



Northwest Commission on Colleges and Universities (NWCCU)
Annual Update for WSQA
Academic Year 2014-2015
Due November 6, 2015

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>The College received four commendations as a result of its Spring 2014 accreditation evaluation visit:</p> <p>Commendation 1: “The evaluators commend the institution’s faculty, staff and administration for your passionate belief in and support of students. Whether you are believing in a student’s good idea, such as the START program, or supporting special services through a new Veteran’s Center, or providing customized tutoring and support to meet the needs of your diverse student body, your commitment to the students of Edmonds Community College is evident in everything you do.”</p>	<p>Since March 2014, Edmonds Community College has continued to work on improving its financial reporting; improving communication with faculty members; and improving alignment among student learning outcomes.</p> <p>Specifically, the College has completed the following actions:</p> <p>For Recommendation #1:</p> <ul style="list-style-type: none"> • In late March 2015, Edmonds CC’s FY 2013-14 statements were completed and sent to the State Auditor’s Office (SAO). • In April 2015, the SAO audited the College’s financials. 	<p>In Spring 2014, the Accreditation Commission indicated that Recommendations 2 and 3, “are areas where Edmonds Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.” However Recommendation 1, “does not meet the Commission’s criteria for accreditation.” Since submission of the February 2015 Ad Hoc Report and the June 2015 Special Report, the College received an Action Letter from the NWCCU (dated July 15, 2015) indicating that, “the Commission recognizes that the College has made</p>

<p>Commendation 2: “The evaluators commend the library faculty and staff for their creativity and dedication that support student success and for their use of assessment data to improve services for students and faculty.”</p> <p>Commendation 3: “The evaluators commend the faculty for their focus on high impact pedagogy and practices such as service learning and undergraduate research and for their dedication to student success.”</p> <p>Commendation 4: “The evaluators commend the institution for the implementation of innovative workforce, international and continuing education programs that effectively serve business, industry and the college’s diverse community. These entrepreneurial programs help to diversify and stabilize the college’s funding sources.”</p> <p>In addition to the four commendations, three new recommendations were made based upon the Spring 2014 evaluation. These three, new recommendations are:</p> <p>Recommendation 1: “The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of</p>	<ul style="list-style-type: none"> • On June 1, 2015 the SAO released its preliminary draft of its “Financial Statements Audit Report, Edmonds Community College” for the period of July 1, 2013 through June 30, 2014. • On June 15, 2015 the SAO held an exit conference with the College President, Vice President of Finance and Operations, Finance Director, and two members of the Board of Trustees. • During the August 2015 Board of Trustees’ annual retreat, the Board reviewed the audit results before formally approving the results via Resolution 15-8-2. • During August 2015, the college began working on the FY2014-15 financial statements, and the SAO has scheduled an audit of those statements for spring 2016, which is similar to the timeline that the college followed for the FY2013-14 audit. • The College submitted required, Ad Hoc Reports to the NWCCU in February, June, and October 2015 regarding this recommendation. <p>For Recommendation #2:</p> <ul style="list-style-type: none"> • Started a more extensive orientation for new part-time faculty. New part-time faculty members are required to attend the orientation and are compensated for their time. • Created a new Associate Dean for Instruction position. One of the primary job responsibilities is to work with part-time faculty in support of classroom strategies and college outcomes. • Invitations and compensation to participate in training for use of Dependable Strengths in the classroom have been extended to 	<p>progress in good faith and recommends the College for its efforts.” The Action Letter requests that the College submit another Ad Hoc Report by November 1, 2015 in order to fully address Recommendation #1.</p> <p>On October 19, 2015, the College submitted to the NWCCU its third report regarding Recommendation #1. This third report addressed the NWCCU’s concern that the College had not formally presented the Financial Audit Statement to the Board of Trustees for their review and approval. The Board has taken appropriate action and the Ad Hoc Report provides evidence to this effect.</p>
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<p>Trustees (Eligibility Requirement 19; Standard 2.F.7).”</p> <p>Recommendation 2: “The College has acknowledged that the ratio of full-time to part-time faculty has shifted toward more part-time faculty over the last seven years and the College is planning to add new tenure-track faculty positions each year. However, it will take several years to significantly impact this ratio, and the talents and expertise of part-time faculty will remain essential to provide quality academic programs. Therefore, the evaluation committee recommends that the College improve its systems to consistently inform part-time faculty about College processes and policies, and consistently integrate part-time faculty into academic processes, including the teaching and assessment of student learning outcomes (Standard 2.A.12; 2.A.15; 2.B.4; 2.C.5).”</p> <p>Recommendation 3: “The committee recommends that the College clarify the relationship between the College-Wide Abilities (CWAs), the Program Learning Outcomes (PLOs) and the general education/distribution outcomes to increase the coherency of program design and course sequencing leading to synthesis of learning, and provide alignment that is clear to faculty and students (Standard 2.C.4, 2.C.10, 2.C.11).”</p>	<p>part-time faculty members.</p> <ul style="list-style-type: none"> • Outreach to part-time faculty members has been made to broaden participation on college committees. • Started a part-time faculty newsletter to disseminate information and integrate part-time faculty into the larger academic community. • The Faculty Professional Development committee is co-chaired by a full-time and a part-time faculty member. The committee also includes two part-time faculty members. The part-time faculty co-chair and part-time faculty members are compensated for their participation. • The college is in the process of negotiating new stipends into the faculty collective bargaining agreement (CBA), compensating part-time faculty for attending division and department meetings. • The college is in the process of negotiated a new level of part-time instructor--the Senior Associate--into the faculty CBA to bring more part-time faculty into academic processes through compensation for additional work hours and for similar responsibilities as full-time faculty with regard to advising, committee participation, and curriculum development and design. This new level of position is in addition to Affiliate Status Faculty that the college identifies and which provides for additional job security and 30 additional hours to work with departments. <p>For Recommendation #3:</p> <ul style="list-style-type: none"> • During Winter 2015 quarter, the faculty, instructional leaders, and President’s Cabinet voted to merge the CWAs with the 	
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	<p>General Education requirements for the College's programs of study of 45+ credits.</p> <ul style="list-style-type: none">• The General Education outcomes are now standardized for all programs of study of 45+ credits.• Student Learning Outcomes at the program level (which include general education and distribution outcomes) have been more prominently displayed in programs of study in the College's catalog.• Faculty members have established rubrics and working groups to assess each program-level student learning outcome (which are known as Program-level Learning Outcomes, or PLOs, at Edmonds CC).• Faculty members have established a two-year time frame for assessing each of the general education and distribution requirement outcomes in programs of study offered by the College.	
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