



Northwest Commission on Colleges and Universities (NWCCU)
Annual Update for WSQA
Academic Year 2015-2016
Due November 15, 2016

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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"> Regarding the FY2013-14 audit, the College submitted four reports to the NWCCU regarding the annual financial audit: February 26, 2015; June 17, 2015; October 19, 2015; and March 5, 2016. 	<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"> • The NWCCU considered this recommendation resolved in a July 20, 2016 action letter. • Regarding the FY2014-15 audit, the audit has been completed; and exit interview with the College’s President and the Chair of the Board of Trustees was held on September 28, 2016; and the Board of Trustees reviewed and voted to approve the audit at its October 13, 2016 meeting <p>For Recommendation #2:</p> <ul style="list-style-type: none"> • The College has implemented a formal Faculty Professional Development (FPD) initiative, and a part-time faculty member serves as the co-chair of the group. • The FPD approach is another layer of community building among faculty members. It strengthens teaching and assessment by providing faculty members with professional development opportunities and by providing support for faculty members to collaborate, innovate, and adopt pedagogical practices that support student success and active learning. • The faculty professional development work was also negotiated into the new faculty collective bargaining agreement (CBA), which was approved in spring 2016. • It should be noted that the part-time faculty member who held one of the co-coordinated positions in 2014-15 and 2015-16 has been hired into a full-time position, as the eLearning Instructional Design and Technology Training Coordinator to support faculty members in the college’s Technology Resource Center (TRC), thereby creating opportunities to further 	<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 July 20, 2016 the NWCCU submitted an action letter to the college that indicated, “the Commission determined that with regard to Recommendation 1 of the Spring 2014 Year Three Peer-Evaluation Report, the College now meets the Commission’s criteria for accreditation. In taking this action, the Commission determined that Edmonds Community College is now in compliance with Standard 2.F.7 cited in Recommendation 1 of the Spring 2014 Year Three Peer-Evaluation Report.”</p> <p>The College will submit its Year Seven Report to the NWCCU in February 2017, and the NWCCU will conduct an on-site evaluation site April 24-26, 2017. During this visit, Recommendations 2 and 3 will be evaluated.</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>strengthen faculty professional development efforts and the instructional technology support that the college provides so that technology can be better integrated into faculty members’ instruction and classrooms, regardless of the modality of the class sections that faculty members teach.</p> <ul style="list-style-type: none"> • During the 2014-15 academic year, the College created a new Associate Dean for Instruction position, whose job duties include collaborating with faculty and deans to ensure quality instruction and enhancement and continuous improvement of educational programs by evaluating part-time faculty ... and ... consulting with the faculty co-chairs of the Faculty Professional Development Committee to create and implement a comprehensive orientation program for new part-time faculty. • The Associate Dean has created a part-time faculty orientation; observed and evaluated part-time faculty members; assisted with the formation of a Faculty Senate committee that is dedicated to advance issues of interest to part-time faculty; and has conducted a SWOT analysis of the part-time faculty member hiring processes in each instructional division in order to assess current practices and make information more consistent, relevant, and accessible across all divisions. <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 General Education requirements for the College’s programs of study of 45+ credits. 	
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	<ul style="list-style-type: none">• The General Education outcomes are now standardized for all programs of study of 45+ credits.• The College has developed a student learning outcomes diagram that illustrates the alignment of course-level and program-level learning outcomes ... including general education, distribution requirement, and discipline specific outcomes.• 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, with a third year to analyze the results.• 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.	
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