

PENINSULA COLLEGE

Mission and Core Themes Report

Prepared for:

the Northwest Commission On Colleges and Universities

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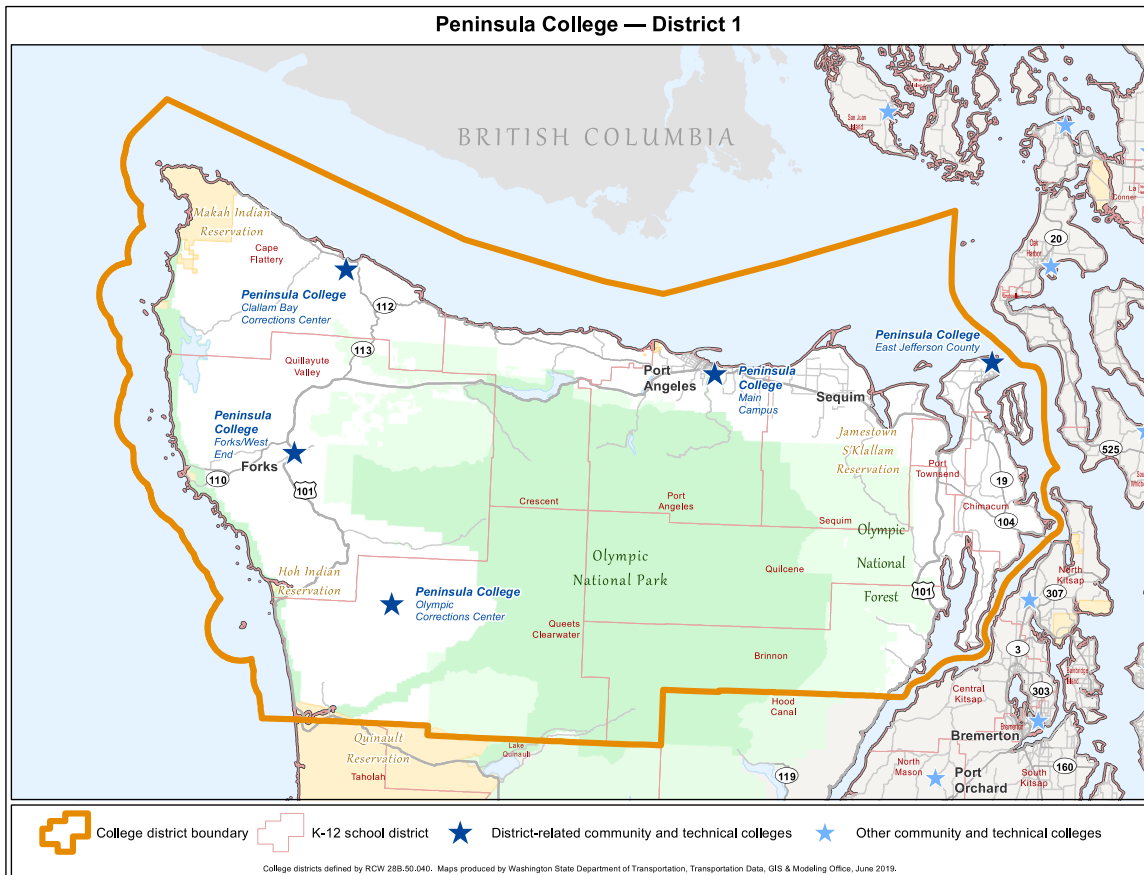


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INSTITUTIONAL OVERVIEW

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 nations dispersed across the North Olympic Peninsula.



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). Peninsula College is the only resident institution of higher education on the North Olympic Peninsula.

In 2017-18, Peninsula College enrolled 4,454 credit and non-credit students and awarded 1,249 degrees and certificates. Approximately 29% of students were in Transfer, 46% in Professional-Technical, 15% in Pre-College, and 11% in Continuing Education. The majority of students were part-time (58%), and the median age was 28 years of age. Roughly 26% were students of color. About 32% of students worked while attending school, and about 21% had children. More than 65% of vocational students were employed within nine months of completing a job-preparatory program. The college served approximately 120 international students from around the globe. (See also [the college’s website](#)).

Since the 2008 recession, the region's economic base in farming, logging, and fishing underwent 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 of 2010. The college awarded 20 BAS degrees in 2017-18.

The Peninsula College campus community embraces a shared set of Guiding Principles that permeate the college's work to support student success and to achieve mission fulfillment. These principles emphasize the centrality of the teaching and learning process; encourage open, honest communication while discouraging adversarial relationships; foster a positive work environment where all are treated with dignity and respect; charge each member of the campus community to act ethically and with integrity; and engage campus-community members in collaborative decision-making processes.

A truly collaborative campus culture where innovation thrives has evolved from the college's commitment to putting its guiding principles into practice on a daily basis. This culture is founded upon relational trust characterized by deep working partnerships across traditional departmental silos. From early adoption of Washington State I-BEST to leveraging investments from College Spark Washington to institutionalize Guided Pathways and testing accelerated remediation models, the college has successfully deployed evidence-based practices to continuously improve student success.

In 2018-19, employees across the campus collaborated in the review and revision of the institutional mission statement to emphasize the college's commitment to student success and equity. In August 2019, the Board of Trustees approved the following revised mission statement:

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

A revised vision statement was also approved by the Board:

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

In addition, the Board of Trustees approved four new core themes directly aligned to the college mission. The revised mission, vision, and core themes were developed with campus- and community-wide input and collaboration. The new core theme objectives approved by the Board are:

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

PREFACE

A. Brief update on institutional changes since the last report

Since the last comprehensive report submitted in 2018, Peninsula College has embarked on several noteworthy institutional changes detailed below.

Mission and Core Themes Review

Following the end of the Seven-Year Evaluation Cycle, the college embarked on a comprehensive mission review process in academic year 2018-19 that resulted in a new mission, vision, and core themes. In addition to coinciding with the accreditation cycle, the mission review process was deemed an appropriate and necessary step as the college transitions to the full implementation of the Guided Pathways model. The Guided Pathways model's strong emphasis on student success and equity drove conversations around mission review; and equity and student success are clearly reflected in the revised mission, vision, and core themes. A highly collaborative process that took place over the course of the academic year ensured input and buy-in from all campus-community constituents.

In January 2019, a Strategic Directions Survey that included questions designed to identify institutional Strengths, Weaknesses, Opportunities, and Threats, as well as questions about the Peninsula College mission and future directions, was sent to over 2,600 campus and community constituents. Survey recipients included students, faculty, staff, board, foundation, tribal, industry, and other community partners. Nearly 500 surveys were collected, analyzed, and the results were shared with campus leaders.

A mission review subcommittee formed as a working group of the President's Advisory Council (PAC). This committee designed and facilitated a series of eight focus groups aimed at gathering a deeper level of feedback around several common themes that emerged from the survey data. Facilitators gathered feedback from homogenous focus groups, which encouraged safe, candid sharing among participants. These groups included faculty, staff, students, tribal partners, foundation board, workforce partners, Forks campus, and Port Townsend campus participants. Focus group data were recorded, collated, and analyzed. This process ultimately led to the identification of four new core themes that clearly reflected the highest rankings from all constituent groups.

The subcommittee drafted specific language for the new core themes and drafted three variations of new mission and vision statements based on the emergent core themes. Members of PAC voted on the top two choices each for mission and vision, and these four statements were distributed in turn to the broader campus community for final voting. The clear winners in the voting process were proposed to the Board of Trustees as the revised mission, vision, and core themes and were approved at the August 13, 2018 Board Meeting.

Executive Staffing Changes

Important staffing changes since the last report include the retirement of the college's longstanding Vice President for Finance Administration (VPFA) in September 2018. Since that time the Director of Business Services has done an outstanding job of serving as an extended interim VPFA. A total of three national searches have been conducted to date, but a qualified candidate has not yet been selected. The most recent search was conducted with the assistance of Pauly Group, Inc., a leading national search

consulting firm for community and technical colleges. An offer was made in the last round, but the candidate withdrew for medical reasons. The college's remote location and housing shortage combined with a below-market executive salary for the position make recruitment particularly challenging. President's Cabinet is in the process of consulting with campus constituencies and will develop a plan for moving forward with filling this important executive role.

Enhanced Foundation Support for Student Success

The Peninsula College Foundation continues to partner with the college to enhance opportunities for student success, contributing nearly \$1 million in support of students and programs in 2017-18. In addition to a broad range of merit and need based scholarships, the Foundation provides funding for faculty professional development focused on enhancing student success. Additional supports for student success include "The Finish Line Fund" and "Get it Done Fund," which provide emergency loans for students pursuing certificates/degrees or adult education credentials, respectively. The PC Forward Campaign aims to establish a \$1 million unrestricted endowment focused on supporting student success initiatives at the college. The Foundation partners with the Albert Haller Foundation to offer the Clallam Promise Scholarship, which provides need-based financial aid for graduates from Clallam County high schools. Finally, this year the Foundation Board voted to use one-time reserves to provide a minimum \$1,000 award to any 2019 high school graduate in the college's service area who chooses to attend PC full-time in the fall of 2019.

Title III Strengthening Institutions Grant

In October 2018, Peninsula College received a Title III Strengthening Institutions Program grant from the U.S. Department of Education. The total cost of the Peninsula College Pathways to Achieving Equity and Completion (PACE) Project is \$2,762,938, with the U.S. Department of Education funding 81% of total costs (\$2,227,618), and Peninsula College contributing the remaining 19% (\$535,320) of project costs through in-kind contributions.

The PACE Project deploys evidence-based strategies for engaging students on clearly defined academic pathways while building an institutional culture of academic excellence and equity. The institutional goals of the project are to: 1) improve student support and success; 2) improve students' career readiness and employment 3) Reduce disparities in academic progress; 4) Enhance campus culture of equity and inclusion; and 5) improve academic quality. Key grant activities include establishing the following centers, services, and programs:

- Mandatory First Year Experience (FYE)
- Mandatory single-point-of-contact intrusive advising for underserved students, including the hiring of a new part-time Success Navigator
- Mandatory peer mentor services for underserved students
- A new Career Center offering comprehensive career and transfer services, including the hiring of a full-time Associate Director of Career Development Services
- A new Veterans Center and enhanced programming for veterans
- A new Center for Teaching and Learning focused on enhanced faculty evaluation, professional development, and dissemination of evidence-based pedagogies, including the hiring of a full-time Executive Director for the Center for Teaching and Learning

- Peninsula College Longhouse facilities improvements and program/staff expansion, including the hiring of a full-time Special Advisor to the President on Indigenous Affairs/Longhouse Director
- Wayfinding signage across campus reflecting local indigenous cultures and languages

Contextualized Math and English Pathways

Peninsula College also received a \$149,700 grant from College Spark Washington for a project focused on contextualizing math and English courses to specific Areas of Study. The goal of the project is to increase persistence and enhance student success, particularly among historically underserved and first generation students. The project will help low-income and other underserved students to accelerate to college-level coursework by increasing course content relevancy.

Enhancing Data-Informed Culture

During the 2018-19 academic year, the college engaged in a concerted, cross-departmental effort to strengthen a data-informed campus culture. Members of the President’s Advisory Committee (PAC) – including Cabinet and departmental deans and directors—all read [Creating a Data-informed Culture in Community Colleges](#) by Phillips and Horowitz in summer 2018. After reading and discussion, the college modeled reforms on concepts studied in the book. Leading and Lagging indicators were drafted by Institutional Research (IR) utilizing IPEDS, VFA, and SAI measures and were approved by PAC. The Leading and Lagging indicators were then incorporated into flexible, user-friendly data dashboards that enable disaggregation of data by multiple student characteristics.

President Robins has widely disseminated the Leading and Lagging indicators to the campus community at Monthly Meetings with the President, and the dashboards are widely available for use by faculty and staff who request a Tableau login and receive brief training. IR frequently uses Leading and Lagging dashboards in college meetings and retreats to promote data-informed decision-making. In addition, the SEM Committee approved changing a majority of SEM indicators to Leading and Lagging indicators. A campus-wide training for using the data dashboards will be implemented in Fall 2019.

Institutionalizing Guided Pathways

Guided Pathways has been widely accepted as a fundamental community college redesign throughout the Washington State Community and Technical College system. A steady stream of funding and other resources from the state to support Guided Pathways efforts is expected to continue in the coming years. Peninsula College continues to play a leadership role in student success as a first-wave Guided Pathways college supported by grant funding from College Spark WA and the legislature. Over the past year, these efforts have resulted in the formation of an Equity Workgroup that has defined what equity means for the college. The college’s revised mission statement is a manifestation of the ways in which the Guided Pathways focus on equity and student success have transformed the college. The mission statement’s focus on equity and student success will be further reflected in the development of a new five-year strategic plan in Fall 2019.

B. Response to topics previously requested by the Commission

In July 2018, Peninsula College received a letter from NWCCU serving as an official record of action taken concerning the Spring 2018 Year Seven Evaluation of Peninsula conducted April 23-25, 2018. The letter stated that “Recommendation 1 of the Spring 2013 Year Three Peer-Report Evaluation is fulfilled with no further action required.” It further stated that “Recommendation 2 of the Spring 2013 Year Three Peer-Evaluation Report is continued and is now an area of non-compliance” and that Recommendation 3 of the Spring 2013 Report is “continued and is an area substantially in compliance, but in need of improvement.” Therefore, an update on the continuing recommendations from 2013 follows.

Recommendation 2 Spring 2013

The evaluation committee found that most course, 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, degree and programs (Standard 2.C.2.).

In August 2018, an Outcomes Taskforce was formed and successfully inventoried and published clearly stated course, program, and degree learning outcomes on the [college website](#).

(For additional details, see also the Ad Hoc Report that addresses Recommendation 2 from the Spring 2013 Peer-Evaluation Report and Recommendation 3 from the Spring 2018 Year Seven Evaluation.)

Recommendation 3 Spring 2013

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)

As the college has revised its mission and core themes over the past year, comprehensive progress on Recommendation 3 (2013) will continue in Fall 2019 with the Assessment Committee leading efforts to tie general education program outcomes to the college’s revised mission and core themes.

In addition to the continuing Spring 2013 Recommendations, the Commission included four Recommendations in the Spring 2018 Year Seven Evaluation. The Commission asked that Recommendation 3 (2018) be addressed in an Ad Hoc report; therefore details of progress on this recommendation are included in the Ad Hoc Report submitted in tandem with this report. The Commission asked that the remaining 2018 Recommendations (1,2, and 4) be addressed in the 2021 Mid-Cycle Evaluation Report. A brief description of progress to date on all four 2018 Recommendations follows.

Recommendation: Spring 2018 Year Seven Evaluation Out of Compliance

The Commission recommends that the College:

3. 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 (4.A.3; 4.B.2).

In August 2018, an Outcomes Taskforce was formed and was charged with revising assessment planning and implementation that complies with NWCCU standards for effective and meaningful student learning outcomes assessment. In addition to completing an inventory and publishing course and program learning outcomes as stated above, the Task Force:

- Drafted a new student learning outcomes assessment plan
- Developed, in collaboration with faculty, a process for faculty review and revision of student learning outcomes
- Collaborated with faculty and the Curriculum Committee to ensure student learning outcomes were measurable and clearly defined the demonstration of student learning
- Revised the program review process to focus on assessment of program learning outcomes and continuous improvement
- Reviewed and continues to review software solutions for managing and documenting learning outcomes assessment

(For more details, see also the Ad Hoc Report that addresses Recommendation 2 from the Spring 2013 Peer-Evaluation Report and Recommendation 3 from the Spring 2018 Year Seven Evaluation.)

Recommendations: Spring 2018 Year Seven Evaluation In Need of Improvement

The Commission recommends that the College:

1. 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).

From June 2018 – February 2019, the IT Staff performed a full audit and documented inventory of all technological infrastructure equipment, hardware, and software systems, peripherals, and media services equipment to include location, make and model, manufacturer date. This inventory was documented through a custom-built application to support reporting and hardware replacement needs.

Beginning in April 2019, an IT Planning Committee was established to update the 2019-2021 Technology Strategic Plan. The group surveyed faculty and will survey students and staff in fall 2019. Results will be used in the final draft for submission to the Cabinet and President’s Advisory Council for final review. The plan will then be sent to the entire campus for feedback.

Once completed, the three-year Peninsula College Technology Strategic Plan will serve as an integral part of the overall planning process that establishes a shared vision for all college technology. The plan was drafted and reviewed by the college’s Technology Strategic Planning Committee, comprised of faculty, exempt, and classified employees from across the organization. The committee was tasked with developing and sustaining an adaptive and flexible technology plan that addresses the college’s needs now and in the future. Moving forward, the committee will review the plan annually and adjust it to reflect the current technology needs of the college. This planning document:

- Aligns technology goals with institutional priorities and identifies required funding
- Disseminates institutional knowledge on current technology needs and constraints
- Assesses technology systems, services, accessibility, and personnel across the organization
- Documents technology infrastructure and equipment and establishes a replacement schedule

- Assures security of all information systems and resources
- Expands college-wide technology knowledge through professional development and training
- Identifies academic and administrative future needs through innovative uses of technology

2. 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).

In 2018, the college overhauled the annual instructional Academic Unit Planning (AUP) process to emphasize program review, assessment, and closed loop improvement planning. As the new college mission, core themes, and core theme indicators circulate in fall 2019, President Robins will initiate a campus-wide strategic planning process. This process will include thorough review and refinement of the college's comprehensive system of institutional planning and will result in clear documentation of the interdependent nature of the college's functions, operations, and resources to accomplish its mission and core theme objectives. Once the systemic view of planning is refined and articulated, a new five-year strategic plan will be developed. The strategic plan will delineate the specific, measurable, and time-bound strategic objectives the college will pursue and measure in order to accomplish the core theme objectives. The five-year strategic plan will be developed with close input and collaboration from the campus community and will help to align academic unit plans, the college-wide operational plan, and other annual planning documents to the college mission and core theme objectives.

4. 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).

As stated above, a complete redesign of the instructional Academic Unit Planning process was conducted in 2018. This work emphasized program review, assessment, and closed loop improvement planning in the academic unit planning process. With the revised mission and core themes in place, work will begin in fall 2019 to review, refine, and document the college's cycle of planning and assessment to ensure cycles of continuous improvement. The refined planning, assessment, and improvement cycle will be clearly documented in the college-wide Strategic Plan, Operational Plan, Facilities Master Plan, Technology Strategic Plan, and instructional and administrative Academic Unit Plans. An Institutional Assessment Plan will be developed to define and track meaningful measures of progress toward goals across key institutional plans. Assessment results will guide budget development and resource allocation for the next cycle. The planning and assessment cycle, including its alignment and effectiveness toward change improvement, will be clearly articulated in the Spring 2021 Mid-Cycle Evaluation Report as requested by the Commission.

MISSION, CORE THEMES, AND EXPECTATIONS

A. Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 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 was reaffirmed most recently in 2018. The college is accredited to award both two-year and four-year degrees and serves Community College District No. 1, which encompasses Clallam and Eastern Jefferson Counties. In 2017-18, the college enrolled 4,454 credit and noncredit students and awarded 1,249 degrees and certificates.

Eligibility Requirement 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 Peninsula College Board of Trustees approved the college's current, clearly defined mission statement and core themes at a special Board Meeting on August 13, 2019. The mission and core themes embody the college's commitment to helping students meet their educational goals, including basic education, certificate/degree attainment, and transfer. The college ensures that resources are devoted to mission fulfillment and core theme advancement through integrated, cross-departmental strategic planning processes informed by clearly defined Leading and Lagging indicators of achievement. The college allocates substantially all of its resources to support its educational mission, and meaningful assessment methods drive the resource allocation process.

B. Standard 1.A - Mission

Mission Statement

The Peninsula College current mission statement is:

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

The Peninsula College mission statement is published on the website. The newly revised mission statement is in the process of being updated in the college catalog, in strategic plans, and in institutional performance reports for wide distribution.

The Peninsula College mission statement articulates the college's purpose as a higher education institution. A broad base of campus and community constituents provided input and feedback that is reflected in the mission statement. Constituent groups included students, faculty, staff, and community members. The Peninsula College Board of Trustees reviewed and approved the mission statement on August 13, 2019. The Board will continue to conduct an in-depth review (and revision as necessary) of the mission statement at least once every seven years.

Interpretation of Mission Fulfillment

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. As the core themes represent the central articulations of the mission statement, the core theme objectives and core theme indicators, calibrated to clearly defined thresholds, serve as meaningful mission fulfillment measures.

Each core theme has one core theme objective, and each objective has one or more indicators of achievement. (Details included in 1.B.). The core themes, working as measures of mission fulfillment, thus provide the framework on which the college's strategic, operational, and academic unit plans are built and integrated to ensure that all institutional planning efforts are mission-driven. The mission statement, as reflected in the core themes, guides the five-year College-wide Strategic Plan, with all strategic goals and initiatives directly tied to mission fulfillment. Mission-driven strategic goals are operationalized through the College-wide Operational Plan and through departmental-level Academic Unit Plans (AUPs).

Articulation of an Acceptable Threshold or Degree of Mission Fulfillment

The Peninsula College mission statement consists of four essential elements, reflected in the college's four core themes. Each core theme has one objective, and each objective has one or more meaningful, measurable indicators of achievement that evaluate progress toward achievement.

The four core theme objectives and eleven related indicators articulate the institutional outcomes that represent an acceptable level of mission fulfillment. Each of the indicators is evaluated as being met or not met based on minimal threshold levels of performance for the college. The college determined the specific minimum threshold for mission fulfillment for each indicator by reviewing multiple years of data for all indicators and by comparing institutional data with those of similar institutions in the state as well as with aggregate statewide benchmarks. (See also 1.B.)

In addition to defining minimal acceptable levels of performance for mission fulfillment, the college has also articulated aspirational threshold levels for each core theme objective indicator. Including aspirational indicators will assist the college with integrating mission fulfillment work into ambitious strategic planning efforts and will enable the campus community to articulate a bold vision that inspires unified action and transformational results. Since the mission fulfillment thresholds are defined at minimal levels of acceptable performance, the college expects to be at or above these levels in any given year.

Prior to the 2018-19 mission review/revision process, Peninsula College annually tracked 46 core theme indicators. The development of Leading and Lagging indicators and more targeted and robust data-informed decision-making led the college to significantly streamline the number of core theme indicators. Although the core theme indicators have changed, all but two of the new indicators can be linked to longitudinal data from the verified institutional data warehouse.

C. Standard 1.B - Core Themes

Core Theme 1: Advancing Student Success		
Description: Students receive robust support services embedded across clearly defined academic/career pathways.		
Objective 1.1: Peninsula College supports students in achieving their educational goals.		
Indicator 1.1.1	Measurement	Threshold Levels
Retention	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.	Mission Fulfillment Threshold: 55% Aspirational Threshold: 75%
RATIONALE: Fall-to-fall retention is a federally defined metric that demonstrates longitudinal progress of students (and subgroups of students) and is widely considered one of the strongest standards for tracking and measuring student success. Students who receive adequate support will stay on track toward achieving their educational goals and that student support and success will be reflected in institutional retention rates.		
Indicator 1.1.2	Measurement	Threshold Levels
Certificate/degree attainment	At least 42% of all award-seeking students will earn a degree or certificate within 3 years from when they first enrolled.	Mission Fulfillment Threshold: 42% Aspirational Threshold: 60%
RATIONALE: Certificate and degree completion is another federally defined and widely accepted metric for assessing student success. This measure is assessable as certificate and degree completions are readily tracked on a quarterly basis. This measure is meaningful in determining the college’s performance in helping degree-seeking students to “achieve their educational goals.”		
Indicator 1.1.3	Measurement	Threshold Levels
Transfer out	At least 25% of students who enrolled with intent to transfer to a four-year institution will actually transfer within 3 quarters of leaving Peninsula College.	Mission Fulfillment Threshold: 25% Aspirational Threshold: 45%
RATIONALE: Transfer out rate is a leading federally defined metric for assessing student success among students with transfer intent. This measure is meaningful in determining the college’s performance in helping transfer students to “achieve their educational goals.”		
Indicator 1.1.4	Measurement	Threshold Levels
Entering workforce rates	At least 65% of students who enrolled with a workforce intent will be employed within 3 quarters of leaving Peninsula College.	Mission Fulfillment Threshold: 65% Aspirational Threshold: 80%
RATIONALE: Entering workforce rate is a useful metric for student success among professional-technical enrollments. It is a standard metric used by the Washington State Board for Community and Technical Colleges and can be clearly assessed and tracked on a quarterly basis. This meaningful measure enables the college to compare its performance against other WA State community and technical colleges.		

Core Theme 2: Achieving Academic Excellence		
Description: Academic programs and instructional methods are rigorous, engaging, and evidence-based.		
Objective 2.1: Peninsula College provides engaging, high-quality academic and professional technical programs.		
Indicator 2.1.1	Measurement	Threshold Levels
Program effectiveness	Each year the college will review and assess learning outcomes for at least 50% of all programs/departments (i.e., degrees, certificates, diplomas).	Mission Fulfillment Threshold: 50% Aspirational Threshold: 80%
RATIONALE: Review and assessment of learning outcomes tied to programs of study is a meaningful measure of program quality and effectiveness. This regular assessment will ensure that the college's curriculum across programs of study is consistent and coherent in terms of quality, course sequencing, and the integration of innovative, evidence-based pedagogies.		
Indicator 2.1.2	Measurement	Threshold Levels
Class completion	At least 80% of all grades given each academic year will be passing grades (at a 2.0 or above including 'P').	Mission Fulfillment Threshold: 80% Aspirational Threshold: 90%
RATIONALE: Class completion will serve as a meaningful measure of academic quality and program effectiveness as positive faculty-student interactions and effective support services offered by the college should positively impact students' ability to pass each class with a 2.0 or better. Comparing data by demographic groups will allow the college to address any equity gaps and to intervene as needed if high-enrolled, low-completion (HELC) courses are identified.		

Core Theme 3: Fostering Equity and Inclusion		
Description: College-wide policies and practices close equity gaps in enrollment and academic achievement.		
Objective 3.1: Peninsula College strives to eliminate systemic disparities in educational outcomes.		
Indicator 3.1.2	Measurement	Threshold Levels
Retention parity	Retention rates disaggregated by demographic groups and special programs will fall no more than 5% below the overall student retention average.	Mission Fulfillment Threshold: 5% or less disparity Aspirational Threshold: 0% disparity
RATIONALE: While the college recognizes that efforts to advance equity and inclusion should be integrated across all campus activities, the college will intentionally focus strategic efforts on eliminating systemic disparities in educational outcomes over the next seven-year cycle. Therefore,		

comparing retention rates among various demographic groups will serve as an assessable and meaningful measure for identifying and addressing gaps in achievement.

Indicator 3.1.2	Measurement	Threshold Levels
BEa gains	At least 55% of Basic Education students will complete some college-level credits.	Mission Fulfillment Threshold: 55% Aspirational Threshold: 70%

RATIONALE: Basic Education students comprise a significant portion of the student population, and as non-traditional learners they face unique challenges to academic success. By assessing BEa students' completion of some college-level credits, the college will determine its performance in supporting BEa students in making the transition from basic education to college-level coursework, a key equity gap for non-traditional learners.

Core Theme 4: Strengthening Communities

Description: The college's workforce development, community education, and arts and culture programs strengthen the communities we serve.

Objective 4.1: Peninsula College strengthens the economic and cultural vitality of its service region and beyond.

Indicator 4.1.1	Measurement	Threshold Levels
Entering workforce rates	At least 65% of students who enrolled with a workforce intent will be employed within 3 quarters of leaving Peninsula College.	Mission Fulfillment Threshold: 65% Aspirational Threshold: 80%

RATIONALE: The workforce entry indicator is included in 1.1.4 above as a critical student success measure for professional-technical students. However, it is also an assessable and meaningful measure for the college's impact on meeting industry workforce needs and in strengthening the economic vitality of its service region. Providing local employers with skilled workers that have been trained with guidance and input from industry partners is a key driver of regional employment health and economic growth in Peninsula College's geographically isolated and economically distressed service region.

Indicator 4.1.2	Measurement	Threshold Levels
Annual economic contribution	The college will contribute at least \$45 million to the economies of Clallam and Jefferson counties annually.	Mission Fulfillment Threshold: \$45 million Aspirational Threshold: \$75 million

RATIONALE: Peninsula College is a key contributor to the economic vitality of its service district. Based on a variation of the American Council on Education model by Ryan and Malgieri (1992), the

College's annual contribution to the economies of Clallam and Jefferson counties will serve as a meaningful measure of the college's performance in strengthening communities.		
Indicator 4.1.3	Measurement	Threshold Levels
Students and community members served	The college will offer at least 75 industry partnerships, community education courses, and community/cultural programs annually.	Mission Fulfillment Threshold: 75 Aspirational Threshold: 90
RATIONALE: Peninsula College offers a range of community education course offerings; public-facing arts and culture workshops, events, and presentations; and workforce/industry partnerships. These extended learning environments engage, strengthen, and benefit the local communities served by the college. These efforts align with the Revised Code of Washington (RCW 28B.50.020) for community colleges, which states that colleges should offer "community services of an educational, cultural, and recreational nature." The number of community-based programming, courses, and events offered serves as an assessable and meaningful measure of the college's performance in strengthening communities.		

CONCLUSION

Over the past year, Peninsula College has undertaken an array of intensely collaborative efforts that included reviewing and revising the college mission and core themes, addressing many of the Commission's 2013 and 2018 Recommendations, institutionalizing Guided Pathways driven equity work, expanding infrastructure and staffing capacity made possible by the Title III grant, enhancing a data-informed decision-making culture, and testing innovative, evidence-based pedagogies. These combined efforts have been time and labor intensive, and employees are feeling both exhausted and proud of the significant advancements the college has made in such a short time. Moreover, these efforts have been undertaken during a period of sustained enrollment decline and consequent budget pressure both at Peninsula College and across the system.

Peninsula College's campus culture, driven by the Guiding Principles fosters an innovative, collaborative, and ambitious teaching and learning environment fiercely dedicated to student success. This strong culture has made the success of the past year's accomplishments, and the mission and core themes revision process, in particular, not just possible but powerful. The campus community is even stronger and more unified as a result of the new mission and core themes and as a result of the many major achievements accomplished together.

As demonstrated in this Mission and Core Themes Report, Peninsula College considers the NWCCU's standards as minimum benchmarks, and the mission fulfillment thresholds are defined to reflect those minimum targets. However, the college strives to far exceed those minimum levels whenever possible and has included aspirational thresholds to inspire and unify the campus community in pursuit of transformational goals.

Advancing Student Success, Achieving Academic Excellence, Fostering Equity and Inclusion, and Strengthening Communities are the core themes clearly mirrored in the new Peninsula College mission to *educate diverse populations of learners through community-engaged programs and services that advance student equity and success*. The abundance of data collected from students, employees, and community partners during the mission review process made it clear that the college's constituents envision a future where *Peninsula College is a destination of cultural and environmental diversity where academic excellence transforms students' lives and strengthens communities*.

College leaders look forward to advancing Peninsula College as a “destination college” in the near future, in part by infusing entrepreneurship into the college culture to help address budget and enrollment shortfalls. The revised mission and core themes will ensure that the community-engaged enterprise development efforts the college intends to pursue are driven by and do not drift from the college mission. Mission-driven revenue generation strategies will improve the fiscal stability of the college while strengthening strategic enrollment management and advancing student equity and success.