Institutional Effectiveness
2004 - 2005
# Table of Contents

**Educational Opportunity**  
*Transfer*  
*Workforce Education*  
*Community Education*  
*Basic Skills*  

**Student Access**  

**College Environment & Stewardship**  

**College / Community Connections**  

**Cultural & Cross-cultural Development**
EDUCATIONAL OPPORTUNITY:

TRANSFER

PERFORMANCE INDICATORS:

A. Achieve performance levels above the 60th percentile for community colleges on the CAAP.

B. Achieve a target of 505 “transfer-ready” students in AY 2004-05. (SBCTC target)

C. 60% of PC graduates will achieve an academic success rate (GPA) equal-to or greater-than resident students in their first year at transfer institutions (w/ gender, ethnicity/race and disability characteristics in similar proportion).

D. PC graduates will achieve a GPA at or above the average GPA by all other community college graduates who transfer to public baccalaureate institutions in the state.

E. Achieve a 75% positive response rate to quality of learning questions on the ACT Student Opinion Survey / CCSEQ

DATA SYNOPSIS:

A. Student performance on the 2005 CAAP exceeded the 60th percentile for community colleges.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>85th</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>75th</td>
</tr>
<tr>
<td>Science</td>
<td>65th</td>
</tr>
</tbody>
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B. Enrolled 587 “transfer ready” students, or 112% of the AY2004-05 target. (Source: SBCTC Performance Report)

C. 47% of PC first year transfer students achieved an average GPA above the first year resident student average GPA (3.37) in those classes in which a decimal grade was assigned (n=30).

D. The average GPA for PC graduates who transferred to public baccalaureate institutions in the state of Washington was 3.1 (n=34) in 2004-05. The average GPA for all other community college transfer students (n=28,415) was 3.3. While the GPA for all other community college students was higher, the difference is not statistically significant. [Appendix I- ]
E. 70% provided a positive response to the quality of learning questions on the CCSEQ, compared with 68% in 2003. The overall positive response (weighted average) to quality of learning questions on the ACT was 72% in 2004 compared with 71% in 2002.

**IMPLICATIONS:**

A. While Peninsula College students who took the 2005 CAAP exceeded the performance expectation, it may be appropriate to re-evaluate the performance benchmark for the 2006 implementation. The disparity between student performance on the mathematics and science tests merits further review and analysis.

B. PC exceeded the SBCTC performance target of 525 for “transfer ready” students. The SEM plan targets an increase of 20 FTEs in Arts & Sciences for AY2005-2006.

C. Retrieving meaningful student transfer data continues to be challenging due to the nature of the database, limited participation by the public baccalaureate institutions, and the disproportionately small sample size. Distribution of represented ethnicities and gender for resident students and PC transfer students are not statistically different.

D. PC transfer students are performing at a level comparable to their peers who transfer from other community colleges in the state of Washington. This has been true over the past 5-years.

E. An increase in the ratio of positive responses to the quality of learning questions on both the CCSEQ (2005) and the ACT (2004) suggest that student respondents continue to have a positive experience at Peninsula College.

**ACTIONS:**

A-1. Conduct an analysis of the science instrument to determine whether outcomes are a reasonable measure of PC student performance or a reflection of distribution patterns/requirements unique to PC.

B-1. Continue to offer new specific major ready pathways, as they are developed at the state level, which lead to BA or BS programs.

B-2. Develop formal checklists for students & advisors that describe the transfer pathways from AA/AS/AAS programs to corresponding BA degrees at the public baccalaureate institutions.

B-3. Develop new partnerships with universities for 3+1 & 4-year translocated programs.
C-1. Evaluate historical data to determine whether current outcomes represent a notable change.

C-2. Work with statewide commissions, councils, etc. to advocate for enhanced support for the MRTE database and for 100% participation by the public baccalaureate institutions.

D-1. Continue to track historical data to determine whether PC graduates perform at levels comparable to those who transfer to public baccalaureate institutions from other community colleges in the state of Washington.

E-1. Transition developmental math from the Math Lab to the classroom.

E-2. Convert the Math Lab, which formerly supported self-paced instruction, to a tutoring center for math students.

E-3. Use additional media and formats for sharing student feedback with faculty to improve the use of results in academic unit plans.
EDUCATIONAL OPPORTUNITY:

WORKFORCE EDUCATION

PERFORMANCE INDICATORS:

A. Achieve 95% in student completion (at a proficiency level of 2.0 or greater) in professional technical classes.

B. Achieve an 80% job placement rate for students who leave after completion of a professional/technical degree or certificate, or majors in professional/technical programs who leave after completion of 45 college-level credits with a GPA of 2.0 or above.

C. Achieve a 75% positive response to *quality of workforce preparation* questions on employer surveys.

D. Achieve a 75% positive response to *quality of learning* questions on the *ACT Student Opinion Survey /CCSEQ*.

DATA SYNOPSIS:

A. 92% of the professional technical class credits offered were completed with a 2.0 or greater, compared with a 97% student completion in AY 2003-2004.


C. 98% of the aggregated responses to employer surveys were positive (n=17) across 10 program areas.

D. 72% provided a positive response to *quality of learning* questions on the CCSEQ, compared with 72% in 2003. The overall positive response (weighted average) to *quality of learning* questions on the ACT was 86% in 2004 compared with 81% in 2002. [Appendix II- ]

IMPLICATIONS:

A-1. A greater proportion of entering students are struggling with basic skills. Faculty have suggested this may be associated with decreased unemployment.
A-2 Decreased unemployment is correlated with early leaving; students are finding jobs before they complete their programs.

B. It is reasonable to expect that job placement will increase as unemployment decreases. According to US Department of Labor data, the unemployment rate in Clallam County declined from 8.3% in 2003 (annual average) to 6.9% in 2004, and in Jefferson County, from 7.1% in 2003 to 5.9% in 2004.

C. Employer satisfaction is high. However, retrieving meaningful employer satisfaction data continues to be difficult due to the limited sample size and response rate. Perhaps a standardized survey instrument that can be self-administered online would help to mitigate these problems.

D. Positive response to the quality of learning questions on the CCSEQ is consistent with responses to the same questions in 2003. This is also consistent with findings in respective program reviews. However, it may be useful to ask a follow-up question on the 2007 CCSEQ which asks to what extent students have acquired knowledge & skills applicable to a specific job field.

ACTIONS:

A. Offer additional options for Basic Skills and Prof/Tech faculty to work together to help struggling students succeed in workforce training classes and programs.

B. Increase exit points in the automotive, welding and other professional/technical programs to facilitate student completions.

C. Revise employer assessment instruments to streamline administration and to improve sample size as well as response rate.

D. Use additional media and formats for sharing student feedback with faculty to improve the use of results in academic unit plans.
EDUCATIONAL OPPORTUNITY:

COMMUNITY EDUCATION

PERFORMANCE INDICATORS:

A. Achieve a 90% positive response rate in student satisfaction on the Community Education survey.

B. Achieve a target enrollment of 300 students who take a CE class for the first time in AY2004-2005.

C. Achieve a target enrollment of 4000 students.

DATA SYNOPSIS:

A. Received a 99% positive satisfaction rating from 410 CE respondents in fall, 2004 (n=410) and 97% from 503 CE respondents in spring, 2005, compared with 96% (n=768) in 2003-2004.

B. Enrolled 1527 students who took a FTE-generating CE class for the first time.


IMPLICATIONS:

A. Student satisfaction with Community Education classes continues to be high; suggestions for improvement are systematically acted upon.

B. Data indicates a larger number of first time students than expected but does not identify what areas of CE these students represent.

C. We are serving the community with increasing numbers of enrollments. However, this data does not tell us in which areas our growth is occurring or the rate of growth.
ACTIONS:

A-1. Our student satisfaction survey is currently aggregate data – in the coming year we will be evaluating more specific data sets so that results will provide clearer program direction.

B-1. For the coming year we will work to identify specific program areas CE serves and more accurate methods of determining whether or not we are reaching new student populations (recruitment) as well as preserving our current student enrollment (retention).

C-1. Develop baseline information for all CE programs and identify enrollment targets for each.
EDUCATIONAL OPPORTUNITY:

BASIC SKILLS

PERFORMANCE INDICATORS:

A. Achieve a 50% success rate among students who express the intent to complete the GED.
B. Achieve a 75% success rate among students who express the intent to transition to post-secondary education.
C. Achieve a 50% success rate among ESL students who express the intent to “improve their English language skills.”

DATA SYNOPSIS:

A. Of 146 Basic Skills students who expressed the intent to complete the GED, 56 students completed the GED for a 38% success rate.
B. Of 441 Basic Skills students who expressed the intent to transition to post-secondary education, 414 made that transition for a 94% success rate.
C. Of 167 ESL students who expressed the intent to improve their English language skills, 53 students or 32% tested at an improved level.

IMPLICATIONS:

A. This data sets the baseline against which the program will be able to monitor gains in future years. A new data collection and reporting system for basic skills now gives local programs the ability to pull this data. The state average was 32% success rate in GED completion for those students who had expressed the intent to complete the GED.
B. A finding of 94% is still questionable. There continues to be a need to examine alternative data retrieval methods to improve the reliability of this assessment measure without relying on the current parameters set by the state’s basic skills data system.
C. This data sets the baseline against which the program will be able to monitor gains in future years. A new data collection and reporting system for basic skills now gives local programs the ability to pull this data more accurately. The state average was 46% for those ESL students who enrolled to improve their English language skills.
ACTIONS:

A-1 Evaluate goal-setting activities and student retention strategies to insure that students have the opportunity to demonstrate success in reaching a realistic goal.

B-1 Continue to work with the Institutional Researcher to develop a consistent, reliable way to report accurate data for students who transition from basic skills into college-level courses within one year.

C-1 Evaluate goal-setting activities and retention strategies to increase goal completion in ESL classes.
STUDENT ACCESS:

PERFORMANCE INDICATORS:

A. Achieve a 2004-2005 enrollment target of 1630 state-funded FTEs (SBCTC target)

B. Achieve a 5% service level (% of base budgeted FTEs by age range (15-44) / total District population by comparable age range)

C. Achieve a 7% service level for high school graduates earning diplomas the previous year.

D. Achieve a distribution of selected demographics (e.g. gender, race/ethnic background, and disability) among PC students that mirrors the distribution of the same demographics within the College’s service area.

DATA SYNOPSIS:

A. Enrolled 1637 state-funded FTEs during the 2004-2005 academic year.

B. Achieved a service level of 5.5% in AY2004-2005.

C. Achieved a 5.9% service level for recent high school graduates.

D. The distribution of selected demographics of PC students is not significantly different than the demographics of Clallam & Jefferson counties, except among African Americans and male students, who are over-represented among the student population, and those who self-report a disability, who are under-represented.

IMPLICATIONS:

A. The College re-focused resources on strategic enrollment management (SEM) in 2004-05. The related costs associated with this effort need to be evaluated.

B. The statewide average is 4.5%. How can Peninsula College sustain a service level of 5.5%?
C. The disparity in service level between Port Townsend HS graduates and graduates from PA, Sequim and Forks merits a further evaluation.

D. The over-representation of African Americans may be a function of broad efforts to recruit student athletes. The under-representation of those who self-report a disability needs to be evaluated within the context of College services to those with disabilities.

**Actions:**

A-1 Evaluate the cost/gains of strategic enrollment management (SEM) strategies in 2004-05.

B-1 Evaluate the viability of pursuing a different funding formula at the state level.

C-1 Evaluate the disparity in service level between Port Townsend HS graduates and graduates from PA, Sequim and Forks.

D-1 Continue broad marketing efforts that include targeted recruitment.

D-2 Track student demographics to ensure the College is serving its community.
COLLEGE ENVIRONMENT & STEWARDSHIP:

PERFORMANCE INDICATORS:

A. Achieve a 75% positive response rate on the PC Strategic Directions Survey.

B. Achieve an aggregate positive response rate of 75% or higher to all components relating to facilities, infrastructure, and campus safety on the ACT Student Opinion Survey.

C. Achieve an aggregate positive response rate of 75% or higher to all components relating to student services in the ACT Student Opinion Survey. Achieve an aggregate positive response rate of 75% to student services questions appended to the CCSEQ.

D. Achieve 30.0 on an index of multiple indicators of the College’s fiscal health.

E. Achieve a target amount of $125,000 of Foundation revenue to be used in support of college programs.

DATA SYNOPSIS:

A. PC Strategic Directions Survey administered biennially. Achieved a 90% positive response rate in 2004.

B. ACT Student Opinion Survey administered biennially. Components relating to facilities, infrastructure, and campus safety received an overall positive response of 61% in 2004.

C. ACT Student Opinion Survey administered biennially. Components relating to student services received an overall positive response of 67% and 58% in 2004. Achieved an aggregate positive response rate of 85% to custom questions on the CCSEQ (2005).

D. Achieved an index rating of 25.58, a 23% increase over 2003-2004.

E. The Peninsula College Foundation earned net assets of $125,032 in 2004.

IMPLICATIONS:
A. A 90% response rate is exceptional and will be difficult to sustain. Continued attention must be given to each respective element of the College vision

B. NA

C. High-level satisfaction with the accuracy and helpfulness of admissions, career, counseling, and financial aid staff may reflect the benefits of a one-stop Student Services Center that has facilitated improved communications between offices and between staff and students.

D. Continued improvement in the fiscal health index is important. There is a need to analyze peer college expense distributions by program. The annual contingency account target should be met by 2007.

E. New Foundation leadership has led to a focus on fundraising. Next steps include establishing the basis for fundraising targets linked to strategic initiatives.

**ACTIONS:**

A-1. Evaluate differential responses to each element of the College vision with view to a better understanding of factors that may be influencing variability.

B. NA

C. Prioritize strategies for continued improvement.

D. Analyze expense distribution by program at peer colleges within the state CTC system.

E-1. Review and revise the committee approach to the Foundation’s organization.

E-2. Re-establish a relationship between the College strategic plan and the Foundation’s strategic plan.

E-3. Recruit Foundation board members with fundraising skills.
COLLEGE/ COMMUNITY CONNECTIONS

PERFORMANCE INDICATORS:

A. Achieve an 85% positive response by primary contact personnel on a custom assessment of community outreach activities.

B. Achieve an 85% positive response to an assessment of the College’s interagency partnerships.

C. Achieve a participation rate of 75% in community organizations that enable the College to extend its reach into the community.

DATA SYNOPSIS:

A. 100% of the respondents who represent the College in 21 community organizations indicated the College involvement was a meaningful outreach activity.

B. 89% of responses indicated satisfaction with the relationship; 11% indicated the need for improvement and 11% (2 out of 18) indicated dissatisfaction.

C. Achieved a participation rate of 66% in 32 community organizations.

IMPLICATIONS:

A. This data ratifies the conclusion reached at the January 2005 ALT retreat, which identified community organizations (CO) in which College participation is meaningful.

B. Of the two responses indicating dissatisfaction with an interagency partnership, one involves a change in agency administration (resulting in a change in mission that has negatively affected the partnership) and the other involves a lack of focus and coordination, although recent initiatives suggest a positive change.

C. It may be unrealistic to pursue equally active participation in community organizations with as broad a geographic distribution as Port Ludlow, Port Hadlock, Port Townsend, Sequim, Forks and Port Angeles.
**ACTIONS:**

A-1. Streamline the annual community outreach (CO) assessment instrument, eliminating the question re: meaningfulness.

A-2. Change the frequency of administration of the CO assessment instrument from annual to bi-annual.

B-1. Evaluate partnerships where there is dissatisfaction and evaluate the College’s goals in continued participation.

C-1. Revise the list of primary organizations to better align representation with staffing levels, define “participation,” and change the performance indicator to 100% participation.
CULTURAL & CROSS-CULTURAL DEVELOPMENT

PERFORMANCE INDICATORS:

A. Achieve a 70% positive response rate for specific items pertaining to the college’s cultural enrichment activities in the ACT Student Opinion Survey, CCSEQ and on the PC Strategic Directions Survey.

B. Achieve a 50% positive response to specific items pertaining to cultural & cross-cultural issues as reported in the CCSEQ / ACT Student Opinion Survey.

C. Achieve a 40% positive response to student engagement with persons of diverse backgrounds and personal gains in diverse contexts in the CCSEQ.

DATA SYNOPSIS:

A. 30% indicated they had gained an understanding and enjoyment of art, music or theater (the national norm is 28%), and 36% gained an understanding and enjoyment of literature (the national norm is 34%).

B. 48% reported a positive gain in becoming aware of different philosophies, cultures, and ways of life—an increase over the 42% who reported a positive gain in 2003 (the national norm is 42%), and 48% reported a positive gain in becoming clearer about my own values and ethical standards, compared with 45% in 2003 (49% is the national norm). 38% reported having serious discussions with persons of different personal values or philosophy; the national norm is 27%.

C. Achieved a 34% positive response to student engagement with persons of diverse backgrounds, compared with 28% in 2003 (the national norm is 28%), and 44% reported a positive gain in the ability too get along with others in diverse contexts, compared with 46% in 2003 (the national norm is 52%).

IMPLICATIONS:

A. The significant disparity between the performance indicator and student response suggests the need to evaluate this data across student demographics and student intent. It may also suggest that the performance goals are unrealistic compared with national norms.
B. While 2005 responses to the CCSEQ suggest a positive gain in an awareness of different philosophies, cultures and ways of life as well as greater clarity in values and ethical standards, a renewed commitment to general education competencies across the curriculum may increase opportunities for student development in cross-cultural learning.

C. Student responses to questions pertaining to cross-cultural experiences on campus are generally more positive than the national norm. However, it underscores the importance of an ongoing commitment to promote cross-cultural development.

**Actions:**

A-1. Run a variety of crosstab analyses.

A-2. Reconvene the President’s Committee on cultural enrichment.

A-3. Request that all VP admin plans include a cultural enrichment objective.

B-1. Pursue discussions with the Faculty Senate re: the addition of a diversity requirement to the transfer distribution.

B-2. Expand study abroad opportunities through the Washington Community College Consortium for Study Abroad (WCCCSA).

C-1. Continue to pursue broad community support for the Longhouse project.