



# 2023 Institutional Effectiveness Report

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2023 Institutional Effectiveness Report

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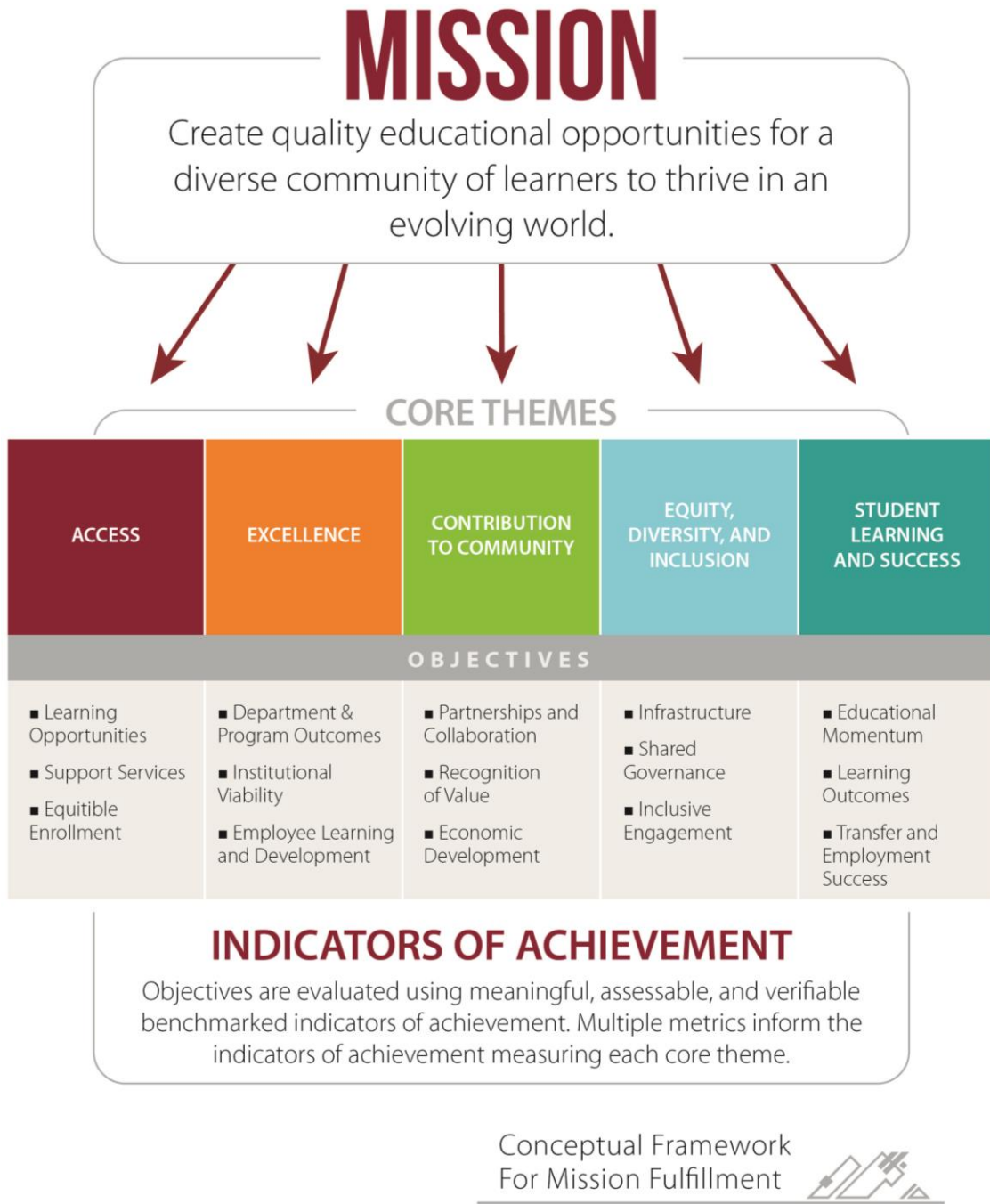
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# INTRODUCTION

## Purpose

The purpose of Pierce College District's Institutional Effectiveness (IE) Report is to serve as one of many resources for planning and decision-making, with particular attention to meeting mission. The IE Report is a comprehensive assessment of the college's Core Themes and related objectives as established by the District's Board of Trustees. The Board has defined that Pierce College's mission is achieved when the District meets a minimum of 70% of the performance metrics across the five Core Themes.



## Summary

For 2023, Pierce College has met or exceeded 93% of the objective indicators measured, surpassing the Board-designated threshold of 70% that signifies mission fulfillment. This is consistent with the 2019 Scorecard results.

Overall, students agree that they are meeting their educational objectives at Pierce College, and labor market and economic data indicates that Pierce provides learning opportunities that align with local business and industry needs. The institution is fiscally healthy and remains compliant with the NWCCU's eligibility requirements, standards for accreditation, policies and procedures. Students report that Pierce provides a welcoming, respectful and comfortable environment, and employees overall agree that Pierce is supportive, friendly and welcoming. Moreover, both students and employees are satisfied with Pierce's infrastructure. Advisory committees with industry partners are active, and community perceptions are positive. Students continue to successfully complete courses, meet academic standards, achieve diverse educational goals, gain employment, and transfer to four-year colleges and universities.

Other highlights:

- Nearly all (96%) students surveyed in the 2021 Community College Survey of Student Engagement (CCSSE) indicated that they were meeting their educational objectives at Pierce. Moreover, Pierce scored higher than the national cohort on all CCSSE benchmarks measures except Active and Collaborative Learning.
- Pierce has a higher representation of females, African American, Hispanic and Asian/Pacific Islander students than Pierce County overall, but a lower percentage of males and persons with a disability.
- Enrollment of low-income students is increasing, and enrollment of recent graduates from lower-income high schools is generally proportionate to enrollment of students from middle- and higher-income high schools.
- Apart from Transitional Education, all divisions maintained course success rates at pre-pandemic levels. Transitional Education had a course success rate at 69%, just below the 70% threshold.
- All key planning documents are in place or under development, except for the Foundation Development Plan, though the Foundation continues to actively raise funds for scholarships, student emergency needs, veterans' services, program support, special projects, and general funds.
- Pierce employees generally hold a favorable view of learning and development; however, the completion rates for Performance Development Plans (PDPs) could improve for classified staff and administrative/exempt employees.
- Educational pathways are in place for students, and partnerships with P-12 and 4-Year institutions are strong.
- Regarding government contracts, enrollment data is increasing for JBLM but could improve for Invista Performance Solutions.
- Pierce College transfer students at the University of Washington –Tacoma (UWT), Pierce's top transfer institution, are graduating from programs with median earnings that exceed the highest self-sufficiency standard for Pierce County.
- The majority (89%) of students agree that they have opportunities to impact college decision-making on issues that impact them.

- Overall perceptions regarding climate decreased from 2019 Employee Climate Survey results, but slightly increased from 2016 results. Since 2009, mean rating scores by job classification have been disaggregated in the biennial Employee Climate Survey Report. The mean rating for administrative /exempt staff received its lowest score in 2021, while classified staff experience its highest.
- The climate for employees of color could be improved and employee diversity could be expanded across all job classifications.
- Students indicate that their overall educational experience at Pierce is positive. Moreover, 92% of students report that they are satisfied with their instructors, and 96% would choose Pierce College again.
- Student Achievement Initiative points per student experienced an increase in 2021-22. In addition, Pierce outperformed both its benchmark colleges' average, and the WA CTC system average in Student Achievement Initiative completion points, and performance funding points.
- Equity trends in fall-to-fall retention rates are generally comparable to those found in the three-year completion rates. Full-time students, students under the age of 20, White students, female students, first generation students, and students with a disability accommodation are more likely to be retained and complete. Part-time students, older students (particularly those between 20 and 29 years of age), Black/African American students, veterans receiving benefits, and students receiving need-based aid are less likely to do so.
- Students are meeting their learning outcomes, including core abilities, fundamental areas of knowledge, and discipline or program-specific outcomes.
- Pierce's transfer students had a Year 4 transfer rate that was 4% higher than all other colleges.
- When comparing the grade point averages (GPA) between Pierce transfer students and other transfer students at UWT, Pierce students generally transferred in with slightly higher GPAs than other transfer students and graduated with similar GPAs.
- Workforce alumni feedback indicates that graduates are working in fields related to their degree or certificate and feel prepared for their positions.

Areas for attention include:

- Equity gaps, including part-time students, older students, Black/African American students, veterans receiving benefits, and students receiving need-based aid.
- Employee learning and development, including work to improve participation in and commitment to performance development planning (PDPs) for classified staff and administrative/exempt employees.
- Employee climate, including creating a less tense environment for administrative/exempt employees, and a more transparent, fair and inclusive environment for employees of color.
- Inclusive engagement, including continuing efforts to recruit, hire and retain a more diverse workforce across all job classifications.

# 2023 SCORECARD

## MISSION

Create quality educational opportunities for a diverse community of learners to thrive in an evolving world.

CORE THEMES	OBJECTIVES	OVERALL OBJECTIVE RATING	INDICATORS OF ACHIEVEMENT				
ACCESS	Learning Opportunities	Low Attention Area	Educational Goals	Business and Industry	Pathway and Career		
	Support Services	Low Attention Area	Student Feedback				
	Equitable Enrollment	Standards Met	Student and Service Area Demographics	Enrollment of Low Income Students			
EXCELLENCE	Department and Program Outcomes	Low Attention Area	Non-Instructional Departments	Grade Distribution	Instructional Programs		
	Institutional Viability	Low Attention Area	Fiscal Health	Planning	NWCCU		
	Employee Learning and Development	High Attention Area	Employee Feedback	Performance Development Plans			
CONTRIBUTION TO THE COMMUNITY	Partnerships and Collaboration	Low Attention Area	Educational Pathways	P-12	4-Year Colleges and Universities	Contracts	Advisory Committees
	Recognition of Value	Standards Met	External Feedback and Visibility				
	Economic Development	Low Attention Area	Basic Skills Education Impact	Workforce Education Impact	Transfer Education Impact		
EQUITY, DIVERSITY, AND INCLUSION	Infrastructure	Standards Met	Buildings and Grounds	Classroom Technology	Campus Safety		
	Shared Governance	Low Attention Area	Decision-Making				
	Inclusive Engagement	Attention Area	Climate	Commitment	Employee Diversity		
STUDENT LEARNING AND SUCCESS	Educational Momentum	Low Attention Area	Student Achievement Initiative	Retention and Persistence	Course Completion	Graduation Rates	
	Learning Outcomes	Low Attention Area	Student Feedback	Core Abilities	Outcomes for Academic Transfer/FAKs	Outcomes for Transitional Education	Outcomes for ABE and ESL
	Transfer and Employment Success	Standards Met	Transfer Rates and Success	Professional/ Technical Completers Employed			

Multiple metrics inform the indicators of achievement measuring Access, Excellence, Contribution to Community, Equity, Diversity, and Inclusion, and Student Learning and Success.

### MISSION FULFILLMENT RATING KEY:



The Pierce College Board of Trustees' Policy on Mission Fulfillment establishes that mission is achieved by satisfying a minimum of 70% of the performance indicators across all of the core themes measures.

# 2023 Scorecard Benchmarks

## Core Theme I: Access

Pierce’s mission focuses on creating quality educational experiences for a diverse community of learners. These educational experiences are in the areas of academic transfer, professional/technical and basic skills. Pierce College is committed to mission fulfillment by providing access to comprehensive educational offerings and services to the diverse communities we serve. This outcome will be measured using three objectives: Learning Opportunities, Support Services and Equitable Enrollment.

**Objectives:**

- A. Learning Opportunities: To what extent do learning opportunities at Pierce College District align with the educational goals of our students, as well as meet local business and industry demands?
- B. Support Services: Do Pierce College District students have access to support services that are important to them and meet their needs?
- C. Equitable Enrollment: To what extent does Pierce College District equitably serve the population within its service area?

**Indicators of Achievement:**

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
<b>Educational Goals</b>	<p>Student satisfaction with progress to goal meets or exceeds 70% on the CCSSE or the SENSE</p> <p>Transfer, professional/technical and basic skills students’ progress to goal as indicated in Student Achievement Initiative (SAI) data and compared to the Washington State CTC system average</p> <p>Transfer</p> <ul style="list-style-type: none"> <li>• Retention compared to state average</li> <li>• Completions compared to state average</li> <li>• Transfers without earned degree compared to state average</li> </ul> <p>Professional/Technical</p> <ul style="list-style-type: none"> <li>• Retention compared to state average</li> <li>• Completions compared to state average</li> <li>• Transfers without earned degree compared to state average</li> </ul> <p>Basic Skills</p> <ul style="list-style-type: none"> <li>• Measurable Skills Gains (MSG) compared to the state average</li> </ul>



<p><b>Business and Industry</b></p>	<p>Educational offerings match 70% or more of the top 10 occupational categories in Pierce County projected to increase</p> <ul style="list-style-type: none"> <li>• Long-term occupational employment projections, top 10 occupational categories with the highest average annual total openings</li> <li>• Pierce County long-term occupational employment projections top 30 occupational sub-categories by annual total openings and related Pierce College programs</li> </ul>
<p><b>Pathway and Career</b></p>	<p>Pathway Choice and Career Aspiration</p> <ul style="list-style-type: none"> <li>• Career pathway distribution and career aspirations are congruent in helping students meet their goals</li> <li>• College Success course completion</li> <li>• Student feedback on course content and instruction</li> </ul>
<p><b>Student Feedback on Support Services</b></p>	<p>Meets or exceeds the national cohort average on CCSSE’s Support for Learners benchmark</p> <p>Alignment of importance and satisfaction of support services on CCSSE</p> <p>Meets or exceeds the national cohort average on SENSE’s academic and social support network benchmark</p> <p>Meets or exceeds provision for students in need as compared to previous year</p>
<p><b>Student and Service Area Demographics</b></p>	<p>District student demographic averages meet or exceed service area demographics for underserved populations</p>
<p><b>Enrollment of Low-Income Students</b></p>	<p>Enrollment of students receiving need-based aid meets or exceeds previous year</p> <p>Enrollment of graduates from low-income high schools is proportionate to enrollment of students from middle- and higher-income high schools</p>

## Core Theme II: Excellence

Pierce has intentionally designed its programs, functions and structures to ensure quality, sustainability and continuous improvement. To this end, each work unit has developed outcomes, criteria for success, and methods of assessment for the activities for which they are responsible. This provides a mechanism not only to measure departmental achievement, but also for each individual to see his or her relationship to overall mission fulfillment. Three objectives have been identified: Department and Program Outcomes, Institutional Viability, and Employee Learning and Development.

**Objectives:**

- A. Department and Program Outcomes: To what extent are Pierce College District’s departments and programs meeting their performance outcomes?
- B. Institutional Viability: To what extent is Pierce College District meeting foundational elements?
- C. Employee Learning and Development: To what extent is employee learning and development (ELAD) supported by Pierce College District and its employees?

**Indicators of Achievement:**

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
<b>Non-Instructional Department and Programs</b>	Achievement of defined department organizational goals and objectives meets or exceeds 70%
<b>Grade Distribution</b>	70% of students within each division earn a 2.0 or higher course grade <ul style="list-style-type: none"> <li>• Grade distribution by division for state supported students</li> </ul>
<b>Instructional Programs</b>	Achievement of program/discipline review standards meets or exceeds 70%
<b>Fiscal Health</b>	District’s fiscal health meets 100% of financial indicators: <ul style="list-style-type: none"> <li>• Operational budget is balanced and not exceeded               <ul style="list-style-type: none"> <li>▪ Four-year historical spending (actual) by budget type</li> </ul> </li> <li>• Reserve ratio meets or exceeds Board requirements               <ul style="list-style-type: none"> <li>▪ Estimate reserves by revenue type</li> </ul> </li> <li>• Capital budget projects are managed within legislative and college time requirements and within budget</li> <li>• Audits contain no findings</li> </ul>
<b>Planning</b>	Key planning documents that guide decision-making are in place for upcoming academic year <ul style="list-style-type: none"> <li>• Foundation Development Plan</li> <li>• 5-year Facilities Master Plan</li> <li>• 5-year Information Technology Plan</li> </ul>

	<ul style="list-style-type: none"> <li>• Affirmative Action Plan</li> </ul>
<b>NWCCU Standards</b>	<ul style="list-style-type: none"> <li>• Maintain compliance with the NWCCU’s Eligibility Requirements, Standards for Accreditation, Policies and Procedures</li> <li>• Resolve NWCCU accreditation recommendations as prescribed</li> </ul>
<b>Employee Feedback on ELAD</b>	<p>Satisfaction with Employee Learning and Development (ELAD) indicators meets or exceeds a 2:1 odds ratio on Employee Climate Survey</p> <p>Professional development metrics include:</p> <ul style="list-style-type: none"> <li>• Opportunities for employee learning and development and impact on job effectiveness</li> <li>• Professional goals seen as valuable</li> <li>• Learning and development opportunities are available in a fair manner</li> <li>• Awareness for requesting professional development activities</li> <li>• Required trainings are relevant to job</li> <li>• PDP is relevant to growth as employee</li> <li>• Opportunity to provide input into PDP goals</li> <li>• Ability to integrate knowledge and skills from ELAD into workplace</li> <li>• Learning and development contributes to college mission</li> <li>• ELAD has a positive influence on personal life</li> </ul>
<b>Performance Development Plans</b>	<p>A performance development plan is documented for 100% of full-time employees</p>

### Core Theme III: Contribution to Community

As a community college, Pierce seeks to be intimately involved in its local community, to meet the needs of that community, and to be a recognized leader in building and maintaining academic, industry and broad-based community partnerships to advance local educational and economic development. The Contribution to the Community Core Theme is defined by three objectives: Partnerships and Collaboration, Recognition of Value, and Economic Development.

**Objectives:**

- A. Partnerships and Collaboration: To what degree is Pierce College District engaged in ongoing partnerships and collaborations with the community?
- B. Recognition of Value: Is Pierce College District visible to and considered valuable by the community?
- C. Economic Development: To what degree does Pierce College District promote economic development in the community?

**Indicators of Achievement:**

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
<b>Educational Pathways</b>	Educational maps in place for 100% of professional/technical pathways Service learning participation rates meet or exceed previous year's figures
<b>P-12</b>	Evidence of collaboration between Pierce College and local P-12 districts Degrees and certificates by feeder school districts meet or exceed previous year
<b>4-Year Colleges and Universities</b>	Evidence of collaboration between Pierce College and 4-Year Colleges and Universities <ul style="list-style-type: none"> <li>• 100% of articulation agreements are current and active</li> </ul>
<b>Contracts</b>	Current government and business contracts meet or exceed previous year's headcount and revenue Governmental Contracts <ul style="list-style-type: none"> <li>• Three-year unduplicated headcount and annualized FTES for government contracts by type of contract</li> </ul> Business Contracts <ul style="list-style-type: none"> <li>• Annual revenue generated through Invista contracts</li> </ul>

<p><b>Advisory Committees</b></p>	<p>100% of professional/technical advisory committees met during the previous academic year</p> <p>Indicators meet or exceed 70% on the Advisory Committee Survey. Advisory Committee Survey metrics include:</p> <ul style="list-style-type: none"> <li>• Frequency of curriculum review and course content</li> <li>• Establishment of professional standards within program</li> <li>• Changes in local business and labor occupational trends</li> <li>• Review of facilities and equipment</li> <li>• External learning experiences, internships and professional opportunities</li> <li>• Compatibility of meeting schedules</li> <li>• Timeliness of agendas</li> <li>• Planning of agendas</li> <li>• Understanding of committee’s purpose and roles</li> <li>• Productivity of meetings</li> <li>• Satisfaction with committee’s accomplishments</li> <li>• Satisfaction with committee’s time</li> <li>• Action in response to recommendations</li> <li>• Benefits to local business and industry</li> <li>• Ease to university transfer</li> <li>• Community job training</li> <li>• Quality of educational offerings</li> </ul>
<p><b>External Feedback for Visibility</b></p>	<p>External evaluation of recognition and value in the community meets or exceeds other area colleges and universities</p>
<p><b>Basic Skills Education Impact</b></p>	<p>Meets or exceeds previous year’s total student headcount and Student Achievement points for basic skills students</p>
<p><b>Workforce Education Impact</b></p>	<p>Meets or exceeds previous year’s Student Achievement points for Workforce Education and BAS</p> <p>Meets or exceeds previous year’s post-college employment and earnings</p>

<b>Transfer Education Impact</b>	<p>Meets or exceeds previous year's total student headcount, Student Achievement points and points per student for award-seeking and basic education students</p> <p>Meets or exceeds previous year's number of degrees earned at University of Washington – Tacoma (UWT), the top state transfer institution for Pierce student</p> <ul style="list-style-type: none"><li>• Four-year UWT graduation trends by degree level</li><li>• Top ten UWT degrees for Pierce transfers and associated professional fields and salary estimates as compared to the cost of living in Pierce County</li></ul>
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## Core Theme IV: Equity, Diversity, and Inclusion

Our conduct and actions as individuals and as an institution are as important to mission fulfillment as the programs and services we undertake. Pierce’s mission will best be achieved by promoting an equitable and inclusive environment in which quality teaching and learning are fostered, decision-making processes are collaborative, and students and employees feel valued and respected. Within this outcome, three objectives will be measured: Infrastructure, Shared Governance, and Inclusive Engagement.

### Objectives:

- A. Infrastructure: To what degree do Pierce College District’s buildings, classrooms, grounds, and safety environment support quality teaching and learning?
- B. Shared Governance: To what degree do students and employees perceive engagement in decision-making at Pierce College District?
- C. Inclusive Engagement: To what degree are students and employees committed to diversity and the overall effectiveness of the institution? To what degree do Pierce College District’s employees reflect the diversity of our service area?

### Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
<b>Buildings and Grounds</b>	<p>Student and employee buildings and grounds indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Facilities and safety metrics include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> <li>• Satisfaction with buildings and grounds</li> </ul> <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> <li>• Maintenance of grounds</li> <li>• Maintenance of buildings</li> <li>• Response time of facilities staff</li> <li>• Accessibility of buildings</li> <li>• Lighting of buildings and parking lots</li> <li>• Communication regarding repair and construction projects</li> </ul>
<b>Classroom Technology</b>	<p>Faculty feedback:</p> <ul style="list-style-type: none"> <li>• Information and support for online teaching</li> <li>• Instructional technology user friendly</li> <li>• Access to technology resources</li> </ul> <p>Number of classrooms designated as enhanced meets or exceeds previous year</p>

<p style="text-align: center;"><b>Campus Safety</b></p>	<p>Student and employee campus safety indicators meet or exceed 70% on the CCSSE or the Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Campus safety metrics include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> <li>• Satisfaction with campus safety and security</li> </ul> <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> <li>• Perceptions of safety and security</li> <li>• Understanding what to do in an emergency</li> <li>• Understanding suspended operations</li> <li>• Service of Campus Safety Department</li> <li>• Meet or decrease number of campus offenses as compared to previous year</li> </ul> <p>Mandatory state and federal (Clery) reports filed by deadlines and any report deficiencies addressed</p>
<p style="text-align: center;"><b>Student and Employee Feedback for Decision-Making</b></p>	<p>Student and employee decision-making indicators meet or exceed 70% on the CCSSE or Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Indicators that measure decision-making include:</p> <p style="padding-left: 20px;">Students</p> <ul style="list-style-type: none"> <li>• Opportunities to impact decision-making</li> </ul> <p style="padding-left: 20px;">Employees</p> <ul style="list-style-type: none"> <li>• Understanding of the Board of Trustees' role and responsibilities</li> <li>• Understanding of Cabinet's role and responsibilities</li> <li>• Understanding of District Councils' roles and responsibilities</li> <li>• Timeliness and appropriateness of Executive Team actions</li> <li>• Appropriateness of decision-making level</li> <li>• Timeliness and clarity of district-wide changes</li> <li>• Openness and transparency of decision-making processes</li> <li>• Opportunities for dialogue on important initiatives</li> <li>• Perception that input is welcomed by college leadership</li> <li>• Opportunities for employee connections</li> <li>• Communication of college budgeting process</li> <li>• Participation in department planning and budgeting</li> <li>• Communication of policies and procedures</li> <li>• Participation in shared governance</li> <li>• Adequacy of shared governance process</li> <li>• Respect for other constituency's concerns and decisions</li> </ul>



<p style="text-align: center;"><b>Climate</b></p>	<p>Student and employee climate indicators meet or exceed 70% on CCSSE or Student Satisfaction Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Metrics that measure climate include:</p> <p>Students</p> <ul style="list-style-type: none"> <li>• Perceptions about feeling welcomed</li> <li>• Perceptions about being valued and respected</li> <li>• Perceptions about feeling comfortable and free from harassment</li> </ul> <p>Employees</p> <ul style="list-style-type: none"> <li>• Gauging of climate word scales (e.g., tense vs relaxed) and total mean ratings disaggregated</li> <li>• BIPOC perceptions</li> <li>• Reflection of mission and goals</li> <li>• Student-focused employees</li> <li>• Responsiveness to diverse needs of student population</li> <li>• Responsiveness to diverse needs of employees</li> <li>• Value of individual strengths and contributions</li> <li>• Professionalism and respect for coworkers</li> <li>• Level of teamwork within department</li> <li>• Level of collaboration across departments</li> <li>• Enjoy working with colleagues</li> </ul>
<p style="text-align: center;"><b>Commitment</b></p>	<p>Student and employee commitment indicators meet or exceed 70% on CCSSE and the Workforce Education Graduate Survey, and a 2:1 odds ratio on the Employee Climate Survey</p> <p>Metrics that measure commitment include:</p> <p>Students</p> <ul style="list-style-type: none"> <li>• Satisfaction with quality of instructors</li> <li>• Evaluation of entire educational experience</li> <li>• Contact with students from different backgrounds</li> <li>• Satisfaction with decision to attend Pierce College</li> <li>• Satisfaction with program of study decision</li> </ul> <p>Employees</p> <ul style="list-style-type: none"> <li>• Perception of empowerment and support to perform job duties by job classification</li> <li>• Individual work supports mission</li> <li>• Communication of job expectations by job classification</li> <li>• Receipt of constructive feedback about job performance by job classification</li> <li>• Adequacy of time and resources to complete job responsibilities by job classification</li> <li>• Satisfaction of professional goals by job classification</li> </ul>

	<ul style="list-style-type: none"><li>• Overall job satisfaction by job classification</li></ul>
<b>Employee Diversity</b>	Employee demographic averages meet or exceed service area demographics for females and persons of color

## Core Theme V: Student Learning and Success

Learning and student success are at the heart of Pierce’s vision, mission and values. It is the most foundational measure of the mission that Pierce’s students experience quality, relevant learning that increases their knowledge, skills and abilities to maximize their potential for individual success whether transferring to a four-year institution, preparing directly for the workforce, or gaining basic skills to prepare them for life or advancement to college-level courses. Creative, relevant learning experiences developed around intentionally-designed learning outcomes will prepare students to achieve beyond their Pierce experience and thrive in an evolving world. Mission fulfillment for this Core Theme will be measured with three key objectives: Educational Momentum, Learning Outcomes, and Transfer and Employment Success.

### Objectives:

- A. Educational Momentum: To what extent are Pierce College District students progressing in the areas of Student Achievement momentum points, transition rates, course completion, retention, and program completion and graduation rates?
- B. Learning Outcomes: To what extent are Pierce College District students achieving institutional and programmatic learning outcomes?
- C. Transfer and Employment Success: To what extent are Pierce College District students successfully transferring to four-year institutions or moving directly to the workforce?

### Indicators of Achievement:

INDICATORS OF ACHIEVEMENT	METRICS AND DATA ELEMENTS TO FULFILL INDICATOR
<b>Student Achievement Initiative</b>	<p>Student Achievement points meet or exceed college figure from previous year</p> <ul style="list-style-type: none"> <li>• Percent of total Student Achievement Performance Funding Points meets or exceeds the percent of total headcount</li> <li>• Student Achievement points meet or exceed state and benchmark colleges</li> </ul>
<b>Retention and Persistence</b>	<p>Student fall-to-winter retention rate for degree-seeking students</p> <ul style="list-style-type: none"> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>Student fall-to-fall retention rate for degree seeking students</p> <ul style="list-style-type: none"> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>ABE/ESL Transition Outcomes</p> <ul style="list-style-type: none"> <li>• Percent of previous ABE and ESL students who transitioned into college-level coursework and earned 15 credits by year 2 as compared to the</li> </ul>

	previous year and other community and technical colleges
<b>Course Completion</b>	<p>College-level successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> <li>• Overall average meets or exceeds 70%</li> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>STEM successful course completion (2.0 or higher or P letter grade)</p> <ul style="list-style-type: none"> <li>• Overall average meets or exceeds 70%</li> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>Pre-college English and math transition and Year 1 math and English completion</p> <ul style="list-style-type: none"> <li>• Meets or exceeds previous years</li> </ul> <p>Year 1 English and math completion</p> <ul style="list-style-type: none"> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul>
<b>Graduation Rates</b>	<p>Graduation rates</p> <ul style="list-style-type: none"> <li>• Meets or exceeds previous years</li> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>SAI Completion Points</p> <ul style="list-style-type: none"> <li>• Meets or exceeds compared to benchmark college and state averages</li> </ul>
<b>Student Feedback for Learning Outcomes</b>	<p>Meets or exceeds the national cohort average on CCSSE's Active and Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction benchmarks</p> <p>Meets or exceeds the national cohort average on SENSE's academic benchmarks</p>
<b>Core Abilities</b>	<p>Student achievement on Core Abilities outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p> <p>Student progress on Core Abilities learning outcomes meets or exceeds 70% on the CCSSE or the Student Satisfaction Survey</p>
<b>Outcomes for Academic Transfer Students/ Fundamental Areas of Knowledge (FAKs)</b>	<p>Student achievement of Fundamental Areas of Knowledge (FAKs) meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>

<p><b>Outcomes for Professional/Technical Program Students</b></p>	<p>Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>
<p><b>Outcomes for Transitional Education Students</b></p>	<p>Student achievement of program learning outcomes meets or exceeds 70% on the Institutional Learning and Assessment Portfolio (ILAP)</p>
<p><b>Outcomes for ABE and ESL Students</b></p>	<p>Gains in progression of ABE/ESL students meets or exceeds previous year</p> <ul style="list-style-type: none"> <li>• Three-year total significant gains achievement for federally reportable ABE and ESL students</li> </ul>

<p style="text-align: center;"><b>Transfer Rates and Success</b></p>	<p>Meet or exceeds transfer rate compared to previous year and other colleges</p> <ul style="list-style-type: none"> <li>• Equity % difference meets or exceeds overall average</li> </ul> <p>Meets or exceeds GPA's of other community college transfer students at top transfer institution</p> <ul style="list-style-type: none"> <li>• Number of annual Pierce College transfer students to public and private Washington baccalaureate institutions</li> <li>• Transfer grade point average (GPA) comparisons, (including mean transfer GPA, mean transfer institution GPA, and mean graduation GPA) for Pierce College transfer students in comparison to other Washington community college transfer students and native students at University of Washington-Tacoma, Central Washington University, Pacific Lutheran University, Washington State University, and St. Martin's University</li> </ul>
<p style="text-align: center;"><b>Professional/Technical Degree Completers Employed</b></p>	<p>Meets or exceeds 70% of employment, job relatedness and preparedness rates per the Workforce Education Graduate Survey (WEGS)</p> <p>Employment characteristics metrics for professional/technical graduates include:</p> <ul style="list-style-type: none"> <li>• Employment status compared to previous years' responses</li> <li>• Number of work hours compared to previous years' responses</li> <li>• Hourly salary</li> <li>• Job relatedness</li> <li>• Perceptions of preparedness</li> </ul>

# **Core Theme I: Access**

***The community Pierce College serves will have access to comprehensive educational offerings and support services.***

## **A. Learning Opportunities**

Key Question: To what extent do learning opportunities at Pierce College District align with the educational goals of our students, as well as meet local business and industry demands?

1. Indicator – Educational Goals
2. Indicator – Business and Industry
3. Indicator – Pathway and Career

## **B. Support Services**

Key Question: Do Pierce College District students have access to support services that are important to them and meet their needs?

1. Indicator – Student Feedback for Support Services

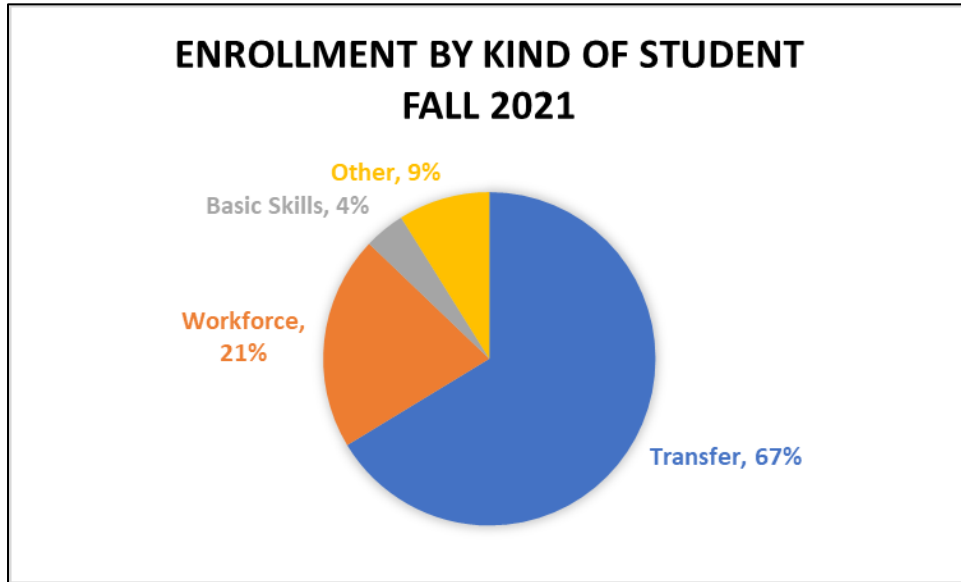
## **C. Equitable Enrollment**

Key Question: To what extent does Pierce College District equitably serve the population within its service area?

1. Indicator – Student and Service Area Demographics
2. Indicator – Enrollment of Low-Income Students

## A. Learning Opportunities

The Washington State Board for Community and Technical Colleges (SBCTC) calculates “Kind of Student” by analyzing students’ purposes for attending, educational intents and Classification of Instructional Program (CIP) codes. This data indicated that the majority of students attended Pierce College District during fall 2021 to transfer to another academic institution (67%) or prepare directly for the workforce by completing a professional/technical pathway or upgrading current job skills (21%). Percentages are based on the fall 2021 headcount of 7,907 students.

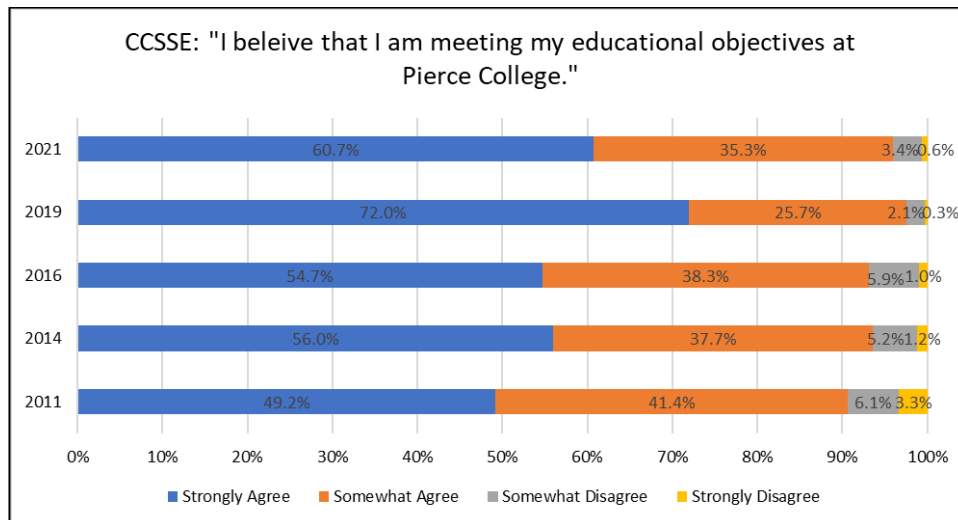


Source: SBCTC Enrollment Data Dashboard

## Educational Goals

### Student Feedback

Student feedback from the 2021 Community College Survey of Student Engagement (CCSSE) indicated that 96% of respondents agreed that they were meeting their educational objectives at Pierce College. This is a decrease from 2019 results, but an increase from previous years.



Source: 2021 Community College Survey of Student Engagement



*Student Achievement Initiative*

The Student Achievement Initiative (SAI) is the performance funding system for Washington state's system of community and technical colleges.

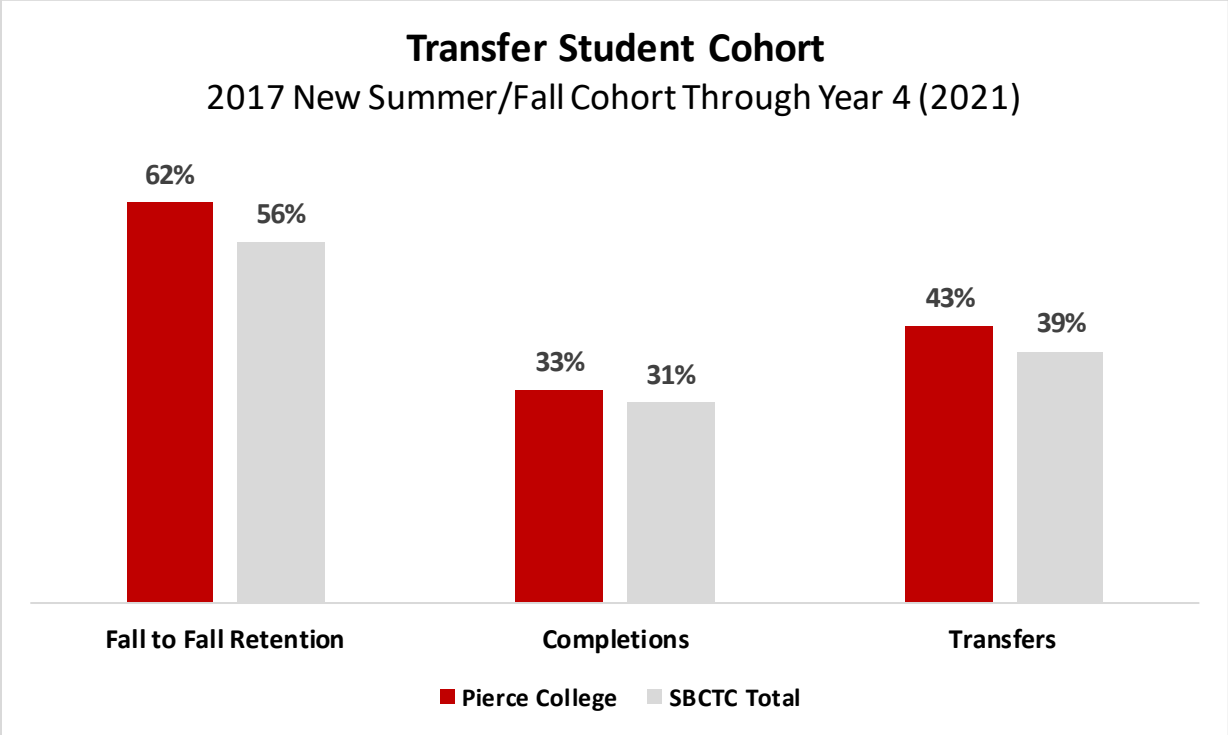
Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree.

SAI represents a shift from funding colleges based on the number of students they enroll to also funding meaningful outcomes. The following data highlights results from the 2017 summer/fall cohort through year four (i.e., through spring 2021). This is the newest data currently available.

*i. Transfer Students*

For transfer students, success was measured by the percentage of new transfer students starting in summer or fall 2017 who completed a certificate, degree or apprenticeship, or transferred to a university.

For the 2017 cohort, Pierce College District exceeded the Community and Technical College (CTC) system average in one-year retention, four-year completions, and four-year transfers.



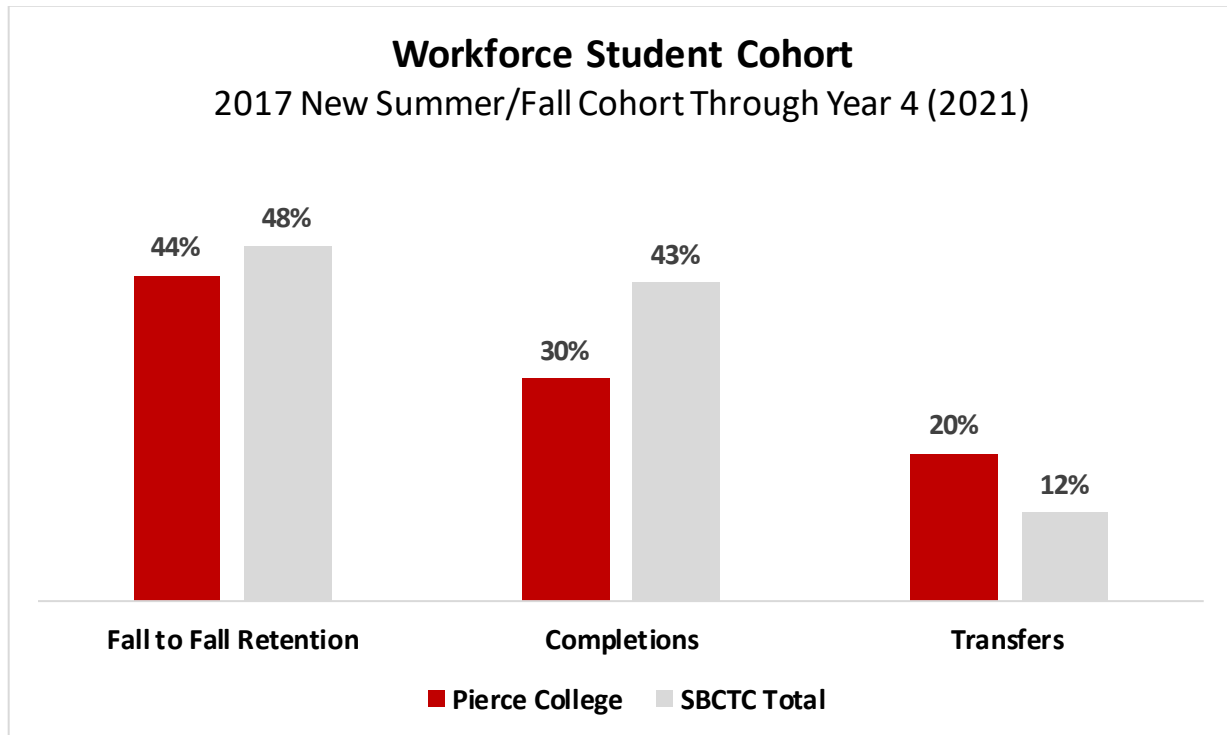
Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

*ii. Professional/Technical Students*

For workforce students, success was measured by the percentage of new workforce students starting in summer or fall 2017 who completed a degree or certificate or transferred to a university. Completions data includes degree completions, or certificates backed by 45 credits or more.

For the 2017 cohort, Pierce College District trailed the CTC system average for one-year retention, and degree and certificate completions. However, Pierce had a higher percentage of students transferring to a university.

In regard to professional/technical transfer students, the University of Washington-Tacoma (UWT) is consistently the top public transfer institution for Pierce College students. Included in their report of the top 10 UWT degrees earned by former Pierce College students in 2021-22, were the following professional/technical pathways: criminal justice; computer science and systems; business; accounting; information technology; and nursing.

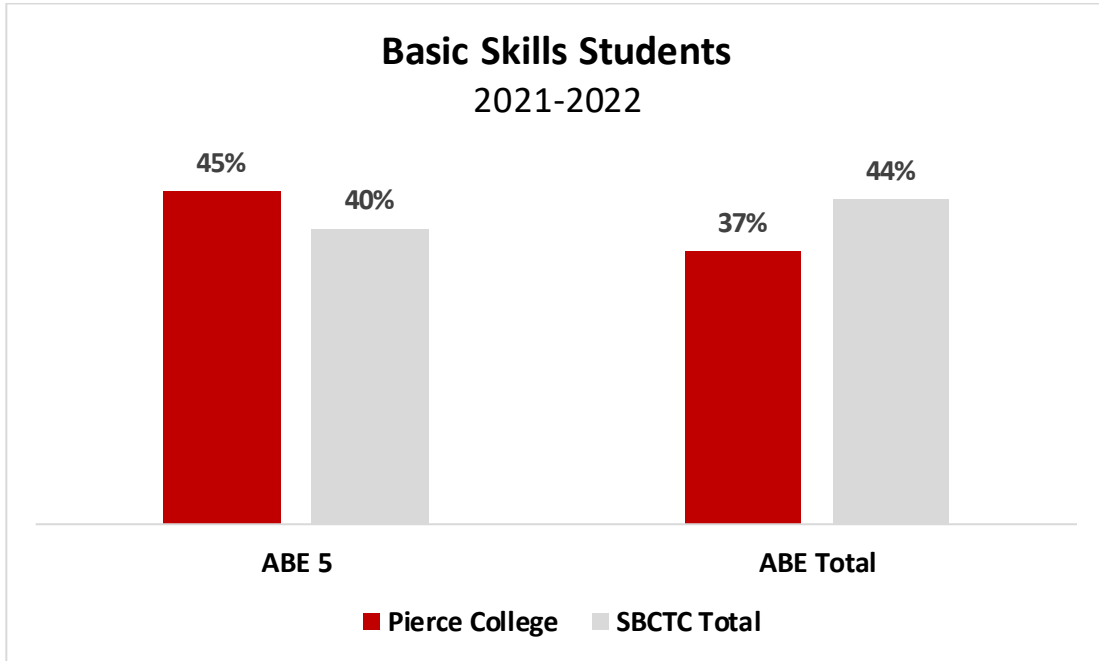


Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

*iii. Basic Skills Students*

For basic skills students, success is measured using Measurable Skill Gain (MSG), which is the percentage of federally reportable students making a measurable skill gain within a given academic year.

Looking just at the 2021-2022 Adult Basic Education (ABE) cohort, Pierce District exceeded the CTC system average for MSG at the final ABE 5 level. However, overall, the ABE MSG level trailed the CTC system average.



Source: SBCTC, Student Achievement Initiative (SAI) Progress Metrics Dashboard

## **Business and Industry**

Pierce College District provides learning opportunities that align with local business and industry needs. In 2022, the Washington Employment Security Department (ESD), Labor Market and Economic Analysis Branch, projected 140,980 average annual total job openings between 2025 and 2030 in Pierce County.

The Washington ESD classified more than 800 Pierce County occupations into 21 categories and 92 sub-categories. The following table highlights the top 10 categories with the highest average annual total openings projected between 2025 and 2030. Pierce offers programs in eight of the ten categories (80%); not included are “Transportation and Material Moving Occupations” and “Food Preparation and Serving Related Occupations.” These occupations are not offered at Pierce because they are either low wage, do not require college-level training, or are offered at other, nearby colleges.

### **Pierce County Long-Term Occupational Employment Projections Top Ten Occupational Categories with the Highest Average Total Openings between 2025 and 2030**

<b>Occupational Category</b>	<b>Average Annual Growth Rate (2025-2030)</b>	<b>Average Annual Opening Due to Growth (2025-2030)</b>	<b>Average Annual Total Openings (2025-2030)</b>
Transportation and Material Moving Occupations	1.62%	691	16,637
Food Preparation and Serving Related Occupations	1.20%	424	16,196
Office and Administrative Support Occupations	1.19%	536	14,737
Sales and Related Occupations	0.92%	349	13,753
Construction and Extraction Occupations	1.64%	472	12,410
Healthcare Support Occupations	2.45%	504	7,805
Healthcare Practitioners and Technical Occupations	1.90%	489	7,723
Building and Grounds Cleaning and Maintenance Occupations	1.68%	255	6,210
Business and Financial Operations Occupations	1.57%	303	6,100
Installation, Maintenance, and Repair Occupations	1.19%	212	5,711

Source: WA Employment Security Department, Long-Term Alternative Occupational Employment Projections, July 2022

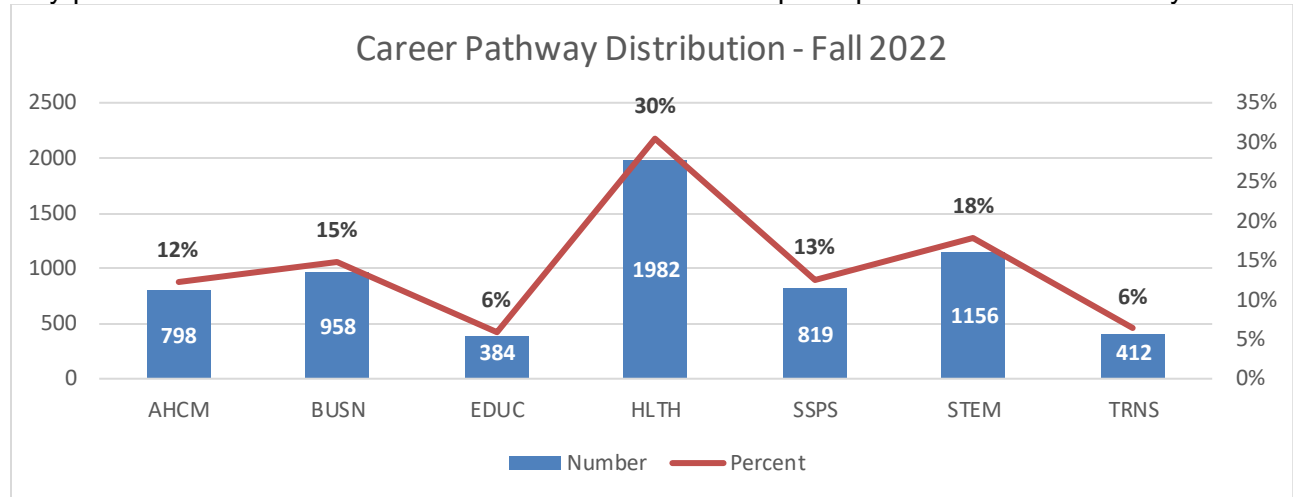
### *Pierce Top 30 Occupational Sub-Categories*

*Appendix A* organizes Pierce County long-term occupational employment projections by Pierce College professional/technical degree pathways. Overall, Pierce College District offered at least one educational pathway in 21 of the 30 (70%) occupational sub-categories projected to increase between 2025 and 2030. Of the 93 unduplicated occupational titles and SOC codes that correspond to Pierce’s professional/Technical pathways, nearly all forecast positive long-term annual growth. These corresponding occupations exhibit many favorable characteristics with respect to the fit of Pierce’s program offerings including: a 1.37% average growth rate; an average of 19 openings per sub-category due to growth (for a total of 1,583 average annual openings due to growth); and 445 total openings annually per sub-category (for a total of 37,399 average annual total openings).

## Pathway and Career

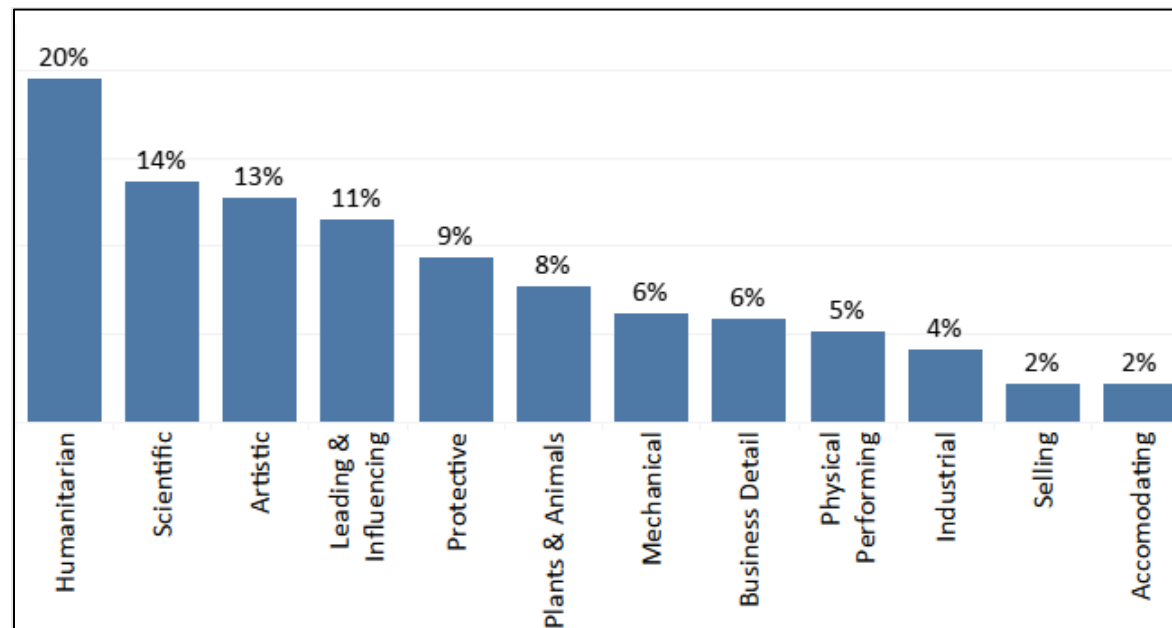
### *Career Pathway Choice*

Pierce has created six Career Pathways<sup>1</sup> in order to help students clearly identify academic and career goals early on, and to keep them on those paths in the most integrated and cost-effective way possible. The chart below shows the fall 2022 student participation in Career Pathways.



### *Career Aspiration*

The WOIS Career Information System is a non-profit located in WA state that allows students to research careers, create goals for their future, and make educational plans. Pierce students use WOIS in their College Success course, as well as other career counseling and advising settings. WOIS categories career interest into 12 categories. It is important to understand the distribution of Pierce student interest areas.



<sup>1</sup>Arts, Humanities, and Communication (AHCM); Business (BUSN); Education (EDUC); Healthcare (HLTH); Social and Behavioral Sciences, Public Services (SSPS); Science, Technology, Engineering, and Math (STEM); and Transitional Education (TRNS).

## College Success

The College Success (COLLG 110) course at Pierce College is designed to prepare students to navigate their pathways, the college system, and enhance opportunities for success. The course emphasizes college success strategies, self-assessment, goal setting, career exploration, effective study habits, campus resources and efficient use of online tools for learning, educational planning and enrollment.

### College Success Completion

Successful course completion for the COLLG 110 course has averaged at 79% over the past three years for all participants. Comparing the overall average across demographics indicates the highest completion rate for female students (81%), and the lowest completion rates for African American students (66%). The equity column summarizes how each demographic average compared to the overall average.

	Fall 2019	Fall 2020	Fall 2021	Average	Equity Difference
<b>ALL</b>	80%	80%	76%	79%	*
<b>Female</b>	83%	81%	77%	81%	2%
<b>Male</b>	74%	78%	73%	75%	-4%
<b>Students of Color</b>	77%	76%	73%	76%	-3%
<b>White</b>	81%	83%	78%	81%	2%
<b>African American</b>	66%	65%	68%	66%	-13%

\*Note: This table does not include COLLG 115 data, a 5-credit Personal and Academic Success course e.

### Engagement with Course Content and Satisfaction with Instruction

Student engagement with the course content of COLLG 110, as well as satisfaction with instruction in the course, are indicators that students are making the most of the class that is designed to give them the best opportunity to access all the academic and student supports at the college. Each quarter, students in COLLG 110 complete a reflection assignment that in part evaluates the course content and instruction.<sup>2</sup> The data below is from fall 2021.

<sup>2</sup> See Appendix B for tables containing question items.

**Student Self-Report Data from COLLG 110**  
Engagement with Course Content and Satisfaction with Instructor



■ % Agree or Strongly Agree

## B. Support Services

### Student Feedback

#### *CCSSE Benchmarks*

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE uses a three-year cohort of participating colleges in all its data analyses. This cohort is referred to as the 2021 CCSSE Cohort. The 2021 CCSSE Cohort is composed of a total of 616 institutions. During spring quarter 2021, the CCSSE was administered in more than 45 Pierce College credit courses, randomly selected by CCSSE headquarters. Approximately 370 students from Pierce grounded courses participated. To assist colleges in their efforts to reach for excellence, CCSSE reports five national benchmarks of effective educational practices in community colleges. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Pierce scored higher than the national cohort on all benchmark measures except “active and collaborative learning.”

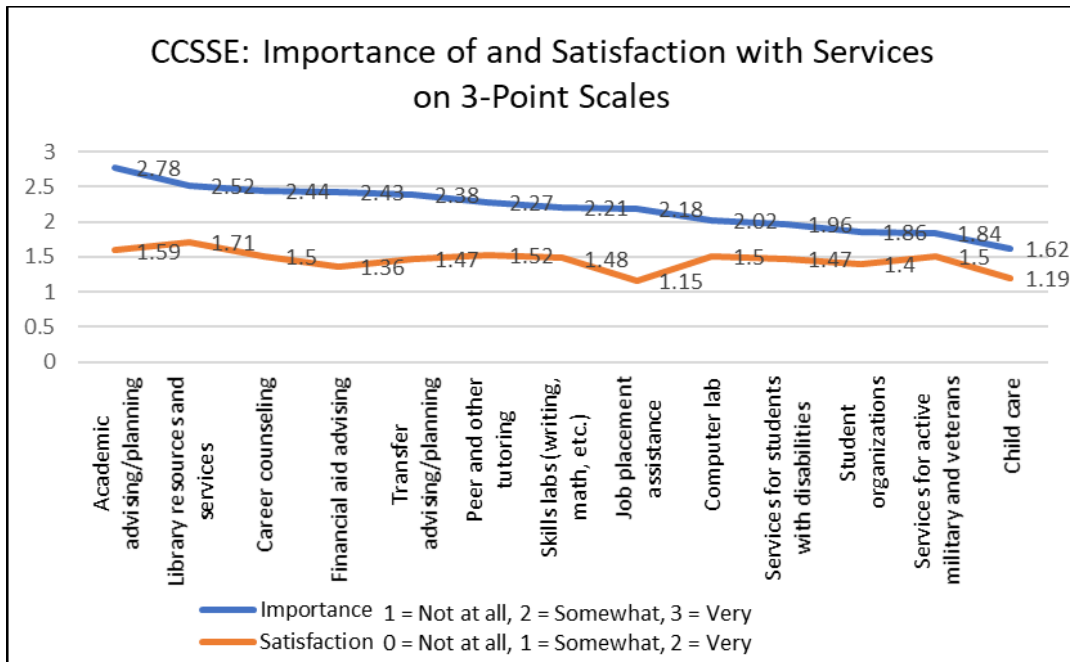
<b>CCSSE 2021 Benchmark Summary</b>	<b>Score for Pierce College</b>	<b>Score for Medium Colleges</b>	<b>Score for 2021 Cohort</b>
Active and Collaborative Learning	45.4	47.8	50.0
Student Effort	51.7	49.2	50.0
Academic Challenge	52.4	50.7	50.0
Student-Faculty Interaction	50.1	50.2	50.0
Support for Learners	52.5	50.4	50.0

The *Support for Learners* benchmark states that students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success. Benchmark scores are standardized around the mean of CCSSE cohort respondents’ scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by enrollment status and gender. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges. Pierce College scored above the Support for Learners cohort average with a mean score of 52.5, which is about the same compared to the 2019 average of 52.6. Pierce outperformed both the 2021 cohort and medium colleges in “student effort,” “academic challenge,” and “support for learners.”

<b>CCSSE Support for Learners Benchmark Questions</b>	<b>Mean for Pierce College</b>	<b>Mean for Medium College</b>	<b>Mean for 2021 Cohort</b>
<b>Q. How much does this college emphasize each of the following?</b>			
<b>1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much</b>			
Providing the support you need to help you succeed at this college.	3.21	3.11	3.11
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	2.88	2.69	2.70
Helping you cope with your non-academic responsibilities.	2.29	2.19	2.18
Providing the support you need to thrive socially.	2.33	2.34	2.34
Providing the financial support you need to afford your education.	2.49	2.69	2.67
<b>Q. How often do you use the following services?</b>			
<b>0 = Never, 1 = 1 time, 2 = 2–4 times, 3 = 5 or more times</b>			
Frequency: Academic Advising/Planning	1.77	1.58	1.57
Frequency: Career Counseling	0.69	0.59	0.61



The top three services identified as most important to 2021 CCSSE respondents were academic advising/planning, library resources and services, and career counseling. The top three services in which 2021 CCSSE respondents were most satisfied were library resources and services, academic advising/planning and peer and other tutoring. The greatest gaps in importance and satisfaction rates of services were observed in academic advising/planning, financial aid advising, and job placement assistance. It is important to note that both importance and satisfaction were rated on different scales.



## SENSE Benchmarks

The Survey of Entering Student Engagement (SENSE) helps community and technical colleges focus on the "front door" of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. This is directly related to access as the data can help colleges understand students' critical early experiences and improve institutional practices that affect student success at the beginning of college. The survey uses a comparison cohort comprised of all colleges nationally that administered the survey over the past three years. This cohort is referred to as the 2018 SENSE Cohort. The 2018 SENSE Cohort is composed of a total of 269 institutions. During fall quarter 2018, the SENSE was administered in more than 60 COLLG 110 sections, randomly selected. Approximately 600 students from Pierce grounded courses participated. SENSE reports six national benchmarks of effective early educational practices in community colleges. Pierce scored higher than both the national cohort and medium colleges on four of six benchmark measures.

SENSE 2018 Benchmark Summary	Score for Pierce College	Score for Medium Colleges	Score for 2019 Cohort
Early Connections	54.7	46.8	50.0
High Expectations and Aspirations	43.4	49.1	50.0
Clear Academic Plan and Pathway	56.5	48.3	50.0
Effective Track to College Readiness	40.2	49.9	50.0
Engaged Learning	54.7	50.4	50.0
Academic and Social Support Network	55.1	49.9	50.0

The *Academic and Social Support Network* benchmark states that students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks. SENSE benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all entering student respondents. Pierce College scored above the Academic and Social Support Network cohort average with a mean score of 55.1, a significant increase from the 2015 average of 48.6. Pierce outperformed both the 2018 cohort and medium colleges in all areas except for "all instructors clearly explained academic and student support services available at this college."

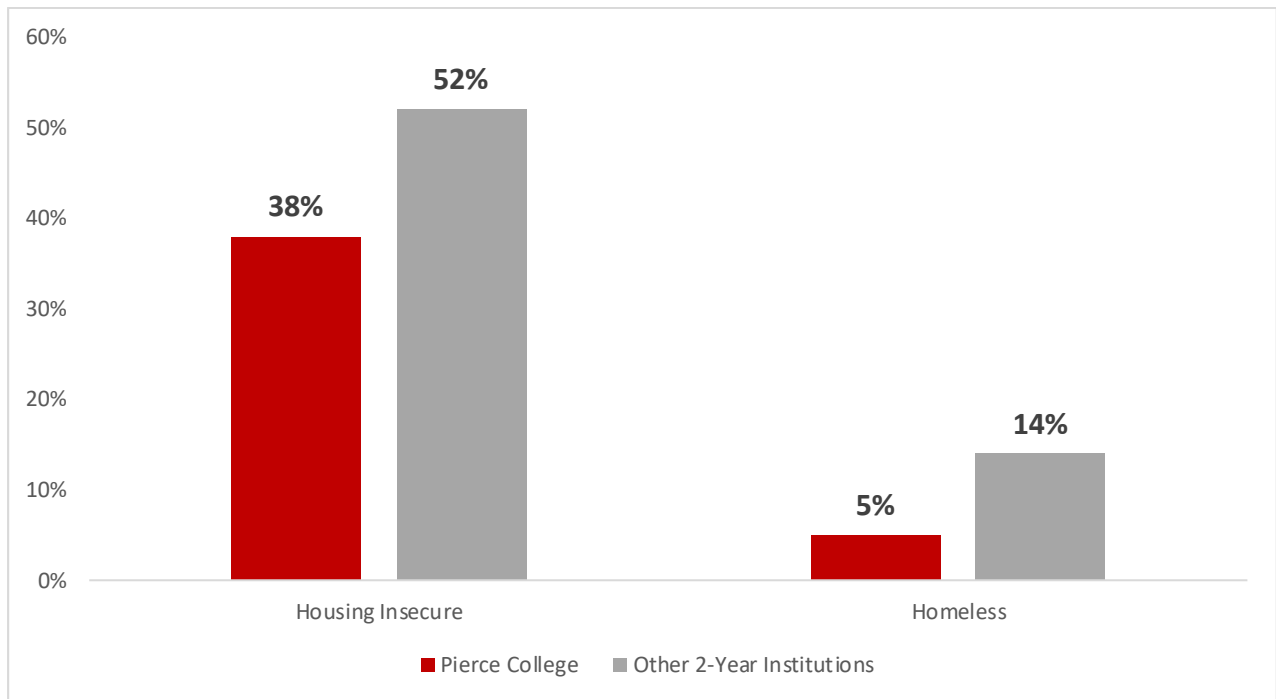
SENSE Academic and Social Support Network Benchmark Questions	Mean for Pierce College	Mean for Medium College	Mean for 2019 Cohort
<b>Q. How much does this college emphasize each of the following?</b>			
<b>1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree</b>			
All instructors clearly explained academic and student support services available at this college.	3.90	3.91	3.91
All instructors clearly explained course grading policies.	4.36	4.26	4.26
All instructors clearly explained course syllabi.	4.40	4.35	4.36
I knew how to get in touch with my instructors outside of class.	4.41	4.29	4.29
At least one other student whom I didn't previously know learned my name.	4.30*	4.10	4.08
At least one instructor learned my name.	4.35	4.24	4.21
I learned the name of at least one other student in most of my classes.	4.45*	4.21	4.20

\*Statistically significant difference at the 0.5 level, 2-tailed.

### HOPE Survey on Housing and Food Access

The #RealCollege survey is the nation's largest annual assessment of basic needs security among college students. The survey, created by the Hope Center for College, Community, and Justice (Hope Center), specifically evaluates access to affordable food and housing. This report describes the results of the #RealCollege survey administered in the fall of 2021 at Pierce College, and other colleges and universities across the country. This is the first time Pierce has participated in the survey, so this serves as baseline data.

In 2021, Pierce College students experienced less housing insecurity and homelessness than other 2-year students nationally. For those students in need, Pierce offers emergency grants to help with transportation, housing, childcare and food. The Pierce College Foundation provides about \$400,000 a year in scholarships and emergency grants. Moreover, food and hygiene pantries are available at both the Fort Steilacoom and Puyallup sites, and a Nourish Mobile Food Bank is available weekly at the Fort Steilacoom site. Regarding the Nourish Mobile Food Truck, it served 105 total students (20 unduplicated) in 2021, and 436 students (52 unduplicated) in 2022.



## C. Equitable Enrollment

The extent of Pierce College District's various outreach efforts is best represented in the diversity of its student body in comparison to the community in which it serves.

### Student and Service Area Demographics

#### *Student Demographics*

During 2021-22, Pierce had an unduplicated headcount of 13,008, a 14% decrease from the previous year. Although the annual headcount data for 2022-23 was not available at the time of publication, the fall 2022 headcount was 9,369, an 18.5% increase from fall 2021 (N=7,907) and a 6% increase from fall 2020 (N=8,836). In fall 2021, Pierce had a higher representation of females, African American, Hispanic and Asian/Pacific Islander students than Pierce County overall, but a lower percentage of males and persons with a disability, and to a lesser extent, veterans. Ten percent (10%) of Pierce's overall Hispanic student population was enrolled in the Basic Education for Adults (BEa) program. One-half (52%) of transfer students were under the age of 20, while 64% of BEa students were age 30 or over. Professional /Technical programs comprised the highest percentage of veterans (14%), students with disabilities (4%) and parents (29%). Regarding the latter, family status data was not reported for 56% of students.

#### **Pierce College District Student Demographics by Type of Student, Fall 2021**

<b>SBCTC Enrollment Data Dashboard, Fall 2021</b>	<b>% of All Pierce Students (N=7,907)</b>	<b>BEa Students (N=295)</b>	<b>Professional/ Technical Students (N=1,654)</b>	<b>Transfer Students (N=5,267)</b>	<b>Other Students (N=691)</b>
<b>Gender</b>					
Male	33%	24%	28%	34%	41%
Female	61%	74%	66%	60%	50%
Unreported	6%	2%	5%	6%	9%
X	0%	0%	0%	0%	0%
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1%	0%	1%	1%	0%
Asian	9%	10%	8%	9%	9%
Black/African American	9%	9%	12%	8%	5%
Hispanic (alone or in combination)	17%	47%	17%	17%	10%
Pacific Islander	2%	1%	2%	1%	2%
White	48%	19%	49%	48%	52%
Two or More Races	11%	1%	10%	12%	8%
Unreported	4%	12%	2%	3%	14%
<b>Age</b>					
Under 20	39%	6%	10%	52%	21%
20-24	24%	16%	27%	25%	14%
25-29	13%	14%	20%	10%	10%
30-39	14%	32%	25%	9%	16%
40 Years or Older	11%	32%	18%	4%	40%
<b>Family Status</b>					
Single Parent with Dependents	7%	1%	15%	6%	1%
Couple with Dependents	7%	0%	14%	6%	1%
Without Dependents	30%	1%	39%	31%	7%
Other Family Status	0%	0%	1%	0%	0%
Not Reported	56%	98%	31%	57%	90%
<b>Veteran Status</b>	8%	0%	14%	7%	2%
<b>Disability Status</b>	2%	1%	4%	2%	1%

### Service Area Demographics

The majority of Pierce County residents maintained the following attributes: white; lived in owner-occupied housing; lived in the same house as the previous year; had a computer with internet; had a high school education (age 25+); and active in the civilian labor force (age 16+).

### Demographic Estimates of Pierce County

U.S. Census, QuickFacts, 2017-2021	Pierce County
<b>Age/Sex</b>	
Persons under 5 years, percent	6.1%
Persons under 18 years, percent	23.2%
Persons 65 years and over, percent	14.4%
Female persons, percent	49.8%
<b>Race/Ethnicity</b>	
White alone, percent	73.1%
Black or African American alone, percent	8.0%
American Indian and Alaska Native alone, percent	1.8%
Asian alone, percent	7.4%
Native Hawaiian and Other Pacific Islander alone, percent	1.8%
Two or More Races, percent	7.9%
Hispanic or Latino, percent	12.2%
White alone, not Hispanic or Latino, percent	63.9%
<b>Foreign Born</b>	
Foreign born persons, percent, 2017-2021	10.2%
<b>Veteran Status</b>	
Veterans, 2017-2021, percent	9.0%
<b>Household</b>	
Owner-occupied housing unit rate, 2017-2021	64.4%
Living in same house 1 year ago, percent of persons age 1 year+, 2017-2021	82.8%
Language other than English spoken at home, percent of persons age 5 years+, 2017-2021	15.3%
Households with a computer, percent, 2017-2021	96.0%
Households with a broadband Internet subscription, percent, 2017-2021	91.7%
<b>Education</b>	
High school graduate or higher, percent of persons age 25 years+, 2017-2021	92.1%
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	28.4%
<b>Disability</b>	
With a disability, under age 65 years, percent, 2017-2021	9.5%
<b>Economics</b>	
In civilian labor force, total, percent of population age 16 years+, 2017-2021	63.4%
In civilian labor force, female, percent of population age 16 years+, 2017-2021	59.6%
Median household income (in 2021 dollars), 2017-2021	\$82,574
Per capita income in past 12 months (in 2021 dollars), 2017-2021	\$39,036
Persons in poverty, percent	8.2%

## **Enrollment of Low-Income Students**

In their 2020-2030 Strategic Plan, the State Board for Community and Technical Colleges (SBCTC) indicates that, “People who earn a college credential tend to earn higher incomes, participate more fully in their communities, and reap the benefits of a thriving economy.” Thus, one of their three goals is to increase access and retention among populations who can benefit the most from college access, including those with low-income.

In their Enrollment dashboard, SBCTC defines students who receive need-based aid as students who received financial aid and waivers, or those who are enrolled in a low-income program such as WorkFirst or Basic Food Employment and Training (BFET) Program. For all programs at Pierce, the enrollment of students receiving need-based aid decreased in fall 2021 but increased in fall 2022. More than one-third (35%) of Pierce’s students received need-based aid in fall 2022.

**Pierce College, All Programs,  
Received Need-Based Aid, Fall 2020 to Fall 2023**

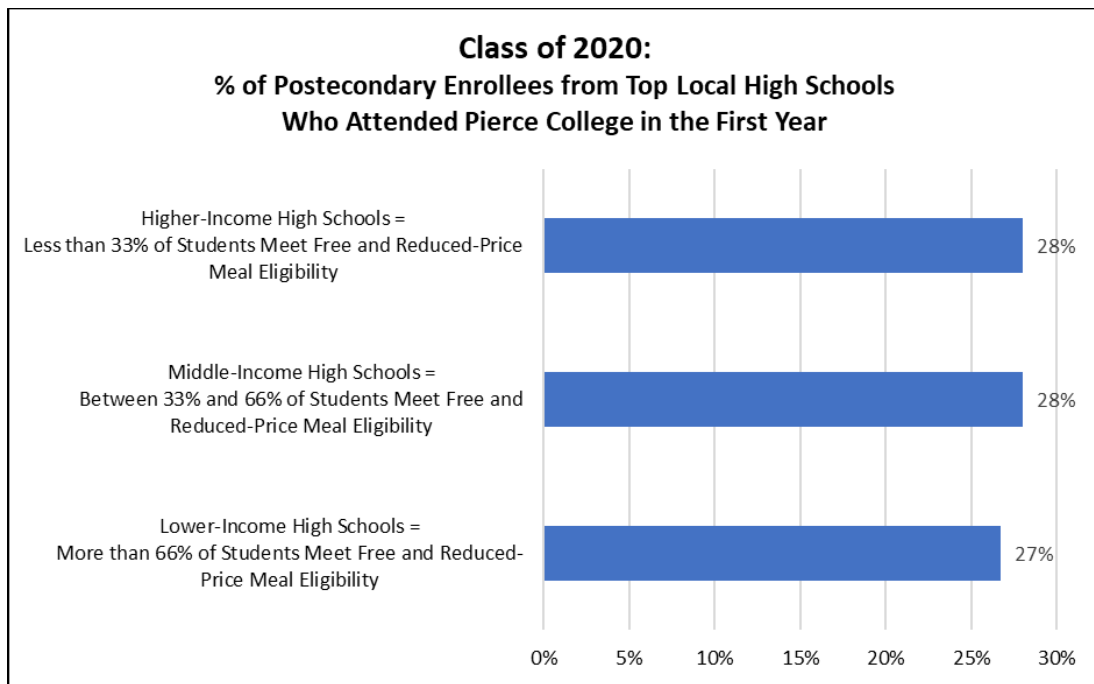
<b>Area of Measurement</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Received Need-Based Aid</b>	3,160	2,704	3,284
<b>Did Not Receive Need-Based Aid</b>	5,676	5,203	6,085
<b>Total</b>	8,836	7,907	9,369

Source: SBCTC, Enrollment dashboard

Per the Washington Office of Superintendent of Public Instruction (OSPI): Child Nutrition Services collects free and reduced-price meals eligibility data from public school districts that participate in the National School Lunch Program each year in October. This data reflects students enrolled in a participating school with access to school meals. Child Nutrition Services uses this data to determine area eligibility for At-Risk Programs, Summer Programs, After School Snack Programs, the Fresh Fruit and Vegetable Program, CACFP Family Day Care Home Providers, as well as for Child Nutrition Services grants.

The top 19 local high schools for which Pierce serves were organized by the percentage of students who met free and reduced-price meal eligibility; local high schools were organized as lower-income, middle-income and higher-income. For the class of 2020, the percentage of first-year students attending Pierce College from top local high schools was generally consistent across income designations. Enrollment of graduates from lower-income high schools was generally proportionate to enrollment of students from middle- and higher-income high schools.

Note, Pierce’s high school outreach activities include annual College and Career Fairs, periodic visits, application workshops and Decision Day events.



Sources: 2021-22 OSPI Child Nutrition Program Report and ERDC High School Graduate Outcomes Dashboard

## **Core Theme II: Excellence**

***Pierce College will assure quality and continuous improvement in all endeavors.***

### **A. Department and Program Outcomes**

Key Question: To what extent are Pierce College District departments and programs meeting their outcomes?

1. Indicator – Non-Instructional Departments and Teams
2. Indicator – Grade Distribution
3. Indicator – Instructional Programs

### **B. Institutional Viability**

Key Question: To what extent is Pierce College District meeting foundational elements?

1. Indicator – Fiscal Health
2. Indicator – Planning
3. Indicator – NWCCU Standards

### **C. Employee Learning and Development**

Key Question: To what extent is employee learning and development (ELAD) supported by Pierce College District and its employees?

1. Indicator – Employee Feedback on ELAD
2. Indicator – Performance Development Plans

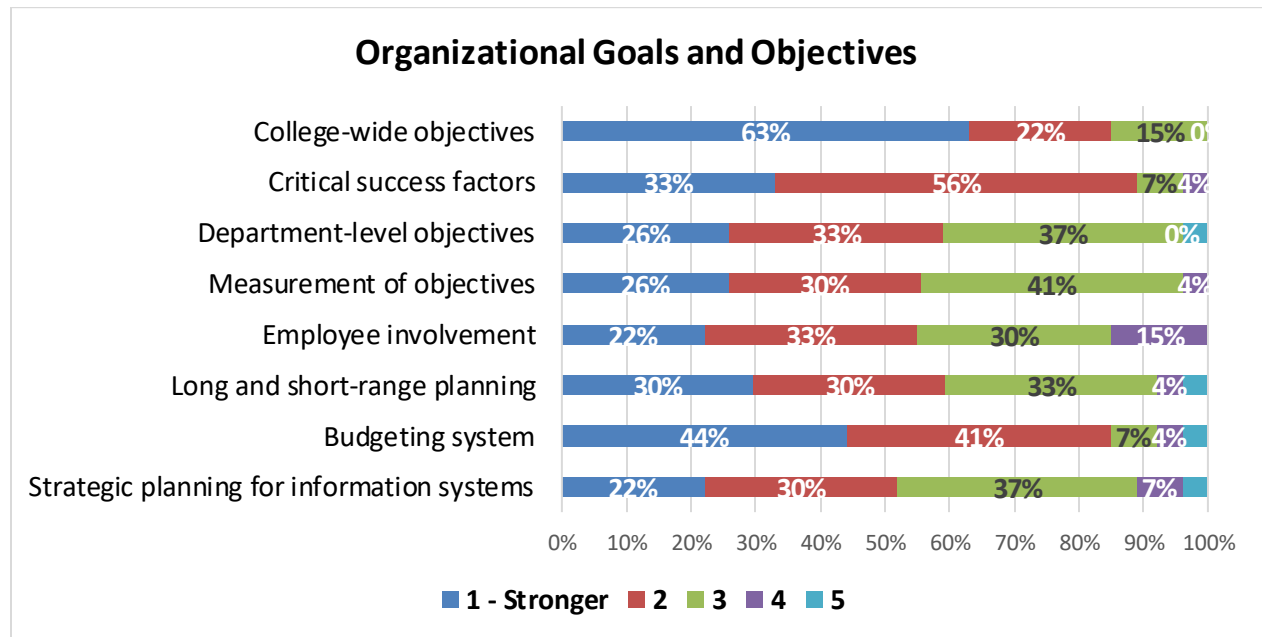


## A. Department and Program Outcomes

### Non-Instructional Departments

#### *Internal Control*

The Pierce College finance department conducts an annual internal control survey that asks a range of questions to all department heads in order to evaluate and assess risk and internal control levels. One set of metrics this survey produces is perceptions regarding organizational goals and objectives. Perceptions are measured on a scale where 1 = Stronger and 5 = Weaker. Overall, when evaluating just the responses of non-instructional departments at Pierce in 2021 (N=27), about 80% of responses fell in the “stronger” range of the scale particularly regarding college-wide objectives, critical success factors, and budgeting system. Perceptions regarding employee involvement and strategic planning for information systems received the “weakest” ratings.



Source: Pierce College District's Administrative Services

The next phase in assessing non-instructional departments and programs is the development and monitoring of metrics around unit planning and continuous improvement tracking. Assessment of those newly developed metrics will be available in future Institutional Effectiveness reports.

## **Grade Distribution**

Teaching and learning is an interactional and reciprocal process. In order to assess learning for the Student Learning and Success core theme, students are the unit of analysis. In order to evaluate Excellence for the teaching aspect, however, Pierce tracks course success using division as the unit of analysis. Apart from Transitional Education, all divisions maintained course success rates at pre-pandemic levels during 2021-2022. Transitional Education had a course success rate at 69%, just below the 70% threshold.

<b>Course Success Rates per Division of 2.0 or Higher</b>				<b>Average</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2019-2022</b>
Arts & Humanities	77%	77%	77%	77%
Business & Social Sciences	81%	83%	82%	82%
Health & Technology	85%	84%	86%	85%
Natural Sciences	75%	74%	77%	75%
Transitional Education	73%	67%	69%	70%

## **Instructional Programs**

With respect to instructional programs at Pierce, 88% of programs completed the discipline and program review process across the three-year cycle that includes: 2019-2020 (90% of programs completed); 2020-2021 (88% of programs completed); and 2021-2022 (85% of programs completed as of December 2022). While Pierce strives for a 100% completion rate, the minimum threshold for this indicator is 70%. All disciplines and programs participate in annual reviews that explore departmental needs and opportunities for improvement related to resources and capacity, student success in the classroom, and student achievement of degree outcomes. Triennially, the Instructional Learning and Assessment Portfolio (ILAP) is composed, which analyzes each discipline's and program's review, identifies trends, and presents observed needs, reports of student success, and degree outcome achievement. More information about the ILAP and its findings can be found in Core Theme V.

## B. Institutional Viability

### Fiscal Health

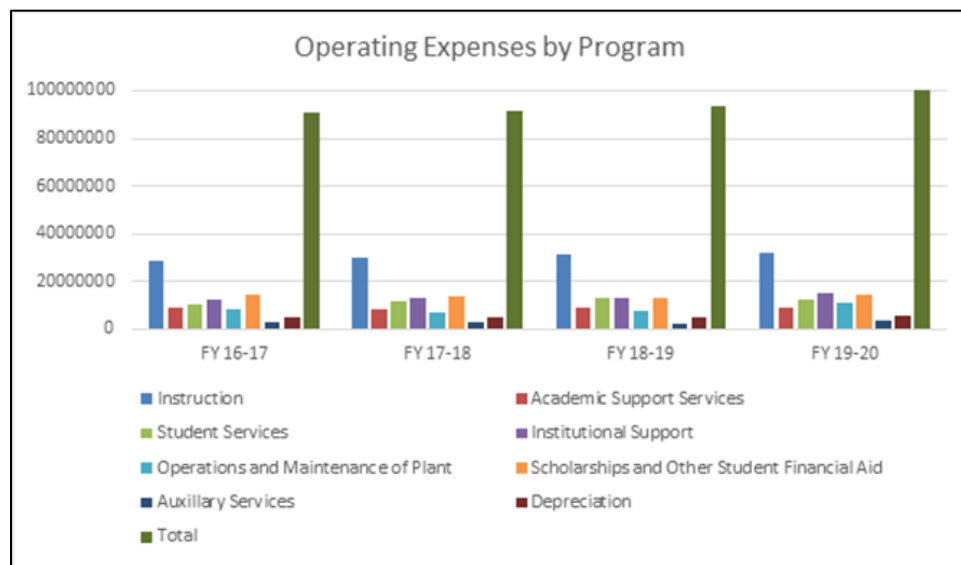
Regarding Fiscal Health, the below metrics meet or exceed all relative measures established by Pierce College. Capital projects continue to be managed within budget and with no delays in any required statewide reporting. Regarding formal audit results, Pierce elects to use the Office of the State Auditor as the most cost-effective auditor. Pierce has not had any findings or management letters during the preceding six years.

Pierce engages in an open, inclusive and transparent budget process, beginning with a review of budget values and principles to ensure consistency with mission and Core Themes. Central to the budget values and principles is the purposeful connection of budget requests in moving Pierce closer to meeting mission. The budget team reviews proposals and evaluates requests against institutional priorities defined by Core Themes, in order to build Pierce's budget proposal.

### All Operating Expenses

Reserves	June 30, 2021	June 30, 2022
Unrestricted Reserves (Running Start, Local Fees, Excess Enrollment, Tuition)	\$24,500,775	\$20,640,861
Contract Program Reserves (Policy Restricted) (Military, International, Continuing Ed)	\$11,314,226	\$12,915,575
<b>Subtotal of Unrestricted + Policy Restricted</b>	<b>\$35,815,000</b>	<b>\$33,556,436</b>
Restricted Reserves (COP, Scholarship, Capital, etc.)	\$28,063,920	\$30,708,955
<b>Total Unrestricted and Restricted</b>	<b>\$63,878,920</b>	<b>\$64,265,391</b>
Unrestricted as Percent of Operating Budget	35%	28%
Unrestricted + Policy Restricted as Percent of Operating Budget	51%	45%

Source: Pierce College District's Administrative Services



Source: Pierce College District's Administrative Services

## **Planning**

Key planning documents inform and guide decision-making for the upcoming academic year. For instance, a new Equity Strategic Plan was recently authored based on directives from WA Senate Bills 5194 and 5227. Four other key planning documents that guide decision-making are as follows: Foundation Development Plan; 5-Year Facilities Master Plan; 5-Year Information Technology Plan; and the Affirmative Action Plan.

The Foundation Board does not currently have a Foundation Development Plan in place, but continues to actively raise funds for scholarships, student emergency needs, veterans' services, program support, special projects, and general funds. The Foundation provides about \$400,000 a year in scholarships and emergency grants and is the vehicle to accept and manage many gifts and grants that require a 501(c)3. In March 2022, the Foundation launched the Legacy of Excellence campaign to raise \$550,000 to honor the 55<sup>th</sup> anniversary of the college and 45 years of Dr. Michele Johnson's career. To date, the Foundation has raised over \$900,000 for the campaign and has increased the goal to \$1 million. All funds will provide scholarships and emergency funds for students.

The Facilities and Safety Council is charged with developing, reviewing, and evaluating facilities plans and policy recommendations, and setting direction for district wide facilities and safety in accordance with the vision, mission, values, core themes, and strategic direction of the district. The facilities master plans for Fort Steilacoom (approved in 2020) and Puyallup (approved in 2022) guide the planning for the renovation and construction of facilities. The plans represent strategic visioning to ensure that Pierce is planning, preserving and constructing facilities that support the mission, vision, values, and core themes of the institution. In addition, Pierce maintains an Emergency Management Plan, a Continuity of Operations Plan, and COVID-19 Pandemic Safety Plan. Changes in personnel and addition of new buildings has prompted the Emergency Management and Continuity of Operations plans to be updated in 2022 and 2023, respectively.

Pierce's 2015 – 2020 Technology Strategy Plan ensures effective technology is infused throughout the district to support efforts in meeting mission. With the onset of COVID-19 and the announced retirement of then CIO, updating the technology strategy plan was extended in order to prioritize the support of students, faculty, and staff with day-to-day technology needs, modality shifts, and core infrastructure modifications to support a fully remote teaching, learning, and administrative environment. The 2023-2028 Technology Strategy Plan is under development with the first focus on examining the charge, purpose, scope, and membership of the Technology Council. The council has updated its purpose and scope to be more purposeful in addressing and removing areas of racial inequity with our information technology policies and practices.

The College's Affirmative Action Program is summarized and updated annually by the Human Resources (HR) department. A summary report of the Affirmative Action program is prepared annually for the Office of Federal Contract Compliance. The HR department is in the process of developing a revised Affirmative Action Program Plan. Final approval of the plan is pending due to data availability.

## **NWCCU Standards**

Pierce College is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

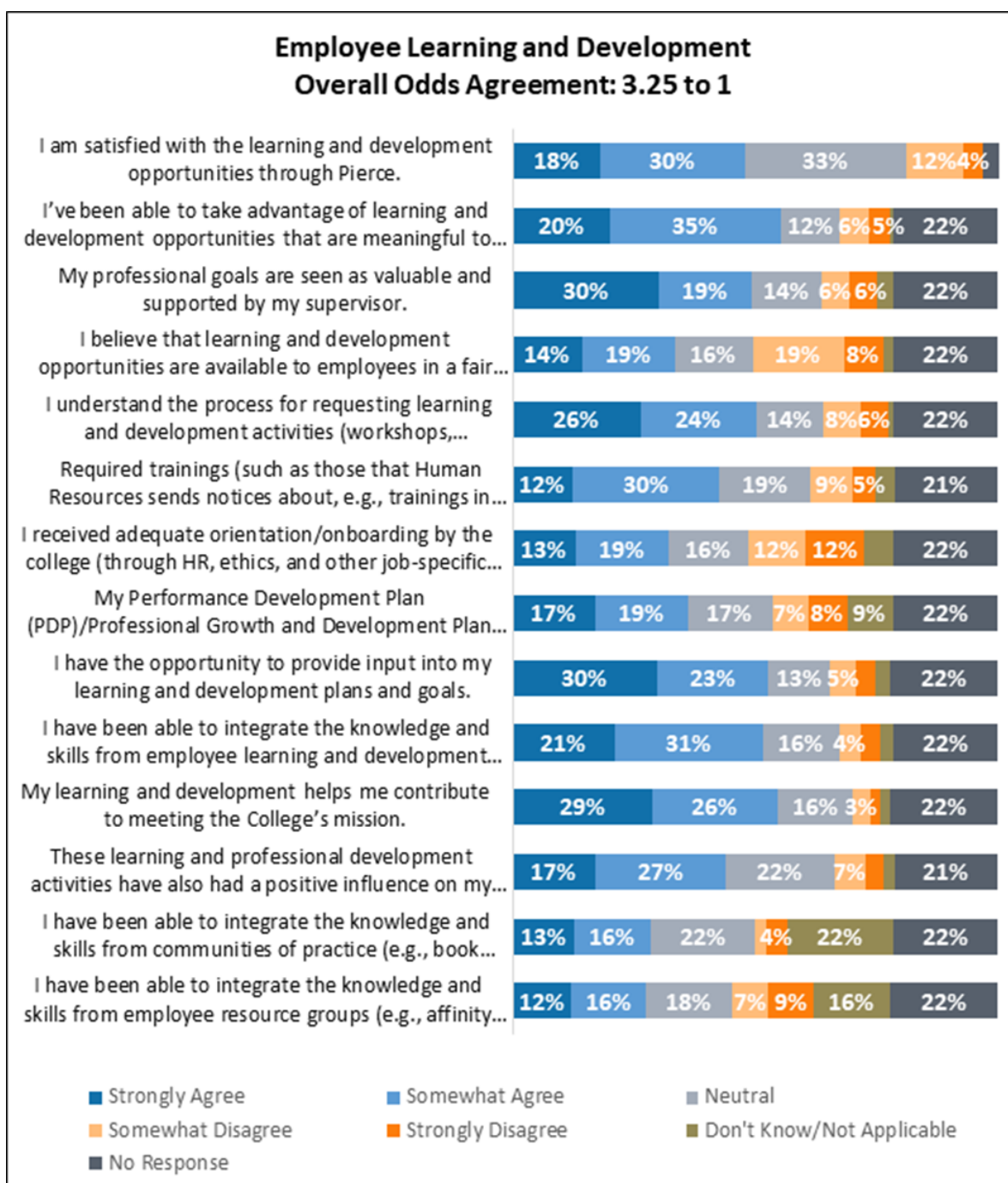
On its website, Pierce makes publicly available recent accreditation communications, activities, and documentation, as well as individual program accreditation information.

Pierce remains in compliance with the NWCCU's eligibility requirements, standards for accreditation, policies and procedures. Moreover, Pierce does not have any outstanding recommendations from NWCCU to address.

## C. Employee Learning and Development

### Employee Feedback

A ratio of agreement that meets or exceeds 2 to 1 is considered as meeting mission in this area. For 2021, the odds of holding a favorable view of employee learning and development at Pierce are 3.25 to 1. This is a slight decrease from the 2019 ratio of 3.4 to 1.



Source: 2021 Pierce College Employee Climate Survey

### **Performance Development Plans**

Performance development plans (PDPs) for faculty, classified, and exempt staff are an important factor in institutional effectiveness. For classified and exempt staff, tracking of departmental outcomes began in 2009. For classified staff, Pierce had a 39% completion rate for evaluations in 2022. For exempt staff, only 13% had an evaluation in 2022. Faculty professional growth and development plans (PGDPs) are related to the post-tenure review process, and currently 100% of faculty PGDPs are complete. Note, to streamline the PDP process for supervisors and staff, the Human Resources Office (HR) created checkpoints in the Bridge-our Learning Management System. This allows supervisors to easily upload their employees' PDPs all at once. Supervisors are notified weekly if PDPs are outstanding. Due to changes in the submittal processes, completion rates are expected to improve.

## **Core Theme III: Contribution to the Community**

***Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.***

### **A. Partnerships and Collaboration**

Key Question: To what degree is Pierce College District engaged in ongoing partnerships and collaborations with the community?

1. Indicator – Educational Pathways
2. Indicator – P-12
3. Indicator – 4-Year Colleges and Universities
4. Indicator – Contracts
5. Indicator – Advisory Committees

### **B. Recognition of Value**

Key Question: Is Pierce College District visible to the community?

1. Indicator – External Feedback for Visibility

### **C. Economic Development**

Key Question: To what degree does Pierce College District promote economic development in the community?

1. Indicator – Basic Skills Education Impact
2. Indicator – Workforce Education Impact
3. Indicator – Transfer Education Impact



## A. Partnerships and Collaboration

### Educational Pathways

#### *Professional/Technical Pathways*

Career Pathway maps are in place for 100% of professional/technical pathways. See example of the Career Pathway maps available through Pierce's Early Childhood Education program.

### **COURSE MAPS**

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There are no prerequisites for entering Pierce's Early Childhood Education program.

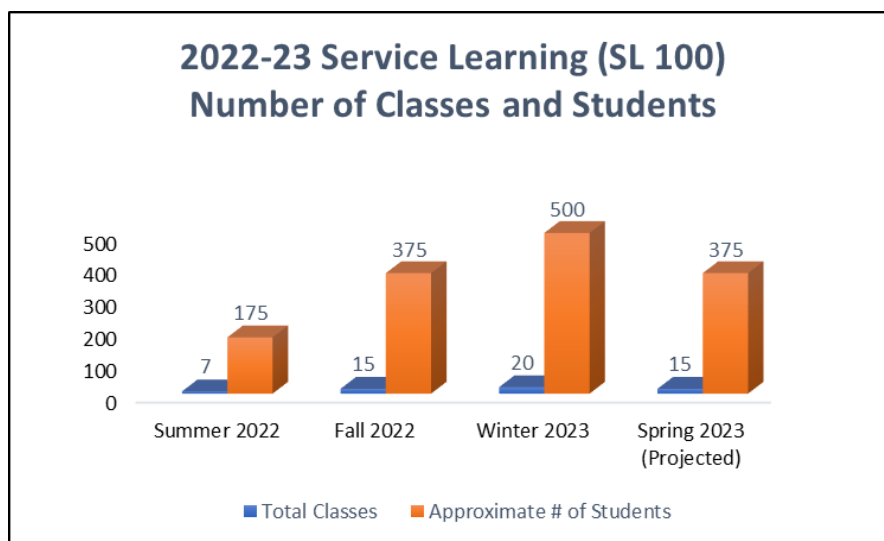
An initial certificate can be earned in one quarter (12 credits). The short certificate of specialization is achievable in two quarters (20 credits). The state credential takes about one year of full-time study (47 credits). The associate's degree option requires about two years (96 credits).

#### **Career Pathway Course Maps**

- [Bachelor of Applied Science in Teaching \(BAS-T\) Career Pathway Course Map](#)
- [Associate in Applied Science - Transfer \(AAS-T\) Early Childhood Education Career Pathway Course Map](#)
- [State Initial Early Childhood Education Certificate Career Pathway Course Map](#)
- [State Early Childhood Education Certificate Career Pathway Course Map](#)
- [Specialization - Administration Certificate Career Pathway Course Map](#)
- [Specialization - Family Child Care Career Pathway Course Map](#)
- [Specialization - General Certificate Career Pathway Course Map](#)
- [Specialization - Home Visitor/Family Career Pathway Course Map](#)
- [Specialization - Infants and Toddler Care Career Pathway Course Map](#)
- [Specialization - School-Age Care Career Pathway Course Map](#)

## Service Learning

A community partnership overseen by Pierce College District is service learning. SL 100 is a zero-credit course that faculty can choose to embed in their classes if they want students to complete a service learning project as part of their coursework. Students do not have to pay and are not graded for SL 100, but their transcripts will reflect that they participated in and completed a service learning project. The 2022-23 academic year was the first full academic year that SL 100 was implemented. Thus, 2022-23 data will serve as a benchmark for future IE Reports. The SL 100 course is defined as, "Direct or indirect service experience that supports student learning outcomes in a specific course." Course content includes community awareness, participation in service experience, and reflection of connections to course content. During the 2022-23 academic year, 1,425 students in 57 classes are projected to participate in a service learning project via the SL 100 course.



Source: Pierce College Service Learning Department

Per Pierce's Job & Career Connections, there are additional ways students can explore career pathways, connect with employers, and gain valuable job skills including:

- Handshake provides many ways to connect and explore. Handshake events feature opportunities to learn about a specific industry or employer, network, or hear about best practices.
- Work Based Learning is a hands-on learning experience allowing students to apply what they have learned in the classroom to real-life situations.
- Internships are short-term work experiences that can be paid or unpaid, which provide entry-level experiences within an industry or career field.
- Work Study is part-time employment enabling students to earn money to help pay expenses and gain experiences related to the student's course of study. Work Study is part of a student's Financial Aid award.
- Job Shadowing is following and observing a trained and experienced employee to learn more about their job and is typically short term.
- Volunteering can be another great way to gain experience while at the same time giving back to the community.

## **P-12**

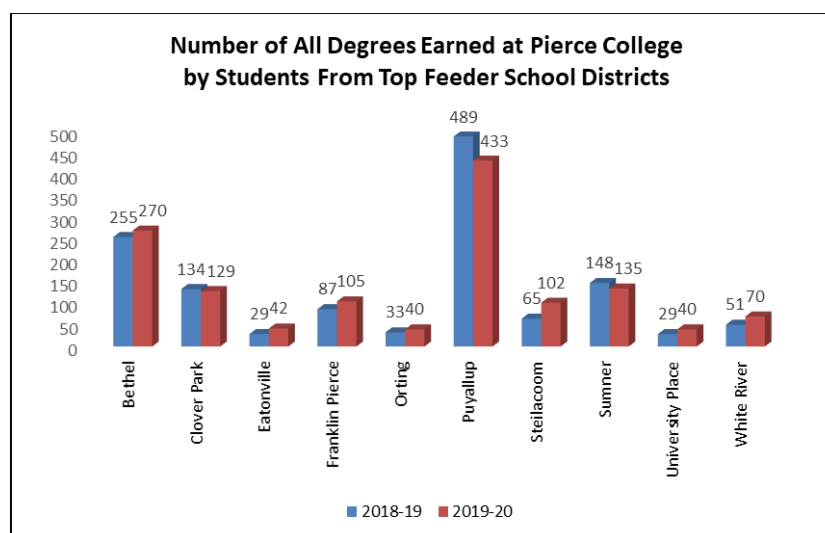
### *Collaboration*

Partnerships between Pierce College and our local P-12 district are an important aspect of mission fulfillment. Pierce has developed many approaches to sharing data and reports with our P-12 partners, such as the following examples:

- Educational Pipeline Report – Pierce leaders have used this demographic data to identify underserved communities that are not entering into the higher education pipeline. Topics of this discussion have included earning potential in wages, career pathways, and college preparation for students residing within the school districts.
- School District Partners Report – Pierce leaders have used this report to better understand the student populations within the school districts and how many are enrolling at Pierce College. The report has also been utilized to identify the race and ethnicity of students in the school districts and examining the percentage enrolling in college. Access to this information spearheads the conversation of where equity gaps may exist, and where the college can partner with school districts to close them.
  - With partners, leaders have also highlighted the retention and completion reports so that the school districts know where their student population stands in these categories.
  - Superintendents have shown interest in benchmark reports to see how their school district compares to their district counterparts.
- School District Quick Facts Report – Leaders have also used the school districts quick facts report to give a basic overview of school districts populations enrolling at Pierce College. Sharable, one-page PDF reports have been very valuable, and leaders provide copies to share and disseminate amongst their ranks. These provide useful information and valuable starting points for shared conversations.

### *Completions*

The long-term success of Pierce College and the school districts it serves is interactional and reciprocal. In order to assess learning for the Student Learning and Success core theme, students are the unit of analysis. In order to evaluate Contribution to the Community, however, Pierce tracks degree completion using school district as the unit of analysis. Between 2018-19 and 2019-20, the collective number of students from top local school districts earning degrees from Pierce College increased slightly.



Source: Pierce College District's Enrollment Services

## **4-Year Colleges and Universities**

### *Articulation Agreements*

Articulation agreements are formal partnerships between at least two institutions of higher education. Typically, these agreements exist between a community college and a four-year institution. The goal is to create a seamless transfer for students. Pierce College has developed a variety of articulations with partner 4-year colleges and universities. In 2022, only four out of 172 were expired, with an additional eleven pending approval. The high percentage of active agreements (91%) indicates that Pierce is consistent in partnerships with other higher educational institutions.

<b>Articulation Type</b>	<b>Active</b>	<b>Expired</b>	<b>Pending</b>	<b>Total</b>
Articulation Agreement	18	2	5	25
Dual Credits Articulations	1			1
Guaranteed Program for Admission/Transfer Guide	1			1
Interagency Agreement	8			8
MOU	4	2		6
Scholarship Agreement	1			1
Statewide DTA/MRP Agreement	91			91
Statewide MOU Reverse Articulation for Associate Degree	1			1
Statewide Reverse Articulation Policy Agreement	1			1
Transfer Agreement	1			1
Transfer Guide	22		4	26
Transfer Pathway	3			3
Transfer Plan	5		2	7
<b>Grand Total</b>	<b>157</b>	<b>4</b>	<b>11</b>	<b>172</b>

## **Contracts**

### *Governmental Contracts*

Pierce College at JBLM offers Pierce College Associate of Arts, Associate in Business, Associate in Pre-Nursing and professional/technical degrees at Joint Base Lewis-McChord. Moreover, whether stationed locally or deployed overseas, many military personnel can achieve their educational goals by participating in Pierce College's eLearning program. During the 2021-2022 academic year, 98% of students at JBLM were enrolled in at least one online course.

During the 2021-2022 academic year, the enrollment and annualized FTES for the JBLM were 12,078 and 1,287.6, respectively. These figures represent a decline from the previous year, yet still exceeding pre-pandemic figures.

It is important to note that fall 2022 data for JBLM indicates an increase in FTEs in comparison to fall 2021 data (991.181 and 1058.477 FTEs, respectively).

<b>Governmental Contracts</b>					
<b>2017-18 to 2021-22</b>					
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>JBLM Enrollments</b>	8,157	8,746	8,458	13,414	12,078
<b>Total JBLM FTES (Annualized)</b>	910.7	966.2	919.1	1375.6	1287.6

### *Business Contracts*

Another form of contracts with which Pierce College District engages the community is through partnerships with local businesses and organizations.

Invista Performance Solutions (IPS) is a collaboration and Limited Liability Partnership of four Pierce County Community and Technical Colleges: Clover Park Technical College, Pierce College Fort Steilacoom, Pierce College Puyallup, and Tacoma Community College. Its fiscal and HR agent is Pierce College District. IPS was founded in September 2011 to provide customized solutions to meet area organizations' training and workforce development needs. IPS' vision is to be a valued asset to organizations in the community - empowering their workforce to achieve its potential. IPS helps companies gain a competitive advantage in the global economy by increasing the skills of their workforce through education, customized training, professional coaching, and expert organizational HR consulting support. IPS serves an average of 25 organizations per year--corporations and for profits, non-profits, tribal communities, and government agencies in Pierce County and across WA State.

In FY19-20, IPS served 41K training participants at 23 organizations (duplicated headcount), awarded 434 credits to company employees for credit courses at their job sites, delivered 2,950 courses, and generated \$1.76M in revenue for services, and provided \$179K in workforce training grants to companies for internal training programs. This revenue is a decrease from FY 18-19 figures, likely impacted by the pandemic. FY20-21 figures also experienced declines.

## **Advisory Committees**

### *Active Committees*

Pierce College District actively partners with industry leaders to ensure teaching and learning opportunities are aligned with industry standards. Professional/Technical pathways staff are required to meet with advisors within the community who are working in relative fields and deemed experts. The objectives of the advisory committee meetings are as follows: 1) identify changes related to the field; 2) review curriculum; and 3) plan continuous improvement strategies.

The following table provides a summary of current Pierce College District advisory committees. All have active members with terms ending between 2023 and 2025. During this time, 100% of Pierce College District's program advisory committees were active.

### **Pierce College District Advisory Committees, 2022-2023**

<b>Advisory Committees</b>
Accounting
Applied Business
Business Information Technology (BTECH)
Computer Information Systems/ Computer Network Engineering
Construction Management
Criminal Justice
Dental Hygiene
Digital Design
Early Childhood Education
Emergency Medical Services (EMS)
Fire Services Leadership Management (FSLM)
Homeland Security Emergency Management (HSEM)
Kinesiology
Military Technology and Leadership
Nursing
Social Service Behavioral Health
Professional Education Advisory Board (PEAB)

Source: Pierce College District's Professional/Technical Programs

## Member Feedback

Committee members rated their level of agreement with 17 indicators that evaluated the objectives, scheduling, effectiveness and their satisfaction with the advisory committee(s) in which they participated. Of the 17 indicators assessed, 15 had positive agreement statements exceeding 70%, an increase of two from 2019. In addition, for all but one of the indicators, there were improvements noted in 2021 compared to 2019.

<b>Advisory Committee Survey</b>	<b>Strongly or Somewhat Agree (2021)</b>	<b>Strongly or Somewhat Agree (2019)</b>
Committee members regularly review course curriculum and shape course content to ensure that the program is meeting the occupational and academic skills for which it was designed.	78%	70%
Committee members establish professional or workforce skills standards within the program.	83%	75%
Committee members share observations of local business and labor occupational trends, and identify changes related to the field.	85%	82%
Committee members review Pierce College facilities and equipment and determine relevant technological needs.	52%	39%
Committee members regularly provide input about external learning experiences, internships and professional opportunities.	77%	75%
The committee meeting days and times fit well with my schedule.	77%	57%
I receive meeting agendas in advance.	90%	80%
The agendas are well planned.	93%	86%
Committee members understand the purpose of the advisory committee and their roles.	89%	80%
The meetings are productive with discernible results.	89%	84%
I am generally satisfied with the accomplishments of the committee.	85%	82%
I feel that my time and energy are well spent at advisory committee meetings.	88%	82%
Pierce College has taken action in response to the advisory committee's recommendations.	79%	66%
Pierce College is doing the right things to help business and industry and offers good services to local businesses.	86%	78%
It's easier to get into a four-year college with an Associate degree from Pierce College.	51%	36%
Pierce College is doing the right things to help people train for jobs in my community.	82%	86%
Pierce College provides good, high-quality education to its students.	93%	84%

Source: 2021 Pierce College District Advisory Committee Survey

## **B. Recognition of Value**

### **External Feedback and Visibility**

One method by which Pierce College District evaluates its visibility in the community is through community surveys. The survey takes place approximately every five years. The most recent survey assessing visibility was conducted by EMC Research, Inc. in spring of 2019; the previous survey was conducted in 2014. A postcard-to-web approach was taken to survey adult residents in selected school districts in Pierce County. The survey sample size was 608 with an overall margin of error of  $\pm 5\%$ .

#### Summary of results:

According to the survey, Pierce College continues to have a positive reputation in the community. Most residents view Pierce favorably, believe it offers a good quality education, and is a good value for the community. Just over half have had someone in their family consider it as an option. Opportunities for focus include: helping community members with some college but no degree get back on track (nearly one-third have thought about continuing their education in the next few years), reducing financial barriers, and addressing concerns about fitting in and being successful (those with no degree are more likely to have concerns about belonging in college, have received less encouragement to go to college, and worry they lack the confidence to finish a program).

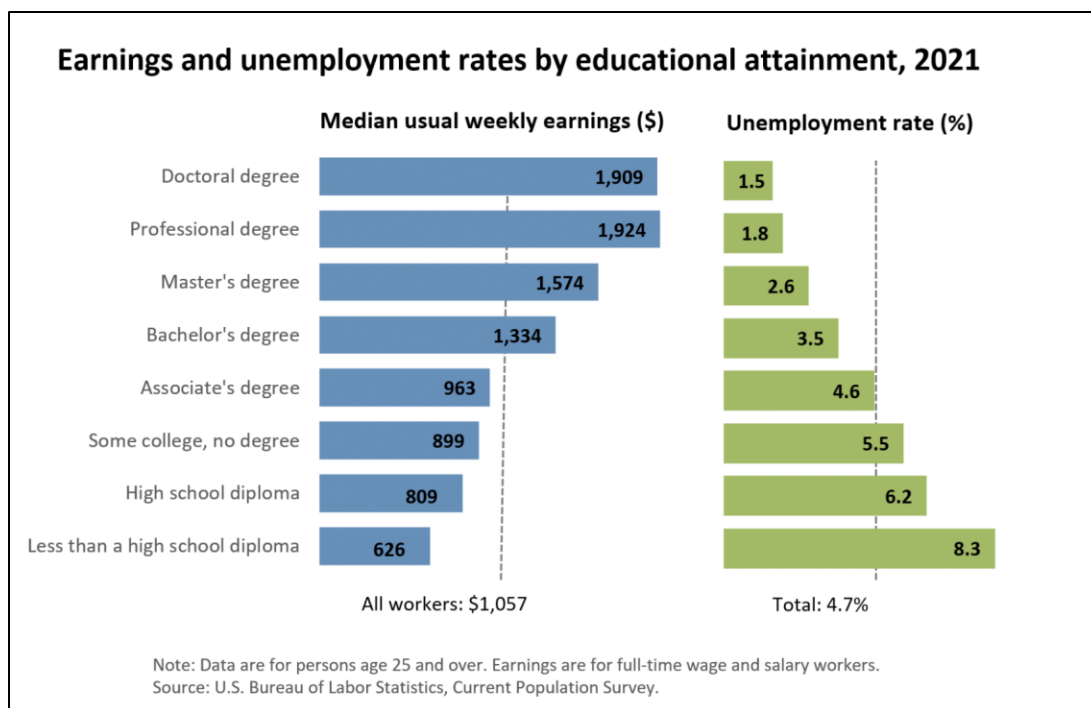
#### Other results:

- Over two-thirds of residents rated Pierce College favorably (68%), followed by Pacific Lutheran University (66%), University of Washington Tacoma (65%), Clover Park Technical College (60%) and Tacoma Community College (60%).
- Respondents were much more likely to agree (53%) than disagree (2%) that Pierce College welcomes everyone, regardless of their background. However, a significant percentage (45%) answered “don’t know.”
- Of those respondents with an opinion (51%), most (48%) answered that Pierce is doing the right things to help people train for jobs in the community.
- 60% believed Pierce College is a good value for the community, with 36% indicating that they didn’t know.
- Among respondents who had someone in their family consider but not enroll at Pierce, schedule issues are the top reason (27%) followed by cost (16%). This is an area for growth.
- Of the 41% of respondents who began college but left without finishing a degree, 22% cited financial difficulties as the reason for leaving, while 18% cited prioritizing work, 10% started a family, and 9% had health or family health issues.
- Of the 31% who considered returning back to college in the next few years, 42% cite completing a bachelor’s degree as their primary reason, while 18% list a technical certificate, and 11% list completing an associate degree.



## C. Economic Development

Data from the U.S. Department of Labor's Bureau of Labor Statistics clearly indicates that higher educational attainment is correlated with higher income and lower unemployment rates.



Source: <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

### **Basic Skills Education Impact**

#### *Enrollment*

The Pierce College Basic Skills program provides educational opportunities to students from a variety of academic backgrounds. Opportunities include English as a Second Language (ESL) courses, Adult Basic Education (ABE) courses, Pierce College Adult Diploma (PCAD), and a high school diploma (HSC). During the 2020-2021 academic year, the unduplicated headcount Basic Education state supported students totaled 818. In 2021-2022, the total declined to 796, a 3% decrease from the previous academic year. However, fall 2022 data indicates an increase of in Basic Skills enrollment (N=405) as compared to fall 2021 (N=295) - a 37% increase.

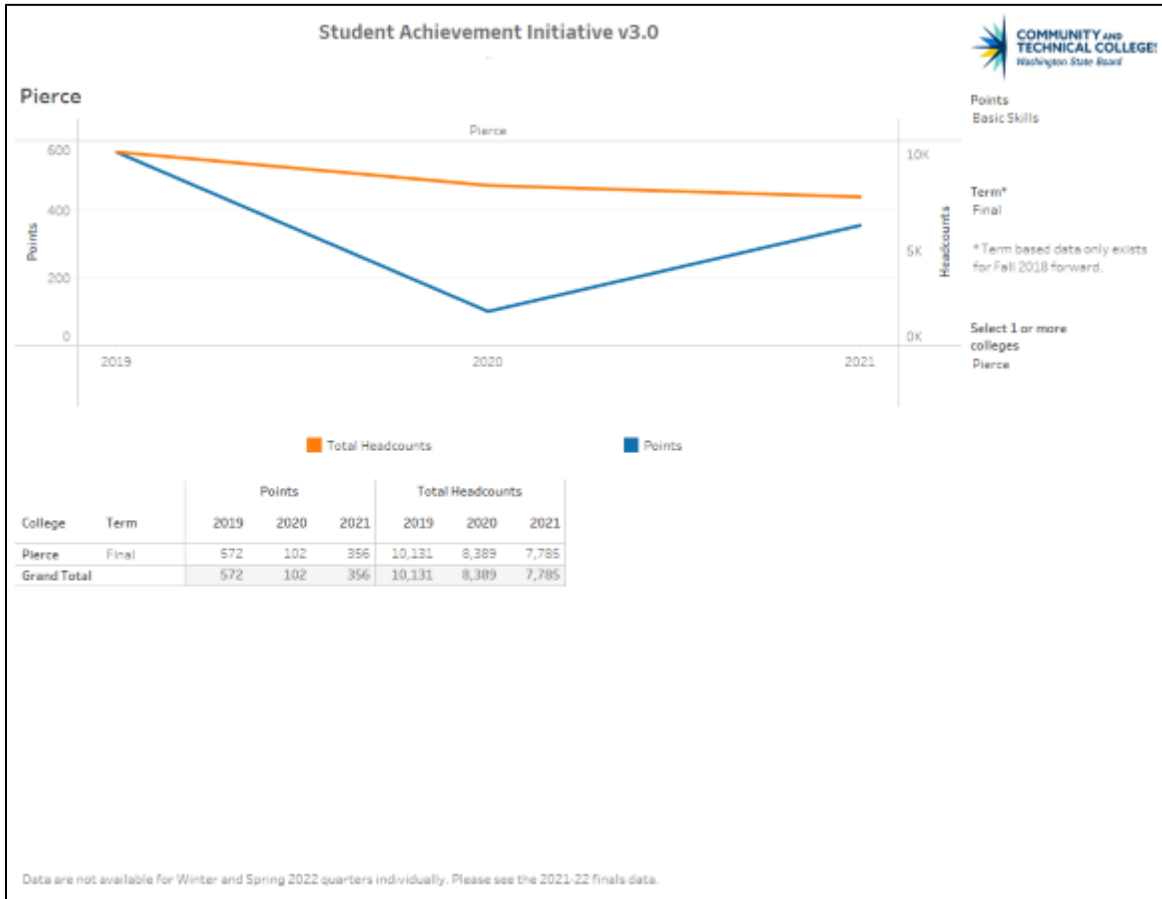
An option available to Basic Education students is the Integrated Basic Education and Skills Training (I-BEST) program. I-BEST merges the Basic Skills and Professional/Technical pathways to provide students with a combination of workforce training and relevant literacy and math education. During the 2020-2021 academic year, the unduplicated headcount for I-BEST students totaled 112. In 2021-2022, the total declined to 59, a 47% decrease from the previous academic year.

Whatever the educational pathway, Pierce College's Basic Skills program provides students with opportunities to improve their personal, educational and professional lives, thus benefiting both the regional and state-wide economy.

## Student Achievement Initiative

In 2018, SBCTC Student Achievement Initiative (SAI) 3.0 was launched based on 2016-17 advisory committee recommendations to increase focus on completions and historically underrepresented students. This resulted in how SAI points were defined and measured. For example, basic skills points were redefined, which resulted in significantly fewer total points for the basic skills area as a whole. Per SBCTC, the largest area of basic skills points are in the CASAS testing gains. Moving from significant gains to federal level gains for points means significantly less total points for the basic skills area as a whole. The new areas that reflect the high school testing and six college-level credits are relatively small (at this time), so across the board every college will see a large reduction (about 50% for the system) in point totals compared to SAI 2.0.

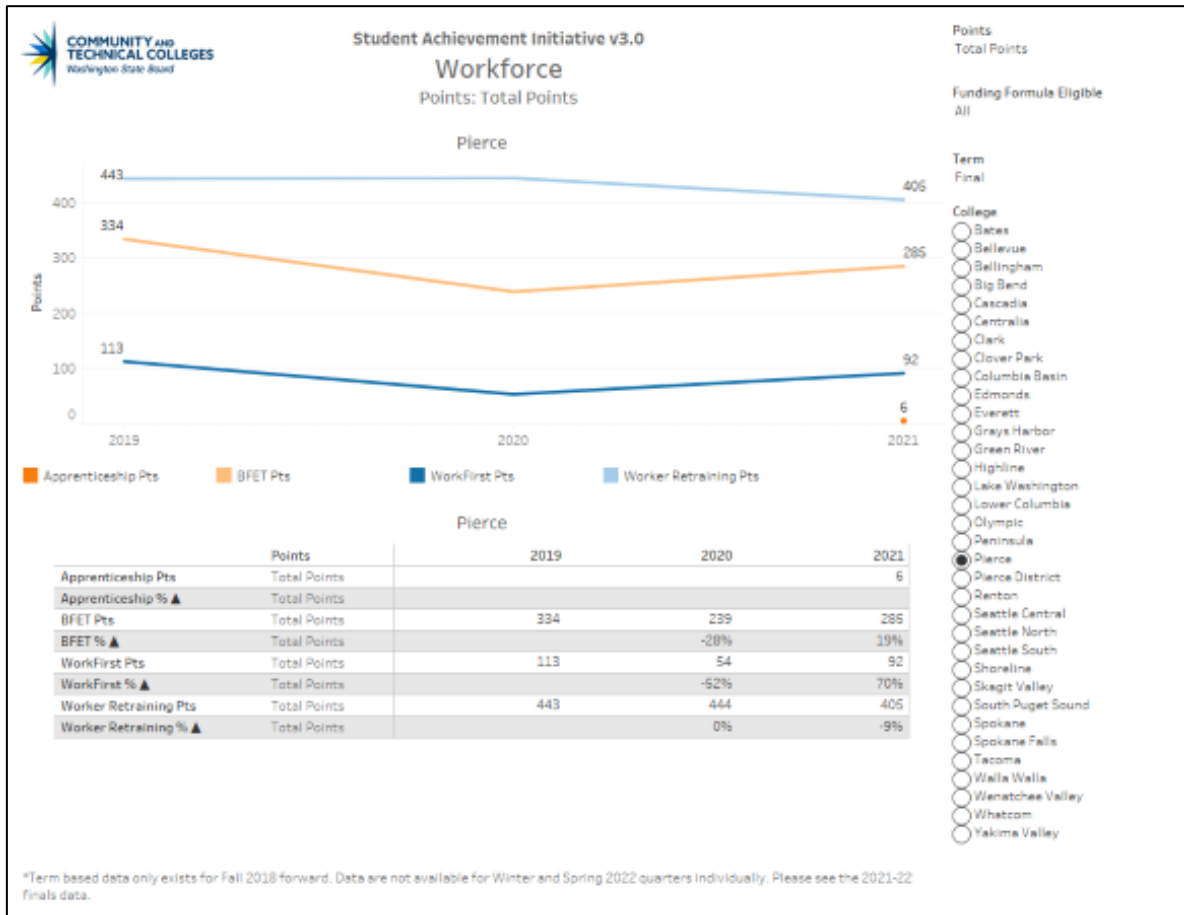
Basic Skills SAI Points and headcount declined between 2019 and 2020. Historically, these courses have been taught in-person, which might account for the decline during the pandemic. Although headcount continued to decline in 2021, Basic Skills SAI Points increased, returning closer to pre-pandemic levels.



Source: SBCTC, SAI 3.0 dashboard

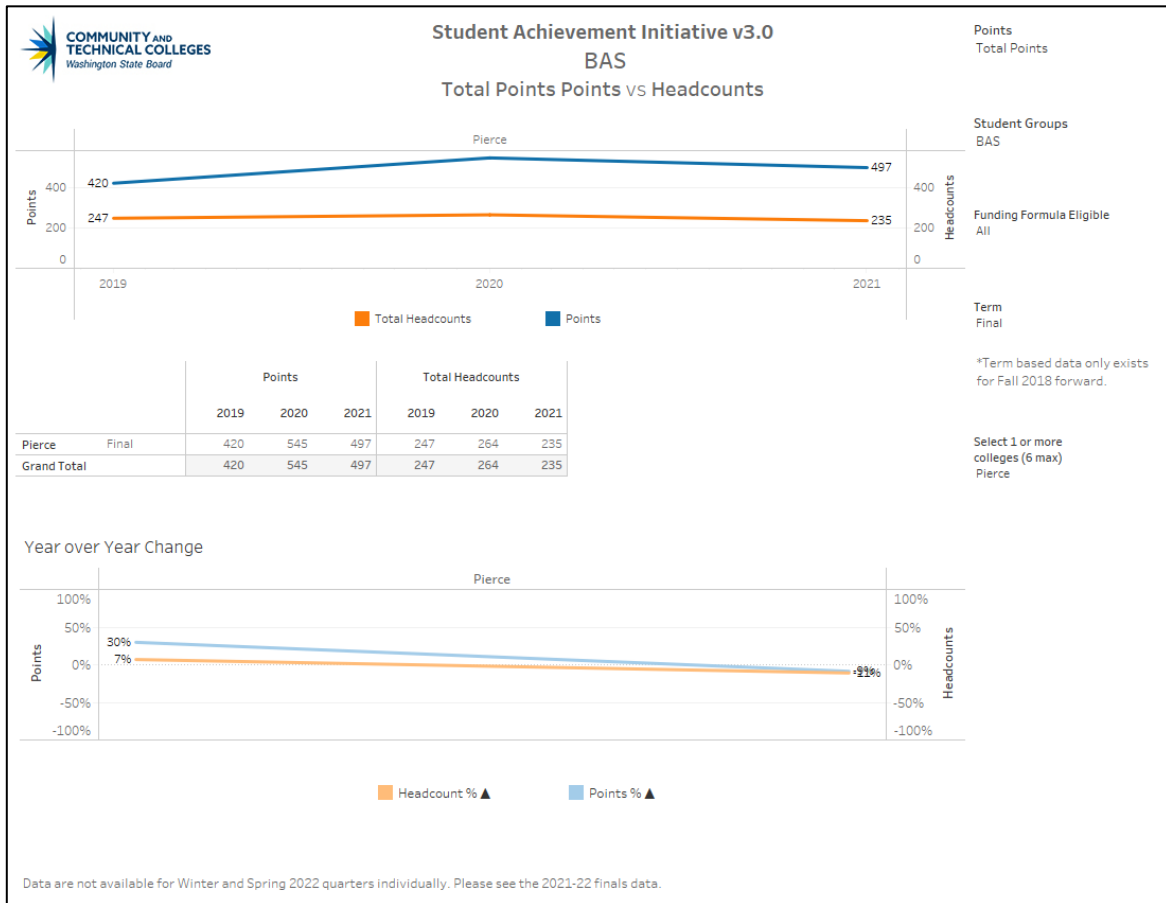
## Workforce Education Impact

Workforce programs help students get the training and assistance needed to find work or re-enter the workforce. BFET and WorkFirst points declined in 2020 but increased in 2021. Work Retraining points experienced a slight decline in 2021 as compared to 2020. Within this timeframe, Apprentice Points were awarded in 2021, but not in the previous years.



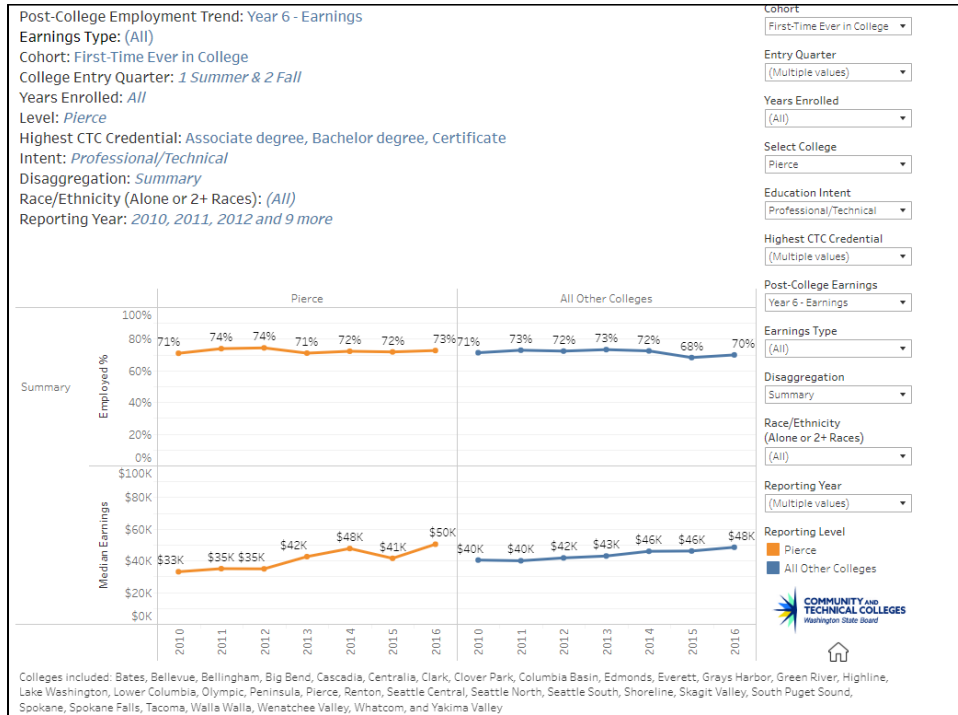
Source: SBCTC, SAI 3.0 dashboard

Some students do not transfer to another institution but earn their Bachelor of Applied Science (BAS) degrees at Pierce College. SAI Points for BAS has steadily increased, with a slight decline in 2021, but BAS headcount slightly declined too.



Source: SBCTC, SAI 3.0 dashboard

Pierce College post-college employment data for professional/technical intent students who started their education at Pierce College in 2016 and earned a certificate, associate degree or bachelor's degree indicates an employment rate of 73% six years after their first quarter. That rate is a slight increase from the previous year (72%), and slightly higher than all other colleges (70%). The median earnings for the 2016 cohort was \$50K, which was slightly higher than all other colleges too.



Source: SBCTC's First-Time Entering Student Outcomes dashboard

## **Transfer Education Impact**

### *Student Achievement Initiative*

SBCTC indicates that colleges receive a portion of their state allocation based on their share of performance in three areas; total points (less completions), completions, and points per student. In SAI 3.0, every student with an enrollment record is processed and included in the metric tracking database. However, only points generated by state-funded students count for funding calculations. Further, only award-seeking and basic education students are counted in the points per student funding metric. This primarily excludes students who are taking job upgrade classes, apprenticeship work not leading to a credential, and community education courses.

Note, although the total number of SAI points has decreased between 2019-20 and 2021-22, so has headcount. In this timeframe, the Points Per Student increased to 1.73 in 2021-22.

**Pierce College District Points Per Student,  
Award-Seeking and Basic Education Students Only, 2019-20 to 2021-22**

<b>Area of Measurement</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Points</b>	16,287	12,689	12,145
<b>Headcount</b>	9,729	7,538	7,007
<b>Points Per Student</b>	<b>1.67</b>	<b>1.68</b>	<b>1.73</b>

Source: SBCTC, SAI 3.0 dashboard

## Degrees and Salaries

An associate degree from Pierce College provides transfer students two years of college education at a fraction of the cost required by universities. Historically, the top state institution with the highest transfer rate among Pierce College students is the University of Washington-Tacoma. UWT graduation rates for Pierce transfer students declined in 2021-22.

UW Tacoma undergraduate and graduate degrees granted	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Last School Code</b>					
Undergraduate	158	157	130	143	127
Graduate*	N/A	N/A	N/A	N/A	N/A
<b>Majority Credits</b>					
Undergraduate	235	229	214	228	198
Graduate	12	22	18	25	17
<b>Any Credits</b>					
Undergraduate	279	281	267	290	240
Graduate	15	29	27	29	24

Source: UWT, Office of Institutional Research

An investment in higher education generates both increased earnings and decreased unemployment rates, ultimately benefiting both the individual student and the overall economy. Pierce students who graduated from UWT earned a variety of degrees, preparing them well for entry into a range of professional fields. The top 10 UWT degrees earned by Pierce College transfer students had median earnings of \$48,720 one year after graduation, and \$70,030 five years after graduation – both exceeding the per capita income of \$39,036 in Pierce County and the highest self-sufficiency standard for Pierce County (\$41,708).

Top 10 UWT Degrees Earned by Pierce College Transfer Students, 2021-22*	# of Degrees Awarded	UWT Median Earnings for Bachelor Graduates in Field of Study**	
		1 Year After Graduation	5 Years After Graduation
BA (PSYCHOLOGY)	24	\$32,100	\$46,500
BS (BIOMEDICAL SCIENCES)	18	\$34,000	\$54,200
BA (CRIMINAL JUSTICE)	16	\$37,300	\$55,800
BS (COMPUTER SCIENCE & SYSTEMS)	13	\$68,100	\$100,400
BA (BUSINESS ADMINISTRATION)	12	\$45,300	\$66,100
BA (BUSINESS ADMINISTRATION MANAGEMENT)	12	\$45,300	\$66,100
BA (SOCIAL WELFARE)	11	\$37,200	\$53,800
BA (BUSINESS ADMINISTRATION ACCOUNTING)	10	\$45,300	\$66,100
BS (INFORMATION TECHNOLOGY)	10	\$68,100	\$100,400
BS (NURSING)	10	\$74,500	\$90,900
<b>Total Top 10 Degrees</b>	<b>136</b>	<b>\$48,720</b>	<b>\$70,030</b>

Sources: UWT, Office of Institutional Research, ERDC's Earnings for Graduates Dashboard, 2021, U.S. Census, QuickFacts, 2017-2021, and The Self-Sufficiently Standard for WA State, 2023 Dataset

\*Note: Transfer students defined as those UWT students whose majority of transfer credits were earned at Pierce College.

\*\*Note: All median earnings data for UWT graduates at the bachelor's degree award level except for Biomedical Sciences graduates. Median earnings data only available for UW-Seattle graduates in the Biological and Biomedical Sciences field of study.

## **Core Theme IV: Equity, Diversity, and Inclusion**

***Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.***

### **A. Infrastructure**

Key Question: To what degree do Pierce College District's buildings, classrooms, grounds, and safety environment support quality teaching and learning?

1. Indicator – Buildings and Grounds
2. Indicator – Classroom Technology
3. Indicator – Campus Safety

### **B. Shared Governance**

Key Question: To what degree are students and employees engaged in shared governance at Pierce College District?

1. Indicator – Decision-Making

### **C. Inclusive Engagement**

Key Question: To what degree are students and employees committed to diversity and the overall effectiveness of the institution? To what degree do Pierce College District's employees reflect the diversity of our service area?

1. Indicator – Climate
2. Indicator – Commitment
3. Indicator – Employee Diversity



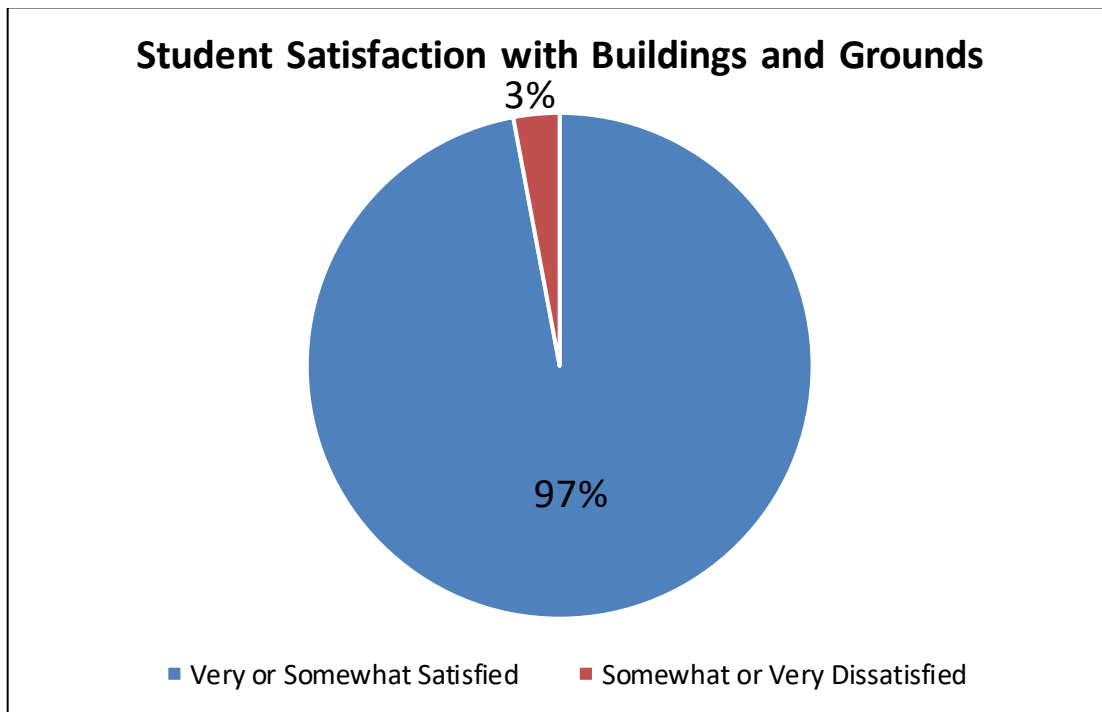
Background: Positive and Diverse College Environment was renamed to Equity, Diversity, and Inclusion due to the focus on equity and inclusion that began with Achieving the Dream work in 2014. This change was an evolution of understanding of what a positive environment was: one centered on equity and inclusion for all students and employees. Existing objectives that support evaluation of Equity, Diversity, and Inclusion were restructured, while key metrics remained. New metrics were also developed to ensure achievement of this goal and critical Core Theme.

## A. Infrastructure

### Buildings and Grounds

#### *Student Feedback*

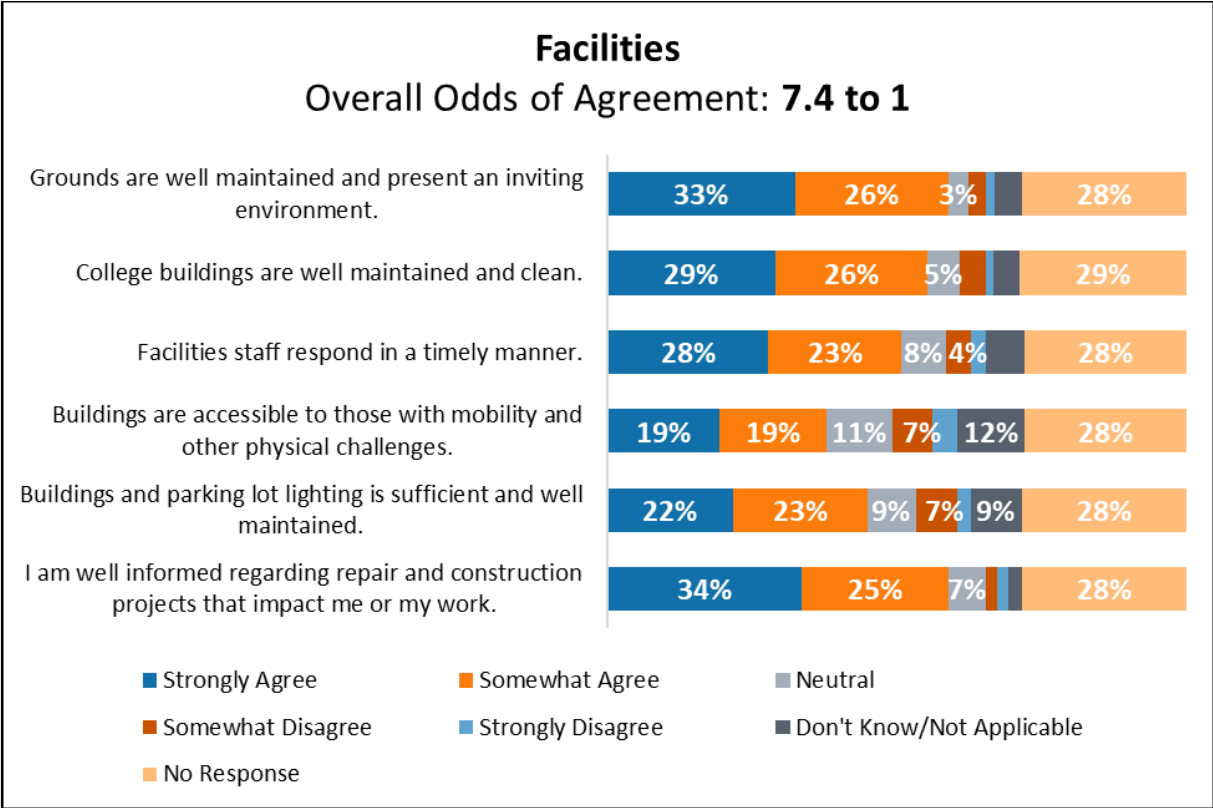
The 2019 Community College Survey of Student Engagement (CCSSE) supplemental survey asks a question designed to gauge students' perceptions of facilities as they supported a positive college environment. The overwhelming majority (97%) of respondents shared that they were very or somewhat satisfied with the buildings and grounds at Pierce College, up from 94% in 2016.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

*Employee Feedback*

Overall, the odds of holding a favorable view of facilities and operations at Pierce in 2021 are 7.4 to 1, up from 4.6 to 1 in 2019. Positive agreement rates regarding ground maintenance and environment decreased since 2019 Employee Climate Survey results, but so did the disagreement rates. Question applicability also decreased. These results could be impacted by the pandemic and the decrease in the number of employees regularly on campus as compared to previous years. The same pattern is observed in questions regarding perceptions about maintenance and cleanliness of the college buildings, the timeliness of facilities staff, building accessibility, and campus lighting. 2021 positive agreement rates were consistent with 2019 results regarding perceptions whether employees were well-informed about repair and construction projects that impact them or their work.

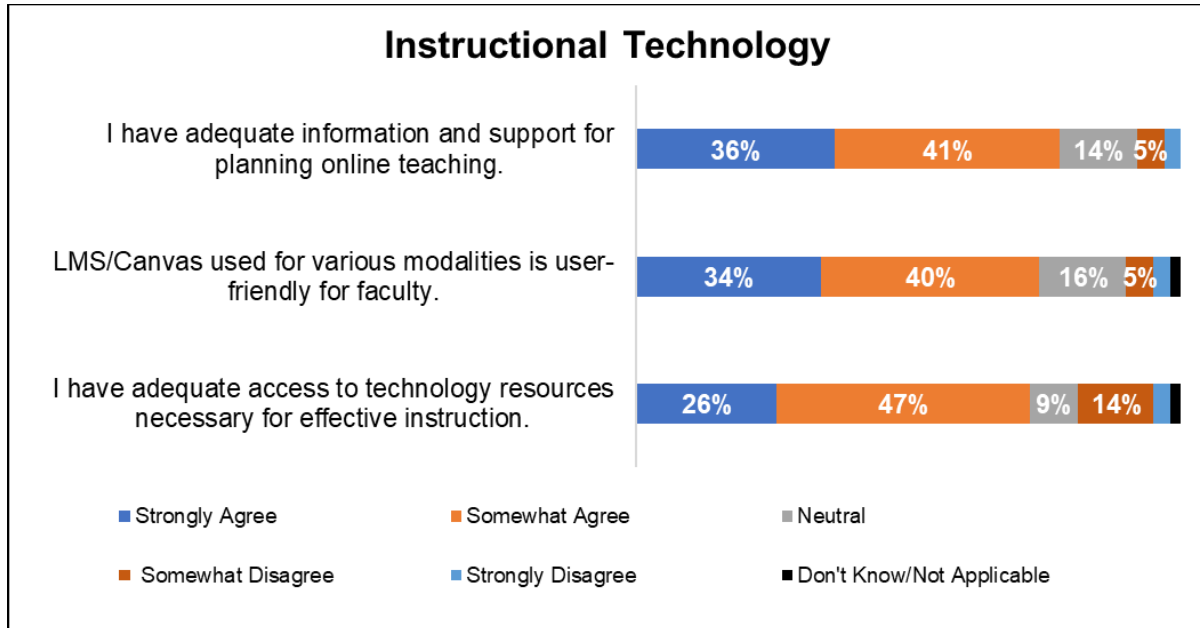


Source: 2021 Employee Climate Survey

## Classroom Technology

### *Faculty Feedback*

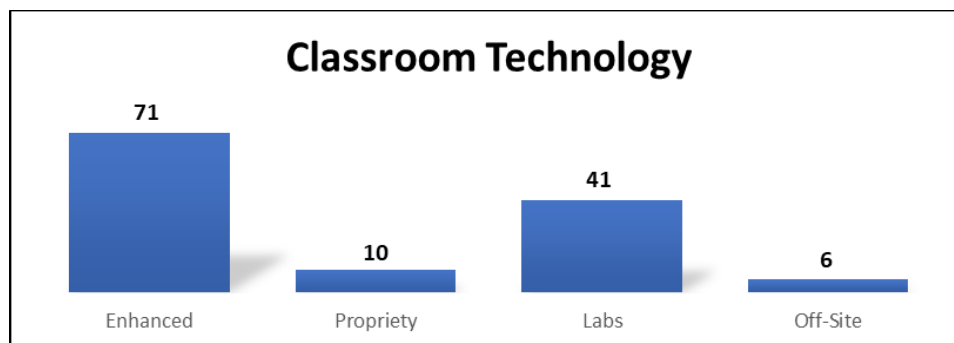
In the 2021 Employee Climate Survey, faculty were asked specific questions about instructional technology. Approximately three-quarters of faculty respondents positively.



Source: 2021 Employee Climate Survey

### *Classroom Technology Levels*

At Pierce College, an Enhanced classroom is a general-purpose classroom equipped with a PC, document camera, projector or FPD, audio system, and the ability to connect to a laptop. Most of these enhanced classrooms have a DVD/VCR combo unit, as well as a Blue-Ray player. Proprietary rooms, labs and off-site rooms also have technology that Pierce services/installs.



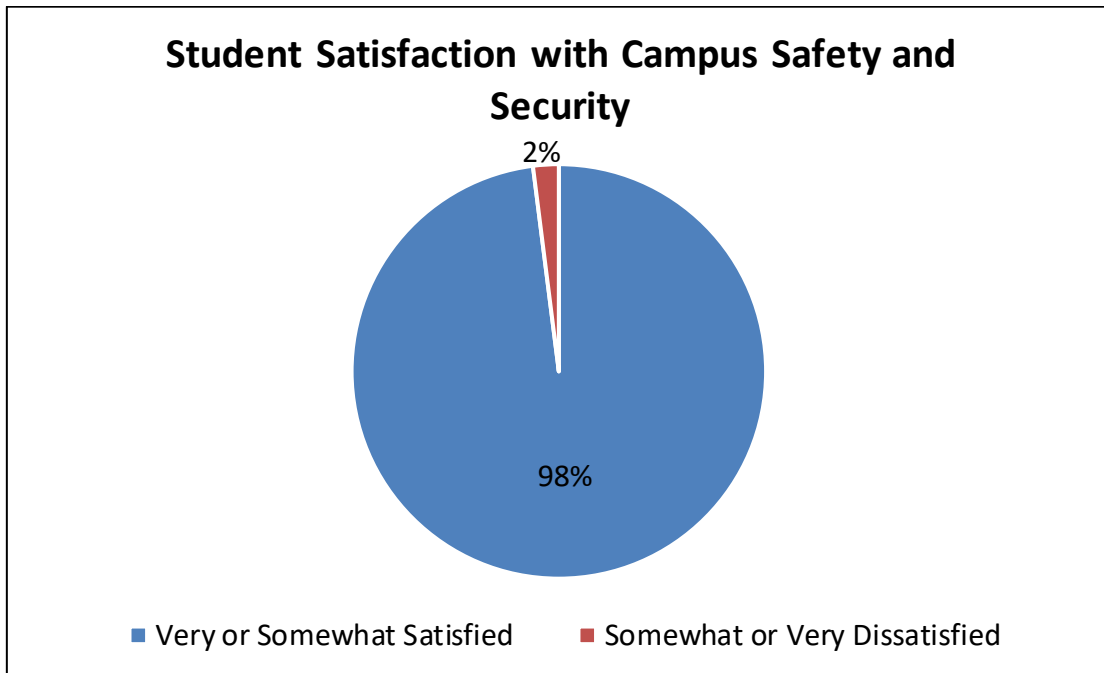
Source: Pierce College IT Department

## **Campus Safety**

In addition to creating modern buildings with state-of-the-art technology, Pierce College District also provides a safe and secure learning and working environment.

### *Student Feedback*

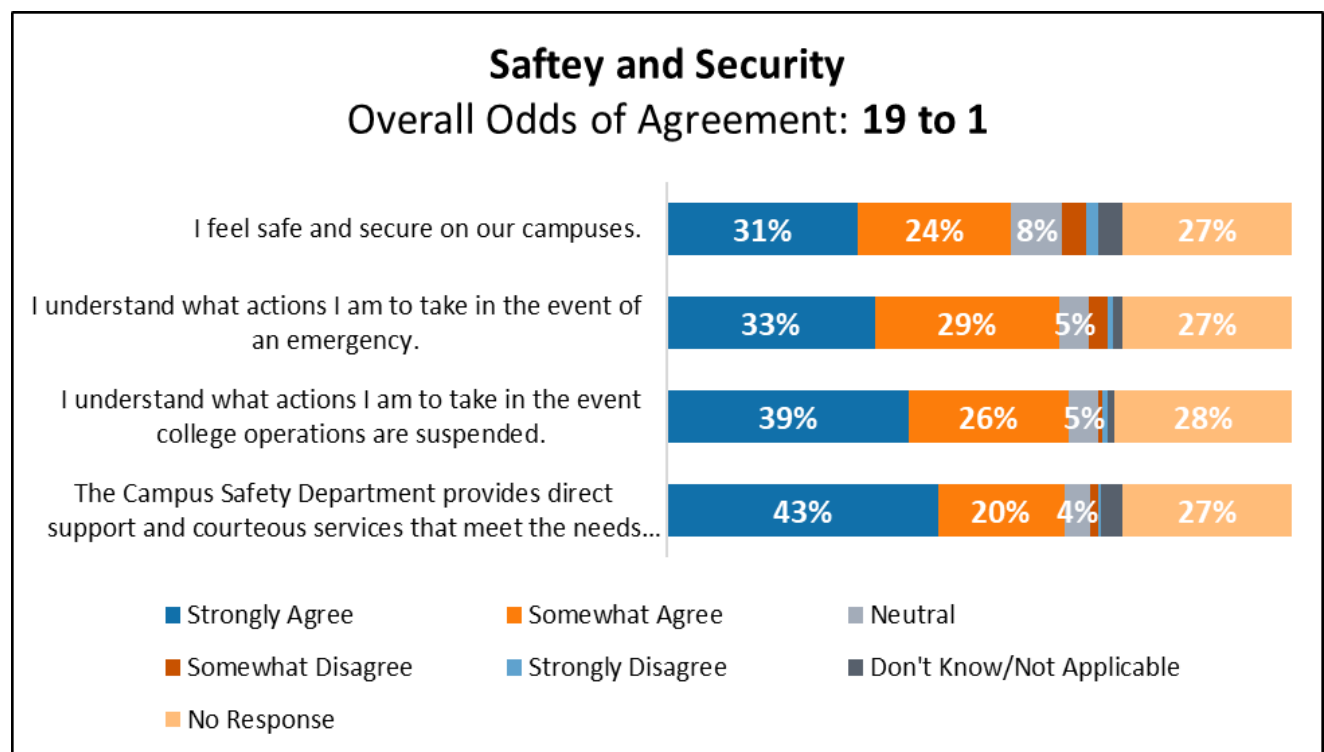
Nearly all respondents of the 2019 Community College Survey of Student Engagement Supplemental Survey indicated that they were satisfied with campus safety and security.



Source: 2019 Community College Survey of Student Engagement Supplemental Survey

## Employee Feedback

Overall, the odds of holding a favorable view of safety and security at Pierce in 2021 are 19 to 1, an increase from 10.5 to 1 in 2019. Positive agreement rates regarding perceptions of safety and security on campuses declined since 2019 Employee Climate Survey results, but so did the disagreement rates. Question applicability also decreased. These results could be impacted by the pandemic and relative concerns about workplace safety. During the pandemic, Pierce experienced a considerable decline in the number of employees regularly on campus as compared to previous years. Moreover, employees who were able to opt into remaining remote for longer may have done so. Questions regarding emergencies and suspension of college operations followed the same pattern of agreement rates. About two-thirds of respondents felt that the Campus Safety Department provided direct support and courteous services that met the needs of the campus community.



Source: 2021 Employee Climate Survey

*State and Federal Reporting*

In accordance with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, Pierce College District makes crime statistics available on their college webpage. For instance, as noted in Pierce's *2022 Annual Security and Fire Safety Report*, Pierce reported one arson offense that took place on their Puyallup campus during 2021, as well as one weapons-carrying disciplinary referral. There were also eight non-campus building and property offenses reported in 2021. These statistics show an improvement from 2020 when there were 18 offenses that reportedly took place on Pierce College's campuses, housing or public property. There was one offense on a non-campus building and property during 2020, as well.

Also in compliance with the Clery Act, Pierce College participates in the Department of Education's Office of Postsecondary Education Campus Safety and Security Survey. Data is submitted annually by all postsecondary institutions that participate in federal student aid programs. Per the Campus Safety Department, there were no deficiencies noted by external auditors during 2021 or 2022.

During 2021 and 2022, Pierce College met both Campus Safety and Security Survey deadlines.

<b>Report</b>	<b>Submitted On Time</b>
2021 DOE Campus Safety and Security Survey	Yes
2022 DOE Campus Safety and Security Survey	Yes

Source: Pierce College Campus Safety

## B. Shared Governance

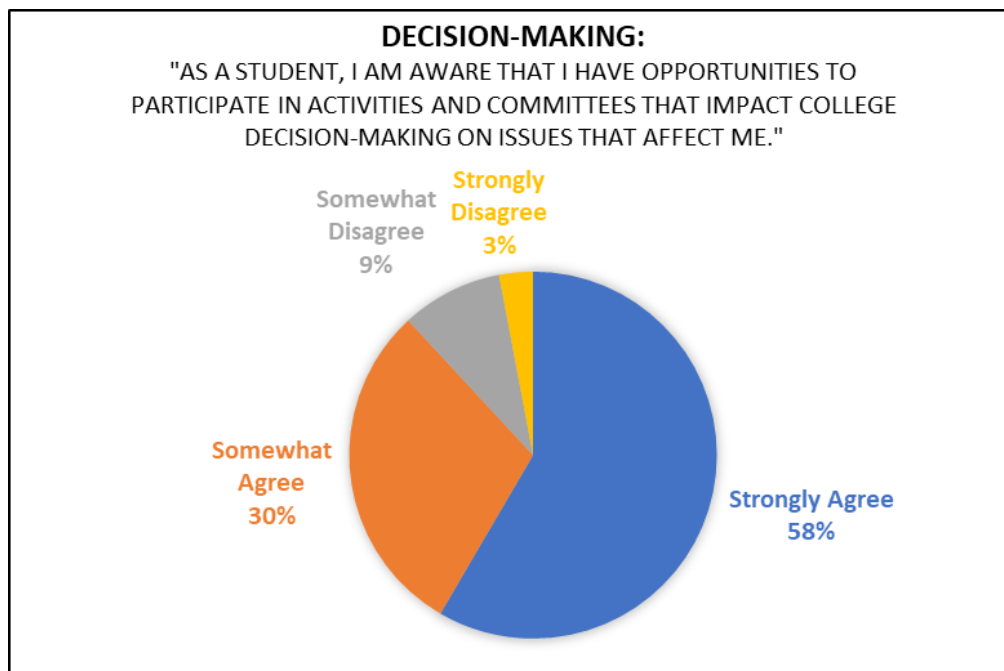
### Decision-Making

Shared governance is an important attribute of a strong and positive academic climate. At Pierce College, shared governance is defined as follows: "Participation in shared governance is inclusive wherein all members of the college community have opportunity for their voices to be heard and given proper weight in decisions that affect the mission and operation of the college."

The Pierce College shared governance system is comprised of the District Policy and Governance Cabinet (cabinet) and five policy and planning councils: Equity, Diversity, and Inclusion Council; Facilities and Safety Council; Learning Council; Student Advancement Council; and Technology Council. Each council has a specific scope of work identified in its charter, which includes a specific focus on institutional policy and procedures. Participation in shared governance is inclusive. All members of the college community have an opportunity for their voices to be heard and considered in decisions that affect the mission and operation of Pierce College.

#### *Student Feedback*

In regard to decision-making, the 2021 Community College Survey of Student Engagement (CCSSE) supplemental survey yielded similar results to previous years. 2021 survey findings indicated that 89% of students agreed that they had an opportunity to impact District decision-making on issues that affected them, compared to 94% in 2019 and 87% in 2016. The question was modified in 2021 to include activities and committees.



Source: 2021 Community College Survey of Student Engagement Supplemental Survey

## Employee Feedback

Overall, the odds of holding a favorable view of planning, decision making and budgeting at Pierce in 2021 are 1.5 to 1, similar to 2019 results at 1.6 to 1 (Note: 1.5 to 1 is the ratio of agree and strongly agree responses to disagree and strongly disagree responses. The numbers in the table below are averages based on the entire 5-point scale, so they should not be directly compared). The overall mean rating increased from 3.18 to 3.20 between 2019 and 2021. Overall, respondents indicated that they most understood the role and responsibilities of the Board of Trustees and the District Policy and Governance Cabinet (Cabinet) and take advantage of opportunities to participate in shared governance (Committees and Councils).

**Overall Mean Ratings on a Five-Point Scale by Year and Job Classification**

	<b>2021 Overall Mean Rating (N=258)</b>	<b>Faculty Mean Rating (N=58)</b>	<b>Classified Mean Rating (N=65)</b>	<b>Admin/ Exempt Mean Rating (N=45)</b>
I understand the role and responsibilities of the Board of Trustees.	<b>3.65</b>	3.64	3.33	3.74
I understand the role and responsibilities of the District Policy and Governance Cabinet (Cabinet).	<b>3.43</b>	3.52	3.07	3.57
I understand the role and responsibilities of the District Councils (Facilities & Safety, Learning, Technology, and Student Advancement).	<b>3.65</b>	3.60	3.74	3.77
The actions of the District's executive team are appropriate and timely.	<b>3.15</b>	3.05	3.07	3.24
Decisions are made at the appropriate level of the organization.	<b>3.07</b>	3.22	3.21	2.97
I am informed of District-wide changes in a clear and timely manner.	<b>3.12</b>	3.08	3.02	3.19
Decision-making processes are open and transparent to the college community.	<b>2.81</b>	2.65	3.19	2.90
Pierce College provides appropriate opportunities for dialogue on important issues and initiatives that impact the college.	<b>3.16</b>	3.03	3.33	3.22
My input is welcomed by college leadership.	<b>3.07</b>	3.31	3.05	3.00
Pierce College provides opportunities for connections between faculty, staff and administrators.	<b>3.09</b>	3.09	3.10	3.09
I am informed of the college's budget planning process.	<b>3.32</b>	3.35	3.19	3.78
I participate in the planning and/or budgeting process for my department.	<b>2.90</b>	2.87	3.17	3.56
Institutional policies and procedures have been clearly communicated to me.	<b>3.20</b>	2.84	3.48	3.36
I take advantage of opportunities to participate in shared governance (Committees and Councils).	<b>3.52</b>	3.68	3.17	3.40
I believe that the shared governance process (of Committees and Councils) at Pierce College is working adequately.	<b>2.95</b>	3.00	2.68	3.06
I believe that the concerns and decisions of my constituency (e.g., my department, community, division, workgroup, etc.) are considered and respected by others.	<b>3.06</b>	3.37	2.50	3.00
<b>Average Mean Rating</b>	<b>3.20</b>	<b>3.27</b>	<b>3.10</b>	<b>3.30</b>

Source: 2021 Employee Climate Survey

Note: Data is suppressed for responses from other job classifications due to small Ns. Considering the small sample size, responses are reflected collectively in the overall mean rating. Nearly one-third (N=77) of total survey respondents (N=258) did not report their job classification. Unreported responses are included in the overall mean rating.

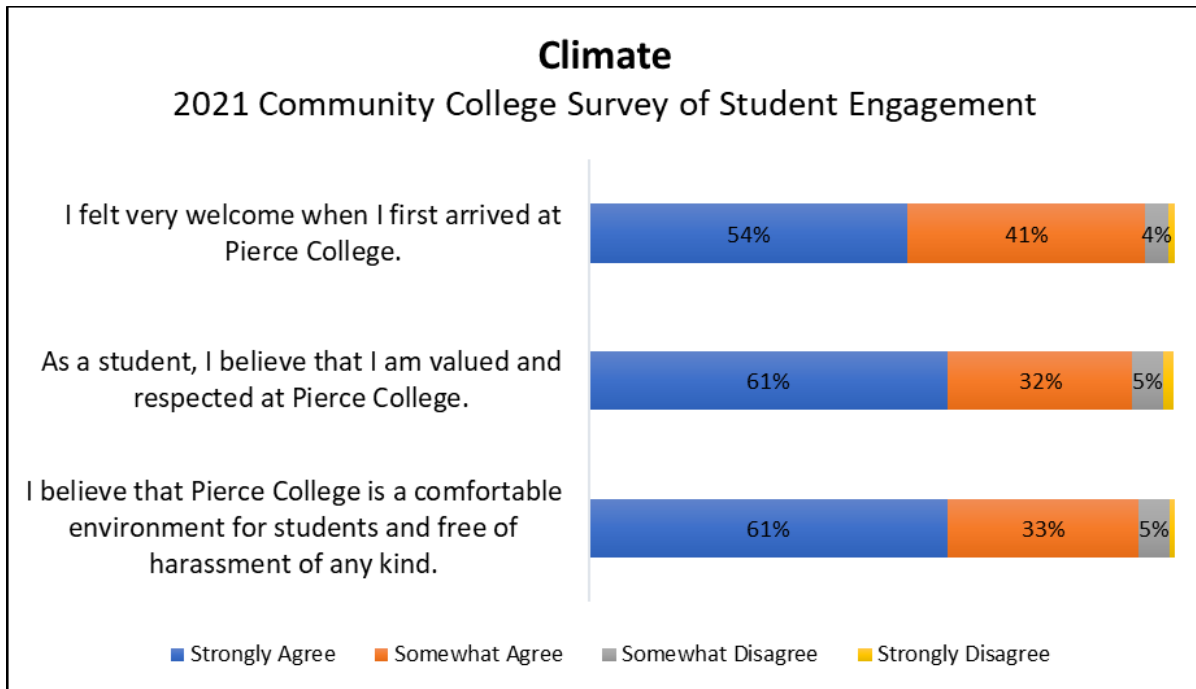


## C. Inclusive Engagement

### Climate

#### *Student Feedback*

Climate, in this context, is defined by the quality and character of the institution as reflected in the feelings and attitudes of students in the college community. More than 90% of 2021 CCSSE respondents indicated that Pierce College District provided a welcoming, respectful and comfortable environment for its students.



Source: 2021 Community College Survey of Student Engagement Supplemental Survey

## Employee Feedback

For the purpose of this report, climate is defined as the quality and character of the institution as reflected in the feelings and attitudes of those within the college community. On a scale from one to five, where five is the most positive and one is the least positive, respondents were asked to rate 13 indicators of climate at Pierce College District. Overall, employees indicated that Pierce College is supportive, friendly, and welcoming. However, comparing these results to the last climate survey, the total mean rating decreased from 3.49 to 3.31. There were three new indicators in the 2021 survey. The indicator that experienced the highest overall growth was the perception of support. Since 2019, the average mean rating for classified staff increased from 3.22 to 3.40 in 2021. Classified staff reported a more relaxed, cooperative, fair and inclusive environment. The average mean rating decreased slightly for faculty between 2019 and 2021 (3.23 to 3.18, respectively). Administrative/Exempt respondents experienced an average mean rating decrease from 3.74 to 3.13 between 2019 and 2021. Administrative/Exempt respondents reported a less supportive, friendly, cooperative, respectful, comfortable, trusting and fair environment.

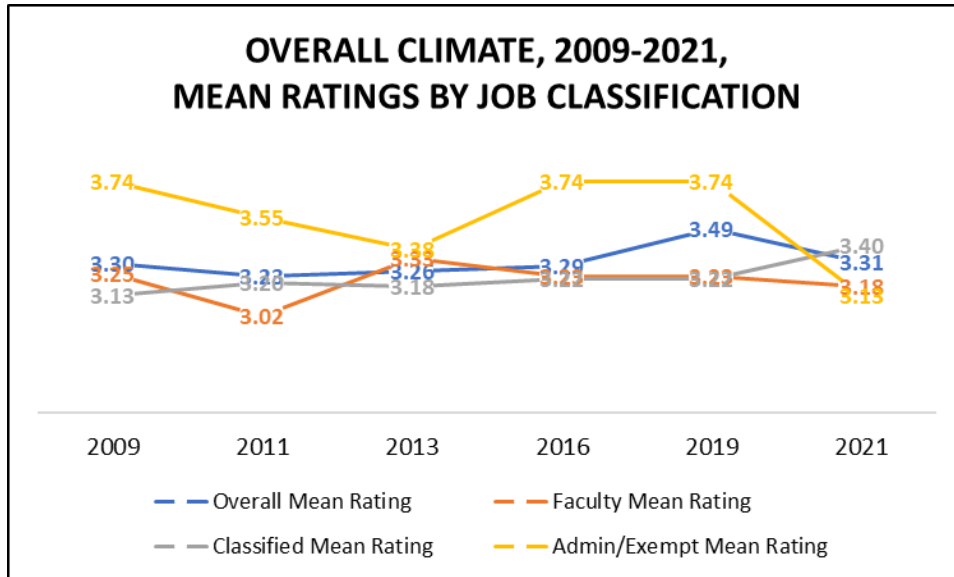
**Mean Ratings on a Five-Point Scale by Year and Job Classification**

<b>Overall Climate</b>	<b>2021 Overall Mean Rating (N=258)</b>	<b>Faculty Mean Rating (N=58)</b>	<b>Classified Mean Rating (N=65)</b>	<b>Admin/ Exempt Mean Rating (N=45)</b>	<b>2019 Overall Mean Rating (N=318)</b>	<b>2016 Overall Mean Rating (N=250)</b>
5-Supportive/Unsupportive-1	<b>3.50</b>	3.46	3.46	3.35	3.46	3.24
5-Relaxed/Tense-1	<b>2.89</b>	2.66	3.14	2.44	3.25	3.10
5-Friendly/Unfriendly-1	<b>3.66</b>	3.45	3.69	3.62	3.77	3.62
5-Cooperative/Uncooperative-1	<b>3.46</b>	3.46	3.49	3.23	3.52	3.34
5-Respectful/Disrespectful-1	<b>3.45</b>	3.33	3.61	3.27	3.65	3.44
5-Comfortable/Uncomfortable-1	<b>3.25</b>	3.12	3.27	3.15	3.56	3.36
5-Trustful/Mistrustful-1	<b>3.12</b>	2.88	3.22	2.87	3.33	3.08
5-Transparent/Non-Transparent-1	<b>2.95</b>	2.86	3.05	2.78	N/A	N/A
5-Fair/Unfair-1	<b>3.22</b>	3.03	3.28	3.15	3.31	3.19
5-Empathetic/Unempathetic-1	<b>3.31</b>	3.19	3.41	3.27	3.59	N/A
5-Inclusive/Non-Inclusive-1	<b>3.28</b>	3.17	3.36	3.18	3.43	N/A
5-Welcoming/Unwelcoming-1	<b>3.55</b>	3.45	3.65	3.40	N/A	N/A
5-Diverse/Non-Diverse-1	<b>3.36</b>	3.27	3.56	3.04	N/A	N/A
<b>Average Mean Rating</b>	<b>3.31</b>	<b>3.18</b>	<b>3.40</b>	<b>3.13</b>	<b>3.49</b>	<b>3.30</b>

Source: 2021 Employee Climate Survey

Notes: Responses from other job classifications provided a cumulative response rate of less than 15. Considering the small sample size, responses are reflected collectively in the overall mean rating. Nearly one-third (N=77) of total survey respondents (N=258) did not report their job classification. Unreported responses are included in the overall mean rating.

Since 2009, mean rating scores by job classification have been disaggregated in the Employee Climate Survey Report. Although some of the scaled qualities designed to measure overall climate have been redefined since 2009, the majority have remained consistent. It is noteworthy to mention that the mean rating for administrative/exempt staff received its lowest score in 2021, while classified staff experience its highest.



Source: 2009-2021 Employee Climate Surveys

Results from the 2021 Employee Climate Survey were also disaggregated by key demographics including race/ethnicity, gender and sexual orientation. Regarding perceptions of the overall climate at Pierce, the greatest difference between employees of color and white respondents were perceptions of fairness (difference = 0.46) and inclusiveness (difference = 0.43). The greatest difference between female and male respondents were perceptions of diversity (difference = 0.55) and inclusiveness (difference = 0.52). The greatest difference between heterosexual/straight and LGBTQ+ respondents were perceptions of diversity (difference = 0.54) and tension (difference = 0.47). In this table, males had the highest average mean rating, while employees of color had the lowest (difference = 0.49).

When comparing the overall mean ratings from both the job classification table and the demographic table, Administrative/Exempt employees had the lowest overall mean rating (3.13) and males had the highest (3.63).

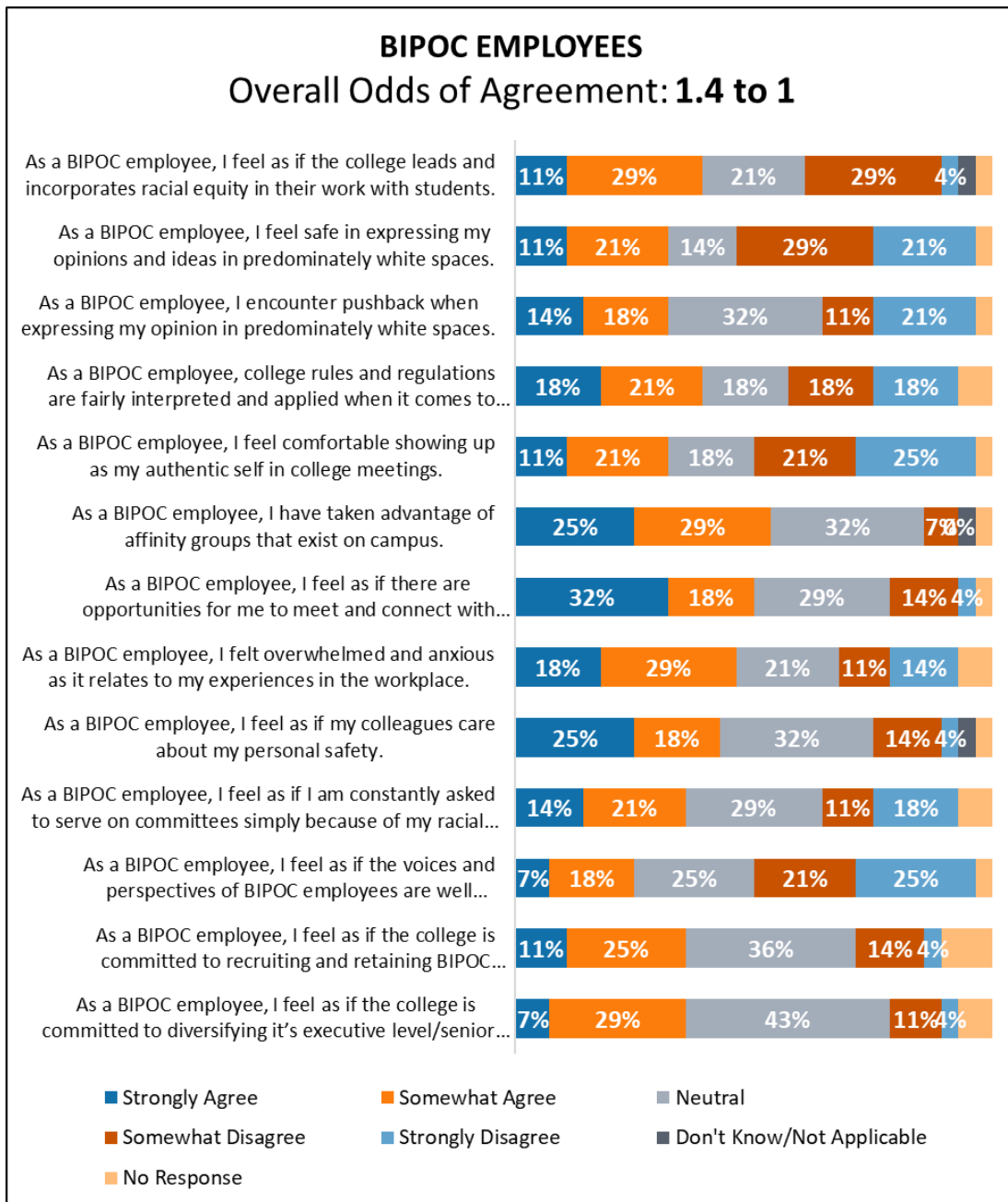
**Mean Ratings on a Five-Point Scale by Demographic**

<b>Overall Climate</b>	<b>2021 Overall Mean Rating (N=258)</b>	<b>Employees of Color Mean Rating (N=31)</b>	<b>White Mean Rating (N=100)</b>	<b>Female Mean Rating (N=103)</b>	<b>Male Mean Rating (N=31)</b>	<b>HET/Straight Mean Rating (N=99)</b>	<b>LGBTQ+ Mean Rating (N=30)</b>
5-Supportive/Unsupportive-1	<b>3.50</b>	3.26	3.67	3.49	3.84	3.53	3.60
5-Relaxed/Tense-1	<b>2.89</b>	2.97	2.87	2.83	3.23	2.97	2.50
5-Friendly/Unfriendly-1	<b>3.66</b>	3.48	3.75	3.70	3.77	3.67	3.63
5-Cooperative/Uncooperative-1	<b>3.46</b>	3.41	3.55	3.47	3.74	3.52	3.33
5-Respectful/Disrespectful-1	<b>3.45</b>	3.32	3.54	3.42	3.87	3.49	3.47
5-Comfortable/Uncomfortable-1	<b>3.25</b>	3.10	3.41	3.24	3.68	3.35	3.21
5-Trustful/Mistrustful-1	<b>3.12</b>	2.97	3.17	3.09	3.35	3.14	3.00
5-Transparent/Non-Transparent-1	<b>2.95</b>	2.87	2.99	2.88	3.35	2.94	2.97
5-Fair/Unfair-1	<b>3.22</b>	2.87	3.33	3.17	3.58	3.23	3.13
5-Empathetic/Unempathetic-1	<b>3.31</b>	3.19	3.41	3.33	3.52	3.36	3.33
5-Inclusive/Non-Inclusive-1	<b>3.28</b>	2.97	3.40	3.19	3.71	3.29	3.20
5-Welcoming/Unwelcoming-1	<b>3.55</b>	3.33	3.61	3.48	3.83	3.59	3.33
5-Diverse/Non-Diverse-1	<b>3.36</b>	3.10	3.35	3.22	3.77	3.44	2.90
<b>Average Mean Rating</b>	<b>3.31</b>	<b>3.14</b>	<b>3.39</b>	<b>3.27</b>	<b>3.63</b>	<b>3.35</b>	<b>3.20</b>

Source: 2021 Employee Climate Survey

Notes: Nearly one-half (N=127) of the total survey participants (N=258) did not report their race/ethnicity. Unreported responses are included in the overall mean rating. Nearly one-half (N=117) of total survey respondents did not report their gender. Unreported responses are included in the overall mean rating. Data is suppressed for survey respondents who identified as nonbinary due to small Ns. Considering the small sample size, responses are included in the overall mean rating. One-half (N=129) of the total survey participants did not report their sexual orientation. Unreported responses are included in the overall mean rating.

A section of the 2021 Employee Climate Survey was dedicated to assessing levels of agreement on items related to the Black, Indigenous and People of Color (BIPOC) employee experience at Pierce College. A total of 27 employees responded to the survey items (19 respondents indicated their race/ethnicity, while eight respondents did not report their race/ethnicity). The top areas of agreement included positive perceptions about taking advantage of affinity groups that exist on campus (54%), opportunities to meet and connect with other BIPOC employees (50%), and feelings of being overwhelmed and anxious as related to experiences in the workplace (47%). The three areas with the lowest levels of agreement include perceptions of feeling safe when expressing opinions and ideas in predominately white spaces (50%), feeling comfortable showing up as their authentic self in college meetings (46%), and whether the voices and perspectives of BIPOC employees are well represented across committees (46%).



Source: 2021 Employee Climate Survey

2021 Pierce College Employee Climate Survey respondents indicated that collaboration with colleagues across departments/programs is valuable to them, however opportunities for good collaboration could be improved. Other areas of strengthening include listening to and supporting the diverse needs of employees and supporting Pierce's most vulnerable employees.

<b>Climate</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neutral</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>DK/NA</b>	<b>No Response</b>
<b>Overall Odds of Agreement: 2.3 to 1</b>							
The college environment reflects its mission and core themes.	24%	30%	13%	10%	3%	2%	17%
We, as a college, listen to the diverse needs of our students.	22%	36%	12%	8%	3%	3%	16%
We, as a college, act to support the diverse needs of our students.	22%	34%	16%	8%	3%	2%	16%
We, as a college, act to support our most vulnerable students.	21%	33%	15%	10%	3%	2%	16%
We, as a college, listen to the diverse needs of our employees.	12%	22%	18%	16%	12%	3%	16%
We, as a college, act to support the diverse needs of our employees.	11%	19%	20%	19%	13%	3%	16%
We, as a college, act to support our most vulnerable employees.	10%	18%	19%	16%	12%	8%	16%
I am valued for my strengths and contributions by other members of the college community.	16%	24%	15%	18%	10%	2%	16%
Employees treat others in a manner that is respectful of human dignity.	22%	28%	17%	11%	5%	0%	16%
I am treated by others in a manner that is respectful of my human dignity.	25%	28%	16%	10%	5%	0%	16%
If I were to hear employees at Pierce make jokes or negative statements about other identity/ies, I would feel comfortable speaking up and addressing it.	33%	27%	10%	7%	5%	1%	17%
If I were to experience harassment or discrimination at Pierce because of my identity/ies, I would feel comfortable reporting it.	23%	25%	13%	13%	9%	1%	16%
If I were to witness harassment or discrimination at Pierce directed at someone's identity/ies, I would feel comfortable reporting it.	33%	24%	12%	9%	4%	1%	16%
If I were to report harassment or discrimination at Pierce, I am confident Pierce would respond appropriately.	19%	20%	17%	15%	12%	1%	16%
There is good teamwork within my department(s)/program(s) at Pierce College.	33%	24%	10%	9%	8%	0%	16%
I am valued for my unique identity/ies by other members of my department/program.	24%	28%	14%	9%	7%	3%	16%
There is good collaboration across departments/programs at Pierce College.	8%	24%	17%	19%	13%	2%	16%
Collaboration with colleagues across departments/programs is valuable to me.	50%	22%	7%	2%	2%	1%	16%
I enjoy the people I work with at Pierce College.	38%	29%	14%	2%	1%	0%	16%

Source: 2021 Pierce College Employee Climate Survey

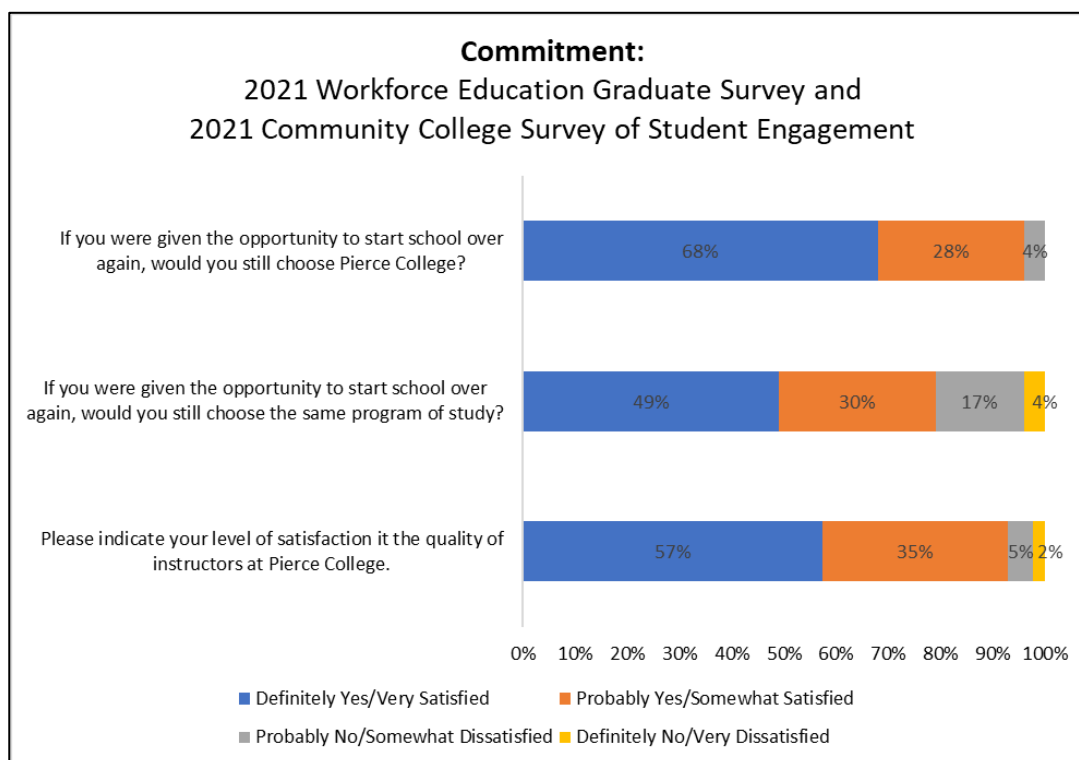
## Commitment

### *Student Feedback*

Within this Core Theme, Inclusive Engagement explores to what degree students are committed to diversity and the overall effectiveness of the institution. In comparison to other medium colleges and the 2021 cohort, Community College Survey of Student Engagement (CCSSE) respondents from Pierce were more likely to be encouraged to connect with students of diverse backgrounds, and more highly rated their overall educational experience. If given the opportunity, 96% of 2021 Workforce Education Graduate Survey (WEGS) respondents indicated that they would choose Pierce again, and 79% would still choose the same program of study. Ninety-two percent (92%) of 2021 CCSSE respondents indicated that they were satisfied with the quality of instructors at Pierce College.

<b>2021 Community College Survey of Student Engagement</b>	<b>Mean Score for Pierce College</b>	<b>Mean Score for Medium Colleges</b>	<b>Mean Score for 2021 Cohort</b>
How much does this encourage contact among students from different economic, social, and racial or ethnic backgrounds? (Scale: 1= Very Little to 4 = Very Much)	2.88	2.69	2.70
How would you evaluate your overall educational experience at this college? (Scale 1 = Poor to 4 = Excellent)	3.34	3.28	3.27

Source: 2021 Community College Survey of Student Engagement



Sources: 2021 Community College Survey of Student Engagement and 2021 Workforce Education Graduate Survey

## Employee Feedback

The odds of holding a favorable view of job satisfaction at Pierce are 2.5 to 1. The overall average mean rating declined from 3.64 in 2019 to 3.55 in 2021; it stayed the same for faculty but decreased for classified and administrative/exempt employees. The metric measuring satisfaction with salary demonstrated the highest overall increase since 2019 (0.38 higher), while perceptions about accuracy of job descriptions demonstrated an overall decrease (0.24 lower). Two metrics received an overall mean score of 4.0 or higher on a 5-point scale: 1) I can see how my work supports Pierce College's mission; and 2) I am satisfied with the benefits (medical, dental, etc.) I receive for my job. Two metrics received the lowest overall mean rating: 1) Work-related barriers keep me from participating in the 1-hour given Wellness activity each week; and 2) I believe that I have adequate time and resources to complete my job responsibilities.

**Mean Ratings on a Five-Point Scale by Year and Job Classification**

	<b>2021 Overall Mean Rating</b>	<b>Faculty Mean Rating (N=58)</b>	<b>Classified Mean Rating (N=65)</b>	<b>Admin/ Exempt Mean Rating (N=45)</b>
I feel empowered and supported in performing my job duties.	<b>3.56</b>	3.60	3.56	3.56
I can see how my work supports Pierce College's mission.	<b>4.29</b>	4.21	4.29	4.42
Job performance expectations have been clearly communicated to me by my supervisor.	<b>3.78</b>	3.67	3.77	3.80
I receive constructive feedback regarding my job performance.	<b>3.58</b>	3.58	3.55	3.76
I am satisfied with the salary I receive for my job.	<b>3.15</b>	3.31	2.92	3.33
I am satisfied with the benefits (medical, dental, etc.) I receive for my job.	<b>4.16</b>	4.07	4.22	4.25
The duties, responsibilities and authority of my position are accurately reflected in my job description.	<b>3.32</b>	3.45	3.28	3.38
I feel the authority of my position allows me to complete the duties, responsibilities and expectations of my job.	<b>3.68</b>	3.72	3.77	3.49
I feel my position within the organizational structure is valued by the college.	<b>3.31</b>	3.21	3.43	3.18
I believe that I have adequate time and resources to complete my job responsibilities.	<b>3.08</b>	2.83	3.38	2.91
At this point in my career, I believe that my present career trajectory satisfies my professional goals and aspirations.	<b>3.51</b>	3.68	3.48	3.56
Overall, I am satisfied with my job at Pierce College.	<b>3.73</b>	3.79	3.75	3.70
My direct supervisor actively encourages participation in wellness activities approved during work hours.	<b>3.45</b>	3.29	3.45	3.66
Work-related barriers keep me from participating in the 1-hour given Wellness activity each week.	<b>3.07</b>	3.09	3.08	3.05
<b>Average Mean Rating</b>	<b>3.55</b>	<b>3.54</b>	<b>3.57</b>	<b>3.58</b>

Source: 2021 Employee Climate Survey

Note: Data is suppressed for responses from other job classifications due to small Ns. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.



## **Employee Diversity**

Regarding the diversity of permanent employees, overall Pierce College had a higher representation of females and African Americans than Pierce County but had lower percentage of veterans. There was also a notably lower percentage of Hispanic permanent employees than in Pierce County overall (2.4% compared to 12.2%, respectively). Classified employees had a greater representation of females, employees of color, persons with disabilities, and veterans than other job classifications. Less than one-fifth of administrative/exempt staff (16.5%) and faculty (19.7%) were of color. Regarding the latter, cluster hiring of tenure-track faculty to support Black and Brown students is one way Pierce is addressing this area of attention. Moreover, the Washington state legislature, through SB 5194, addresses student areas of inequities with the funding of additional faculty positions.

**Pierce College District Permanent Employee Demographics, 2021**

<b>Academic Year Ending 2021</b>	<b>% of Total Permanent Employees (N=542)</b>	<b>% of Classified Employees (N=297)</b>	<b>% of Faculty (N=142)</b>	<b>% of Admin/Exempt (N=103)</b>
Female	63.3%	65.7%	58.5%	63.1%
Male	35.6%	33.0%	41.5%	35.0%
Unreported Gender	*	*	*	*
Employees of Color	22.5%	25.9%	19.7%	16.5%
Black/African American	9.0%	10.4%	*	10.7%
Asian/Pacific Islander	9.2%	11.1%	8.5%	*
Hispanic/Latino	2.4%	*	*	*
American Indian/Alaskan Native	1.8%	*	*	*
White	70.5%	66.3%	73.9%	77.7%
Unreported Race/Ethnicity	7.0%	7.7%	*	*
Persons w/ Disability	8.9%	10.4%	7.0%	*
Veterans	6.1%	8.8%	*	*
Age 40 & Older	66.4%	59.6%	75.4%	73.8%

Source: Pierce College Human Resources Office

\*Note: Data is suppressed due to small Ns.

## **Core Theme V: Student Learning and Success**

***Students will experience quality, relevant learning that maximizes their potential for success.***

### **A. Educational Momentum**

Key Question: To what extent are Pierce College District students progressing in the areas of Student Achievement momentum points, transition rates, course completion, retention, and program completion and graduation rates?

1. Indicator – Student Achievement Initiative
2. Indicator – Retention and Persistence
3. Indicator – Course Completion
4. Indicator – Graduation Rates

### **B. Learning Outcomes**

Key Question: To what extent are Pierce College District students achieving institutional and programmatic learning outcomes?

1. Indicator – Student Feedback for Learning Outcomes
2. Indicator – Core Abilities
3. Indicator – Outcomes for Academic Transfer Students/FAKs
4. Indicator – Outcomes for Professional/Technical Pathways Students
5. Indicator – Outcomes for Transitional Education Students
6. Indicator – Outcomes for ABE and ESL Students

### **C. Transfer and Employment Success**

Key Question: To what extent are Pierce College District students successfully transferring to four-year institutions or moving directly to the workforce?

1. Indicator - Transfer Rates and Success
2. Indicator - Professional/Technical Degree Completers Employed

## A. Educational Momentum

### Student Achievement Initiative

#### *Pierce College District*

In 2018, SBCTC Student Achievement Initiative (SAI) 3.0 was launched based on 2016-17 advisory committee recommendations to increase focus on completions and historically underrepresented students. This resulted in changes to how SAI points are defined and measured. For example, Basic Skills points were redefined, which resulted in significantly fewer total points for the basic skills area as a whole. There are now significantly less points for Precollege Math and English as compared to SAI 2.0. There was a focus area change for the First 15 Credits points, resulting in more points compared to SAI 2.0. There is a new point for English/Communication. Finally, there was a focus area change to Completion points, resulting in more points compared to SAI 2.0. SBCTC indicates that colleges receive a portion of their state allocation based on their share of performance in three areas; total points (less completions), completions, and points per student. In SAI 3.0, every student with an enrollment record is processed and included in the metric tracking database. However, only points generated by state-funded students count for funding calculations. Further, only award-seeking and basic education students are counted in the points per student funding metric. This primarily excludes students who are taking job upgrade classes, apprenticeship work not leading to a credential, and community education courses.

Between 2019-20 and 2021-22, the Points Per Student at Pierce increased from 1.67 to 1.73.

**Pierce College District Points Per Student,  
Award Seeking and Basic Educations Students Only, 2019-20 to 2021-22**

Area of Measurement	2019-20	2020-21	2021-22
Points	16,287	12,689	12,145
Headcount	9,729	7,538	7,007
Points Per Student	1.67	1.68	1.73

Source: SBCTC, SAI 3.0 dashboard

Pierce College comprised 4% of the total headcount within the WA community and technical colleges system in 2021-22 but received 5% if the total SAI points distributed.

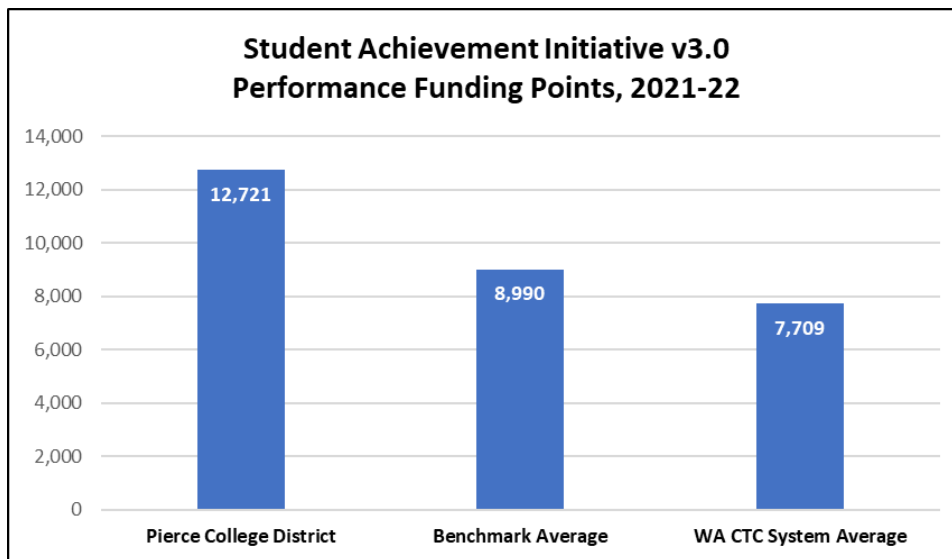
**Pierce College District  
Percent of Performance Funding Points, 2019-20 to 2021-22**

	2019-20	2020-21	2021-22
<b>% of Total Headcount</b>	4.3%	4.1%	4.0%
<b>% of Basic Skills</b>	2.6%	1.2%	3.5%
<b>% of Precollege English</b>	3.6%	2.2%	0.5%
<b>% of Precollege Math</b>	5.6%	3.1%	1.9%
<b>% of College English/Communication</b>	5.3%	5.4%	6.1%
<b>% of 1<sup>st</sup> 15 Credits</b>	5.5%	5.5%	5.4%
<b>% of 1<sup>st</sup> 30 Credits</b>	4.7%	4.9%	4.9%
<b>% of 45 Transfer or Workforce Credits</b>	4.8%	4.4%	4.7%
<b>% of Quantitative/Computation</b>	6.3%	5.9%	6.2%
<b>% of Retention</b>	4.6%	4.5%	4.7%
<b>% of Completion</b>	5.1%	4.5%	5.1%
<b>% of Total Points</b>	<b>5.0%</b>	<b>4.8%</b>	<b>5.0%</b>

Source: SBCTC, SAI 3.0 dashboard

*Regionally and Statewide*

In regard to total performance funding points, Pierce outperformed above both its benchmark colleges' average, and the Washington State CTC system average.



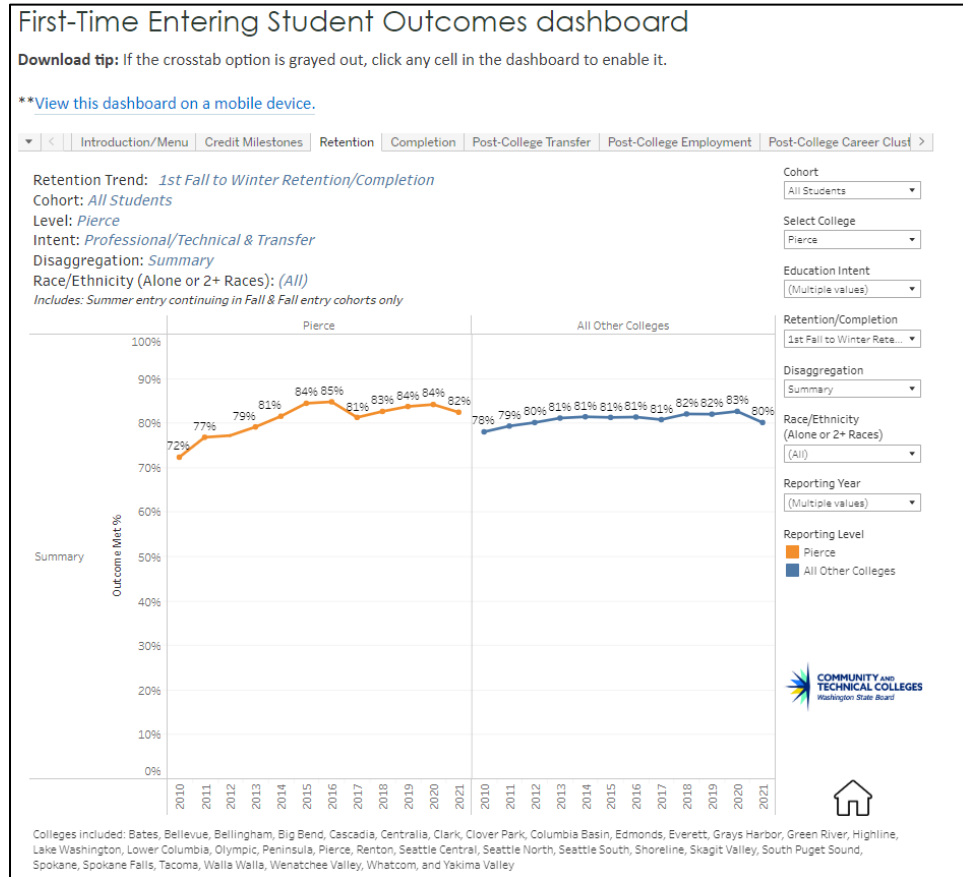
Note: The benchmark colleges included in this comparison group are as follows: Clark College; Edmonds Community College; Green River Community College; Highline Community College; Shoreline Community College; South Puget Sound Community College; and Tacoma Community College

Source: SBCTC, SAI 3.0 dashboard

## Retention and Persistence

### Annual and Quarterly Retention

For all transfer and professional/technical student cohorts, the first fall-to-winter retention rates declined slightly in 2021 (-2%), but at a lower rate than all other colleges (-3%).



Source: SBCTC's First-Time Entering Student Outcomes Dashboard

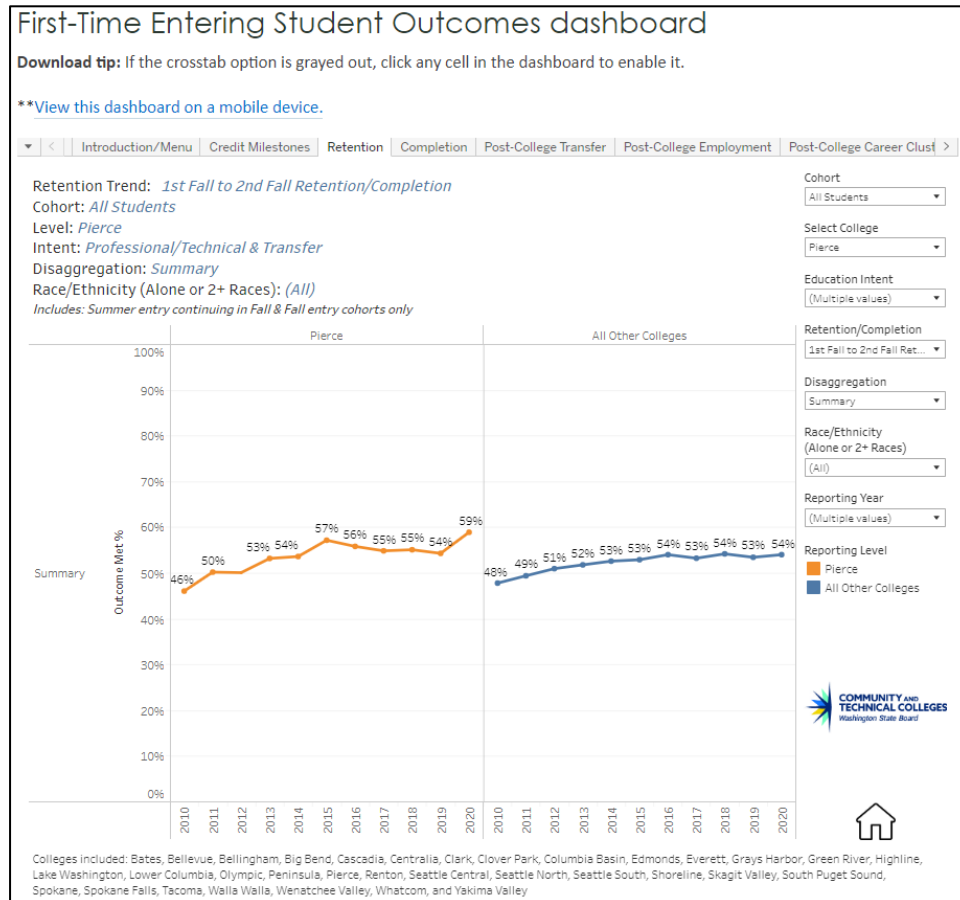
The first fall-to-winter retention rate for all transfer and professional/technical students was 82%, a slight decline from 84% in 2019 and 2020. Full-time students, students under the age of 20, and students with a disability accommodation were most likely to be retained between their first fall and winter quarters. In contrast, part-time students, Black/African American students, and older students (particularly between 20-29) were less likely to be retained between their first fall and winter quarters.

1st Fall-to-Winter Retention for All Transfer and Professional/Technical Student Cohorts				Average	Equity Difference Compared to Overall Average
	2019	2020	2021	2019-21	2019-21
All	84%	84%	82%	83%	*
Female	86%	85%	84%	85%	2%
Male	81%	82%	81%	81%	-2%
Received Need-Based Aid	80%	86%	85%	84%	1%
Students of Color	81%	82%	81%	81%	-2%
Black or African American (Alone)	75%	76%	75%	75%	-8%
White (Alone)	86%	86%	83%	85%	2%
Disability Accommodation	87%	86%	94%	89%	6%
Veteran Receiving Benefits	87%	79%	86%	84%	1%
Full-Time	89%	89%	88%	89%	6%
Part-Time	77%	72%	68%	72%	-11%
Age Under 20	90%	90%	88%	89%	6%
Age 20-24	71%	69%	71%	70%	-13%
Age 25-29	76%	73%	69%	73%	-10%
Age 30-39	73%	74%	82%	76%	-7%
Age 40+	79%	77%	73%	76%	-7%
First Generation	**	**	78%	78%	-5%

Source: SBCTC's First-Time Entering Student Outcomes Dashboard

\*\*Note: In this dashboard workbook, first generation data is only available for the 2021 cohort.

For all student cohorts, the first fall to second fall retention rates increased by 5% between 2019 and 2020. For all other colleges, the first fall to second fall retention rate increased by 1% between 2019 and 2020.



Source: SBTC's First-Time Entering Student Outcomes Dashboard

Fall-to-fall retention rates increased 4% over a three-year period (from 55% to 59%). Similar to first fall-to-winter retention rates, full-time students, students under the age of 20, and students with a disability accommodation were most likely to be retained between their first fall and second fall quarters. In contrast, part-time students, older students, veterans receiving benefits, Black/African American students, and students receiving need-based aid were less likely to be retained between their first fall and second fall quarters.

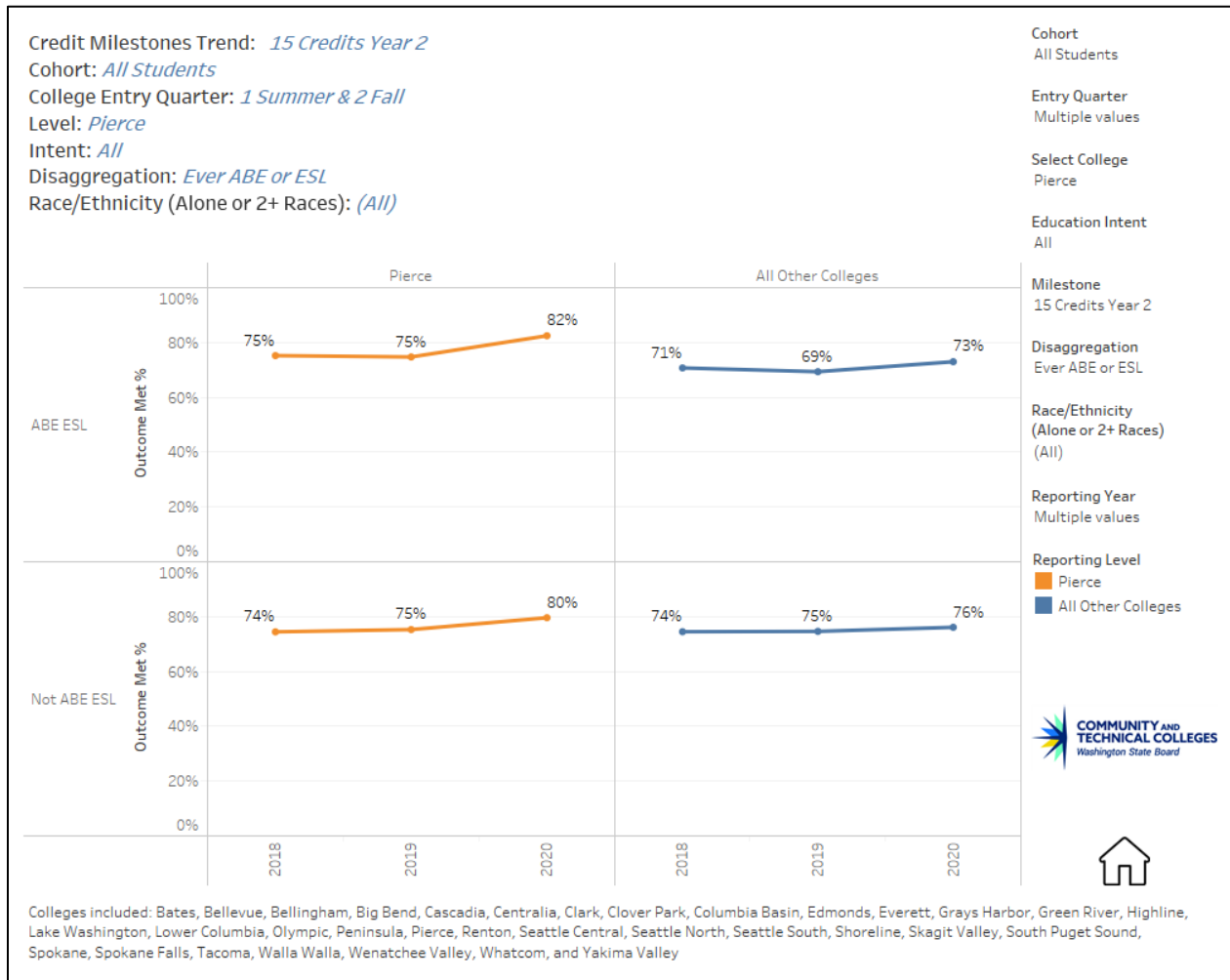
1st Fall to 2nd Fall Retention for All Transfer and Professional/Technical Student Cohorts					Equity Difference Compared to Overall Average
	2018	2019	2020	Average 2018-20	2018-20
All	55%	54%	59%	56%	*
Female	58%	57%	61%	59%	3%
Male	50%	50%	56%	52%	-4%
Received Need-Based Aid	51%	44%	53%	49%	-7%
Students of Color	55%	51%	57%	54%	-2%
Black or African American (Alone)	50%	42%	53%	48%	-8%
White (Alone)	55%	57%	60%	57%	1%
Disability Accommodation	60%	55%	67%	61%	5%
Veteran Receiving Benefits	46%	41%	44%	44%	-12%
Full-Time	61%	62%	65%	63%	7%
Part-Time	47%	43%	44%	45%	-11%
Age Under 20	65%	65%	68%	66%	10%
Age 20-24	35%	34%	42%	37%	-19%
Age 25-29	41%	39%	36%	39%	-17%
Age 30-39	42%	39%	41%	41%	-15%
Age 40+	41%	45%	46%	44%	-12%
First Generation	55%	54%	59%	56%	0%

Source: SBCTC's First-Time Entering Student Outcomes Dashboard



## Basic Skills Outcomes and Transition

Learning and student success for basic skills students - including previous ABE and ESL students who transitioned to college-level coursework – are important measures for the learning outcomes objective. The Washington State Board for Community and Technical Colleges (SBCTC) provides a dashboard that tracks credit and completion outcomes for students who were previously ABE and ESL students and transitioned to college-level coursework. In 2020, 82% of former ABE and ESL met the 15 credits milestone in year 2 (a 7% increase from the previous year) compared to 73% at other colleges.



Source: SBCTC First-Time Entering Student Outcomes Dashboard

## Course Completion

### *Successful Course Completion*

The State Board for Community and Technical Colleges' (SBCTC) First-Time Entering Student Outcomes dashboard (FTESO) explores disaggregated progression and retention, credential completion, and post-college outcomes data, with the ability to compare colleges to a system total. However, the dashboard is limited in its ability to disaggregate data for specific courses. Thus, internal data was analyzed to calculate successful course completion rates for all college-level courses and STEM courses. Considering the different data sources, individual data elements may vary between tables. For instance, while the FTESO dashboard explores student progression for first-generation college students, internal data tracks progression for students whose parent(s) earned a bachelor's degree or higher. Nonbinary student data can also be extracted internally, though the threshold for reporting is only available for fall 2022 data (N=39). Note, all student data is duplicated if a student enrolled in more than one course.

Success percentages in college-level courses for students at Pierce were generally consistent between fall 2020 and fall 2022, increasing slightly from 78.4% to 79.6%. Equity gaps were most observed for nonbinary students and Black/African American students. Note, nonbinary data is a new metric and was only at the threshold for reporting for fall 2022 data (N=39) and only available in this table; future data will be helpful in determining trends. Black/African American students exceeded the 70% successful course completion threshold in fall 2022. College-level course success rates increased for all demographics tracked over the three-year period.

All College-Level Course Completion	% successfully completed	% successfully completed	% successfully completed	Average	Equity Difference Compared to Overall Average
	Fall 2020	Fall 2021	Fall 2022		Fall 2020-22
All	78.4%	78.5%	79.6%	78.8%	*
Female	79.7%	79.6%	80.9%	80.1%	1.2%
Male	75.7%	76.2%	77.6%	76.5%	-2.3%
Nonbinary	**	**	57.0%	57.0%	-21.8%
Pell Grant Recipient	77.2%	77.0%	77.3%	77.2%	-1.7%
Parent(s) Earned Bachelor Degree	80.6%	80.6%	82.0%	81.1%	2.2%
Students of Color	75.6%	77.1%	77.8%	76.8%	-2.0%
Black or African American (Alone)	69.2%	68.9%	75.6%	71.2%	-7.6%
White (Alone)	81.7%	81.2%	81.8%	81.6%	2.8%
Under 40	78.3%	78.4%	79.5%	78.7%	-0.1%
40 and Older	80.0%	80.5%	82.3%	80.9%	2.1%
Disability (With or Without Accommodation)	75.8%	71.3%	77.7%	74.9%	-3.9%

Source: Pierce College Enrollment Services

\*\*Data is suppressed due to small Ns.

Note: College-level courses are defined as having a course number of 100 or higher. Successful course completion is defined as earning a 2.0 or higher decimal grade or a P letter grade.

Completion rates in STEM (Science, Technology, Engineering and Mathematics) courses increased overall by 3.4% between fall 2020 and fall 2022. Equity gaps were most observed in Black/African American students and students with a documented disability (with or without accommodations). However, each demographic demonstrated growth between fall 2020 and fall 2022, and each demographic exceeded the 70% minimum threshold during fall 2022, as well.

STEM Course Completion	% successfully completed	% successfully completed	% successfully completed	Average	Equity Difference Compared to Overall Average
	Fall 2020	Fall 2021	Fall 2022	Fall 2020-22	Fall 2020-22
All	73.8%	76.0%	77.2%	75.7%	*
Female	74.7%	75.5%	77.8%	76.0%	0.4%
Male	72.2%	76.5%	76.2%	75.0%	-0.7%
Nonbinary	**	**	**	**	**
Pell Grant Recipient	72.9%	71.7%	75.3%	73.3%	-2.4%
Parent(s) Earned Bachelor Degree	74.7%	78.0%	79.3%	77.3%	1.7%
Students of Color	72.9%	74.9%	76.1%	74.6%	-1.0%
Black or African American (Alone)	58.8%	65.1%	71.4%	65.1%	-10.6%
White (Alone)	76.7%	78.6%	79.3%	78.2%	2.6%
Under 40	73.8%	75.9%	76.8%	75.5%	-0.1%
40 and Older	73.3%	77.8%	82.8%	78.0%	2.3%
Disability (With or Without Accommodation)	66.4%	70.0%	72.7%	69.7%	-5.9%

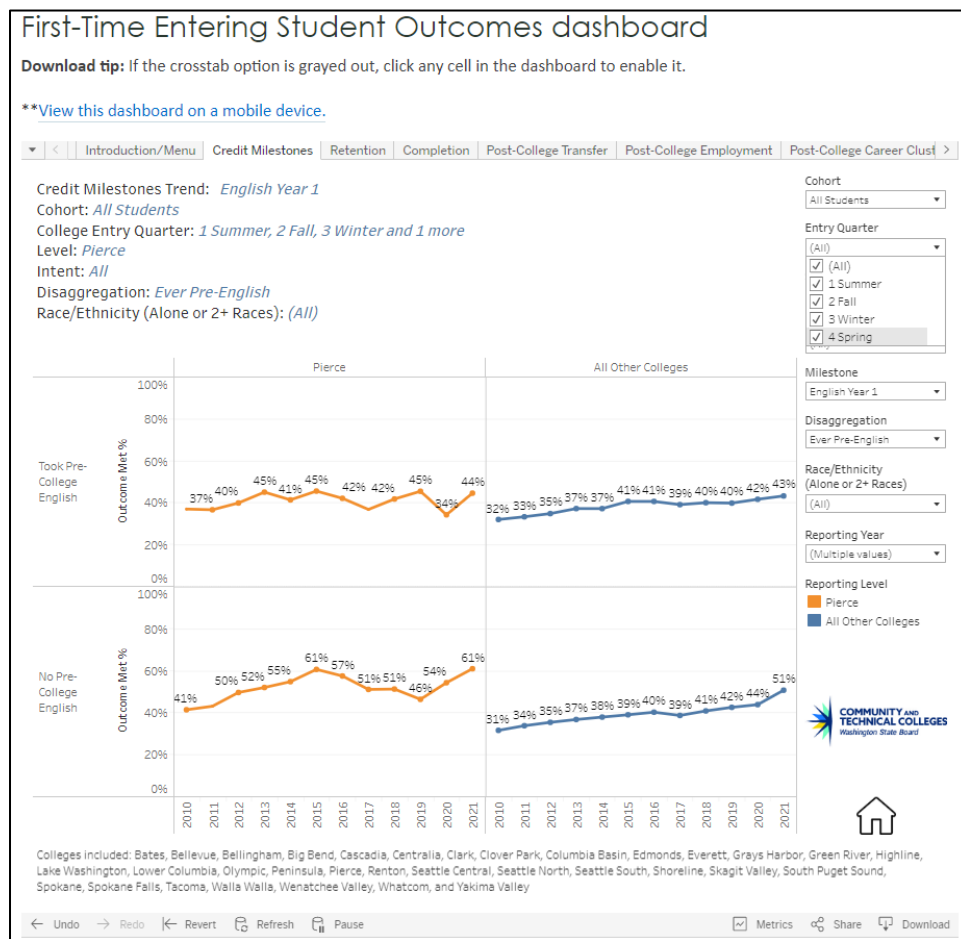
Source: Pierce College Enrollment Services

\*\*Data is suppressed due to small Ns.

Note: STEM data comprises all courses in the Natural Science and Mathematics division including precollege Math. In fall 2022, CIS and CNE courses were added to this division. Successful course completion is defined as earning a 2.0 or higher decimal grade or a P letter grade.

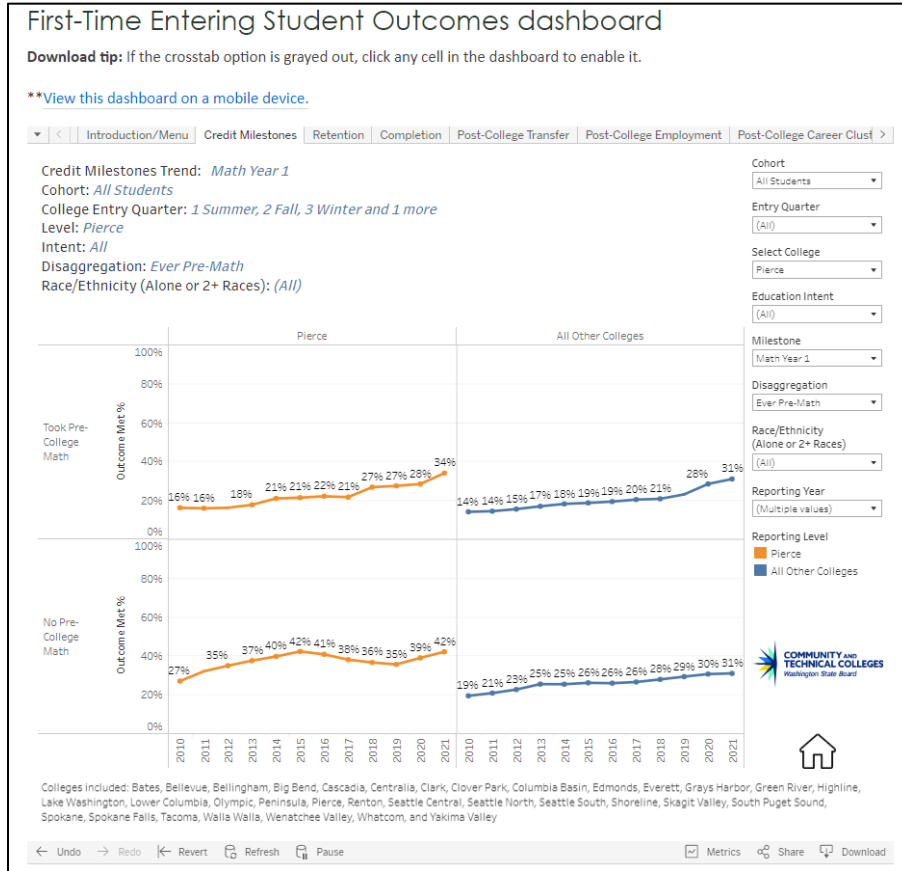
## Developmental Transition and Year 1 Math and English Completion

In 2018, Pierce launched a Guided Pathways model (coined Career Pathways at Pierce) that included a streamlining of the student experience, as well as an increased focus on equity, transparency, and student transfer/career. Beginning in fall 2018, all new students selected a career pathway and specific program map. College-level math and English are found within the first six courses of each map. However, some students begin their English and math coursework at the precollege level. The percentage of college-level English completion in Year 1 for students who were ever enrolled in precollege English increased between 2020 and 2021, and at a higher percentage rate than other colleges. However, it is important to note that there has been a considerable decline in the number of students who enrolled in precollege English at Pierce between 2019 (N=419) and 2021 (N=18). Pre-college English courses were no longer offered in fall 2022, thus this metric will be discontinued in future IE Reports.



Source: SBCTC First-Time Entering Student Outcomes Dashboard

The percentage of college-level Math completion in Year 1 for students who were ever enrolled in precollege Math increased between 2020 and 2021, and at a higher percentage rate than other colleges. Although there has been a considerable decline in the number of students who enrolled in precollege Math at Pierce between 2019 (N=957) and 2021 (N=139), precollege math courses were still offered in fall 2022.



Source: SBCTC First-Time Entering Student Outcomes Dashboard

In 2021, all Pierce's professional/technical and transfer student cohorts completed Year 1 math at a 10% rate higher than all other colleges (41% and 31% respectively). Full-time students, students under the age of 20, male students and White students were more likely to complete Year 1 math. Part-time students, older students and Black/African American students were less likely to do so.

Year 1 Math for All Transfer and Professional/Technical Student Cohorts				Average	Equity Difference Compared to Overall Average
	2019	2020	2021	2019-21	2019-21
All	38%	41%	41%	40%	*
Female	37%	41%	38%	39%	-1%
Male	41%	44%	46%	44%	4%
Received Need-Based Aid	32%	39%	39%	37%	-3%
Students of Color	37%	41%	39%	39%	-1%
Black or African American (Alone)	25%	33%	32%	30%	-10%
White (Alone)	40%	42%	43%	42%	2%
Disability Accommodation	27%	43%	39%	36%	-4%
Veteran Receiving Benefits	45%	36%	40%	40%	0%
Full-Time	44%	47%	48%	46%	6%
Part-Time	29%	27%	24%	27%	-13%
Age Under 20	44%	46%	47%	46%	6%
Age 20-24	28%	29%	36%	31%	-9%
Age 25-29	35%	39%	36%	37%	-3%
Age 30-39	30%	31%	31%	31%	-9%
Age 40+	25%	37%	23%	28%	-12%
First Generation	**	**	38%	38%	-2%

Source: SBCTC First-Time Entering Student Outcomes Dashboard

\*Note: In this dashboard workbook, first generation data is only available for the 2021 cohort.

Likewise, all of Pierce's professional/technical and transfer student cohorts completed Year 1 English at an 11% rate higher than all other colleges (61% and 50% respectively). Full-time students, students under the age of 20, White Students and Females are most likely to complete Year 1 English. Part-time students, older students, students receiving need-based aid, and Black/African American students are less likely to do so.

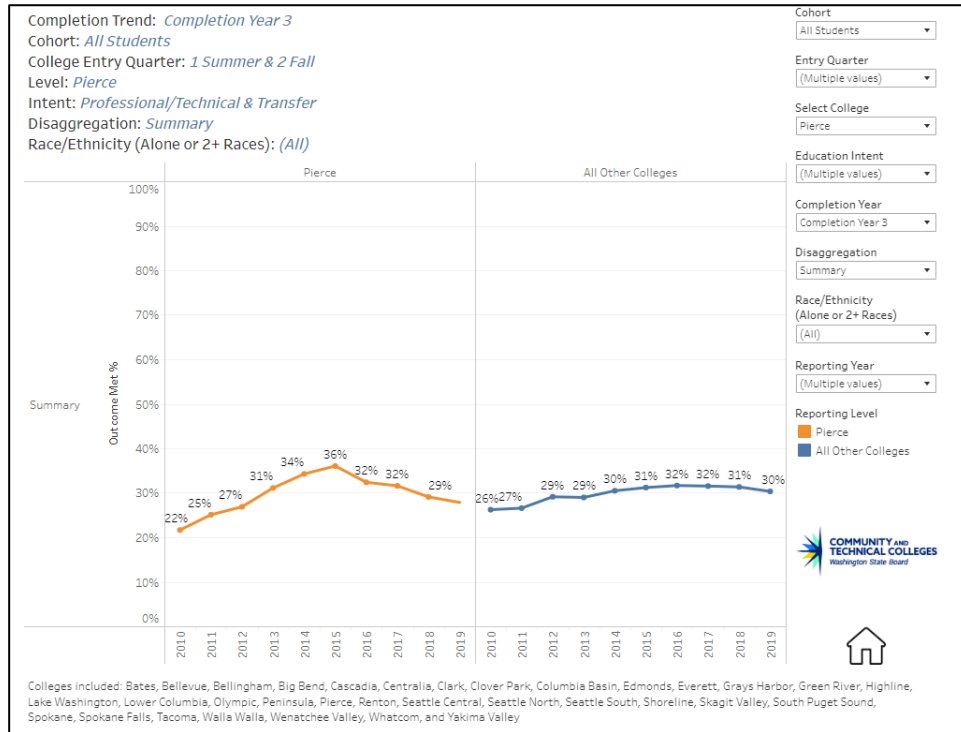
Year 1 English for All Transfer and Professional/Technical Student Cohorts				Average	Equity Difference Compared to Overall Average
	2019	2020	2021	2019-21	2019-21
All	57%	64%	61%	61%	*
Female	59%	64%	62%	62%	1%
Male	54%	64%	59%	59%	-2%
Received Need-Based Aid	39%	49%	49%	46%	-15%
Students of Color	53%	60%	58%	57%	-4%
Black or African American (Alone)	37%	52%	48%	46%	-15%
White (Alone)	60%	68%	63%	64%	3%
Disability Accommodation	42%	60%	70%	57%	-3%
Veteran Receiving Benefits	27%	38%	27%	31%	-30%
Full-Time	68%	73%	70%	70%	10%
Part-Time	42%	41%	37%	40%	-21%
Age Under 20	75%	80%	78%	78%	17%
Age 20-24	32%	37%	38%	36%	-25%
Age 25-29	28%	37%	32%	32%	-28%
Age 30-39	25%	28%	28%	27%	-34%
Age 40+	23%	31%	28%	27%	-33%
First Generation	**	**	58%	58%	-3%

Source: SBCTC First-Time Entering Student Outcomes Dashboard

\*Note: In this dashboard workbook, first generation data is only available for the 2021 cohort.

## Graduation Rates

Overall, three-year completion rates have declined by 4% between the 2017 and 2019 transfer and professional/technical student cohorts. Across the SBCTC system, three-year completion rates declined by 2% during this same time period.



Source: SBCTC First-Time Entering Student Outcomes Dashboard



For transfer and professional/technical student cohorts, the trends highlighted in the first fall to second fall retention rates are generally comparable to those found in the three-year completion rates. Full-time students, students under the age of 20, White students, female students, first generation students, and students with a disability accommodation are most likely to be retained and complete. Part-time students, older students (particularly those between 20 and 29 years of age), Black/African American students, veterans receiving benefits, and students receiving need-based aid are less likely to be retained and complete.

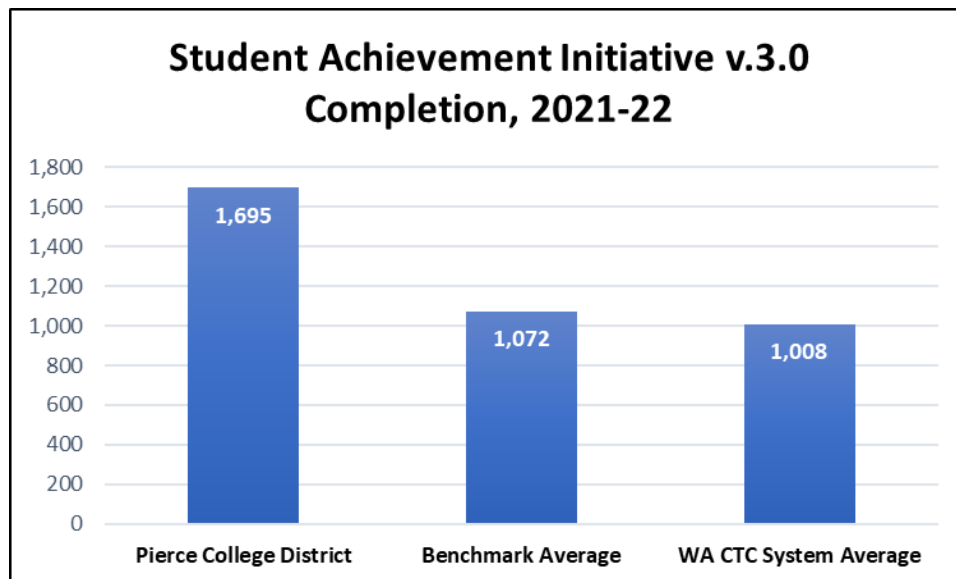
Completion by Year 3 for All Transfer and Professional/Technical Student Cohorts				Average	Equity Difference Compared to Overall Average
	2017-20	2018-21	2019-22	2017-22	2017-22
All	32%	29%	28%	30%	*
Female	34%	31%	30%	32%	2%
Male	27%	25%	25%	26%	-4%
Received Need-Based Aid	24%	24%	19%	22%	-7%
Students of Color	27%	27%	24%	26%	-4%
Black or African American (Alone)	19%	23%	15%	19%	-11%
White (Alone)	33%	31%	31%	32%	2%
Disability Accommodation	25%	35%	29%	30%	0%
Veteran Receiving Benefits	23%	23%	21%	22%	-7%
Full-Time	37%	34%	34%	35%	5%
Part-Time	24%	22%	20%	22%	-8%
Age Under 20	39%	35%	34%	36%	6%
Age 20-24	16%	14%	14%	15%	-15%
Age 25-29	19%	19%	18%	19%	-11%
Age 30-39	22%	25%	21%	23%	-7%
Age 40+	32%	26%	29%	29%	-1%
First Generation	32%	29%	28%	30%	0%

Source: SBCTC First-Time Entering Student Outcomes Dashboard

*Pierce College District, Regionally and Statewide*

In 2018, SBCTC Student Achievement Initiative (SAI) 3.0 was launched based on 2016-17 advisory committee recommendations to increase focus on completions and historically underrepresented students. This resulted in how SAI points were defined and measured. There was a focus area change regarding Completions. SBCTC indicates that completion of apprenticeships and associate degrees is now a focus area for historically underserved populations as the data shows an equity gap. Students who meet the criteria of low-income or historically underserved (HU) student of color receive an extra point if they earn one of these types of awards (basic skills receive extra point for any type of completion). The points are duplicative if a student is a member of more than one focus group. While the definition of the point itself has not changed, overall there are a greater number of completion points as compared to 2.0 because of the extra points for these populations.

In 2021-22, Pierce College District outperformed both its benchmark colleges' average, and the WA CTC system average regarding completion points.



Note: The benchmark colleges included in this comparison group are as follows: Clark College; Edmonds Community College; Green River Community College; Highline Community College; Shoreline Community College; South Puget Sound Community College; and Tacoma Community College

Source: SBCTC, SAI 3.0 dashboard

## B. Learning Outcomes

### Student Feedback for Learning Outcomes

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

To assist colleges in their efforts to reach for excellence, CCSSE reports national benchmarks of effective educational practices in community colleges. The *Active and Collaborative Learning* benchmark states that students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Benchmark scores are standardized around the mean of CCSSE cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by enrollment status and gender. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges. In 2021, Pierce scored below the *Active and Collaborative Learning* cohort and medium college averages with a mean score of 45.4. The average score for medium colleges was 47.8. Pierce's *Active and Collaborative Learning* benchmark score was the lowest scoring benchmark among the five benchmarks measured, and constituted a decrease from our 2019 score of 53.5. Considering the context of the active and collaborative learning questions, the pandemic and online learning may have impacted the results.

CCSSE Active and Collaborative Learning Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium College	Mean Score for 2021 Cohort
<b>Q. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<b>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</b>			
Asked questions in class or contributed to class discussions.	3.09	2.92	2.92
Made a class presentation.	1.85	2.01	2.05*
Worked with other students on projects during class.	1.88	2.19*	2.28*
Worked with classmates outside of class to prepare class assignments.	1.64	1.76	1.83
Tutored or taught other students.	1.30	1.30	1.33
Participated in a community-based project as a part of a regular course.	1.26	1.31	1.33
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).	2.51	2.46	2.48

Source: 2021 Community College Survey of Student Engagement

\*Denotes statistical significance.

The *Student Effort* benchmark states that students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Benchmark scores are standardized around the mean of CCSSE cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by enrollment status and gender. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges. Pierce College scored above the *Student Effort* cohort and medium college averages in 2021 with a mean score of 51.7, but a decrease from our 2019 score of 53.4. Pierce scored statistically significantly higher than both medium colleges and the 2021 cohort in regards to the hours students spend preparing for class. However, Pierce scored significantly lower than medium colleges and the 2021 cohort in the use of the computer labs.

CCSSE Student Effort Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium College	Mean Score for 2021 Cohort
<b>Q. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<b>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</b>			
Prepared two or more drafts of a paper or assignment before turning it in.	2.52	2.48	2.48
Worked on a paper or project that required integrating ideas or information from various sources.	2.93	2.85	2.86
Came to class without completing readings or assignments.	1.58	1.67	1.72
<b>Q. During the current school year, about how much reading and writing have you done at this college?</b>			
<b>0 = None, 1 = 1-4, 2 = 5-10, 3 = 11-20, 4 = More than 20</b>			
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.	1.08	0.98	0.98
<b>Q. About how many hours do you spend in a typical 7-day week doing each of the following?</b>			
<b>0 = None, 1 = 1-5, 2 = 6-10, 3 = 11-20, 4 = 21-30, 5 = More than 30</b>			
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program).	2.64	2.27*	2.1*
<b>How often you use the following services?</b>			
<b>0 = Never, 1 = 1 time, 2 = 2-4 times, 3 = 5 or more times</b>			
Frequency: Peer or other tutoring	0.77	0.61	0.67
Frequency: Skill labs (writing, math, etc.)	0.56	0.66	0.75
Frequency: Computer lab	0.44	0.75*	0.89*

Source: 2021 Community College Survey of Student Engagement

\*Denotes statistical significance.

The *Academic Challenge* benchmark states that challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance. Benchmark scores are standardized around the mean of CCSSE cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by enrollment status and gender. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges. Pierce College scored above both the *Academic Challenge* medium colleges and cohort average in 2019 with a mean score of 52.4, an increase from 51.6 in 2019.

<b>CCSSE Academic Challenge Benchmark Questions</b>	<b>Mean Score for Pierce College</b>	<b>Mean Score for Medium College</b>	<b>Mean Score for 2021 Cohort</b>
<b>Q. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<b>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</b>			
Worked harder than you thought you could to meet an instructor's standards or expectations.	2.78	2.70	2.69
<b>During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>			
<b>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</b>			
Analyzing the basic elements of an idea, experience, or theory.	3.09	2.99	2.98
Forming a new idea or understanding from various pieces of information.	3.04	2.96	2.95
Making judgments about the value or soundness of information, arguments, or methods.	2.81	2.73	2.72
Applying theories or concepts to practical problems or in new situations.	2.93	2.87	2.85
Using information you have read or heard to perform a new skill.	2.96	2.96	2.94
<b>During the current school year, about how much reading and writing have you done at this college?</b>			
<b>0 = None, 1 = Between 1 &amp; 4, 2 = Between 5 &amp; 10, 3 = Between 11 and 20, 4 = More than 20</b>			
Number of assigned textbooks, manuals, books, or book-length packs of course readings.	1.83	1.86	1.89
Number of written papers or reports of any length.	1.85	1.78	1.79
<b>Mark the box that...</b>			
<b>1 = Extremely easy ... 7 = Extremely challenging</b>			
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.	5.49	5.38	5.25
<b>How much does this college emphasize each of the following?</b>			
<b>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</b>			
Encouraging you to spend significant amounts of time studying.	3.13	3.08	3.07

Source: 2021 Community College Survey of Student Engagement

The *Student-Faculty Interaction* benchmark states that in general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. Benchmark scores are standardized around the mean of CCSSE cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by enrollment status and gender. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges. For 2021, Pierce College scored slightly below the *Student-Faculty Interaction* for medium colleges, but slightly above the cohort averages with a mean score of 50.1, a slight decrease from our 2019 score of 50.9.

CCSSE Student-Faculty Interaction Benchmark Questions	Mean Score for Pierce College	Mean Score for Medium College	Mean Score for 2021 Cohort
<b>Q. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<b>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</b>			
Used email to communicate with an instructor.	3.11	3.19	3.14
Discussed grades or assignments with an instructor.	2.57	2.64	2.63
Talked about career plans with an instructor or advisor	2.28	2.17	2.19
Discussed ideas from your readings or classes with instructors outside of class	1.68	1.75	1.78
Received prompt feedback (written or oral) from instructors on your performance	3.09	2.90*	2.88*
Worked with instructors on activities other than coursework.	1.39	1.45	1.48

Source: 2021 Community College Survey of Student Engagement

\*Denotes statistical significance.

### *The Survey of Entering Student Engagement (SENSE)*

The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results. In 2018, Pierce entering students scored lower on *High Expectations and Aspirations* and *Effective Track to College Readiness*. However, on the remainder of benchmarks, Pierce scored above the averages for both large colleges and the 2018 cohort. In contrast, Pierce scored below average on three of six benchmarks in 2015, including *Clear Academic Plan and Pathway*.

SENSE 2018 Benchmark Summary	Score for Pierce College	Score for Large Colleges	Score for 2018 Cohort
Early Connections	54.7	46.8	50.0
High Expectations & Aspirations	43.4	49.1	50.0
Clear Academic Plan & Pathway	56.5	48.3	50.0
Effective Track to College Readiness	40.2	49.9	50.0
Engaged Learning	54.7	50.4	50.0
Academic & Social Support Network	55.1	49.9	50.0

Source: 2018 Survey of Entering Student Engagement

## **Core Abilities**

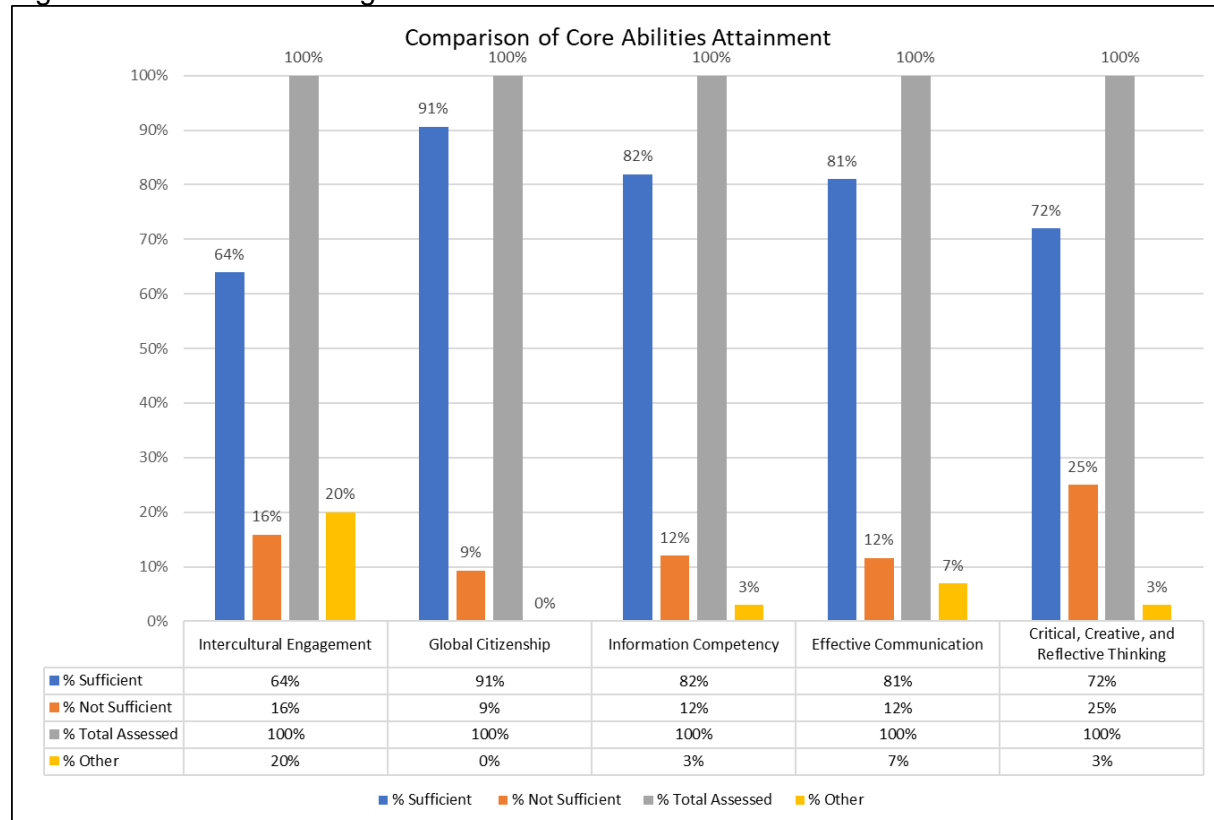
The Pierce College District identified five Core Abilities in the late 1990s to be taught and assessed across the curriculum in Disciplines, Programs and Basic Skills courses. The titles and definitions of these core abilities have been adjusted over time. Graduates are expected to have experienced many opportunities to practice the Core Abilities in their pathway courses, and to demonstrate sufficient levels of competence by the time they graduate. The Core Abilities' outcomes are:

- ***Critical, Creative, and Reflective Thinking*** – Graduates will evaluate, analyze, synthesize, and generate ideas; construct informed, meaningful, and justifiable conclusions; and process feelings, beliefs, biases, strengths, and weaknesses as they relate to their thinking, decisions, and creations.
- ***Effective Communication*** – Graduates will be able to craft and exchange ideas and information in a variety of situations, in response to audience, context, purpose, and motivation.
- ***Information Literacy*** – Graduates will be critical users, creators, and disseminators of information by examining how information is created, valued, and influenced by power and privilege.
- ***Intercultural Engagement*** – Graduates demonstrate self-efficacy in intercultural engagement to advance equity, diversity, and inclusion through reflections and expressions of cultural humility, empathy, and social and civic engagement and action. Further, graduates examine how identities/positionalities such as races, social classes, genders, sexual orientations, disabilities, and cultures impact perceptions, actions, and the distribution of power and privilege in communities, systems, and institutions.
- ***Global Citizenship*** – Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts of choices, actions, and contributions for the creation of sustainable and equitable systems.

**Faculty Assessment of Core Ability Outcomes:**

Data included in this report represents the second three years of a six-year cycle of assessment during which Core Abilities were assessed on a schedule determined by faculty when departments constructed Assessment Plans (January 2015) to generate a collection of sampling data regarding student achievement as well as student work samples.

The average percentage of *Sufficient* student achievement when viewing the five Core Abilities together is 78% - exceeding the Benchmark of 70%.

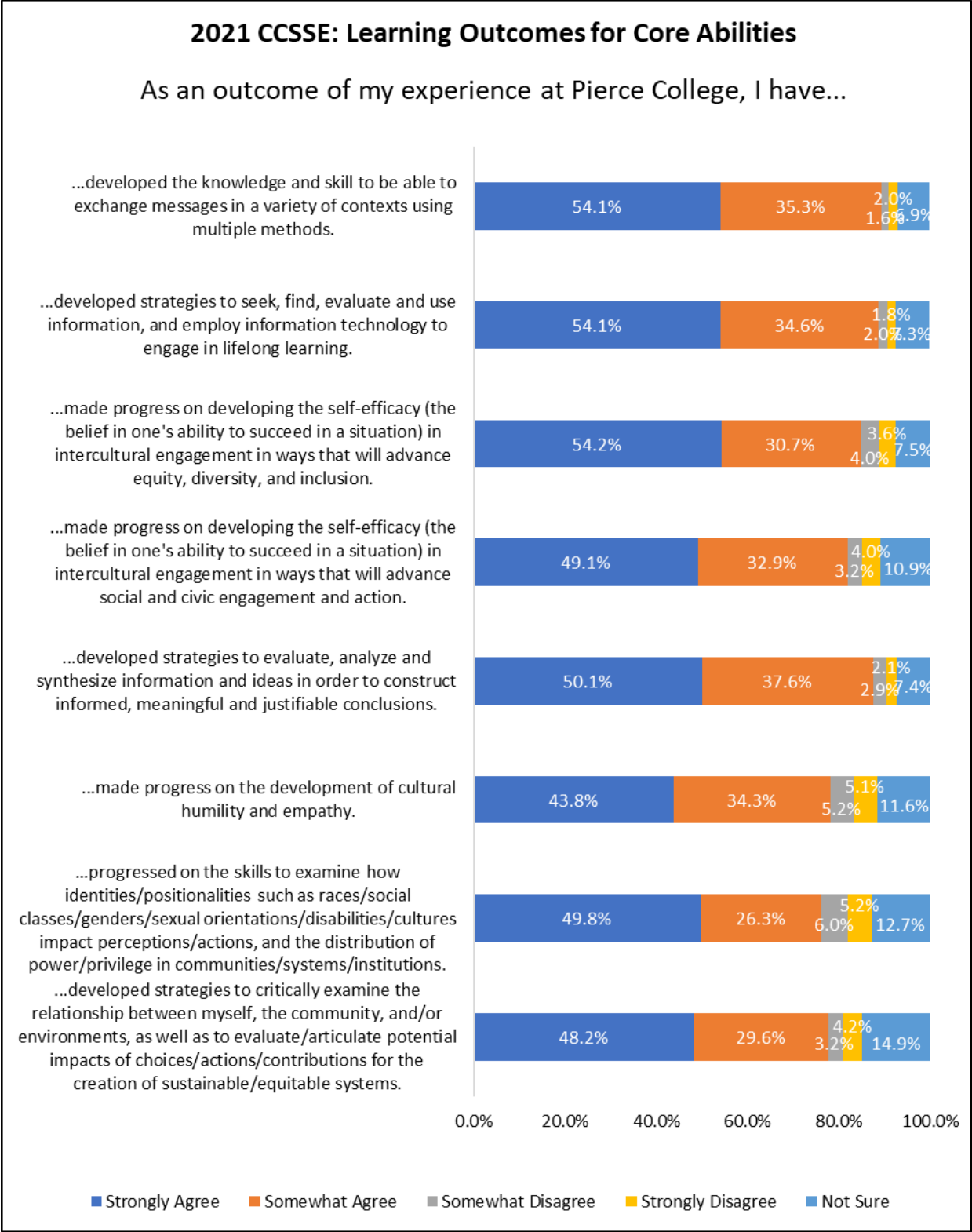


Source: Discipline and Program Annual Reviews 2019-22



**Student Feedback**

Customized questions within the 2021 Community College Survey of Student Engagement (CCSSE) provided an opportunity to assess progress in learning outcomes associated with the five core abilities. More than three-quarters of respondents agreed that they have developed progress on the identified learning outcomes.



Source: 2021 Community College Survey of Student Engagement Customized Questions

## Outcomes for Academic Transfer Students/FAKs

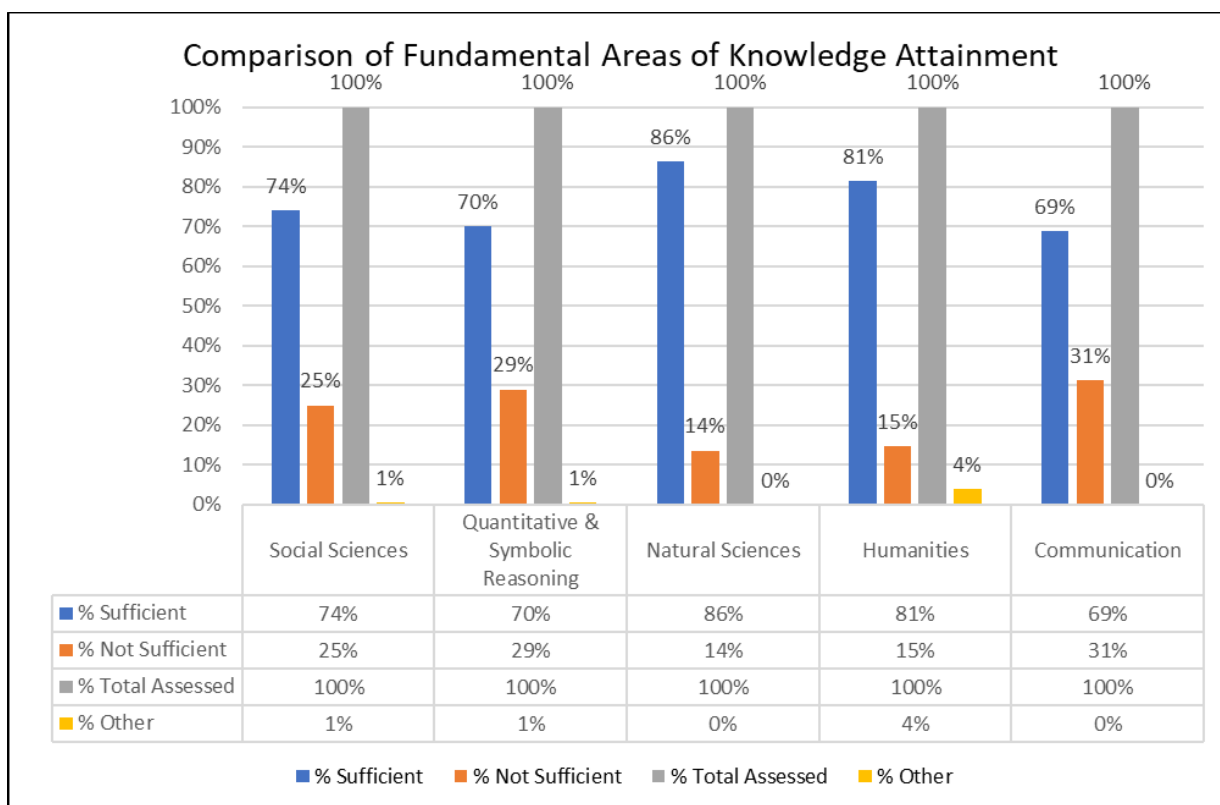
Pierce College District has identified five Fundamental Areas of Knowledge (FAKs) in which all transfer graduates should have developed competence upon completion of their degree or certificate. The outcomes associated with the Fundamental Areas of Knowledge are as follows:

- **Communication** – Graduates will be able to create, analyze, evaluate, and apply rhetorical strategies to communicate effectively.
- **Humanities** – Graduates acquire critical skills to interpret, analyze, and evaluate forms of human expression, which can include creation and performance as an expression of human experience.
- **Social Sciences** – Graduates analyze and interpret social phenomena using social science theories and methods.
- **Natural Sciences** – Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.
- **Quantitative and Symbolic Reasoning** – Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

### *Faculty Assessment of FAK Outcomes:*

Data included in this report represents the second three years of a six-year cycle of assessment during which disciplines assessed the Fundamental Areas of Knowledge on a schedule determined by faculty when departments constructed Assessment Plans (January 2015) to generate a collection of sampling data regarding student achievement as well as student work samples.

The average percentage of *Sufficient* student achievement when viewing the five FAKs together is 76% - exceeding the Benchmark of 70%.



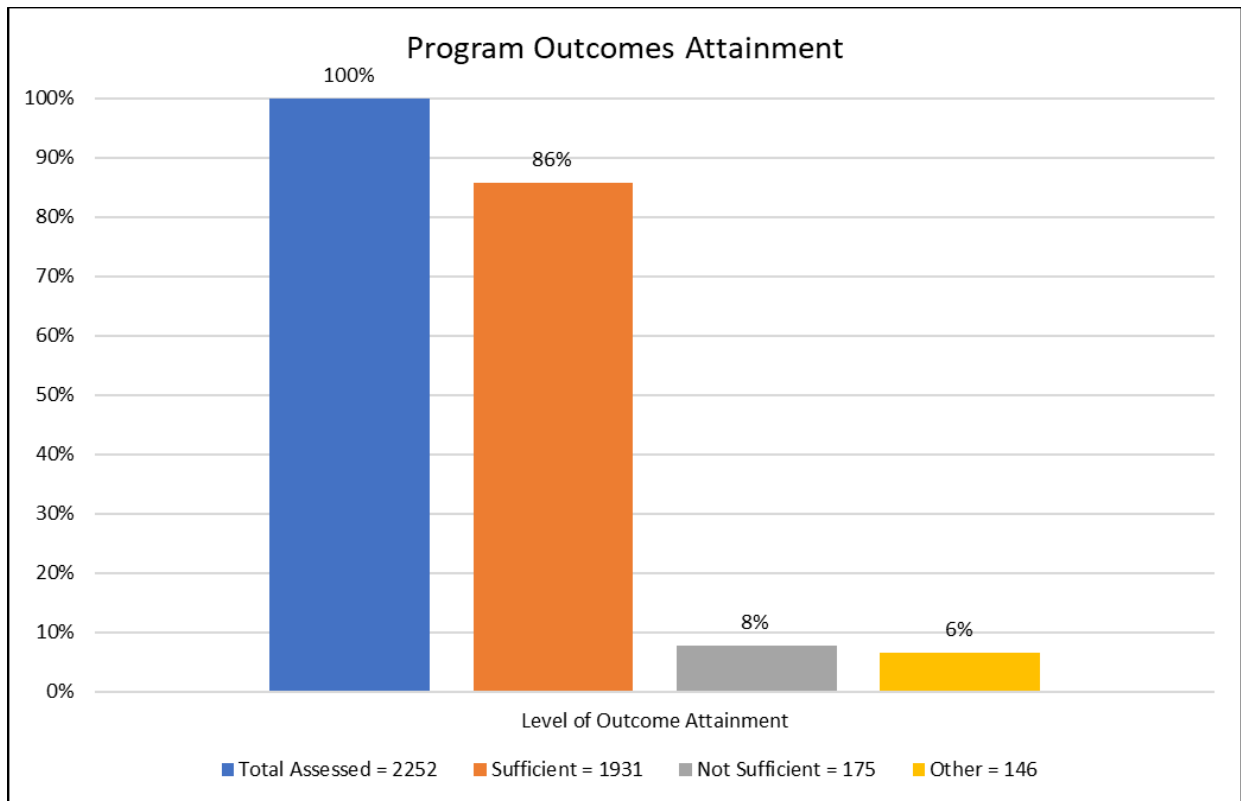
Source: Discipline and Program Annual Reviews 2019-22

## Outcomes for Professional/Technical Students and Pathways

Professional/Technical program graduates, in addition to the *Core Abilities*, will have developed program specific outcomes (*Program Outcomes, POs*) that are comprised of the skills and knowledge essential for excelling in the industry specific field of study. These outcomes are developed by the program's faculty and vetted by the program's advisory committee.

Data included in this report is in accordance with program Assessment Plans detailing the collection of a sampling of assessments and student work samples from all *Program Outcomes* over the three-year period of assessment.

Most *Program Outcome* assessments received a *Sufficient* rating (86%) during the second three years of the current six-year assessment cycle.



Source: Discipline and Program Annual Reviews 2019-22

## **Outcomes for Transitional Education Students**

Transitional Education, students in the Adult Basic Education (ABE), English as a Second Language (ESL), Integrated Basic Education and Skills Training (I-BEST), and the International English Program were assessed for their proficiency levels in the *Core Abilities* and *Program Outcomes* during the second three years of this six-year cycle of assessment. Data included in this report is in accordance with discipline Assessment Plans detailing the collection of a sampling of assessments and student work samples.

Most *Core Abilities* and *Program Outcomes* for *Transitional Education* and *The International English Program* assessments received a *Sufficient* rating (81%) during the second three years of the current six-year assessment cycle.

<b>Assessed between Fall 2019 and Spring 2022</b>	<b>Number of Students Assessed</b>	<b>Percent of Total</b>
Sufficient	121	81%
Not Sufficient	29	19%
Total	150	100%

Source: Discipline and Program Annual Reviews 2019-22

## Outcomes for ABE and ESL Students

The Washington State Board for Community and Technical Colleges (SBCTC) tracks significant gains made by Adult Basic Education (ABE) and English as a Second Language (ESL) students. Measurable Skill Gains (MSG) are defined as achieving any of the following within the academic year: federal level gain, enter postsecondary education gain, high school equivalency, or a high school diploma. For Pierce's ABE and ESL students, findings indicate that the percentage of students with significant gains declined in 2020-21 but increased closer to pre-pandemic levels in 2021-22.

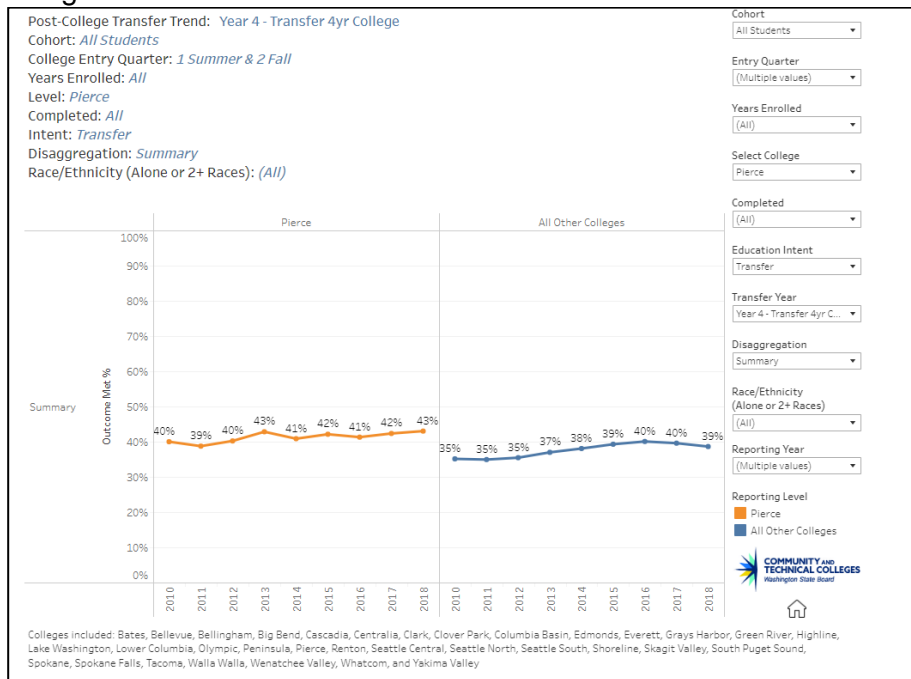
<b>Student Gains of ABE and ESL Students</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b><i>Pierce District:</i></b>			
Federally Reportable Students	1,002	742	722
Total Measurable Skill Gains Achieved	381	111	231
Percent Achieved	38%	15%	32%

Source: SBCTC, BEdA Quarterly Performance Report, 2023

## C. Transfer and Employment Success

### Transfer Rates and Success

For the 2018 cohort, students with a transfer intent had a Year 4 transfer rate that was 4% higher than all other colleges.



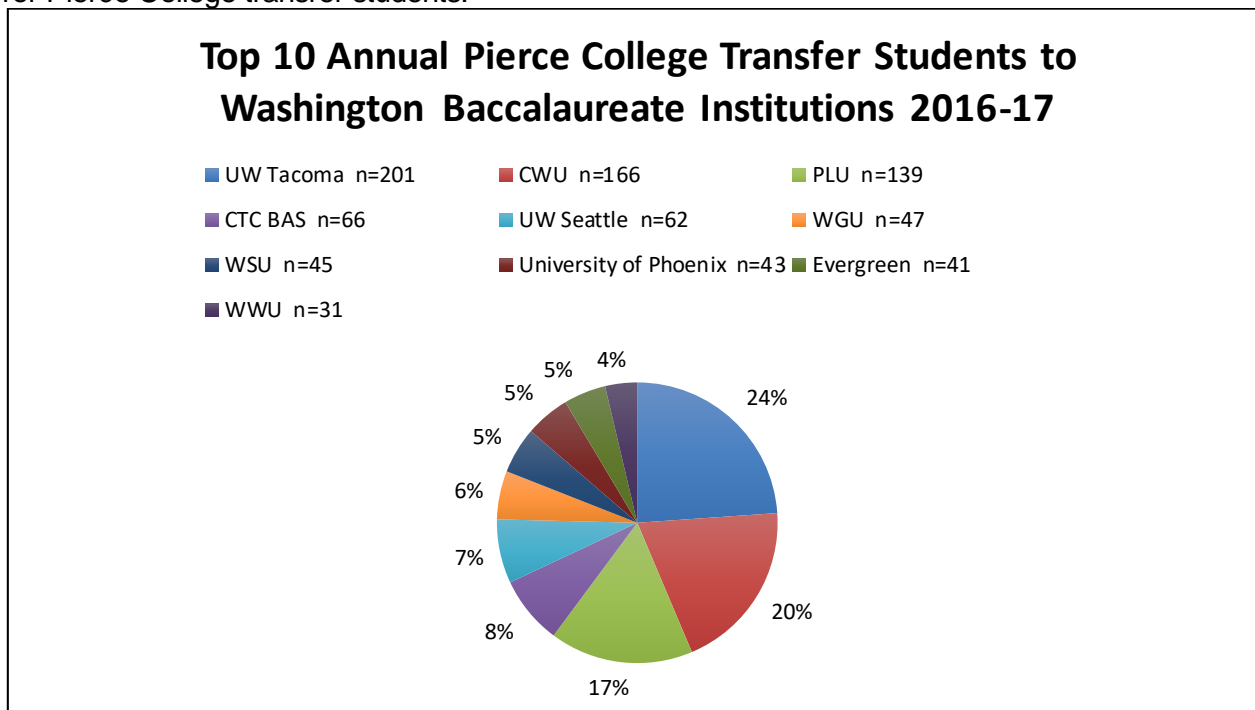
Source: SBCTC's First-Time Entering Student Outcomes Dashboard

Transfer intent students most likely to transfer by year 4 were full-time students, students under 20 years of age, female students, and White students. Older students, students receiving need-based aid, first generation students, and students with a disability accommodation were less likely to transfer by year 4.

Post-College Transfer by Year 4 for All Transfer Intent Student Cohorts	Average			Equity Difference Compared to Overall Average
	2016-20	2017-20	2018-21	2016-21
All	41%	42%	43%	42%
Female	45%	45%	44%	45%
Male	36%	39%	41%	39%
Received Need-Based Aid	30%	28%	32%	30%
Students of Color	39%	39%	42%	40%
Black or African American (Alone)	37%	38%	38%	38%
White (Alone)	42%	43%	45%	43%
Disability Accommodation	30%	39%	36%	35%
Veteran Receiving Benefits	34%	38%	39%	37%
Full-Time	44%	44%	46%	45%
Part-Time	36%	40%	38%	38%
Age Under 20	45%	46%	45%	45%
Age 20-24	38%	32%	39%	36%
Age 25-29	32%	35%	43%	37%
Age 30-39	32%	28%	35%	32%
Age 40+	20%	31%	18%	23%
First Generation	35%	36%	38%	36%

Source: SBCTC's First-Time Entering Student Outcomes Dashboard

The State Board for Community and Technical Colleges (SBCTC) is currently rebuilding its transfer dashboard. However, 2016-17 transfer data is consistent with transfer data collected in previous IE reports. University of Washington-Tacoma (UWT) is consistently the top public transfer institution for Pierce College transfer students.



Source: SBCTC, 2016-17 After College Status – Transfer dashboard

Note: Per SBCTC, “Transfer counts by college exclude students taking Running Start credits while still in high school and then attending a baccalaureate institution.” Per a January 2023 email from SBCTC, “We no longer have access to the data source that fed the transfer dashboard (the database knows as MRTE+ which has been discontinued), so that is in the process of being completely rebuilt to use National Student Clearing House data.”

Historically, UWT is the top state transfer institution for Pierce College students. When comparing the grade point averages (GPA) between Pierce transfer students and other transfer students at UWT, Pierce students generally transferred in with slightly higher GPAs than other transfer students (except for CWU) but graduated with similar GPAs (+0.05).

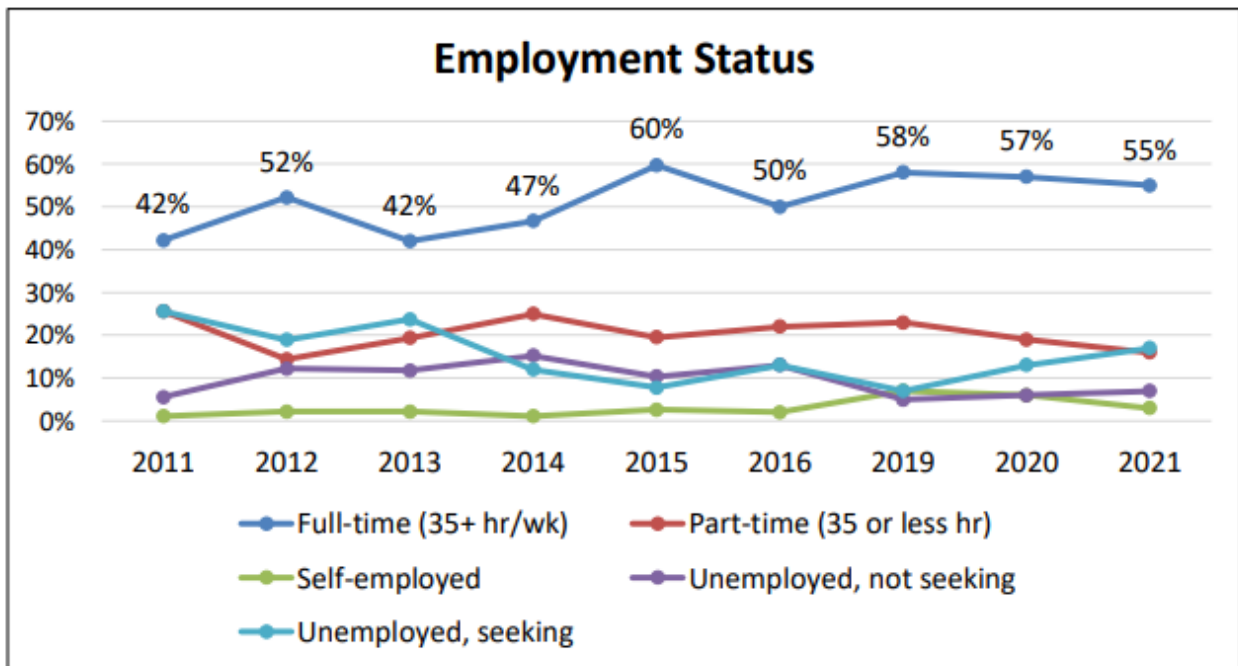
Transfer Grade Point Average Comparisons, 2022	Fall 2022				2022	
	Mean Transfer GPA		Mean Transfer Institution GPA		Mean Graduation GPA	
	Pierce College Transfer Students	Other Washington Community College Transfer Students	Pierce College Transfer Students	Other Washington Community College Transfer Students	Pierce College Transfer Students	Other Washington Community College Transfer Students
University of Washington-Tacoma	3.33	3.26	3.31	3.38	3.41	3.43
Central Washington University	3.16	3.19	3.31	3.41	3.39	3.38
Pacific Lutheran University	3.55	3.50	3.28	3.30	3.52	3.52
Washington State University	3.23	3.21	3.03	3.22	3.31	3.34
St. Martin’s University	3.39	3.33	3.45	3.18	3.48	3.43

Note: Data was requested on transfer students whose majority of credits transferred were from Pierce College. At CWU, the mean graduation GPA data was for Spring 2023.

Sources: UWT, Office of Institutional Research; CWU, Office of Institutional Effectiveness, Research & Planning; PLU, Office of Institutional Research; SMU, Office of Institutional Research; and WSU, Office of Institutional Research.

## Professional/Technical Degree Completers Employed

The majority (74%) of respondents reported that they were currently employed either part- or full-time, or self-employed, down from 81% in 2020 and 88% in 2019. Of those employed respondents, 81% worked in a job very related (60%) or somewhat related (20%) to their degree or certificate. Additionally, 100% of these respondents felt that they were very prepared (59%; down from 76% in 2020) or somewhat prepared (41%; up from 24% in 2021) for their current position. More than half (61%) of these respondents indicated that they were employed in their job prior to graduating from Pierce College, numbers that approximate those of past surveys. With respect to income, 45% of employed survey respondents earned \$20 or less per hour, up from 34% in 2020, and about the same as the 47% in 2019; 35% reported earning more than \$31 per hour.



Source: 2021 Workforce Education Graduate Survey (WEGS) Report



## Appendix A: Pierce County Long-Term Occupational Employment Projections

Pierce College Professional/Technical Degree Pathway	Occupational Title	SOC	Average Annual Growth Rate 2025-2030	Average Annual Opening Due to Growth 2025-2030	Average Annual Total Openings 2025-2030
<b>Associate in Applied Accounting</b>	Advanced Bookkeeper and Accounting Clerk	43-3031	0.71%	29	1,409
	Advanced Payroll and Timekeeping Clerks	43-3051	0.57%	3	185
	Tax Preparer	13-2082	1.76%	1	12
	Administrative Services Managers	11-3010	1.08%	4	102
<b>Certificate in Accounting Office Assistant, Accounting Technology or Bookkeeping</b>	Bookkeeper, Auditing, and Accounting Clerk	43-3031	0.71%	29	1,409
<b>Bachelor in Applied Business Management</b>	Administrative Services Manager	11-3010	1.08%	4	102
	Sales Manager	11-2022	1.13%	7	228
	Management Analyst	13-1111	2.79%	61	707
	Human Resources Manager	11-3121	1.86%	5	90
	Budget Analyst	13-2031	0.54%	1	22
<b>Associate in Business</b>	Sales Manager	11-2022	1.13%	7	228
	General and Operations Managers	11-1021	1.38%	64	1,701
	First-Line Supervisors of Retail Sales Workers	41-1011	0.85%	31	1,388
	Marketing Specialist	13-1161	2.11%	31	578
	Marketing Manager	11-2021	1.92%	6	122
	Public Relations Manager	11-2030	1.08%	4	102
	HR Assistant	43-4161	0.59%	3	153
	Lodging Manager	11-9081	0.00%	0	19
	Food Service Manager	11-9051	1.07%	3	126
<b>Certificate in Business, HR Management, Project Management, Sales, Small Business Entrepreneurship, Social Media Marketing or Supervision and Management</b>	Personnel Assistant	43-9061	1.57%	151	3,576
	Payroll Clerk	43-3051	0.57%	3	185
	HR Specialist	13-1071	1.38%	63	1,486
	Supervisor (Non-Retail)	41-1012	0.58%	6	311
	Retail Salesperson	41-2031	0.97%	129	5,127
	Sales and Related Workers	41-9099	1.39%	3	82
	Customer Service Representative	43-4051	1.38%	63	1,486

	Supervisor (Retail)	41-1011	0.85%	31	1,388
	Department Manager	11-9199	1.70%	16	313
	Project Manager	11-9199	1.70%	16	313
<b>Associate in Assistant Medical Office, Office Assistant, Business Technology (IBEST), Medical Billing and Coding, or Office Management</b>	Administrative Assistant	43-6014	1.06%	44	1,229
	Executive Secretary	43-6011	0.71%	5	176
	Medical Secretary	43-6013	2.00%	22	288
	Medical Billing	43-3021	1.45%	33	762
<b>Certificate in Administrative Assistant Medical, Administrative Office Assistant, Business Technology (IBEST), or Medical Billing and Coding</b>	General Office Assistant	43-9061	1.57%	151	3,576
	Medical Secretary	43-6013	2.00%	22	288
	Medical Transcriber	31-9094	0.59%	1	41
	Medical Billing	43-3021	1.45%	33	762
<b>Associate in Data Management and Analytics</b>	Database Administrators	15-1242	2.43%	2	30
	Computer and Information Systems Manager	11-3021	1.70%	10	203
	Computer Systems Analyst	15-1211	1.35%	16	421
<b>Certificate in Application Development and Analytics, or Business and Data Analytics</b>	Computer User Support Specialist	15-1232	1.61%	18	383
	Computer Systems Analyst	15-1211	1.35%	16	421
<b>Associate in Computer Network Engineering</b>	Computer and Information Systems Manager	11-3021	1.70%	10	203
	Computer Network Support Specialist	15-1152	2.06%	27	422
	Computer Support Specialist	15-1151	-0.24%	-1	86
	Computer Systems Analyst	15-1211	1.35%	16	421
	Computer Network Architect	15-1241	0.73%	1	42
	Network and Computer Systems Administrator	15-1142	2.43%	2	30
	Computer System Engineer/Architect	17-2199	1.05%	1	34
	Computer Automated Teller and Office Machine Repairer	49-2011	0.62%	1	60
Computer Hardware Engineer	17-2061	**	**	**	
<b>Certificate in Computer Systems Administration, Microsoft Systems Administrator, or Network Infrastructure</b>	Computer User Support Specialists	15-1232	1.61%	18	383
<b>Bachelor in Construction Management, Associate in Construction Management, Certificate in Construction Management, Construction Safety Technician or Virtual Construction</b>	Construction Managers	11-9021	2.40%	56	914
	Construction and Building Inspectors	47-4011	0.65%	3	98
	Cost Estimators	13-1051	1.38%	10	295
	Project Engineer	17-2199	1.05%	1	34

	Supervisors of Construction and Extraction Workers	47-1000	1.56%	32	819
	Civil Engineering Technicians	17-3022	0.68%	1	28
	Compliance Officers	13-1041	0.85%	6	172
<b>Associate in Criminal Justice, Certificate in Crime Analysis and Investigations, Criminal Justice, Explorer Cadet Pre-Law Enforcement, or Forensic Technology</b>	Correctional Officers and Jailers	33-3012	0.41%	3	110
	Criminal Justice and Law Enforcement Teachers, Postsecondary	25-1111	1.76%	0	2
	Detectives and Criminal Investigators	33-3021	0.70%	2	38
	Police and Patrol Officers	33-3051	0.62%	6	167
	Sheriffs and Deputy Sheriffs	33-3051	0.62%	6	167
	Police, Fire, and Ambulance Dispatchers	43-5031	0.59%	1	18
	Forensic Science Technicians	19-4092	1.79%	1	11
	First-line Supervisors of Police and Detectives	33-1012	0.80%	2	45
<b>Bachelor of Applied Science in Dental Hygiene (BASDH)</b>	Registered Dental Hygienist (RDH)	29-1292	2.27%	22	372
<b>Associate in Digital Design</b>	Video Game Designer	27-1029	0.66%	0	10
	Desktop Publishers	43-9031	**	**	**
	Web Designer	27-1029	0.66%	0	10
	Film and Video Editors	27-4032	**	**	**
	Graphic Designers	27-1024	1.52%	7	169
	Multimedia Artists and Animators	27-1014	3.71%	2	17
	Photographers	27-4021	1.53%	1	17
<b>Certificate in UX/UI Design</b>	Web Developer	15-1254	1.85%	5	84
<b>Bachelor in Teaching</b>	Elementary School Teacher Grades 1-3	25-2021	1.08%	46	854
	Kindergarten Teacher	25-2012	1.08%	8	143
	Special Education Teacher, Pre-K	25-2051	1.07%	1	23
	Special Education, Kindergarten	25-2055	N/A	N/A	N/A
	Special Education, Elementary	25-2056	N/A	N/A	N/A
	Education and Childcare Administrators, Preschool and Daycare	11-9031	2.21%	4	74
	Preschool Teacher	25-2011	2.10%	32	625
<b>Associate in Early Childhood Education</b>	Preschool Teacher	25-2011	2.10%	32	625
	Teaching Assistant	25-9049	1.17%	53	1,065
	Education and Childcare Administrators, Preschool and Daycare	11-9031	2.21%	4	74

<b>Certificate in State Initial ECE or State ECE, or Specializations in Administration, Family Child Care, General, Home Visitor/Family, Infants and Toddler Care, or School-Age Care</b>	Preschool Teacher	25-2011	2.10%	32	625
	Childcare Workers	39-9011	2.21%	18	585
	Education and Childcare Administrators, Preschool and Daycare	11-9031	2.21%	4	74
<b>Associate in Emergency Medical Services</b>	EMT Management	11-9161	1.22%	0	3
	Post Secondary, Teaching in Field	25-1199	0.93%	0	4
<b>Certificate in Emergency Medical Services</b>	EMT	29-2040	1.05%	5	112
<b>Bachelor Fire Services Leadership and Management</b>	Fire Inspectors and Prevention Specialists	33-2021	1.03%	0	3
	Health and Safety Engineers	17-2111	**	**	**
	Forest and Conservation Workers	45-4011	1.09%	0	8
<b>Associate in Fire Services Leadership and Management</b>	Firefighters	33-2011	0.59%	4	117
	Fire Inspectors and Investigators	33-2021	1.03%	0	3
	Emergency Medical Technicians and Paramedics	29-2040	1.05%	5	112
<b>Associate in Health Information Technology and Analytics</b>	Health Informatics Specialists	15-1211	1.35%	16	421
	Health Information Technologists and Medical Registrars	29-9021	N/A	N/A	N/A
<b>Certificate in Health Information Technology</b>	Computer User Support Specialist	15-1232	1.61%	18	383
<b>Bachelor in Homeland Security Emergency Management (HSEM), Associate in HSEM, Certificate in HSEM, Tribal HSEM, Healthcare Emergency Management, or Disaster Risk Management</b>	Emergency Management Director	11-9161	1.22%	0	3
	Business Operations Specialists	13-1199	1.31%	54	1,277
	Manager, All Other	11-9199	1.70%	16	313
<b>Associate in Kinesiology</b>	Personal Fitness Trainer	39-9031	1.89%	26	600
<b>Certificate in Fitness Coach or Personal Training</b>	Personal Fitness Trainer	39-9031	1.89%	26	600
<b>Associate in Nursing</b>	Registered Nurse	29-1141	1.81%	147	2,064
<b>Associate in Occupation Safety and Health or Certificate in Construction Safety Technician</b>	Occupational Health and Safety Technicians	19-5012	1.65%	1	14
<b>Associate in Paraeducation, Certificate in State Paraeducation or State Initial Paraeducation</b>	Teaching Assistants	25-9042	1.17%	53	1,065
<b>Associate in Physical Therapist Assistant</b>	Occupational Therapist Assistant	31-2011	3.35%	7	78
	Occupational Therapist Aide	31-2012	**	**	**
	Physical Therapist Assistant	31-2021	2.68%	7	111
	Physical Therapist Aide	31-2022	3.09%	2	30
	Mental Health Specialist	21-1014	N/A	N/A	N/A

<b>Associate in Social Service Mental Health or Certificate in Social Service Mental Health</b>	Probation Officers and Correctional Treatment Specialists	21-1092	0.31%	1	41
	Social and Community Service Managers	11-9151	2.76%	29	381
	Social and Human Service Assistants	21-1093	2.06%	23	390
<b>Associate in Veterinary Technology</b>	Veterinary Assistants and Laboratory Animal Caretakers	31-9096	2.03%	11	225
	Veterinary Technologists and Technicians	29-2056	1.96%	5	111
	Nonfarm Animal Caretakers	39-2021	2.19%	22	478

Sources: Source: WA Employment Security Department, Long-Term Alternative Occupational Employment Projections, July 2022; O\*NET Online

\*\* Data was suppressed due to confidentiality or one of the employment estimations is less than 10.

## Appendix B: COLLG 110 Reflection Assignment Items

Satisfaction with Instruction: <i>College 110 Instructor...</i>
Demonstrated care and concern for students
Took an interest in me as a person
Encouraged me in achieving my educational and career/transfer goals
Maintained an inclusive classroom environment
Was responsive to my needs/requests
Used a variety of teaching methods
Valued and promoted academic excellence