



Mid-Cycle Self-Evaluation Report

Prepared for
the Northwest Commission on Colleges and Universities

Submitted March 2020

All of the college's evidence has been hyperlinked throughout the text. Please note in this digital copy of the report, however, all of the links to the evidence files have been removed.

If you have questions about any of Edmonds Community College's evidence files, please contact the college's ALO at the following:

Email: james.mulik@edcc.edu

Phone: 425-640-1610

Certification of the Mid-Cycle Self-Evaluation Report

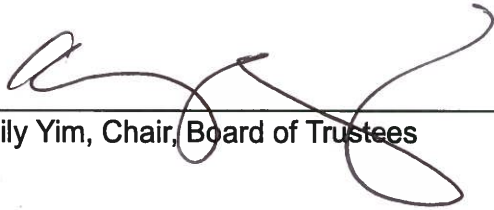
To: Dr. Sonny Ramaswamy, President, Northwest Commission on Colleges and Universities

From: Edmonds Community College

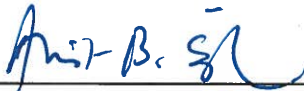
On behalf of the Board of Trustees and Edmonds Community College, we are pleased to submit this Mid-Cycle Self-Evaluation Report for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that this Mid-Cycle Self-Evaluation Report accurately reflects the nature and substance of the institution.

Signed:



Emily Yim, Chair, Board of Trustees



Dr. Amit B. Singh, President



James Mulik, Accreditation Liaison Officer

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Introduction

Institutional Overview

Edmonds Community College (Edmonds CC) is a comprehensive, public institution of higher education that provides Transfer, Professional-Technical, Pre-College (including Adult Basic Education, High School Completion, and English as a Second Language), and Continuing Education programs to approximately 17,000 unique students every year. The college is one of 34 community and technical colleges (CTCs) in Washington state.

Edmonds CC has sought to embed its [guiding principles and values](#) into the college's culture. By focusing on developing strong relationships with students, meeting students where they are, and offering diverse learning environments (e.g., on-site, online, hybrid, competency-based, lab-based, internships, and clinicals), the college has created multiple opportunities for student success.

Each quarter, Edmonds CC serves approximately 10,000 students, roughly 35% in Transfer, 45% in Professional-Technical, 15% in Pre-College, and 5% in Continuing Education. About 55% of the college's students take at least one online or hybrid class. The average student age is 30, but the overall ages range from 16 to 70+. Roughly 40% are students of color. About 40% of new students work full- or part-time, and about 20% have children or other dependents. In addition, the college serves 1,200 international students from approximately 60 countries. (See also [the college's website](#).)

Brief update on Institutional Changes since the 2018 Year One Report

Since submitting its Year One report in 2018, Edmonds Community College has remained focused on its mission, vision, and values. The college welcomed its current president, [Dr. Amit Singh](#), in late June 2018, and with his extensive background in academics, he has already begun to have lasting impacts on the college's student success efforts.

Under President Singh's leadership, the college has expanded its previous planning and assessment efforts to include both operational and innovation planning -- under the umbrella of [comprehensive planning](#).

Other notable changes since the last report include the following:

- In February 2019, the first cohort of employees graduated from the college's new Supervisor Training for Achieving Results (STAR) Certification program. STAR requires supervisors from departments across campus to dedicate four months to learning how to lead exceptional, high-performance teams who are committed to employee and student success. The college is now planning for its fifth STAR cohort.
- In March 2019, the college received a silver [Paragon](#) award from the National Council for Marketing & Public Relations in the Brochure-Booklet category for its [Student Resource Guide](#), which is a 20-page campus resource designed to connect prospective and current students with the resources they need. Paragon Awards recognize outstanding achievement in design and communication at community and technical colleges.

- In April 2019, the college received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP) for its [College in the High School program](#).
- In June 2019, the college conferred upon thirteen students [Bachelor of Applied Science \(BAS\) degrees in Child, Youth, and Family Studies](#). This was the college's first BAS degree and is unique in its interdisciplinary model with an emphasis on family systems, equity, and social justice. It integrates Early Childhood Education and Social and Human Services and was designed for working adults.
- In October 2019, the college was awarded two state grants to support students' basic needs: the Supporting Students Experiencing Homeless (SSEH) Pilot grant for \$136,000 and the Student Emergency Assistance Grant (SEAG) Program for \$96,000.
- In November 2019, the college's Faculty Senate passed [a resolution](#) that defines the faculty's shared definition of teaching and learning excellence at Edmonds Community College.
- In September 2020, the college will open a [new, 70,000-square-foot building](#) aimed at meeting the region's increasing demand for employees who are trained in Science, Technology, Engineering, and Mathematics (STEM) and nursing. The building will help the college respond to projections that the Puget Sound region will grow by about 1.8 million people between now and 2050 and that about 1.2 million jobs (many requiring workforce skills) will be created.
- In fall 2020, the [Triton Court residence hall](#) will open. This public-private partnership will be a multi-story, mixed-use building located on the corner of 68th Ave. W and 200th St. SW at the college's main entrance. It will include close to 200 student beds with combinations of single- and multi-bed room styles. It will also be a campus destination for dining and more.

Accreditation Reporting History and Response to Recommendations

Edmonds Community College completed its first seven-year accreditation cycle in 2017. The college's second seven-year cycle began in 2018 with the completion of a [Year One Self-Evaluation Report](#); an [Ad Hoc Report](#) to address Recommendation #1 from the Spring 2017 Year Seven Visit; and an [Ad-Hoc Report](#) regarding and Update on the Implementation of the Child, Youth, and Family Studies (CYFS) BAS Degree Program.

Edmonds Community College received an [Action Letter dated January 25, 2019](#) from the Northwest Commission on Colleges and Universities (NWCCU). That letter indicated that the NWCCU accepted all three reports and granted, "accreditation at the Baccalaureate level to include the Bachelor of Applied Science degree program in Child, Family, and Youth Studies, effective September 1, 2017." In addition, regarding the status of previous recommendations addressed in the evaluation, the letter stated that, "Recommendation 1 of the Spring 2017 Peer-Evaluation Report is fulfilled and no further action is required." As a result of the NWCCU's actions, Edmonds Community College has no current recommendations that it is working to address.

This Mid-Cycle Self-Evaluation Report is the next step in the college's 2018-24 evaluation cycle. In accordance with the two sets of NWCCU Mid-Cycle Report guidelines ([12/2019](#) and [03/2020](#), Appendix J), the narrative evaluates the college's institutional assessment plan - particularly

around mission fulfillment and student achievement; provides two examples of programmatic assessment where the mission and core themes have been operationalized; and concludes with action priorities in anticipation of the 2024 Year Seven Self-Evaluation Report.

Parts 1 and 2: Mission Fulfillment and Student Achievement: Overview of Institutional Assessment Plan

NWCCU GUIDANCE (up to March 2020): *Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).*

As you analyze your assessment plan please respond to the following questions:

- *Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?*
- *Are your core themes and objectives still valid?*
- *Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?*

NEW GUIDANCE FROM NWCCU (in March 2020 Accreditation Handbook):

1. Mission Fulfillment – The institution provides an executive summary of no more than three pages, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

2. Student Achievement – The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overview, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and postgraduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities.

I. Defining and Assessing Mission Fulfillment

Edmonds CC utilizes the concepts of leading and lagging indicators (particularly as described in this [recent community college resource book](#)) to define its mission fulfillment:

- Lagging indicators reflect the longer-term goals that the college focuses on; and
- Leading indicators reflect shorter-term actions that influence lagging indicators in order to provide information about progress on the college's goals and strategies.

Within the leading and lagging indicator framework, leading indicators represent planned,

measured actions (in the college's [operational plan](#)) that are designed to influence a lagging indicator. As a result, the leading-lagging framework allows the college flexibility in creating short-term plans, undertaking strategies, and implementing initiatives that can directly (or indirectly) influence the college's long-term plans and goals.

The college has identified ten (10) lagging indicators, which are monitored not only to assess institutional health, but also to assess work toward the college's plans. The ten lagging indicators include strategic targets that were developed after looking at multiple years of college data and/or benchmark institutions' data. These targets are stretch targets that the college aspires to achieve.

For accreditation purposes, five (5) of the lagging indicators have established minimal threshold levels that the college must exceed in order to fulfill the college's mission. This is stipulated in the college's Board of Trustees' [Monitoring and Planning Policy](#).

The status of each lagging indicator can be viewed on an internal college [data dashboard](#), and the status of each lagging indicator is annually reported in the college's [Institutional Performance Report](#), which is reviewed and approved by the President's Leadership Team and the contents of which are presented to the Board of Trustees. Copies of the annual performance reports are posted on the college's public website.

Rationales for each of the lagging indicators have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators are provided in Appendices A and B of this report.

II. Student Achievement

The college's 10 lagging indicators include the following student achievement measures:

- course completion (i.e., course retention);
- student progression (through particular credit milestones);
- quarterly student persistence;
- program (i.e., degree and certificate) completion; and
- after-Edmonds CC attendance measures of transfer rates and job placement percentages.

Links provided on the individual webpages for each of these measures (as shown on the college's [online data view for its lagging indicators](#)) allow the information to be disaggregated in various ways. For example, course completion, student progress, quarterly student persistence; and program completion can be disaggregated by gender and ethnicity -- which are the two, institutionally-meaningful categories that Edmonds uses to help promote student achievement and close equity gaps.

In addition, the college's strategic targets for student progression, program completion, student transfer rates, and student job placement percentages were all set after benchmarking Edmonds' performance against peer or aspirant institutions -- including other community and technical colleges in Washington state and/or IPEDS data for 23 out-of-state institutions who were finalists for the [Aspen Prize for Community College Excellence](#) from 2011-2019.

Details of the college's ten lagging indicators are provided in Appendices A and B of this report.

III. Comprehensive Planning at Edmonds Community College

The college's [comprehensive approach to planning](#) is an integrated one that allows the college to strengthen its existing functions (i.e., operational planning), while simultaneously leaning into the future (i.e., innovation planning). Weaving long-term planning with annual operational planning allows the college to focus on meeting its mission while working toward realizing its vision.

Comprehensive Planning



Edmonds CC's comprehensive planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess short-term and long-term outcomes for programs and services. The planning model's mechanisms for data analyses and stakeholder discussions inform decision-making processes for resource allocations and for institutional changes that promote continuous improvement.

Operational Planning

The college's [operational plan](#) is organized around the college's four overarching goals of Access, Success, Community Partnerships, and Capacity/Operational Excellence. Each of these goals has multiple strategies, and each strategy has multiple specific, measurable (via leading indicators) actions that are assigned to different individuals at the college. In this sense, the operational plan is tied to the college's organizational chart and the college's divisions because each strategy has been assigned to at least one [President's Leadership Team](#) member and each action item has been assigned to at least one employee at the college. Since some of the strategies are also aligned with the college's previously-stated core theme objectives, the operational plan is also tied to the college's mission fulfillment work.

Updates on actions (which are implemented by employees within the various areas of the college) are regularly provided by the President's Leadership Team; formally presented to the college's Board of Trustees; and sent out to the college at least once a year. For example, [this update](#) was recently sent out to the college. The operational plan is refreshed each year, as completed items roll off and new actions are added.

Innovation Planning

To assist with innovation (i.e., strategic) planning, the college created an [Idea Lab](#), which is designed to be a permanent structure at Edmonds CC to brainstorm, incubate, evaluate, and mobilize innovative solutions to create a change-ready and adaptive college. The Idea Lab began during the 2019-20 academic year, with the first cohort of employees assisting the college with the creation of the college's next innovation plan (which is scheduled to be approved by the college's Board of Trustees in May 2020).

Ideas for the innovation plan may come from a variety of sources, but the ideas should also be forward-thinking. Once ideas are vetted, approved, and implemented, they inform shorter-term operational plans, goals, strategies, and actions (as noted by the dotted, arrow-shaped line along the bottom of the diagram below). In this way, the college's innovation plan and operational plan are integrated. The diagram below illustrates the inherent relationship between the two sides of the college's comprehensive planning process.



IV. Validity of Core Themes, Objectives, and Indicators

The college's three core themes and four goals are similar, but not the same. Also, the core theme objectives reported in the Year One Report are a small subset of strategies that the college is working toward under its four goals. Therefore, the college recognizes that before the next comprehensive accreditation visit in 2024, better alignment among these various items is needed. The college has not yet decided if it will retain its core themes, so that will be included in subsequent discussions and decisions.

The college's ten lagging indicators have been well developed and have been useful in guiding college actions and strategies. The college is still considering adding some financial-related lagging indicators to its fourth goal, and more work needs to be done to develop more meaningful leading indicators for some of the college's strategies and actions.

Part 3: Programmatic Assessment: Examples of Mission and Core Theme Operationalization

NWCCU GUIDANCE (up to March 2020): *The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are “closing the loop” on student learning assessment. As you provide these examples please include analysis in regard to the following questions:*

- *Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?*
- *What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?*
- *How are data being collected, analyzed, and utilized and the findings communicated to constituents?*

NEW GUIDANCE FROM NWCCU (in March 2020 Accreditation Handbook):

3. Programmatic Assessment – The institution must provide programmatic assessment of at least two programs as evidence of a continuous process of improvement. The programs should be representative of institutional efforts (programs that are approved by a CHEA-recognized programmatic accreditor are discouraged for this report).

While a subset of Edmonds CC’s comprehensive plan includes the college’s core theme objectives, the college’s ten lagging indicators and the college’s operational plan are squarely focused on assessing student learning in order to ensure that the college is fulfilling its mission of Teaching | Learning | Community.

In addition, many of Edmonds CC's student-achievement and student-learning efforts are shaped by the college's and Washington state's Guided Pathways' initiatives, which require coordinated data-analysis, planning, and improvement processes.

The two programmatic assessment examples below demonstrate how the college is utilizing its mission, its plans, and its lagging indicators to improve students’ learning.

Example 1: Program/Instructional Department Review Process

Connection to College Plans, Mission Fulfillment, and Student Achievement

Edmonds CC’s program/instructional department review process supports the college’s Access goal and college strategy [2A: Clear Pathways](#), which is to

Provide access to clear and structured areas of study, program maps, online programs, career opportunities, and transfer pathways.

Strategy 2A also supports Mission Fulfillment Objective 1.1: *Edmonds Community College provides high-quality academic programs*, and the strategy is aligned with several of the

college's lagging indicators of student achievement, including:

- Quality Academic Programs
- Successful Class Completion
- Program Completions
- Enrollment Targets

Background Information

Since 2009, Edmonds CC has focused on establishing and improving review processes for curricula. Every year at least one-third of courses and all programs of study are reviewed and updated (as needed). These efforts and their approvals are documented in the college's curriculum management systems (i.e., Acalog and Curriculog), and the final products are published in the college's [online Academic Catalog](#).

Between 2012-2016, the college implemented a few different program review processes at the department and/or division-wide levels. These processes were assessments of course-level learning objectives (CLOs) and related program-level learning outcomes (PLOs). Based upon lessons learned from the previous implementations, during the 2018-19 academic year the college launched (and continues to improve) a more streamlined, three-year program review cycle for its instructional departments and programs. The program review process is led by the college's Assessment Committee, which is comprised of faculty representatives from each of the college's instructional divisions; two faculty Assessment Coordinators; an instructional dean; the Executive Vice President for Instruction, and the head of the college's Institutional Research Office.

Details of the Current Process

The college's program review process asks instructional units to identify progress and make improvements based on assessments of PLOs, CLOs, and equity-oriented analyses of student achievement measures, such as enrollments, completion rates, and student retention. Each academic year a different cohort of instructional departments undergoes its reflection and planning process and completes a [program review template](#). The [Assessment Committee's website](#) explains the program review process, timeline, and resources.

The program review template asks instructional departments to further analyze and address student achievement trends, as reflected in the college's [data views and dashboards](#) as well as the set of [ten lagging indicators](#). In addition, the program review questions specifically guide the departments to identify where students and faculty are progressing and struggling with the CLOs and related PLOs and to use an equity lens when analyzing enrollments, completion rates, and retention.

Before submitting their final documents, the departments receive peer feedback from Assessment Team readers (who are "disciplinary strangers," or faculty members who are outside of the department's discipline) and [additional guidance from deans](#).

The [college's program review site](#) houses completed reviews and the schedule for future reviews.

Lessons Learned

Departments have commented that the feedback that they have received from the college's

Assessment Team and deans have been helpful in better understanding students' learning within the program and in shaping future goals for the department.

The [18 completed program reviews from 2018-19](#) provide a wealth of information about what each department learned during the process. For example, while (historically at Edmonds CC) departments have adjusted their courses and/or programs based upon student assessment results and feedback from advisory boards (specifically for professional-technical programs), the current program review process has helped document, in a meaningful way, what changes were made; why those changes were made; and the information that was used to support those decisions. Four specific examples of changes that departments have made to improve student learning are summarized below:

- The [Social and Human Services Department's program review](#) (on pp. 3-5) provides CLO and PLO assessment results and discusses improvements that the department is considering as a result of those assessments. Those improvements are designed to better meet students' needs and the needs of employers who look to employ the department's students.
- The [Biology Department's program review](#) (on pp. 3-5) provides context for why graduate rate information does not sufficiently capture its students' successes and outlines steps that the department has taken (and will continue to implement) to address its noted increased enrollments.
- The [English for Academic Purposes \(EAP\) / Academic English \(AENGL\) Department's program review](#) (on pp. 3-4) highlights how the department has adapted to address challenges it has faced in light of both changing federal requirements (such as WIOA) and changing international political landscapes that impact the department's international students.
- The EAP/AENGL, [English](#), and [Bridge/Prep](#) program reviews document a collaboratively-developed, [directed self-placement model](#); a focus on student success and equity gaps; and the need to ask the college's Pathways Steering Committee for additional funding (which was granted) to implement the model. This cross-department work highlights a strong connection between assessment and instructional planning/resource allocation.

Clarify that the PRs document the collaborative DSP plans, their focus on student success and equity gaps, and the need to ask the Pathways Steering Committee for additional funding (which was granted). Since faculty, instructional deans, the director of Institutional Research, and the EVPI serve on the Assessment Committee (which supports the PR process) and on the Pathways Steering Committee, the planning and resource-allocation processes are connected at multiple levels.

Example 2: College Success Course for New Transfer-Intent Students

Connection to College Plans, Mission Fulfillment, and Student Achievement

Implementation of a College Success Course for new, transfer-intent students supports the college's Success goal and college strategy [3S: Pathways Support](#), which is to

Provide students with inescapable and cohesive support to onboard and navigate the college successfully: online orientation, career and program exploration, entry advising,

college success course, early alert interventions, pathways/faculty advising.

Strategy 3S also supports Mission Fulfillment Objective 2.1: *Edmonds Community College supports student persistence and success*, and the strategy is aligned with several of the college's lagging indicators of student achievement, including:

- Successful Class Completion
- Student Academic Progress
- Quarterly Student Persistence

Background Information

In 2011, Edmonds CC joined the national [Achieving the Dream](#) effort in order to identify strategies for improving student success, closing achievement gaps, and increasing retention, persistence, and completion rates. The ultimate goal of this work was to help more students earn postsecondary credentials, including occupational certificates and degrees.

Early initiatives that the college implemented attempted to embed student success and high-enrollment/low completion related practices into existing courses at the college. These efforts did not yield significant, sustained improvements. As a result, during the 2017-18 academic year as one of the college's Guided Pathways initiatives, work began to develop a 3-credit [career and college success course](#) that all academic transfer students would be required to take in order to help them select a program of study; create a plan to complete that program of study; and obtain skills necessary to succeed in their studies. These skills mirror the college's [pathways](#) efforts, which are designed to increase student completion and close equity gaps.

The curriculum for the Career and College Success course ([CCS 100](#)) was developed by a committee with faculty from all instructional divisions. The committee first worked to identify and inventory existing courses (and their outcomes) that address aspects of student success. The committee used this information in conjunction with [outcomes suggested](#) by an Advising task force, responses from a [faculty survey](#), and sample curricula from other student success courses across the state to develop one, unified course description with five common student success course outcomes that could be contextualized for specific areas of study (STEM, Engineering, Liberal Arts, etc.).

Additionally, some members of the committee joined a two-quarter-long professional development process to learn the Transparency in Learning and Teaching ([TILT](#)) framework. This framework informed the design of the CCS 100 course's common major assignments, ensuring that all assignments featured common purpose statements (aligned with CLOs), tasks for completion, and criteria for success, including common rubrics. As a result of the common CLOs, syllabus, and assignments, all students taking the CCS 100 course should have a common experience and a starting point for their pathway to program completion.

During spring 2019, faculty were invited to apply to teach the CCS 100 course and were selected based on their applications and their willingness to participate in a required year-long Community of Practice (CoP) that would include professional development and collaborative assessment of the course and curriculum. CCS faculty met three times, during spring 2019, as a CoP to learn the curriculum and develop an equity-minded approach to teaching the course.

Details of the Current Process

The course was first offered during fall 2019 quarter, when 15 sections were offered. During the current winter 2020 quarter, an additional 13 sections of the course are being offered.

[Pre- and post-assessments](#), which are tied back to the course's five CLOs, are embedded into each class section, as a way to measure students' self-reported achievement of the course's learning objectives.

The CoP met twice during fall 2019 to assess the course and [document changes needed](#), particularly with respect to supporting pre-college students.

Lessons Learned

While analysis of the fall 2019 pre- and post-assessments are still underway, the [early results](#) demonstrate improvement in the students' learning of the CLOs.

Disaggregated course pass rates (which is one of the college's ten lagging indicators) have been examined, and the [CCS 100 pass rate](#) is not as high (with 74% of students passing at a 2.0 or higher grade) as the college would like. In addition, after the first quarter, there are noticeable differences in course pass rates for some student racial/ethnic groups.

After the first quarter of class offerings, based on the data mentioned above and feedback from CCS faculty and students, it was determined that a number of adjustments to the course were needed. First, the course was perceived to contain too much content for a 3-credit course. Second, the pace of the course was too fast in the first half, with too many assignments introduced at once. Third, there were not enough supports in place to help students learn the necessary educational technologies used in the course.

As a result of the feedback and data collected, a number of changes have been made to the course. The number of assignments has been reduced, the pacing and sequencing of assignments has been adjusted, and additional supports (including dedicated computer lab time and Learning Support Center referral forms) have been created to help all students be successful.

Additionally, students have been given more time to decide on a program of study, and a new process has been developed to capture that information. As a result, the college has fewer "undecided" students (17% of fall 2019 students compared to only 6% of winter 2020 students) as reported on a [CCS 100 course survey](#)).

Assessment of the course will continue winter 2020 quarter, as the CoP meets to review and analyze sample student work (Final Reflection essays) from fall quarter to inform further course curriculum adjustments and/or professional development needs for CCS faculty.

Finally, while the CCS 100 course is only currently required for transfer students, other instructional units have begun to develop their own contextualized versions of the Career and College Success course, using the same course learning outcomes. These other courses are scheduled to first be offered during fall 2020 quarter.

Part 4: Moving Forward: Year Seven Action Priorities

NWCCU GUIDANCE (up to March 2020): *In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:*

- *Moving forward to the Year Seven what will you need to do?*

NEW GUIDANCE FROM NWCCU (in March 2020 Accreditation Handbook): 4. Moving Forward – *The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.*

As Edmonds CC looks ahead to its Policies, Regulations, and Financial Review (PRFR) in 2023 (i.e., Year Six) and to its Evaluation of Institutional Effectiveness (EIE) in 2024 (i.e., Year Seven), there are some specific decisions that the college will have to make before either of those events occur.

Institutional Assessment Plan, Mission Fulfillment, and Student Achievement

- The college has three Core Themes and four College Goals. While these items are similar, they are not the same. The college needs to determine if the Core Themes language will be retained or if it will be combined with the college's goals.
- While the operational planning aspects of the college's comprehensive plan are mature, the innovation planning aspects are still quite new. The college will need to assess those innovation planning aspects to ensure that the college continues to lean into its future in order to better meet the needs of its community and stakeholders.
- While the college's Institutional Performance Report (which includes a summary of the college's 10 lagging indicators) is available online, the college's lagging indicator data view is not publically accessible, as required by the new NWCCU standard 1.D.3. The college will need to decide how to best present its lagging indicator information to the public.
- While the college's lagging indicators that relate to student achievement are disaggregated by gender and ethnicity, the measures are not regularly disaggregated by age, socioeconomic status, or first-generation college student, as highlighted by new NWCCU standard 1.D.2. The college will have to determine if these additional disaggregations provide meaningful information regarding the college's work to close equity gaps.

Programmatic Assessment of Student Learning Outcomes

- While the first round of program reviews in 2018-19 went well, the college must ensure that the subsequent rounds complete their reviews as successfully as the first round.
- Some instructional units struggled to adequately utilize available college data and information for their program reviews. The college will need to continue to increase data awareness and information literacy throughout the college in order to ensure that program reviews are well data-informed. This work will need to include methods to approach data and information with equity-mindedness.

- While the college has stated PLOs for each of its General Education components, General Education does not reside within any one instructional department or unit. The college will need to determine an appropriate program review mechanism for its General Education components.
- The college must ensure that assessments of the CCS 100 Career and College Success course continue in order to determine if the course is meeting its stated outcomes.

Appendix A: Summary of Lagging Indicators

Indicator	Mission Fulfillment Threshold	Current Value	Strategic Target
<u>Quality Academic Programs</u>			
Percentage Reviewed	33%	99.5%	100%
<u>Successful Class Completion</u>			
Class Pass Rates	50%	82%	86%
<u>Student Academic Progress</u>			
SAI Points per Student	0.50	1.52	2.00
<u>Quarterly Student Persistence</u>			
Fall-to-Winter	--	71%	71%
Fall-to-Spring	--	63%	71%
Fall-to-Fall	--	46%	50%
Winter-to-Spring	--	61%	66%
Spring-to-Fall	--	39%	45%
<u>Quarterly Student Persistence by Enrollment Level</u>			
Full-Time	--	65%	73%
Part-Time	--	45%	57%
<u>Combined Student Graduation and Transfer Rates</u>			
Graduation Rate	15%	34%	39%
Transfer Rate	15%	19%	28%
Combined Rates	30%	53%	67%
<u>Program Completions</u>			
Degrees	--	1019	1070
Certificates (all levels)	--	1455	1528

High School Diploma	--	427	448
Total Awards	--	2901	3046
<u>Student Job Placement Percentage</u>			
Completers	--	77.0%	80.0%
Leavers	--	70.1%	70.0%
<u>Students Served through Industry and Community Education Partnerships</u>			
Total	3000	5182	6000
<u>Enrollment Targets</u>			
State FTES	--	4303	4562
Contract FTES	--	2907	3030
Annual Headcount	--	16843	18044

Mission Fulfillment Determination

With all five of the accreditation-related lagging indicators above the established Mission Fulfillment Threshold levels, the college is fulfilling its mission as defined by [Board Resolution No. 18-6-7](#) and the board's [Monitoring and Planning Policy](#).

Appendix B: Details of the 10 Lagging Indicators (Arranged by College Goal and Accreditation Core Theme and Objective)

College Goal 1: Access

Core Theme 1	Objectives	Lagging Indicators
Academic Excellence	Objective 1.1: Edmonds Community College provides high-quality academic programs.	Lagging Indicator 1.1: Quality Academic Programs
	Objective 1.2: Edmonds Community College provides high-quality instruction.	Lagging Indicator 1.2: Successful Class Completion

Objective 1.1: Edmonds Community College provides high-quality academic programs.

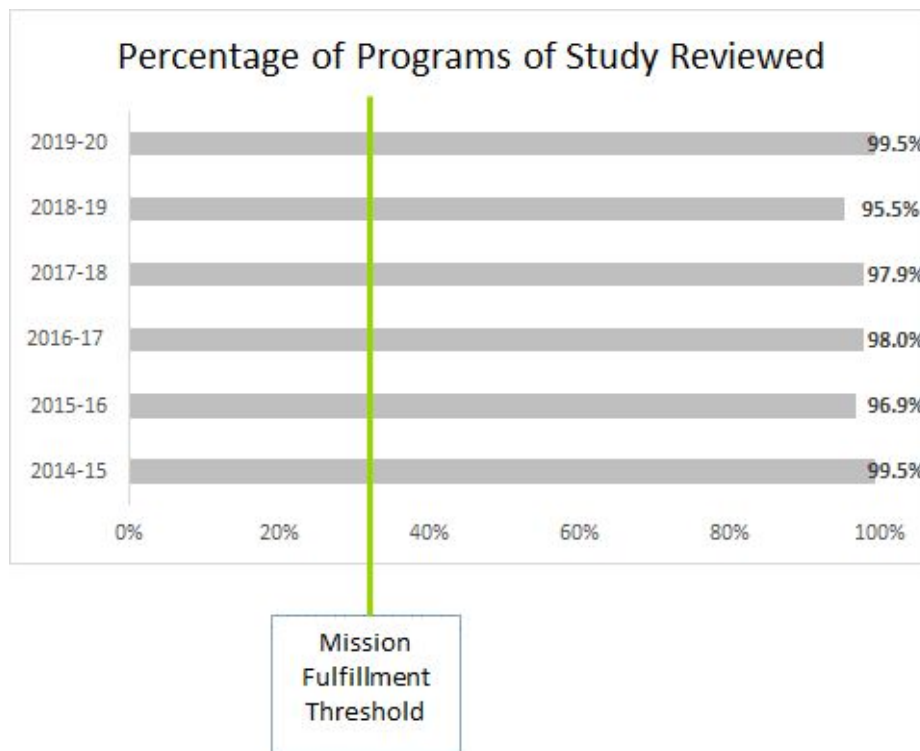
Lagging Indicator 1: Quality Academic Programs

Measurements: Each year the college will review the content, structure, and learning outcomes of at least 33% of all of its programs of study (i.e., degrees, certificates, and diplomas). The college strives to review 100% of its programs of study.

Rationale: Regular review of programs of study ensures that the college’s curriculum, wherever offered and however delivered, demonstrates a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning and helps ensure that the college’s curriculum remains innovative and includes global and cultural perspectives and topics.

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 33%; Strategic Target: 100%



2015-16	2016-17	2017-18	2018-19	2019-20	2021-22 Strategic Target
96.9%	98.0%	97.9%	95.5%	99.5%	100%

Current Status: The college is currently meeting this indicator since the college’s performance is above the mission fulfillment threshold level.

Objective 1.2: Edmonds Community College provides high-quality instruction.

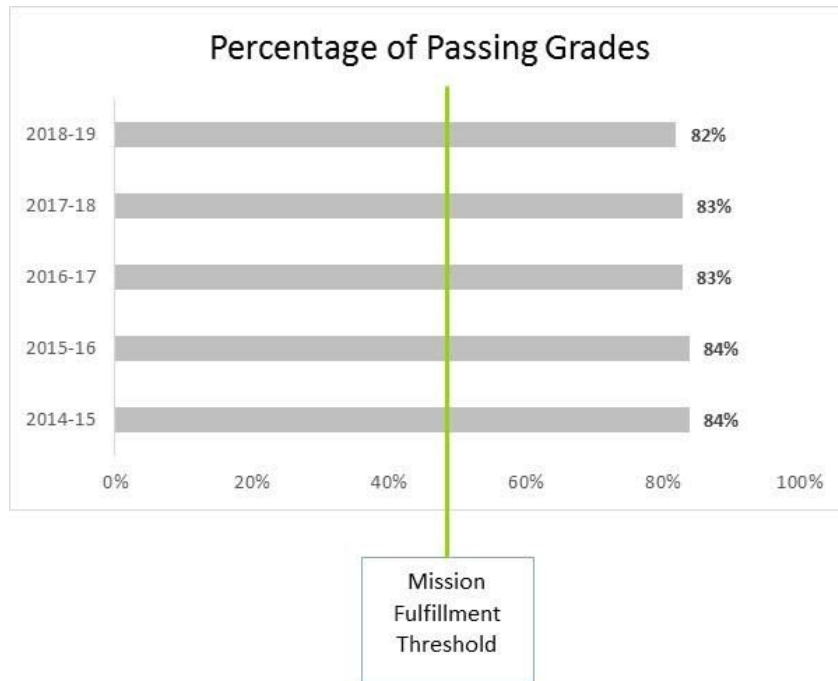
Lagging Indicator 1.2: Successful Class Completion

Measurement: The percentage of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 50%. The college strives for the percentage to be 86%.

Rationale: While the retention of students from the beginning to the end of a quarter is a fundamental measure of student success, class retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses. Faculty-student interactions and support services offered by the college (both in and out of the classroom) should positively impact students' ability to pass each of their classes. Disaggregating the data will allow the college to identify and develop strategies to address any equity gaps and to determine if any high-enrolled, low-completion (HELCO) courses exist.

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 50%; Strategic Target: 86%



2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
84%	84%	83%	83%	82%	Strategic Target
					86%

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

College Goal 2: Student Success

Core Theme 2	Objectives	Lagging Indicators
Student Success	Objective 2.1: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.1: Academic Progress
	Objective 2.2: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.2: Quarterly Student Persistence (This indicator is not accreditation related or reported.)
	Objective 2.3: Edmonds Community College supports student persistence and success.	Lagging Indicator 2.3: Quarterly Student Persistence by Enrollment Level (This indicator is not accreditation related or reported.)
	Objective 2.4: Edmonds CC supports students' graduation and transfer goals.	Lagging Indicator 2.4: Combined Student Graduation and Transfer Rates
	Objective 2.5: Edmonds CC supports student completion.	Lagging Indicator 2.5: Program Completions (This indicator is not accreditation related or reported.)
	Objective 2.6: Edmonds CC supports students' employment efforts.	Lagging Indicator 2.6: Student Job Placement Percentage (This indicator is not accreditation related or reported.)

Objective 2.1: Edmonds Community College supports student persistence and success.

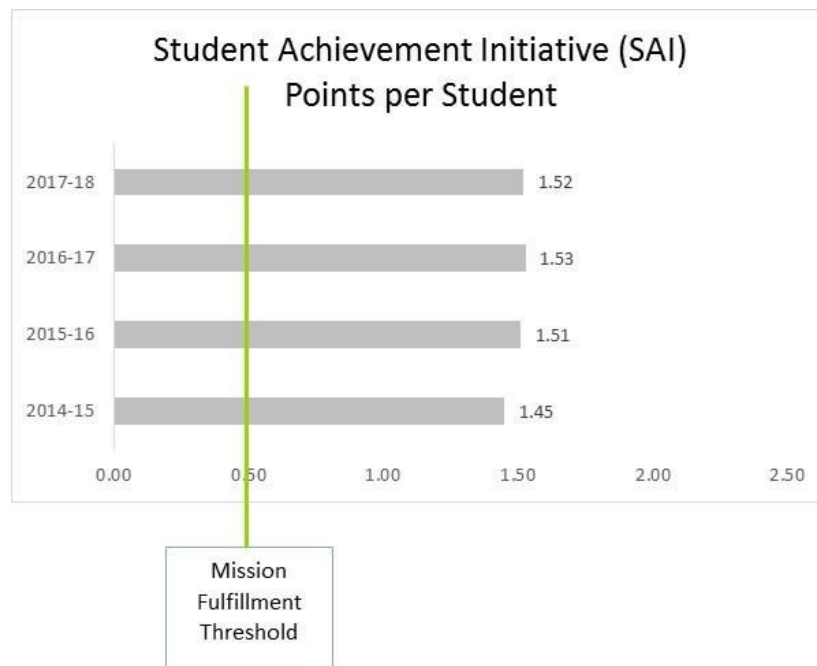
Lagging Indicator 2.1: Academic Progress*

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the college's points per student (measured annually).

Rationale: The college offers programs and services that assist students to make credit gains each year. The college's aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.60 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: State/Regional comparison

Threshold Levels: Mission Fulfillment Threshold: 0.50 points per student; Strategic Target: 2.00 points per student



2014-15	2015-16	2016-17	2017-18	2021-22 Strategic Target (Benchmarked Against the State System Average)
1.45	1.51	1.53	1.52	2.00

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

* The state board has adjusted the SAI framework measures, and the college is using version 3.0 for the data points. Previously, the college used and reported the SAI version 2.0 measures.

Objective 2.2: Edmonds Community College supports student persistence and success.

Lagging Indicator 2.2: Quarterly Student Persistence

Measurement: Cohorts of new, credit-bearing students (excluding Correctional Education and Student-Funded Enrollments) are tracked for enrollment in subsequent quarters.

Rationale: Each year the college strives to attain specific quarter-to-quarter persistence rates for new, credit-bearing students (excluding Correctional Education and Student-Funded Enrollments).

Benchmark Type: Local comparison

Threshold Levels: Strategic Targets: Various

Quarter-to-Quarter Period	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target
Fall-to-Winter	59% n=1981	61% n=1830	66% n=1801	71% n=1787	71%
Fall-to-Spring	60%	63%	67%	63%	71%
Fall-to-Fall	40%	45%	46%	--	50%
Winter-to-Spring	63% n=602	62% n=661	60% n=538	61% n=840	66%
Spring-to-Fall	43% n=753	38% n=581	39% n=717	--	45%
				n=773	

Objective 2.3: Edmonds Community College supports student persistence and success.

Lagging Indicator 2.3: Quarterly Student Persistence by Enrollment Level

Measurement: Cohorts of new, credit-bearing students (excluding Correctional Education and Student-Funded Enrollments) are tracked for enrollment in subsequent quarters. Different cohorts based upon full-time vs. part-time enrollment status (in their first quarter) are tracked and compared to other colleges who have been recognized by the Aspen Institute or who are in-state peer colleges.

Rationale: Each year the college strives to attain specific quarter-to-quarter persistence rates for new, credit-bearing students (excluding Correctional Education and Student-Funded Enrollments) depending on their full-time vs. part-time enrollment status.

Benchmark Type: National comparison

Threshold Levels: Strategic Targets: Various

Persistence Measure	Fall 2015-16	Fall 2016-17	Fall 2017-18	2021-22 Strategic Target (90th Percentile of Comparison Colleges)
Full-Time	68%	68%	65%	73%
Part-Time	47%	52%	45%	57%

Objective 2.4: Edmonds CC supports students' graduation and transfer goals.

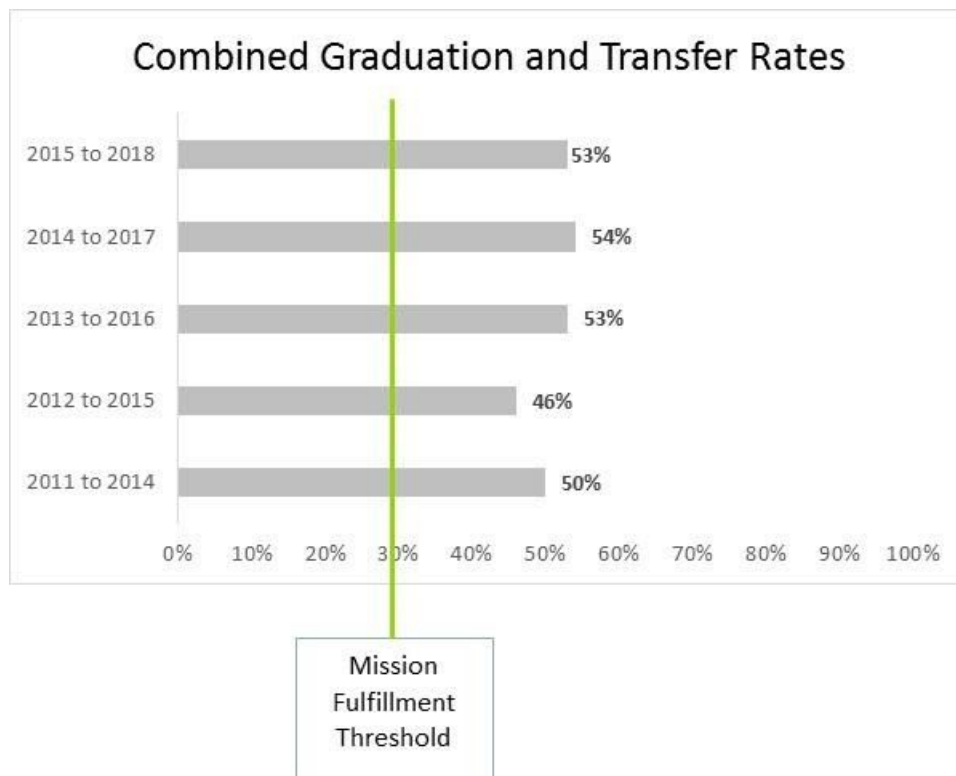
Lagging Indicator 2.4: Combined Student Graduation and Transfer-out Rates*

Measurement: The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation and Transfer-out Rates (combined) will not be lower than 30%, which aligns with the Council of Regional Accrediting Commissions' (C-RAC) minimal acceptable level of a 15% graduation rate for a college to not be considered as a "low-performing institution" ([p. 17](#)). The college strives for a combined rate of 58%.

Rationale: The IPEDS Graduation Rate is for first-time, full-time, degree-seeking students who complete within 150% of the program length time. The IPEDS Transfer-out Rate is the total number of students from the first-time, full-time, degree-seeking cohort who are known to have transferred out of the college. Comparison with national standards allows the college to monitor its outcomes and ensure compliance with external expectations. The college's aspirational (i.e., strategic/stretch) threshold has been based upon doubling the minimal national level. Disaggregating the data by student demographics will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: National comparison

Threshold Levels: Mission Fulfillment Threshold: 30%; Strategic Target: 58%



Rate	2011 Cohort (grad by 2014)	2012 Cohort (grad by 2015)	2013 Cohort (grad by 2016)	2014 Cohort (grad by 2017)	2015 Cohort (grad by 2018)	2021-22 Strategic Target (Benchmarked Against Comparison Colleges)
Graduation Rate	28%	24%	28%	29%	34%	39%
Transfer Rate	22%	22%	25%	25%	19%	28%
Combined Rates	50%	46%	53%	54%	53%	67%

Rate	75th Percentile of Comparison Colleges	90th Percentile of Comparison Colleges
Graduation Rate	32%	41%
Transfer Rate	19%	43%
Combined Rates	54%	71%

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

Objective 2.5: Edmonds Community College supports students completion.

Lagging Indicator 2.5: Program Completions

Measurement: The number of awards that the college confers.

Rationale: Each year the college strives to achieve a particular number of program completions, measured by awards conferred.

Benchmark Type: Local comparison

Threshold Levels: Strategic Targets: Various

Category	2015-16	2016-17	2017-18	2021-22 Strategic Target (5% increase within 3 years)
Degrees	1135	1103	1019	1070
Certificates (all levels)	2542	1545	1455	1528
High School Diploma	375	389	427	448
Total Awards	4052	3037	2901	3046

Objective 2.6: Edmonds Community College supports students' employment efforts.

Lagging Indicator 2.6: Student Job Placement Percentage

Measurement: Students who left professional/technical programs or apprenticeships in a given year, whether they completed the program or not, are matched with other state data sources. (This information is compiled by the SBCTC staff.)

Rationale: Each year the college strives to maintain particular employment (job placement) rates and continuing education rates for professional/technical students who exited a program (whether they completed the program or not) and were employed in a job covered by unemployment insurance (UI) three quarters after exiting the college or were continuing their education. (The year displayed reflects the year the students exited the program.)

Benchmark Type: Local comparison

Threshold Levels: Strategic Targets: Various

Group	2014-15	2015-16	2016-17	2021-22 Strategic Target (Benchmarked Against the State System Averages)
Completers	79.4%	78.9%	77.0%	80.0%
Leavers	68.0%	70.5%	70.1%	70.0%

College Goal 3: Community Partnerships

Core Theme 3	Objective	Lagging Indicator
Community Engagement	Objective 3.1: Edmonds Community College extends the learning environment to our community through a wide variety of training opportunities, services, and courses.	Lagging Indicator 3.1: Students Served through Industry and Community Education Partnerships

Objective 3.1: Edmonds Community College extends the learning environment to our community through a wide variety of training opportunities, services, and courses.

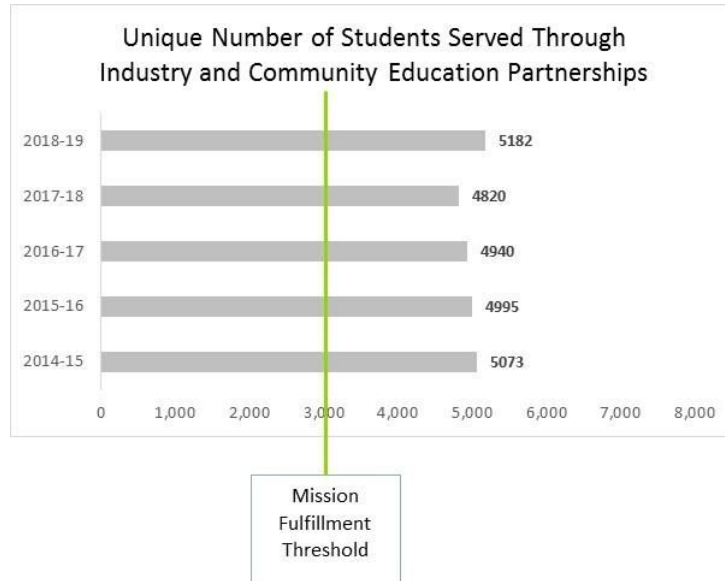
Lagging Indicator 3.1: Students Served through Industry and Community Education Partnerships

Measurement: The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, Correctional Education, and Family Life Education classes. The college strives to serve 6,000 students.

Rationale: The college offers a mix of learning offerings for children, students, and community members. This is consistent with the [Revised Code of Washington](#) (RCW 28B.50.020) for community colleges, ensuring that the college offers, “thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in ... community services of an educational, cultural, and recreational nature.” The number of individuals taking these offerings epitomizes the value of personal enrichment and innovation that the college strives to instill in its community and its students.

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 3,000 students; Strategic Target: 6,000 students



2014-15	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target
5073	4995	4940	4820	5182	6000

Current Status: The college is currently meeting this indicator since the college’s performance is above the mission fulfillment threshold level.

College Goal 4: Capacity/Operational Excellence

Core Theme	Objectives	Indicators of Achievement
Not Applicable	Objective 4.1: Edmonds Community College monitors student enrollments to ensure operational viability.	Lagging Indicator 4.1: Enrollment Targets (This indicator is not accreditation related or reported.)

Objective 4.1: Edmonds Community College monitors student enrollments to ensure operational viability.

Lagging Indicator 4.1: Enrollment Targets

Measurement: State FTES, Contract FTES, and Annual Headcounts are calculated and reported to the SBCTC each quarter. The data is aggregated to produce annual figures.

Rationale: Each year the college will strive to meet particular state-funded, contract-funded, and unduplicated headcount enrollment levels.

Benchmark Type: Local comparison

Threshold Levels: Strategic Targets: 4,562 State FTES, 3,030 Contract FTES, and 18,044 Headcount

Funding Category	2015-16	2016-17	2017-18	2018-19	2021-22 Strategic Target (5% increase within 3 years)
State FTES	4763	4515	4345	4303	4562
Contract FTES	2828	2811	2886	2907	3030
Annual Headcount	18042	17687	17185	16843	18044