



PENINSULA COLLEGE



Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Submitted March 5, 2021

INSTITUTIONAL REPORT CERTIFICATION FORM

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



Institutional Report Certification Form

On behalf of the Institution, I certify that:

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

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

Peninsula College

(Name of Institution)

Dr. Luke Robins

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

March 5, 2021

(Date)

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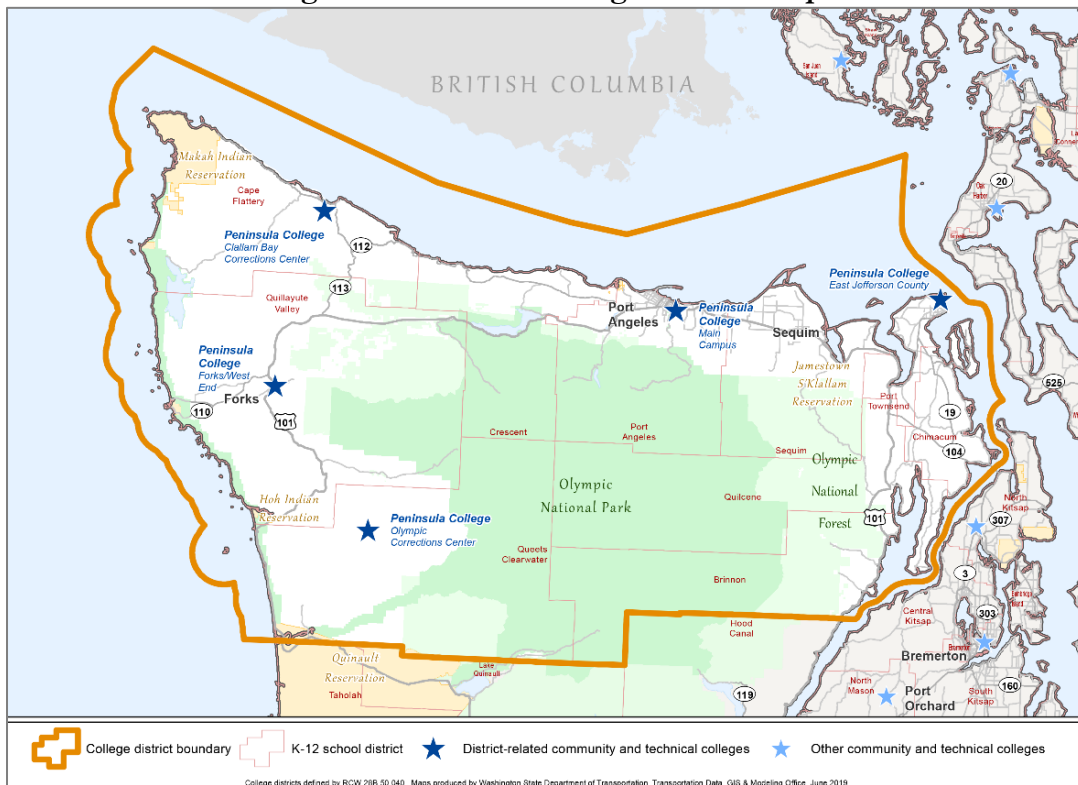
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Mission Fulfillment

College Profile

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. ʔaʔkʷustəŋáwtxʷ House of Learning, Peninsula College Longhouse is the first longhouse in the nation built on a community college campus. The Longhouse, located on tribal territory, was created in collaboration with six local tribal nations: Hoh River Chalatl, Quileute, Makah, Port Gamble S’Klallam, Jamestown S’Klallam, and Lower Elwha Klallam.

Figure 1. Peninsula College District Map



The main campus is located in Port Angeles. Two additional campuses are located in Forks (57 miles west of Port Angeles) and Port Townsend (46 miles to the east). The college also offers programming at Clallam Bay Corrections and Olympic Correction Centers. Peninsula College is the only resident institution of higher education on the North Olympic Peninsula.

Student Profile

In 2019-20, Peninsula College enrolled 3,362 credit and non-credit students and awarded 705 degrees and certificates. Approximately 34% of students were in professional-technical programs, 43% in transfer, 16% in basic education, and 7% in other programs. The majority of students were full-time (55%), and the median age was 27 years of age. The college served 90 international students from around the globe in 2019-20. In 2017-18, more than 64% of professional-technical students were employed within nine months of completing a job-preparatory program.

Figure 2. Student Profile

Students at a Glance		Student Intent		Student Age Range	
Student Headcount	3362	Transfer	43%	Under 20	31%
Female	52%	Professional-Technical	34%	20-24	20%
Male	48%	Basic Skills	16%	25 -39	31%
Students of Color	33%	Personal Interest	7%	40+	18%

Programs

Peninsula College offers an array of [transfer](#), [professional-technical](#), [applied baccalaureate](#), [basic skills](#), and, [community education](#) personal enrichment courses. As an early adopter of [Guided Pathways](#), Peninsula College offers seven Areas of Study crossing Arts and Sciences and Professional-Technical programs including, [Arts and Communications](#), [Business and Management](#), [Healthcare](#), [Information Technology](#), [Math and Science](#), [Skilled Trades](#), [Social Sciences and Education](#). The college offers the only bachelor's degree program in the college's two county region: a Bachelor of Applied Science in Applied Management. The college awarded 16 BAS degrees in 2018-19. In addition, we recently re-launched our Community Education (non-credit) course offerings after a prolonged hiatus. The initial slate of offerings features personal enrichment courses, non-credit certificate courses (e.g., commercial driver's license), and corporate training offerings will begin in 2021-22.

Mission Review

In 2018-19, Peninsula College embarked on a comprehensive mission review that resulted in a revised mission, vision, core themes, and new [leading and lagging indicators](#) for measuring student achievement. This highly collaborative process was informed by our [guiding principles](#) and incorporated input from all campus and community constituents. The mission review was an appropriate and necessary step coinciding with the college's efforts to implement the Guided Pathways model at scale. Guided Pathways' strong emphasis on student success and equity drove conversations around mission review; and equity and student success are both central to the revised mission, vision, and core themes. In August 2019, the Board of Trustees approved a revised mission statement, vision statement and four new core themes listed in table 1.

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

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

Table 1. Core Themes, Definitions, and Objectives

Core Themes	Definitions	Objectives
Advancing Student Success	Students receive robust support services embedded across clearly defined academic/career pathways	Support students in achieving their educational goals.
Achieving Academic Excellence	Academic programs and instructional methods are rigorous, engaging, and evidence-based	Provide engaging, high quality academic and professional-technical programs.
Fostering Equity and Inclusion	College-wide policies and practices close equity gaps in enrollment and academic achievement	Eliminate systemic disparities in educational outcomes.
Strengthening Communities	The college’s workforce development, community education, and arts and culture programs strengthen the communities we serve	Strengthens the economic and cultural vitality of its service region and beyond.

Strategic Planning and Progress

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

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

We made significant progress in centralizing and streamlining our comprehensive system of planning, assessment, and continuous improvement. The college mapped all components of the system of planning and assessment demonstrating how each element ties directly to advancing the institutional mission. This comprehensive system of planning and assessment serves as the framework for the college’s accreditation process and is further discussed in detail in [Addendum Recommendation 2](#).

Response to the COVID-19 Pandemic

On February 29, 2020, the Governor of Washington State proclaimed a State of Emergency for all counties in Washington State as a result of the coronavirus outbreak. On March 4, 2020, Peninsula College President Robins, convened the college's Incident Management Team to begin safety and logistics planning for remote work, learning, and services. The college's Campus Safety Officer attended twice daily, then biweekly meetings with the Clallam County Health Officer and Clallam County Joint Emergency Operations Center to ensure college employees and students received up to date information. The Marketing and Communications Team developed a [Coronavirus News Updates](#) webpage and a [Coronavirus Information and Resources](#) webpage to keep students, faculty, and staff apprised of relevant information. Our Communication Coordination Specialist distributed press releases to local news agencies and the college's mass email.

On March 23, 2020, during spring break, the Governor issued a proclamation prohibiting public and private universities and colleges from conducting in-person classroom instruction and lectures. Based on the proclamation, the President instructed employees to transition to remote work. Our Information Technology Department expanded their equipment and internet hotspot inventory and began distributing equipment to employees and students. To further support students, we established a student technology loaner program and student technology helpdesk. The Dean for Arts & Sciences, BEdA and the Dean for Workforce Education worked with faculty to transition spring classes for remote learning and surveyed faculty to identify technology needs. Funding was reallocated to support the purchase of instructional technologies for faculty. The Executive Director for the Center for Teaching and Learning and eLearning Coordinator offered trainings and support for faculty who were new to online instruction. The Bookstore and Library Media Center began serving students faculty, and staff online. Facilities and custodial services developed new processes for deep cleaning and modified lab spaces to accommodate social distancing. In April 2020, the college received [CARES Act](#) emergency funding that was distributed to students in need.

On May 22, 2020, the President convened a Town Hall meeting to check in with students and ask what the college can do to support them during the pandemic and help them transition to remote learning. The Early Childhood Development Center Director worked closely with staff and parents to establish COVID-19 safety protocols to safely care for children.

On June 1, 2020, the Governor released Phase 1 [Higher Education & Critical Infrastructure Workforce Training Restart](#) guidance that approved instructional programs complying with safety protocols to resume work and instructional activities that do not require workers and students to be closer than six-feet together. The college developed an [PC Campus Attestation Form](#) for all persons accessing campus facilities and the Campus Safety Officer worked with faculty and staff to develop the [Peninsula College Safe Return to Campus Plan](#). On June 10, 2020, a few workforce lab-based classes resumed while all other classes remained online.

To assess student perspectives about remote learning and resources, the college conducted a survey of students in December 2020. Responses showed a majority of students had sufficient technology for online learning and were satisfied with online classes, advising, resources and services.

The college, along with other colleges in the Washington Community and Technical College system, is actively engaged in planning for an eventual return to more face-to-face instruction, student support, and other campus activities. We anticipate that the fall 2021 quarter will see increased on campus classes, support services, and a gradual return to pre pandemic activities. We will be prepared, however, to revert to remote operations if conditions warrant such a move.

Student Achievement

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

In 2016, Peninsula College was one of five colleges to receive the first round of Guided Pathways Implementation Grants from College Spark Washington and the State Board of Community and Technical Colleges (SBCTC). Guided Pathways implementation aligns with our emphasis on student achievement by closing equity gaps for low-income students and students of color.

Student success is measured by the several indicators that focus on student achievement. We are in the process of updating and publishing student achievement Tableau data dashboards for the following indicators on the college [website](#).

Student Achievement Focused Indicators

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

Peer Institutions

In 2020, we began planning to measure institutional effectiveness in comparison, with regional and national peer institutions. First, we reviewed our disaggregated indicator data and identified student achievement gaps for low income, American Indian/Alaska Native, and African American students. Next, we reviewed peer colleges with a similar size, campus setting, and program mix. We narrowed the list to peers that had similar disaggregated enrollments and completion rates by race/ethnicity and socioeconomic status. Peninsula College serves five American Indian tribes, so it was important for our peer colleges to have American Indian/Alaska Native student enrollments of 1% or higher.

Aspirational Institutions

To identify potential aspirational colleges, we reviewed Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics data for colleges of similar size and campus setting with higher-than-average completions for low income and historically underserved students of color.

We selected six comparison colleges and two aspirational colleges. Campus setting and enrollment size for Peninsula College and comparative institutions are listed in table 2.

Table 2. Peninsula College and Peer and Aspirational College Details

College Name	City, State	Campus Setting	Enrollment
Peninsula College	Port Angeles, WA	Town, Remote	1966
Peer Colleges			
Big Bend Community College	Moses Lake, WA	Town, Remote	2131
Centralia College	Centralia, WA	Town, Distant	3077
Grays Harbor College	Aberdeen, WA	Rural, Fringe	1853
Klamath Community College	Klamath Falls, OR	Town, Remote	1715
South Mountain Community College	Phoenix, AZ	City, Large	4321
Walla Walla College	Walla Walla, WA	City, Small	3671
Aspirational Colleges			
Clark College	Vancouver, WA	City, Midsize	9233
Southwestern Community College	Sylva, NC	Town, Distant	2324

Comparison College Data Sources and Limitations

IPEDS provided details for all potential peer colleges including size, campus setting, program mix, and disaggregated enrollment by race/ethnicity. While IPEDS provided several useful data sets to help us select our comparison colleges, it lacked a few of our institutionally meaningful measures related to equitable student achievement for low- income and historically underserved students of color. Other data sources used to identify peers are listed in table 3.

Table 3. Data Sources for Peer and Aspirational Institutions

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

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

Benchmarking Process

Our benchmarking process for comparing student achievement with our peer and aspirational colleges includes the following.

- Equity gaps are identified when the overall average of our peer colleges exceeds the average for PC.
- Identified gaps will be reviewed and discussed annually by the Equity Workgroup, Faculty Assessment Committee, President’s Advisory Council, and President’s Cabinet.
- If the college average is less than the peer average by 5% for two consecutive years, improvements will be developed and implemented.
- Goals are met when the three-year average of our peer colleges is less than the average for Peninsula College.
- If we exceed an institutional goal for two consecutive years, we will increase the goal.
- Data, findings, and interventions will be reported in the college’s annual Institutional Effectiveness Report.

Examples of data and trends are listed in [Appendix A](#). Broad trends and improvements are discussed below.

Broad Data Trends and Improvements

Our initial comparison of student achievement indicators showed we underperformed our peers in the areas of transfer and full-time low income (Pell) students. Compared to our aspirational peers we underperformed in transfer, completion for full-time Pell and historically underserved students of color. These findings are helping us look beyond the limits of our own institutional goals and move us toward a better understanding of our equity gaps and where we need more focused improvement planning.

Retention Data Trends and Improvements

Retention is defined as first time college students who enrolled in fall of one year and returned in fall of the following year. Our overall retention benchmark is: *At least 55% of students who start in fall quarter will be retained for the entire duration of an academic year and will return the following fall quarter.* We had a 4% drop in 2018-19, however the three-year trend showed we are exceeding our 55% retention benchmark. Our retention goal disaggregated by race/ethnicity is: *Retention rates disaggregated by demographic groups will fall no more than 5% below the overall student retention average.* Review of our disaggregated retention data over three years showed Hispanic student retention improved while African American and American Indian/Alaska Native student retention declined to more than 5% below the overall average. Through our Guided Pathways initiatives, we are positioned to improve retention in the following ways.

Expand First-Year Experience (FYE) Course Offerings

In fall 2019, we initiated a new FYE class (COLL 101 College Success). The curriculum is designed to foster student success through personal reflection on academic and career choices and through helping students develop confidence and a sense of belonging in college. The course and its curriculum are expected to have a positive effect on under-represented groups. Going forward we will monitor disaggregated student success data in order to assess the course's impact on our equity goals.

Increase Peer Mentoring

In winter 2020, we began a peer mentoring program for first-year students. Initially, students interacted with peer mentors as part of the COLL 101 College Success class. In spring 2021, peer mentors will be assigned to all new students according to their Areas of Study. The college will monitor disaggregated student success data to determine if some student groups need more specifically targeted peer mentoring. The Library Media Center's writing lab, online tutoring, and eLearning staff offer on-site and remote services and resources for students, faculty, and staff.

Improve Onboarding and Degree Tracking

Onboarding is improving through the Guided Pathways model that helps students choose a pathway and understand its requirements and how it fits with their life and career goals. In fall 2020, we significantly increased our inventory of [program maps](#) designed to streamline and clarify course requirements and options within degrees. We are also improving tracking and interventions regarding student degree progress through Guided Pathways structures and tools, including the use of [EAB Navigate](#).

Completion Data Trends and Improvements

Our completion goal is: *At least 42% of all award-seeking students will earn a degree or certificate within 3 years from when they first enrolled.* Comparison of graduation rates by race/ethnicity showed a completion gap for African American and American Indian/Alaska Native students. When we compared this data to

our aspirational colleges, we noted larger completion gaps for African American and American Indian/Alaska Native. For in-state peer colleges, we looked at credential completion data for low income and historically underserved students of color. We discovered the three-year average for our in-state peer group is 4% higher than Peninsula College, thus indicating an equity gap compared to our peers. Our institutional completion data and our comparison with peer colleges showed a need to identify barriers to student success for low income and historically underserved student of color. Several of our programs and initiatives for improving diversity, equity, and inclusion are listed below.

Improve Collection of Disaggregated Completion Data

Equity is central to the college's Guided Pathways work. The Guided Pathways structure allows the college to look for achievement gaps by specific degree pathways and by degree progress indicators like successfully completing college-level math and English in the first year. The Institutional Research department has been creating data dashboards on Guided Pathways indicators and milestones that can be disaggregated by race, income, and other student groups. Guided Pathways Student Success Teams and tools will allow the college to engage with all students to help them stay on their pathways and succeed at Peninsula College.

Equity Work Group

Under Guided Pathways, the college appointed an Equity Work Group that has been involved in several equity initiatives over the last four years. The group conducted a series of focus groups to develop an operational definition of equity for the college and is currently developing an equity climate survey to administer to students and is working with our Human Resources department on new hiring guidelines that will promote equity. A team from the group worked with equity coaches from the Evergreen State College's Washington Center over the summer of 2020 to review disaggregated retention data and to develop a plan based on that analysis. The group chose an initial focus on American Indian students because data showed a consistent retention gap with that group of students. The equity gap identified while working with the Washington Center aligns with our analysis of the disaggregated IPEDS data.

Establish a Standing Equity Committee

The college's Equity Work Group is in the process of developing a charter for an equity standing committee that will coordinate planning for a college-wide equity plan. A group of 30 campus stakeholders, including faculty, staff, students, and administrators, met with a facilitator from the [Washington Center](#) in February 2021 for a visioning session on the college's equity needs to be addressed by a standing committee. The Equity Work Group will use input from that session to draft the committee charter. We expect the standing committee to begin meeting in fall 2021; the committee will take the place of the ad hoc Equity Work Group.

Become More Welcoming to Students of Color

The college's Equity Work Group and other campus stakeholders are engaged in collaborative planning with the college's [Longhouse](#) to conduct focus groups with American Indian students in

order to understand their experiences and how the college might become a more welcoming and supportive place. Once collected that focus group data will be used as part of an analysis of college processes and policies to make recommended changes that will benefit these students, with the expectation that some changes will benefit other underserved student groups as well. These initial focus groups will be used as a model for gathering data from other student groups. Other efforts include, faculty and staff facilitated public forums focused on diversity, equity, and inclusion, conversations toward justice, Longhouse culture talks, honoring black history and black futures, and the college's weekly [Studium Generale](#) presentations.

Develop Equity Minded Indicators

The college's Accreditation Liaison Officer and Chief Strategy Officer are 2020 NWCCU Fellows developing a project titled: *Meaningful Assessment of Equity and Inclusion at a Small Rural Community College*. The project addresses the problem of understanding and utilizing small cohorts of disaggregated data and of developing a relevant set of equity-minded indicators to effectively assess and improve equity and inclusion. Project deliverables will be used to support analysis of disaggregated data relative to equity-minded indicators and recommendations for ensuring disaggregated data is embedded in institutional planning and decision-making processes.

Transfer Out Data Trends and Improvements

Our transfer out goal is: *At least 25% of students who enrolled with intent to transfer to a four-year institution will transfer within 3 quarters of leaving Peninsula College*. Data shows that transfer rates have stayed consistently within 3 percentage points (17% to 20%) the last three years. In addition to taking a closer look at PC student transfer patterns, we are working to improve transfer rates as follows:

Improve Transfer Student Supports

Through Guided Pathways we are collecting more meaningful transfer data that will help us understand why our transfer rates are below our goal. This includes program maps for transfer degrees that align with student transfer goals and revising student and alumni surveys to ask what is causing low transfer rates. We are also adding college transfer planning to our first-year experience course curriculum, with the intent of helping students start thinking about transfer in their first quarter. The college's new faculty counselor offers transfer planning through student services.

Class Success Data Trends and Improvements

Our class success goal is: *At least 80% of all grades given each academic year will be passing grades (at a 2.0 or above, including P)* The class success rate was 1% below our target in 2019-20. In addition to our work to improve placement, pedagogy, pre-requisite, and curriculum reforms in math and English designed to help students achieve college-level success in these subjects in their first year, we are implementing the following improvements.

Expand Faculty Professional Development

To improve overall class success rates and overall student success, we expanded, through our Center for Teaching and Learning (CTL), professional development activities focused on evidence-based teaching strategies. CTL activities have included sponsoring faculty attendance at an inclusive pedagogy retreat and hosting internal workshops and trainings on micro-aggressions, transparency in learning and teaching (T.I.L.T.), and the Four Connections (a model for making connections with all students in classes). In 2019-20, 93% of full-time faculty, 62% of part time faculty, and 75% of staff participated in professional development on evidence-based practices that increase student success. In addition, 33 faculty (both full- and part-time) participated in peer observations during the year.

The college holds “welcome back week” professional development activities for faculty and staff each year at the end of summer. The 2020 welcome back week activities focused on equity, including a keynote session on social justice, a college-wide workshop on hate speech, and a day-long faculty retreat that included workshops and discussions on inclusive teaching practices. One of the goals from our summer equity planning work is for the college to engage in professional development that helps foster a culture of equity and inclusion.

Formalize Faculty Support for Student Learning Outcomes (SLO) Assessment

Faculty analyze and develop course level improvements in quarterly course student learning outcomes reports. In order to implement improvements resulting from our student achievement data analysis, we identified a gap in support for faculty and instructional leadership to improve collection of program and course level disaggregated data, draw conclusions, and use findings for continuous improvement planning. In 2021, we plan to hire an Instructional Assessment Coordinator to collaborate with faculty and staff to review data and SLO assessments with the goal of improving data informed course and program improvement plans. This position will coordinate longitudinal tracking for SLO assessment and assist faculty with measuring outcomes after changes have been implemented. To help faculty improve quality and effectiveness of SLO assessments, the Instructional Assessment Coordinator will conduct audits of existing and new assessment plans, curriculum maps, and program reviews.

Facilitate Data Summits

Our Institutional Research department is developing new data dashboards that disaggregate class success rates to help identify courses with lower-than-average pass rates. In February 2021, the college convened a campus wide data summit to look at the equity dashboards, during which faculty and staff reviewed disaggregated retention data and discussed how to use the data and our assessment processes to further the college’s equity work.

Basic Education for Adults Transition Data Trends and Improvements

Our Basic Education for Adults (BEaA) program effectiveness is measured by student completion and the Washington State [Student Achievement Initiative \(SAI\)](#) that assigns equity success points for low income and historically underserved students of color as they complete several milestones. These measures highlight where colleges are having the largest impact on closing equity gaps as well as where

improvements are happening. Therefore, the total number of equity points earned by a college in a given year is a function of two key things: the number of historically underserved students and BEdA students in the population, and the rate of students' progression.

In 2018-19, SAI data showed that Peninsula College outperformed in-state peer colleges in three of the four SAI momentum categories. According to our SAI data, shows a significant number of Hispanic/Latino students exit college before meeting the first 15 credit milestone. While our overall Hispanic retention rates have increased, first 15 credit completion for Hispanic BEdA students is significantly lower than our peers and the system average.

Increase BEdA Student Support

Our BEdA program is making gains to improve student retention and completion by building a community of support for Hispanic and all other BEdA students. This includes embedding Student Success Coaches in High School Plus, GED, and English Language Acquisition programs. The Student Success Coaches establish meaningful connections with students and help them navigate barriers and support resources. When BEdA students complete their High School Equivalency and transfer into a college level program, the BEdA Program Manager continues to support students by teaming up with content instructors and Basic Skills instructors to offer Integrated Basic Education Training (IBEST) curriculum in workforce programs. Embedded IBEST instructors teach essential skills to succeed in the workplace and serve as another resource navigator for students. Student feedback shows the sense of community they experience helps them continue through their academic career.

Enter the Workforce Data Trends and Improvements

The college's enter the workforce benchmark is: *At least 65% of students who enrolled with a workforce intent will be employed within 3 quarters of leaving Peninsula College.* Our enter the workforce rate has remained consistent over the last three years and meets our goal of 65%. We also look at Federal Perkins 5 performance indicators measures for post program placement, earned recognize postsecondary credential, and non-traditional program concentration. Review of our Perkins V data showed that Peninsula College exceeded the state average for two of the three indicators. In comparison to our in-state peer institutions, we underperformed in post program placement and non-traditional program concentrators. Some of our newest initiatives to improve post program placement and non-traditional program concentrators are described below.

Increase Non-Traditional Student Supports

The non-traditional program concentrator indicator is measured by the percentage of professional-technical concentrators in career and technical education programs and programs of study that lead to non-traditional fields. For example, female students enrolled in skilled trades programs and male students enrolled in nursing. To increase the number of non-traditional concentrators, we hired a female welding instructor and a male nursing instructor.

Expand Career Support and Services

Our new [Career Center](#) works with students to explore careers, discover occupations and majors, develop job search skills, and transfer to a college or university.

Increase Awareness of Support for Dislocated Workers and Underserved Students

Peninsula College has several students support staff who work closely with social service agencies and our local employment security department to retrain students for new careers. Support programs include [Worker Retraining Student Aid](#), [Basic Food and Education Training](#), [WorkFirst](#), and support for Able Bodied Adults Without Dependents. In addition, we reallocated Perkins funds to expand recruitment and support for special populations.

Expand Employer Partnerships

The college's workforce development and education staff and faculty work closely with local employers and community partners to develop programs that include practicum and internship learning experiences. We recently partnered with local healthcare employers to develop a new Phlebotomy certificate and practicums for students to learn in the workplace. In 2020, we received a workforce development grant to hire a Workforce Education Consultant to assist in the development of a comprehensive local area needs assessment that includes revision of our student and employer satisfaction surveys, expand dual credit agreements with K-12, and identify new work-based learning opportunities for our students.

Programmatic Assessment

Overview of Programmatic Assessment

Program effectiveness is assessed by faculty in two-part Academic Unit Program Reviews (AUPRs) that integrate planning, assessment, and budget development in an ongoing cycle of improvement. In 2018, the college overhauled the process to emphasize assessment of program outcomes and closed loop improvement planning. The following improvements were made to the purpose and practice of program review:

- Program learning outcomes assessment and continuous improvement planning are now the cornerstone of program review.
- Articulated the alignment of program review to the college mission and core themes.
- New assessment form that aligns improvement planning from one year to the next.
- Developed and refined a new AUPR template in the form of a flexible Word document.

In March 2020, we extended our annual AUPR timeline to a two-year planning cycle to help faculty meet the challenges of remote teaching and learning brought on by the COVID-19 pandemic and

new safety protocols. In addition, the college's Guided Pathways work shed light on the need for a closer look at program viability. Moving forward, viability criteria and disaggregated data will be added to improve program review. AUPR planning is further discussed in [Addendum Recommendation 3](#).

Programmatic Assessment– Cybersecurity and Computer Forensics

The [Cybersecurity and Computer Forensics \(CSIA\)](#) program is one of our newest and most innovative programs. The program uses formative and summative assessments throughout its foundation, core, and capstone courses. Class success rates are high with an average of 89% class pass rate of 2.0 or higher in 2018-19.

The [CSIA Program Review](#) shows that faculty actively use course student learning outcomes (SLO) reports to assess courses and to implement continuous improvements that support student success and academic excellence. For example, class pass rates show positive trends for most groups; however, class pass rates for American Indian/Alaska Native students are low. In response to this trend, the program is in the initial steps of applying for a National Science Foundation (NSF) Advanced Technology Education Program grant. Our proposed project will expand and revise Cybersecurity and Information Technology courses to include culturally responsive curriculum that aligns with Native-led industries.

Course-level improvements are documented in course SLO reports. A few examples of improvements include better alignment of curriculum with current certification standards, implementing concept reviews in core courses, and creating quarter-long projects that allow students to build their own virtual network environment rather than using one that was built for students. At the program level there was a need to improve the way online lab activities were delivered to students across the college's large two county service district. To address this challenge, faculty added virtual labs and new assessment rubrics to assess student performance from a distance. In hindsight, early adoption of virtual labs allowed faculty and students to learn remotely with little to no interruptions from the pandemic.

Programmatic Assessment– Early Childhood Education

The [Early Childhood Education \(ECE\)](#) program teaches Washington State Skill Standards for the Early Childhood and School-Age Care Professions. The ECE classroom is co-located with the college's Early Childcare Development Center. This gives ECE students direct access to practicum and hands-on learning in a busy early learning classroom. Several ECE classes have an Integrated Basic Education Skills Training (IBEST) instructor who teaches contextualized English, math, and study skills. ECE class success rates are high with an average of 84% class pass rate of 2.0 or higher in 2018-19.

Course level improvements are documented in ECE course SLO reports. Recent improvements include new virtual skills practice assignments so students can practice with children and families remotely and new pre- and post-assessments for students overcome math anxiety and gain basic math skills. The [ECE Program Review](#) shows faculty discovered a need for students to learn fundamental principles of fairness and justice to eliminate structural inequalities that limit equitable learning opportunities. In February 2021, the Faculty Curriculum Committee approved a new ECE class titled Advancing Equity in Early Childhood Education that is now a requirement for the ECE degree.

Moving Forward

We have made significant gains to continuously improve and prepare for a successful Year Seven Evaluation of Institutional Effectiveness Report by increasing engagement in our enhanced and more clearly defined comprehensive system of planning, assessment, and continuous improvement. The following will be important goals in that effort:

1. Develop and implement a college-wide diversity, equity and inclusion plan that aligns with the strategic plan and core theme objectives.
2. Develop and implement a set of Equity-Minded indicators to address the unique context of a rural, predominantly white community college.
3. Improve assessment of student achievement and equity indicators at the course and program levels by hiring an Instructional Assessment Coordinator to support program review and faculty assessment of student learning outcomes and documentation of continuous improvement.
4. Finalize and implement a more transparent resource allocation process that utilizes newly established budget decision-making rubrics and communication processes.
5. Increase student enrollment through improved community engagement, outreach, and place-based programs, including enhancing K-12 partnerships, community partnerships, expanding non-credit course offerings as onramps to credit instruction and scaling up place-based programs with state and national reach.
6. Increase the collection and use of qualitative data, particularly data addressing barriers among underrepresented students, through regular implementation of student focus groups.
7. Enhance a culture of data-informed decision-making by launching and engaging the campus community in Data Mart (a user-friendly portal for accessing quantitative data); by continuing to implement annual Planning, Assessment and Data Summits; and by integrating conversations about assessment and data-informed decision making into the monthly President's Advisory Council meetings and the monthly campus-wide meetings with the President.

Conclusion

In addition to comprehensive mission review and outcomes assessment reform, we have demonstrated institutional transformation and ongoing implementation of the new 2020 Accreditation Standards in preparation for our 2025 Year Seven Self-Evaluation Report. As we expand our efforts to improve equitable student achievement and mission fulfillment, we look forward to receiving feedback from our peer evaluators.

Addendum with responses to Recommendations from our 2013 and 2018 Year Seven Self-Evaluation Reports, follow the Appendices.

Appendices

Appendix A Student Achievement Data

Peninsula College (PC) Student achievement data is presented in the tables below with gaps highlighted in bold.

PC Student Achievement Data (Retention, Completion, Transfer)

Table 4. PC Fall to Fall Retention 2016-19

Indicator	2016-17	2017-18	2018-19	PC Average 3 Year Trend	PC Goal	Difference
Retention	57%	60%	56%	57%	55%	2%

Goal: At least 55% of students who start in fall quarter will be retained for the entire duration of an academic year and will return the following fall quarter.

Table 5. PC Retention by Race/Ethnicity 2016-19

Year	African American	American Indian/Alaska Native	Asian	Hispanic	Pacific Islander	2+	Not Reported	White	PC Average Retention
2016-17	89%	11%	74%	50%	0%	47%	66%	50%	57%
2017-18	55%	44%	50%	61%	0%	45%	78%	58%	60%
2018-19	43%	27%	70%	67%	100%	57%	61%	50%	56%

Goal: Retention rates disaggregated by demographic groups will fall no more than 5% below the overall student retention average.

Table 6. PC Degree or Certificate Attainment 2015-18

Indicator	2015-16	2016-17	2017-18	PC Average 3 Year Trend	Goal	Difference
Degree/Certificate Attainment	45%	43%	48%	45%	42%	3%

Goal: At least 42% of all award-seeking students will earn a degree or certificate within 3 years from when they first enrolled.

Table 7. PC Transfer Out 2015-18

Indicator	2015-16	2016-17	2017-18	PC Average 3 Year Trend	Goal	Difference
Transfer to 4 Year College	18%	20%	17%	18%	25%	-7%

Goal: At least 25% of students who enrolled with intent to transfer to a four-year institution will transfer within 3 quarters of leaving Peninsula College.

PC Student Achievement Data (Class Pass Rates and Entering the Workforce)

Table 8. PC Class Success Rate 2017-20

Indicator	2017-18	2018-19	2019-20	Average 3 Year Trend	Goal	Difference
Class Success 2.0 or higher	78%	79%	79%	79%	80%	-1%

Goal: At least 80% of all grades given each academic year will be passing grades (at a 2.0 or above).

Table 9. PC Enter the Workforce 2015-18

Indicator	2015-16	2016-17	2017-18	PC Average 3 Year Trend	Goal	Difference
Enter the Workforce	66%	65%	64%	65%	65%	0%

Goal: At least 65% of students who enrolled with a workforce intent will be employed within 3 quarters of leaving Peninsula College.

Peer College Comparison Data (Completion)

Table 10. Peer Comparison Completion (Degree and Certificate Attainment)

Completion & Transfer (Entered Fall 2013)	Peninsula College	Peer Average	Difference between PC and Peers	Aspirational Peers	Difference between PC and Aspirational Peers
Graduation– Overall	46%	33%	13%	41%	5%
Transfer Out	11%	15%	-4%	15%	-4%
Completion by Gender (Entered Fall 2013)					
Male	40%	32%	8%	36%	4%
Female	52%	34%	18%	37%	15%
Completion Pell Student (Entered 2011-2012)					
Full Time Pell Students	22%	27%	-5%	35%	-13%
Part Time Pell Students	25%	19%	6%	21%	5%

Goal: Equity gaps are identified when the overall average of our peer colleges exceeds the average for Peninsula College.

Table 11. Peer Comparison Graduation Rates by Race/Ethnicity

Graduation Rates by Race/Ethnicity	Peninsula College	Peer Average	Difference	Aspirational Peers	Difference between PC and Aspirational Peers
African American	17%	18%	-1%	30%	-13%
American Indian or Alaska Native	17%	21%	-4%	37%	-20%
Asian	67%	45%	23%	44%	24%
Hispanic	33%	32%	2%	30%	14%
Native Hawaiian	100%	0%	100%	17%	84%
White	48%	36%	12%	42%	8%
2+	48%	30%	19%	36%	13%
Race/ethnicity Unknown	33%	27%	6%	49%	-16%
Non-resident Alien	56%	40%	17%	57%	-1%

Goal: Equity gaps are identified when the overall average of our peer colleges exceeds the average for Peninsula College.

Table 12. In-State Peer Comparison Historically Underserved (HU) Students of Color Completion

Credential Completion	Peninsula College	In-State Peer Colleges	Difference Between PC and In-State Peers
HU Students of Color (Three Year Average 2017-20)	22%	26%	-4%

Goal: Equity gaps are identified when the overall average of our peer colleges exceeds the average for Peninsula College.

Table 13. In-State Peer Comparison BEdA Student Achievement Initiative (SAI)

SAI Milestones 2018-19	Peninsula	Washington System Total	Average In-State Peers	Difference Between PC and In-State Peers
Total Equity Points by College	30%	19%	25.5 %	4.5%
First 15 credits Equity Points	44%	35%	26%	18%
Completion Equity Points	43%	29%	26%	17%
Equity Points by Hispanic/Latino Students	15%	35%	44%	-29%
Equity Points by BEdA students	67%	41%	40%	27%

Goal: Equity gaps are identified when the overall average of our peer colleges exceeds the average for Peninsula College.

Table 14. In-State Peer Comparison Perkins 5 Performance Indicators 2017-18

Perkins V Indicator	Peninsula College	In-State Target	Average for In-State Peer Colleges	Difference Between PC and In-State Peers
Post Program Placement (1P1)	45%	42%	47%	-2%
Earned Recognized Postsecondary Credential (2P1)	63%	57%	60%	3%
Nontraditional Program Concentration (3P1)	11%	18%	13%	-2%

Goal: Equity gaps are identified when the overall average of our peer colleges exceeds the average for Peninsula College.

Addendum

Addendum

This Addendum responds to the 2018 NWCCU recommendations to address Recommendation 2 and 3 of the Spring 2013 Year Three Peer-Evaluation Report and Recommendations 1, 2, 3, and 4 of the Spring 2018 Year Seven Peer-Evaluation Report.

Response to 2013 Recommendation 2

Recommendation 2, Spring 2013 Year Three Peer- Evaluation Report

The Evaluation Committee found that some course and program learning outcomes were published and some were not. The Evaluation Committee recommends that Peninsula College publish clearly stated learning outcomes for all of its courses and programs.

As instructed by NWCCU, we addressed Recommendation 2 from our 2013 Seven Year Evaluation in an Ad Hoc Report submitted in fall 2019. In January 2020, the Commission accepted the report and deemed the recommendation fulfilled.

Response to 2013 Recommendation 3

Recommendation 3, Spring 2013, Year Three Peer-Evaluation Report

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).

Referenced Standard

2010 Standard 2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Crosswalk to 2020 Standard 1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies such as effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Progress

After receiving recommendation 3, faculty and staff examined the college's processes for student learning outcomes assessment. Reflecting on the process and the NWCCU feedback from the year seven evaluation, the college identified six characteristics of the general education student learning outcomes (SLO) assessment process that needed improvement:

1. A vague purpose of general education competencies
2. An inability to articulate the connection of general education competencies to the college mission and core themes

3. Unmeasurable student learning outcomes in several courses
4. Insufficient support for faculty and staff to implement a comprehensive student learning outcomes assessment program
5. An outdated framework for general education SLO assessment and improvement planning
6. An ambiguous process for collecting and using general education SLO data for improvement

Improvements

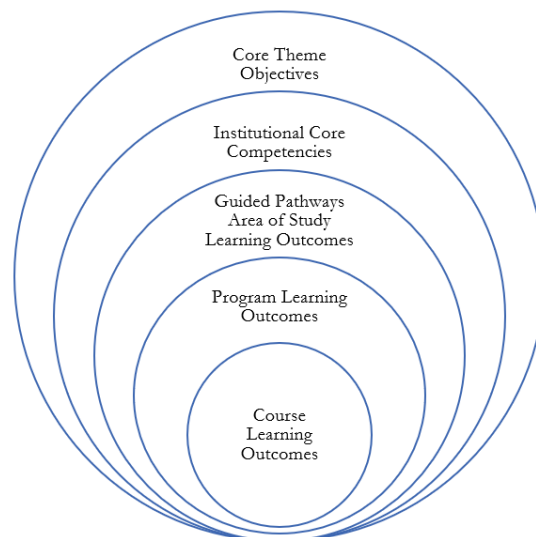
1. Purpose of General Education Competencies

The college's general education competencies, now referred to as Institutional Core Competencies (ICC), include five core competencies expected of all Peninsula College graduates. The purpose of the ICCs is to engage faculty across disciplines in the teaching of core academic skills and to ensure all students have opportunity for repeated practice with the competencies at increasingly complex and intellectually demanding levels as they move through their required courses. The college's five ICCs are: (a) communications competencies, (b) critical thinking competencies, (c) information competency, (d) personal & interpersonal competency, (e) quantitative reasoning competencies.

2. Connection of ICCs to Mission and Core Themes

Core themes comprise essential elements of the college mission and core theme indicators serve as meaningful mission fulfillment measures (NWCCU, 2010). Faculty recognized the complexity of evaluating institutional core competencies by utilizing a diverse array of methods to measure and gather evidence of student achievement. With that in mind, the college developed a new assessment model framed by the systematic collection, review, and use of results. To demonstrate how ICCs connect to the mission, outcomes were organized into five levels of specificity: (a) [core theme objectives](#), (b) [institutional core competencies](#), (c) [area of study learning outcomes](#), (d) [program outcomes](#), (e) [course learning outcomes](#). Figure 3. Shows the relationship of ICCs to the core theme objectives.

Figure 3. SLO Levels of Specificity



ICC Alignment to Core Themes

The four core themes, (Advancing Student Success, Achieving Academic Excellence, Fostering Equity and Inclusion, and Strengthening Communities) are direct reflections of each key component of the mission statement. The following example shows the linear connection of ICC assessment at the course level to a core theme objective.

Figure 4. Connection of Core Theme Indicator to Course Level Assessment

Nursing
Core Theme Indicator: Strengthening Communities At least 65% of students who enrolled with a workforce intent will be employed within 3 quarters of leaving Peninsula College.
Institutional Core Competency Critical Thinking
Area of Study Student Learning Outcome Use critical thinking to make clinical judgments that ensure accurate and safe care.
Program Student Learning Outcome Use evidence-based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care.
Course Student Learning Outcome Apply evidence-based information to make clinical judgments and management decisions to ensure accurate and safe care for clients in acute care and mental health settings.
Assessment Method and Criteria Clinical evaluation report, percent of students who pass NURS 211 Nursing IV Lab, and percent of nursing graduates employed within 3 quarters of leaving Peninsula College.

3. Measurable Student Learning Outcomes

In 2018, faculty reviewed course learning outcomes and discovered several courses in need of outcomes revision. Improvements were submitted to the [Faculty Curriculum Committee](#) for final review. Committee members voted to approve revisions or send back for further modification. In spring 2019, all course outcomes were deemed current and published in the college's [web catalog](#).

4. Faculty and Staff Support for SLO Assessment

The college recognized a need to increase efforts and support for SLO assessment. The following committees, departments, and initiatives were established to support faculty assessment of ICCs and documentation of SLO assessment in relation to the mission and core themes.

Assessment Committee

In 2018, the college established an [Assessment Committee](#) assigned to promote the scholarship of teaching and learning through faculty assessment of identified SLOs utilizing data for continuous improvement and mission fulfillment.

Center for Teaching and Learning

In 2019, the college established a new [Center for Teaching and Learning](#) (CTL). The CTL collaborated with the Assessment Committee to offer professional development in effective outcomes assessment practices that improve teaching and learning at the course, program, and institutional level. CTL helps plan and conduct the following professional development activities related to outcomes assessment:

- Assessment activities during the Fall professional development week
- An online outcomes workshop open to all faculty
- Course SLO report writing workshops
- An introduction to outcomes assessment included in the online new faculty orientation
- Outcomes assessment activities and discussions included in the quarter-long new full-time faculty orientation course
- Outcomes assessment material included in 10-week online teaching and learning course available to faculty

In addition, CTL will work with faculty to use SLO reports to identify professional development needs that the CTL can support.

Dedicated Title 3 Funding

In 2018, the college received a \$2.2 million Title III grant. The award included funding to create the Center for Teaching and Learning and to support faculty professional development and the college's goal to achieve academic excellence.

Equity Work Group

The Equity Work Group is co-chaired by a full-time faculty member and a full-time faculty counselor. The group makes recommendations on hiring practices and created a campus-wide equity climate survey. In 2020, several faculty members participated in equity coaching sessions, developed a plan for facilitating student focus groups, and began planning for engendering an equity-centered culture.

Faculty Professional Development Committee

In 2019, the college re-established the Faculty Professional Development committee to work with the Title III funded Center for Teaching and Learning. The purpose of the committee is to collaborate with the Center for Teaching and Learning on the development and coordination of professional development activities for faculty that align to institutional priorities and faculty needs, including student learning outcomes assessment.

Outcomes Taskforce

An ad hoc [Outcomes Taskforce](#) made up of faculty and staff was established as an organizational structure for reviewing SLO assessment planning and make recommendations for SLO reform.

5. New Framework for Student Learning Outcomes Assessment

Faculty and staff collaborated to develop a new [SLO Assessment Plan](#). The purpose of the SLO Assessment Plan was to develop a framework of student learning outcomes (SLO) assessment focused on faculty involvement, collaboration, institutional support, student achievement, continuous improvement, and mission fulfillment. Implementation of the SLO Assessment Plan demonstrates how the faculty ensure students who complete educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

6. Clear Processes for Collecting and Using ICC data

ICC assessments are documented through course level SLO reports, and academic unit program reviews (AUPR). Curriculum maps document alignment of outcomes from courses to programs. The college's new assessment cycle aligns outcomes assessment for each of the specific levels described above as per the schedule in table 4. In spring 2020, the AUPR timeline was revised from annual to biennial planning to accommodate the swift transition to remote teaching and learning.

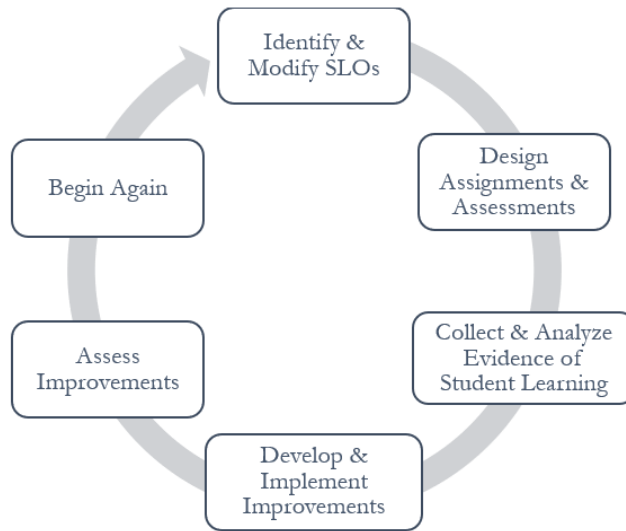
Table 15. Student Learning Outcomes Assessment Schedule

Assessment Method	Quarterly	Annual	Biennial	Responsibility
Course SLO Reports	X			Faculty
Curriculum Mapping			X	Faculty
Program Review			X	Faculty with support from Deans
Student Engagement Survey			X	Institutional Research Department
Employer Survey		X		Deans & Institutional Research Department

Course Student Learning Outcomes (SLO) Reports

Institutional Core Competencies are assessed by faculty at the course level. Assessment of these competencies is reported in quarterly course SLO reports. Faculty develop course SLO reports to document ICCs within each course, analyze of key assessments, and report improvements focused on a cycle of continuous improvement. The course SLO cycle is shown in the figure 5.

Figure 5. Course SLO Assessment Cycle



Curriculum Mapping

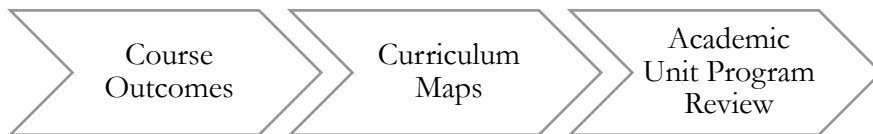
Curriculum maps are grids that align course learning outcomes with program learning outcomes and represent where students are given the opportunity to achieve program outcomes, from introduction to mastery, as they proceed through the curriculum. Faculty document course and program outcomes in curriculum maps (figure 6) to show where institutional core competencies are taught and assessed within each degree and certificate.

Figure 6. Sample Curriculum Map for Multimedia Communications

CURRICULUM MAP																						
Curriculum Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.																						
Program/Area of Study: Arts and Communications				Course Numbers/Program Requirements: Type one of the following outcome categories for each class and outcome.																		
Degree/Cert: Multimedia Communications Graphics AAS				I= Outcome Introduced (I): Students are introduced to the idea, concept or skills related to the outcome at the general or basic level.																		
Reporting Year: 2018				R= Outcome Reinforced (R): Students learn additional information related to the outcome. They may synthesize ideas or demonstrate a skill at a novice or intermediate level.																		
Program Learning Outcomes: Program outcomes should be measurable and specify what the student is expected to know upon completion of the program. Outcomes should be detailed, meaningful enough to guide program improvement, teaching and learning. Institutional Core Competencies are labeled as: Communication=C, Critical Thinking=CT, Information-I, Personal & Interpersonal=PI, Quantitative= Q				M= Outcome Mastery (M): Students are required to demonstrate their ability to perform the outcome with a reasonably high level of independence and proficiency.																		
List Program Learning Outcomes Below. List course ID in the dark gray cells on the right (example ENGL&101, MEDIA 110)				ART& 100	MEDIA 110	MEDIA 111	MEDIA 115	MEDIA 145	CIVST& 102	MEDIA 175	MEDIA 190	AMATH 121	SOCIAL SCIENCE 100	MEDIA 201	MEDIA 203	ENGL& 101	MEDIA 204	MEDIA 202	MEDIA 155	MEDIA 212	MEDIA 215	
Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital video, illustrations, page layout documents, and web based multimedia content (I, C, CT)					I	I	I	M		I	I			I	M		M	M	I	M	I	
Plan, film, and edit, and publish digital videos on the internet (CT,I)						I	I	M														M
Digitize, manipulate, and prepare photographic files for print and web publication (I)					I	I	I			I				R	M		M	M			M	
Plan, create, implement, test, and manage multimedia tasks (CT,I)					I	I	I	M		I	I			I	M		M	M			M	M
Produce a website portfolio that showcases individual multimedia competencies (CT, I)					I	I	I	I		I	I			I	R		R	R			M	R
Generate effective visual communications (C)				I	I	I	I	I	I	I	I		I	I	R		R	R			M	M
Apply basic computational skills to practical applications (Q)												R					I					
Use basic computer applications (I)				I	I	I	I	M	I	I	I	I	I	I	R		R	R			M	M
Interpret and analyze meaning from written, visual, oral, aural, and performative works. (CT)				I	I	I	I	M	I	I		I	I	I	M	I	M	M			M	M
Identify and troubleshoot problems. (CT)					I	I	I	I		I	R			R	R		R	R			R	R
Work cooperatively and collaboratively with others (PI)					I	I	I	M		I	I			I	I		I	I			M	

The curriculum maps were effective in identifying courses with the strongest alignment to ICCs, in locating gaps in program curriculum, and in providing support for program revisions. Figure 7 displays how curriculum mapping aligns course outcomes assessment with program review.

Figure 7. Alignment of Learning Outcomes Assessment Instruments



Program Review

The program review process documents continuous improvement through a two-part Academic Unit Program Review (AUPR) form. The review process includes one section for assessment and improvement planning and a second section for analysis of assessment results. In 2021 we began to expand program review to include viability criteria. Continuous improvement happens when improvement plans from one year are implemented in successive plans. Implemented improvements are assessed and the cycle begins again. The AUPR template headings are shown below in figure 8. Sample AUPRs are included in the [Cybersecurity](#) and [Early Childhood Education](#) program reviews.

Figure 8. Academic Unit Program Review Template

Program Title: _____						
Name/s: _____						
Date: _____						
Area of Study and/or Program Outcomes (Fill in this box with a program or area of study outcome)	Method of Assessment & Planned Criteria (How will you assess the outcome and what will success look like?)	Improvements (What improvements will you make to meet the planned criteria?)	Results (Tableau data and/or results from Course SLO Reports)	Analysis/Narrative of Results (Use results from Course SLO Reports)	Improvement Plan (Improvements you will implement next year)	New Funding

Student and Employer Surveys

In addition to course SLO reports and AUPRs, ICCs are assessed in the Community College Survey of Student Engagement (CCSSE) and employer feedback surveys. Results from recent surveys are described below.

CCSSE Student Survey

The 2019 CCSSE survey results in table 5 show Peninsula College students are closely aligned to the 2019 cohort of other colleges who administered the survey. In comparison to the 2019 cohort score, Peninsula College students rated themselves slightly lower. The college will compare student responses from 2019 with 2021 CCSSE responses that will be available in July 2021. Comparison data will be shared with faculty to identify improvements.

Table 16. CCSSE Comparison 2019 cohort (Mean)

Benchmark/Competency	PC Score	*2019 Cohort Score	Difference
Speaking clearly and effectively (Communications)	2.59	2.67	-0.08
Writing clearly and effectively (Communications)	2.81	2.73	0.08
Thinking critically and analytically (Critical Thinking)	2.99	2.96	0.03
Working effectively with others (Personal & Interpersonal)	2.81	2.81	0
Solving numerical problems (Quantitative Reasoning)	2.63	2.63	0

*2019 Cohort: all colleges that administered CCSSE in 2019

Employer Survey

In 2020, Institutional Core Competencies were assessed in an employer survey administered to 100 employers across Clallam and Jefferson Counties. The results show the majority of employers agreed or strongly agreed when asked to rate career readiness of their most recent hire with a degree or certificate from Peninsula College. Employer survey data is listed in table 6.

Table 17. Employer Assessment of Institutional Core Competencies

Knowledge or Skill	Related Institutional Core Competency	Year 2020
Demonstrated competency in written communication	Communications	80%
Demonstrated competency in oral communication	Communications	89%
Demonstrated effective decision making	Critical Thinking	83%
Demonstrated ability to solve problems	Critical Thinking	83%
Demonstrated ability to use job site equipment with little instruction	Critical Thinking	84%
Effectively utilized technology	Information	84%
Demonstrated ability to access information from various sources	Information	72%
Worked well with others	Personal & Interpersonal	89%
Demonstrated ability to solve job related numerical problems	Quantitative	84%

Conclusion

We have made significant gains to address Recommendation 3. Throughout this addendum, the college has provided several examples of how faculty and staff took collective responsibility to implement a new culture of assessment and continuous improvement for the purpose of communicating a clear connection between the assessment of institutional core competencies and the college's mission and core themes. Since receiving Recommendation 3, the college has:

1. Clearly articulated the purpose of general education competencies
2. Articulated the connection of general education competencies to the college mission and core themes
3. Revised student learning outcomes to ensure they are measurable and assessed by faculty
4. Increased support for faculty and staff to implement a comprehensive SLO assessment program
5. Implemented a new framework for ICC outcomes assessment and improvement planning
6. Established a well-defined process for collecting and using general education SLO data for continuous improvement of student achievement
7. Created a Center for Teaching and Learning to support faculty professional development to improve assessment of ICCs

Next steps include identifying an assessment technology tool and hiring an Instructional Assessment Coordinator to assist faculty and staff with SLO assessment, disaggregated data analysis at the course and program levels, expand the use of rubrics for assessing ICCs, and use non-curricular methods for assessing ICCs outside the classroom.

Response to 2018 Recommendation 1

Recommendation 1, Spring 2018, Year Seven Peer-Evaluation Report

Develop, implement, and review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services (2.G.8).

Referenced Standard

2.G.8 Develop, implement, and review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Progress Since Recommendation 1

In response to recommendation 1, the college appointed an Interim Director of Information Technology (IT) to replace the college's IT Director who died in spring 2018. In summer 2018, the Interim Director of IT established a Technology Strategic Planning Committee (TSPC) with representatives from all units of the college (Instruction, Student Services, Support Services) to develop a comprehensive technology and replacement plan. Members of the TSPC include the college's Information Technology Director, Senior Network and Telecommunication Administrator, Procurement and Supply Specialist, Dean for Arts, Sciences, Basic Education for Adults, and two Full-Time Faculty.

In fall 2018, the TSPC Committee reviewed the previous IT plan and identified areas for improvement including, alignment of IT goals to institutional priorities and to the college’s mission and core themes. To determine a baseline for planning and improvement, the IT department performed a campus-wide environmental scan of all technology assets and created an up-to-date inventory. The inventory followed the Washington State Technology guidelines for “end-of-life” equipment dates.

To gain insights into technology utilization across the three campuses in Forks, Port Angeles, and Port Townsend, the IT department administered college-wide user surveys. Results of the user surveys showed high satisfaction with IT support and infrastructure and identified IT needs. The hardware inventory and user surveys assisted the TSPC in identifying new goals, objectives, and priorities for the [2019-2021 IT Strategic Plan](#). Themes from the surveys were identified then used to justify improvements and allocate resources to the student wireless system, migration to cloud-based applications, and an effort to secure remote access to data resources.

Future Planning

IT has identified the following as areas for future action and development:

1. Pilot new instructional technology software and hardware to enhance remote learning
2. Ensure students, faculty, and staff have appropriate technology for remote and in-person teaching, learning, and work
3. Update the Technology Strategic Plan for 2021-2023

Conclusion

In spring of 2020, the college encountered two major transformations that affected the IT department and the entire campus community. First, the college migrated from a legacy mainframe system to cloud based ctcLink, a new enterprise resource planning system that delivers student management data, financial management data, and personnel management data. Key challenges of the migration were redesigning process and procedures and training staff, faculty, and students while being remote. In response to this challenge, IT did the following.

1. Established a student focused IT helpdesk and part-time IT technician to support student technology needs and requests.
2. Established a student technology loaner program for students to borrow computers, headsets, cameras, internet hotspots, etc.
3. Dedicated funding to support faculty and staff technology needs for remote work

The COVID-19 pandemic was a good test for the new IT Strategic Plan. Because of the new plan, the IT department was able to respond quickly to meet the needs of students, faculty, and staff as they transitioned to remote teaching and work, loaning technology equipment to students and outfitting every staff and faculty member with technology to work from home. Fall 2020 student survey feedback showed, the majority of student respondents were well equipped with technology tools for online learning. In appreciation of the IT department’s effective efforts, faculty and staff awarded them “Above and Beyond” plaques and “Unsung Hero” medals at the end of the year celebration in June 2020.

Response to 2018 Recommendation 2

Recommendation 2, Spring 2018, Year Seven Peer-Evaluation Report

Implement a comprehensive system of institutional planning that exemplifies the interdependent nature of its functions, operations, and resources to accomplish its core theme objectives and to fulfill its mission (3.A.1; 3.A.2; 3.A.3; 3.A.4; 3.B.1).

Referenced Standard

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

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

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

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

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.

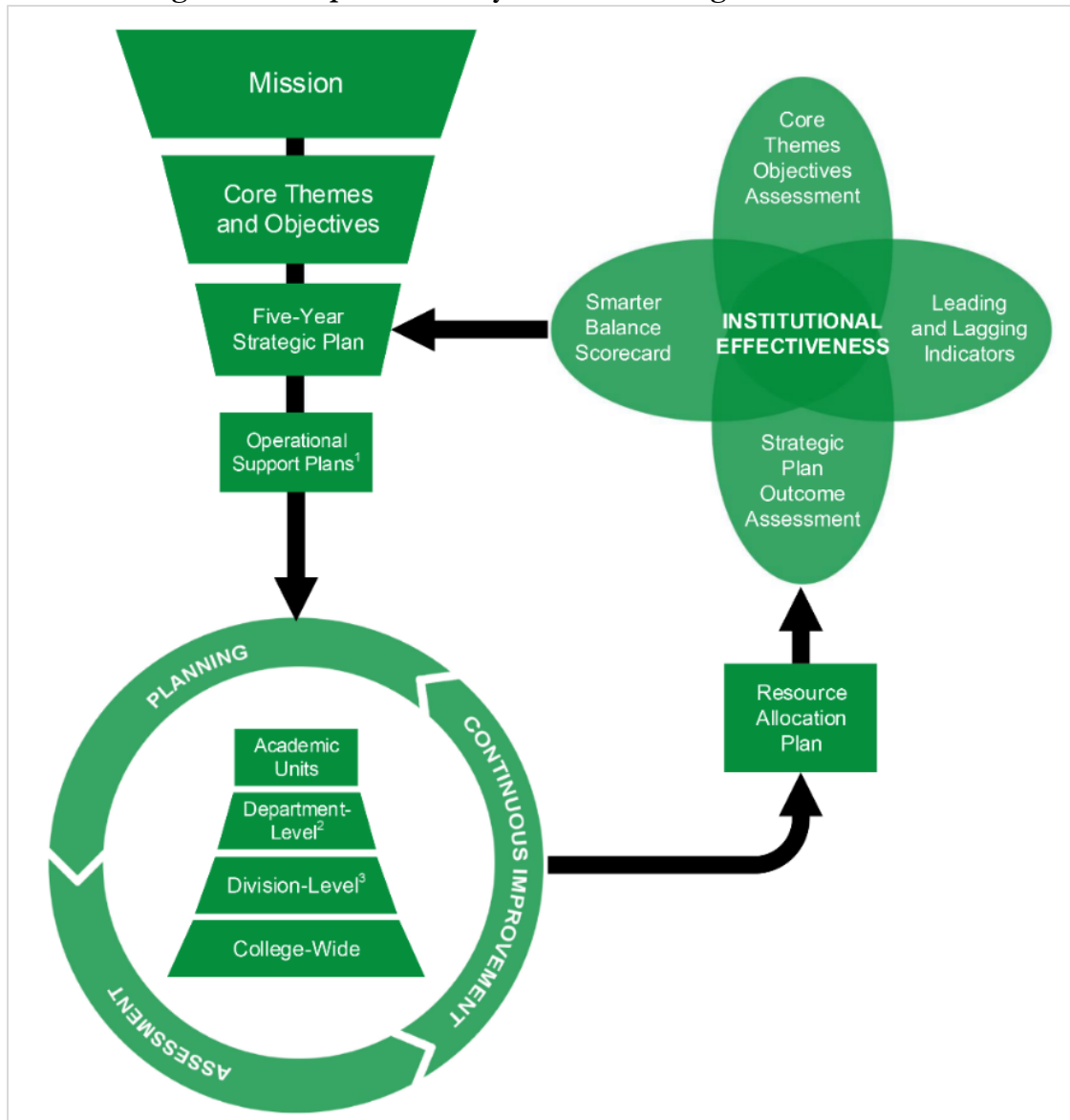
Progress Since Recommendation 2

The NWCCU report to Peninsula College in 2018 noted the need for the college to clarify the way in which it “utilizes disparate planning processes” and to focus on “a centralized planning, assessment, and budgeting process.” The report stated the college should “demonstrate that it utilizes data, assessment, reflection and use of information for improvement and mission fulfillment.” The report also noted a “disconnected Strategic Plan, Enrollment Management Plan, Institutional Assessment Plan and other planning documents,” a lack of monitoring and oversight of the annual planning process, and omission of “findings and use of findings.” Finally, while benchmarks were established, it was “unclear what these were set against or if these targets were increased or decreased from previous years” and “how these were used for systematic improvement (based on verifiable results).”

Comprehensive System of Institutional Planning and Assessment

We have improved our planning process to better implement a comprehensive system of institutional planning that exemplifies the interdependent nature of its functions, operations, and resources to accomplish our core theme objectives and to fulfill our mission. Our new planning process is represented in the figure 9.

Figure 9. Comprehensive System of Planning and Assessment



As represented in figure 9, all stages of the planning process align to the college’s mission and core themes. College-wide long-term planning is guided by the 5-year Strategic Plan. Operational support plans like the Emergency Management Plan, the Facilities Master Plan, and Technology Strategic Plan are more specific long-term plans for areas that support the college Strategic Plan. Instructional Academic Units engage in an assessment cycle using the Academic Unit Program Review (AUPR) form.

Administrative Departments (specific areas like HR, Enrollment Services, etc.) and Administrative Divisions (the college’s core administrative units: instruction, student services, and administrative services) use the Annual Administrative Plan (AAP) tool to engage in annual planning and assessment. Each specific plan feeds down into the broader plan that appears below it in the graph. For instance, goals and priorities from the AUPRs are incorporated into instructional departmental AAP plans and then those plans are incorporated into an overarching Instructional Division AAP plan. Goals and

priorities from Divisional AAP plans from Instruction, Student Services, and Administrative Services are incorporated into the College-wide Operations Plan.

Leading and Lagging Indicators

Leading and lagging indicators are key institutional effectiveness and assessment measures of the core theme objectives and Strategic Plan. They help to guide data-informed decision-making campus-wide, and they support formative and summative evaluation activities. Leading indicators help us to assess incremental progress of students along the road to achieving our overall goals (i.e. formative data assessment). Lagging indicators measure our success in achieving strategic goals and objectives (i.e. summative data assessment). Institutional leading and lagging indicators are aligned to the college’s core themes as per table 7.

Table 18. Core Themes, Leading, and Lagging Indicators

Core Themes	Leading Indicators	Lagging Indicators
Advancing Student Success	<ul style="list-style-type: none"> ○ Persistence ○ Review/assessment of program learning outcomes ○ English/math in the first/second year 	Retention Completion Transfer Out Enter the Workforce
Achieving Academic Excellence	<ul style="list-style-type: none"> ○ Class Success (GPA) ○ Transition from BEdA 	
Fostering Equity and Inclusion	<ul style="list-style-type: none"> ○ Retention by demographic group ○ Student engagement (CCSSE) ○ Basic education students’ completion of some college-level credits (SAI) 	
Strengthening Communities	<ul style="list-style-type: none"> ○ Employment ○ Economic contribution to service area ○ Annual number of industry partnerships, community education courses and community/cultural programs 	

Items in each of the described planning tools are aligned to core themes and their measures. On a biannual cycle, areas use the above plans to assess progress toward strategic goals and objectives to ensure continuous improvement. Assessment data from these plans is used to assess Strategic Plan Outcomes biannually. This process is led by the Office of Planning, Grants and Institutional Effectiveness with engagement from the President’s Advisory Council.

Our new planning structure and cycle was developed over the last year. In 2021, the Director of Grants and Institutional Effectiveness facilitated training on AAP planning and development and how to write S.M.A.R.T. objectives that improve tracking, goal setting, and assessment of stated goals. The Director is working with department and division administrators to ensure all AAPs are completed in time for our spring 2021 budget process. Below is an example of an AAP showing the alignment of department objectives and plans to core themes and metrics:

Figure 10. Sample AAP for the Center for Teaching and Learning

2019-20 ANNUAL ADMINISTRATIVE PLAN AND ASSESSMENT (AAP)						
Administrative Unit		Center for Teaching and Learning	Date	11/24/2020	Lead	Bruce Hattendorf
Peninsula College Mission		Peninsula College educates diverse populations of learners through community-engaged programs and services that advance student equity and success				
Write 1-2 sentences describing how the objectives of the unit or department advance the college mission		The purpose of the Center for Teaching and Learning is to improve academic quality through increased planning, professional development, and implementation of evidence-based practices.				
ASSESS YOUR PROGRESS TOWARDS MEETING LAST YEAR'S OBJECTIVES (2019-20 ACADEMIC YEAR)						
Obj #	Strat. Obj.	2019-2020 Objective and Measure	2019-2020 Plan	Results and Analysis	IMPROVE PLAN* I - Improve S - Sustain	
1	1.1, 1.2, 3.3	Increase the percentage to 30% of faculty/staff who participate in a professional development activity or utilize an evidence-based strategy in their instructional design or student engagement program.	Continue to develop professional development opportunities. Develop survey or other method to collect more data on faculty use of evidence-based practices.	Goal was exceeded. 189 faculty and staff (approx. 84% participated in professional development).	S	
2	1.1, 1.2, 3.3	Increase the percentage to 30% of faculty who participate in peer observations.	Director of CTL is conducting class observations of new faculty members. The Professional Development committee is organizing teaching squares.	Goal was achieved. 32 faculty (approx. 35%) received a peer observation in 2019-20.	S	
3	1.2, 2.2, 2.3, 3.3	Increase the representation of all internal stakeholders (Cabinet, faculty, SS, Admin Svcs, IR, Instruction, and students) who participate in college-wide program/reform planning efforts.	Work with college-wide planning groups to find ways to increase student participation in college-wide planning.	7 out of the 8 identified groups regularly participated in college-wide planning. Student, however, were under-represented in such efforts, although there was a listening session with students in spring and the college continues to conduct student surveys.	I	

2019-20 ANNUAL ADMINISTRATIVE PLAN AND ASSESSMENT (AAP)								
Administrative Unit		Center for Teaching and Learning	Date	11/24/2020	Lead	Bruce Hattendorf		
UPCOMING ACADEMIC UNIT PLAN (2020-2021)					Core Theme			
Obj #	Strat. Obj.	SMART AUP Objective Specific, Measureable, Achievable, Reasonable, Timebound Explain what will be improved, how it will be improved, and by when [Specific action xyz] [measured as xyz] [by xyz date]	Continuous Improvement Plan If the objective is carried forward from last year, how will you improve the plan? If the objective is new, what is your plan for achieving the objective?	Request New Funding Y/N If yes, complete budget request form	Achieving Student Success	Achieving Academic	Fostering Equity and	Strengthening Communities
1	1.1, 1.2, 3.3	During 2020-21, create a college-wide strategic professional development plan in order to better integrate, reinforce, and assess professional development efforts aimed at helping achieve the college's strategic goals.	Work with IS&L, Professional Development Committee, and ETC to make a strategic college-wide professional development plan for 2021-22 (plan to be worked on in winter and spring 2021 and finalized by fall 2021).	N	X	X	X	
2	1.1, 1.2, 3.3	Promote and Increase Faculty Peer Observations with an emphasis on improving teaching during the 2020-21 school year.	Work with Office of Instruction to have Deans link peer observations to professional development plans, link teaching square groups to areas of interest identified by SLOs, and offer faculty stipends for participation in peer observations. Participate in faculty union discussions to see if peer observation process can be added to faculty contract by spring 2021.	N	X	X		
3	1.2, 2.2, 2.3, 3.3	Conduct student focus groups in on equity in spring 2021 to gain qualitative data that can help guide the college in increasing student retention rates	Work with IR, Equity Work Group, and Pathways steering committee to conduct student focus groups on equity (Native Students) and Guided Pathways (student input on Pathways resources) in winter and spring 2021.	N	X	X	X	X

Planning and Assessment Glossary

Strategic Plan – The road map that defines our five-year strategic direction toward advancing our core themes and mission. This plan guides decisions on allocating resources in pursuit of the identified strategic priorities.

Operational Support Plans – Detailed technical plans within core operational areas that provide the infrastructure and support necessary to advance our Strategic Plan, core themes and mission. These include Emergency Management, Facilities Master and Technology Strategic Plans.

Academic Unit Program Review (AUPR) – AUPRs assess student learning outcomes and document evidence of continuous improvement within each of the college’s academic units (e.g., English, nursing, math, humanities, etc.). These plans also articulate each academic unit’s alignment to the college mission and core themes.

Annual Administrative Plan (AAP)

- **Department-level Annual Administrative Plan** – At the department level, AAPs articulate, assess and continuously improve key departmental objectives aligned to the Strategic Plan and core themes. Departments include Human Resources, Marketing, Enrollment Services, Workforce Education, eLearning, etc.
- **Division-level Annual Administrative Plan** – At the division level, AAPs articulate, assess and continuously improve division-wide objectives aligned to the Strategic Plan and core themes. These plans incorporate key strategic elements of the department-level plans, and they also include overarching division-wide objectives. Divisions include Instruction, Student Services, Administrative Services and Strategy.

College-wide Operations Plan– The college-wide operations plan will be revised to articulate, assess and continuously improve annual college-wide implementation of objectives necessary to advance the Strategic Plan and make progress toward the new core theme objectives and mission fulfillment. This plan will reflect the highest-level department and division AAPs objectives organized within the framework of the Strategic Plan. This plan will enable the college community to see how the Strategic Plan goals and objectives are being operationalized across the departments and divisions. Biannual assessment and improvement of the plan will be managed by the Office of Planning, Grants and Institutional Effectiveness.

Resource Allocation Plan– The resource allocation plan closes the loop on the budget request, justification and allocation process, ensuring the college’s resource allocation process is transparent, strategic, and mission-driven.

Response to 2018 Recommendation 3

Recommendation 3, Spring 2018 Year Seven Peer-Evaluation Report

Demonstrate 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 and yield meaningful results that lead to improvement.

As instructed by NWCCU, we addressed Recommendation 3 from our 2018 Sever Year Evaluation in an Ad Hoc Report submitted in fall 2019. In January 2020, the Commission accepted the report and deemed the recommendation fulfilled.

Response to 2018 Recommendation 4

Recommendation 4, Spring 2018, Year Seven Peer-Evaluation Report

Documents and evaluates its cycle of planning and assessment of results to ensure their adequacy, alignment, and effectiveness and uses the results to make changes, as necessary, for improvement (5.B.2).

Referenced Standard

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.

Progress Since Recommendation 4

In addition to the work of mapping our comprehensive system of planning, as well as the cycle of planning and assessment of results, we established new processes and timeline to ensure the adequacy, alignment, effectiveness and uses of assessment results to make changes, as necessary, for improvement. These processes and timeline ensure ongoing assessment and continuous improvement of learning outcomes and progress toward annual plans as drivers of the Strategic Plan, core themes, and college mission.

The Dean for Workforce Education, with assistance from the Dean for Arts & Sciences, and Basic Skills, lead the process for faculty in the development, review, and assessment of Academic Unit Program Reviews (AUPRs). The improved AAP and AUPR planning forms embed alignment of plan objectives to Strategic Plan and Core Theme objectives and includes a plan for continuous improvement to close the loop on previous years' efforts.

Documentation and evaluation of planning and assessment results are led by the Institutional Research department. The Director of Grants and Institutional Effectiveness, with input from the Chief Strategy Officer and Accreditation Liaison Officer, facilitates monthly dialogues with the campus community via the Monthly Meeting with the President (all faculty and staff) and the President's Advisory Council (staff and faculty leadership). The Director ensures that department and division plans, as well as the Strategic Plan, are reviewed, assessed, and improved on a quarterly basis. The Director reviews plans and plan updates ensuring that documentation of the cycle of continuous improvement, as well as results, are archived and widely accessible. The Director also provides ongoing training and technical assistance to the campus community in developing plans, assessing results, and making plans for continuous improvement. Our new planning and assessment timeline is shown in table 8.

Table 19. Planning and Assessment Timeline

Quarter	Action
Fall	<ul style="list-style-type: none">○ Leading indicators and student satisfaction data available to faculty and staff○ Objectives and outcomes are reviewed and assessed; areas of improvement are identified for the Strategic Plan and Collegewide Operations Plan○ Changes and successes from previous year are documented in AAPs○ Institutional Effectiveness Report of previous year results is developed○ Faculty review AUPRs and document progress from student achievement indicator data and course SLO reports. Faculty meet with deans to discuss AUPRs, improvement plans and new funding requests.
Winter	<ul style="list-style-type: none">○ Lagging indicator data available○ AAP plans reviewed and assessed; areas of improvement are identified○ Current year AAP progress analyzed, reported, and improvements are implemented○ Successive year AAP and resource allocation planning begins
Spring	<ul style="list-style-type: none">○ Plans are reviewed, and areas of improvement identified○ Current year AAP progress analyzed, reported, and improved○ Next year's AAP created based on identified priorities○ Resource allocation plan completed for new budget cycle
Summer	<ul style="list-style-type: none">○ Institutional Research Department collects data for fall reporting○ Quarterly course SLO reports from the previous year are archived and reviewed for completeness and improvements.