More than 70% of vocational students were employed within nine months of completing a job-preparatory program. The majority of students were part-time (58.7%), and the median age was 27.3 years.

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

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional

Mailing Address: 1502 E. Lauridsen Blvd.
Address 2: _____
City: Port Angeles
State/Province: Washington
Zip/Postal Code: 98362
Main Phone Number: 360-452-9277
Country: United States

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Luke
Last Name: Robins
Position (President, etc.): President
Phone: 360-417-6200
Fax: 360-417-6220
Email: LRobins@pencol.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Deborah
Last Name: Frazier
Position (President, etc.): Vice President for Finance & Administration
Phone: 360-417-6202
Fax: 360-417-6218
Email: DFrazier@pencol.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Deborah
Last Name: Frazier
Position (President, etc.): Vice President for Finance & Administration
Phone: 360-417-6202
Fax: 360-417-6218
Email: DFrazier@pencol.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
 Specialized
 Health-Centered

- Religious-Based
 Native/Tribal
 Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
 Baccalaureate
 Master

- Doctorate
 If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- Semester
 Quarter
 4-1-4

- Trimester
 Other (specify): _____

Institutional Control

- City County State Federal Tribal

- Public OR Private/Independent
 Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	1411	1433	1553
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1411	1433	1553

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	1306	1340	1446
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1306	134	1446

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 276 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	37					17		20
Associate Professor		6				3		3
Assistant Professor	1				1			
Instructor	1				1			
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank		186						

Faculty (all locations)

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

Rank	Mean Salary	Mean Years of Service
Professor	\$56,246	11
Associate Professor	\$55,709	16
Assistant Professor	\$50,560	1
Instructor	\$49,687	3
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	\$5,987/quarter	5

Institutional Finances – Appendix B

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Composite Recycling Technology Center	2220 West 18 th Street	Port Angeles, WA 98363	Advanced Manufacturing / CNC & Composites	15	6	4

Distance Education

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Forks Satellite Site (ITV)	481 S. Forks Ave. Forks, WA 98331	Early Childhood Education / AAS	Early Childhood Education	4	Yes	None
Fort Worden Building 202 (ITV)	202 Eisenhower Ave. Port Townsend, WA 98368	Early Childhood Education / AAS	Early Childhood Education	7	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Accounting / AAS or AAS-T	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Administrative Assistant / AAS or AAS-T	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Computer Applications Software Support / AAS	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Legal Option / AAS	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Medical Specialization / AAS or AAS-T	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Administrative Office Systems Certificate	Administrative Office Systems	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Accounting / AAS or AAS-T	Business Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Entrepreneurship Foundations / AAS or AAS-T	Business Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Management / AAS or AAS-T	Business Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Business Administration Certificate	Business Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Business Foundations Certificate	Business Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Computer Applications Technology / AAS or AAS-T	Computer Applications Technology	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Computer Applications Technology Certificate	Computer Applications Technology	***	Yes	None

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Criminal Justice / AAS or AAS-T	Criminal Justice	***	No	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Criminal Justice Certificate	Criminal Justice	***	No	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Cybersecurity & Computer Forensics / AAS or AAS-T	Cybersecurity and Computer Forensics	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Homeland Security and Emergency Management / AAS	Homeland Security/ Emergency Management	***	No	Pierce College Puyallup, WA
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Hospitality and Ecotourism / AAS	Hospitality and Ecotourism	***	No	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Hospitality and Event Planning Certificate	Hospitality and Ecotourism	***	No	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	IT – Administrator - Business / AAS or AAS-T	Information Technology – Systems Administration	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Multimedia Communications / AAS	Multimedia Communications	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Multimedia Communications - Graphics / AAS or AAS-T	Multimedia Communications	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Multimedia Communications Web Design & E-Commerce Techs. / AAS or AAS-T	Multimedia Communications	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Associate in Arts	AA-Arts	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Associate in Business	AA-Business	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Associate in Math Education	AA-Math	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Associate in Science	AA-Science	***	Yes	None
Peninsula College Main Campus	1502 E. Lauridsen Blvd. Port Angeles, WA 98362	Bachelor of Applied Science - Management	Bachelor's of Applied Science	***	Yes	None
<p>*** Total enrollment: 1310. Enrollment shown represents total unduplicated headcount - unbroken by modality as we do not report student awards by modality. Students can mix modality at will as courses are offered quarterly.</p>						

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						

PREFACE

Peninsula College completed its Year Three Report in Spring 2013, and evaluators conducted a “virtual visit.” The Northwest Commission on Colleges and Universities reaffirmed the College’s accreditation in July 2013 on the basis of the Year Three Peer Evaluation. However, in reaffirming accreditation, the Commission requested that the College address Recommendations 1, 2, and 3 in this Year Seven Self-Evaluation Report. Further, the Commission requested that the College prepare a Special Report, timeframe extended for good cause, due in Spring 2016, to address Recommendation 4 of the Year Three Evaluation. The report was accepted by the Commissioners in June 2016.

RECOMMENDATION #1

The evaluation committee recommends that Peninsula College continue to develop and then implement a credit hour policy. (Standard 2.A.12)

RECOMMENDATION #2

The evaluation committee found that most courses, program, and degree learning outcomes were identified and published, but some were not. The committee recommends that Peninsula College identify and publish expected learning outcomes for all of its courses, degrees, and programs (Standard 2.C.2)

RECOMMENDATION #3

The evaluation committee could not find specific general education program outcomes in relation to the College’s mission and core themes. The committee recommends that Peninsula College communicate a clear connection between the assessment of general education course and program outcomes and the College’s mission and core themes. (Standard 2.C.10)

RECOMMENDATION #4

The evaluation committee recommends that for each year of operation, the College undergoes an external financial audit and that the results from such audits, including findings and management letter recommendation, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 10 and Standard 2.F.7)

Recommendations 1- 4 are addressed in the body of this report. In sum:

1. Peninsula College’s credit hour policy may be reviewed as [Exhibit 2A-19](#). (Standard 2.A.12)
2. The College has defined mission fulfillment as the extent to which it is achieving the essential elements of its mission – its core themes and core theme objectives. Specific indicators of achievement and the corresponding performance threshold for each core theme objective constitute the mechanism for identifying and communicating mission fulfillment. Results are reported to the Board of Trustees at their regularly scheduled meetings, and these results are used to inform the subsequent year’s planning. (Standard 1.A.2)
3. The College has established specific indicators of achievement that are meaningful, assessable, and verifiable measures of accomplishment of the objectives of its core themes. (Standard 1.B.2)
4. At its June 21-23, 2016 meeting, the Board of Commissioners accepted the College’s Spring 2016 Special Report and found Peninsula College in compliance with Eligibility Requirement 19 and Standard 2.F.7 cited in Recommendation 4 of the Spring 2013 Year Three Peer-Evaluation

Report. This recommendation resulted from a Washington State practice regarding the state CAFR and every-other-year audits that had been satisfactory to the Commission for many years. The solution was jointly developed by the 34 Washington State Community and Technical Colleges and the State Auditor's Office. The breadth of application of this change required time and redeployed resources to be effected. The College appreciates the Commission's understanding and patience in extending the timeframe for compliance. The College has had zero findings from external audits in 10 years, and now has annual financial audits. (Eligibility Requirement 10 and Standard 2.F.7)

STANDARD 1 – MISSION, CORE THEMES, AND EXPECTATIONS

I. ELIGIBILITY REQUIREMENTS 2 AND 3

2. AUTHORITY

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

Peninsula College is one of thirty-four community and technical colleges in the state of Washington that derives its authority from the *Community College Act of 1967* (revised as the *Community and Technical College Act of 1991*) and the Revised Code of Washington (RCW 28B.50). Accreditation by the Northwest Commission on Colleges and Universities (NWCCU) was first granted in 1965 and reaffirmed most recently in 2013. The college is accredited to award both two-year and four-year degrees and serves Community College District No. 1, which encompasses Clallam and Eastern Jefferson Counties.

3. MISSION AND CORE THEMES

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

The College defines its mission and publishes a mission statement, which was reaffirmed by the Peninsula College Board of Trustees on March 14, 2017. The College’s core themes – *Education*, *Opportunity*, and *Enrichment* – are derived from its mission, and the College’s principal programs lead to recognized degrees: Associate of Arts, Associate of Arts Honors, Associate of Science, Associate of Business, Associate of Early Childhood Education, Associate of Math Education, Associate of Applied Science Transfer, Associate of Applied Science, and Bachelor of Applied Science. The College allocates substantially all of its resources to support its educational mission.

II. STANDARD 1.A - MISSION

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

Peninsula College provides educational opportunities in the areas of academic transfer, professional and technical, basic skills, and continuing education. The College also contributes to the cultural and economic enrichment of Clallam and Jefferson Counties.

The Board of Trustees reaffirmed this mission statement, without revision, on March 14, 2017.

The Peninsula College mission statement reflects the comprehensive mission of the College. This mission can be capsulized by the following themes – *Education*, *Opportunity*, and *Enrichment*. Together, these core themes embody the College’s institutional purpose and establish a framework for planning, decision making, budgeting, and assessing institutional effectiveness. The College defines mission fulfillment as the extent to which it is achieving these core themes.

III. STANDARD 1.B - CORE THEMES

- ❖ **EDUCATION**
- ❖ **OPPORTUNITY**
- ❖ **ENRICHMENT**

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

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

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

Enrichment reflects the College’s commitment to the diverse communities it serves, particularly in the area of the fine arts and the economic development and vitality of its two-county service district. As an example of the latter, the College’s contribution to an educated community and trained workforce during the 2015-16 academic year produced a net positive economic benefit of \$13 million in increased earning ability as a result of the education attainment of Peninsula College students. Direct economic benefits to the service district for the period add another \$46.4 million.

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

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

❖ **EDUCATION**

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

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
Provide an Academic Transfer program that positions students to continue their education at the baccalaureate level.	Percentage of “transfer-ready” students.	<ul style="list-style-type: none"> ▪ Achieve an annual target of 10% “transfer-ready” students.
	Percentage of student completions in key distribution classes— ENG 101 & 102.	<ul style="list-style-type: none"> ▪ Achieve an 85% completion rate in ENG 101 & 102 distribution classes.
	Percentage of student completions in key distribution classes MATH 107, 141 or 146.	<ul style="list-style-type: none"> ▪ Achieve an 85% completion rate in MATH 107, 141 and 146 distribution classes.
	Comparative performance of PC students on the ACT Collegiate Assessment of Academic Proficiency with other community college students.	<ul style="list-style-type: none"> ▪ Achieve performance levels above the national average.
	Quality of learning responses on annual student surveys.	<ul style="list-style-type: none"> ▪ Achieve a 75% positive response rate.
	Time-to-degree.	<ul style="list-style-type: none"> ▪ Achieve an average time-to-degree of three years or less for students who graduate within six years of their start date.
	Number of transfer degree recipients.	<ul style="list-style-type: none"> ▪ Achieve an annual target of 200 or more transfer degree recipients.
Provide Professional and Technical programs that enable students to enter or re-enter the workforce, enhance their current skills, or pursue advanced educational opportunities.	Percentage of student completions in professional/technical classes (at a proficiency level of 2.0 or greater).	<ul style="list-style-type: none"> ▪ Achieve 90% in student completions in professional/technical classes.
	Quality of learning response on the annual student surveys.	<ul style="list-style-type: none"> ▪ Achieve a 75% positive response rate.
	Quality of responses to preparation questions on employer surveys.	<ul style="list-style-type: none"> ▪ Achieve a 75% positive response to the question: “How well was this employee prepared to perform the job for which they were hired?”
	Job placement rate for students who leave after completion of a professional/technical degree or certificate, or majors in professional/technical programs who leave after completion of 45 college-level credits with a GPA of 2.0 or above.	<ul style="list-style-type: none"> ▪ Achieve an 80% job placement rate.
	Time-to-degree.	<ul style="list-style-type: none"> ▪ Achieve an average time-to-complete of three years or less for students who earn a degree or certificate within six years of their start date.

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
Provide a Basic Skills program to help undereducated adults and adults with limited English proficiency to become more successful.	Student progress: Number of students who complete at least one program level <u>and</u> make a significant gain in performance between the pre-test and post-test.	<ul style="list-style-type: none"> ▪ Achieve progress levels above 50%.
	Annual performance targets.	<ul style="list-style-type: none"> ▪ Achieve 6 out of 15 or 40% of annual performance targets.
	Student Achievement Initiative Basic Education for Adults outcomes measures.	<ul style="list-style-type: none"> ▪ Meet or exceed the system average four-year Student Achievement Initiative Basic Education for Adults outcomes measures.
	Student transition from Basic Skills to postsecondary education.	<ul style="list-style-type: none"> ▪ Achieve an annual target of 25% of Basic Skills students who transition to college-level classes.
	Rating on the Program Curriculum and Compliance Review conducted by the BEdA office of the SBCTC.	<ul style="list-style-type: none"> ▪ Achieve an <i>“Exemplary”</i> rating on the annual Program Curriculum and Compliance Review.
Provide Continuing Education Classes with a focus on business training.	Quality of student and employee satisfaction survey ¹ with CBE and customized training.	<ul style="list-style-type: none"> ▪ Achieve an 85% positive response rate in student and employee satisfaction survey² with CBE and customized training.

¹ The Community/Business Education department administers satisfaction surveys to (a) *employers* contracting with the College to provide employee training and (b) *students* enrolled in Community Education classes.

² The Community/Business Education department administers satisfaction surveys to (a) *employers* contracting with the College to provide employee training and (b) *students* enrolled in Community Education classes.

❖ OPPORTUNITY

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

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
Develop an ecology of student success.	Annual Enrollment of state-funded FTE.	<ul style="list-style-type: none"> ▪ Achieve an enrollment of 1,761 (2015-16 target) state-funded FTE.
Achieve an enrollment distribution that represents State expectations & the district profile.	College service level (% of total FTE’s by age range (15-44) / total district population by comparable age range).	<ul style="list-style-type: none"> ▪ Achieve a service level at or above 10%.
	Student demographics as a reflection of the two-county service area demographics by race/ethnic background.	<ul style="list-style-type: none"> ▪ Achieve an 85% or greater match between student demographics and district demographics by ethnicity.
	Student demographics as a reflection of two-county service area demographics by gender.	<ul style="list-style-type: none"> ▪ Achieve an 80% or greater match between student demographics by gender.
Provide financial assistance that facilitates student access.	Number of awards, number of recipients and the aggregate total of financial assistance to full-time eligible students.	<ul style="list-style-type: none"> ▪ Provide financial aid to 66% of eligible students.
	Student responses to specific financial aid-related questions on the annual student surveys.	<ul style="list-style-type: none"> ▪ Achieve a 75% positive response rate to specific financial aid-related questions on the annual student surveys.
Provide a college environment that places teaching and learning at the center of institutional practice, provides quality services to students, and demonstrates sound and planful stewardship of public resources.	Faculty and staff response on the biannual <i>Strategic Directions Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve a 75% positive response rate to the biannual <i>Strategic Directions Survey</i>.
	Student responses to all components relating to facilities, infrastructure, and campus safety on the <i>ACT Student Opinion Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve an aggregate positive response rate of 75% or higher to all components relating to facilities, infrastructure, and campus safety on the <i>ACT Student Opinion Survey</i>.
	Student responses to all components relating to student services on the <i>Student Opinion Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve an aggregate positive response rate of 75% or higher to all components relating to student services on the <i>Student Opinion Survey</i>.
	Indicators of the College’s fiscal health: <ul style="list-style-type: none"> ▪ Reserves ▪ Contingency of 3% ▪ Revenue to Debt ▪ Tuition to FTE 	<ul style="list-style-type: none"> ▪ Achieve a score of 30.0* or better on the fiscal health index. <p>* Highest possible score – 40.0</p>

❖ **ENRICHMENT**

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

CORE THEME OBJECTIVES	INDICATORS OF ACHIEVEMENT	PERFORMANCE THRESHOLD
To provide and promote cultural enrichment by providing culturally rich and diverse programming in the fine arts.	Number and mix of fine arts events.	<ul style="list-style-type: none"> ▪ Achieve a broad mix of between 20-30 programs per year in the arts.
	Responses to specific items pertaining to the College’s cultural enrichment activities in the <i>Student Experience Survey</i> (art, music, and theater).	<ul style="list-style-type: none"> ▪ Achieve a 60% positive response rate.
	Responses to specific items pertaining to the College’s cultural enrichment activities in the <i>Student Experience Survey</i> (literature).	<ul style="list-style-type: none"> ▪ Achieve a 76% positive response rate (literature).
	Student satisfaction with “cultural programs and activities” on the <i>ACT Student Opinion Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve a 70% positive response rate.
	Faculty and staff satisfaction as reported on the <i>PC Strategic Directions Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve an 80% positive response rate.
Contribute to the economic vitality of Clallam & Jefferson Counties.	Comparison of the hourly wage of those employed after training with pre job-loss wages (DLOA).	<ul style="list-style-type: none"> ▪ Achieve an average wage recovery of 105% or higher.
	Economic value of Peninsula College to the communities it serves through an economic benefit analysis.	<ul style="list-style-type: none"> ▪ Achieve a target of three times the annual state revenue (allocation) in economic benefits to local communities in Clallam and Jefferson Counties.
Model pluralism , a culture of mutual respect and acceptance.	Student response to a pluralism-specific question on annual student surveys.	<ul style="list-style-type: none"> ▪ Achieve an 80% positive student response to a pluralism-specific question on annual student surveys.
	Student response to self-reported interactions and gains on the CCSEQ.	<ul style="list-style-type: none"> ▪ Achieve a 75% positive student response to self-reported interactions and gains on the biannual CCSEQ.
	Faculty and staff response on the biannual <i>Strategic Directions Survey</i> .	<ul style="list-style-type: none"> ▪ Achieve an 80% positive response on the faculty/staff <i>Strategic Directions Survey</i>.

STANDARD TWO – RESOURCES AND CAPACITY

I. EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21

4. OPERATIONAL FOCUS AND INDEPENDENCE

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

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

5. NONDISCRIMINATION

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

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

6. INSTITUTIONAL INTEGRITY

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

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

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

7. GOVERNING BOARD

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

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

8. CHIEF EXECUTIVE OFFICER

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

The College President is the Chief Executive Officer of the institution. The President is appointed by the Board of Trustees to assume full-time responsibilities for administration of the College. In addition, the College President serves as a nonvoting Secretary of the Board (RCW 28B.50.130). [\[Exhibit ER – 4\]](#) Neither the President nor any Executive Officer of the College chairs the Board of Trustees.

9. ADMINISTRATION

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

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

10. FACULTY

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

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

11. EDUCATIONAL PROGRAM

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

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

12. GENERAL EDUCATION AND RELATED INSTRUCTION

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

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

13. LIBRARY AND INFORMATION RESOURCES

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

Peninsula College provides library and information resources for all of its educational programs, onsite, offsite, and online. Library resources and services are accessible remotely, and the currency, depth, and breadth of the library's resources are assessed annually to ensure they are sufficient and appropriate to the College's curricular requirements. Library faculty provide instruction in the use of information resources throughout the academic year to inculcate and expand students' information competencies.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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

Capital planning is a key component of the College's integrated planning process. The resulting capital budgets have enabled the College to replace more than 75% of the Port Angeles campus over the past 10 years and to complete building projects in Port Townsend and Forks. This substantial investment in state-of-the-art facilities positions the College to achieve its mission and core themes in an environment of changing pedagogies and increased reliance upon new and expanded technologies. Similarly, the technological infrastructure for teaching and learning at all locations, as well as for administrative operations across multiple sites, is advanced through ongoing planning, budget development, and capital construction.

15. ACADEMIC FREEDOM

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

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

16. ADMISSIONS

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

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

17. PUBLIC INFORMATION

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

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

18. FINANCIAL RESOURCES

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

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

19. FINANCIAL ACCOUNTABILITY

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

Using the Washington State Office of Fiscal Management (OFM) administrative guidelines, the College forms an annual risk assessment, completes a checklist questionnaire designed to identify areas of possible weaknesses, and conducts a detailed review of activities deemed to be of high risk. The office of the Washington State Auditor conducts an external audit annually. The College has had no findings in the last 10 years.

20. DISCLOSURE

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

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

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

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

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

II. EXECUTIVE SUMMARY OF STANDARD 2 – RESOURCES AND CAPACITY

Standard 2 assesses institutional inputs. The required compliance exhibits, and associated brief write ups for each standard, can be found here: [[Exhibit-2-1](#)]

Resources and capacity were the focus of what was then (2013) called the *2013 Year 3 Self-Study* [[Exhibit 2-2.](#)] Peninsula College wrote that study, and accreditation evaluators conducted a “virtual visit.” (Subsequent to this visit, the NWCCU changed its approach for addressing this aspect of the new accreditation cycle.) The evaluation, after NWCCU consideration, resulted in four recommendations. [[Exhibit 2-3](#)] Three of the recommendations are addressed in [Appendix A](#) – Standard 2 Narrative; the fourth was addressed via ad hoc reporting, and accreditation was re-affirmed on June 23, 2016. [[Exhibit 2-4](#)]

Following is a summary description by *category* of standards, within Standard 2, of Peninsula College’s compliance. These high-level narratives describe how compliance with these standards contributes to mission fulfillment and how standards are part of planning, implementation, and assessment. A more detailed narrative and exhibit(s) have been prepared for each item within Standard 2 and can be found in Appendix A. [[Exhibit 2-5](#)] Hard copies of the materials are located in the evaluation team workroom.

2.A. Governance

Peninsula College is governed by a policy board that delegates operational authority to the President. The President is the sole employee that reports directly to the Board of Trustees. The Board sets policies to provide a framework for college operations. Members are gubernatorial appointments with five-year terms.

The Board currently comprises appointees who have served multiple terms, and this stability and experience, as a policy board, facilitates the College’s ability to fulfill its mission. The Board receives and/or reviews all the major planning documents that guide the College and approves the College’s budgets. The Board receives regular reports from the President at each of its public meetings regarding the status of implementation of plans and updates on finances. The Board, at each meeting, reviews one of the series of institutional effectiveness reports that form the institutional assessment cycle. Each report provides data and analysis related to core theme indicators. Thus, the Board of Trustees is an active participant in the College’s planning, implementation, and assessment cycle.

The President leads College operations as framed by key planning documents through a shared governance model that seeks to provide open communications and collaborative decision making processes while defining domains of responsibility. The President’s Cabinet, College Council, Faculty Senate, Curriculum Committee, and the Associated Student Council are instrumental to the successful implementation of this governance system. These bodies serve as a means of communication with the various College constituencies. Faculty Senate and the Associated Student Council, as well as the PCFA (faculty union) and the classified employees’ union have the opportunity to address the Board of Trustees at each meeting via a standing agenda item. Faculty Senate holds formal appointment powers for standing committees [[Exhibit 2A-1](#)], including representation on College Council. Each of the governance groups may be called upon to provide representation as the College comprises various operational work groups and task forces.

2.B. Human Resources

Mission fulfillment at Peninsula College is a “high touch” endeavor, with the vast majority of financial resources deployed through the day-to-day work of faculty and staff. Human Resources (HR), as an operating unit, participates in all planning processes of the College. HR provides crucial support for implementation of all College plans through recruiting, hiring, and retaining high caliber personnel. Lastly, HR conducts unit-level assessments [[Exhibit 2B-1](#)] and participates in division and college-level assessments.

The geographic isolation of Peninsula College and the relatively small size of the College provide challenges for the HR function. The location means that employees must be committed to being in this area and that their partners and children have their employment and educational needs met as well. The size of the College means that many jobs comprise a collection of duties that, at other colleges, would be performed by multiple individuals. These factors mean that the College is often trying to hire people with multiple skill sets.

Fortunately, the beauty and opportunities provided by this location, and the healthy organizational culture created by commitment to the Guiding Principles, attracts a certain kind of individual who thrives on the kind of employment that the College offers. The College is routinely told that “you can’t do that – you’re too small” – yet, we do accomplish great things. This is possible through contributions made by the hard work of the HR office in fitting the right people into the right jobs. Moreover, the HR office is ever-vigilant in being in touch with the campus climate to assure that faculty and staff are focused on the mission and on behaving in ways that comport with the Guiding Principles.

2.C. Education Resources

The College’s educational program is mission-driven, responsive, and relevant to the needs of employers and students in Clallam and Jefferson Counties. Assessment and program improvement activities are data-driven, linked to strategies for continuous improvement, and inform the budget-development process. Peninsula College has demonstrated a commitment to applied scholarship as an invaluable learning opportunity for both lower- and upper-division students. The Bachelor of Applied Science program is responsive to employer needs on the North Olympic Peninsula, provides much needed access to higher education for area students, prepares students to pursue career advancement, and complements existing workforce training programs. Workforce education students are achieving high job-placement rates after graduation, feel prepared for their chosen occupations, and are satisfied with both the challenge and quality of their learning experience. Peninsula College utilizes an integrative approach to student success and transition and has received national recognition for its innovation by the U.S. Department of Education.

Peninsula College offers college-level courses in recognized fields of study that lead to transfer degrees, applied science degrees, an applied baccalaureate degree, and professional and technical certificates. The College also offers coursework in adult basic skills and community and continuing education. The College engages in ongoing assessment and planning to maintain high quality programs. Student learning outcomes are identified on course-establishment forms and in course syllabi. Outcomes that lead to degrees or certificates are assessed at both the classroom and institutional level and published in the *College Catalog* [[Exhibit 2C-1](#)]. Assessment of student learning is faculty-driven, embedded throughout the curriculum, and integrated in academic and collegewide planning. [[Exhibit 2C-2](#)]

Education is the primary core theme and the sole reason the College exists. Guiding Principle #1 is: “The teaching and learning process is at the center of the mission of Peninsula College.” This principle guides all decision making, and it is so thoroughly embedded in the College culture that it is the de facto mission

statement. The Instruction Division, as an operating entity, participates in all planning processes of the College and comprises the majority of the College's budgeted resources. The implementation of the *Operational Plan* is accomplished primarily through this division. As noted, the Instruction Division and its components conduct unit-level assessments [Exhibit 2C-3] and college-level assessments. The assessment of institutional-level student learning outcomes is regularly reviewed by all levels of the College and summarized via core theme indicators reported to the Board of Trustees at each of their meetings, following review by the Cabinet.

The College is currently engaged in a redesign of its delivery of instructional programs and their supports through the implementation of Guided Pathways. Guided Pathways is a means of improving student outcomes through sound design of the instructional program for efficiency and efficacy in helping students move toward their educational goals [Exhibit 2C-4]. This redesign effort has been ongoing over two years and is an outgrowth of changes the College was already making in the interest of serving students better. Because of the College's commitment to the process and the active involvement of all college constituencies, the College has earned additional resources through competitive grants.

2.D. Student Support Resources

In keeping with the institutional mission, the Student Services Division at Peninsula College provides a comprehensive offering of services to students in support of its teaching and learning initiatives. Services are organized under the direction of the Vice President for Student Services and distributed across departments within the division. [Exhibit 2D-1] Peninsula College has a broad mission, providing educational opportunities in the areas of academic transfer, professional and technical, basic skills, and continuing education. The organization of the Student Services Division is structured to support this mission. Ongoing assessment of Student Services provides evidence that the organization of this administrative unit is effective in providing services consistent with the mission and goals of the College. As the first community college in the nation to build a Native American longhouse on its campus, Peninsula College honors the rich heritage of the North Olympic Peninsula while communicating the College's values to the diverse communities it serves. The College provides a broad array of co-curricular programs, such as Studium Generale, student clubs and organizations, the Foothills Writers Series, Student Legislative Academies, concerts, theater performances, and numerous language and cultural programs hosted by the Longhouse. Student Services staff use student feedback to regularly review staff performance, enhance programming, and provide high-quality services in a welcoming and helpful manner.

The Student Services Division is crucial to implementation of the *Operational Plan* in support of the work of instructional programs. As noted, the division and its components conduct unit-level assessments [Exhibit 2D-2] and college-level assessments. The assessment of institutional-level student learning outcomes is regularly reviewed by all levels of the College and summarized via core theme indicators reported to the Board of Trustees at each of their meetings, following review by the Cabinet.

The College is currently engaged in a redesign of its delivery of instructional programs and Student Services through the implementation of Guided Pathways. Guided Pathways is a means of improving student outcomes through sound design of the instructional program and support services for efficiency and efficacy in helping students move toward achieving their educational goals [Exhibit 2D-3]. This redesign effort has been ongoing for a few years and is an outgrowth of changes the College was already making in the interest of serving students better. Because of the College's commitment to the process and the active involvement of all college constituencies, the College has earned additional resources through competitive grants.

2.E. Library and Information Resources

Peninsula College is proud of its Library Media Center (LMC) and the central role of the library in the intellectual life of the College community. The library building was completed in Fall of 2008 after two years of planning, design, and development, which included LMC staff, a cross-campus steering committee of faculty and staff, and the entire College community at key steps along the way. The library incorporates a broad range of features designed to serve the needs of the academic community to access information, to learn and teach collaboratively, and to support and augment the educational programs. It also incorporates accessible features for those who are physically challenged.

These features were recognized by members of the American Institute of Architects (AIA) Committee on Architecture for Education and by educational administrators who selected the project architects (Schacht Aslani Architects of Seattle) to receive the *Louis I. Kahn Citation* awarded by the *American School & University* magazine's 2009 Architectural Portfolio. The facility was cited as "the top post-secondary project." The Portfolio spotlights projects representing some of "the most effective learning environments in America." [Exhibit 2E-1] Of the respondents to the 2016 user-satisfaction survey, 99% reported satisfaction with the *general library environment*.

Electronic resources and automated services expand access to students, faculty, and staff at College satellite sites or at any off-campus location with access to the web, as well as to members of the community. These services provide remote access to the automated catalog of local holdings, electronic databases, information competency tutorials, and interlibrary loans. [Exhibit 2E-2]

The perception of sufficiency in quality, level, breadth, quantity, and currency varies with user and purpose. Student satisfaction is highest with computer access (92%) and staff assistance (88%) and is lowest with periodicals (63%) and books (62%); faculty satisfaction is highest with library instruction, reference services, and media services (93% each) and is lowest with books (71%). Given the variation in purpose and satisfaction among user groups, interlibrary loans are used frequently by faculty and students to augment LMC's resources. WorldCat—a worldwide union catalog of over 169 million holdings records from more than 71,000 contributing libraries—enables the library to provide comprehensive interlibrary loan services. [Exhibit 2E-3]

Peninsula College employs multiple planning processes that are highly integrated. Each administrative unit (e.g., the Library Media Center) and each academic unit (e.g., Information Studies) engage in ongoing planning and assessment. The annual *Library Plan* informs the *Instructional Services Plan*, which informs the collegewide *Operational Plan*. The Library involves users, staff, faculty, and administrators in the planning process through an array of assessments conducted each year. The results of these assessments are used to guide the subsequent year's planning.

Annual planning and assessment have guided the Library/Media Center since 1994. In that process, the LMC evaluates the quality, adequacy, and utilization of its resources and services through a range of assessment instruments. The James O. Nichols model of assessment, which was adopted by the College in 2002, includes the use of findings, which links assessment to planning. Each year's plan uses the results of assessment to improve the effectiveness of information resources and services. [Exhibit 2E-4]

2.F. Financial Resources

The Business Services Department at Peninsula College supports the College mission and core theme objectives by ensuring that financial resources are managed responsibly and used to provide educational services to the communities of Clallam and Jefferson Counties.

The development and management of college finances are a reflection of many strategic decisions made by the College. These decisions encompass every aspect of the College's mission, from the methods of instructional delivery to the College infrastructure necessary to support that delivery. The College strives to develop an array of funding sources and blend these sources in support of the College's mission. Financial monitoring ensures that the College is in compliance with federal, state, and College regulations as College decisions are carried out.

The College planning process provides an opportunity for input at every level. It is a cycle of establishing goals, identifying objectives and activities to accomplish the goals, assessing progress, prioritizing College needs based on that assessment, and budgeting for the identified priorities. The sources of funds used and the use of those funds are all connected to the *Operational Plan*, and budget information is made broadly available in multiple formats. This process enables the College to be responsive to changing community and College needs.

The College's integrated planning process ensures that both operating and capital budget development are guided by institution-wide planning. Fiscal health measures have provided an effective index of the institution's financial stability as well as a catalyst for repositioning the College financially. Sound fiscal management practices have resulted in the absence of audit findings for over 15 years. The College's active pursuit of grants, contracts, federal appropriations, and foundation funds has augmented operating budget revenues.

The Business Services Department resides in the Administrative Services Division and develops a unit plan, as do all other units of the College. Core theme indicators specific to College finances are reported as part of the assessment of institutional-level student learning outcomes, which is regularly reviewed by all levels of the College and summarized via core theme indicators reported to the Board of Trustees at each of their meetings, following review by the Cabinet.

2.G. Physical and Technological Infrastructure

Physical Infrastructure

Over the past dozen years, Peninsula College has replaced over 75% of its square footage, including major renovations to buildings housing the satellite sites in Forks and Port Townsend. The College is committed to the idea that a student should enjoy a substantially similar experience, in terms of facilities and technology, at any location. Other key tenets of the infrastructure process are that the learning environment should mirror the earning environment and that infrastructure should promote student engagement through "sticky spaces" that invite students to stick around on campus. Twenty-first century educational facilities with state-of-the-art technology are essential to both tenets. The transformation of College facilities includes a robust commitment to technology infrastructure, and the IT Director actively participates in every building project, from predesign to warranty walk.

This transformation results from a number of system-level and local processes by which the College assesses and plans for the sufficiency of physical spaces on campus. The College's *Facility Master Plan* [[Exhibit 2G-1](#)] informs the *Operational Plan* and serves as a blueprint for physical space needs and priorities. The *Facility Master Plan* also informs the development of the college's biennial capital budget requests, which ultimately result in the acquisition of new buildings, renovation or replacement of

existing space, and minor repairs. The biennial facilities condition survey assesses the general condition of College facilities, providing evidence to support the College's biennial budget request. This review of the physical space on campus is commissioned by the Washington State Board for Community and Technical Colleges (SBCTC) in support of the system's capital budget request. [[Exhibit 2G-2](#)]

The College planning process provides opportunities for faculty, administrators, and staff to identify facility needs during the academic and administrative unit planning (AUP) process. Areas of concern that cannot be addressed on a departmental basis emerge during the annual prioritization discussions, which precede development of the annual *Operational Plan*. Minor capital issues are addressed as funding allows. Each spring college faculty and staff are asked to identify projects that should be completed over the summer to improve the College's facilities. These projects are prioritized, and a work plan is developed to complete the identified priorities. The *Community College Student Experience Questionnaire (CCSEQ)* and the *ACT Student Opinion Survey* measure student satisfaction with facilities. [[Exhibit 2G-3](#)]

Technological Infrastructure

The College's IT priorities are guided by the College's mission and goals, the nature of the College's educational programs, and the locations where the programs are offered. Priorities are determined through the College's *IT Strategic Plan* [[Exhibit 2G-4](#)], the *IT Administrative Unit Plan (AUP)* [[Exhibit 2G-5](#)], and the College's strategic-planning process. Within this context, IT staff members assess service requests, determine appropriate staff assignments, and respond to users' needs. The IT staff responds to staff requests based on the following criteria: numbers of students/courses impacted, impact on teaching and learning, and impact on core and mission-centered administrative functions.

An email survey is circulated to all faculty and staff at the end of each quarter asking for technology needs for the upcoming quarter. This input is used to place programs and appropriate software and hardware in the correct facilities and to schedule computer upgrades and replacements in a strategic and cost-effective manner. Requests for reallocation or reconfiguration of current holdings receive highest priority. Smaller customization requests are addressed and prioritized based on student impact and available time.

All telecommunications and computing technologies are selected and supported to advance the mission of the College. With teaching and learning at the center of the College's mission, IT is a delivery tool that supports this mission. IT support also cuts across all organizational units on campus, providing essential resources and tools to administer College operations. The quality, range, diversity, and currency of the equipment and materials are determined in a variety of ways involving all College constituencies.

As noted, facilities and technology are guided by their own major multi-year plans [[Exhibits 2G-1; 2G-4](#)], which are framed by the *Strategic Plan*. Each operational unit develops a unit plan annually which guides resources, requests, and allocation; implements the plan; and assesses it. [[Exhibits 2G-3; 2G-6; 2G-7; 2G-5](#)]

STANDARD THREE – INSTITUTIONAL PLANNING

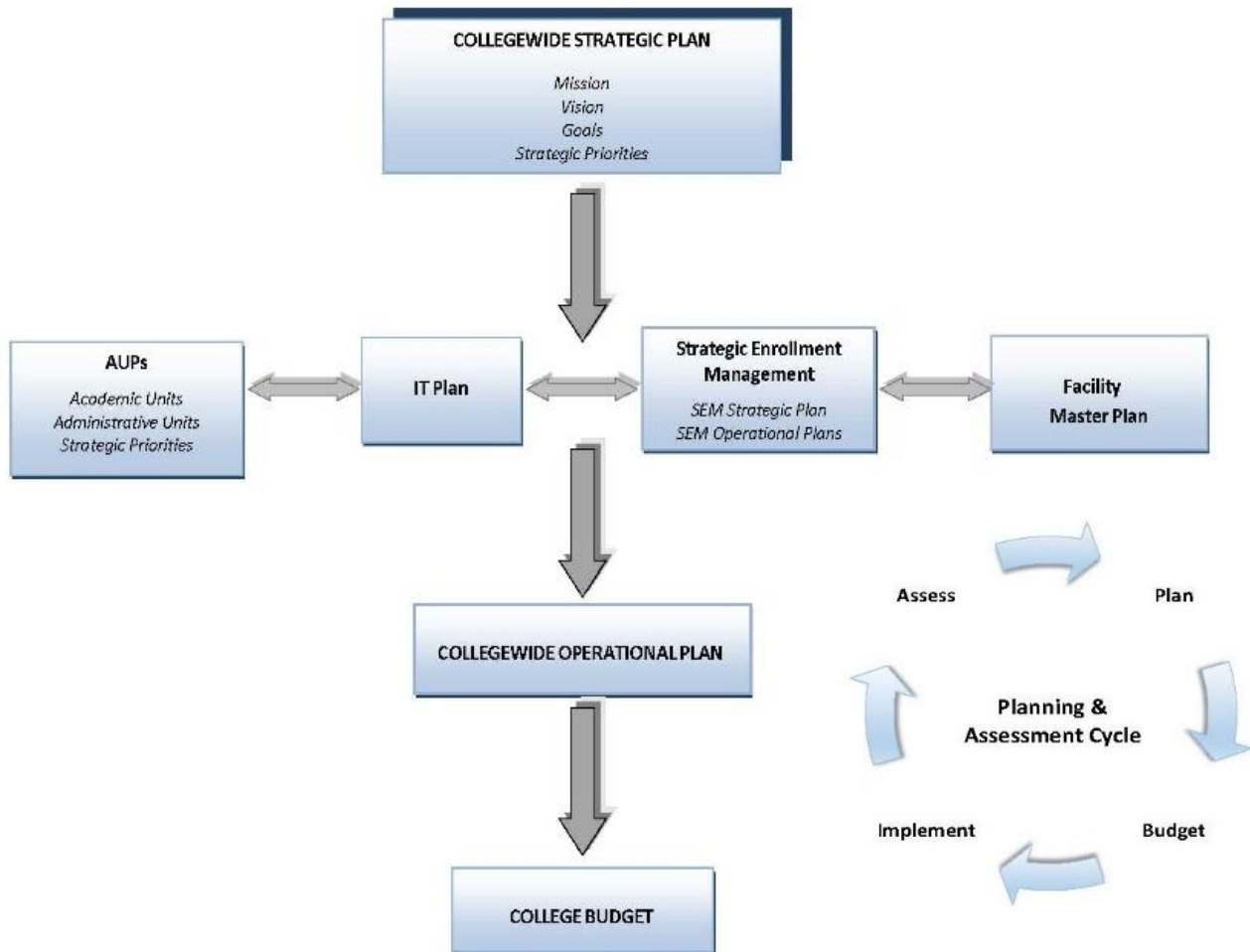
I. STANDARD 3.A – INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of his mission. Its plans are implemented and made available to appropriate constituencies.

Peninsula College has a long history of multi-year, ongoing, purposeful, systematic, integrated, and comprehensive planning that supports and guides mission fulfillment. Plans are developed in a highly participatory process. Collegewide as well as unit-level plans are living documents used to guide resource allocation and implementation. Regularly assessed and adapted as necessary to address circumstances, these plans are made available to appropriate constituencies.

The comprehensive planning process is presented graphically in Figure 3.A.1. The cycle of planning, implementation, assessment, and improvement is applicable to each element of the comprehensive planning process. Planning and assessment are thoroughly integrated throughout the cycle and guided by the College’s *Institutional Assessment Plan*, which states the College’s assessment philosophy, procedures, key roles, scope, implementation, and timelines. The *Assessment Plan* was first developed in 2001 and has been updated as necessary [Exhibit 3A-1] over the decades.

Figure 3.A.1 Planning and Assessment



The College’s planning and assessment processes have been ongoing since 1996, although they have changed in form over time. Changes in formats and vocabularies have contributed to greater clarity and improved methods of assessment. These changes have been facilitated by the development of a customized planning-and-assessment tool, which facilitates regular and ongoing planning assessment by standardizing formats and automating functions in an efficient and seamless way (see Section 1.B.6).

Peninsula College has defined “systematic” to mean regular and ongoing. Accordingly, the College reviews and revises its *Administrative or Academic Unit Plans (AUPs)* and collegewide *Operational Plan* each year. The regularity of this process is reflected in the annual planning calendar and in the uniform format used by all academic and administrative units. This regularity and uniformity leads to a raised consciousness and better understanding of the planning and evaluation process. [[Exhibit 3A-2](#)]

Assessment occurs at the course, unit (academic and administrative), and institutional level (*Institutional Effectiveness Report*). Planning and assessment processes are inclusive and integrated; for every plan, there is an assessment. One of the automated features of the AUP tool noted above is a systemic link between a unit plan and its corresponding assessment. Every assessment includes the “use of findings,” which informs the following year’s plan. [[Exhibit 3A-3](#)] This regular and systemized assessment process ensures that each one is designed to move the institution toward mission fulfillment and that plans are implemented effectively. The results of academic and administrative unit assessments are accessible to the College’s internal public (College employees) through the President’s monthly staff meetings, the *IE Report*, program reviews, and the AUP tool (see also 1.A.3).

The College’s six-year *Strategic Plan* provides the overarching blueprint for annual planning and institutional priorities [[Exhibit 3A-4](#)], while the annual *Operational Plan* aggregates all key planning initiatives. [[Exhibit 3A-5](#)] collegewide plans that explicate the *Strategic Plan* and inform the *Operational Plan* include the *IT Strategic Plan* [[Exhibit 3A-6](#)], *Strategic Enrollment Management (SEM) Plan* [[Exhibit 3A-7](#)], the *Facility Master Plan* [[Exhibit 3A-8](#)], and the AUPs.

The planning-and-assessment cycle is framed by the College mission, vision, goals, core themes, and *Strategic Plan*. Planning begins with academic and administrative units. Faculty and staff develop annual plans (AUPs) that include unit goals, objectives, and specific actions organized around core themes. Unit-level actions are then incorporated in the division-level AUPs for Instruction, Student Services, and Administrative Services. Finally, those actions represented in the division-level plans that meet one or more of the following criteria are elevated to the collegewide *Operational Plan*.

These criteria are:

- The action is derived from a unit-level plan;
- It is timeline specific (e.g., 2017-18), as opposed to ongoing actions of a given unit;
- It has a multi-unit or institution-wide impact that transcends the domain of a single unit; and/or
- It has a budget impact that exceeds unit-level funding.

In sum, the collegewide *Operational Plan* comprises initiatives that originate with unit-level plans across the institution. This process is reflected in the annual planning calendar. [[Exhibit 3A-9](#)]

The concurrent planning processes that explicate the *Strategic Plan* and the collegewide *Operational Plan* are the *IT Strategic Plan* [[Exhibit 3A-10](#)], *Strategic Enrollment Management (SEM) plan* [[Exhibit 3A-11](#)], and *Facility Master Plan* [[Exhibit 3A-12](#)]. These planning processes are distinct from AUPs in timespan and scope. They express collegewide priorities for deployment of resources and guide collegewide initiatives. The needs reflected in these plans also include the aggregate needs reflected in unit-level plans. These concurrent plans are presented to and received by the Board of Trustees.

The *IT Strategic Plan* (ITSP) has a three-year span and reflects the imperatives of the *Strategic Plan* as well as the *Operational Plan*. The plan captures collegewide priorities and principles in an arena of rapidly changing and competing technologies. The ITSP documents the current technology infrastructure, includes inventories, and provides a replacement schedule. The ITSP also interacts with the *Facility Master Plan* to assure the capital projects incorporate and address technology needs.

The SEM Planning process, led by the SEM Committee, has a six-year span. The *SEM Plan* reflects the imperatives of the *Strategic Plan* and provides guidance for the *Operational Plan*. The plan describes collegewide priorities for deployment of resources for marketing, recruitment, and retention. SEM, commenced in 2015, instituted a process that enabled the College to better understand its service area, develop the appropriate instructional support programs, and stabilize enrollment while achieving enrollment growth.

The College's *Facility Master Plan* is a six-year plan that is framed by the *Strategic Plan*, informs the *Operational Plan*, and serves as a blueprint for improving the College's physical environment. The *Facility Master Plan* sets forth priorities and also informs the development of the College's capital biennial budget request, which ultimately results in the acquisition of new buildings, renovation or replacement of existing space, and minor repairs.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The planning process at the College engages the entire College community. Every academic and administrative unit is involved in an annual cycle of assessment and planning. Draft and final plans are available for review through a custom-built Web application that facilitates documentation and transparency. Prior plans are archived, which enables both plan "owners" and any interested member of the College community to review the progress of planning initiatives and the results (see Section 1.B.6). [[Exhibit 3A-13](#)]

Concurrent planning processes that explicate the *Strategic Plan* and contribute to the collegewide *Operational Plan* are the *SEM Plan*, led by the SEM Committee, and the *IT Strategic Plan* and *Facility Master Plans*, both led by the Administrative Services Division. Each of the committees responsible for these plans include administrators, faculty, and staff. These concurrent plans are presented to and received by the Board of Trustees.

A draft of the *Operational Plan* is reviewed by all members of the College community at the monthly meetings with the President in Spring, with all members encouraged to provide comments and feedback. Once revised, per collegewide feedback, the annual *Operational Plan* is presented to the Peninsula College Board of Trustees.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and use to evaluate fulfillment of its mission.

The comprehensive planning cycle is informed by data analysis that defines the evaluation of progress toward mission fulfillment. Planning and assessment are guided by the College's *Institutional Assessment Plan*, which states the College's assessment philosophy, procedures, key roles, scope, implementation, and timelines. This plan was first developed in 2001, and it has been updated as necessary [[Exhibit 3A-14](#)] over the decades.

Research is core to assessment at all levels of the institution. Institutional research includes the development of research designs, data retrieval, the administration of surveys, and statistical analysis.

Conducted within the Office of Institutional Research, Planning, and Assessment, research informs collegewide evaluation and planning efforts (see 1.B.6).

At the institutional level, the *Institutional Effectiveness (IE) Report* establishes performance indicators that provide measures of collegewide performance based on the College's six comprehensive goals (see 1.A.4 above). The *IE Report* summarizes the outcomes of collegewide assessment, reports findings, states implications, and supports the use of results to delineate specific actions. These actions are incorporated in the following year's AUPs.

In addition, each academic program and administrative unit develops an assessment plan that includes methods and criteria for assessing performance. Research data, assembled according to the methods specified by the plan manager(s), is then used to determine whether the performance criteria have been satisfied. These results inform subsequent planning. This is reflected in the "use of findings" column of each assessment document.

Performance indicators and the results of assessment at all levels of the institution are evaluated each year during the planning-and-assessment cycle. Assessment methods are also examined as a result. Unit managers learn from their assessment strategies; improvements are reflected in the ensuing year's assessment plan. Similarly, the Cabinet reviews performance indicators for collegewide assessment each month and annually. Changes in collegewide performance indicators are published in the revised *Institutional Effectiveness Plan*. [\[Exhibit 3A-15\]](#)

Institutional effectiveness is communicated to the general public at regular meetings of the Peninsula College Board of Trustees; through press releases and College publications; on the College website; and during the College President's regular presentations to community groups. [\[Exhibit 3A-16\]](#)

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Each of the plans in the comprehensive planning process articulates priorities and guides decisions for resource allocation and deployment of institutional capacity. The *Strategic Plan* sets forth the overarching, long-term goals for the College. [\[Exhibit 3A-17\]](#) The concurrent planning efforts that result in AUPs, *IT Strategic Plan*, *SEM Plan*, and the *Facility Master Plan* [\[Exhibit 3A-18\]](#) further explicate the *Strategic Plan*, and the *Operational Plan* aggregates and integrates all these plans to set priorities for the near-term (12-18 month period). The Operating and Capital Budgets are derived from the *Operational Plan* and provide for the deployment of College resources in a manner that is holistic, aligned, and contributory.

While the *system* for the comprehensive planning process is longstanding, systematic, collaborative, interactive, holistic, integrated, and assessable, it is designed to be flexible, so that the College can take advantage of opportunities to respond to adverse circumstances and opportunities that may arise during any planning period. In other words, the system for planning is well-developed and robust, but it is not cast in stone. Peninsula College values agility and adaptation and prides itself on a mindset that says: "If it isn't working, we will stop and approach it another way." Our organizational goal is the outcome we are seeking, and our planning and assessment processes are here to serve us, not for us to serve them. Thus, processes and plans are living tools used by the College to fulfill its mission, not artifacts on the shelf. These dynamic plans are therefore utilized regularly to guide discussions and decisions about resource allocation and to ensure the most cost-effective and mission-driven application of institutional capacity.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The College actively incorporates emergency preparedness planning and business continuity planning into the comprehensive planning cycle. A *Comprehensive Emergency Management Plan* that directly addresses emergency preparedness and recovery is a critical component of the *Facility Master Plan*. The AUP for the Safety and Security Unit sets forth emergency/catastrophic event training priorities for the upcoming year. The College leadership team has completed National Incident Management System (NIMS) training and regularly practices these skills in tabletop exercises in addition to participating in countywide preparedness exercises. Business continuity plans are embedded in the *IT Strategic Plan* and the *Facility Master Plan* and outline procedures for recovering normal operations in the case of catastrophic event.

II. EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 THROUGH 23

22. STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Student Achievement of Learning Outcomes

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

Course Level

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

Program Level

Program-level outcomes are developed by faculty and published in *Program of Study* and degree guides. Program assessment is documented by faculty in annual Academic Unit Assessments. Findings of assessments are used to direct strategic actions in the following year’s AUP, resulting in modifications of courses and programs.

23. INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to affect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Peninsula College has established clearly defined and systematic processes for regular planning and evaluation at all levels of the institution. The College assesses the extent to which it fulfills its mission and achieves its goals and publishes results in the annual Institutional Effectiveness Report.

III. STANDARD 3.B – CORE THEME PLANNING

Core Theme: Education

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive planning and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

Core theme planning is inseparable from the system for institutional planning; it is completely consistent with the institution’s comprehensive planning process. Planning for the education core theme begins with the *Strategic Plan*, which is based on the three core themes and their associated core theme objectives. [\[Exhibit 3B-1\]](#) Core theme objectives guide the development of strategic objectives; the strategic objectives are then expressed through various unit plans in varying degree of detail. [\[Exhibit 3B-2\]](#) These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Selection of contributing components of programs and services occurs in the various plans that comprise the comprehensive planning process, with the most detail reflected in the unit-level AUPs. Outcomes for core theme programs and services are reflected in the AUPs.

Selection of the aligned and contributing programs and services is inseparable from the system for institutional planning; it is completely consistent with the institution’s comprehensive planning process. Planning for the education core theme begins with the *Strategic Plan*, which is based on the three core themes and their associated core theme objectives. [\[Exhibit 3B-1\]](#) Core theme objectives guide the development of strategic objectives; the strategic objectives are then expressed through various plans in varying degree of detail. [\[Exhibit 3B-2\]](#) These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The system for data collection and use for the education core theme is indistinguishable from the system for collecting and using data for all elements of the comprehensive planning process. Ultimately, all planning efforts, and programs and services, are measured by the accomplishment of institutional-level student learning outcomes, which are reviewed and discussed monthly with the Board of Trustees through the mechanism of the Institutional Effectiveness Reports. [\[Exhibit 3B-3\]](#)

Every AUP has associated outcomes and data for programs and services included in it [\[Exhibit 3B-4; 3B-5; 3B-6\]](#). The data is amassed, reviewed, considered, and used to assess the AUP annually. Results of the findings are used to continuously improve programs and services in the development of the next year’s AUP or plan. Assessment is more thoroughly discussed in standard four.

Core Theme: Opportunity

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme objectives.

Core theme planning is inseparable from the system for institutional planning; it is completely consistent with the institution's comprehensive planning process. Planning for the opportunity core theme begins with the *Strategic Plan*, which is based on the three core themes and their associated core theme objectives. [Exhibit 3B-1] Core theme objectives guide the development of strategic objectives; the strategic objectives are then expressed in various unit plans in varying degree of detail. [Exhibit 3B-2] These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Selection of contributing components of programs and services occurs in the various plans that comprise the comprehensive planning process, with the most detail reflected in the unit-level AUPs. Outcomes for the programs and services are reflected in the AUPs.

Selection of the aligned and contributing programs and services is inseparable from the system for institutional planning; it is completely consistent with the institution's comprehensive planning process. Planning for the opportunity core theme begins with the *Strategic Plan*, which is based on the three core themes and their associated core theme objectives. [Exhibit 3B-1] Core theme objectives guide the development of strategic objectives; these strategic objectives are then expressed through various plans in varying degree of detail. [Exhibit 3B-2] These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The system for data collection and use for the opportunity core theme is indistinguishable from the system for collecting and using data for all elements of the comprehensive planning process. Ultimately, all planning efforts, and programs and services, are measured by the accomplishment of institutional-level student learning outcomes, which are reviewed and discussed monthly with the Board of Trustees through the mechanism of the Institutional Effectiveness Reports. [Exhibit 3B-3]

Every AUP has associated outcomes and data for the programs and services included in it. [Exhibit 3B-4; 3B-5; 3B-6] The data is amassed, reviewed, considered, and used to assess the AUP annually. Results of findings are used to continuously improve programs and services in the development of the next year's AUP or plan.

Core Theme: Enrichment

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Core theme planning is inseparable from the system for institutional planning; is completely consistent with the institution's comprehensive planning process. Planning for the enrichment core theme begins with the *Strategic Plan*, which is based on the three core themes and their associated core theme objectives. [\[Exhibit 3B-1\]](#) Core theme objectives guide the development of strategic objectives; the strategic objectives are then expressed to various plans in varying degree of detail. [\[Exhibit 3B-2\]](#) These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Selection of contributing components of programs and services occurs in the various plans that comprise the comprehensive planning process, with the most detail reflected in the unit-level AUPs. Outcomes for the programs and services are reflected in the AUPs.

Selection of the aligned and contributing programs and services is inseparable from the system for institutional planning; it is completely consistent with the institution's comprehensive planning process. Planning for the enrichment core theme begins with the *Strategic Plan*, which is based on three core themes and their associated core theme objectives. [\[Exhibit 3B-1\]](#) Core theme objectives guide the development of strategic objectives; the strategic objectives are then expressed to various plans in varying degree of detail. [\[Exhibit 3B-2\]](#) These plans describe and guide the implementation of programs and services that are aligned with and contribute to accomplishing the core theme objectives.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The system for data collection and use of the enrichment core theme is indistinguishable from the system for collecting and using data for all elements of the comprehensive planning process. Ultimately, all planning efforts, and programs and services, are measured by the accomplishment of institutional-level student learning outcomes, which are reviewed and discussed monthly with the Board of Trustees through the mechanism of the Institutional Effectiveness Reports. [\[Exhibit 3B-3\]](#)

Every AUP has associated outcomes and data for the programs and services included in it. [\[Exhibit 3B-4; 3B-5; 3B-6\]](#) The data is amassed, reviewed, considered, and used to assess the AUP annually. Results of findings are used to continuously improve programs and services in the development of the next period's AUP or plan. Assessment is more thoroughly discussed in Standard Four.

The following example describes how planning for core theme programs and services guides the selection of elements to achieve the intended outcomes of the programs and services, with identified measures and data collection.

The *Strategic Plan* identifies “Student Success” as a strategic objective for the education core theme. Upon adoption of the *Strategic Plan*, the College immediately set about creating a definition of student success through a collegewide work group comprised of faculty and staff, chaired by members of the Cabinet. [\[Exhibit 3B-7\]](#) The proposed definition was presented at a monthly meeting with the President for review and discussion by the college community. The definition was promulgated across the College at Faculty Senate, at academic and administrative unit and division meetings, at Cabinet meetings, and at various other forums within the College. With minor revisions, the definition was adopted.

Upon adoption, the definition was incorporated into all planning and operational processes. Faculty and staff read Redesigning America’s Community Colleges then studied, discussed, and researched items of interest, including the negative impacts of late registration on student retention. The student success workgroup led an effort to eliminate late registration as the first large-scale reform in advancing the student success strategic objective. The elimination of late registration was chosen because it could be achieved quickly and inexpensively and would have a strong and immediate impact.

Throughout the 2013-14 academic year, the work group facilitated the planning and preparation needed to eliminate late registration at scale. In addition to faculty and staff, this large-scale initiative required the participation and support of the Cabinet, the Board of Trustees, the marketing team, Student Services, Instruction, and Administrative Services. The biggest challenge was accomplishing frequent, early communication with students to ensure a smooth transition. Communication started early in the spring preceding the fall implementation target date. Frequent announcements through multiple channels including email, mail, web, etc., ensured consistent, campus, and community-wide messaging. A triage system was also established for anticipated late-arrivers to help them plan for the next quarter.

In Fall 2014, PC successfully eliminated late registration without any measurable impact on student access; enrollments did not fall. Although late-start packages of classes for students who missed the deadline had been developed, the sections were ultimately canceled because students enrolled on time. Initial data show that retention rates increased after the elimination of late registration, rising from a Fall 2013-Fall 2014 retention rate of 52% to a Fall 2014-Fall 2015 retention rate of 57%.

STANDARD 4 – EFFECTIVENESS AND IMPROVEMENT

I. STANDARD 4.A – ASSESSMENT

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, accessible, and verifiable data-quantitative and/or qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.

Peninsula College engages in ongoing systematic collection and analysis of data and appropriate indicators of achievement through administrative and academic unit planning and assessment of core theme objectives. Yearly assessments of student learning outcomes using meaningful data collected by both quantitative and qualitative methods are at the center of the evaluation process.

Resources for effective evaluation are administered through the Office of Institutional Research (IR), which is directed by the Vice President for Finance and Administration, who reports directly to the College President. Two full-time positions staff the Office of Institutional Research. [[Exhibit 4A-1](#)]

The Office of Institutional Research (IR) supports planning and assessment at all levels of the institution, providing survey administration, data support, and statistical analysis. IR is key to the College’s ongoing assessment of the core theme objectives, which includes an annual IE report and monthly reports to the Board of Trustees; it is also an essential partner in all major planning initiatives, such as Strategic Enrollment Management (SEM). A full-time position in the Office of Institutional Research collaborates with academic and administrative plan managers (lead faculty and staff responsible for *Academic* and *Administrative Unit Plans*) to ensure they have the support they need to complete their annual assessments (see also Standard 2.A.11). Assessment data are made available to constituencies through dashboards and board reports. [[Exhibit 4A-2](#)]

At the institutional level, the Institutional Effectiveness Report establishes performance indicators that provide measures of collegewide performance based on the College’s 11 comprehensive goals (see *Strategic Plan*). The *IE Report (Mission Fulfillment Report - Board Report)* summarizes the outcomes of collegewide assessment, reports findings, states implications, and documents the use of results by delineating specific actions. These actions are incorporated in the following year’s AUPs.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Peninsula College engages in the systematic evaluation of programs and services to evaluate achievement of clearly defined goals or outcomes. Performance indicators and the results of assessment at all levels of the institution are evaluated each year during the planning and assessment cycle. Assessment methods are improved as a result. Unit managers learn from their assessment strategies; improvements are reflected in the ensuing year’s assessment plan. Similarly, the Cabinet reviews the performance indicators for collegewide assessment. Changes in collegewide performance indicators are published in the revised *Institutional Effectiveness Plan*. [[Exhibit 4A-3](#)]

Research is core to assessment at all levels of the institution. IR includes the development of research designs, data retrieval, the administration of surveys, and statistical analysis. It is centered in the Office of Institutional Research to provide support for collegewide evaluation and planning.

Each academic program and administrative unit develops an assessment plan that includes methods and criteria for assessing performance. Research data, assembled according to the methods specified by the plan manager(s), is then used to determine whether the performance criteria have been satisfied. These results inform subsequent planning. This is reflected in the “use of findings” column of each assessment document.

At the institutional level, the Institutional Effectiveness Report establishes performance indicators that provide measures of collegewide performance. Based on the College’s 11 comprehensive goals (see *Strategic Plan*), the *IE Report (Mission Fulfillment - Board Report)* summarizes the outcomes of collegewide assessment, reports findings, states implications, and documents the use of results by delineating specific actions. These actions are incorporated into the following year’s AUPs.

Accordingly, the College reviews and revises its AUPs and collegewide *Operational Plan* each year. The regularity of this process is reflected in the annual planning calendar and in the uniform format used by all academic and administrative units. Further, regularity and uniformity leads to a raised consciousness and a better planning and evaluation process. [Exhibit [4A-4](#); [4A-5](#); [4A-6](#); [4A-7](#); [4A-8](#)]

The College’s planning-and-assessment processes have been ongoing since 1996, although they have changed form over time. Changes in formats and vocabularies have contributed to greater clarity and improved methods of assessment. This has been facilitated by the development of a customized planning-and-assessment tool, which facilitates regular and ongoing planning and assessment.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Evaluation and planning are collegewide commitments, which involve all major constituencies and mobilize key resources. Time and effort are among the College’s most valued resources, and comprehensive planning and assessment require a large measure of both. Each academic and administrative unit is actively engaged in planning and assessment, and the time and expertise that this commitment represents is a major institutional investment.

Peninsula College employs two custom Web applications that facilitate planning and assessment commonly referred to as the Administrative or Academic Unit Planning (AUP) AUP tool. [Exhibit [4A-9](#)] These tools enable users to create a new plan, edit a plan, or copy a plan from one year to the next, streamlining the annual revision process. They standardize the formatting of planning documents, print them in a .pdf format, and archive previous years’ plans. They also enable administrators to generate a “new funding” report that sorts unit plans requiring new funding and enables real-time access to all planning or assessment documents. Finally, the tools automatically generate a corresponding assessment document when a new plan is created or copied from the previous year the data element that links an assessment document to its parent plan is the unit’s goals. When a goal is modified in a unit plan, it is automatically modified in the corresponding assessment. As part of the AUP process, faculty in each department choose student success indicators appropriate to their disciplines that they want to track each year.

Peninsula College uses multiple methods to assess student learning outcomes and measure student achievement. At the course level, students are assessed by faculty according to course learning outcomes delineated on course syllabi. Instructors are encouraged through the formal evaluation process to discuss teaching and learning challenges with their peers and to suggest strategies for improvement. The College also has a generous professional development program that encourages faculty to engage in activities that will enhance teaching and learning in their classrooms.

As part of the Academic Unit Planning (AUP) process, faculty in each department choose student success indicators appropriate to their disciplines that they want to track each year. Data for these indicators is analyzed each year as part of the department's assessment plan, and faculty include uses of the findings in the next year's plan. The AUP process ensures that departments analyze and respond to meaningful student success data on a yearly cycle with the goal of continuously improving student achievement and success. [[Exhibit 4B-2](#)]

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The entire College community participates in evaluating holistically the alignment, correlation, and integration of programs and services in terms of accomplishment of core theme objectives as a routine part of the planning, budgeting, implementation, and assessment cycle. [[Exhibit 4A-10](#)]

At least annually, all preparers of *Academic* or *Administrative Unit Plans* (AUPs) examine their own pieces of the whole via the AUP assessment process. Part of these reviews includes identifying, documenting, and addressing any disconnects or “rubs” that are interfering with student success or accomplishment of core theme objectives. Based on those findings, the individual AUPs are revised and updated in the service of more complete accomplishment of core theme objectives.

The division-level AUPs (Instruction, Student Services, Administrative Services, President's Office), which form the “umbrella” AUPs that comprise elements of individual unit-level plans, are also examined at least annually from the holistic standpoint of the alignment and integration of programs and services within, and across, the division-level plans. Individual vice presidents conduct this evaluation with their leadership teams at annual planning retreats and apply what is learned to document findings. These findings are then incorporated into the next AUP, along with any new ideas or content that has risen from the unit plans.

The next step in the holistic evaluation of programs and services occurs at the cabinet level. The Cabinet regularly reviews the college-level Institutional Effectiveness Reports [[Exhibit 4A-11](#)] at the Cabinet meetings preceding each Board of Trustees meeting. In addition, the Cabinet reviews the culminating Mission Fulfillment Report at the annual planning retreat in Forks and conducts a college-level assessment of the *Operational Plan*. Based on those findings, changes are incorporated into the draft *Operational Plan*, along with new efforts or undertakings that have arisen from the division-level AUPs.

The College community has full access to all IE reports and all AUPs at all times. At the monthly meetings with the President, key measures are periodically discussed in some depth. The College community has the opportunity to provide any additional input to the evaluation of alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives at any monthly meeting or via other communication avenues they choose to employ (College Council, faculty meetings, standing committees, ad-hoc committees, etc.). The formal process affords the community one full month to review and comment upon the draft *Operational Plan* prior to final adoption.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, whenever offered and however delivered.

As previously discussed, the entire College community participates in evaluating College operations, whether programs and services, resources and capacity, policy and practice, or assessment. Thus, the College community participates in evaluating holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of goals and outcomes of programs and services, wherever offered and however delivered. This occurs throughout the planning, budgeting, and implementation and assessment cycle. [[Exhibit 4A-10](#)]

At least annually, all preparers of *Academic* or *Administrative Unit Plans* (AUPs) examine their own pieces of the whole via the AUP assessment process. Part of these reviews includes identifying, documenting, and addressing any disconnects or “rubs” that are interfering with student success or accomplishment of objectives and outcomes of programs and services. Based on those findings, the individual AUPs are revised and updated to guide more complete accomplishment of objectives and associated outcomes.

The division-level AUPs (Instruction, Student Services, Administrative Services, President’s Office), which forms the “umbrella” AUPs that comprise elements of individual unit plans, are also examined at least annually from the perspective of holistic alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered. Part of that review is an examination of its outcomes and an analysis of what might be done to change those outcomes for the better within, and across, the division-level plans. Individual vice presidents conduct this evaluation with their leadership teams at annual planning retreats and apply what is learned to document findings. These findings are then incorporated into the next AUP, along with any new ideas or content that has risen from the unit plans.

The next step in the holistic evaluation of alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered occurs at the cabinet level. The Cabinet regularly reviews the college-level Institutional Effectiveness Reports [[Exhibit 4A-11](#)] at the Cabinet meetings preceding each Board of Trustees meeting. In addition, the Cabinet reviews the culminating Mission Fulfillment Report at the annual planning retreat in Forks and conducts a college-level assessment of the *Operational Plan*. Based on those findings, changes are incorporated into the draft *Operational Plan*, along with new efforts or undertakings that have arisen from the division-level AUPs.

The College community has full access to all IE reports and all AUPs at all times. At the monthly meetings with the President, key measures are periodically discussed in some depth. The College community has the opportunity to provide any additional input to the evaluation of alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives at any monthly meeting or via other communication avenues they choose to employ (College Council, faculty meetings, standing committees, ad-hoc committees, etc.). The formal process affords the community one full month to review and comment upon the draft *Operational Plan* prior to final adoption.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As previously discussed, the entire College community participates in evaluating College operations, whether programs and services, resources and capacity, policy and practice, or assessment. Thus, the

College community participates in regularly reviewing its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. This occurs throughout the planning, budgeting, implementation, and assessment cycle [Exhibit 4A-10] and in every workgroup and task force. Robust conversations about measures and what they really tell us is a routine aspect of the teaching and learning process at Peninsula College. The work of the Guided Pathways Data Group is expected to result in changes to measures to provide more meaningful data to guide improvement efforts.

At least annually, all preparers of *Academic* or *Administrative Unit Plans* (AUPs) examine their own pieces of the whole via the AUP assessment process. Part of these reviews includes a discussion of the robustness of course, program, and institutional-level student learning outcomes, as well as detailed survey data, exploring the practices of colleagues at other institutions, and current academic research about measures. College faculty and staff are open to, and eager for, better ways to measure our efforts. Ideas for changes to any measures work their way through the AUP process, and the decision about whether to change a measure now, or not, is made carefully and holistically to assure the integrity of the “whole” of the assessment process.

Similar examination and review of the assessment processes and their authenticity and meaningfulness occurs during the development of division-level AUPs (Instruction, Student Services, Administrative Services, President’s Office), which form the “umbrella” AUPs that comprise elements of individual unit-level plans. At least annually, Vice Presidents and their leadership groups review and discuss assessment processes and puzzle over the best way to measure what we’re trying to measure.

The next step in the regular review of its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement occurs at the cabinet level. The Cabinet regularly reviews the college-level Institutional Effectiveness Reports [Exhibit 4A-11] at the Cabinet meetings preceding each Board of Trustees meeting. In addition, the Cabinet reviews the culminating Mission Fulfillment Report at the annual planning retreat in Forks and conducts a college-level assessment of the *Operational Plan*. Robust conversation about measures ensues and is duly noted for the future discussion of revising measures holistically during the Year One study, from which new core theme objectives are expected to emerge.

II. STANDARD 4.B – IMPROVEMENT

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision-making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Peninsula College uses the results of assessments in the systematic evaluation of programs and services to evaluate achievement of clearly defined goals or outcomes. Performance indicators and the results of assessment at all levels of the institution are evaluated each year during the planning and assessment cycle. The results of the assessment are utilized in several ways:

- Classroom faculty use assessment data to improve teaching and student learning;
- Program faculty use assessment data to ensure that the program objectives for student learning are achieved;
- Instructional leaders use assessment data to ensure that degree and certificate programs aligned with the College mission and goals;
- Administrators use assessment data to evaluate the effectiveness of institutional processes in support of the College’s mission and goals.

The use of the results—i.e. specific actions that result from assessment—is a core function of the planning process. Each fall, the results of the prior year’s assessment are integrated into the new year’s plan, guiding improvement as well as new initiatives. It is the responsibility of lead administrators to ensure that continuous improvement occurs in a systematic and meaningful way. [[Exhibit 4B-1](#)]

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Peninsula College uses multiple methods of assessment and multiple indices of performance to assess student learning and institutional outcomes. In so doing, the College strives to make assessment a thoughtful, planful, and integrated endeavor.

At the course level, students are assessed by instructors according to course learning outcomes delineated on course syllabi. Instructors are encouraged through the formal evaluation process to discuss teaching and learning challenges with their peers and to suggest strategies for improvement. The College also has a generous professional development program that encourages faculty to engage in activities that will enhance teaching and learning in their classrooms.

As part of the Academic Unit Planning (AUP) process, faculty in each department choose student success indicators appropriate to their disciplines that they want to track each year. Data for these indicators is analyzed each year as part of the department’s assessment plan, and faculty include uses of the findings in the next year’s plan. The AUPs are tied to the budget process so that actions proposed by each department as a response to their findings are prioritized for the next year’s budget cycle. The AUP process ensures that departments analyze and respond to meaningful student success data on a yearly cycle with the goal of continuous improvement. [[Exhibit 4B-2](#)]

Assessment

Evidence of continuous improvement through learning outcomes assessment is demonstrated in annual discipline and program AUPs. Examples from yearly planning and assessment documents over the past few years follow:

- Advanced Manufacturing/Composites - In 2013-14, learning outcomes assessment indicated a need to improve student success through curriculum alignment with industry standards and new developments in composites manufacturing. In 2014-15, the certificate program was aligned with Washington Composites Common Course Curriculum. As a result, 2014-15 completion rates increased by 8%. [[Exhibit 4B-5](#)]
- Criminal Justice - In 2014-15, the Criminal Justice advisory board of local law enforcement officers recommended adding an emotional intelligence module to the Criminal Justice program. Emotional intelligence competencies were incorporated into the Supervision for Law Enforcement class resulting in alignment with the Washington State Criminal Justice Training Commission standards. Results showed that students gained a better understanding of this new requirement in law enforcement, thus improving preparation for the workforce.
- English and Math- In 2014, the College received a grant from College Spark Washington to improve success rates in pre-college Math and English. Prior to the grant, 56% of students starting in the lowest level of developmental English achieved college-level English composition credit within two years, and 15% of students starting in the lowest level of developmental math achieved college-level math credit within two years. Grant interventions included extra supports in the classroom, integrated student success curriculum, and use of the flipped classroom model to increase hands-on activities during classtime. The grant activities ran from Fall 2014 to Spring

2016. So far 76% of students in the grant-funded English courses achieved college-level English composition credit within two years and 31% of the math students achieved college-level math credit in two years. These numbers met the goals of the grant, which is one example of Peninsula College's proactive approach to enacting targeted and effective reforms in response to student success data.

- Medical Assisting - In order to meet program learning outcomes and accreditation standards from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Medical Assistants needed more experience with compound microscopes. Ten compound microscopes were purchased for the Medical Assisting program. As a result, 100% of students successfully passed all microscope-related competencies. In 2015-16, employer survey results indicated a 86.7% satisfaction rate with graduates of the program. Alumni survey data for 2015-16 showed 93.8% of program graduates were satisfied with the program. Graduates reported increased confidence and preparation for employment.
- Nursing – In 2015-16, employer and allied health industry roundtable feedback indicated a need for increased student access to high fidelity nursing simulations. As a result, the College partnered with three local hospitals to develop new simulation scenarios in the areas of high-risk obstetrics and pediatrics. The collaboration included new funding for mother and baby simulators, employer-focused curriculum development, faculty and student simulator training, and the development of open resource simulation curriculum and instructional videos for nursing education. Results showed 100% of nursing students had increased access to training in high-risk obstetrics and pediatrics. [[Exhibit 4B-5](#)]
- Philosophy - To increase student success and completion, philosophy classes were updated to include strategies for success. As a result, philosophy class completion rates increased by 6.45% in 2015-16.
- Welding - The 2015-16 unit assessment, which reflected employer, advisory board, and marine welding industry roundtable recommendations to add a certified aluminum welding course, led to the development of new learning outcomes and a new aluminum welding certificate program. Partnerships with local employers resulted in new internship opportunities for aluminum welding students and increased grant funding to support certification training. [[Exhibit 4B-5](#)]

Discipline and Program Review

In 2015-16, Peninsula College implemented an integrated discipline and program review process into institutional assessment and planning. Individual disciplines and programs are reviewed according to alignment with the College mission and core themes as well as student success, completion, demand, cost, and currency. Programs reviewed in 2016-17 were Addiction Studies, Automotive Technology, Cybersecurity, Early Childhood Education, English, Medical Assisting, Multimedia Communications, and Welding.

Program Accreditations

- 2016-17: Medical Assisting program was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), grandfathered to 2014.
- 2016-17: Initiated Nursing program accreditation for 2017-18.
- 2016-17: Maintained National Automotive Technician's Education Foundation (NATEF) certification for Automotive Technology program.
- 2017-18: Preparing Welding program and lab to become an accredited test facility with the American Welding Society and Washington Association of Building Officials.

Another example of continuous improvement is Peninsula College's current initiative to adopt a Guided Pathways approach to our curriculum and services. The College is one of five colleges in the State of Washington that received a five-year \$500,000 grant from College Spark Washington for the development of Guided Pathways. As part of the Pathways project, the College is gathering and sharing

student success data across campus from course level to program level to overall completions and transfers. The goal is to increase student success and equity across the campus through a redesign of our degrees and practices that are guided by data. [\[Exhibit 4B-3\]](#)

In addition, the College assesses and attempts to improve its professional and technical programs through gathering employer survey data. The College also conducts institution-level assessments that include CAAP test scores that are compared to the national norm, student completion rates in college-level Math and English, and student completion rates in professional technical programs. Finally, the College regularly analyzes statewide Student Achievement Initiative data, where we score above the state average in achievement points per student. For example, in the *2015-16 Student Achievement Points Report*, Peninsula College scored 205 points per student compared to a state average of 171 per student. [\[Exhibit 4B-4\]](#)

STANDARD 5 - MISSION, FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

I. ELIGIBILITY REQUIREMENT 24

24. SCALE AND SUSTAINABILITY

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources, and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Peninsula College's operational scale is demonstrably sufficient to fulfill its mission and core themes in the present and will be sufficient to do so in the future. As detailed in the discussion below, Peninsula College employs a robust, flexible, and evidence-based planning and assessment model, which is directly tied to fulfillment of the College's stated mission and expressed through the College's core themes. As a key part of this planning and assessment process, the College systematically evaluates the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes in programs and services. The College employs multiple techniques and measures to assess the sufficiency of its operational scale, including detailed reporting and analysis at the local, regional, state, and national level.

Despite a statewide and national trend of flat or declining enrollment, the College has maintained a balanced budget while continuing to focus on fulfillment of the College's mission and core themes. Detailed analysis by the Strategic Enrollment Management Committee (SEM) has resulted in a focused plan to maximize enrollment and enhance retention and completion of students overall. Simultaneously, the development of Guided Pathways continues to build the College's understanding of student success (core theme: education) and will inform resource allocation decisions as the College continues to embrace a Guided Pathways approach. Declining levels of support for higher education at the state level have also created challenges for the College. In response, the College has focused both on increased efficiencies (where possible) as well as stabilizing and beginning to regrow enrollment as tools in effectively managing available resources. The Peninsula College Foundation continues to support the College and its students and faculty in substantive ways, and the support will continue to grow as the Foundation matures and builds capacity. Finally, the Peninsula College Board of Trustees has encouraged the maintenance of a healthy financial reserve; this reserve has been employed to seize upon opportunities to more effectively fulfill the College's mission as well as to provide a much-needed buffer to unanticipated challenges.

The College has maintained sufficient human resources to fulfill its mission both now and into the future. The College is fortunate to have a core cadre of full-time faculty committed to student success and teaching and learning, and this cadre has remained remarkably stable over time. The recent conversion of a number of positions to tenure-track affirms the College's commitment to the recruitment and retention of effective faculty. The College is likewise fortunate to have a strong group of adjunct faculty who actively contribute to the College's mission fulfillment. College staff resources, while challenged by recent fiscal realities, is sufficient to cover the student support and administrative support activities critical to mission fulfillment. Student support staff provide comprehensive services to enhance student success, and these functions will be carefully analyzed in conjunction with the College's ongoing work around Strategic Enrollment Management and Guided Pathways. Administrative Support Services—particularly around maintenance, custodial, grounds, campus security, IT, and financial support services, have benefited from rigorous planning and work analysis processes. Levels and quality of work in these areas is remarkable given the resources allocated and set an example for the entire campus.

College infrastructure has been substantially renewed over the past decade, with new state-of-the-art facilities at all three primary College locations: Port Angeles, Forks, and Port Townsend. The College's robust planning model includes a comprehensive *Facility Master Plan* as well as in *IT Strategic Plan*; both plans are integral to the overall planning process and ensure that the College's infrastructure planning is tightly aligned to fulfill the College's mission and core themes. Deliberate and proper planning has resulted in engaging, learning-focused facilities that are aesthetically pleasing, durable, and designed around best practices in facilities design. The College's *Facility Master Plan* and its integration into the broader planning model ensure that the College is prepared to meet the challenges of the near future with respect to facilities.

II. STANDARD 5.A – MISSION FULFILLMENT

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

As detailed in the discussions of Standards one through four above, Peninsula College has a robust model of planning, self-reflection, and assessment designed to identify and document its accomplishments as well as to plan strategically. The College's mission and core themes drive the development of core theme objectives and the College's *Strategic Plan*, which in turn inform and frame the development of more narrowly focused planning documents (*IT Strategic Plan* and *SEM Plan*) and the College's *Operational Plan*. *Academic* and *Administrative Unit Plans* serve to "flesh out" the *Operational Plan* and give substance and granularity to broader strategic initiatives and core theme objectives. At each stage of the process, from the development of detailed *Academic* or *Administrative Unit Plans* to the development of measures for core theme objectives, the work is participatory, interconnected, and deliberately designed to provide evidence-based assessment of accomplishments. Honest, participatory assessment and analysis of outcomes has led to the adoption of key strategic initiatives currently being pursued by the College. For instance, an ongoing, deeply reflective collegewide conversation around ways to enhance student success and completion has led the College to embark on a Guided Pathways Initiative, which will provide an overarching framework for ongoing student success initiatives. Similarly, thoughtful analysis of current enrollment trends together with systematic environmental scanning activities resulted in the development of the College's new *Strategic Enrollment Management Plan*, a plan developed with broad participatory input from all functional units of the College. As can be seen from the examples provided, the development and monitoring of realistic benchmarks of performance, a clear focus on evidence-based assessment of achievements, and participatory planning are employed across all functional units of the College; consequently, this holistic approach to planning, authentic assessment, and use of data for institutional improvement is a defining element of the culture of the College.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicated its conclusions to appropriate constituencies and the public.

The College defines mission fulfillment in direct relationship to the accomplishment of its core themes and associated core theme objectives. As noted elsewhere, core theme planning is part and parcel of institutional planning; it is completely consistent with and integrated into the institution's comprehensive planning process. Planning and assessment of each core theme begins with the *Strategic Plan*, which is based on three core themes and their associated core theme objectives. [\[Exhibit 5A-1\]](#) Core theme objectives guide the development of strategic objectives; these strategic objectives are then expressed through various plans in varying degree of detail (i.e., *Facility Master Plan*, *SEM Plan*, etc.). These plans describe and guide the implementation of programs and services that align and contribute to accomplishing the core theme objectives. Ultimately, all planning efforts, programs, and services are

measured by the accomplishment of institutional-level student learning outcomes, which are reviewed and discussed monthly with the Board of Trustees and the broader College community through the mechanism of the Institutional Effectiveness Reports and monthly meetings with the President.

As noted in 4.B.1 above, the College uses the results of assessments in the systematic evaluation of programs and services to evaluate achievement of clearly defined goals or outcomes. Performance indicators and the results of assessment at all levels of the institution are evaluated each year during the planning-and-assessment cycle. The results of the assessment are utilized in several ways:

- To improve teaching and student learning;
- To ensure that the program objectives for student learning are achieved;
- To ensure that degree and certificate programs align with the College mission and goals;
- To inform the budgeting and resource allocation process

The use of the results for improvement is a foundational tenet of the planning process. Each fall, the results of the prior year's assessment are integrated in the new year's planning and improvement process as well as in new initiatives. It is the responsibility of lead administrators to ensure that this occurs in a systematic and meaningful way.

III. STANDARD 5.B ADAPTATION AND SUSTAINABILITY

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The College employs a core of professionally qualified, full-time faculty. The faculty is adequate in number and qualifications to achieve the educational mission of the College. Faculty members are involved in the formulation of institutional policy through representation on the College Council and the Faculty Senate. They participate in academic planning, and they develop and review curriculum through the Curriculum Committee. Adequacy of faculty to achieve the College's mission is regularly monitored and reviewed through the *Peninsula College Faculty Association (PCFA) Bargaining Agreement*. [\[Exhibit 5B-1\]](#) Classified staff resources are similarly reviewed as a part of statewide bargaining, and College leaders continually monitor the adequacy of non-classified staff resources as part of the larger planning and resource allocation processes on an annual basis.

The College verifies a stable funding base, a budget development process tied to institutional mission and core themes informed by collegewide planning, a required balanced budget, and a responsible level of debt. While all of these are key elements of a financially healthy institution, the College also uses a fiscal health index as a summative metric that is reported to the Board of Trustees each year. [\[Exhibit 5B-2\]](#)

Using the Washington State Office of Fiscal Management (OFM) administrative guidelines, the College performs an annual risk assessment, completes a checklist questionnaire designed to identify areas of possible weaknesses, and conducts a detailed review of activities deemed to be of high risk. The Office of the Washington State Auditor conducts an external audit annually. The College has had no findings in the last 10 years.

While state funding for higher education, and community and technical colleges in particular, has been in decline in recent years, the College maintains a balanced budget while simultaneously holding an adequate operational reserve. The linkage of planning and resource allocation evident in the College's

planning cycle ensures that adequate resources are allocated to achieve desired strategic initiatives and fulfill the College mission.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Although the College's planning-and-assessment processes have been ongoing since 1996, they have changed in form over time, adapting to environmental changes and in response to shifts in strategic direction. Changes in formats and vocabularies have contributed to greater clarity and improved methods of assessment. This has been facilitated by the development of a customized planning-and-assessment tool, which facilitates regular-and-ongoing planning and assessment. In addition, the development of more robust assessment tools at the state (Student Achievement Initiative data) and national (CSSE and AACC's Voluntary Framework of Accountability) level has enhanced the College's ability to evaluate current planning and assessment frameworks and make adjustments as necessary.

The recent adoption of the Guided Pathways model has highlighted both the need to regularly evaluate the College's planning model and helped focus the College community on likely realignments that will be necessary moving forward. For instance, the College's current mission statement, while descriptive of the work being carried out at the institution, lacks a clear delineation of the centrality of student success and commitment to a culture of teaching and learning that are in fact hallmarks of the institution. Likewise, organizational change that will be necessary to fully realize the benefits of a pathways model will likely result in revisions of core theme objectives, refinement of student learning outcomes, and a collaborative assessment and possible revision of existing planning tools such as the AUP and *Operational Plan*.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The College's well-developed and effective planning, assessment, and resource allocation processes provide multiple opportunities to identify current and emerging trends and in turn to assess its strategic position and future direction. All functional units of the College (Instruction, Student Services, Administrative Services, President's Office) engage in systematic and routine monitoring of both internal and external environments. The state-level and local measures and activities that are employed by the College to monitor its operational scale factor in both the internal and external environments that may impact mission fulfillment, and continually assess the College's ability to fulfill its mission both now and in the future. Statewide monitoring reports and initiatives, such as the Student Achievement Initiative and detailed reports on student persistence and degree completion, supplement the work of local environmental scans, the College's Strategic Enrollment Management Committee, advisory committees, and industry focus groups. These efforts assist the College in both assessing its current and future strategic position and ensuring that future strategic direction is directly tied to sound and forward-thinking resource allocation strategies.

The College understands mission fulfillment from a systems perspective; that is, mission fulfillment cannot be defined by a purely objective percentage of core theme indicators measured or benchmarks achieved. Clearly, some core theme indicators are more direct proxies for student achievement and success than others. Similarly, not all core theme indicators should be given equal weight in an evaluation of mission fulfillment. For instance, the College community is much more focused on student retention,

completion, and “time to completion” of degree data (Core Theme: Education) than on numbers of cultural enrichment activities undertaken (Core Theme: Enrichment). Both are important as elements of mission fulfillment; however, critical conversations and self-reflection around key indicators of student success led the College to redefine “student success” and subsequently embark on the Guided Pathways Initiative. Guided Pathways is a major component of the current *Strategic Plan* and has resulted in significant reassessment the College’s overall organizational structure and resource allocation. Similarly, discussions focused on enhancing student success have led to the realization that the College mission statement, while descriptive of the College’s core themes, should be revised in the immediate future to more fully capture the centrality of teaching and learning and student success to mission fulfillment. The College community is also engaged in dialogue around revision of some Student Learning Outcomes and core theme indicators to more accurately reflect the College’s significant focus on student success. The College, therefore, understands mission fulfillment as a constant, emergent “work in progress” rather than an endpoint. The College’s robust planning and assessment process is a useful tool to gain a snapshot in time of mission fulfillment; nevertheless, the College community understands fully that mission fulfillment is an evolutionary and formative process.

CONCLUSION

Peninsula College is in its 57th year of providing higher education opportunities to the residents of the North Olympic Peninsula. Its mission is explicit, and its core themes capture the essential elements of the Peninsula College mission: *education* in the areas of transfer, professional and technical, basic skills, and continuing education; *opportunity*, which is the key to personal development and academic success; and *enrichment*, which reflects the College's commitment to the diverse communities it serves. The College's core themes and core theme objectives provide a mission-driven structure for assessing institutional effectiveness and mission fulfillment, the results of which are regularly shared with the Peninsula College Board of Trustees.

The College's strengths are in its leadership, the expertise and dedication of its faculty and staff, its commitment to professional development, its focus on student success, its financial stability, and its long history of planning and assessment at all levels of the institution. College leadership has nurtured a principle-driven culture in which the *Guiding Principles* are embraced and operationalized.

The College hires, develops, and supports high-quality personnel in all sectors of its operations by establishing high expectations, engaging in broad recruitment and open hiring processes, and providing ongoing training and professional development. The selection, development, and retention of competent faculty are of paramount importance, and the employment of full-time faculty is a priority. The College converted eight part-time faculty positions to full-time, tenure-track positions in 2017.

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

Peninsula College recruits and supports a diverse student population. Focused on student success, the College provides a comprehensive program of support services including financial aid. Over 90% of eligible students receive financial assistance—one of the most compelling indicators of student progress and retention. In 2016-17, Peninsula College students received more than \$12.7 million in federal grants, loans, and work-study. During the same time, the College awarded state aid to 1,050 students totaling more than \$2.1 million and 236 competitive institutional partner scholarships totaling \$565,700. Another 201 Peninsula College students received more than \$480,000 in scholarships from external entities.

Another strength is the College's long record of financial stability. Its commitment to building sufficient reserves and cash flow have enabled the College to successfully navigate the recent economic downturn and state budget reductions while serving increased numbers of students and continuing to maintain dedicated reserves for operational needs. The annual resource planning-and-development process includes budget principles to guide process and multi-year budget assumptions. These assumptions and the resulting budget decisions are modeled in a *10-Year Financial Plan*.

Planning has been an invaluable tool in setting institutional priorities, informing the budget, and facilitating transparency. The results of assessment have provided the blueprint for implementing institutional improvement and increasing student achievement. Planning and assessment have been

especially important to the College's ability to maintain its strengths in a very challenging financial climate. It has also enabled the College to identify institutional challenges as well as opportunities.

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

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

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

ACRONYMS

A

AA	Associate in Arts
AA Honors	Associate in Arts Honors
AAS	Associate of Applied Science
AAS-T	Associate of Applied Science Transfer
AED	Automated External Defibrillators
AS	Associate of Science
ACT	American College Test
AFL-CIO	American Federation of Labor and Congress of Industrial Organizations
AFT	American Federation of Teachers
APPR	Administrative Policy Procedure Review Committee
ASC	Associated Student Council
AUP	Academic and/or Administrative Unit Plans

B

BAS	Bachelor of Applied Science
BEaA	Basic Education for Adults (formerly ABE – Adult Basic Education)

C

CAS	Council for the Advancement of Standards in Higher Education
CBCC	Clallam Bay Corrections Center
CBE	Continuing & Business Education
CCSEQ	Community College Student Experiences Questionnaire
CEU	Continuing Education Unit
CLEP	College-Level Examination Program
COMPASS	ACT Computerized Placement and Assessment Support System
COP	Certificate of Participation
CPR	Cardiopulmonary Resuscitation
CPU	Central Processing Unit
CTC	Community & Technical College
CTCLink	New enterprise software platform

D

DES	Washington State Department of Enterprise Services
DIS	Washington State Department of Information Services
DS	Directed Studies
DTA	Direct Transfer Agreement

E

ESL English as a Second Language
ETC Education & Training Committee

F

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

G

GED General Educational Development Test (GED®)

H

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

I

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

L

LAN Local Area Network
LMC Library/Media Center

M

MBA Master of Business Administration

N

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

NWAC Northwest Athletic Conference
NWCCU Northwest Commission on Colleges and Universities

O

OCC Olympic Corrections Center
OFM Washington State Office of Fiscal Management

P

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

R

RCW Revised Code of Washington

S

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

V

VA US Department of Veterans Affairs
VPFA Vice President for Finance & Administration
VPI Vice President for Instruction
VPSS Vice President for Student Services

W

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

Peninsula College
Statement of Cash Flows
For the Year Ended June 30, 2015

Cash flow from operating activities	
Student tuition and fees, net	5,184,305
Grants and contracts	8,229,793
Payments to vendors	(1,886,518)
Payments to employees	(12,923,987)
Payments for benefits	(3,735,739)
Auxiliary enterprise sales	921,562
Payments for scholarships and fellowships	(5,476,419)
Other receipts	388,775
Other payments	(3,309,416)
Net cash used by operating activities	(12,607,643)
Cash flow from noncapital financing activities	
State appropriations	10,608,385
Pell grants	3,849,896
Tuition remitted to state	(779,362)
Net cash provided by noncapital financing activities	13,678,919
Cash flow from capital and related financing activities	
Capital appropriations	1,898,756
Acquisition and construction of capital assets	(2,062,921)
Principal paid on capital debt	(250,189)
Interest paid on capital debt	(140,000)
Net cash used by capital and related financing activities	(554,354)
Cash flow from investing activities	
Interest Income	3,501
Net cash provided by investing activities	3,501
Increase in cash and cash equivalents	520,423
Cash and cash equivalents at the beginning of the year	8,399,507
Cash and cash equivalents at the end of the year	8,919,929
Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	(14,193,389)
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	2,221,571
Changes in assets and liabilities	
Receivables , net	(711,269)
Inventories	(14,819)
Accounts payable	206,770
Accrued liabilities	(115,821)
Unearned revenue	53,672
Compensated absences	(18,219)
Pension liability adjustment expense	(35,873)
Deposits payable	(266)
Net cash used by operating activities	(12,607,643)

Peninsula College
Statement of Cash Flows
For the Year Ended June 30, 2016

Cash flow from operating activities	
Student tuition and fees	4,963,551
Grants and contracts	7,003,520
Payments to vendors	(2,033,725)
Payments to employees	(13,597,650)
Payments for benefits	(4,383,710)
Auxiliary enterprise sales	906,892
Payments for scholarships and fellowships	(4,901,285)
Other receipts	1,365,690
Other payments	(2,189,117)
Net cash used by operating activities	<u>(12,865,836)</u>
Cash flow from noncapital financing activities	
State appropriations	11,382,992
Pell grants	3,225,105
Building and Innovation fees remitted to state	(732,202)
Net cash provided by noncapital financing activities	<u>13,875,895</u>
Cash flow from capital and related financing activities	
Capital appropriations	10,289,648
Acquisition and construction of capital assets	(12,438,569)
Capital contributions	692,374
Principal paid on capital debt	(256,244)
Interest paid on capital debt	(130,798)
Net cash used by capital and related financing activities	<u>(1,843,589)</u>
Cash flow from investing activities	
Shift endowment and scholarship to Foundation	(410,727)
Interest Income	6,370
Net cash provided by investing activities	<u>(404,357)</u>
Increase (decrease) in cash and cash equivalents	(1,237,886)
Cash and cash equivalents at the beginning of the year	<u>8,919,929</u>
Cash and cash equivalents at the end of the year	<u><u>7,682,043</u></u>
Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	<u>(16,795,705)</u>
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	2,241,122
Changes in assets and liabilities	
Receivables, net	(14,520)
Inventories	16,842
Accounts payable	1,644,250
Accrued liabilities	162,530
Unearned revenue	(5,918)
Compensated absences	21,134
Pension liability adjustment expense	(135,799)
Deposits payable	230
Net cash used by operating activities	<u><u>(12,865,835)</u></u>

The accompanying notes are an integral part of the financial statements.

Peninsula College
Statement of Cash Flows
For the Year Ended June 30, 2017

Cash flow from operating activities	
Student tuition and fees	4,508,185
Grants and contracts	6,978,831
Payments to vendors	(7,494,998)
Payments to employees	(13,581,828)
Payments for benefits	(4,571,030)
Auxiliary enterprise sales	1,062,764
Payments for scholarships and fellowships	(4,601,098)
Other receipts	766,918
Other payments	<u>(2,252,710)</u>
Net cash used by operating activities	<u>(19,184,966)</u>
Cash flow from noncapital financing activities	
State appropriations	12,119,031
Pell grants	3,046,947
Building and Innovation fees remitted to state	<u>(637,624)</u>
Net cash provided by noncapital financing activities	<u>14,528,354</u>
Cash flow from capital and related financing activities	
Capital appropriations	17,877,525
Acquisition and construction of capital assets	(15,158,921)
Capital contributions	316,296
Principal paid on capital debt	(267,694)
Interest paid on capital debt	<u>(121,169)</u>
Net cash used by capital and related financing activities	<u>2,646,037</u>
Cash flow from investing activities	
Interest Income	<u>104,442</u>
Net cash provided by investing activities	<u>104,442</u>
Increase (decrease) in cash and cash equivalents	(1,906,134)
Cash and cash equivalents at the beginning of the year	<u>7,682,043</u>
Cash and cash equivalents at the end of the year	<u><u>5,775,909</u></u>
Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	<u>(19,916,200)</u>
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	2,280,698
Changes in assets and liabilities	
Receivables, net	680,607
Inventories	6,146
Accounts payable	(2,220,405)
Accrued liabilities	(34,783)
Unearned revenue	(75,892)
Compensated absences	49,562
Pension liability adjustment expense	45,227
Deposits payable	<u>74</u>
Net cash used by operating activities	<u>(19,184,966)</u>
Noncash Investing, Capital and Financing Activities	
Note receivable related to leasehold improvement sale	5,543,211

The accompanying notes are an integral part of the financial statements.

Peninsula College
Condensed Statement of Net Position
FY 17, FY 16, FY 15

	FY 2017	FY 2016	FY 2015
As of June 30th			
Assets			
Current Assets	8,058,745	11,321,751	11,378,164
Non-current Assets	5,386,873	-	-
Capital Assets, net	89,079,795	83,091,657	72,879,100
Total Assets	\$ 102,525,413	\$ 94,413,408	\$ 84,257,264
Deferred Outflows of Resources	\$ 784,467	\$ 524,107	\$ 339,983
Liabilities			
Current Liabilities	1,764,388	4,287,711	1,918,435
Non-current Liabilities	8,240,990	8,089,512	6,095,715
Total Liabilities	\$ 10,005,378	\$ 12,377,223	\$ 8,014,150
Deferred Inflows of Resources	\$ 463,047	\$ 356,973	\$ 792,668
Net Position, as restated	\$ 92,841,454	\$ 82,203,319	\$ 75,790,429

2014-15 Budget Approval

This budget document is submitted to the Board of Trustees for consideration at the June 2014 meeting. The document presents information on the 2014-15 budget for the following funds: General Fund Rollup, Grants and Contracts, Dedicated Local, Associated Students' and Biennial Capital Projects.

With approval, the Board of Trustees authorizes the budgets listed below and adoption of the 2014-15 tuition rates, fees and tuition waivers.

Budget	Amount
The General Fund Rollup Expenditure Budget	16,311,823
The Grants and Contracts Expenditure Budget	629,461
The Dedicated Local Fund Expenditure Budget	201,441
The Associated Students' Expenditure Budget	515,000
Total	17,657,725
The Biennial Capital Projects Budget	6,464,850

2015-16 Budget Approval



This budget document is submitted to the Board of Trustees for consideration at the June 2015 meeting. The document presents information on the 2015-16 budget for the following funds: General Fund Rollup, Grants & Contracts, Dedicated Local, Associated Students' and Biennial Capital Projects.

With approval, the Board of Trustees authorizes the budgets listed below and adoption of the 2015-16 tuition rates, fees and tuition waivers.

Budget	Amount
The General Fund Rollup Expenditure Budget	17,437,526
The Grants and Contracts Expenditure Budget	614,821
The Dedicated Local Fund Expenditure Budget	213,764
The Associated Students' Expenditure Budget	515,000
Total	18,781,111
The Biennial Capital Projects Budget	31,160,354

2016-17 Budget Approval



This budget document is submitted to the Board of Trustees for consideration at the June 2016 meeting. The document presents information on the 2016-17 budget for the following funds: General Fund Rollup, Grants & Contracts, Dedicated Local, Associated Students' and Biennial Capital Projects.

With approval, the Board of Trustees authorizes the budgets listed below and adoption of the 2016-17 tuition rates, fees and tuition waivers.

Budget	Amount
The General Fund Rollup Expenditure Budget	18,015,587
The Grants and Contracts Expenditure Budget	550,509
The Dedicated Local Fund Expenditure Budget	215,604
The Associated Students' Expenditure Budget	506,500
Total	19,288,200
The Biennial Capital Projects Budget	32,069,587

2013-15 Capital Projects

Project Title	Program	Allocation
Ft Worden Education Center	900	3,831,845
Ft Worden Education Center - Local Match	900	500,000
Allied Health & Early Childhood Ed	900	1,493,000
Preventive Facility Maintenance	900	164,200
Minor Works - Preservation	900	15,210
Facilities Repairs "A"	900	460,595
Total New Appropriations		6,464,850

2015-17 Capital Projects



Project Title	Program	Allocation
Ft Worden Education Center	900	3,834,580
Ft Worden Education Center - Local Match	900	1,692,374
Allied Health & Early Childhood Ed	900	23,790,000
Preventive Facility Maintenance	900	328,400
Minor Works - Program	900	499,000
Minor Works - Preservation	900	150,000
Facilities/Roof Repairs	900	866,000
Total New Appropriations		31,160,354

2015-17 Capital Projects



Project Title	Program	Allocation
Ft Worden Education Center	900	3,813,915
Ft Worden Education Center - Local Match	900	2,500,000
Allied Health & Early Childhood Ed	900	23,870,372
Preventive Facility Maintenance	900	328,400
Minor Works - Program	900	809,000
Facilities/Roof Repairs	900	747,900
Total New Appropriations		32,069,587

2016-17 Revenue Budget



Source of Revenue	Beginning Budget	
	2015-16	2016-17
State Funds		
State Allocation	10,301,852	11,177,072
Tuition - (Operating Fees)	5,152,092	3,631,974
Subtotal State Funds	15,453,944	14,809,046
Local Funds		
International Contract Tution	-	1,379,710
Running Start Revenue	1,625,452	1,493,701
General Overhead	130,000	130,000
Tech Fee	228,130	203,130
Subtotal Local Funds	1,983,582	1,826,831
Total General Fund Rollup	17,437,526	18,015,587
Grants and Contracts	614,821	550,509
Dedicated Local Fund	213,764	215,604
Total	18,266,111	18,781,700

Revenue Budget



Source of Revenue	Beginning Budget	
	2014-15	2015-16
State Funds		
State Allocation	9,840,660	10,301,852
Tuition - (Operating Fees)	5,304,665	5,152,092
Subtotal State Funds	15,145,325	15,453,944
Local Funds		
Running Start Revenue	1,036,498	1,625,452
General Overhead	130,000	130,000
Tech Fee		228,130
Subtotal Local Funds	1,166,498	1,983,582
Total General Fund Rollup	16,311,823	17,437,526
Grants and Contracts	629,461	614,821
Dedicated Local Fund	201,441	213,764
Total	17,142,725	18,266,111

2014-15 Revenue Budget

Source of Revenue	Beginning Budget	
	2013-14	2014-15
State Funds		
State Allocation	9,993,181	9,840,660
Tuition - (Operating Fees)	5,160,728	5,304,665
Subtotal State Funds	15,153,909	15,145,325
Local Funds		
Running Start Revenue	794,199	1,036,498
General Overhead	130,000	130,000
Subtotal Local Funds	924,199	1,166,498
Total General Fund Operating Revenue	16,078,108	16,311,823
 Grants and Contracts	 1,079,461	 629,461
 Fees	 201,441	 201,441
Total	17,359,010	17,142,725