ADMINISTRATIVE OFFICE SYSTEMS

Mission Statement
The mission of the Administrative Office Systems (AOS) program is to prepare a career-ready students able to join a professional office, effectively manage office functions, and integrate current software applications to ensure that the office operations and office support run smoothly and efficiently.

Goals and Progress to Date
The AOS program supports the following goals:

1. Simulate workplace behaviors of realistic business environment.
2. Provide instruction in the use of current office technologies of the AOS program, technologies of partnering programs, and associated writing skills.
3. Provide opportunities for group and individual creative problem solving.
4. Provide alternative opportunities for students to access and complete course information.
5. Establish alternative career tracks that partner with other programs.
6. Facilitate a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

Progress to date: As noted in the AOS 2005-2006 Assessment Report (Academic Unit Plan), the majority of graduate and employer responses are positive. 50% of graduates rated their quality of preparation as excellent, 33% as very good and 17% as good. Students typically ranked the learning experience as positive, with course content (86%); quality of instruction (88%); attitude of faculty to students (95%); challenge of program (90%) and class size (92%) receiving consistently high ratings. 75% of students completing AOS 212 received above a 2.0. 85% of all students successfully completed their courses above a 2.0. Two out of sixteen different classes (12.5%) offered both a hybrid and online version; 5 were offered online only (31.25%); 5 were offered as hybrid only (31.25%); 2 were offered on WAOL (12.5%) and 3 were offered in the lab only (18.75%). Four AAS - AOS degrees and 30 certificates (AOS, Medical Receptionist, Medical Transcription, Software Specialist, Office Assistant and Receptionist) were awarded in 2005-06.
Assessment
To ensure that the program is fulfilling overall program goals and addressing both student and employer needs, AOS uses a number of assessment methodologies including surveys, capstone projects, portfolios and tracking. Surveys include graduate and employer surveys, LMC faculty satisfaction surveys and the CCSEQ-estimate of gains or the ACT Student Opinion Survey. Longitudinal tracking includes prior educational levels, work experiences of students, certificates and degrees issued and a 3 year trend analysis of enrollment by state FTE and headcount in academic unit courses. Additional multi-year tracking includes program wage recovery data (3 year trend), student completion defined as degree, certificate above 45 credits (3-yr trend) or, if continuing students, 2.0 or better on all graded enrolled credits in academic unit courses. The program also assesses Capstone Course Performance portfolios (AOS 212). Finally, to better gauge the impact of delivery methods and address enrollment and retention issues related to delivery, the program tracks the proportion of online, hybrid, alternate location, lab and WAOL courses.

Instruction
Full time Assistant Professor and Program Coordinator, Ms. Sherry B. Sparrowk, received a Masters Degree in technology and business education from Pacific Lutheran University and a B.S. from Walla Walla College. She has experience in the field and recently redesigned the AOS program to include a more comprehensive and integrated program for office professionals. As such, instruction emphasizes positive workplace habits and soft skills such as the ability to work in teams and engage in critical thinking as decision makers.

Curriculum
The AOS program is focused on the skills necessary to work in a contemporary office setting. Computer skills are taught using advisory committee-approved technology and software. Office procedures, corporate communications, job-search skills, and on-the-job experience integrate into a comprehensive program to prepare graduates to work in a professional office atmosphere. To meet a variety of professional/technical educational and career needs, AOS curriculum supports both degree and certificate programs.
• **Accounting Specialization A.A.S. Degree** - Focuses on the principles of accounting and computerized accounting while preparing graduates for positions in banks, credit unions, CPA firms, general accounting, or auditor’s offices.

• **Administrative Assistant Specialization A.A.S. Degree** - Focuses on computer software, writing, and personal communication skills while preparing graduates for administrative assistant positions in a range of settings, including human relations offices, government settings, real estate, public and private school offices, or law offices.

• **Computer Applications Support Specialization A.A.S. Degree** - Focuses on supporting software applications and networking/hardware support and prepares graduates for careers as help-desk specialists in any environment using work productivity software and graphical design.

• **Medical Specialization A.A.S. Degree** - Focuses on medical terminology, medical transcription, and billing skills and prepares graduates for careers in a variety of medical settings, including hospitals, dental offices, optometrist’s offices, or medical clinics.

• **Administrative Assistant, Justice Administration One-Year Certificate (State Approval Pending)** - AOS and Criminal Justice are partnering to offer an online program for office professionals to work in a correctional or law enforcement setting. Class content will include training in software applications, interpersonal skills, corrections systems, and criminal justice theory.

• **Short Term Certificates of Proficiency - Receptionist, Office Assistant I, II, or III; Administrative Software Specialist, Medical Receptionist, Medical Coordinator Specialist, Medical Transcription I and II; and Bookkeeping Specialists** - available as part of the AOS program or as stand alone certificate programs. These certificate programs take from one to three quarters to complete.

• **One-Year Certificate** - requires three quarters of intermediate college-level work in word processing, spreadsheets, databases, web design, electronic communications, desktop publishing, writing essentials, and business communications.
Program Enrollment

The AOS program has experienced steady growth since its initial launch in 1999 – growing from 52 to 88 students in 2001-02 and leveling out to 75 students or 30 FTE in 2004-05.

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Physical and Financial Resources

The AOS program utilizes twenty-two (22) workstations that are housed in Room G-8 of the Port Angeles campus. The program also receives $1,500 in Perkins funding each year.

Strengths

The strengths of the AOS program include:

- **Commitment and Support.** The instructor is available both online and in the classroom, and individualized advising and office appointments are encouraged to ensure success.

- **Efficiency.** An integrated learning environment maximizes prior skills learned and minimizes the time needed to learn new ones.

- **Flexibility.** Courses are offered online as well as in a traditional classroom. Interactive software that is accessed through the Internet augments course material.

- **Variety.** With advisor assistance, a course of study can be tailored to meet student needs. The Administrative Office Systems Program provides a curriculum that offers eight separate options.

Challenges

There is a lack of articulation agreements with high schools in area.
BASIC SKILLS

Mission Statement
The mission of the Peninsula College Adult Basic Education (ABE) program is to help undereducated adults and adults with limited English proficiency become more functional, productive, and successful parents, citizens, and workers.

This statement aligns with the overall mission of PC to serve the educational needs of a diverse population throughout the two-county service district. The Basic Skills program provides a Family Literacy program in three locations (Port Angeles, Forks, and Neah Bay) and English as a Second Language (ESL) and Adult Basic Education (ABE/GED) classes at multiple sites across the district including Port Angeles, Port Townsend, Sequim, Forks, and Neah Bay (Makah Tribe). Classes are also offered at least one quarter each year at the Lower Elwha Klallam Tribe, at the Quileute Tribe in La Push and at the Hoh Tribe. Responsiveness to community need is a top priority, and every attempt is made to accommodate requests for services in local communities. For example, Basic Skills classes are available at the Clallam County and Jefferson County Jails and, through a contract with the Department of Corrections, at Clallam Bay Corrections Center and the Olympic Corrections Center. Through WorkFirst (welfare reform) partnerships, students are able to participate in job-readiness and basic skills classes that are specifically targeted to the needs of parents who are receiving TANF (Temporary Assistance for Needy Families).

Goals and Progress to Date
As noted in the Basic Skills 2006-07 Academic Unit Plan, this program supports the following overall goals:

1. Maintain a Basic Skills Program at Peninsula College that is in compliance with the requirements of the Workforce Investment Act, the Washington State Plan for Adult Education and Family Literacy, and the Equipped for the Future Standards (EFF).
2. Promote recruitment activities that will help instructors and tutors in each community of college district #1 to better reach the under-served populations who need Basic Skills.
3. Support on-going professional development for all Basic Skills instructors and staff.
4. Continue to develop agency and community partnerships including tribal partnerships that support the Basic Skills and WorkFirst needs of the communities.
5. Provide quality administrative support to instructors and staff within the Basic Skills and WorkFirst Programs.

*Progress to Date:* In May 2006, the Basic Skills program received a superior rating in and exceeded data requirements set by Washington State Board Community and Technical College (SBCTC) and federal guidelines. The program experienced a 6.6% increase in the number of students served from 2004-05 to 2005-06. 92% of basic skills instructors and staff participated in at least one professional development activity and staff continued to meet regularly with community and agency partners.

**Assessment**

Both ABE and ESL students are assessed at intake using the state-mandated standardized assessment, Comprehensive Adult Skill Assessment System (CASAS) Test that places the students in levels consistent with federal guidelines. Pre- and post-testing procedures using CASAS follow the state’s policies for assessment and reporting.

The Basic Skills program uses enrollment and progress data to modify instruction, curriculum, and class offerings. The program successfully meets its ongoing goal of increasing the availability of instruction and therefore increasing student achievement. The program’s self-assessment is conducted annually during the development of the Administrative Unit Plan (AUP) and through the grant-writing process. Goals are established based on the results of the self-assessment, the requirements from the state, and from the needs of the communities served.

Program assessment methodologies for 2005-06 include an annual checklist review of the overall program, a compliance visit, aligning recruitment strategies with funding sources; documentation of professional development opportunities; ongoing development and maintenance of a contact directory, and an annual review of resource materials.

**Instruction**
The Basic Skills program employs one full-time tenured instructor, approximately 25 part-time instructors each quarter, 12 instructional assistants, a family literacy program coordinator, a dean, an administrative assistant, and one program assistant. Many of these positions are grant funded. Instructors must have a bachelor's degree and teaching experience; fourteen hold master’s degrees. Instructional assistants must be high school graduates or GED recipients; however, seven of the aides for 2005-06 have bachelors or masters degrees.

Classes range in student/staff ratio from 9:1 to 40:1 which is dependent on the community, the time of day the class is offered, and the available classroom size. Classes are open entry, and instruction is designed to accommodate multi-level students. Teaching delivery methods include small and large group instruction, computer-based learning, and individualized study.

Curriculum
Curricula are based on student-identified needs and conducted within the framework of *Equipped for the Future* (EFF), the Washington State Plan for ABE and ESL, CASAS Competencies, and the Washington State Content Learning Standards, which were adopted during 2005-06. New curriculum frameworks for the Content Learning Standards will be developed during the 2006-2007 program year by workgroups made up of instructors from across the state. These frameworks will guide local curriculum development that aligns instruction with the federal levels of adult basic education. ABE/GED students participate in an educational interview process that includes goal setting and the development of an instructional plan. Students participate in cooperative learning and reading, writing, and math discussion groups. In partnership with their instructor, ESL students create group-learning goals that focus on the primary skill areas of listening, speaking, reading, and writing. Depending on the class, instructional hours range from 6 hours a week to 28 hours a week.

Program Enrollment
The Basic Skills program provides ABE/GED and ESL classes to a culturally diverse population of over 800 students at eleven different sites. During 2004-05 the Basic Skills program served 646 students in ABE/GED classes. Enrollment in ESL classes was 212. For the entire program, 192 students were employed, 234 were on public assistance, 85 attended community jail classes,
53 self-reported as disabled, and 67 were enrolled in the family literacy program. Of all students served, 16% were Native American, and 22% were Hispanic.

### Physical and Financial Resources

The Basic Skills program is funded with federal and state grants offered through SBCTC, the Adult Basic Education (ABE) Office of SBCTC, and with local PC college funds. WorkFirst funds have also allowed for increased educational services to the hardest-to-serve communities in the district. As administrators of the federal funds for adult and family literacy, the Washington SBCTC-ABE sets standards for basic skills programs across the state that align with federal requirements. Grant applications are written at regular intervals, and compliance reviews conducted by SBCTC-ABE oversee program quality, adherence to program guidelines, and instructional emphasis.

The on-campus ABE/GED class is housed in the Education Transition Center (Etc.) in Building H. The space has one medium-sized classroom, a small computer lab with 12 computers, a testing room, and office space. The ESL class meets in a classroom that adjoins the Etc. and accommodates up to 24 students. A significantly larger, dedicated space for basic skills is proposed in the design of the new Business and Humanities Building which is currently in the pre-design stage.

In Port Townsend and Forks, ABE/GED, ESL, and family literacy classes meet in the college’s extension sites. In Sequim, the college has a partnership with the Sequim School District that
provides the program with classroom space in the Sequim Community School; ABE/GED and ESL classes use these classrooms. In Port Angeles, family literacy and ESL classes are held at the Housing Authority of Clallam County, and an ABE/GED class is held at the WorkSource Center. In Neah Bay, the ABE/GED and family literacy classes meet in the Makah Tribal Education Center, and, in La Push, ABE/GED classes are held in the Quileute Tribal School. All classes either have computers in the classrooms or have access to computer labs with instructional software for basic skills instruction available.

**Strengths**

The Basic Skills program is fortunate to have strong, dedicated faculty who believe in what they are doing and are willing to give above and beyond the requirements of instructors to meet the needs of their students. Given the rural, isolated areas that the program serves, it is especially notable that many of the instructors have master’s degrees in Adult Education or Teaching English as a Second Language.

The program also has the support of the college’s administration, which makes continuous program development and leadership possible. An example of this support is the revision of the college’s mission statement during 2005-06 to incorporate language that specifically identifies basic skills as one of the program areas that is a foundation of educational opportunities within the college district.

**Challenges**

The Basic Skills program has only one full-time faculty member. Consequently, the program is faced with the typical challenges that this staffing pattern creates, such as a lack of continuity from quarter to quarter and year-to-year, training issues, uncertainty in terms of personnel, and a lack of visibility and representation on campus. Since all but two of the program’s classes are held off-campus, this makes coordination of staff, curriculum planning, professional development, and consistency of programming especially difficult. While part-time instructors help the program remain responsive to the region’s ever-changing needs, another full-time faculty member with an English as a Second Language specialty would help the program maintain stability and effectiveness as well as provide increased representation on campus. The
isolation of each of the communities served and their distance from the main campus present challenges in providing materials, in offering professional training and guidance, and in using facilities efficiently.

On campus, the Basic Skills program has been housed in the same classroom space for over 12 years. This has severely limited any possible expansion of programming on-campus given the overall shortage of classroom space. Partnerships with agencies in Port Angeles (Housing Authority of Clallam County, WorkSource Center, and First Steps Family Support Center) have helped alleviate the need to some extent by providing additional sites for classes at no charge to the program. The proposed Business and Humanities Building scheduled for construction in 2009-2010 has a large, dedicated space for Basic Skills, which will provide new opportunities to expand programming on campus.
MISSION STATEMENT

The mission of the Biology Department is to provide students with opportunities to deepen their understanding and appreciation of the biological world and to develop knowledge that will help them be educated participants in a democracy. Many of the issues currently facing humanity have biological connections. A knowledge of life at its different levels of organization—from biomolecules to cells, organisms, and ecosystems—is an essential foundation for making informed decisions in areas such as health, biotechnology, natural resource management, population control, and sustainability of ecosystems.

GOALS AND PROGRESS TO DATE

The goals of the biology department include:

1. Ensure that courses and course sequences are appropriate to the educational goals of students and consistent with similar courses taught at other colleges.
2. Offer laboratory experiences that contribute to the learning goals of particular courses and provide an introduction to some of the fundamental tools and methodologies of biological science.
3. Ensure that the physical environment of biology classrooms and labs be safe and comfortable, and contribute to learning.
4. Offer courses that enhance student understanding of the nature of science and scientific methods.
5. Offer courses that help students develop knowledge and understanding that will contribute to their ability to make informed decisions in areas such as health, biotechnology, natural resource management, population control, and sustainability of ecosystems.
6. Offer courses that contribute to students’ awareness and appreciation of the biological world.
7. Offer every student who wants undergraduate research experience the opportunity to conduct an individual or group project with a faculty or agency mentor.
8. Offer PC students the opportunity to gain international experience as part of their biological education.

Examples of progress to date, based on assessment data, shows both results and accompanying responses:

- Based on faculty experiences and student comments, the program has developed separate course sequences for majors and non-majors. The new science-majors sequence, offered for the first time in 2005-2006, mirrors that of four-year schools.

- Assessment findings indicated that some students enrolled in anatomy/physiology and in microbiology were not prepared for the rigor of these courses. To better prepare them, students are now required to have completed Introductory Cell Biology (BIOL 105) with a grade of 2.0 or higher or to have demonstrated similar knowledge by exam.

- Students in some of classes have expressed interest in more laboratory work. To address this, faculty and staff are currently evaluating equipment for collection of physiological data using computer-based, human-oriented lab exercises.

- The great majority of students report that classes are appropriate to their educational goals. They also indicate that these courses help them develop knowledge and understanding that contributes to their ability to make informed decisions regarding biology, and contribute to their awareness and appreciation of the biological world.

Assessment

Assessment of program: Students complete a written class survey each quarter. The survey is used to collect student perceptions of their experience in a specific course. Faculty use the tabulated results as feedback for course improvement. Biology faculty meet annually to pool the assessment data and to analyze the results. These findings are published in the Academic Unit Assessment and used in developing the subsequent unit plan. Current and past Biology Academic Unit Assessments are available on the college intranet.

Assessment of students: Student success is evaluated through quizzes, exams, written papers, oral presentations, and laboratory reports. Laboratory exercises, especially for courses taken by science majors, emphasize data collection and analysis, quantitative reasoning, problem solving,
and technical writing. Students who take the two-quarter anatomy and physiology sequence are assessed with the standardized human anatomy and physiology (HAPS) exam; compared to students at other institutions, PC students consistently perform quite well on this exam.

**Instruction**

Three full-time biology instructors teach the majority of biology courses. A fisheries instructor, part-time biology instructors at the main campus, and part-time instructors at satellite sites in Forks and Port Townsend offer additional classes. Every instructor in the department holds at least a masters degree in the discipline.

The college strongly supports faculty professional development, and biology faculty utilize these opportunities. Biology instructors participate in statewide programs such as the Curriculum for the Bioregion Initiative (Washington Center for Improving the Quality of Undergraduate Education) to keep current with trends in biology education and to play a role in the development of up-to-date curricula, which emphasize a sense of “place” in science education.

**Curriculum**

The courses offered by the biology department are designed to serve three groups of students: those choosing biology classes as part of their general liberal education; those intending to major in the biological or health sciences at four-year colleges; and those preparing for particular professional-technical degree programs, for example PC’s nursing or fisheries programs.

Biology department courses available to general transfer students include: Survey of Biology, General Ecology, Introduction to Botany, Plant Kingdom, Plants of the Pacific Northwest, Introduction to Zoology, Introduction to Marine Biology, Biology of Aquatic Invertebrates, and Fish Biology. In 2005 the department introduced a three-course sequence for science majors. The sequence was designed to parallel the introductory majors’ sequence at the University of Washington and Western Washington University. For students preparing for health-science professions PC offers a sequence of courses. Students begin with Introduction to Cell Biology that provides a foundation for a two-quarter course sequence in human anatomy/physiology and for microbiology.
As part of an extension program through Western Washington’s Huxley College of the Environment, Peninsula College faculty teach several junior- and senior-level courses in ecology and biostatistics; some of these are co-listed as Peninsula College courses available to science majors.

PC and the Biology department also encourage undergraduate research and have developed courses to give students research opportunities. Examples include a summer tropical ecology course in Costa Rica, NSF-funded undergraduate research on the Elwha River, and individual research projects.

**Program Enrollment**

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Enrollment in biology department classes has remained steady over the past six years, averaging about 60 annual FTEs. Biology department courses rank fourth in college level FTEs (after Mathematics, English, and Computer Applications Technology). Some students take biology as part of their AA math/science distribution requirement. Others take biology courses as prerequisites for health-science professional/technical programs.

**Physical and Financial Resources**

Biology classes are currently offered in the lecture hall and in two lab classrooms, each with adjoining offices as well as storage and lab-prep areas. These structures have been in use for approximately 40 years and will soon be replaced by larger, more modern facilities in a science building now under construction. The new Science and Technology building will house three biology lab classrooms, a large lecture hall, student research facilities, lab preparation and storage areas, a greenhouse, and faculty offices. Presently the various natural sciences are housed in three separate buildings; in the new science building the natural sciences will be housed under one roof.
The PC campus has 34 acres of natural area, including forest trails, ponds, bogs, and swamps. The biology department has a long history of utilizing these for outdoor lab activities. In 2002, botany instructor Ed Tisch designed and began work on an arboretum of native woody plants. These plantings are now about 80% complete and will serve as a resource for biology classes and for the surrounding community. The biology department is also fortunate to have access to the Feiro Marine Life Center, Olympic National Park, and Olympic National Forest, all of which are utilized by PC instructors.

The biology department budget for supplies has been adequate, however the budget is not sufficient to replace nonfunctional or outdated equipment. For equipment purchases the department relies on special college or foundation funding. In recent years PC has invested in biotechnology equipment (for example for DNA extraction and analysis). The supplies required for labs using this equipment are expensive and additional funding is provided through a recently instituted laboratory fee. The lab fee is lower than those of most other community colleges in Washington.

**Strengths**

As noted under physical resources, the biology department has access to significant outdoor resources including a variety of natural habitats. Proximity to places such as Olympic National Park, the Elwha River, Art Feiro Marine Life Center, and local state parks make PC a uniquely positioned college and instructors utilize these resources and facilities as well as far away resources such as the Seattle Aquarium in its teaching. The addition of the Science and Technology building in 2007 will further strengthen the program and available resources.

In 2004, PC was awarded nearly $500,000 from the National Science Foundation to support undergraduate research on the Elwha River. This program provides participating students with a substantial stipend as well as the opportunity to work with agency scientists (NPS, NOAA, USGS, the Elwha Tribe, the Elwha River Research Consortium, etc.). PC Biology faculty also offer other student research opportunities, especially in the areas of botany, biotechnology and ecology which also includes an ecology research course in Costa Rica.
As PC pursues 2+2 and 3+1 agreements with four-year schools, the biology department has developed additional courses appropriate for transfer into science major curricula at the 300 level. PC currently participates in an extension education program with Western Washington University’s Huxley College of the environment. This program allows PC students to earn a B.S. in environmental science or a B.A. in environmental policy without leaving the Port Angeles area. PC faculty from the departments of biology, environmental science, and economics have developed and are teaching junior- and senior-level courses for this program.

Challenges

Within the 34-acre forest on the PC campus are several distinct habitats, some of them rare or unique to this area. The department is concerned that these habitats and the space currently housing the new arboretum will be impacted or destroyed by the construction associated with PC’s growth. These spaces provide teaching sites and the department would like to have them recognized and formally designated as protected campus natural areas. In the past, similar sites (including a thirty-year-old arboretum) were destroyed as a consequence of building construction.

While the department is fortunate to have an incredible array of biotechnology equipment, the basic science equipment is inadequate. Currently there are enough modern light microscopes, dissecting scopes, water baths, spectrophotometers, etc. to equip only a single laboratory. Much of the equipment, while functional, is severely out-dated. The dichotomy of using top-of-the-line equipment for biotechnology one week and forty year old microscopes in the next week has not escaped the notice of PC students. The department budget and that of PC in general, is not sufficient to replace this equipment or to equip the additional laboratories in the new building. In the past the department has had to rely on the generosity of outside donors and these funds are not readily available. The department is concerned about the possibility of having a new building with one or more labs lacking the basic tools necessary for science education.

The department also needs a laboratory technician. Most schools equivalent in size to PC have at least one lab technician whose work supports lab-science classes (biology, chemistry, physical
PC lab assistants are work-study students and because students are transient, biology and chemistry faculty have the ongoing challenge of finding and training qualified assistants. Even the best student aide can only be assigned the simplest of the tasks that need to be done (faculty have done the rest). The department believes that having a lab technician would greatly enhance its ability to offer quality laboratory experiences.

A final challenge, pointed out in the department’s AUP but not yet resolved, is the lack of coordination among biology offerings at the PC main campus with those at Forks and Port Townsend. Main campus faculty have little contact with those at extension sites and do not know if their curricula (for courses with the same title) are consistent with those at main campus. There is no shared knowledge regarding the facilities or equipment at the extension sites nor do instructors at all three sites have an understanding of how they might help each other to develop a consistent, appropriate curriculum for each course offered. To address this challenge, the department needs the assistance of administrators at each site.
BUSINESS ADMINISTRATION

Mission Statement
The mission of the Business Administration Program is to provide students with a broad based educational background to commence building a successful business career. The curriculum is structured to establish a firm foundation based upon the written, oral, analytical, and technological prerequisites for effective communication and problem solving; to obtain a sound understanding of the fundamental subject matter of business and its operations; to develop a personal code of ethical behavior; and to develop an understanding of how to meet the changing needs of business in a competitive environment

Goals and Progress to Date
The Business Administration Program supports the following primary goals:

1. Develop general transferable skills: quantitative analysis, critical thinking, communication, business software applications proficiency, and inter-personal skills.
2. Integrate these general skills into the business administration curriculum.
3. Provide for the development of job skill sets required for students seeking careers in business.
4. Prepare students, in terms of satisfying prerequisite standards, for success at transfer institutions.

Assessment
Assessment methods include a program survey; GPA results of an Accounting Capstone Course Performance BA 280 and a Management/Marketing Capstone Course Performance; input from Advisory Committees; transfer student GPA results; increased enrollment numbers; degree and certificate completion; CCSEQ responses; wage recovery data; and professional development expenditures.

The Business Administration Program is experiencing a decrease in course enrollments, declining overall by 32% over the past 2 years. The increase from 2000-01 to 2003-04 was the
outcome of a variety of efforts, significantly influenced by the installation of computers and presentation equipment in the classroom allowing technology to be imbedded into the curriculum. The Business Administration faculty has incorporated many changes in the program curriculum, aside from the technology element, introducing new classes and revising content to better map instruction to the changing requirements of the business community. The declining enrollments in the K-12 educational system, general economic conditions, and lack of coordinated promotional efforts have impacted current program enrollments. Department personnel will be working with the Enrollment Management marketing and recruiting committees, and intensify their personal efforts in contacting area businesses & organizations.

**Instruction**
The Business Administration Program is designed to meet the needs of at least three different educational groups:

- Students seeking a 2 year vocational degree in Business Administration;
- Students seeking a 2 year transfer degree in Business Administration; and
- Students with an interest in learning about business administration.

To support these groups, the program is committed to curriculum development designed to result in two primary outcomes: (1) develop and possess a set of job-skills that are current; and (2) receive course preparation sufficient for successful transfer. As such, classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management. Faculty work closely with students to develop a course of study that meets needs, interests and career goals.

Daniel A. Underwood, Ph.D., Professor, Economics & Environmental Science
Jill M. Snyder, CPA, M.Ed., Associate Professor, Accounting & Management
Michael Sims, D.B.A., Professor, Management & Marketing

**Curriculum**
The Business Administration program allows students to pursue three different career options: Accounting, Management, and Marketing. These areas of study are available as degree
programs - Associate of Applied Science degree in Business Administration Accounting, Management, or Marketing or an Associate in Business, Transfer degree - or as certificate programs for students seeking enhanced skill sets. Curriculum is further enhanced through internship and research projects.

Degree programs include:

- **Associate in Business Degree, Management or Marketing, A.A.S.** – Focuses on the skills needed for management or marketing in a variety of business settings. The largest employers of managers and marketers are the retail, wholesale, and service industries. The greatest expansion in the job market over the next ten years is expected to occur in the small business sector, including employment prospects for business managers and marketing specialists. Opportunities for advancement are enhanced by a student’s motivation and desire to succeed.

- **Associate in Business Degree, Accounting, A.A.S.** – Focuses on developing skills for accounting positions in small, rapidly growing businesses or in government positions. The field also provides opportunities for temporary employment, part-time work, or providing accounting services out of your home.

- **Associate in Business Degree, Transfer** – Focuses on preparing students for transfer to College of Business baccalaureate programs.

Certificate programs include a 45-credit (one year) Business Administration certificate program or 15-credit certificates in the following areas: Entrepreneurship, Management, Accounting, Marketing, Business Technology, Economics and Finance.

**Program Enrollment**
Following a long decline, program enrollment reached a minimum in 2000-01, grew, and then peaked in 2002-03. See Assessment for comments on improving program enrollments.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Business Accounting Mixed Options (520302)</td>
<td>11</td>
<td>18</td>
<td>19</td>
<td>33</td>
<td>27</td>
<td>25</td>
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<tr>
<td>Business Admin. Mixed Options (520201)</td>
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<td>7</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Business Mgmt. Mixed Options (521401)</td>
<td>7</td>
<td>12</td>
<td>22</td>
<td>30</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Business Total</td>
<td>45</td>
<td>37</td>
<td>57</td>
<td>78</td>
<td>70</td>
<td>53</td>
</tr>
</tbody>
</table>
**Physical and Financial Resources**

AN1 is now in excellent shape for teaching economics: multiple simultaneous sources for presenting information – digital project and overhead projector on different screens; TV in corner of room so as to not detract from center activity; corner screen so white board can be used in conjunction with data displays and, hard wire connections to the internet to set up computer stations for data analysis. In fall 2006, AN1 will be demolished to make room for the new library. Classes currently held in AN1 will be relocated to the new Science and Technology Building or new library in accordance with the developing Logistics plan.

**G-9 Connectivity** is slow with delayed access to the server. The following student computer equipment is minimally capable of handling the software needs of the program, however the instructor station has been upgraded in the current year.

- 18 Student Stations - Intel D815EFV Motherboard with a Celeron 733 MMX Processor, 256 Meg of Memory and an 8 gigabyte hard-drive.
- 1 Instructor Station - MSI K8Neo Motherboard with a AMD Athlon 64/3400+ 2400Mhz Processor, 1 Gig of Memory and a 120 Gig hard-drive, multi-port video card with DVI/analog output that sends a cloned computer desktop image to a ceiling mount digital data projector and a 19" Dell LCD monitor located on the instructor desk.
- 1 Cisco Gbic Switch
- 1 Hewlett Packard 4500n Color Laser Printer
- 1 Elmo Visual Presenter

The Business Administration Department has a goods and services budget of $2,500 for the 2005-2006 academic year. Perkins Funds provides resources for equipment needs of the program.

**Strengths**

- Experience and professionalism of departmental faculty.
- Administrative support to explore new ideas.
• Advisory committee input from the community to stay current with the needs of the community.

Challenges
• Upgrading the equipment and connectivity to the network in the G-9 classroom.
• Identifying causes for program enrollment declines and developing a plan to attract students.
• Improve student retention and program completion rates.
• Promotional efforts to increase program enrollment.
• Develop on-line offerings to meet the needs of the community.
CHEMICAL DEPENDENCY COUNSELING

Mission Statement
The mission of the Chemical Dependency Counseling Program is to provide an educational experience inclusive of academic growth, personal awareness, professional exposure and cultural competency through application and training.

Goals and Progress to Date
Goals focus on integrating counselor skill standards, case management of files, providing a wellness-based program, involving community speakers and outreach, ensuring an employer-based program, and emphasis on employer networking and transfer options.

1. Implement/modify curriculum to meet student needs.
2. Emphasize a wellness-based program.
3. Provide ongoing community based involvement.
4. Ensure that curriculum meets advisory committee recommendations and criteria and is employer based.
5. Continue 2+2 program for CDC curriculum.

Based on AUP assessment data, progress to date includes the following highlights:

- Employer survey rated all aspects as excellent
- 95% of all students have a wellness component
- 35 community speakers provided class presentations
- Average employer rating was excellent on all skill areas
- Exceeded completion and GPA goals
- CCSEQ results were positive and vocational components reinforced program effectiveness
- Average wage recovery at 70% while strong, was below the projected goal of 85%
- Faculty noted the availability of strong technical and resources materials

Assessment
Assessment methodologies include alumni and employer surveys; faculty evaluations; class discussions, group projects and student feedback; identified involvement in professional
community events that includes speakers and outreach; enrollment numbers; program checklists; CCSEQ results; completion results; wage recovery; and professional development experiences.

Program assessment indicates strong student satisfaction with skills and knowledge. The program acts on each year’s assessment as noted by the launch added emphasis on case management of files – HSW 250 (Case Management II) to be offered winter quarter 2006. Wellness and professional community support continues to be a valuable learning tool; as well as advisory and employer focus. Students’ transfer needs are addressed with the addition of courses such as Math 107 to the degree plan.

**Instruction**

Stacie Bell – Program Coordinator / Instructor, Chemical Dependency Professional  
BA-Sociology Major, Certified Chemical Dependency Counselor-Level III  
Member-Washington State Chemical Dependency Counselor, Certification Board  
Professional in Residence – Betty Ford Center, Hazelden, Sierra Tucson  
Knowledge Area: Addiction, Relationships, Personal Wellness

Allen Lapin - Instructor  
Licensed MD, Internal Medicine  
Member County Meth Action Team  
Knowledge Area: Physiology, Pharmacology, Blood Pathogens

Barbara Meyer – Instructor, Chemical Dependency Professional  
Degree MA-Counseling  
Knowledge Area: Cross Addictions, Family, Mental Health

Suzanne Evich-Gibson – Instructor – Chemical Dependency Professional  
Director Highland Courte Treatment Center  
Degree: BA-Alcohol Studies  
Knowledge Area: Gambling, Mental Health

Ares O’Keeffe – Instructor-Mental Health Professional  
Degree: MA-Mental Health  
Knowledge Area: Co-occurring disorders, Cultural Diversity

Dale Rich – Instructor – Chemical Dependency Professional
Curriculum
The program curriculum is designed to meet specific student needs approved by the advisory board. Chemical dependency counselor competencies can be acquired through an inclusive list of educational courses and a 14-credit proficiency certificate reinforcing counselor knowledge base. The 92-credit program curriculum is focused and targeted to interested students, incorporating Mathematics and English as well as a human development. Course objectives and competencies, along with a library resource presentation, are specified in each class syllabus. Students are also encouraged to utilize library materials for class presentations.

Program Enrollment
The Chemical Dependency Program continues to have solid student enrollment and showed an increasing trend in enrollment from 1999 to 2004. There is also a strong growing trend in those pursuing a program major for an AAS degree in Chemical Dependency Counseling. The two-year open ended curriculum may be a key factor in the attainment of a degree. Of students who indicated that they intended to receive an AAS Degree, 50% achieved their goal of completion, a significantly higher rate than Peninsula College’s overall 24%.

Physical and Financial Resources
The program classes meet in Building “F” designated for Humanities. Classroom space and furniture is adequate and technological equipment is accessible for computer-based presentations. The CDC budget is adequate to address various financial needs at this time as evidenced by attached program budget status.

Strengths
There is high interest and demand for chemical dependency counselors at this time. The comprehensive curriculum provides students a unique opportunity to develop self-awareness from a holistic perspective. Students learn about empowerment and choices for their life. Program instructors provide a strong integration of knowledge and awareness through their areas of expertise.

**Challenges**

The Chemical Dependency Program reflects a commitment for continued pursuit of ongoing changes in this field. Continuing education and technology are important for competency as well as case management and record keeping, which is based on current technological skills.
CHEMISTRY

Vision Statement
To provide students with a set of structured educational experiences that will enable them to demonstrate familiarity with:
   a) the basic models and methods of modern chemistry, and
   b) the key technologies that are enabled by this science.

Mission Statement
In teaching chemistry at Peninsula College, we will:
1. offer a coordinated series of courses to address the varied and evolving educational objectives of our diverse student population;
2. provide academically challenging course work that promotes:
   a) the development of intellectual flexibility;
   b) habitual use of scientific method and critical analysis;
   c) a facility with the obtaining and interpreting of scientific data via the internet;
3. prepare students for further education in science-based fields, both here at Peninsula College and at 4-year institutions; encourage life-long learning and personal success.

Goals and Progress to Date
Chemistry program goals through 2005/06 included the following:
1. Students will be able to demonstrate basic knowledge of chemistry.
2. To offer a variety of environments to meet the learning needs of a diverse student population.
3. To provide a learning environment that promotes critical thinking and analysis in science.
4. Students will compete favorably with peers in subsequent chemistry courses at transfer institutions.
5. To facilitate a quality learning experience for students that reinforces curricular objectives, achieves expected outcomes, and advances the transfer mission of the College.

The Chemistry Department modified its goals to be more consistent with the directions it was moving toward, with more emphasis placed on its Objectives and Actions within the AUP. The Chemistry program goals beginning in 2006/07 academic year include the following:
1. Students will develop the ability to demonstrate familiarity with the basic models and methods of modern chemistry.
2. Acquire modern organic and biochemistry lab equipment to enrich Chemistry 102L and Chemistry 140-160; and to enable Chemistry 103L.

Progress to date includes:
   • Percentage of students completed academic unit courses with a grade of 2.0 or better are as follows: 94% in 2002/2003 academic year, 97% in 2003/2004
academic year, and 96% in 2004/2005 academic year (Source: Office of Institutional Research)

- 2005 CAAP showed 85th percentile in Math, 75th percentile in critical thinking and 65th percentile in science. (Source: Office of Institutional Research)
- 2006 CAAP showed 61st percentile in science. (Source: Office of Institutional Research)
- The average GPA in Chemistry courses was between 3.1 and 3.6 for the 2005/06 year. (Source: Office of Institutional Research)
- Enrollments have been increasing since 2005.
- Course completion rates are >90% for nearly all courses; and these other courses have 86-89% completion rate. (Source: Office of Institutional Research)
- Student satisfaction is now high with respect to Chemistry courses, with 65-80% positive student responses to questions on the ACT Student Opinion Survey related to Chemistry courses. (Source: Office of Institutional Research)

Assessment
The following assessment criteria goals have been identified as critical:

- Course grade will average 2.5 or better.
- 25% of questions on exams and 100% of lab assignments will require critical thinking and analysis in science beyond the knowledge level.
- Achieve an average student enrollment of at least 15 in core courses.
- Achieve an average student completion rate of 90%.
- Achieve an average of at least 40% positive responses or selected Estimates of Gains on CCSEQ and/or ACT Survey instruments.
- Achieve performance levels above the 50th percentile for each of the subject tests for students taking the CAAP.

Instruction
Instructors currently teaching chemistry are:

- Paul Woodson, Ph.D.
- Sharen Numa, Ph.D.
- Julie Pecore, Ph.D

Program Enrollment and Curriculum
Enrollments in chemistry overall are increasing as a direct result of improved curriculum. Dr. Woodson and Dr. Numa modified the curriculum such that it has become more relevant to the students (i.e., adding more medical examples and relevance for the allied health prerequisite chemistry courses; using biodiesel experiments in general chemistry and organic chemistry that are linked to Fisheries and Biology topics; linking chemistry to area environmental issues). In addition, the efforts of Dr. Woodson to collaborate with faculty in Physics, Biology and Fisheries to establish links with these other disciplines; to work with the Student Development group to improve retention strategies to decrease mid-quarter drop-outs, and the use of modern lab equipment and the incorporation of the equipment into the curriculum have had dramatic impacts on course enrollments.
Enrollments for 2005/06 ranged from 14-21 students per section in all but 1 class. For the
current year (2006/07) sections of Chemistry courses for the science majors (i.e., Chem 140, 150, and 160) are full. Dr. Julie Pecore online chemistry courses (101 and 112) that serve the allied health sciences majors.

**Physical and Financial Resources**

**Physical:** In addition to routine balances, stir plates, glassware, pH meters, older spectrophotometers, drying oven, centrifuge, glassware, etc., the Chemistry lab has received an influx of equipment over the past 3 years. During this time the lab has received biotechnology equipment, an ultrapure de-ionize water system, 2 Genosys 20 spectrophotometers, and a DU 530 Life science UV/Vis spectrophotometer (Beckman-Coulter). In addition, we are adding an excellent condition HP 5890 Series II Gas Chromatograph, HP 7673 autosampler, an HP 5972A Mass Spectrophotometer, and a computer to run all the equipment and the HP 5994 MS Chem System software that we are receiving from an EPA lab. Dr. Woodson has also been successful linking the PC Chemistry Department to the Western Washington University’s (WWU) NSF-funded Integrated Laboratory Network (ILN) as a beta test site. The ILN program allows PC faculty and students to send samples to WWU for analysis on their GC/MS, HPLC, AA, and other major pieces of equipment, and operate the equipment by distance via use of computers at PC. This has expanded the opportunities for our students and faculty tremendously for both course work and research.

The physical space currently used for chemistry courses and projects, where the above equipment is housed, includes a large classroom with gas, water, etc. for 24 work stations; work station hoods; a variety of standard chemical and analytical equipment; an analytical balance room; a large project room/preparatory area; and a chemical storage area. Peninsula College is in the final stages of construction of a new 55,000 square foot Science and Technology building that is not only replacing four buildings built in the 1960’s, but essentially doubling our functional science classroom and research space. The facility contains state-of-the-art lecture/seminar classrooms and enlarged laboratory spaces planned for future flexibility and for expanded enrollment. Specifically, it includes 2-3 science labs for each of biology and microbiology, physics, chemistry, and fisheries. In addition, there are labs spaces for course preparation, storage, faculty and student research, and cold room support space.

**Financial:** Financial resources for the past three years include:

- Chemistry budget $1,775 in 2003-04
- Chemistry budget $2,053 in 2004-05
- Chemistry budget $2,090 in 2005-06
- Chemistry budget $2,000 in 2006-07 (*Source: Instruction Budget Office*)

In addition to these supplies expenses, extra funds have been used to purchase the equipment mentioned above. Specifically, the biotechnology equipment (~$12,000), the ultrapure de-ionize water system (~$3,000), 2 Genosys 20 spectrophotometers (~$5,000), and the DU 530 Life science UV/Vis spectrophotometer (~$8,000). PC is also committed to purchasing the service agreement for the Gas Chromatograph, and Mass Spectrophotometer we will be receiving (~$5,000) on an on-going basis.
STRENGTHS
Enrollment in chemistry is increasing due directly to the efforts of Dr. Woodson and Dr. Numa. The enrollments in science majors chemistry courses is strong, and the curriculum has been linked to the campus-wide efforts to enhance the sciences at PC. Dr. Woodson is involved in developing and delivering more experiential learning for students. In the last 3 years, PC has been improving the equipment available to students in the chemistry area, and continues to do so. We are in the process of writing NSF grants to even further enhance the equipment. The new Science and Technology building will provide a dramatically enhanced chemistry facility, complete with more student work stations, each with their own hoods, plenty of storage and preparatory space, as well as dedicated research space. Dr. Woodson is clearly interested in conducting more scholarly activity, especially linked to student projects. The involvement in the ILN program at WWU is providing new opportunities for curricular enhancement.

CHALLENGES
Although we have added significantly to our equipment list in chemistry, we still can use more equipment to be able to fully enhance our curriculum and provide more project opportunities for students and staff. Specifically, we would like to be adding a high performance liquid chromatograph, an ion exchange chromatograph, an infrared analyzer, a polarizer, distillation columns, and an atomic absorbance/emission spectrophotometer. Currently, we have capabilities in most of these areas via the ILN program. We have put in a request to the Federal government for equipment to come in concert with moving into our new Science and Technology building, and we are writing grants for curricular and equipment enhancement.

Although PC has been making great strides in curricular enhancement and student-faculty project work in the past 3 years, it has been primarily accomplished by Dr. Woodson, who is a part-time faculty and Dr. Numa, whose primary responsibility is in the allied health programs. PC needs to increase the full time faculty in this area to be able to sustain and further the strong efforts by Dr. Woodson.
COMPUTER APPLICATIONS TECHNOLOGY

Mission statement
The mission of the Computer Applications Technology program is to provide courses that assist individuals in attaining general and specific computer literacy skills; encourage students to explore the uses of computers in the pursuit of a degree, a job or self achievement and provide up to date curricula that adapts to the rapidly changing field of computer applications.

Goals and Progress to Date
The Computer Applications Technology (CAT) program supports the following goals:
1. Provide student access to current technology.
2. Provide relevant training on current computer applications and proper keyboarding skills
3. Promote the program to the community and high schools
4. Provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

Progress to date on these goals is exemplified below:
• Both alumni and advisory committee had no specific recommendations.
• Faculty attended 1 national conference, 2 summer workshops, 1 state conference, several short workshops and on-line application training classes, and they continue to meet the professional improvement plan.
• In the capstone class, 5 out of 6 students scored above 3.0 (out of 4.0)
• 65% of alumni surveys were positive.
• The advisory committee achieved its meeting requirements. Composition of the committee included representation from the computer applications employment sector, area high schools faculty, and Peninsula College faculty. Four visits to area high schools were conducted. Faculty representation on high school advisory committee boards was achieved. 22 classes were articulated through Tech Prep.
- Degrees and certificate completion rate of 85% in all academic unit classes has dropped from 100% in 2002-03 to 95% in 2004/05.

- CCSEQ show a 74% gain in acquiring knowledge and skills applicable to a specific job or type of work, a 54% gain in information about career opportunities, a 49% gain in developing clearer career goals, a 50% gain in developing the ability to learn on their own, pursue ideas, and find needed information; and a 42% gain in developing the ability to get along with others in different situations. The 3-year trend of 85% average wage recovery has dropped from 100% in 2000-01, 106% in 2001-02, and 49% in 2002-03.

- The program achieved an average of use of the Library Media Center of 4.36 (low=1, high=5); and spent 98.4% of the overall Perkins professional development budget.

**Assessment**

CAT assessment methodologies include the use of alumni employer surveys, advisory committee recommendations, and analysis of faculty qualifications; evaluation of capstone class performance and use alumni employer surveys; track advisory committee representation from the computer applications employment sector and area high schools and tally outreach activities to the local high schools and articulation of Tech Prep classes. The program also evaluates enrollment by state FTE and headcount in academic unit courses (3-year trend); completion of degrees and certificates above 45 credits (3-year trend), and 2.0 or better on all graded enrolled credits in academic unit courses. CCSEQ estimate of gains section aggregate responses of questions #1-3, 17, and 25 for Professional Technical students, use a 3-year data trend for program wage recovery; and use the Library Media Center faculty survey questions on satisfaction.

**Instruction**

Three full-time faculty at the main campus have a Masters degree plus post-graduate hours, and all have experience in the working environment. The main campus computer lab also employs a part-time instructor with a Bachelors degree. The Port Townsend site uses a lab
for CAT classes and the Instructor (Annualized Associate Faculty instructor) has a Bachelors degree. There is no information about the Forks instructor.

**Curriculum**

All CAT certificates and 2-year programs include communications (English), human relations, and computation. All syllabi are current from all faculty except from the Forks extension. No syllabi have been turned in from that site.

The library provides services to enhance student research and also provides current journals, periodicals, and electronic databases. A library faculty member offers a 1-credit research class.

**Program Enrollment**

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<tbody>
<tr>
<td>Jaramillo, E.</td>
<td>Hired 03/04</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>240</td>
<td></td>
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<td>240</td>
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<tr>
<td>McLaughlin, V.</td>
<td>187</td>
<td>168</td>
<td>141</td>
<td>272</td>
<td>127</td>
<td>895</td>
</tr>
<tr>
<td>Nutter, L.</td>
<td>113</td>
<td>90</td>
<td>169</td>
<td>137</td>
<td>204</td>
<td>713</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>258</td>
<td>310</td>
<td>409</td>
<td>571</td>
<td>1848</td>
</tr>
</tbody>
</table>

*Source: Institutional Research and Assessment*

In contrast to the above table showing increased enrollment, Administration shows a declining trend in FTE each year as noted below. This discrepancy may be a result of the difference between the numbers of all students enrolled in CAT classes versus declared majors.

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</thead>
<tbody>
<tr>
<td>CAT</td>
<td>304</td>
<td>238</td>
<td>221</td>
<td>145</td>
<td>110</td>
<td>83</td>
</tr>
</tbody>
</table>

**Physical and Financial Resources**

The campus facility survey and CAT faculty input identified the following computer classroom resources:
<table>
<thead>
<tr>
<th><strong>Computer Hardware Needs</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional memory and processing speed to accommodate software upgrades</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>USB ports in front for easier access</td>
<td>✓</td>
</tr>
<tr>
<td>Hard disk space to accommodate new programs</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>New hubs to adequately support the information flow to and from servers. It currently takes up to 20 minutes to reboot some computers in V-3.</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Upgraded instructor computer to accept all peripherals</td>
<td>✓</td>
</tr>
<tr>
<td>Online servers to meet growing demands</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Adjustable keyboard heights for workstations to accommodate the variance of student size and height.</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Laptop docking stations to support use of projector</td>
<td>✓  ✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Workstation Needs</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustable, ergonomically correct work stool for the instructor’s station</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Student workstations lack sufficient room for writing and textbooks along with the keyboard and monitor</td>
<td>✓</td>
</tr>
<tr>
<td>Adjustable, ergonomic task chair for at least one ADA station</td>
<td>✓</td>
</tr>
<tr>
<td>Replacement of failing ergonomic chairs</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Stabilizing bars for several desks are missing and thus creating a safety hazard</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Design/Room Layout Issues</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart board unusable because the newly installed projector cannot zoom down to the size of the Smart board.</td>
<td>✓</td>
</tr>
<tr>
<td>Insufficient number of whiteboards.</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Windows need shades</td>
<td>✓</td>
</tr>
<tr>
<td>Overhead lighting issues include switches that don’t control the correct groups of lights, no ambient lighting, and inability to control rheostat.</td>
<td>✓</td>
</tr>
<tr>
<td>Overhead lights incorrectly grouped for screen viewing from the front of the room; no ambient lighting or rheostat ability;</td>
<td>✓</td>
</tr>
<tr>
<td>Unable to reposition the overhead monitor because of wiring and lights</td>
<td>✓</td>
</tr>
<tr>
<td>Students along extreme side and back of room unable to view screen</td>
<td>✓</td>
</tr>
<tr>
<td>Students on the south side of the room cannot see the screen because of the screen angle</td>
<td>✓</td>
</tr>
<tr>
<td>Inadequate space for coats, book carts, backpacks, etc.</td>
<td>✓  ✓</td>
</tr>
<tr>
<td>Instructor workspace overcrowded and inefficiently arranged</td>
<td>✓</td>
</tr>
<tr>
<td>Access blocked due to overcrowding of workstations in limited space</td>
<td>✓</td>
</tr>
<tr>
<td>9 of 37 student stations are placed in front of the table leg resulting in inadequate seating arrangements</td>
<td>✓</td>
</tr>
<tr>
<td>Safety issues due to single ingress/egress</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Addition of carpet squares to alleviate noise</td>
<td>✓</td>
</tr>
</tbody>
</table>

36
Financial resources are not adequate to support the total expenditures for CAT items and needs. Currently expenditures are used with CAT money and other program money. Budget should be aligned to program requirements.

The 2004-2005 budget does not reflect some of the purchases and travel spent during the academic year by the CAT faculty.

Strengths
The department provides support for 5 major areas: Certificate and degree seeking students, basic computer literacy for college students, business specific job skills, classes for students involved with Labor and Industry and community education or personal enrichment. Faculty, staff, and administrators also take classes to improve their skills. Program faculty provide diverse in-depth knowledge in a wide variety of computer applications, web development, programming languages.

As a supplement to Technology Services, the department often serves as a campus resource center for the community, staff, and faculty. This service, provided by faculty on their own time, adds hours to faculty teaching load and other faculty requirements. In addition, the main campus computer lab has a very knowledgeable and competent instructional technician.

The CAT Advisory Committee has rotated membership with having 6 new members and 6 members going off. All area high school members do not rotate.

With on-line classes and web enhancements, students are communicating beyond the 50 minute classroom period and are free to submit work 24/7. Online capability allows the department to reach previously underserved student populations (place bound, parents with small children, full time employees, etc.).

Challenges
A key challenge is to stay abreast of current and upcoming technology. Because of an inadequate professional development budget, faculty have had to use both personal time and funding to stay current and maintain the level of education they want to provide to the college and the community. Lack of time for faculty carrying a load of more than 15-credits per quarter is an ongoing issue, not only in matters of staying current but also in:

- Securing release time to address major changes associated with new technology;
- Working strategically with staff and administrators to address design issues;
- Conducting research and outreach to determine what the public needs and wants from the department;
- Covering additional course material for each new application version while still offering the same number of credits and not expecting students to do more work than credits allowed;

There is minimal communication between administration and faculty.

- Decisions made by administration that affect faculty and how they can instruct effectively. This especially is true in design of facilities.
- Faculty are not adequately involved in what is or should be planned for the future, especially as it pertains to what faculty need to provide for an optimum educational experience.
- Lack of understanding regarding how CAT technology needs are embedded into the college’s budget.
- Because the Dean has been given so many additional responsibilities, at times it is hard for a faculty member to meet with her. A regular weekly meeting, though, is scheduled with the CAT coordinator. At times it appears that the Dean may not understand the impact on teaching effectiveness caused by improper room lighting design and equipment or software that does not function correctly.
- PC lacks a defined IT plan. As such there is not a defined process for upgrading software in the classes and across the college, nor is there a plan for handling problems such as timely responses from IT staff to computer and software problems in the classroom.
Faculty spend time participating in activities outside of classroom preparation and teaching. It is not unusual to spend 2 to 6 hours per week in committee meetings or doing requested paperwork by administration (such as this form), and the amount of time requested for other duties increases each year. There are too many committee assignments, too much paperwork, and too many other requests from administration that take time away from preparation and excellent teaching. Three faculty members serve on a total of 14 committees. One of these faculty members has additional duties of CAT coordinator. Faculty also serve as members of local and statewide boards. These types of activities infringe on teaching and course preparation and learning new technology.

While textbooks are coordinated with all sites, the course content of CAT classes at the extension sites is not consistent. Class expectations, assignments, grading scales, and other components vary from location to location. There is no release time for the CAT coordinator to rectify or improve the situation. The Forks site has almost no contact with the main campus regarding the CAT classes, nor does that site usually reply to e-mails. Because of the lack of contact, the Forks branch does whatever it chooses, which may or may not be similar to the content offered at the main campus and the Port Townsend campus. Between Port Angeles and Forks, the coordination encompasses covering the same material and some similar requirements such as writing a final report. All three sites should have comparable CAT classes.

There is a continuing problem of the College Bookstore not having sufficient numbers of textbooks available at the beginning of the quarter, which puts a burden on both the student and faculty, especially for lecture classes where a schedule has been developed and a textbook is necessary. As much as a week and a half of class time, although usually less, is lost because of the lack of sufficient textbooks. Faculty has turned in book requests that would be sufficient for the number of students enrolled, but the Bookstore modifies the number ordered by watching the enrollment numbers for the upcoming quarter. There is often a dramatic increase in enrollment just a day or two before classes officially start.
ENGLISH

Mission Statement
The purpose of the English Department is to provide coursework and experiences that result in student success in a variety of academic and professional writing situations and application of skills in responding to a literature text in writing and discussion.

Goals and Progress to Date
The goals of the English department are to:

1. Prepare students in each level of English Composition for success in the next level: 90/111, 111/112, 112 to baccalaureate institutions.
2. Prepare students in each level of English Composition for success in writing tasks in other coursework at Peninsula College.
3. Provide instruction in literature that will develop analytical reading, critical thinking, and insightful response.
4. Increase enrollments in non-composition classes.
5. Offer students exposure to diverse literary and cultural ideas from sources both inside and beyond the classroom.
6. Enhance the academic environment for quality teaching and learning.
7. Insure English courses articulate for direct transfer to cooperating baccalaureate institutions.
8. Deliver a quality English program based on collaborative decision making and agreed upon polices and procedures while supporting academic freedom.

Progress to date: The English are faculty, through an organized agenda at monthly meetings, is successfully addressing all eight goals. For the most recently completed academic year, 73% of ENGL 90 students received a pass; 77% of ENGL 111 students earned a 2.0 or better; 81% of ENGL 112 earned a 2.0 or better; 78% of all Lit students received a 2.0 or better; the majority of faculty accessed funding and release time for scholarly research and development; 100% of English faculty gave a positive evaluation of the departments collaborative decision making process.
Assessment

Assessment results are used to write goals for the next academic year and for prioritizing for budget items. The English department employs the following assessment methodologies:

- Evaluation of student performance by course completion and G.P.A. (English Composition Courses)
- Assess student writing via rubric in one or more linked courses in other departments on campus
- Evaluation of student performance by course completion and G.P.A. (English Literature Courses)
- Complete a comparison study of present year enrollments to previous years' enrollments.
- Documented copy of letters to the various sources of funding for literary and cultural events.
- Documentation via agendas and minutes of materials presented to faculty at department meetings accessing funding and release time for scholarly research and attendance at professional conferences
- Documentation of orders for books, journals, and other media through library acquisitions
- Copies of syllabi are available from each course to be matched at cooperating baccalaureate institutions
- A survey of English Department faculty will include an evaluation of collaborative decision making with agreed upon policies and procedures while supporting academic freedom.

Departmental Faculty

The department hires approximately ten adjunct faculty per quarter and employs nine full-time, tenured or tenure track faculty, five of which have doctorates.

Alice Derry, B.A, M.A., M.F.A.
Grace Crawford, B.S., M.A.
Curriculum

The English Department curriculum is based on the General Education Competencies. English Department faculty coordinate with the reference librarians to provide information resource training to students in English classes. The college catalog lists the wide variety of literature, composition, and other writing courses. Syllabi for all English and Literature courses are posted on the college intranet. One item on the agenda for this year is to standardize the syllabi in the department.

Program Enrollment

From Fall Quarter 1999 – Winter Quarter 2006, 12,510 students (duplicated headcount) were enrolled in English and Literature classes.

Physical and Financial Resources

Whenever possible, the English Department uses the Smart Classroom in the Learning center on the second floor of the Student Services Building. Classes given first priority for use of this classroom are developmental classes including English 54/57 - College Reading Skills and English 90/91/92 - Fundamentals of English. English 111 classes, English Composition I, and other writing classes are assigned to the room during remaining hours. The room has 24 computers around the perimeter of the room and six large light-weight movable tables which provide flexibility for diverse teaching and learning formats such as a mixture of lecture, small group discussion, and computer work. The majority of other English and Literature classes are held in F wing classrooms that are presently being refitted with some smart classroom technology, excluding individual computers and
document cameras. Room F-1 has suitable tables, but Rooms F1-5 have small arm tablet chairs unsuitable for these kinds of classes. The English Department is looking forward to input on the architecture and outfitting of a new Arts and Humanities Building currently in the planning stages.

The English Department budget is $4,500 annually. Of that, $2,000 is set aside for a stipend for the English Chair. Remaining funds are used for supplies, subscriptions, stipends for guest lectures, literary activities, and supplemental travel. With the availability of additional travel funds from the president, vice-president, and the professional development committee, the amount allotted to the English Department in the annual budget is adequate at this time.

**Strengths**
Departmental strengths include nine full-time and approximately ten adjunct faculty members who are collaborative decision makers and dedicated teachers. The English faculty is embarking on a two year project of revision of the English and Literature Curriculum, beginning with the 90, 111, and 112 composition courses. Monthly department meetings are devoted to specific discussions of teaching and learning.

**Challenges**
With the convergence of accreditation, a new catalog, annual schedule, spring schedule and coordination of courses with baccalaureate institutions, the extra workload of faculty members in the department is very heavy.
FISHERIES TECHNOLOGY

Mission Statement
The Fisheries Technology Program offers effective fisheries training by emphasizing hands-on, rigorous instruction, incorporating diverse educational situations, and creating a learning environment that focuses on the success of each student.

Goals and Progress to Date
The Fisheries Technology Program goal is to prepare students to achieve the following objectives:

1. Completion of Associate of Applied Science degree in Fisheries Technology
2. Completion of five short-term certificates
3. Preparation for employment and further education
4. Experience and performance in the workplace

Progress to date can be illustrated by the following results from fall 1999 – Spring 2005:

- AAS graduates – 34; (4, 3, 8, 4, 7, 8 each year, respectively)
- Short-term certificates awarded – 116; (0, 7, 15, 33, 33, 30 each year, respectively)
- Job opportunities for graduates have grown, largely due to the need to address the threatened or endangered status of salmon stocks and the need to study habitat issues. A large majority of students seeking employment in the field do so (last year of data = 90%). In fact, it is not unusual for students to find employment prior to graduation.
- The program’s Workplace Education Experience course (TFISH 285) places students in the workplace prior to graduation under the guidance of a workplace supervisor and a learning contract. 2004-05 data shows that 80% of students enrolled in this course (4 of 5) completed it with a 3.85 GPA.

Assessments
Assessment procedures are iterated yearly in the context of the Academic Unit Plan cycle, the worksite education experience evaluation process, and post-exit surveys of students and
employers. The findings, despite a low sample size in most cases, support the hypothesis that the program is meeting the terms of its mission. Assessment methodologies and criteria for the coming year include a tally of graduates within 3 years of enrollment (70% of students intending to get an AAS degree will achieve it within 3 years and 70% of students intending to get the A.A.S. will achieve short term certificates); supervisor and self evaluation of internship performance will show a 60% positive response to work site performance; and 100% of students will complete a capstone course (TFISH) 285 with a 2.0 or above.

**Instruction**

There are three faculty members who teach in the program:

Fred Johnson – Program Coordinator; B.S., M.S. Stanford University; Ph.D. University of Washington, Knowledge area; TFISH courses and Program Coordinator

Jack Ganzhorn – Associate Professor; B.A., New Mexico State University, M.A. Oregon State University; Knowledge area; Aquaculture series, Statistics, Population Studies, Fisheries Techniques and a Communications class

J. Mike Daniel - B.E.E., M.S., Auburn University; M.S.A., George Washington University Knowledge area; Applied Math classes (or math classes, as necessary for individual students)

**Curriculum**

The Fisheries Technology program curriculum has evolved over the years in response to the needs of the workplace and the guidance of the program’s advisory committee. In general, the following changes in emphasis have occurred and at this point have stabilized in the current curriculum:

- More emphasis on habitat and environmental issues
- More emphasis on conservation aquaculture in relation to enhancement aquaculture
- More transferable courses in the program including Environmental Studies and Zoology listings
- Inclusion of the Worksite Education Experience as a requirement for graduation
The program curriculum culminates in the last quarter with a full-time, educational worksite experience, where students work with an employer in a specific area of interest. The program emphasizes placement of graduates by incorporating workshops on career planning and by helping students develop employer-contact networks. In addition to earning a two-year A.A.S. degree, students may earn five different certificates of proficiency by completing smaller clusters of courses in *Basic Marine Ecology, Fishes and Freshwater Ecology, Habitat Assessment and Restoration Study, Quantitative Population Studies*, and *Aquaculture*.

Degree graduates may enter directly into the fisheries profession or pursue a four-year B.S. degree, which opens up even more employment opportunities. Peninsula College has an articulation agreement with The Evergreen State College—the Upside-Down Transfer Program—which can lead to a B.S. degree in environmental studies. Another alternative is to transfer to the highly recognized School of Fisheries at the University of Washington to earn a B.S. degree in fisheries.

**Program Enrollment**

The program benefited from an increase in enrollments since the last decade. The last five years showed enrollments of 12, 13, 19, 13, 11 and 10 for the years 1999 – 2005. The number of declared majors over the same period totaled 17, 22, 27, 29, and 22, respectively.

**Physical and Financial Resources**

The physical resources will soon change dramatically, as the program is due to move into the new Science and Technology building in 2007. The program currently houses a cold-water hatchery in a relatively old building, while the new facility will include both cold and warm water hatchery facilities in addition to modern teaching and laboratory spaces. New construction required the relocation of the research vessels to an area near the automotive program, and a permanent base for the research vessels has not been selected.

Financial resources of the program include $7,000 per academic year base funding. This is supplemented by Perkins allocations and research grants. The latter includes an ALEA
grant secured in cooperation with the Washington Department of Fish and Wildlife, which, along with other external agencies, has worked to provide support for the Fisheries Technology program and its students.

**Program Strengths**

The strengths of the program rest at the core of its identity and objectives; built on a base of science, math and communication skills augmented with hands-on activities and team-oriented research assignments. Students operate research vessels after receiving certification in boating safety from the U.S. Coast Guard Auxiliary as part of the Fisheries Techniques class. Students design and implement their own research projects under the supervision of faculty. Students operate and maintain the hatchery while conducting research experiments requiring hatchery operations. In these ways, students learn to apply their base of knowledge in the sciences to problems regarding aquatic natural resources. Upon program completion, students successfully enter the workplace or transfer to baccalaureate opportunities.

**Program Challenges**

The Fisheries program faces challenges in the years ahead. The logistics of moving the entire program to a new building will be formidable. The fleet of research vessels has reached the end of cost-effectiveness in terms of maintenance and ability to accommodate large groups of students. Finally, there is a need to continue to recruit and retain students.
Information Technology Department

Mission Statement

Information technologies are directly responsible for large sweeping changes in the way we view and interact with the world around us. IT affects, impacts, and influences major economic and social aspects of the global society. Interdisciplinary and multidisciplinary ownership of technology advancements and changes provide extensive opportunities for growth and discovery. The demand for highly trained personnel in such technologies will only continue to grow as these technologies continue to change and evolve.

Goals and Progress to Date

1. To provide a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.
2. The IT programs at Peninsula College are designed to prepare students to enter the workforce with skills defined by industry standards.
3. Develop skill sets that are consistent with performing network administration functions at an exemplary level of professional and technical competence.

The 2005-2006 AUP assessment report shows that 73% of students enrolled in IT 163 and IT 293 completed the courses with an average GPA of 3.5 or higher; 5 degrees were awarded in Network Infrastructure Specialist; 5 Security Specialist Certificates were awarded. Overall 90% of students completed their courses with a 2.0 or better. 75% of those students responding to the CCSEQ gave the program a satisfied or very satisfied rating. IT Systems had a 150% wage recovery for the most recent group (2003-04) tallied. All in-service (professional development requests) were funded.

Assessment

The Information Technology program is experiencing increased course enrollments attributed to restructuring Cisco course offerings, updating degree requirements to reflect current security concerns, and stabilization of department personnel. The increased enrollment also reflects a strong partnership with K-12 that permits students to earn IT
credits while attending high school. In addition to tracking enrollment numbers, assessment methodologies include determining the number of completers (degrees and certificate); successful completion of capstone courses with a GPA with a 3.5 or higher; responses rates of the CCSEQ; program wage recovery; faculty surveys and use of professional development funds.

**Instruction**

Kenneth N. Jacobson, CEH  
Associate Professor, Information Technology  
Steven N. Snyder, MBA, CPA (Inactive), MCSE  
Associate Professor, Business Administration and Information Technology  
Stephen Camp, BS Management and Communication, CCNA, CCAI, MCP  
Assistant Professor, Information Technology

**Curriculum**

Through the use of hands on training, approved online curriculum, and diverse learning environments; the Information Technology program prepares students to work and grow in today’s high technology world by equipping graduates to design, implement and support the hardware and software required for an effective integrated IT solution including the personal computer desk top, data center servers, routers, switches and other associated infrastructure.

The Information Technology program at Peninsula College is designed to meet the needs of at least five different educational groups:

- Students seeking a 2 year vocational degree in Network Administration;
- Students seeking a 2 year vocational degree in System Infrastructure;
- Students seeking a 2 year transfer degree Information Technology;
- Students seeking a 1 year certificate in Security and:
- Students seeking an increased awareness in Information Technology
The program is committed to curriculum development designed to promote the following two outcomes: (1) develop and possess a set of job-skills that are current; and (2) receive course preparation sufficient for successful transfer.

**Program Enrollment**

**Physical and Financial Resources**

The current IT facilities were designed by remodeling an existing building. While this provided space for program development, classrooms and labs are still inadequate to support a world-class learning environment. The projectors are antiquated and do not produce an acceptable image. The computers are still connected to old CRT based monitors that waste electricity and impact student workspace. Some labs and classrooms lack technology and space to support innovations such as Virtual PC.

The new Science and Technology Building will provide solutions to current space deficiencies. New equipment will provide students with a state-of-the-art learning environment. The technology classrooms and labs are designed for mirroring current technology trends.

The Information Technology Department has a goods and services budget of $8,000 for the 2005-06 academic year. Perkins Funds provides resources for equipment needs of the program.

**Strengths**

Program strengths include experienced and professional departmental faculty, administrative support to explore new ideas, advisory committee input to assist the program in staying current with the latest community needs and forthcoming construction of a state-of-the-art IT facility.

**Challenges**
Challenges will continue to be those centered on economic costs associated with maintaining and upgrading program labs and classrooms, providing faculty with training in new technology that will keep them abreast of industry changes and development and implementation of promotional efforts to increase program enrollment.
JOURNALISM

Mission

To provide students with the skills for entry-level employment and a foundational academic base for transfer to a university program in both traditional print and evolving digital media careers. The program strives to provide students with the opportunity to gain a foundational understanding in mass communications, technological tools for digital and analog communications, and the ability to adapt to the dynamic world of media. Finally, the Journalism Program strives to provide students with an ethical framework for decision-making and delivery in mass communications.

Goals and Progress

Journalism Program goals are to:

1. Provide appropriate curriculum, leadership and technology for student learning.
2. Provide a balanced program consisting of mass communications, theory, journalism history, ethics, media law, reporting, writing, design and photography.
3. Facilitate a quality learning experience for students that reinforces curricular objectives, achieves expected student outcomes and advances the transfer mission of the college.
4. Seek the highest industry standards within the limitations of time and budgetary constraints.

Progress to date includes:

- Ongoing review of quality textbooks for improved resource materials and participation in industry-based listservs such as JourEd, JourNet, Computer-Assisted Reporting and Society of Professional Journalists;
- Expansion of staff capabilities by hiring a teaching colleague who also advises the student newspaper;
- Updated foundational writing courses to align with regional university level offerings;
- Attendance at regional and national conventions to keep abreast of industry changes, professional network resources and teaching techniques.
• 80% or 115 out of 143 students completed their program with a 2.0 or above. CCSEQ shows mostly positive responses on all questions regarding the program.

Assessment
Historically, the assessment of the program has been based on the independent evaluation of SPJ judges awarding The Buccaneer staff recognition as “Best All-Around Non-daily Newspaper” in multiple years. Internal program assessment by standardized criteria has been a challenge due to time constraints on a one-person department. With the recent addition of a clinical professor, internal program assessment should improve. Internal assessment methodologies for the upcoming year include:
  • Tracking transferable graduates and number of program enrollees
  • Number of graduates within three years of enrollment
  • PGA of newly transferred PC students into baccalaureate programs
  • CCSEQ positive responses
  • CAAP percentile ranking

Instruction
Journalism department faculty include: Rich Riski, journalism director and assistant professor, has a master’s degree in journalism and 23 years as reporter/photojournalist. Frank Garred, clinical professor, has a bachelor’s in journalism and 46 years in journalism and publishing and Bonne Smith, program assistant, has three AA degrees and 10 years in journalism.

Curriculum
Journalism curriculum pivots on many skills including the conception of story ideas, the critical analysis of information sources, and the prioritization and strategic retrieval of the information. These acts require information gathering through interviews, document searches and direct observation. The continual practice of note taking, synthesis of findings, and the generation of clear, accurate and engaging copy support these activities. From a visual literacy standpoint, PC is one of the few community colleges to offer an introductory photojournalism class every quarter and an advanced photojournalism class each year. This
curriculum requires the understanding and application of black and white darkroom skills and a rudimentary understanding of color theory. Finally, there is content evaluation by self, peers, instructors and practicing professionals. PC’s general education competencies, Communications, Quantitative Reasoning, Information, Critical Thinking and Personal and Interpersonal Competencies are encompassed in the Journalism skill list.

Program Enrollment
Journalism enrollment in total FTEs has been in the high teens for five years, with a 17.8 students per quarter average.

Physical and Financial Resources
The program’s physical resources are adequate to tolerable. The classroom space for newspaper production is a proprietary room that is manageable for capstone editorial classes of 10 or fewer students. There are nine working computers, with four to five stations capable of pagination. Photojournalism courses are held in a multi-use classroom and a darkroom. The editorial sequence foundational classes are held in a multi-use computer lab with 18 computers. The mass communication class is held in the music room where students use folding chairs with swivel, mini-desktops- an inadequate seating arrangement for journalism students. The Library Media Center is an asset to the student journalist’s reporting skills.

The department and newspaper is funded in large measure by $12,000 from the Associated Student Council and a generous Webster Scholarship fund that supports tuition for six to eight students and leadership stipends for four newspaper staffers.

Strengths
Program strengths include the instructor to student ratio; a collective belief that ethical journalism based on real-life field experience is essential; a team of committed, accessible professional educators with decades of experience including Mr. Riski’s citation in a national survey textbook (Media of Mass Communications, Vivian, 2006) and recent field research at the National Democratic Convention 2004 as well as Frank Garred’s 1994 Miles
Turnbull Master Editor/Publisher award from the Washington Newspaper Publishers Association. In addition the program benefits from a highly supportive foundation and administration that operates under a philosophy of shared governance. Administration has supported a list of guest speakers on campus that includes: Seattle P-I political columnist Joel Connelly; 2004 News Photographer of the year Rob Finch of The Oregonian; investigative reporter for The Wall Street Journal Scot Paltrow; 2005 Pulitzer Prize winner for investigative reporting Nigel Jaquiss, and legendary photojournalist David Burnett, of Contact Press Images and Time and National Geographic magazines.

**Challenges**

Challenges are many and predictable. Unfortunately, progress in updating hardware is abysmal for a historical, campus-wide aversion to Apple computers. Thankfully this has recently changed with the development of a campus-wide IT plan that will assist a program that will soon be struggling with computer hardware obsolescence. Student motivation is another challenge as more students turn away from news toward entertainment media. Within this movement, an incremental shift occurs away from text-based communications toward image-based communications. Regardless, the allure of powerful storytelling and society’s dependence on quality news reports will continue to anchor the necessity of journalism in higher education.
MASSAGE THERAPY

Mission
The mission of the Massage Therapy Program is to prepare students to be successful licensed massage practitioners. The comprehensive program equips its graduates with the ability to offer a variety of massage techniques designed to meet the needs of their clients, and to create and maintain a successful massage therapy practice.

Goals and Progress to Date

Goals
1. To provide a comprehensive training program that exceeds state educational requirements and conforms to industry trends.
2. To offer ongoing support to graduates through continuing education programs.
3. To increase public awareness of massage therapy as adjunctive health care.

Progress to date
While the program curriculum meets and exceeds state educational requirements, it has not yet conformed to the latest industry trends. The educational requirements for licensing in Washington State are low (500 hours) due to the historical lack of harm to the public. The trend in the industry, however, is toward increasing levels of education. Both community colleges and private schools are beginning to offer Associates degrees, with a few private schools now offering Bachelors degrees. The instructors in the Program continually expand their own training to keep current with trends in this rapidly changing field, and incorporate these changes in the curriculum on an ongoing basis.

The Washington State Department of Health, Board of Massage, requires its licensees to complete 16 hours of continuing education training every two years. The National Certification Board for Massage Therapy and Bodywork requires its members to complete 48 hours of training, including six hours of Ethics, every four years. The Massage Therapy Program has been able to offer a few classes each year, including a six-hour Ethics class. The need for further expansion is discussed in the Challenges section. Ongoing support to
graduates through the establishment of quarterly meetings of the licensed massage professionals in the area, and the production and dissemination of a quarterly newsletter informing local LMPs about upcoming trainings, books and videos available in the library, changes in the laws affecting massage therapy, etc. is currently being addressed by the Program Coordinator’s recently initiated e-mail notification list for continuing education offerings. The Coordinator hopes to expand this into a newsletter in the near future.

The third goal, to increase public awareness of massage therapy as adjunctive health care, will be addressed through the development of a community out-reach program to be developed in conjunction with the reaching of goals one and two.

**Assessment**

Assessment methodologies include: student curriculum surveys; quarterly curriculum meetings; pass rate on National Licensing Examination; content analysis of program checklist and brochures; comparison of offerings with other community and technical colleges; NCB rating for category A; production of a quarterly newsletter; tally the number and scope of ongoing training; chronicle participation in community out-reach; enrollment by FTE; completion of degrees and certificates; CCSEQ results; program wage recovery; faculty surveys; and use of professional development funds.

The results of the student curriculum surveys indicate that 100% of the students feel their training fulfills their needs and is comprehensive. The program has a strong showing on the pass rate for the National Licensing Examination. 100% of program graduates who take the examination within nine months of graduation pass the examination and qualify for licensing in Washington State.

Meeting the remaining program goals is dependent upon the creation of a two-year Associate of Applied Science degree for massage therapy, and the creation of a position of Continuing Education Coordinator. Until these two things are accomplished, the remaining goals programs not be met.
Instruction
Faculty consists of the one Associate faculty, who is also the Program Coordinator, two part-time instructors, and one tenure-track assistant professor from the Biology department. With the exception of the Biology professor (who holds a Ph.D. in Zoology), the instructors are Licensed Massage Practitioners in good standing with the State of Washington. One part-time instructor is also a Licensed Acupuncturist, with a Master’s Degree in Social Work. A second part-time instructor holds a Bachelor of Arts degree in Recreation. She is currently pursuing training as a Certified Cranio-Sacral Therapist, and will complete her training in 2006. The Program Coordinator has pursued rigorous post-massage school training that includes courses in education, and a multitude of bodywork techniques and movement, including both Eastern and Western schools of thought. She will complete her training as a Registered Practitioner of Jin Shin Do Bodymind Acupressure in 2006.

Curriculum
The Massage Therapy program offers a curriculum grounded in the art and science of massage therapy. Graduates demonstrate proficiency in Anatomy, Physiology, Pathology, and Kinesiology, as well as a broad range of relaxation and treatment techniques including Swedish massage, with adaptations for both pregnant and geriatric clients, and somatic therapies for working the deeper layers, including deep tissue, neuromuscular, muscle-energy, and soft-tissue release therapies. Graduates also demonstrate an understanding of the need for body-mind integration and the how imbalances may manifest in clients. Student clinics in the winter and spring quarters, offer massage therapy to the community at large for a reduced fee.

The importance of self-care is also addressed. Students are taught movement-awareness techniques to enhance their own abilities to withstand this physically demanding career. Also offered are a number of movement-related exercises to teach to clients for their own self-care and to enhance the effect of the massage therapy treatments.

A solid emphasis is placed on developing good communication skills, both written and oral. These classes focus on client-centered communication as well as communication with other
healthcare professionals. The curriculum also addresses business skills needed for a successful practice, including the creation of a business plan and marketing materials.

The use of the General Education Competencies and Library Information Resources is woven throughout the curriculum. Students research a number of topics in all of their classes, and present the material in both written and oral form. The student projects are both individual and collaborative, depending on the assignment.

### Program Enrollment

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Since 1997/98 the program has experienced fairly steady enrollment with one notable drop in 2001-02. In 2002-03, the curriculum was changed from four quarters, 1,085 hours (916 hours core curriculum, 169 hours electives), to three quarters, 750 hours. Thus, the lower FTEs for 2003-04 and 2004-05 are more reflective of a drop in the number of FTEs available.

For the first ten years of the program classes were offered in the evening. This year classes are offered during the day and enrollment has stayed consistent with that of the last two years. The new classroom is also smaller, thus decreasing the enrollment cap by 6 FTEs. The Program Coordinator is exploring ways to increase the web presence of the program in order to attract students from a greater geographic range.

### Physical and Financial Resources

The Massage Therapy Program is housed in the A building. The recently remodeled Room A-7 provides dedicated classroom space with an adjoining room that serves as the faculty office. Room A-9 provides dedicated storage space for equipment and supplies. There is a bathroom with three sinks located just outside of the classroom. The student clinic is held in the classroom, with cloth cubicles created to provide client privacy.
Worker Retraining funds provide a budget of $85,268, with the bulk of these funds going to faculty salary and benefits, with an additional $2,000 for goods and services.

**Strengths**

Program strengths stem from dedicated faculty and ongoing support from college administration. Faculty consistently review and update the curriculum to meet current industry trends. The field of massage therapy is rapidly changing from one of providing general relaxation massage to providing medically oriented massage. This trend is reflected nationwide in the opening of “medical spas” at many hospitals, including Virginia Mason in Seattle. The University of Washington Medical Center includes massage therapists in its team approach to cancer treatments. While staying within the confines of the current certificate program, faculty work diligently to ensure that students have the training necessary to meet this expanding field. The Program Advisory Committee also works with faculty to determine the needs of the community.

**Challenges**

With a national trend toward increased education, three other publicly funded institutions in Washington State offer an associates degree in massage therapy (Whatcom Community College, Renton Technical College, and Clover Park Technical College). Massage Therapy faculty and the Advisory Committee strongly advocate expansion of the PC program to a two-year degree and remain hopeful that this will be possible in the near future. Expansion to a two-year degree would allow students to gain additional general education training in the areas of psychology, human relations and sociology. Further training could also be offered in spa and treatment techniques along with an increased business curriculum. Graduates tend to be self-employed and the need for expanded marketing and business skills is great.

In addition, a two-year degree program would further the programs ability to expand public awareness of massage therapy as an adjunctive therapy. Students would be able to obtain their practitioner licenses at the end of the first year of their training. As licensed LMPs,
they would then be eligible to engage in community outreach activities designed to bring massage therapy to populations that are typically underserved.

Finally, there is an ongoing challenge in meeting the needs of graduates as they develop their careers in the community. Faculty and the Advisory Committee believe that the college has a duty to provide strong post-graduate support in the form of a solid continuing education program which includes sponsoring quarterly meetings for local LMPs and the creation of a quarterly newsletter for the local massage community. At this time, these duties fall under the purview of the Program Coordinator. The creation of a separate position of Continuing Education Coordinator is necessary to fully pursue the development of post-graduate programs.
MATHEMATICS

Mission Statement
The mission of the Mathematics Department at Peninsula College is to provide a quality mathematics education by:

- Offering a full range of courses ranging from developmental and applied mathematics courses, to sophomore level courses supporting student transfer to four-year science and engineering programs.
- Providing academically challenging course work that promotes intellectual and personal growth.
- Preparing students for the workplace and for further education in mathematics and other academic disciplines.
- Focusing on student success.

Goals and Progress to Date
1. To assist students in developing the basic knowledge necessary to succeed in math courses by: solving problems related to course content; applying sequential reasoning and working through multi-step processes; explaining the reasoning which led to solutions and using technology appropriately.
2. To provide a physical environment, A/V equipment and computer hardware and software that supports both faculty and students in the teaching and learning process.
3. To facilitate a quality learning experience for students that reinforces circular objectives, achieves expected student outcomes and advances the transfer mission of the college.

Progress on these goals has been accomplished by:

- Replacing of the former arithmetic course Math 060 with BASED 054 and more rigorous pre-algebra course Math064.
- Replacing the variable credit Math Lab courses with online courses for Math 099, 072 and 064.
- Offering an average of 6 additional mathematics sections per quarter.
- The new drop-in lab staffing levels are being monitored; adjustments will be made as necessary.

Assessment of the mathematics program has led the department into discussions about expanding online course offerings. The department will investigate the feasibility of such offerings and devise a plan when/if necessary. In addition, the assessment showed the department needs to upgrade the site license for Derive, continue the A/V set up in rooms G-10 and G-11, and create a department website.

**Assessment**
The assessment tools used in the mathematics courses consist of, but are not limited to, exams, homework, quizzes, and group projects.

Student evaluations of part-time instructors are given every other quarter. For probationary, tenure-track faculty, they are given every fall quarter, and for tenured faculty they are given during the fifth year tenure review process.

**Instruction**
The Mathematics Department consists of three full-time instructors and five part-time instructors. All full-time faculty have an MS Mathematics degree or above. All adjunct faculty have an MS Math, Science or Engineering degree. Instructional Technicians, which include instructors and students, serve as tutors for the drop-in Math Labs. Instructors use a wide variety of instructional techniques and tools and hold students to high academic standards. These techniques include, but are not limited to, lectures, group projects, and websites. Drop-in Math Labs at all sites support student learning.

**Curriculum**
The courses offered by the Mathematics Department range from developmental and technical mathematics courses to Sophomore/Junior level mathematics courses for students
who plan to transfer in science, engineering or mathematics. This includes 14 courses ranging from Pre-Algebra through Differential Equations.

To meet the needs of students in outlying areas, as well as students with time constraints due to other responsibilities, online mathematics courses for Math 064, 072, and 099 began during the Fall 2005 quarter. Math 107 has been offered online, through WAOL, for many quarters. This class satisfies the college’s Quantitative Skills requirement for an Associate Degree.

**Program Enrollment**

Program enrollment has been fairly constant over the last 6 years. Approximately 6% of the enrollments are at the calculus level and above.

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<td>165</td>
<td>176</td>
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</tr>
</tbody>
</table>

**Physical and Financial Resources**

Many planned classroom upgrades have been made. A corner projection screen and a center-mount projection screen have been installed in G-10 along with a supply cabinet, an additional overhead projector and additional instructor tables at the front of the room. The Math Department applied for and received a grant for a ceiling mounted data projector. The data projector is on order and the classroom is being wired to support it. A computer has been obtained to drive the new data projector. An HP DeskJet has been installed in G-11 along with a long-range wireless keyboard and mouse. An upgraded computer has been installed in the Math Lab to support the student research and to give advanced students access to advanced mathematical resources.

**Strengths**

The strength of the program is evident from PC student placement in the 85th percentile on the national 2005 CAAP Exam (College Assessment of Academic Proficiency). Additionally, Mathematics faculty get along well and work by consensus, placing both their focus and interest on teaching and learning.
Challenges

Challenges basically revolve around budget and staffing issues. Budget challenges include locating sufficient sources of funding for multimedia equipment and developing a well-defined process or source of funding for computer hardware, software and upgrades. In addition, tasks associated with online instruction may require additional funding sources for the acquisition of appropriate computer hardware and software. The department also needs a $2,800 upgrade to the computer algebra system software used in mathematics courses above the pre-calculus level. Staffing challenges include maintaining an adequate pool of qualified adjunct staff and hiring new full-time faculty.
MEDICAL ASSISTANT

Mission
Teaching for Learning is the essential component in the Medical Assistant Program. In line with the mission of Peninsula College, the program puts forth a professional, knowledgeable and competent graduate, skilled in the National Standards of the Healthcare Industry and filling the needs of employers.

Goals and Progress:
Goals for 2006 include:

1. Prepare students for future education in the medical field.
2. Make available to returning students the Baccalaureate Degree for Medical Assistant Graduates and provide information to former graduates via the annual Medical Assistant Conference.
3. Seek accreditation with the AAMA (Association of American Medical Assistants)
4. Feature innovative Internet interaction with updated computer systems.
5. Provide program oversight that facilitates a quality learning experience, a supportive environment and program outcomes that respond to community needs.

Goals completed for the 2005/06 academic year included updated brochures and checklists; implementation of CASAS for the assessment of basic skills; 80% professionalism rate for students; updated and fully functioning Internet interactions systems; an average enrollment of 30 students across course offerings; the establishment and implementation of a two year AAS Degree. The AAS Degree was made available September 2006

Assessments
National Skill Standard Competencies are utilized and additional assessment methodologies (listed in the AUP) include: CCSEQ responses; enrollment tallies; degree and certificate completions; wage recovery; use of professional development funds; classroom performance measures; and checklist for program brochures and materials.
Instruction
The program added tenure-track faculty and provides two in-class basic skills instructors to support I-Best learning practices for students needing additional assistance.

Curriculum
Student may select from three tracks including Health Care Assistant Certificate, Medical Assistant Certificate and Medical Assistant A.A.S. Degree. Program content includes medical terminology, general accounting, computer training, office administration, and medical coding. Infused throughout the program are safety, health, work ethics, and patient rules and regulations mandated by HIPAA.

Curricula recently expanded to fulfill the requirements of the two-year A.A.S. degree program. Two new classes, Geriatrics and Infectious Disease were also added to meet growing demand. General Education credits are included in the graduation checklist. Online hybrids as well as software created within the college makes an excellent backdrop of erudition.

Enrollment:
According to SMS and CIS Data, enrollment has doubled over the past two years.

Physical and Financial Resources
Medical Assistant program physical resources include:

- Ultrasound machine
- Copy Machine
- Four hospital beds
- 16 computers
- 1 Color Printer & 1 Laser Printer
- Digital Blood Pressure Machine
- Four Stainless steel tables
- 1 Optical Scanner
- Overhead and microphone
- Two Phlebotomy chairs
- Two defibrillation machines
- One EKG machine
- Two newborn cribs
- 2 microscopes
- Centrifuge
- Office and storage furnishings
**Strengths**

The program expects to continue strong growth through 2012. Employment in the county is at 100% and with new providers moving into the area, this level of employment will continue. The program has also developed a reputation of excellence and the program coordinator is continually contacted for employees. The Medical Assistant program has also increased opportunity for hard to serve populations by incorporating I-Best practices into the classroom.

**Challenges**

Keeping up with growing demand may be difficult since core courses will need more sections. The program base is located at the Lincoln Center (Skill Center) and as the program expands the demand for space will continue to increase. Offering clinical space is also difficult, though offering practicum in any quarter has provided some relief. Obtaining equipment for learning is costly and not budgeted. The program relies on donations of equipment. Finally, the program is not yet accredited with the AAMA (Association of American Medical Assistants).
MULTIMEDIA COMMUNICATIONS PROGRAM

Mission Statement
The Multimedia Communications program provides students with the knowledge, skills and technological tools to visually communicate and present information in print, electronic and interactive formats. The mission of the Multimedia Communications program is to:

- Provide courses that support occupational readiness, student success, and personal growth.
- Encourage students to explore the role interactive and multimedia technologies play in society and how they contribute to art, business and education.
- Provide up to date curriculum that adapts to the rapidly changing field of multimedia and web design.
- Facilitate collaboration, productivity, creativity, and interpersonal skills vital for success in a professional and competitive environment.

Goals and Progress
Goals of the Multimedia Communications program include:

1. Provide comprehensive multimedia communications curriculum.
2. Develop enrollment strategies that utilize retention and marketing.
3. Provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

The Multimedia Communications program utilizes data from employer and alumni surveys, and advisory committee recommendations to assess and improve course curricula. For example, feedback from recent employer and alumni surveys indicated that additional coursework in graphic design, website creation, Macromedia software, digital video and graphic arts should be integrated into the existing curriculum. Additionally, the Multimedia Advisory Committee recommended that Mac specific software be accessible to students and that a transition from Quark to Adobe In Design page layout software would update the...
curriculum to current industry standards. In response to this and other input, the program implemented the following changes:

- The web option course requirements were updated to industry standards and now include coursework in: database management systems, database driven web sites, computer programming, web publishing, server management, and streaming technologies.
- All multimedia students are now required to complete a 5 credit graphic design course and a 5 credit course in web authoring with Macromedia Dreamweaver.
- The digital video course cap was raised to increase student access to digital video coursework.
- A Macromedia Fireworks module was added to foundation coursework that also teaches students how Macromedia and Adobe software link with one another.
- Quark page layout software was replaced by Adobe InDesign in the foundation course.
- Two Macintosh computers were purchased for the multimedia classroom. Students are now required to use the Macintosh operating system to complete specified coursework.
- An advanced digital photography course was added to the graphics degree option.

Assessment
Multimedia Communications faculty rely on multiple methods to assess learning and all multimedia students are expected to demonstrate comprehension of multimedia communications curricula through: electronic portfolios, traditional tests, self assessments, interviews with potential employers, group work, peer assessment, and instructor feedback. Capstone course assignments allow students to reflect upon and apply knowledge and skills acquired throughout the program of study. Annual review of student performance in capstone courses is used to improve and amend foundation and core courses.

Instruction
Multimedia Communications Faculty
• Mia Boster, Ph.D. Candidate, Educational Technology, Walden University; M.Ed., Western Washington University; B.A., Eastern Washington University; Certificate, Distance Learning Design & Development, University of Washington
• Kathy Davies, AAS, Peninsula College
• Eduardo Jaramillo, Ph.D. Candidate (ABD), Information Systems Management, Walden University; M.B.A, Information Systems Management, University of California, Irvine; B.B.A, University of San Diego, California
• Shana Scott, AAS, Peninsula College
• Marina Shipova, B.A., Vladimir State Pedagogical University, Vladimir, Russia

Curriculum
The Multimedia Communications program combines traditional art and graphic design with multimedia and web technology. The Multimedia curriculum is designed to teach students how to:

- Present ideas through electronic text, graphic, and hypertext formats.
- Apply graphic design principles and visual communication concepts to multimedia projects.
- Identify and use appropriate multimedia software to develop, design, and publish multimedia projects for electronic and web presentation.
- Capture and manipulate electronic images with digital media devices.

General education competencies provide a strong foundation in 5 core areas: English, Math, Journalism, Fine Arts, and Social Science. These courses help students build the analytical, creative, and communication skills they need to make a positive contribution to society. Internet information resources and the Peninsula College library database contribute to the student’s ability to obtain and learn from literary and credible research sources.

Program Enrollment

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
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<tr>
<td>Total FTE’s</td>
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<td>38</td>
<td>39</td>
<td>33</td>
<td>28</td>
<td>32</td>
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<tr>
<td>Declared Majors</td>
<td>34</td>
<td>58</td>
<td>66</td>
<td>52</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td>Degree &amp; Certificate</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>
Completers

Note: In 2002-03 programmatic changes eliminated journalism students from the Multimedia FTE count and contributed to the drop in FTE and declared majors in 2003-04.

Physical and Financial Resources

The multimedia classroom is 945 sq/ft and contains the following equipment:

<table>
<thead>
<tr>
<th>Qty</th>
<th>Item</th>
<th>Qty</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>PC computers</td>
<td>2</td>
<td>Studio backdrops</td>
</tr>
<tr>
<td>2</td>
<td>I-MAC computers</td>
<td>2</td>
<td>HP flatbed scanners</td>
</tr>
<tr>
<td>1</td>
<td>Web server to house student work</td>
<td>1</td>
<td>Nikon slide/negative scanner</td>
</tr>
<tr>
<td>1</td>
<td>3-Head Novatron 1000 studio light kit</td>
<td>1</td>
<td>Television</td>
</tr>
<tr>
<td>1</td>
<td>Nikon Coolpix Digital Camera</td>
<td>1</td>
<td>Data projector</td>
</tr>
<tr>
<td>1</td>
<td>Olympus E-10 Digital Camera</td>
<td>1</td>
<td>CD recorder</td>
</tr>
<tr>
<td>1</td>
<td>Canon digital video camera</td>
<td>1</td>
<td>DVD recorder</td>
</tr>
<tr>
<td>1</td>
<td>Epson 220 ink jet printer</td>
<td>10</td>
<td>Internal media card/USB ports</td>
</tr>
<tr>
<td>1</td>
<td>HP laser jet color printer</td>
<td>1</td>
<td>DVD/VHS player</td>
</tr>
<tr>
<td>1</td>
<td>HP black and white laser printer</td>
<td>29</td>
<td>Adobe CS2 Licenses</td>
</tr>
<tr>
<td>1</td>
<td>Studio backdrop stand</td>
<td>29</td>
<td>Macromedia Studio MX Licenses</td>
</tr>
<tr>
<td>1</td>
<td>Photoflex softbox</td>
<td>2</td>
<td>Photoflex reflectors</td>
</tr>
</tbody>
</table>

The permanent Multimedia Communications budget for salaries, wages, benefits, goods, and services is $73,415. The annual Perkins equipment budget is $6000.00.

Strengths

One of the greatest strengths of the multimedia communications program is the faculty and their ability to respond to the needs of local employers by integrating new technology and multimedia skills into the curricula in a timely manner. Other strengths include:

- A partnership with the North Olympic Peninsula Skills Center that provides digital video courses to Peninsula College students. The partnership also facilitates the transition of high school students into the Peninsula College Multimedia Communications program.
- In response to a growing demand for online learning throughout the Olympic Peninsula, 4 multimedia courses were piloted as linked courses that bring face-to-face students together with their online counterparts through WebCT. As a result of this linkage, the course caps were raised from 20 to 25 students with no additional programmatic costs or equipment purchases.
• The social networks developed between students through online course modules support retention efforts by providing a platform for students to communicate and collaborate outside of the physical classroom. Furthermore, the addition of online courses has expanded the programs demographic to place bound students, and in the fall of 2005 a student residing in Santa Fe, New Mexico earned multimedia credits from Peninsula College.

• A recent collaboration between digital photography instructors from Peninsula College and Inver Hills community college in Inver Grove, Minnesota brought students from both colleges together in a cooperative online project. Students showcased digital photographs of their communities in website galleries on the Internet and critiqued one another through an asynchronous threaded online discussion. The project facilitated peer assessment, communication and helped students develop a greater understanding of students and community outside of the immediate region.

• In 2002-2005, 33 Multimedia Communications students were awarded Webster scholarships ($72,874) to pursue multimedia degrees.

Challenges
The increased frequency of software upgrades released by Multimedia software producers, challenges faculty to locate up to date professional development opportunities on the Olympic Peninsula. Faculty are also challenged to develop multimedia course content for online and hybrid courses that require minimal bandwidth for online students who connect to the Internet with 28K dialup modems.
NURSING PROGRAM

Mission Statement
The mission of the Nursing Department is to provide a quality nursing education program whose graduates help meet the health care needs of the community.

Goals and Progress to Date
The goal of the Associate Degree Nursing Program is to provide a quality curriculum, which prepares students to receive an AAS degree in nursing, obtain a registered nurse license and function in the role of the registered nurse. Program objectives in support of this overall goal include:

1. Maintain NLNAC accreditation
2. Improve NCLEX first time success rate to 100%
3. Improve student retention to 100%
4. Improve and maintain scholarly activities of the nursing faculty

The nursing program completed the NLNAC self-study and site visit and successfully met all standards to achieve full initial accreditation. 80% of students who enrolled in Nursing 101 in fall 2003/04 successfully completed the program by Spring 2004/05. To improve NCLEX first time success rate to 100%, faculty are continuing to incorporate computer testing throughout the curriculum.

Assessment
Assessment methodologies include meeting standards of accreditation, the NCLEX exam and student retention and completion rates.

Instruction
PC employs five full-time tenured or tenure track faculty. All five have Master’s Degrees with a major in nursing. Faculty credentials meet the requirements of the Nursing Care Quality Assurance Commission (WAC 246-840-570), which requires that “a Master’s Degree with a major in nursing from an accredited college or university shall be the
minimum requirement for faculty appointment in a program preparing registered nurses” and the requirements of PC, as governing institution (PC contract, Article 9.2.2.3 Professional technical academic employees shall be hired in accordance with WAC 131-16-091). The collective academic and experiential preparation of the nursing faculty is appropriate to the program. Members of the nursing faculty have maintained practice experience in long-term care, emergency nursing and general medical-surgical nursing. Faculty also have the opportunity to practice in the free clinic. Faculty resumes and documentation of continuing education are maintained in the Human Resources office.

All of the nursing courses are team-taught and the students are able to benefit from the experiential range of the faculty in a time and cost-effective manner for the institution.

**Curriculum**

The PC nursing curriculum takes three academic years to complete. Pre-requisite courses (English Composition, survey of Psychology, Lifespan Developmental Psychology, Introduction to Chemistry, Introduction to Nursing, Introduction to Sociology, and Human Anatomy & Physiology I and II) are completed in the first year and students make application for acceptance into the last two years. Entrance is once a year in the fall quarter. Most students in the PC nursing program take pre-requisite course work at PC, but transfer students have the same opportunities to apply. Many of the pre-requisite courses are available on-line and most can be transferred from other institutions of higher learning.

Complete details of the nursing program curriculum are available in Nursing Program Self-Study Report (2005). The philosophy and conceptual framework guide the objectives and learning activities. Concepts described in the philosophy are the client, wellness/illness continuum, nursing, the nurse, responsibilities of professional nursing, nursing education, nursing students, and learning/teaching. The conceptual framework curricular threads described in the conceptual framework are the nursing process, critical thinking, the health/illness continuum, evidence based practice, safety, age across the lifespan, caring, the helping relationship, teaching/learning (in the context of nursing and client care), nursing management (with the sub-concepts of holistic care, group process, teamwork,
leadership, delegation, pharmacology, nutrition), communication, and ethical and legal responsibilities. These threads are inherent in the course objectives and individual units of study as well as program clinical competencies.

The curriculum builds in complexity. The curriculum meets the legal guidelines for professional practice in the state of Washington. Planned clinical experiences, classroom activities and assignments provide an opportunity for students to apply theoretical knowledge. The program design provides an opportunity for students to attain knowledge in current nursing standards of practice and professional values. Students have appropriate opportunities for practice of skills and to achieve program competencies. Throughout the curriculum, Peninsula College General Education Competencies are integrated.

Program Enrollment

The nursing program admits students annually in the fall. Advanced placement students (WA State LPNs) are admitted into the second year of the program in the fall. Enrollment data is included in Table 2.

Physical Resources

Physical facilities are appropriate to support the purposes of the nursing education unit.

- **Classrooms** - Classrooms were upgraded to support an expansion grant that increased the program to 30 students each fall. The program purchased tables for each classroom for increased group work. A small bookcase in each classroom holds reference material and student storage. White boards line both of the horizontal walls in both classrooms. A bulletin board for student and faculty use hangs in each classroom. All classrooms are equipped with three computers with Internet access, an LCD, a CD/DVD/video player and an overhead.

- **Laboratories** - The skills lab was renovated two years ago and is now a larger and more realistic student practice lab, with increased storage space and a testing lab/conference room. The practice lab is similar to a nursing floor, with a nursing station, complete with computers to access the test portion of the Meditech program and beds arranged in hospital room fashion. Simulated suction and oxygen is
mounted at the head of each bed. There is one toilet to assist students in learning transfers. Students can use a CD player to watch the skill while practicing. The testing lab/conference room contains the patient simulator, its equipment and a second bed set-up. A storage cart contains supplies that students use to choose the correct equipment during check-offs.

- Lab equipment is purchased on an as-needed basis and as funds are available. Faculty recently made several purchases and the program receives donations from Olympic Medical Center, the primary clinical site and Forks Community Hospital. Hospice, the Clallam Bay correctional facility clinic and a few physician offices also donate supplies. The program received an IV pump and IV poles from vendors.
- Multimedia Facilities – Faculty have access to a variety of multimedia equipment. There are ITV rooms that are occasionally used for meetings. The student services center has two smart classrooms which faculty may use with prior arrangements.
- Conference Rooms – A dedicated nursing faculty conference room accommodates 10 people.
- Office Space is adequate and each office is equipped with necessary furnishings and equipment.

The fiscal resources allotted to the nursing program are sufficient to support the program. Program general operation costs are covered by the current budget. Extra funds are sought for occasional purchases such as the clinical simulator or the remodel of the nursing lab. A total of $7,200 is expended to support the program and includes $2,000 for student aides, $4,500 for goods and services and $700 for travel.

**Strengths**

The strengths of the nursing program are:

- Well qualified faculty
- Low student-faculty ratios
- A positive relationship with administration
- A cohesive curriculum
- Good general clinical experiences
- Strong program competencies
During a time of nursing faculty shortages nationwide, the PC nursing program has a full complement of qualified full-time master’s prepared and experienced faculty to accomplish the purposes and objectives of the program. Because the program is small, classes are team-taught and the faculty communicates with each other well. The program also benefits from good faculty/administration relationships. A very good working relationship exists with the Professional Technical Dean, the Vice President of Instruction and the President of the College. They recognize faculty expertise in nursing program issues, support faculty decisions and do not make decisions for faculty. The dean has been instrumental in helping to seek and fund NLNAC accreditation and in obtaining funds for program and facilities improvement. The administrators are committed to keeping teaching and learning at the center of the college’s mission. The administration has provided adequate professional development funding, encouraged faculty involvement in college and program governance and been respectful of the time commitment of that involvement.

The program has a cohesive and comprehensive curriculum and prepares successful nurses for the community and beyond. It enjoys strong working relationships with the local health care community, many of whom serve on the advisory board. There are good, broad general clinical experiences for students. There is congruence among the philosophy, the conceptual framework, and program and unit objectives. Students receive a strong foundation in the curricular concepts as they are integrated and reinforced with the program competencies and learning activities throughout the curriculum. Faculty have developed a variety of rubrics to serve as evaluation tools in both classroom and clinical assignments. Students self-evaluate their clinical performance using a rubric before evaluations are conducted by faculty. These evaluation tools foster consistency in grading and provide valuable information to students about expectations.
The program enjoys good working relationships with other Washington State schools of nursing through the Council on Nursing Education in Washington State (CNEWS). One of the results of those relationships is the articulation agreement with the University of Washington-Bothell, which allows direct admission for PC graduates and a smooth transition to baccalaureate nursing education.

As a result of the recent National League of Nursing Accrediting Commission self-study, students are more involved in governance of the program and as a result are demonstrating a better understanding of policies and decisions. They have provided valuable input in the development of the Nursing Student Handbook.

In the fall of 2004 admissions increased from twenty to thirty per year to address the nursing shortage. Funding for the increased enrollment was made possible by a High Demand Grant from the state, pursued by the nursing faculty and the Dean of Professional Technical Education.

**Challenges**

**Areas Needing Improvement**

- Curriculum is still three credits over NLNAC standard of 108 credits but ratio improved to slightly less than 60% nursing
- Fall quarter, when nursing courses started, the credit load is eighteen credits (talks with appropriate deans have been initiated)
- Small community offers fewer specialty clinical experiences (OB and psych experiences improved, in negotiation for new pediatric experience)

The biggest issue in terms of time and process has been the number of credits in the program and the heavy weighting in nursing credits. Faculty have accomplished a major curricular overhaul that unpacked the nursing courses and removed non-nursing content. Qualified non-nursing faculty developed new courses in information access, pharmacology and nutrition. The curriculum was scrutinized to re-order and reduce other content. Discussions are underway now to decrease the curriculum by an additional five credits.
Recent changes have aggravated the problem of a heavy fall quarter in the first year of the nursing program. The credit load has increased from seventeen to eighteen credits. Attempts are underway to alleviate this issue.

Although the program has strong general medical and surgical clinical experiences, specialty clinical experiences remain an issue. The program was able to improve obstetric experiences spring 2005 and has a potential solution for psychiatric experiences. The coordinator will continue efforts to creatively augment specialty experiences and the faculty as a whole will continue to develop alternate learning activities utilizing simulation.
PHILOSOPHY

Mission Statement
The philosophy program at Peninsula College seeks to offer a variety of lower division philosophy courses that introduce students to a rigorous and disciplined way of thinking about conceptual issues. In addition to instilling an appreciation of some of the enduring philosophical questions about human existence, the program is designed to help students develop the sort of reasoning skills that are an essential part of a college education.

Goals and Progress to Date
Goals:
1. Provide opportunities for students to explore issues in the humanities through the study of philosophy.
2. Provide students with opportunities to develop skills of correct reasoning.
3. Support the academic needs of other campus programs.
4. Adequately prepare students who wish to transfer to a four-year institution to pursue a baccalaureate degree in philosophy.

Progress to date:
• The philosophy curriculum now includes four courses, at least two of which are offered each quarter. The annual schedule allows students to complete all four courses within a single academic year. To serve the needs of students who find it difficult to attend classes on campus, philosophy video classes are regularly offered and there are plans to present philosophy courses in an online format starting with the 2006-07 academic year.
• There are two philosophy courses that focus on principles of correct reasoning, Logic and Critical Thinking. Logic, which was introduced in 2004-05, is offered once year and Critical Thinking is available twice a year.
• There are plans to offer PHIL 130, Ethics, in an online format within the next year or two. This development will help students in the online criminal justice program who have PHIL 130 as one of their requirements.
With the recent addition of Logic, students interested in majoring in philosophy can now complete a core set of philosophy courses that should satisfy the prerequisites for advanced philosophy classes at four-year institutions.

**Assessment**

The Community College Student Experience Questionnaire (CCSEQ) is administered annually as part of the assessment process. Results from the questionnaire are used to help gauge the extent to which program goals are being met, and to identify elements of the program that need improvement.

**Departmental Faculty**

The philosophy faculty consists of three instructors:

- Wesley Cecil, Ph.D. English
- Thomas Grimes, Ph.D. Philosophy
- Daniel Stengel, Ph.D. Political Science, M.A. Philosophy

Dr. Cecil holds a position as an annualized associate and teaches both English and philosophy at the Port Townsend campus. Dr. Grimes, also an annualized associate, is the primary philosophy instructor for the college and teaches philosophy exclusively. Dr. Stengel is a tenured professor whose main teaching duties are in political science; he teaches philosophy courses in the summer.

**Curriculum**

The philosophy curriculum consists of four courses:

- PHIL 100 - INTRODUCTION TO PHILOSOPHY - Examination of central issues from each major branch of philosophy. Emphasis on understanding and evaluating diverse answers to philosophical questions about human knowledge, existence, and moral values.
- PHIL 105 - CRITICAL THINKING - Study of informal logic. Emphasis on methods for detecting fallacies that commonly occur in everyday contexts, patterns
of correct inductive reasoning, and principles of practical decision theory. Designed to improve rational thinking skills as applied to both belief and action.

- PHIL 115 – LOGIC - Introduction to deductive reasoning with emphasis on the nature, application, and metatheoretical properties of propositional and predicate logic.
- PHIL 130 – ETHICS - Introduction to moral theory and its application to contemporary moral issues. Potential topics include nihilism, skepticism, relativism, utilitarianism, Kant, legal punishment, distributive justice, terrorism, abortion, animal rights, and euthanasia.

Among the five basic general education competencies, the philosophy curriculum has a role in promoting both the communications and critical thinking components. Each philosophy class fosters communications competencies by engaging students in the process of identifying "main ideas, opinions, facts, inferences, ambiguities, assertions, conclusions, [and] supporting materials." Both Critical Thinking and Logic focus on techniques to "identify and troubleshoot problems" by developing and applying principles of inductive and deductive reasoning.

Program Enrollment
Despite its relatively low number of course offerings, the Philosophy program has had an average annual enrollment of 248 students, or 26 FTE for the past six years.

<table>
<thead>
<tr>
<th>Year</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
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<td>253</td>
<td>259</td>
<td>304</td>
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<td>248</td>
</tr>
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</table>

Physical and Financial Resources
There is a current shortage of classrooms at the Port Angeles campus. This shortage has two undesirable effects. First, it does not always allow scheduling classes at times that are optimal for students and instructors. Second, it results in some classes being taught in rooms that are not well suited for instruction. For example, on the two occasions in which philosophy classes have been held in the physics room due to limited room availability, the classes were subject to the frequent distraction of physics students entering the room to meet with the physics instructor.
The main philosophy office is an undivided 196-square-foot room that accommodates two instructors. The only heat source for the room is a small wall heater, which provides inadequate heating on cold winter days. Distracting sounds often enter the room through a common wall shared with the music room.

Annual funding for the philosophy program is currently at $400, which covers basic needs. Recent spending has been used for travel, technology upgrades, office furniture, and course materials.

**Strengths**
Philosophy courses taught on the Port Angeles campus closely resemble in both content and rigor the corresponding courses taught at the University of Washington. Former students report that the philosophy classes they took at Peninsula College prepared them well for the academic demands they encountered upon transferring to a four-year institution.

**Challenges**
One of the challenges facing the philosophy program is serving students not all of whom have the intellectual maturity to cope with the conceptual difficulties inherent in the subject of philosophy. Some thought will have to be given to whether there should be prerequisites for freshman-level philosophy classes. A second challenge is ensuring that all members of the philosophy faculty have the proper academic credentials for teaching in the discipline.
SOCIAL SCIENCE DIVISION

The Social Science Division is comprised of five single-person departments—Anthropology/Sociology, Economics, History, Political Science, and Psychology. Because of overlapping issues in curriculum, transfer distribution, and resources, the faculty in this division chose to complete a self-study together.

Mission

Goals and Progress to Date

Assessment

Faculty and Instruction

The faculty in the Social Sciences include:

- Anthropology/Sociology: Dr. Jeff Mauger
- Economics: Dr. Dan Underwood
- History: Dr. Michael Cassella-Blackburn
- Political Science: Dr. Dan Stengel
- Psychology: Mr. William Spring

Curriculum and General Education Competencies

The committee felt that the breadth of courses available in the social sciences distribution list in the AA and AS degrees allows a student to have a broad experience. These courses work to develop and strengthen the student’s written, verbal, quantitative and reasoning skills through the coursework presented. The faculty member in Psychology advised the committee that there are four different courses in psychology and they build on each other. The Economics faculty member advised that all of the economics courses are upper level
courses and have a 200 number designator. The committee expressed a constraint for development of new coursework due to the size of the overall student population.

**Program Enrollment**

Enrollments in the courses represented in the Social Sciences Division have been increasing over the past few years, are currently strong and continue to grow. Some of the growth is due to participation by on-line enrollments and Running Start students. On-line enrollments have increased; however, this has not resulted in a decrease in face-to-face students. In history, the instructor indicated that he has many on-line students who have indicated that they would not be able to take courses otherwise because of work, family, and other constraints. Social science enrollments in Running Start may decline in the future due to declining high school enrollments in Clallam and Jefferson Counties.

**Strengths:**

The strengths in the Social Science Division include talented faculty. The quality of instructors in the division has been supported by the increased academic qualification requirements of the college. This increased support of faculty research and accomplishments has enriched the division. The administration has committed funds for teacher scholarship.

Another strength is the social science curriculum, about which there is positive student feedback. Courses can be taken as a unit or in a stand-alone format.

The committee commented on the continual reduction of funds for Library/Information resource; however they felt that David Kent, the Reference Librarian, has been effective in locating materials on the Internet and there is good accessibility to materials needed in the social science courses. However, the committee would like to see more wireless systems available for their students. The applied baccalaureate degree includes approximately $25,000 a year for library resources in business, which is often included in social science databases.
Challenges:

A challenge for the department is having the opportunity to link courses and to create new courses. Often students don’t understand how the social science disciplines relate to each other. Enrichment of the program and student understanding could be brought about through the development of an interdisciplinary course taught by several instructors. Such a course could provide a broad overview of the social science disciplines and exemplify how these courses interrelate.

Additional challenges include the student constraints of audience, financial, families, time, and/or work. Lack of motivation of audience is sometimes a problem.

The age of equipment in the ITV classrooms and furniture in some of the general classrooms is an ongoing challenge.
WELDING TECHNOLOGY AND FABRICATION PROGRAM

Mission Statement:
The mission of the Welding Program is to provide the training, curriculum, and learning environment necessary to enable students to acquire industry standard skills and the knowledge necessary to successfully enter the workforce as productive, skilled employees in the field of welding.

Goals and Progress to Date
The Welding Program goals are to:

1. Provide a safe learning environment
2. Provide a comprehensive curriculum, using industry standards and technology as per advisory board input, which prepares students for employment.
3. To provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

Progress to date: In 2005/06 there were no additional safety recommendations, though the Advisory Board repeated a past recommendation for improved air ventilation. There were no scheduled safety inspections in 2005/06. 75% of students testing for AWS certification were successful. 75% of skill center students passed their course work. 92% of students completed the credits in which they enrolled with a 2.0 or better. Average wage recovery for the most recent trackable completers (2003-04) was 170%.

Assessment
Assessment methodologies include Advisory Committee and business input, safety inspections by contractors and agencies; tracking AWS certification and test results; assessment of student learning by GPA and retention; inventory of metals and supplies; enrollment by state FTE and headcount; program wage recovery and professional development expenditures. Assessment is also directly tied to overall program goals and objectives such as ensuring a safe learning environment, providing comprehensive, industry
based curriculum, providing a quality learning experience. A complete breakdown of assessment methods and criteria is available on the programs AUP.

**Instruction**

Welding instructors bring a variety of skills and knowledge to this well-rounded program.

- Chuck Wheeler learned to weld at the age of 14 and has over 42 years of experience in the field. He has Navy bend and x-ray certification from the shipyard industry and over 25 years in metal FAB welding in the Industrial and Shipyard fields. After many years in the field Chuck’s passion is to transfer his skills and knowledge to students.

- James Newton has over 28 years experience in the welding field including 10 years experience at Hanford where he was the senior welder at Hanford’s “N” Reactor Plant. Mr. Newton has certificates in Mild steel and stainless steel pipe and plate, Inconel, Monel, Carpenter-20, Boiler Tube, and Stellite (hard surfacing). He is also experienced in aluminum welding, has owned his own welding business and completed courses in underwater welding and cutting.

**Curriculum**

The welding program is designed to build competencies in metal fabrication. Instructors work with each student to help them identify their educational and career goals in the welding field. Students will have the opportunity to demonstrate their skills through hands on individual and group projects. Students are trained in many different welding techniques and procedures to prepare them for in-house, WABO and American Welding Society certifications. Students learn applied geometry from individual applications in class. First year students are required to read the AIP – Welding Skills text book and complete all of the exercises in the workbook. Students learn the skills and competencies in safety, techniques, and procedure in the following areas:

- Welding Safety
- Joint Design and Welding Terms
- Oxyacetylene Welding (OAW) Equipment
- OAW – Setup & Operation
- OAW – Flat Position
- OAW – Other Positions
Shield Metal Arc Welding (SMAW) Equipment
SMAW – Selecting Electrods - Repair, Pipe, Production, Automation and Robotic Welding
SMAW – Striking an Arc Destructive Testing
SMAW – Depositing a Continuous Bead Welder Performance Qualification
SMAW – Flat, Horizontal, Vertical and Welding Metallurgy
Overhead Positions
SMAW – Horizontal Position Weldability of Tool Steels, Cast Irons,
GTAW – Equipment Gas Tungsten Arc Stainless Stells and Nonferrous Metals
Welding – Procedures and Applications Distortion Control
GAMW – Equipment Gas Tungsten Arc Welding Symbols
Welding – Procedures and Applications Materials & Fabrication Standards & Codes

Program Enrollment:

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<td>43</td>
<td>42</td>
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Physical Resources and Financial Resources

The welding program is located in the Q building, on the west side of campus. There is one 700 sq ft. classroom and a shop/welding facility for a total of 10,000 square feet. There are 34 welding booths containing 5 tig machines, 11 wire feed, 20 stick and 8 oxy. The program also 3 band saws, 2 drill presses, 4 bench grinders, 1 iron worker, 2 benders and a large assortment of hand tools.

The Welding Technology program has three budgets to support the following salaries, wages, benefits, goods and services, and travel. The annual budget is $87,055.00. Perkins
dollars and a shared account from student fees support faculty professional development and other expenses listed above.

**Strengths**
Faculty with diverse skills complement each other, creating a program that can cater to all students and each individual student skill level. Further, instructors have a strong working relation with many local industries to provide skilled welders and fabricators.

**Challenges**
Challenges include keeping up with new welding processes and the ongoing demand for qualified welders and fabricators. In addition, it is a daily struggle to keep up with the materials needed for student projects. These projects are designed to help students develop their skills and techniques and thus ensure proper training for welding fields.