

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities for a Spring 2017 Visit

Submitted February 27, 2017



Snoqualmie Hall

Edmonds CC and Central Washington University-Lynnwood (CWU-Lynnwood) share classroom space. Through CWU-Lynnwood, students can earn a bachelor's or master's degree right on Edmonds CC's campus.

Veterans Services

Edmonds CC supports the journey from "Boots to Books" by providing a safe and comfortable place for veterans to meet other student veterans and offering them assistance navigating the many processes required to start school.

Active Student Life

Employees and student programmers create an active student life on campus with events like the annual Springfest which includes a barbecue, student activities, and local bands performing in the courtyard.

Library

The library has more than 100 computers for students' use. Additionally, 24/7 research help is available through the Ask a Librarian link on the library website.

Diverse Student Population

40 percent of Edmonds CC's students are persons of color, and through an active International Education program, more than 1,500 students from approximately 60 different countries are served.

Service-Learning

Service-learning lets students earn academic credit and AmeriCorps scholarships while enhancing their studies and aiding local organizations. Students engaged in this nationally-recognized program enhance Edmonds CC's campus and community.

Commencement

In the 2015-16 academic year, Edmonds CC awarded 2,152 degrees, certificates, diplomas, and GEDs®. 38 percent earned college transfer degrees, 46 percent earned career degrees or certificates, and 16 percent completed GEDs® or high school diplomas.

Learning Support Center

Students get one-on-one tutoring in the college's Learning Support Center. Each year, the center helps more than 4,000 students strengthen their abilities in math, science, humanities, and social sciences.

Certification of the Year Seven Report

To: Dr. Sandra Elman, President, Northwest Commission on Colleges and Universities

From: Edmonds Community College

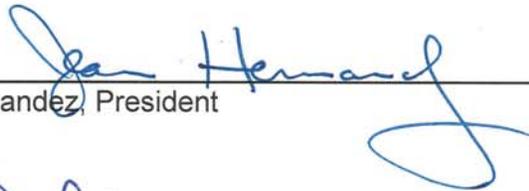
On behalf of the Board of Trustees and Edmonds Community College, we are pleased to submit this Year Seven Report for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that this Year Seven Report accurately reflects the nature and substance of the institution.

Signed:



Mr. Carl Zapora, Chair, Board of Trustees



Dr. Jean Hernandez, President



Mr. James Mulik, Accreditation Liaison Officer



Ms. Liz Murata, Accreditation Faculty Coordinator



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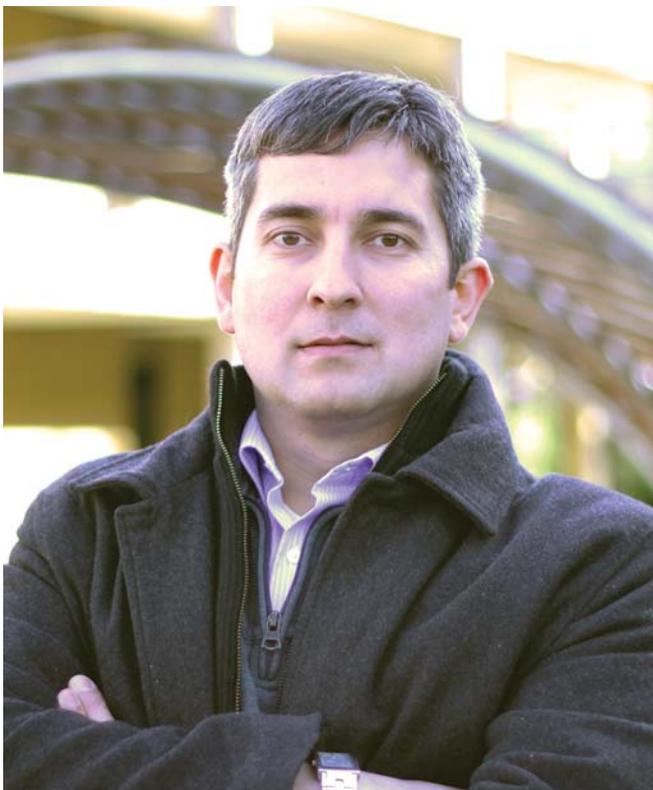
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Institutional Overview





“Community colleges serve as great vessels of social mobility. They represent hope, opportunity, and the dreams of millions of people across the U.S. Edmonds CC provided me with the foundation for much of my success, and the people there inspired me to pursue a life in which I can also empower others.”

Edmonds CC alumnus goes from boots to books and beyond

Timm Lovitt

U.S. Army veteran,
Associate in Arts degree, Edmonds Community College
Bachelor of Public Affairs, Seattle University,
Master of Business Administration, Western Governors University,
Dean of Student Success and Retention, Green River College

After serving in the U.S. Army with tours to Iraq and Afghanistan, Timm left the military after five years with invisible wounds, including traumatic brain injury and post-traumatic stress. In search of a new path, he enrolled at Edmonds CC and found mentors and instructors who were committed to his success and challenged him to engage and get involved.

Timm took their advice. He chartered two student clubs and sought out campus resources, such as Services for Students with Disabilities, to help him overcome academic struggles which resulted from post-traumatic stress. Participation within the campus community helped Timm realize that, although his time in the military had ended, service to his country and those around him had not.

He graduated from Edmonds CC as a member of Phi Theta Kappa Honor Society and went on to earn bachelor's and master's degrees. Now, Timm serves as an inspiration and mentor to those around him as the Dean of Student Success and Retention at Green River College in Auburn, Wash.

Institutional Overview

Edmonds Community College (Edmonds CC) is a comprehensive, public two-year 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 20,000 unique students every year. The college is one of 34 community and technical colleges (CTCs) in Washington State. Based on Fall 2015 enrollment numbers, it is the fifth largest of these institutions. In Fall 2016, Edmonds CC began its 50th year of service on its 50-acre campus in Lynnwood, Washington.

As reflected in the [Convocation 2013](#) presentation (slides 10-12), Edmonds CC has sought to embed [Learning College](#) principles 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 11,000 students, roughly 40% in Transfer, 40% in Professional-Technical, 15% in Pre-College, and 5% in Continuing Education. Nearly 48% of all students take at least one online or hybrid class. The average student age is 29, but the overall ages range from 16 to 70+. Roughly 40% are students of color. About 30% of new students work full or part time, and almost 25% have children or other dependents. In addition, the college serves 1,500 international students from approximately 60 countries. (See also [the college's website](#).)

In 2011-2012, employees across the campus helped to review and revise the institutional mission statement wording to emphasize the college's strategic and data informed efforts to increase student success and retention. In June 2012, the Board of Trustees (BOT) approved the revised Mission Statement: "Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning."

In addition, the trustees approved five core themes that are tied to specific, quantitative performance measures and that are directly aligned with the mission. The revised mission statement and core themes reflect the college's work toward becoming a true learning college and organization. Those goals are implicit in the shared values, adopted in June 2012, and in a shared vision statement, approved in March, 2013: "Transforming lives through exemplary, nationally recognized educational and career pathways."

The mission and core themes help define the college and whom it serves. The values guide how the college focuses its efforts, and the vision reflects what the college would like to become. Collectively, these statements align with the college's General Education Learning Outcomes, which encourage students to develop knowledge, habits, and skills for lifelong learning, productive work, and effective citizenship.

In fulfilling its mission and moving toward its vision, the college's biggest challenge has been the changing financial landscape. Between 2008 and 2012, the state cut the college's permanent [operating budget](#) (on slide 3) by 26% and mandated a hiring freeze. To help address the rapid

decline in funding, the state raised tuition by 12% two years in a row, thus shifting more of the financial burden to students. During this time period, the college continued to seek or increase other revenue streams--e.g., international student attendance at Edmonds CC grew 24%. As a result of these efforts, the college weathered the economic crisis quite well and, unlike other state colleges, did not need to discontinue many programs and services or layoff many employees. (See also Standard 2 Introduction, 2.B.1, 4.A.1, and 5.B.1.)

Over the past several years, the college has experienced high employee turnover, largely because longtime employees retired after the economic downturn ended, and other employees left the college for higher-level positions at other institutions. More recently, the college has been able to fill positions that were left vacant during the state mandated hiring freeze. The influx of many new employees has created some continuity challenges, but has also been a source of new ideas and renewed energy.

Beginning with 2016-2017, Washington's CTC system implemented a new, complex allocation formula that (1) gives each college the same \$2.8 million base; (2) "pays" a set amount per general FTES and weighted FTES (with high-demand designated FTES and pre-college FTES being funded at a higher rate); (3) bases 5% of state funding on Student Achievement Initiative (SAI) points; and (4) allows colleges to reach up to 2% of their state FTE target with international student FTES. The model is based on a three-year rolling enrollment average, and the college has experienced about a 20% decline in state-funded enrollments since 2012. As a result of the new allocation model and a statewide lawsuit settlement (requiring contributions from each state agency), Edmonds CC's 2016-2017 state budget was reduced by \$750,000. However, effective financial planning has allowed the college to successfully navigate these contingencies. For example, the strong international program (referenced above) and other contract programs have offset some of the budget reductions.

The college has proactively responded to this environment of change by using input from across the campus community to reorganize units and positions. Additionally, the college has worked with the Five Star Consortium (a partnership with four neighboring CTCs) to streamline services and processes for students. To further improve student access, the college spent a year developing a [Strategic Enrollment Management Plan](#), published in June 2016. College leaders have provided regular campus updates about budget status and enrollments. In addition, Edmonds CC has continued to foster an innovative, student-centered culture of continuous improvement. Because of these efforts, the college has been able to offer more opportunities to students and the community, even in a period of economic instability.

Since the last self-study in 2008, the college has accomplished a great deal and has much to be proud of. Many of the accomplishments are discussed in the Preface and throughout the report.

Basic Institutional Data Form





Basic Institutional Data Form

The completed “Basic Institutional Data Form” for the college can be found on the following pages.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Edmonds Community College

Address: 20000 68th Ave West

City, State, ZIP: Lynnwood, WA 98036

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Washington State Board for Community and Technical Colleges

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Construction Management	Associate	American Council for Construction Education	2012

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Credit Equivalent * Enrollment / 15)

Official Fall 2015 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2015	One Year Prior Dates: Fall 2014	Two Years Prior Dates: Fall 2013
Undergraduate	5,521	6,017	6,066
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	5,521	6,017	6,066

Full-Time Unduplicated Headcount Enrollment (Count students enrolled in credit courses only.)

Official Fall 2015 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2015	One Year Prior Dates: Fall 2014	Two Years Prior Dates: Fall 2013
Undergraduate	9,808	10,281	10,444
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	9,808	10,281	10,444

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	136	578	2	7	16	90	2	19
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$61,318.00	16
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY 7/2015 - 6/2016 Unaudited *	One Year Prior to Last Completed FY 7/2014 - 6/2015 Audited	Two Years Prior to Last Completed FY 7/2013 - 6/2014 Audited
CURRENT FUNDS			
Unrestricted			
Accounts payable	747,307	1,140,777	721,036
Accrued liabilities	4,501,596	3,971,150	3,570,932
Students' deposits- Unearned Revenue	3,667,410	4,415,639	3,671,680
Deferred credits	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	14,216,462	12,712,216	25,317,053
Total Unrestricted	23,132,775	22,239,782	33,280,701
Restricted			
Accounts payable	0	0	0
Other - Retainage	0	29,496	287,186
Due to	0	0	0
Fund balance	354,858	186,518	89,905
Total Restricted	354,858	216,014	377,091
TOTAL CURRENT FUNDS	23,487,633	22,455,796	33,657,792
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable – COP Short-term	912,689	1,041,435	1,117,497
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	86,917,014	88,137,138	86,150,822
Total unexpended	87,829,703	89,178,573	87,268,319
Investment in Plant			
Notes payable	0	0	0
Bonds payable – COP Long-term	7,483,273	9,385,962	10,386,509
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	95,312,976	98,564,535	97,654,828
OTHER LIABILITIES - LEAVE & PENSION LIAB, DEFERRED INFLOWS OF RESOURCES	17,928,351	18,040,416	4,415,993
TOTAL OTHER LIABILITIES	17,928,351	18,040,416	4,415,993
TOTAL LIABILITIES	35,240,626	38,024,874	24,170,832
FUND BALANCE	101,488,335	101,035,872	111,557,780

* THE FY 15/16 FINANCIAL STATEMENTS WILL BE AUDITED IN SPRING 2017.

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY 7/2015 - 6/2016 Unaudited *	One Year Prior to Last Completed FY 7/2014 - 6/2015 Audited	Two Years Prior to Last Completed FY 7/2013 - 6/2014 Audited
Tuition and fees	40,549,805	42,458,585	41,516,263
Federal appropriations	17,270,012	19,651,346	19,340,400
State appropriations	30,787,984	28,437,713	25,755,413
Local appropriations	0	0	0
Grants and contracts	15,770,236	18,139,325	18,280,410
Endowment income	0	0	0
Auxiliary enterprises	4,046,377	4,210,015	4,274,570
Other miscellaneous & interest	2,621,350	1,448,583	1,413,737
Total Revenues	111,045,764	114,345,567	110,580,794
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	40,148,240	42,012,267	44,574,456
Research	0	0	0
Public services	0	0	0
Academic support	7,439,198	6,679,905	6,198,825
Student services	14,393,297	13,920,295	10,609,359
Institutional support	11,236,163	10,031,565	9,797,116
Operation and maintenance of plant	10,775,300	10,886,186	7,417,902
Scholarships and fellowships	11,253,996	12,843,663	13,703,512
Other (identify) Depreciation	4,324,804	4,074,921	4,099,119
Mandatory transfers for:			
Principal and interest	245,322	464,075	504,381
Building & innovation fees	1,941,519	1,983,215	2,157,128
Loan fund matching grants			
Other (identify)Special & Extraordinary	0	0	99,043
Total Educational and General	101,757,839	102,896,092	99,160,841
Auxiliary Enterprises			
Expenditures	8,835,463	9,322,453	8,357,816
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	8,835,463	9,322,453	8,357,816
TOTAL EXPENDITURE & MANDATORY TRANSFERS	110,593,302	112,218,545	107,518,657
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	452,463	2,127,021	3,062,137

* THE FY 15/16 FINANCIAL STATEMENTS WILL BE AUDITED IN SPRING 2017.

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 7/2015-6/2016	One Year Prior to Last Completed FY Dates: 7/2013-6/2014	Two Years Prior to Last Completed FY Dates: 7/2013 - 6/2014
For Capital Outlay	8,395,962	10,427,397	11,504,006
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Building Maintenance Technology – Carpentry and Facilities Maintenance	3	43	1
Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Building Maintenance Technology – Plumbing/Electrical/HVAC Maintenance	3	43	1
Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate: Entrepreneurship and Small Business Management	10	21	1
Monroe Correctional Complex, Twin Rivers Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate: Entrepreneurship and Small Business Management	10	29	1
Monroe Correctional Complex, Minimum Security Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Building Maintenance Technology – Carpentry and Facilities Maintenance	3	11	1
Monroe Correctional Complex, Minimum Security Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Building Maintenance Technology – Plumbing/Electrical/HVAC Maintenance	3	11	1

Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate: Entrepreneurship and Small Business Management	10	18	1
Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Basic Business Skills	3	21	1
Monroe Correctional Complex, Washington State Reformatory Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Small Business Management Fundamentals	3	21	1
Monroe Correctional Complex, Twin Rivers Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Basic Business Skills	3	29	1
Monroe Correctional Complex, Twin Rivers Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Small Business Management Fundamentals	3	29	1
Monroe Correctional Complex, Minimum Security Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Basic Business Skills	3	18	1
Monroe Correctional Complex, Minimum Security Unit, 16700 177th Ave SE, Monroe, WA 98272	Certificate of Completion: Small Business Management Fundamentals	3	18	1
Tulalip, 6406 Marine Dr. Tulalip, WA 98271	Certificate of Completion: Leadership	5	20	1
Washington Aerospace Training & Research Center, 3008 100th Street SW, Everett, WA 98290	Certificate of Completion, Various	5	539	8
	Competency-based short certificates ranging from 8 to 18.5 credits, each			

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
University of Nagasaki, 1-1-1 Manabino, Nagayo-cho, Nagasaki Prefecture, 851-2195, Japan	Associate of Arts/Science degrees	9	1	9
Green River College, Shimoogino Atsugi, Kanagawa Prefecture 243- 02925	Associate of Arts/Science degrees	3	1	3
AIFS, Dilke House, Malet Street, London WC1E 7JN, England, UK	Associate of Arts/Science degrees	3	1	3
Green River College, Swanston St Parkville VIC 3053-1030, Australia	Associate of Arts/Science degrees	3	2	3
University of Free State, Bloemfontain, South Africa, 205 Nelson Mandela Drive, Bloemfontein, 9301, South Africa	n/a	0	7	1
ICLC, P.O. Box 609-4050, Alejuala, Costa Rica	Associate of Arts/Science degrees	2	2	2
Beijing Jiaotong University, Beijing, China	n/a	0	3	1
Federal University of Minas Gerais, Av. Pres. Antônio Carlos, 6627 - Pampulha, Belo Horizonte - MG, 31270-901, Brazil	Associate of Arts/Science degrees	1	1	1

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Preface





Preface

[Link to Glossary \(including acronyms and evidence links\)](#)

Brief update on institutional changes since the institution's last report

Since submitting the last [comprehensive report](#) in 2008, the [Year One Report](#) in 2011, and the [Year Three Report](#) in 2014, Edmonds Community College has remained focused on its vision, mission, and values. Despite the economic downturns, dwindling state support, and challenges from organizational restructuring and staff turnover, the college has continued to focus on student success. This is reinforced in the Board of Trustees' [Student Success Policy](#), which

- Advocates for public policies that align resources with student success goals, initiatives, and support services
- Requires the college to implement policies to support student success
- Expects the college to engage in evidence-based institutional improvement.

In addition to the board's policy, the college is engaged in active discussions about student equity and success with the intent of making innovative changes to more effectively support students and their goals. Some of these innovations have involved administrative elements. For instance, Edmonds CC is one of the few community colleges in Washington to include a student member on the Board of Trustees--with the fourth Student Trustee serving during 2016-2017.

A major culture shift that has positively impacted the college and faculty has been the formation of the [Faculty Senate](#), created in Spring 2015-16, to help all faculty more fully participate in the governance of the college. The Faculty Senate's executive board meets with the president and her cabinet on a regular basis to discuss ways to enhance teaching and learning and to promote greater transparency of college operations and processes. Another change for faculty was the newly negotiated faculty contract, which went into effect on July 1, 2016 after tough and sometimes contentious negotiations.

The focus on student success is also demonstrated in the college's commitment to providing housing for international and domestic students. The college provides safe and convenient housing and campus life for students in Rainier Place (an on-campus residence hall) and at Sophie Court and Spencer Court (near-campus student apartments). Additional student housing options are currently being explored.

Edmonds CC has also cultivated and built strong relationships with the communities it serves. In an especially ambitious effort, the college Foundation's \$1 million fundraiser for [Boots to Books and Beyond](#) resulted in the on-campus Veterans Resource Center. It offers supportive paths for student veterans as they transition from military service to program entry and completion at Edmonds CC.

The college's Facility Makerspace invites community participation by allowing community members to use the Engineering Technology Department's 11,000 square foot state-of-the-art equipment (a Laser Cutter, 3D Printers, a CNC Router, and 3D Scanners) for DIY projects.

Along with these newer organizational changes that better promote student success in campus processes, other innovative efforts directly connect students to resources; provide ongoing opportunities for students to participate in community partnerships and scholarly activities; and enhance student learning environments. For example, following the 2014 Oso mudslide, the Digital Forensics and Advanced Data Recovery students and faculty (using the college's state-of-the-art digital-forensics lab and cleanroom) volunteered to help recover data for the mudslide victims.

The Learn and Serve Environmental Anthropology Field (LEAF) school has increased partnerships with tribes, government agencies, nonprofits, and businesses to engage students through service-learning and community-based research in hands-on learning. Typical projects include supporting tribal canoe journeys; monitoring wildlife passages; and designing, installing, and providing upkeep for an ethnobotanical garden at the City of Lynnwood's Gold Park.

The Undergraduate Research program offers excellent experiences that help students explore their interests, develop their research skills, and demonstrate their strengths and abilities. During the past few years, students have presented at undergraduate symposia, regional meetings, and the Community College Undergraduate Research Initiative (CCURI) National Conference. The college offers enriched learning opportunities through the Honors Program, Service-Learning, and an on-campus Community Garden. Most of these experiences translate into spring quarter presentations at the [Student Showcase](#) (previously known as Making Learning Visible) and/or at regional/national events.

To further advance diversity and equity goals and values, Edmonds CC created an Associate Vice President for Equity and Inclusion (a President's Cabinet-level position), dedicated to strengthening the college's diverse communities and enhancing support for student success. Other diversity, equity, and inclusion efforts include participating in Achieving the Dream; earning an ATD Leader College designation; pursuing grants (such as I-CATCH, MESA, and RiSE) that focus on specific student populations; and creating a coalition with the Seattle Goodwill Industries and the YMCA of Snohomish County to provide education, support, and opportunities to isolated, marginalized, and low-income communities. These opportunities include adult basic education, case management, child care, and other services.

The college has also implemented programs to work with students from around the world. The International Education Division created the college's Global Engagement Initiative, offering opportunities for faculty and staff to conduct projects (here and abroad) and that will directly increase the college's students' understanding of the world. In addition, the college received the Community College Initiative (CCI) award for seven years from the U.S. State Department. Through the CCI program, the college has welcomed and hosted students from many different countries, including Bangladesh, Brazil, Colombia, Cote d'Ivoire, Egypt, Ghana, India, Indonesia, Kenya, Pakistan, South Africa, Turkey, and Yemen. Those students spend a year building technical skills, enhancing leadership capabilities, and strengthening English language proficiency.

All of these institutional changes and accomplishments reflect Edmonds CC's commitment to its mission, core themes, and values and align with its strategic planning processes. The college has developed and implemented two strategic plans ([2012-2015](#) and [2016-2018](#)) during this evaluation cycle. The first plan was linked to the college's five broad core themes and

associated outcomes. The current strategic plan (2016-2018) narrows the focus to three more specific, integrated goals that will promote a more seamless strategic approach and that will guide college planning through the end of the current accreditation cycle.

The new [Facilities Master Plan](#) (2016) represents another important shift. The Facilities Master Plan strategically aligns with other planning processes and has created a new dialogue about how to enhance the student experience on campus. In accordance with that plan, the construction of the new Science Engineering and Technology building (scheduled to break ground in 2017-18) reflects a more effective sequencing of space utilization and access on campus.

In a functional shift intended to expedite working processes and further promote participatory governance, the college is moving its policies into an online, searchable database. Despite the occasional bottlenecks, work is progressing at a steady pace. Broader governance discussions are underway as the college completes its preparations for the seven-year, comprehensive visit. College members have already begun to examine the mission statement, core themes, and indicators. However, the college decided to wait until the end of this seven-year accreditation process to initiate changes. Maintaining the continuity of current indicator targets, data results, and analyses will enable the college to close the self-study assessment loop more effectively. Any modifications will be reflected in the next Year One Self-Evaluation Report.

Another new development is the college's first Bachelor's of Applied Science (BAS) degree, which will be implemented in Fall 2017. The NWCCU approved this substantive change in February 2017.

Other significant changes and highlights since the last Self Study report are discussed throughout this report and are published on the college's website on the following pages:

- [2011-12](#)
- [2012-13](#)
- [2013-14](#)
- [2014-15](#)
- [2015-16](#)

Response to topics previously requested by the Northwest Commission on Colleges and Universities (NWCCU)

After submitting the Year Three Report in January 2014, the college received an Action Letter from the NWCCU, dated July 30, 2014, indicating that “in regard to Recommendations 1, 2, and 3 of the Spring 2011 Year One Mission and Core Themes Peer-Evaluation Report, the Commission determined that its expectations have been met.” However, three new recommendations were made based upon the Spring 2014 Year Three Resources and Capacity Peer-Evaluation Report. These three new recommendations are listed below with the college responses.

2014 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 Trustees (Eligibility Requirement 19; Standard 2.F.7).”*

The July 30, 2014 NWCCU Action Letter says that “Recommendation 1 of the Spring 2014 Year Three Resources and Capacity Peer-Evaluation Report does not meet the Commission’s criteria for accreditation.”

As directed by three Commission Action Letters ([July 30, 2014](#), [July 15, 2015](#), [February 3, 2016](#)), the college addressed 2014 Recommendation 1 in the following four reports that were submitted to the NWCCU:

- [2016 Edmonds CC Special Report \(March 15, 2016\)](#)
- [2015 Edmonds CC Ad Hoc Report \(October 19, 2015\)](#)
- [2015 Edmonds CC Special Report Updating the Ad Hoc Report \(June 17, 2015\)](#)
- [2015 Edmonds CC Ad Hoc Report \(February 26, 2015\)](#)

In a [July 20, 2016 action letter](#), the NWCCU considered this recommendation resolved.

The college completed its second annual audit in September 2016. (See also Eligibility Requirement #19 and 2.F.7.)

Links to the audit reports and financial statements are below:

- [FY 2013-14 Audit Report](#) | [Annual Financial Report 2013-14](#)
- [FY 2014-15 Audit Report](#) | [Annual Financial Report 2014-15](#)

These [audited financial statement reports](#) are also online (along the left hand menu of the website).

2014 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 evaluators recommend 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. (Standards 2.A.12; 2.A.15; 2.B.4; 2.C.5).”*

As indicated in the July 30, 2014 NWCCU Action Letter, the Commission found that “Recommendation 2...of the Spring 2014 Year Three Resources and Capacity Peer-Evaluation Report [is an area] where Edmonds Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.”

To strengthen the areas identified in Recommendation 2, Edmonds CC has taken several actions to improve college systems for consistently informing part-time faculty about college processes and policies and integrating part-time faculty into academic processes, including the teaching and assessment of student learning outcomes. More specifically, the college has not only advanced engagement and faculty professional development efforts for part-time faculty members, but the college has also created and filled a new Associate Dean for Instruction position to work with part-time faculty members. Additionally, the college compensates part-time faculty for attending orientation sessions and on-campus professional development workshops.

Institutional Changes and Engagement Efforts

In an effort to improve employment security for part-time faculty and to further engage them in college processes, the new faculty Collective Bargaining Agreement ([CBA](#), section 2.4.f, pages 6-7) includes a provision for an ongoing “Senior Associate Faculty” status (at a minimum of 0.5 FTE, or as close as practical for benefits) for experienced part-time instructors. During Fall Quarter 2016, 19 associate faculty were awarded this status, which includes 33 special assignment hours each quarter for office hours and other student contact duties.

In addition, the same section of the new CBA changed the college’s terminology from “part-time” faculty to “associate” faculty. This change, made at the request of faculty members, is another step the college has taken to further value the work of associate faculty members. The college is still adjusting to this change, and during the transition, both terms are still in use.

The college’s new Faculty Senate provides additional support for part-time instructors. The Senate created the [Associate Faculty Committee](#) to help integrate part-time faculty members into participatory governance and decision-making processes and to provide a forum for part-time faculty members to voice concerns of non-contractual nature.

Additionally, for five of the last six years the college has converted at least two part-time faculty FTEF to tenure track, full-time faculty positions. The college has also made concerted efforts to increase its FT/PT ratio, which is measured as the ratio of state-funded full-time equivalency of faculty (FTEF). In 2011-12, the [FT/PT ratio](#) was 34% to 66%, and in 2014-15 the ratio was 38%

to 62%.

Faculty Professional Development Efforts

During the 2012-13 academic year, the college began to develop a formal faculty professional development (FPD) initiative. The FPD was officially launched in 2013-14 with the goal of planning an approach that would enhance the teaching and learning climate instead of focusing on once-a-quarter, in-service activities that not all instructors could attend. The FPD model offers another layer of community building that strengthens teaching and assessment and encourages faculty to collaborate, innovate, and adopt pedagogical practices that support student success and active learning.

In 2014-2015, the college gave a full-time and part-time instructor reassigned time to serve as Faculty Professional Development Co-coordinators, responsible for leading the FPD initiatives and efforts, including providing instructors with outreach, weekly updates, and other information about teaching and learning and FPD resources and opportunities.

Additionally, the FPD Co-coordinators have partnered with neighboring CTCs to develop and host a “best practices” training for new part-time (i.e., associate) faculty. This event occurs each quarter and involves FPD trainers from all of the partner colleges. The Vice Presidents for Human Resources and Instruction also attend. The FPD work was further institutionalized in the new faculty [CBA](#) (section 9.5.4, page 54), approved in Spring 2016. The agreement includes a provision for a FPD Committee on which at least two part-time/associate instructors serve. Its [2016 update](#) provides an overview of FPD accomplishments and plans.

In 2016, the college provided more support for faculty development and furthered the goal of shifting some part-time positions to full-time by hiring an associate instructor (formerly, one of the FPD Co-coordinators) to serve as the full-time eLearning Instructional Design and Technology Training Coordinator.

Associate Dean for Instruction Efforts

In 2014-15, the college created a new [Associate Dean for Instruction](#) position, whose job duties include the following:

- collaborating with faculty and deans to support and evaluate part-time instructors so as to ensure instructional quality and promote continuous improvement of educational programs
- consulting with the co-chairs of the FPD Committee to create and implement a comprehensive orientation program for new part-time instructors.

The Associate Dean for Instruction has contributed to or accomplished numerous goals in support of part-time/associated faculty.

Achievements in 2014-15:

- created a part-time faculty orientation
- observed and [evaluated](#) 30 part-time faculty and conducted follow up meetings with 27
- [surveyed](#) 20 of the participating instructors about the process.

Achievements in 2015-16:

- established twice monthly meetings with part-time faculty representatives from the Faculty Union and the Faculty Senate in order to foster communication with the Executive Vice President for Instruction
- conducted a SWOT analysis of each division's part-time-instructor hiring processes to assess current practices and make information more consistent, relevant, and accessible across all divisions
- added a description of the part-time faculty hiring [process](#) and a link to the [New Employee Orientation information](#) on the college's Human Resources website
- contributed to the [Faculty Development Resource Guide](#).

Achievements in 2016-2017:

- holding weekly office hours to support instructors
- serving as Team Lead, Outreach Coordinator, and Trainer for associate/part-time instructors who participate in Triton JumpStart New Student Orientation
- recruiting associate/part-time instructors to be trained as Focus Group Facilitators for Strategic Enrollment Management's Student Voices campaign (also identified an associate faculty project coordinator)
- holding guided (degree) pathways information sessions, expressly to address associate faculty questions and concerns.

2014 Recommendation 3. *"The evaluators recommend 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. (Standards 2.C.4, 2.C.10, 2.C.11)."*

The July 30, 2014 NWCCU Action Letter indicated that the Commission found that Recommendation 3 of the Spring 2014 Year Three Resources and Capacity Peer-Evaluation Report is an area where Edmonds Community College "is substantially in compliance with Commission criteria for accreditation, but in need of improvement."

To improve the areas identified in Recommendation 3, Edmonds CC has taken two specific actions:

1. clarified the relationships among the College-Wide Abilities (CWAs) and General Education Outcomes for all programs of study
2. used and aligned General Education, Distribution Requirements, and Program-level Learning Outcomes (PLOs) to increase the coherency of program design and course sequencing leading to synthesis of learning.

Clarifying Relationships Among CWAs and General Education Outcomes for All Programs of Study

The college had PLO assessment processes in place prior to the 2014 Year Three evaluation. However, during the 2014-15 academic year, Edmonds CC eliminated the CWAs as a separate outcome category and integrated the core CWA concepts into the existing General Education

requirements for Transfer and Applied (i.e., Professional-Technical) programs. This merger removed potentially confusing redundancies and a confusing third layer of outcomes (i.e., CWAs) because specific courses are designated to meet General Education Requirements and not the CWAs.

These revisions have accomplished the following:

- clarified the common learning areas across the Transfer and Applied (i.e., Professional-Technical) divisions
- facilitated cross-divisional program-level assessment
- strengthened the college's learning outcomes assessment model and more explicitly aligned the Course-level Learning Objectives (CLOs) with the Program-level Learning Outcomes for General Education requirements.

In addition, as a result of the integration described above and to standardize the format, all programs of study of 45 or more credits now follow a consistent curricular model and include common categories for the [General Education Learning Outcomes](#). (See also 2.C.9 and 2.C.10.)

Using and Aligning General Education, Distribution Requirements, and Program-level Learning Outcomes (PLOs) to Increase Coherency of Program Design and Course Sequencing

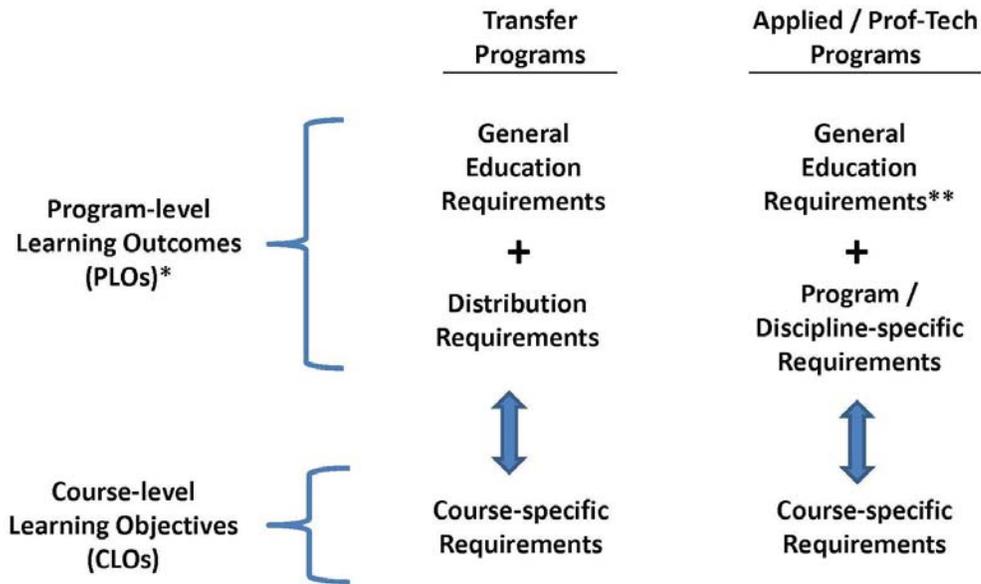
The college considers the General Education learning outcomes and the distribution requirement outcomes to be part of the identified [Program-level Learning Outcomes \(PLOs\)](#) that have been written by and are assessed by faculty members. Therefore, the PLOs correspond to various sections within a program of study, which include general education, distribution requirements, program requirements, and electives. These PLOs were initially developed over a two-year process (2010-2011 and 2011-2012). Faculty members examined all of the Course-level Learning Objectives (CLOs) for courses in each program section and abstracted higher-level learning outcomes (i.e., the PLOs) from those sets of CLOs. Through this process, the PLOs are inherently linked to the courses and their CLOs for each section.

These linkages are shown in the college's online catalog within each specific program of study. The structure of each program of study demonstrates to students and faculty members the coherency of the program's design and the course sequencing leading to synthesis of learning. Through Curriculog (the college's curriculum management software), faculty members reexamine their CLOs and PLOs each year to ensure that strong alignments exist for each program of study.

In addition, these clear alignments have also established a stronger basis for course selection and a stronger basis for assessment. The structure of the college's programs of study clarifies the common learning areas across all programs of 45 or more credits. That structure has facilitated cross-departmental, program-level assessments of the General Education, Distribution, and Program-specific requirement outcomes.

The relationship between CLOs and PLOs for Transfer and Applied programs of 45 or more credits is shown in the diagram below. (Note that Edmonds CC defines PLOs as including General Education, Distribution, and Program-specific requirements.)

Diagram of Edmonds CC's Student Learning Outcomes



*Edmonds CC defines programs as degrees and certificates. This diagram refers to programs of 45 or more credits.

**General Related Instruction as defined by the NWCCU (2.C.9) is included in the General Education Requirements of EdCC.

The college has compiled additional [historical and background information](#) about the CWAs, General Education, and PLOs. (See also 4.A.3 and 4.B.2.)

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Mission, Core Themes, and Expectations

Standard 1





“It’s not a matter
of saying,
‘I hope I get a
career.’
I’m going to
have a career.”

Success every step of the way

Kimberly Greene

GED®,
Associate of Technical Arts in Business Management,
Central Washington University-Lynnwood student,
All-Washington Academic Team

Kimberly began working toward her GED when she was pregnant with her son. She was excited to reconnect to education, and her instructors recognized her talents and encouraged her to excel academically. Kimberly’s son and providing for his future motivate her to continue her education and strive for a career in Business Management.

As a member of the 2017 All-Washington Academic Team, Kimberly was recognized for her scholastic achievements. The team showcases academic high achievers from Washington’s 34 community and technical colleges. Kimberly believes academic excellence is key to achieving her dream career and having the necessary skills for success. She is also a participant in the Edmonds CC 2017 Ethics Challenge, which allows her to hone her leadership skills and take on a new challenge.

Mission, Core Themes, and Expectations (Standard 1)

[Link to Glossary \(including acronyms and evidence links\)](#)

Executive Summary of Eligibility Requirements 1, 2, and 3

Eligibility Requirement 1: Operational Status - *The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.*

Edmonds CC was accredited by the Northwest Commission on Colleges and Universities in 1973 and has maintained its accreditation status ever since. Edmonds CC has been in operation since July 1, 1967, when it was created as part of District 5 with Everett Community College. On July 1, 1981, Edmonds CC separated from District 5 and became its own District 23. In 2015–2016, the college enrolled an average of 11,000 students per quarter. The first (and only) graduate of the first academic year (1967-1968) graduated in June of that year. During the most recent academic year (2015-2016), the college graduated over 2,000 students who were awarded degrees, certificates, high school diplomas, and GEDs.

Eligibility Requirement 2: Authority - *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Edmonds CC is authorized to operate and award degrees as a higher education institution by the Washington State legislature and the Washington State Board for Community and Technical Colleges.

Eligibility Requirement 3: Mission and Core Themes - *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

Edmonds CC's mission statement and core themes are clearly defined and have been adopted by the Board of Trustees. The mission and core themes embody the institution's purpose of serving students' educational needs. The college's principal programs lead to certificates and/or two-year associate degrees. All of the college's gross income is used to support its educational mission and goals.

The Edmonds CC Board of Trustees approved the college's current mission statement and core themes in June of 2012. Through its strategic planning process with defined indicators of achievement, the college ensures that its resources are devoted to fulfilling its mission and core themes.

Standard 1

1.A – Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

The college's mission statement is widely distributed and is published on the [website](#), [college catalog](#), on [posters](#) across campus, and in the [Institutional Performance Reports](#).

Edmonds CC's [Mission Statement](#) articulates the college's purpose as a higher education institution. The statement was developed with input from a broad-base of constituents, including employees, students, and community members. The Board of Trustees reviewed and approved the mission statement in June 2012, and per Board Policy [Mission Statement, Vision Statement, Core Themes, Strategic Objectives, and Values](#), the board will conduct an in-depth review of the mission statement at least once every seven years.

The mission statement drives planning efforts, which are aligned with the mission through five core themes. Each core theme has an objective, and each objective has multiple indicators of achievement. (See also 1.B.1 and 1.B.2.)

The college's planning activities promote the mission through the implementation of [Strategic Plans](#) and departmental/division-level [SIMPLE Plans](#). The Board of Trustees and employees had numerous opportunities to discuss the meaning of the mission during the development and implementation of the current mission statement. Convocation, Building Community Day events, and other presentations by the president or the Office of Planning, Research, and Assessment afforded opportunities to reaffirm the meaning of the mission statement. The president also has discussed the mission statement with the President's Advisory Committee and the Edmonds CC Foundation Board of Directors.

In addition, to further guide the college's work and interactions among employees and students, the BOT adopted these values:

- Collaboration and Communication
- Responsibility and Accountability
- Innovation and Creativity
- Diversity, Inclusion, and Respect

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Edmonds CC's mission consists of five essential elements, characterized in the core themes. Each core theme has an objective, and each objective has meaningful, assessable, and verifiable indicators of achievement, used to evaluate progress toward the objectives. Throughout the year, indicator data, outcomes, activities, and accomplishments within the five core theme areas are tracked, summarized, and reported to the campus and the Board of

Trustees. These reports include both qualitative information, as noted in the response to Standard 5, and quantitative information, as noted in 1.B.2 below. (See also 1.B.1.)

Each of the college's 16 indicators is evaluated as being met or not met, as communicated by this color code: 1) **Green**--meets indicator at medium/high level, 2) **Yellow**--meets indicator at low/minimal level, and 3) **Red**--does not meet indicator. BOT [Resolution No. 13-9-2](#) (approved in 2013) and the board's [Monitoring and Planning Policy](#) establish the mission fulfillment threshold as no more than two indicators being at the red level. The college identified this threshold after reviewing multiple years of data for all 16 indicators. (See also 1.B.2.)

1.B – Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Edmonds CC's five core themes individually manifest the essential elements of the mission and are defined by the [Mission Statement, Vision Statement, Core Themes, Strategic Objectives, and Values](#) Board Policy. The core themes are directly aligned with the college mission and were developed with broad-based campus and community input.

College Mission: Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

College Core Themes

- Strengthen Our Diverse Community
- Provide Educational Opportunities
- Help Students Access Career Opportunities
- Support Student Success
- Encourage Innovation, Service and Lifelong Learning

The core themes capture the intent of the college's mission statement and provide the framework for the college's strategic and SIMPLE Plans.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the Objectives of its core themes.

Edmonds CC's mission consists of five essential elements as characterized in the core themes. Each core theme has an objective (as defined by the Board Policy on the [Mission Statement, Vision Statement, Core Themes, Strategic Objectives, and Values](#)), and each objective has meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of each objective of its respective core theme. The college has a total of 16 Indicators of Achievement, and acceptable thresholds for each were developed after looking at multiple years of college data. Since these thresholds are minimal levels of acceptable performance, the college is above some of the targets.

Each indicator of achievement has a 3-level Likert Scale-like threshold band, as listed below:

- **Green Light**-> Demonstrates Outcome/Meets Indicator at Medium/High Level (e.g., High Passing Level).
- **Yellow Light** -> Demonstrates Outcome/Meets Indicator at Low/Minimal Level (e.g., Passing Level).
- **Red Light** -> Does Not Demonstrate Outcome/Meet Indicator (e.g., Below Passing Level).

Before the current set of 16 Indicators was created, the college annually tracked 21 Key Performance Indicators (KPIs) that had been originally developed in 2005-2006. In response to a recommendation from the 2011 Year One Report evaluation team, these original KPIs were revisited to determine which existing measures supported the revised mission statement, core themes, and objectives. As a result of this work, several of the former set of Indicators were altered or eliminated.

Rationale for the Selection of the Respective Indicators of Achievement, including why the Indicators are Assessable and Meaningful Measures of Achievement of the Associated Core Theme Objectives

In developing the indicators of achievement, the college took several steps, including the following:

- collection of input and feedback from constituents
- examination of historical trends
- completion of an environmental scan and SWOT analysis
- review of higher education resources, such as *Core Indicators of Effectiveness for Community Colleges, 3rd Edition* and *From Strategy to Change: Implementing the Plan in Higher Education*
- dialogue with other institutions about indicators that they have considered.

These resources provided insight into appropriate indicators of achievement for each core theme objective and helped the college intentionally select a balanced mix.

Breakdown of Measures:
Local Comparisons: 6
State/Regional Comparisons: 6
National Comparisons: 4
Total: 16

The following pages provide greater detail about the relationships among the core themes, objectives, and indicators of achievement. In addition, this document’s Addendum summarizes the current and historical performance for each indicator.

Core Theme 1: Strengthen Our Diverse Community

Core Theme 1	Objective	Indicators of Achievement			
<p>Strengthen Our Diverse Community</p>	<p>Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.</p>	<table border="1"> <tr> <td data-bbox="938 380 1414 478">1.1 Promoting Diversity Awareness</td> </tr> <tr> <td data-bbox="938 478 1414 548">1.2 Students of Color Persistence</td> </tr> <tr> <td data-bbox="938 548 1414 617">1.3 Serving the Community</td> </tr> </table>	1.1 Promoting Diversity Awareness	1.2 Students of Color Persistence	1.3 Serving the Community
1.1 Promoting Diversity Awareness					
1.2 Students of Color Persistence					
1.3 Serving the Community					

INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

Measurement: As measured by Community College Survey of Student Engagement (CCSSE), the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer “Quite A Bit” or “Very Much” to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"

Rationale: Diversity is fundamental to our college and community. The college has a history of promoting cultural diversity and awareness through its various programs and services. Students need to be aware of different cultures and viewpoints in order to integrate in today's global workplace.

Benchmark Type: National comparison

Threshold Levels: yellow: 45%-49% and/or -5% to 0% point difference; green: 50%+ and/or 0%+ point difference

INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

Measurement: The fall to fall persistence rate of new students of color will be at least 33%.

Rationale: The college would like new students from various ethnic groups to persist at comparable rates from one year to the next. This will ensure that the college maintains a diverse student composition.

Benchmark Type: Local comparison

Threshold Levels: yellow: 33%-38%; green: 39%+ (which is the 5-year average for white students)

INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

Measurement: At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.

Rationale: As one of 34 community and technical colleges in the state, the college has a specific service district and must ensure that it is adequately serving students within that district.

Benchmark Type: Local comparison

Threshold Levels: yellow: 75%-79%; green: 80%+

Core Theme 2: Provide Educational Opportunities

Core Theme 2	Objective	Indicators of Achievement			
Provide Educational Opportunities	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.	<table border="1"> <tr> <td>2.1 Access for Students</td> </tr> <tr> <td>2.2 Student Perception of Quality</td> </tr> <tr> <td>2.3 Support for Students Receiving Financial Assistance</td> </tr> </table>	2.1 Access for Students	2.2 Student Perception of Quality	2.3 Support for Students Receiving Financial Assistance
2.1 Access for Students					
2.2 Student Perception of Quality					
2.3 Support for Students Receiving Financial Assistance					

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

Measurement: The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state [peer* institutions](#).

Rationale: The college needs to ensure a balance of educational offerings. The existence of Full Time Equivalent Students (FTES) enrollments in each area indicates the extent to which the college is providing access for various student needs. Comparing the college's FTES to those of in-state peer* institutions allows the college to monitor its offerings with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to -3% point difference and/or 3% to 5% point difference; green: -2% to 2% point difference

INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

Measurement: As measured by the CCSSE, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"

Rationale: The college offers programs and services to help students achieve their goals. This question is a reflection of how well the college's efforts match with student goals.

Benchmark Type: National comparison

Threshold Levels: yellow: 80%-84% and/or -5% to 0% point difference; green: 85%+ and/or 0%+ point difference.

INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

Measurement: Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).

Rationale: The college believes that it must help provide access for students who require financial assistance and work to retain those students. The college offers access to programs and services that enable students who receive financial assistance to maintain access to educational opportunities.

Benchmark Type: Local comparison

Threshold Levels: yellow: 65%-69%; green: 70%+

Core Theme 3: Help Students Access Career Opportunities

Core Theme 3	Objective	Indicators of Achievement		
<p>Help Students Access Career Opportunities</p>	<p>Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.</p>	<table border="1"> <tr> <td data-bbox="1036 380 1409 478">3.1 Satisfaction with Career Counseling</td> </tr> <tr> <td data-bbox="1036 478 1409 548">3.2 Employment Rates</td> </tr> </table>	3.1 Satisfaction with Career Counseling	3.2 Employment Rates
3.1 Satisfaction with Career Counseling				
3.2 Employment Rates				

INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

Measurement: As measured by the CCSSE, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and will have at least 70% of valid respondents answer “Somewhat” or “Very” to this question: "How satisfied are you with the following service at this college - Career Counseling?"

Rationale: The Revised Code of Washington requires the college to "provide for ... occupational education and technical training in order to prepare students for careers in a competitive workforce." The college offers programs and services to assist students in transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.

Benchmark Type: National comparison

Threshold Levels: yellow: 70%-74% and/or -5% to 0% point difference; green: 75%+ and/or 0%+ point difference

INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

Measurement: Students completing or leaving professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.

Rationale: Student employment levels are an indication of how well the college is preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference

Core Theme 4: Support Student Success

Core Theme 4	Objective	Indicators of Achievement
Support Student Success	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.	4.1 Student Progression
		4.2 Student Retention
		4.3 Student Graduation Rate
		4.4 Student Transfer-Out Rate
		4.5 Supportive Learning Environments

INDICATOR OF ACHIEVEMENT 4.1: Student Progression

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI), the ratio of the college's points per student for the Basic Skills first-year measure will be at or above the average points per student for in-state peer* institutions.

Rationale: The college offers programs and services that help pre-college level students progress to college-level studies. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: 0.00 to 0.25 difference; green: 0.26+ difference

INDICATOR OF ACHIEVEMENT 4.2: Student Retention

Measurement: The ratio 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 75%.

Rationale: Student retention from the beginning to end of a quarter is a fundamental measure of student success; however, retention by itself is not an adequate measure because students often must earn a grade of 2.0 or higher to proceed to subsequent courses.

Benchmark Type: Local comparison

Threshold Levels: yellow: 75%-79%; green: 80%+

INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate

Measurement: The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* institutions.

Rationale: The IPEDS Graduation Rate is for first-time, full-time degree-seeking students. Comparisons with in-state peer* institutions allow the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference

INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-Out Rate

Measurement: The college's reported IPEDS transfer-out rate will not be lower than 5 percentage points of the average rate for in-state peer* institutions.

Rationale: 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. Comparisons with in-state peer* institutions allow the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference

INDICATOR OF ACHIEVEMENT 4.5: Supportive Learning Environments

Measurement: As measured by the CCSSE, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and will have at least 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"

Rationale: The college offers programs and services designed to help students succeed. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.

Benchmark Type: National comparison

Threshold Levels: yellow: 70%-74% and/or -5% to 0% point difference; green: 75%+ and/or 0%+ point difference

Core Theme 5: Encourage innovation, Service, and Lifelong Learning

Core Theme 5	Objective	Indicators of Achievement			
Encourage Innovation, Service and Lifelong Learning	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	<table border="1"> <tr> <td data-bbox="1023 380 1421 443">5.1 Commitment to Service</td> </tr> <tr> <td data-bbox="1023 443 1421 548">5.2 Funding for Initiatives, Programs, and Services</td> </tr> <tr> <td data-bbox="1023 548 1421 611">5.3 Lifelong learning</td> </tr> </table>	5.1 Commitment to Service	5.2 Funding for Initiatives, Programs, and Services	5.3 Lifelong learning
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5.2 Funding for Initiatives, Programs, and Services					
5.3 Lifelong learning					

INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

Measurement: The college will perform no fewer than 5,000 hours of community service per academic year as measured by the college's Center for Service-Learning (CSL).

Rationale: The college offers students community service opportunities. This measure directly addresses the Core Theme in that it shows a level of service to the community.

Benchmark Type: Local Comparison

Threshold Levels: yellow: 5,000-7,499 hours; green: 7,500+ hours

INDICATOR OF ACHIEVEMENT 5.2: Funding for Initiatives, Programs, and Services

Measurement: The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the SBCTC's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* institutions.

Rationale: The college measures its grants and contracts funding as an indicator of its innovative nature. Much of the college's funding comes from grants and contracts, and this reflects the college's entrepreneurialism.

Benchmark Type: State/Regional Comparison

Threshold Levels: yellow: 0% to 5% point difference; green: 5%+ point difference

INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

Measurement: The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.

Rationale: The college offers a mix of for-credit and noncredit lifelong learning offerings, and the number of students taking these offerings epitomizes the value of lifelong learning that the

college strives to instill in its students.

Benchmark Type: Local Comparison

Threshold Levels: yellow: 3,000-3,999 students; green: 4,000 students

* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

See the Addendum for more information about the indicators of achievement.

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Resources and Capacity Standard 2





“It is important, not only as a student, but also to becoming a more well-rounded human being, to get involved, not just in your academics, but also in your college community.”

Agent of change on campus, in the community

Lia Andrews

EdCAP,
Green Team,
Associated Students of Edmonds CC,
Student Trustee, Edmonds CC Board of Trustees,
Pursuing an Associate in Arts degree

For Lia, being involved in the campus community is as important as her GPA. As a student trustee, she provides a voice for students and advocates for their rights, while educating others about environmental sustainability as a Green Team member. She has impressed those around her, from classmates and faculty to community members, with her ability to see “the big picture” and build relationships across campus and in the greater community.

As an Edmonds CC student, Lia had the opportunity to participate in an undergraduate research project that was a collaboration between the Snoqualmie Tribe of Indians and the college’s Learn and Serve Environmental Anthropology Field (LEAF) School. The tribe would like to build a cultural center, and Lia and her team conducted plant and wildlife monitoring so the tribe could adhere to its desire to develop the land conscientiously.

Lia devoted many hours to the project and presented her findings at a national conference for community college undergraduate research. Through her work, she discovered a passion for environmental science and plans to transfer to the University of Washington and pursue a bachelor’s in Environmental Science and Resource Management.

Resources and Capacity (Standard 2)

[Link to Glossary \(including acronyms and evidence links\)](#)

Executive Summary of Eligibility Requirements 4 through 21

NOTE: Eligibility Requirements 1-3 are located in the response to Standard 1

Eligibility Requirement 4. Operational Focus & Independence - The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

In accordance with Edmonds CC's mission, the college "helps students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning." All of the college's 61 associate degrees and 63 professional-technical certificates in 27 programs of study are aligned with the college's mission.

The college functions independently of any other organization and is governed by a six-member Board of Trustees.

Eligibility Requirement 5. Non-Discrimination - The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Through Board Policy B 1.1's articulation of the college's [Mission Statement, Core Themes, Vision, Strategic Objectives, and Values](#), Edmonds CC assures its students and employees that it holds to a strict standard of non-discrimination. Edmonds CC's anti-discrimination and anti-harassment standards are also interjected throughout other policies, including the Civility and Student Conduct Codes; college policy C 6.3.105 R101, [Non-discrimination and Accommodation Regulations for Disabled Employees and Job Applicants](#); college policy C 6.3.10, [Affirmative Action and Equal Employment Opportunity](#); college policy C 6.5.500, [Workplace Violence](#); and college policy C 6.3.106, [Sexual Harassment](#).

Eligibility Requirement 6. Institutional Integrity - The institution establishes and adheres to ethical standards in all of its operations and relationships.

Edmonds CC has established policies and procedures, ensuring that it operates in an ethical manner that respects individuals and responds to the educational needs of its constituencies. Ethical standards and guidelines for trustees and all college employees are set forth in Board Policy B 3.6, [Board Members Code of Ethics](#); college policy C 6.3.104, [Conflict of Interest](#), and college procedure C 6.3.104 R101, [Ethical conduct](#). All Edmonds CC employees are required to complete regular compliance training that consists of five courses related to the topics of State

Ethics, Diversity Basics, Sexual Harassment Prevention, Family Educational Rights and Privacy Act (FERPA), and the Workplace Civility and Respect Policy. All five courses are web-based and available on the Organizational Development and Employee Training [website](#). All employees are expected to know and uphold the standards covered in each course.

Additionally, WAC 132Y-125, [Student Code of Conduct](#) and college policy C 5.1.500, [Student Discipline](#) address expectations for student conduct.

Eligibility Requirement 7. Governing Board - The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Edmonds CC's Board of Trustees consists of six members. Five are appointed by the governor to five-year terms, and one [student representative](#) is appointed by the governor to a one-year term. None of the voting board members have contractual, employment, or personal financial interests in the college. All of the board members reside in the district and represent the interests of the community. The board sets policy for the operation of the institution. The student trustee participates in all board responsibilities except for personnel and labor-related issues (e.g., granting of tenure, approval of labor contracts, etc.).

Eligibility Requirement 8. Chief Executive Officer - The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The Board of Trustees appoints Edmonds CC's president, whose full-time responsibility is to the college. Each year the board elects a chair and vice chair from its membership. The president serves as the BOT's secretary.

Eligibility Requirement 9. Administration - In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Edmonds CC provides administrative and support services to put its mission into action and achieve its core themes. The [President's Cabinet](#) is the president's executive policy group for campus operations. It is made up of one executive vice president, five vice presidents, and two associate vice presidents. These senior administrators hold appropriate degrees at the master's level or higher and have extensive experience in their respective areas. Most also have many years of experience working in higher education.

Through President's Cabinet, the strategic councils, and other leadership groups (such as the Faculty Senate, Instructional Leadership, and the Student Services Leadership Team), the college ensures open and collaborative communication and teamwork in support of mission fulfillment.

Eligibility Requirement 10. Faculty - Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

All Edmonds CC faculty are professionally qualified to provide the educational opportunities called for in the college's mission. Faculty are evaluated following a formal contractually defined process. (See Faculty [CBA](#), section 2.8, page 10.)

The college has made concerted efforts to increase its FT/PT ratio, which is measured as the ratio of state-funded full-time equivalency of faculty (FTEF). In 2011-12, the FT/PT ratio was 34% to 66%, and in 2014-15 the ratio was [38% to 62%](#).

For five of the last six years, the college has also converted at least two part-time faculty FTEF to tenure track, full-time faculty positions. See also [full-time faculty position requests](#).

Eligibility Requirement 11. Educational Program - The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The college's catalog provides detailed information about all of the educational programs that the college offers. These details include the degree and certificate information, the expected student learning outcomes, required content, and grade attainment levels that students must earn in order to receive the degree or certificate.

Eligibility Requirement 12. General Education & Related Program - The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

At Edmonds CC, all degrees and Professional-Technical certificates involving 45 or more credits have a [general education](#) component with identified outcomes. In addition, Professional-Technical programs meet the general education and related instruction standard of the Northwest Commission on Colleges and Universities for communication, computation and quantitative skills, and human relations. Transfer degrees all comply with the State Board for Community and Technical Colleges' guidelines and other official bodies that define and adopt policies for transfer, including the general education component of each degree. These bodies include the Intercollege Relations Commission, the Joint Transfer Council, and the Articulation

and Transfer Council.

Eligibility Requirement 13. *Library & Information Resources - Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

Edmonds CC's library provides resources, instruction, and reference assistance for students and faculty in all of the college's programs, including online components. In anticipation of offering a Bachelor of Applied Science degree, the college is increasing library resources for Early Childhood Education and Social and Human Services students and will likely add staffing when the BAS degree is implemented, expected in late 2017.

Eligibility Requirement 14. *Physical & Technological Infrastructure - The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

Edmonds CC provides and maintains a physical and technological infrastructure that supports institutional functions and allows the college to achieve its mission and core themes.

The Facilities Operations and Capital Projects Department manages, maintains, and operates the college's facilities, infrastructure, grounds, and physical development. The department provides active and responsive planning for a secure physical campus infrastructure in support of the college's mission.

The [Information Technology and eLearning \(IT&e\) Department](#) provides services and resources to help the faculty, students, and staff use technologies effectively in order to achieve excellence in teaching, learning, student support, and administrative functions. In order to accomplish this, the IT&e Department is organized around student support, instructional support, administrative support, and infrastructure. IT&e anticipates and provides solutions to ever-changing customer needs by engaging and consulting with customers in the development of new approaches.

Eligibility Requirement 15. *Academic Freedom - The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

Edmonds CC supports and maintains academic freedom and independence for faculty and students. Faculty are assured of their academic freedom as outlined in sections 3.1.1. and 3.1.2 (page 15) of the Faculty [CBA](#), which states, in part, "A major purpose of community college education is to share with students the scholarly, imaginative, and scientific efforts that have been made toward understanding our human condition and our world. Informed and critical students will be more able to act responsibly as citizens, to make choices in their own lives, and to attempt solutions for problems of the future... The purpose of academic freedom is to ensure this intellectual development of students."

The board's [Academic Freedom policy](#) reinforces the college's commitment to protecting academic freedom.

Students' rights related to intellectual freedom and independence are outlined in Section IV of the Student Handbook, as well as in the college's catalog, under the [Student Civility Code](#) (adopted by the Associated Students of Edmonds CC in February 2011), and under Student Rights, Freedoms and Responsibilities IV: Protection of Freedom of Expression and Inquiry: "An atmosphere of learning and self-development is created by appropriate conditions in the college community. The rights and freedoms in this document are critical ingredients in the free, creative, and spirited educational environment to which the students, faculty, and staff of Edmonds Community College are committed."

Eligibility Requirement 16. Admissions - *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Edmonds CC's [admissions policy](#), published in the annual catalog and in the new [online policy catalog](#), specifies the characteristics and qualifications for general and special admissions (e.g., for underage students). The Vice President for Student Services and the Dean for Student Success/Enrollment and Entry Services are tasked with implementing and enforcing this policy, and all employees are expected to adhere to its procedures and practices.

Eligibility Requirement 17. Public Information - *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The Edmonds CC [catalog](#) is published in Acalog, software that hosts the college's online catalog, in order to keep current all information, including the [mission statement and core themes](#); [admission requirement and procedures](#); [grading policy](#); [information on academic programs and courses](#); [names, titles, and academic credentials of administrators and faculty](#); [rules and regulations for student conduct](#); [rights and responsibilities of students](#); [tuition, fees](#), and other program costs; [refund policies and procedures](#); opportunities and requirements for [financial aid](#); and the [academic calendar](#).

Eligibility Requirement 18. Financial Resources - *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

Edmonds CC depends on tuition and state allocations for its funding base, but it supplements its financial resources with shared funds from International Education and from federal and state grants and contracts in order to support its mission and goals. The college operates with a [balanced operating budget](#) and a manageable level of debt.

Eligibility Requirement 19. Financial Accountability - For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Edmonds CC's financial records meet the accounting and auditing requirements of the Office of Financial Management (per its Generally Accepted Accounting Principles), the State Auditor's Office (SAO), the SBCTC, and other federal, state, and local agencies.

Beginning with the 2013-14 fiscal year Annual Financial Report, and in response to an updated interpretation of NWCCU's requirements for audited financial statements, Edmonds CC produced its annual financial report in Governmental Accounting Standards Board (GASB) format and contracted with the SAO to perform an independent audit of the report. In previous years, all college financial reports were reviewed at the system level through the SBCTC.

Per Article III, Section 20 of the state Constitution, the state Auditor has sole authority for performing audits of state agencies, institutions, and all municipalities. (See also RCW 43.09 [RCW Dispositions](#).) The SAO conducts financial statement audits, using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's Government Auditing Standards (the "Yellow Book").

Results of the SAO's independent audits of financial statements are reviewed with the Board of Trustees at the next scheduled board meeting. After review, the board votes to approve the financial statement, audit results, and any resulting corrective action steps, developed by the administration in response to the audit, its findings, or management letters.

As required by auditing standards, the auditors presented their report on the 2013-14 financial statements to college management and two board members during a June 15, 2015 audit exit conference. In addition, during the August 13, 2015 Board of Trustees' Annual Summer Study Session and Special Meeting, the board reviewed and approved the FY 2013-14 audited financial statement report via Board Resolution 15-8-2. There were no material findings.

The college completed its second annual [audit by the SAO](#) (of the 2014-15 financial statements) in September 2016. (See also 2.F.7 and the response to 2014 Recommendation #1.)

Each year, the SBCTC analyzes the college's fiscal health. In addition, state and federal granting agencies periodically audit the college's financial and personnel systems that affect the scope and reporting of grants associated with their agency.

The BOT, president, and vice presidents review all college-specific audit results and any findings and management-letter recommendations. If additional details are needed, see also these documents:

- [FY 2013-14 Audit Report](#) | [Annual Financial Report 2013-14](#)
- [FY 2014-15 Audit Report](#) | [Annual Financial Report 2014-15](#)

These [audited financial statement reports](#) are also online (along the left hand menu of the website).

Eligibility Requirement 20. *Disclosure - The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

Edmonds CC understands the NWCCU's disclosure policies and agrees to provide any information the Commission may require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21. *Relationship with the Accreditation Commission - The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information*

By membership and through all subsequent reports required by the Commission, Edmonds CC accepts and agrees to comply with the NWCCU's current (or subsequently modified) standards and related policies. In addition, the college agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2

[Link to Glossary \(including acronyms and evidence links\)](#)

Introduction to 2

Edmonds CC has effectively fulfilled its mission, accomplished its core theme objectives, and achieved the intended outcomes of its programs and services through the effective management of its resources and capacities. During the economic crisis of 2008, many of Washington State's CTCs struggled with financial challenges, which included reductions-in-force, closure of instructional-related programs, and unit reorganizations (because of limited staffing). During this same period, Edmonds CC remained fiscally strong by implementing well-thought-out strategies, e.g., carefully using local revenues (which now exceed state support); planning for economic, enrollment, and funding fluctuations; and consolidating some positions and units. As a result, the college has been able to continually plan for (both operationally and strategically) and promote optimal use of resources and ongoing improvements.

Since the mid-1990s, all Edmonds CC units have followed systematic processes for identifying priorities, reporting accomplishments, and requesting resources. Per NWCCU's 2008 Recommendation 1 (requiring a stronger integration of planning, evaluation, and resource allocation), the college developed and piloted the SIMPLE Plan--Strategic Informed Measurable Process Leading to Effectiveness--in 2010. Through its lens, campus units examine their human, financial, physical, and technological resources with respect to the college's mission, core themes, and strategic directions. The SIMPLE Plan also facilitates data access and analysis; emphasizes evidence-based planning and decision making; and encourages alignments among unit and institutional planning and evaluation cycles.

The operational (i.e., SIMPLE Plan) and strategic councils' planning processes are designed to demonstrate continuous improvement by developing goals and assessing performance. The Resources and Capacity (RAC) Council analyzes the merits of each resource request to ensure the strategic use of limited resources. Such planning requires ongoing goal setting, analysis, and evaluation.

Per NWCCU's 2014 Recommendation 1 (requiring financial audits), the college now completes external, annual financial audits, and the last two audits (for FY 2013-14 and FY 2014-15) had no material findings (i.e., they were clean audits).

As part of its efforts to provide a high quality educational experience and return on investment, the college commissioned the Economic Modeling Specialists, Inc. to conduct an economic survey of Edmonds CC's service area and Snohomish County residents in October, 2016. According to that study, the average annual rate of return on investment in education at Edmonds CC is 13.7% for students and 14.5% for taxpayers. This is a solid investment that compares favorably with other long-term investments in both the private sector (9.1% annual return) and public sector (7.2% annual return). Compared with high school graduates, Associate Degree graduates earn \$9,600 more per year on average over the course of a working lifetime.

A community college degree recipient will earn an additional \$192,000 over a twenty-year work life and an additional \$288,000 over a thirty-year work life. The same study also reports that the Snohomish County economy annually gains about \$68.5 million in income because of Edmonds CC's operations. Students, the community, and the state benefit from the educational opportunities offered at Edmonds CC.

Through its governance and decision-making structures, external audits, and independent verification of its contributions to the local community, the college affirms that it has policies and procedures that promote effective institutional management and operations.

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Governance

Standard 2.A





2.A – Governance

[Link to Glossary \(including acronyms and evidence links\)](#)

Edmonds CC's governance model and processes shape and inform the college's plans, policies, and resource allocations. Through its planning processes, the college's governance structure pulls together campus input, priorities, and resources and maps them to the college's mission and mission fulfillment criteria. In particular, the college's governance structure provides a framework for the implementation of operational-level planning and strategic planning, which flow across divisions and committees and include broad-based strategic councils.

These groups create and discuss plans and resource proposals, which are linked to the core themes via the SIMPLE Plan and Program Review questions. Resource proposals are recommended to President's Cabinet and the Combined Strategic Council for approval and to RAC for funding. Approved proposals are implemented through the college's lines-of-authority structures, as reflected in the college's organizational charts.

In addition to implementing (and improving) planning and decision-making processes, the college also adheres to principles that promote transparent administrative oversight, regulatory compliance, ethical employee conduct, and the protection of campus and community members' rights.

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

External College Governance: As with the state's other 33 CTCs, Edmonds CC was [established by the legislature](#) and is [supervised by the State Board for Community and Technical Colleges](#). Other Revised Codes of Washington (RCWs) and Washington Administrative Codes (WACs) identify the laws and regulations that apply to the college.

Internal College Governance: Edmonds CC has highly effective, yet evolving, governance structures (based on lines of authority and councils/committees) that clearly define governance relationships in matters of policy and administration.

- **Lines of Authority:** The Edmonds CC-specific [WACs](#) and the college's policies (such as the [Board of Trustees Bylaws](#) and Board [General Executive Expectations](#)) determine the college's governance rules. They are implicit in the college's [organizational chart](#) (which depicts lines of authority and job titles) and in the relationships among the Board of Trustees, administration, faculty, and staff. Relevant documents include BOT policies; the presidential contract; faculty and classified staff collective bargaining agreements; the administrative exempt policies; and the [Associated Students of Edmonds CC's Constitution and Bylaws](#). These documents define the employees' and campus units' authority, responsibilities, and operating procedures as well as the relationships among the SBCTC, Edmonds CC's BOT, the college's president, and the college's constituencies.

- **Councils and Committees**, such as the [strategic councils](#) (established in Fall 2013) and the Faculty Senate (established in Spring 2015) support and enhance constituent-based participation.
 - Each strategic council (co-chaired by one VP and one non-VP member) provides opportunities for engagement for all campus groups--faculty, staff, administrators, and students. The councils make recommendations to the President's Cabinet (the president and the eight vice presidents who report directly to her). President's Cabinet either makes final decisions or presents recommendations, as appropriate, to the BOT.
 - RAC coordinates the process, timeline, and final allocation of non-operating budget resources.
 - Faculty Senate was created to help all faculty more fully participate in the governance of the college. President's Cabinet meets with the Faculty Senate's executive board at least once a quarter.

Discussions about participatory governance are ongoing. Although the current governance structure offers several avenues and opportunities for employees to participate in planning and decision-making, the college began a review of the committee and council aspects of governance during the 2015-16 academic year. This review initiated discussions about the Faculty Senate's role in the existing structure. The review also addressed the college's last climate survey (from Spring 2013), in which 55% of respondents indicated that they knew their liaisons or representatives on college committees. 68% of faculty respondents agreed that "Employee input is valued and utilized in decision making."

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Edmonds CC is not part of a multi-unit governance system, but it is part of a state system (the State Board for Community and Technical Colleges) and adheres to the [Revised Code of Washington \(RCW\) chapter regarding Community and Technical Colleges](#).

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

Edmonds CC continually and consistently monitors its compliance with NWCCU's standards. The Accreditation Liaison Officer, president, faculty, and staff (with accreditation-related leadership roles) attend annual NWCCU meetings and trainings. After these sessions, the administration shares the relevant information and updates with President's Cabinet and the Board of Trustees. For the college community, the administration also emphasizes the importance of the accreditation process and standards during management group meetings, strategic council meetings, and college-wide events (e.g., during the Fall Kick-Off Convocations in [2013](#) and [2016](#) and during spring Building Community Days in [2013](#) and [2016](#)).

The SBCTC's government relations staff provides the college with accreditation-related information and as-needed support. The Associate Vice President for Human Resources is responsible for ensuring that the collective bargaining agreements for faculty and staff comply

with accreditation standards as well as federal and state regulations. President's Cabinet members are responsible for ensuring that policies and procedures in their administrative units comply with Commission standards and other external mandates.

The college has posted all of its past and current accreditation reports, evaluation visit results, and action letters from the Commission on an [internal accreditation website](#).

2.A.4 *The institution has a functioning governing board - consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution.*

The current [Board of Trustees](#) consists of six voting members, all governor-appointed. All are active in the community. No board member has a contractual, employment, or financial interest in the institution. Board members have a [job description](#), and the board has a [governance philosophy](#).

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The Board [Philosophy of Governance Policy](#) ensures that decisions are made by a majority vote and a quorum of at least 3 trustees present. (See also 2.A.1.)

2.A.6 *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

Annual self-assessments emphasize that the BOT is fully aware of its legislatively defined responsibilities and is fully compliant with board-related Washington State laws and SBCTC regulations.

The BOT establishes, approves, and provides oversight for institutional and board-related policies. Additionally, the board reviews and updates its policies, as needed, but at least once every three years. At its monthly 2009-2010 meetings, the BOT reviewed each section of its policies and considered revisions. During the August 2013 Board Retreat, the board members agreed to review all policies on an annual basis, but in 2016, [amended the policy review schedule](#).

2.A.7 *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

Two Board policies, [General Executive Expectations](#) and [Authority and Expectations of the President](#), delineate the president's responsibilities and authority to implement and administer board-approved policies, related to institutional operations. The president is required to comply with state laws and BOT policies and is authorized to act on behalf of the board in any and all matters, concerning the college's administrative functions and roles, including serving as the appointing authority for all faculty, classified, and exempt employees.

Per the [Performance Appraisal and Compensation of the President](#), the BOT (except for the Student Trustee) formally evaluates the president's performance. The board members and the president complete a survey about assessment data and mutually agreed-upon outcomes and performance goals for organizational accomplishments, organizational operations, and contractually defined presidential duties. At the end of the evaluation cycle, the board formally votes on the president's evaluation.

2.A.8 *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The BOT's [Philosophy of Governance](#) policy mandates an annual review of the board's performance and strategic directions. In that review, BOT members complete and later discuss both [individual and group assessments](#).

Those evaluative processes and findings are used to improve the BOT's effectiveness and efficiency in various ways. For example, experienced BOT members now mentor new trustees, and since August 2012, board members have been using a matrix to track their connections with and advocacy roles in the community. (Trustees agree to attend a certain number of community events or to meet with legislators.)

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The president's contract and the Board's Policies for [General Executive Expectations, Authority and Expectations of the President](#), and [Performance Appraisal and Compensation of the President](#) ensure that the president takes a leadership role in managing the institution.

The [President's Cabinet](#), the executive policy group for campus operations, consists of one executive vice president, five vice presidents, and two associate vice presidents. Recognized for their expertise in their fields and in operational areas, the senior administrators have appropriate graduate degrees (or the equivalent) and broad experience in the public and private sectors. Each President's Cabinet member is responsible for managing specific divisions (as shown in the college's [organizational chart](#)) and for serving on state, regional, or national committees and boards.

President's Cabinet members serve on strategic councils, vet SIMPLE Plans in their divisions (in order to help prioritize plans and resource allocations for the college), and contribute to and approve the college's annual Institutional Performance Report.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

The [current president](#) is appropriately qualified and has served the college full-time since January 2011. She participates in business, community, youth, education, and legislative programs to engage the community in the college and vice versa. Edmonds CC's president does not serve as the chair of the college's governing board. (See also 2.A.7.)

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.*

Edmonds CC employs a sufficient number of administrators to effectively manage the college and serve its students. The college’s [staff-to-student ratios](#) (for the last five years) have remained between 17.0 to 20.0 students per employee. Also, even though many Washington CTCs lost positions because of statewide budget cuts during the recession, Edmonds CC’s [staffing levels](#) for each job type have continued to reflect the state system’s staff allocation recommendations.

However, the campus experienced a large turnover of administrators from 2010-2015. Several long-term employees retired after the recession ended, and other employees moved into higher-level positions at other colleges. As a result, a significant number of current directors, deans, and President’s Cabinet members have been at the college for under four years. The college has taken a number of steps to ensure institutional stability and effective leadership during periods of administrative transition. For example, President’s Cabinet members and other administrators participate in new employee orientation sessions. To further promote networking and onboarding processes, the president holds regular “Management Group” meetings--open to all supervisors--to discuss campus matters and management concerns.

Compared to the state system, the college employs a larger percentage of exempt employees who are [grant and contract-funded](#) (as shown in column K). During the annual staffing request process, the vice presidents inform President’s Cabinet about grants that are within two years of completion and make recommendations about post-grant program continuations. However, as grants and contracts end, institutionalizing the grant-sponsored initiatives and retaining the employees has posed challenges for the college. (See also 2.F.1 and 2.F.2.)

As reflected in the VPs’ [resumes/CVs](#), the college’s [administrators](#) have suitable qualifications, which often exceed position description requirements. Personnel policies and procedures detail the administrators’ general duties, privileges, rights, and benefits and help to ensure that administrators have appropriate skills, experiences, and institutional support, needed to perform their duties.

Campus administrators work together to achieve common goals. Broadly representative strategic councils, committees, and working groups keep communication open, provide diverse perspectives, and ensure that input from throughout the institution is considered. This collaborative approach is aligned with the college’s mission and core themes.

2.A.12 *Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

Edmonds CC communicates academic policies to employees, students, and the public through published electronic documents (e.g., the academic and policies catalog, the [faculty handbook](#), and student handbook), new employee and student orientations, and the faculty collective

bargaining (CBA) agreement.

The Faculty [CBA](#) (3.5.1-3.5.3, page 16) addresses ownership of materials developed by instructors. The college's [Copyright Policy](#) ensures compliance with copyright law.

In September, 2013, the BOT approved an [Academic Freedom](#) policy, reaffirming the college's commitment to Academic Freedom for all employees and students. (See also 2.A.24 and 2.A.28.)

2.A.13 *Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

Edmonds CC effectively documents, publishes, and enforces policies, regulating access to and use of the library and information resources.

Library [guidelines](#) are available 24/7 on the college's website and intranet and are communicated on printed materials and campus signs. The library also endorses the American Library Association's [Library Bill of Rights](#).

The library's printed and online materials describe resources and rules, e.g., [Services for Faculty](#) and [Computer Lab Use](#). Two library [procedure manuals](#), *Technical Services* and *Circulation*, detail the daily operational procedures for each area. These manuals are reviewed and updated (most recently in 2015) and are available on the intranet. (Staff members are currently adapting processes and procedures to Ex Libris Alma, a new integrated system that the library is transitioning to during the 2016-17 academic year.)

The library's staff, procedures, and systems ensure consistent enforcement of all library policies for the development of and access to the physical and virtual collections, including password protected databases. Circulation guidelines are enforced by staff or are encoded into the online, integrated library system.

The Technical Services Librarian keeps acquisitions and license information for all databases and maintains a Microsoft Access database of acquisitions and periodical subscription information. The college ensures library policy compliance by limiting electronic database access to current students, employees, and community members, who must use institutional credentials to log in to the databases.

2.A.14 *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

In accordance with section 5.40.10 [Credit Values and Credit Equivalents](#) of the SBCTC policy manual, the SBCTC's [credit-equivalent definition](#) (page 11), and [Intercollege Relations Commission](#) guidelines, Edmonds CC accepts credits earned at regionally accredited higher education institutions in the United States or, in the case of international transcripts, from institutions that are approved/accredited by recognized governments. Transcript evaluators use the American Council on Education's Database of Accredited Postsecondary Institutions and Programs to verify that transfer credit is from a regionally accredited institution.

To further assist students with transferring credits, the college began participating in Washington State's [Common Course Numbering Project](#) in 2008. In addition, Edmonds CC, Everett CC, Cascadia CC, Shoreline CC, and the Lake Washington Institute of Technology formed the Five Star Consortium. In 2010, they established a [Memo of Understanding](#), directing the colleges to collaboratively streamline student transfer processes and reduce inefficiencies and barriers. For example, the colleges eliminated a residency stipulation that had required students to attend their final quarter at the degree granting institution. Now, any one of the five schools has the authority to grant a degree if 30 percent of the equivalent credits are taken at any consortium college.

The [website's](#) and catalog's sections on the [reciprocity agreement](#) detail the conditions and processes for credit transfer. Credits from all colleges and universities are evaluated and accepted on an individual basis. Authority for the acceptance of credit is delegated to credentials evaluators, academic advisors, instructional deans, or appropriate faculty members, who verify that transcripts are official and have the appropriate seals and signatures. The college may not accept credits from institutions that are not regionally accredited.

Credential evaluators use the online [Transfer Evaluation System](#) (TES) to compare other colleges' courses to Edmonds CC's courses. However, because TES documentation covers only the last 10-12 years, students might have to provide course descriptions, course syllabi, and the covers of the other institutions' catalogs. For international transcripts, a credential evaluation agency (accredited by the [National Association of Credential Evaluation Services](#)) must verify each course, and students might also need to provide course descriptions and syllabi. Relevant services are available from local and international agencies.

Full-time faculty program advisors and appropriate instructional administrators authorize acceptance of credit from other institutions for Professional-Technical and AAS-T (Associate of Applied Science-Transfer) degrees and certificates. Evaluators also weigh some or all of the following: accreditation status, course descriptions, course syllabi, course learning outcomes, textbooks, assignments, interviews (with the students and the instructors), and in some cases, the length of time since the courses were taken. When evaluating high-school courses (e.g., technical preparation classes) for college credit, instructors from each institution use pre-established agreements about the learning outcomes, required for college course equivalency.

Staff members enter the accepted credits into students' electronic records, and copies are sent to the students. Students' permanent Edmonds CC transcripts indicate the number of transferable credits used for degree or certificate completion.

The college maintains a suite of [transfer assistance services](#) to support students who intend transfer credits from Edmonds CC to other institutions.

2.A.15 Policies and procedures regarding students' rights and responsibilities— including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Guidelines and rules for student's rights and responsibilities are specified in WAC Chapter

132Y-125 ([Student Code of Conduct--Hearing Procedures](#)) and are referred to in these college policies and procedures: SS 1.0, [Student Code of Conduct](#); HR 1.0, [Equal Opportunity and Access for Persons with Disabilities](#); and HR 1.01pr, [Reasonable Accommodations for Students with Disabilities](#). These policies and procedures are readily available in the college's website and [policy catalog](#).

Due process, transparency, and consistency are included in the students' rights and responsibilities, grievance and appeal processes, disciplinary procedures, and state regulations (defining college employees' jurisdiction in student matters). The college's policies, resources, and personnel reflect an institutional commitment to serving students equitably, promoting fairness, and addressing problems in productive ways.

The college and its Services for Students with Disabilities ([SSD](#)) comply with the Americans with Disabilities Act, the Rehabilitation Act of 1973 (section 504), and the Revised Code of Washington (28B.10.910). SSD information is conveyed in person; in course syllabi (as required on the college's [syllabus template](#)), in class presentations; and online, in the quarterly class schedule, in the college catalog, and in the Student Support Services section of the [Student Handbook](#).

In accordance with federal, state, and institutional policies (and in keeping with the college's mission and values), the Vice President for Student Services and the Student Conduct Officer proactively support students' rights and responsibilities and coordinate student discipline. The Behavioral Intervention Team ([BIT](#)) strives to direct students towards success by identifying and providing support for at-risk students.

Edmonds's robust [Title IX process](#) helps the college prevent or stop harassment and discrimination and immediately respond to all complaints of harassment and discrimination.

2.A.16 *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

Edmonds CC's mission supports an [admissions policy](#) (outlined on the college's website) that is consistent with WAC 313-12-010 [Admission Standards](#). (See also 2.C.6.) All students complete an admission application. Admission requirements for high school completion students and some grant programs (e.g., [I-CATCH](#)) are documented in program application materials. Most students take a placement test ([ACCUPLACER](#)) or use an [alternative placement option](#). Once placement results are available, students are encouraged to attend an advising session to ensure that they are ready to begin their studies. In addition, online resources and college staff members help to facilitate students' entry into the college's systems and programs.

Continuation and termination processes are addressed in the following: WAC 132Y-125, [Student Code of Conduct--Hearing Procedures](#); college policy, SS 1.0, [Student Code of Conduct](#); and two processes for Satisfactory Academic Progress (SAP)--a [Financial Aid SAP](#) and a [general population SAP](#). (The latter excludes students in special programs, such as

[Running Start](#), which independently monitor students). The terms, criteria, processes, and student options (for appeals, reinstatement, additional support, educational planning, etc.) for both processes are clearly defined and explained in the college's catalog and website. Administrators and staff implement these policies and processes in a timely, fair, productive manner that balances regulatory demands and the students' needs. (See also 2.A.15, 2.C.4, and 2.D.3.)

The Dean for Student Success/Retention and Completion (or a designee), a Credential Evaluator, and the Financial Aid Director monitor students' SAP status on a quarterly basis. Academic advisors track which students have turned in Academic Success Plans and indicate when advisors have approved or denied the plans.

Satisfactory Academic Progress appeals are efficiently reviewed, and results are communicated in a timely manner. The process specifies conditions (e.g., maintaining a 2.0 GPA or submitting an Academic Success Plan) for SAP status upgrades; identifies success strategies and support services for reinstated students; and outlines additional steps for students whose appeals were denied.

For financial aid recipients, Edmonds CC initially warns (rather than suspends) students who are not meeting SAP criteria, but the college might also cancel the students' financial aid or place a hold on their records, which prevents them from registering for classes. Students who can document extenuating circumstances can [appeal](#) financial aid cancellations and certain repayment requirements.

The college documents SAP status in the students' files and handles disciplinary suspensions and dismissals on a case by case basis. Terms for readmission are listed in the two SAP processes and are included in the letters that are sent to students. Copies of letters are included in student files. The Student Conduct Officer, as designated by the Vice President for Student Services, is responsible for imposing disciplinary actions and/or sanctions and explaining those decisions to the students. Those students can use the appeal process, described in the Student Code of Conduct--Hearing Procedures. (See above.)

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Edmonds CC clearly articulates and publishes policies that define [co- and extra-curricular](#) programs and productions (including student media) as well as the students' and institutions' roles and responsibilities in those activities. (See also 2.D.11.)

Per the college's policies, co- and extra-curricular activities are designed to provide students with opportunities for learning outside the classroom and for applying course learning to other contexts. The Dean for Student Success/Student Life and Development hires and supervises faculty advisors for co-curricular programs. As stated in the Faculty [CBA](#) (A.7.1, page A-4), stipend-funded activities, including those for co-curricular programs, consist of duties that are extra and separate from an academic employee's normal duties and are exempt from tenure application.

The college has clarified that students (not instructors, administrators, student government, or advisors) control and are responsible for [student publications and their content](#). Student advisors and participants are responsible for understanding and complying with the college's approved [Publications Code](#), which provides a framework for protecting the students' freedom of expression, avoiding unprotected speech, and serving Edmonds CC's students.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

As with other college policies, Human Resources policies and procedures are available in electronic form (with creation or editing dates) on the shared U-Drive; in the Classified Staff and Faculty CBAs; and in the college's online [policy catalog](#). Note: The college is currently moving all of its existing policies and procedures from the U-Drive to the online policy catalog.

In compliance with regulatory requirements and negotiated agreements, the [Human Resources office](#) oversees employee recruitment, hiring, and performance evaluations (except for student employees). Individual departments hire and manage student workers. For instance, International Student Services and the Financial Aid Office monitor special requirements for college-employed international students and for work-study students, respectively.

To ensure that the college's practices are current, fair, consistent, and equitable, vice presidents create and/or update college policies and procedures, which are then reviewed and approved by President's Cabinet. VPs ensure that their divisions follow regulations, policies, and collective bargaining contracts. (See also 2.B.1.)

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Through [college policies](#), the [HR website](#), and negotiated agreements (the [CBA](#) for faculty and the [WPEA](#) CBA for Washington public employees, including classified staff), Edmonds CC's employees understand the conditions of their employment.

Communication processes about employment conditions and work assignments begin with detailed position descriptions and continue with ongoing training and evaluation cycles.

For all new employees, the Organizational Development and Employee Training Department (ODET) provides a comprehensive orientation program, which includes detailed [online resources](#) and quarterly training sessions. Additionally, every employee must undergo [compliance training](#) (on regulatory requirements, policies, rights, responsibilities, etc.), and supervisors must ensure that employees complete those modules within the first three months of hire.

As detailed in 2.A.7, 2.A.8, and 2.B.2, the college has clearly defined evaluation processes for administrators, exempt and classified employees, and faculty.

To address some administrative inconsistencies in performance evaluation scheduling and monitoring, the president directed Human Resources to work on ensuring that each unit's process complies with collective bargaining agreements for faculty and classified staff, college policies, and state regulations. For example, in December, 2016, the Associate VP for HR distributed new guidelines for [exempt employee performance evaluations](#).

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

All official, hard-copy personnel documents and related employee files (e.g., position applications, shared leave requests, accommodation requests, and family medical leave requests) are stored in the Human Resources office in a locked, key-carded, fireproof vault, accessible only to Human Resources employees. The college follows a [Personnel Record Confidentiality](#) statement and other confidentiality measures. For example, supervisors must store confidential or sensitive material in their offices in locked files or desks. All screening committee members must sign a confidentiality agreement before they can review employment applications and records. To gain access to someone else's personnel record, employees (usually supervisors) must provide justification for their request, receive HR authorization, sign a log (attached to the file), and view the documents in the HR office in the presence of an HR employee.

The Payroll/Personnel Management System (PPMS), a database of all employees' confidential personnel, employment, and salary information, is password protected and is accessible only to authorized Payroll and HR employees.

The Information Technology and eLearning Department (IT&e) oversees database security, access, and password assignments. Access to PPMS records is limited to supervisors or approved staff members; involves formal processes ([Request for Database Passwords](#) and [Request for Database Access](#)); and requires HR authorization from the Associate VP. As needed, IT&e monitors access to prevent breaches or abuses, but the supervisors and/or authorized employees are also responsible identifying or preventing misuses of the records and databases.

The state's Office of the Chief Information Officer ([OCIO](#)) guides and oversees state agencies' information technology standards and practices. By annually certifying compliance with the OCIO's [security standards and policies](#), the college simultaneously documents de facto implementation of the standards' enforcement components. Additionally, every three years the college undergoes a needs-gap analysis and follow-up audit, conducted by an independent contractor familiar with OCIO's requirements.

2.A.21 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

Edmonds CC appropriately represents its mission, accreditation status, services, and programs and ensures the accuracy and integrity of institutional communications and publications. The

college also highlights resources that promote timely program completion.

College Relations and Advancement oversees many aspects of campus communications and is responsible for the following:

- reviewing campus materials as well as external sites (e.g. Wikipedia, E-How, Yahoo, blogs, etc.) to identify and correct inaccuracies and ensure that the college is accurately represented
- developing and editing the college's primary publications, specifically, the [website](#) and major outreach and marketing materials, including [news releases](#) (sent to local outlets) about programs, degrees, courses, grants, campus events, and student stories
- helping departments use the approved [public relations tools](#) to maintain information accuracy and consistency across platforms
- maintaining an active college presence on social media sites, such as [Facebook \(/EdmondsCC\)](#), [Twitter \(@EdmondsCC\)](#), [Instagram \(/edmonds community college\)](#), [Pinterest \(Edmonds Comm College\)](#), [Linkedin \(edmonds community college\)](#), and [Google + \(Edmonds Community College\)](#).

The academic [catalog's](#) fit-for-purpose content-management system (with printable content from its relational database) allows for annual publication and provides timely and comprehensive information. As described below, the catalog (and associated website materials) offers guidelines and interactive tools that help students understand program structures and completion timeframes.

- Online program requirement sheets include degree/certificate learning outcomes and links to course descriptions, course outcomes, and course prerequisites.
- Updated class schedules and [projected annual schedules](#) facilitate planning.
- [My Personal Catalog](#) allows students to record and track degrees, certificates, and courses of interest and to share saved items with others (including faculty members and academic advisors).

2.A.22 *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

As reflected in its commitments, policies, and practices, Edmonds CC embraces a culture of institutional integrity, which underlies the college's operations and dealings with the campus community, the public, and external organizations. The college also has well-established procedures for responding respectfully and efficiently to complaints or problems. It is worth noting that, in two State Ethics Board's [surveys](#), 82% (in 2011) and 91% (in 2012) of Edmonds CC respondents indicated satisfaction with the college leaders' desire to maintain ethical standards and to address reported concerns. Those rates are higher than reported rates for all combined state agency levels (75% in 2011; 80% in 2012). (See also 2.A.23.)

The college follows transparent procedures and processes for complying with legislatively determined ethics standards. Moreover, the BOT-approved values, mission statement, and core themes (adopted in 2012) inform decision making, guide interactions, and convey expectations for fair, ethical conduct. Those expectations and standards are reinforced in numerous ways,

including, but not limited to those described below.

The college's Ethics Officer and other personnel, as needed, investigate and document all ethics-related complaints in accordance with state policies and law, including the [Ethics in Public Service Act](#); [Procedural Rules](#); [Agency Substantive Rules](#); [Penalty Rules](#); and [Public Record & Agency Organization Rules](#). Complaints and grievances are addressed in a fair and timely manner.

Complaints reported directly to the state's Ethics Board Hotline require a formal written response to the Ethics Board, which determines if subsequent actions are required. When receiving non-ethics-based complaints, the State Ethics Board or College Ethics Officer directs those reports (but also protects confidentiality) to the appropriate offices or personnel.

Operational and performance policies, including the [Board Job Description](#) (and its code of ethics content) and the [General Executive Expectations](#), guide the BOT's conduct and define the college president's areas of accountability. Orientations, study sessions, and retreats (offered by the college, the SBCTC, the Association of Community College Trustees, and the Assistant Attorney General for Edmonds CC) provide ongoing training and guidance, related to campus policies and state ethics codes. Additionally, trustees are informed about emerging situations that might require some discussion or review of ethics codes.

ODET provides [compliance training](#), required for all employees. The ethics modules educate employees about policies and procedures and raise awareness of ethical standards and expectations.

Human Resources policies set workplace and conduct standards and specify procedures for addressing improvement recommendations indicated in performance appraisals. Administrators and supervisors are accountable for their units' adherence to the college's ethics policies, regarding conflict of interest, equitable employment and compensation practices, non-discrimination, technology use, copyright infringement, academic freedom, etc.

The college's [Nondiscrimination and Harassment Policy](#) (in WAC chapter 132Y-300) and the faculty and classified employees' collective bargaining agreements specify performance expectations and ethics standards. Additionally, the Faculty [CBA](#) (10.1-10.9, pages 57-59) and the [WPEA](#) contract (Article 30, pages 57-62) clearly delineate grievance processes and procedures.

The [Student Handbook](#) links to the policy catalog, which includes the [Student Grade and General Complaints](#) policy and [procedures](#). These clearly spell out student complaint categories, processes, and procedures, including formats and timelines for written responses from the students, faculty (if involved), and the EVPI and/or the VP for Student Services. The Student Services division records and tracks student complaints.

The aforementioned policies and procedures are intended to ensure ethical conduct and promote fair, efficient resolutions of ethics-based violations or complaints.

2.A.23 *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.*

Edmonds CC clearly defines conflict-of-interest criteria and consistently complies with institutional and state policies, established to prevent misconduct, preserve appropriate levels of institutional autonomy, and prioritize education as the college's primary focus.

The college's [policies](#) and [procedures](#), the board's [Code of Ethics](#), and the state's [Ethics in Public Service](#) codes define the conditions for conflicts of interest and the standards for ethical conduct. The college's [whistle blower](#) policy outlines procedures and safeguards for campus members who report employee misconduct.

Via campus-wide emails, Human Resources summarizes the relevant statutes, shares the [Ethics Complaint form](#), and reminds employees of their rights and protections from retaliation when reporting alleged illegal or unethical behavior. When contending with possible conflicts of interest, employees must work with their supervisors to review college policies and jointly determine the appropriate responses.

In [orientation](#) processes, new employees learn about the policies and procedures that prohibit or address conflicts of interest and unethical behavior. Also, as indicated in 2.A.22, ODET provides ongoing employee training, and BOT members undergo ethics and anti-harassment training and attend the Washington Association of College Trustees' conferences on the ethical use of state resources.

Edmonds CC is a state agency, so the aforementioned policies and regulations bar the BOT and college employees from using their positions to directly support, advocate, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes.

2.A.24 *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

As reflected in the the faculty CBA, the college's [Copyright Policy](#), and related state ethics codes (mentioned above), Edmonds CC maintains and complies with clearly defined measures for protecting intellectual property and for respecting copyrights and patents. In implementing those measures, the college factors in the rights of content or patent owners, U.S. copyright and patent law, and the educational benefits of the free exchange of ideas.

The faculty [CBA](#) (3.5.1-3.5.3, page 16) addresses the rights to patents, copyrights, and residuals. Those basic guidelines parallel the standards applied to all Edmonds CC employees. Conversely, any work created by college employees as part of their assigned responsibilities or developed with college or state resources is considered to be work-for-hire and is therefore the college's property.

2.A.25 *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

The [Accreditation](#) webpage accurately describes Edmonds CC’s accreditation status and identifies the Northwest Commission on Colleges and Universities as the institution’s accrediting agency. An [internal college website](#) links to past accreditation reports, visiting team evaluations, and action letters from the Commission.

In addition to undergoing institutional accreditation processes, some academic programs are accredited or approved by professional organizations.

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

When contracting with vendors, the college does not enter into agreements that are outside the scope of its educational mission, values, and goals. External vendors and agencies help support the college’s educational mission in numerous ways, e.g., by offering students clinical experiences and practicums (in local hospitals); providing computer services or online training; and assisting with international student recruitment.

Edmonds CC’s contracts with external entities involve written agreements that clearly delineate each party’s responsibilities and that comply with institutional and state regulations, specifically--

- the governor’s [Performance Based contract directive](#), requiring contracts to specify the deliverables’ quality, quantity, timing, and controlled costs
- the [State Administrative and Accounting Manual](#) (SAAM) for all Personal Service and Client Service contracts
- the [Washington Purchasing Manual](#) for all other services and deliverables.

President’s Cabinet establishes purchase approval processes (for contracts and goods) and delegates signature authority, based on total costs. A review of budget issues, product appropriateness, cost versus market, receipt, and payment is built into the college’s Purchasing Express system. The Business Office keeps originals (and electronic copies) of all Interagency Agreements; vendor, grant, and Personal Service contracts; and MOUs. Each campus division stores copies of its contracts. As appropriate, individual departments handle contracts for specific, one-time products or services.

Before agreements are implemented, the Business Office and/or the president reviews the contracts to ensure that they comply with college, state, and accreditation regulations and that they support the college’s mission.

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Edmonds CC's [Academic Freedom](#) policy and faculty [CBA](#) (Article 3.1, page 15) reflect the long-standing institutional commitment to encouraging freedom of expression and protecting campus members from inappropriate internal or external influences, pressures, or harassment.

Academic freedom extends to instructors' rights to conduct and publish research and to determine what resources and methods they'll employ to meet their instructional and professional duties. Students' entitlement to freedom of inquiry and expression is supported by the college's [Student Code of Conduct](#) (in WAC 132Y-125-001). Students have the right to disagree with opinions or perspectives expressed in courses but still have the responsibility to learn course content.

Edmonds CC expects that faculty, student, and staff expressions of free speech will reflect the [Workplace Civility and Respect](#) policy and related policies and values.

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

The college's commitment to promoting and protecting independent thought and diverse perspectives is implicit in its [Mission, Core Themes, and Values](#). Those statements emphasize that the college will act with integrity, provide educational programs that demonstrate high standards of academic inquiry, and encourage the active exchange of ideas to help prepare students for future success.

Those principles are also embedded in the Academic Freedom and Workplace Civility policies (mentioned above in 2.A.27), campus-event programs, and the curricula. For example, the [General Education Learning Outcomes](#) exemplify the foundational skills (across Transfer and Professional-Technical areas) that foster independent thought by encouraging students to develop knowledge, habits, and skills for lifelong learning, productive work, and citizenship. Campus events (including those sponsored by the Center for Student Engagement and Leadership, Arts Culture and Civic Engagement, Diversity Student Center, and Edmonds CC's Black Box Theatre) also foster pluralistic perspectives; encourage respectful, civil interactions; and promote academic freedom and free speech.

Additionally, the college guarantees students' and employees' rights to address any campus policy, action, or broader community matter without fear of institutional discipline or restraint. Community members have that same protection, as long as it is clear that they are not acting for or speaking for the college. For example, the college has offered or co-sponsored events,

lectures, and debates (including an immigration reform workshop and Dr. Angela Davis' keynote address at the annual MLK Jr. event) that some viewed as controversial.

Over a six-year period (2009 to 2015), the college saw growth in the students' perceptions of independent thought and critical thinking, as measured by [responses](#) to the Community College Survey of Student Engagement.

2.A.29 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

Although the college does not require faculty members to publish their scholarship, instructors are expected to demonstrate integrity and fairness when presenting scholarship (original research or others' materials) and to distinguish personally held views from generally accepted facts and principles. Campus practices, resources, and policies support those expectations.

- The [copyright policy](#) and library resources define academic dishonesty and describe citation rules and fair use principles.
- The [Faculty Handbook](#) (page 27) addresses plagiarism.
- College and state [ethics guidelines](#) emphasize workplace integrity.
- Supervisors evaluate instructors' levels of preparation, classroom strategies, and presentation of materials. (See also 2.B.4.)
- Instructors are held to the terms and intellectual integrity of their [syllabi](#) and to requirements specified in the college's [syllabus template](#). Each quarter, faculty submit their syllabi to an internal site. Academic deans (and sometimes departments) periodically review syllabi to ensure that they include the required components and/or that they adhere to departmental guidelines for content and format.
- Student Grade and General Complaint [Procedures](#) outline the students' right to address concerns about faculty scholarship or presentation of materials.

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Edmonds CC's transparent, BOT-approved financial policies and procedures ensure effective oversight and regulatory compliance. (See also 2.F.1, 2.F.3, and 2.F.6.)

Per NWCCU 2008 Recommendations 4, 5, and 6, the college developed or strengthened policies for [budgeting and reserves](#), [cash and investment management](#), [debt management](#), and [fiscal accountability](#). Throughout the year, the Vice President for Finance and Operations provides financial analysis reports to update the campus community and to facilitate BOT oversight of the operating budget, the reserves ([fund balance](#)), and resource management. The BOT approves the operating budget, the ASeDCC (i.e., student government) budget, some new or increased fees, changes to waivers, the International Program's contract, and facility acquisitions. Although not required, the BOT's financial oversight includes approval for interfund transfers and loans. For example, the board determined that the college should maintain minimum levels in the Debt Service Reserve (established in 2009-2010), authorized interfund financing of the reserve, and approved other transfers to and from it.

Note: The [Edmonds CC Foundation](#) is a separate, non-profit organization whose board approves and monitors fundraising policies and activities. (See also 2.F.8.)

Human Resources

Standard 2.B





2.B – Human Resources

[Link to Glossary \(including acronyms and evidence links\)](#)

Edmonds CC's most important resources are its roughly 1,500 employees--about 135 full-time instructors, 350 part-time/associate instructors, 265 classified staff members, 200 exempt staff members, 280 hourly staff members, and 250 student employees.

The college strives to maintain its workforce, facilitate professional development, and promote diversity, respect, and inclusion in hiring processes and policies that support and protect an equitable environment for all employees.

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Edmonds CC maintains a sufficient number of qualified personnel and is able to cope with staffing challenges, including, for example, the stresses of a statewide hiring freeze from 2008-2011.

- As seen in the [Student and Employee Data](#) table, comparing student enrollments to employee headcount, the college's ratios have remained consistently between 17.0 to 20.0 students per employee over the past five years.
- Staff positions are contingent upon available funding, and the hiring freeze stretched campus resources, but the [staffing levels](#) for each job category and the ratio of staff members to full-time equivalent students (FTES) have consistently paralleled the state system's allocation model.
- The college has worked to rebuild staff positions lost (or not replaced) during the hiring freeze and was able to return to regular hiring practices when the freeze ended.
- Note: Because of new grants and governmental mandates, exempt position hires have outpaced classified employee and full-time faculty hires. (For overall numbers, see data in first bullet point. See also 2.A.11, 2.F.1, and 2.F.2.)

Edmonds CC follows clear, published criteria, consistent procedures, and transparent processes to ensure that all current and newly hired personnel are well qualified for their responsibilities. To maintain appropriate personnel levels, the college uses staffing and budget data, employee input, grant requirements, and institutional planning information (related to grant cycles, mission-critical functions, strategic planning, and fiscal impacts) to review and prioritize staffing requests. The college also clearly articulates and publishes its [hiring regulations](#) (R101 through R105) for each employee category and conveys detailed hiring information on the [Job Openings](#) webpage. Additionally, Edmonds CC complies with Equal Employment Opportunity (EEO) laws and Affirmative Action policies and strives to ensure inclusive hiring practices. The college's commitment to EEO/AA can be found in the mission, core themes, and values; the Faculty CBA and WPEA contracts; and in the creation of an Associate VP for Equity and Inclusion position.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Edmonds CC has defined policies for employee evaluations at every level. Because employee evaluations are used to support improvements, initiate personnel actions, and align employee efforts with the college's mission, the institution provides training, tools, and resources for the supervisors who conduct performance appraisals. (See also 2.B.6.)

- In updating the [performance evaluation process for administrators and professional exempt staff](#) in June, 2016, President's Cabinet created a more consistent and robust system.
- Article 6 of the [WPEA](#) CBA (pages 10-11) describes the performance evaluation process for classified employees. As required, the college uses the Performance and Development Plan, [Classified Performance Expectations](#), and [Classified Performance Evaluation](#), developed by Washington State Human Resources Office.
- Section 2.8 of the Faculty [CBA](#) (page 10), details the requirements for [faculty performance evaluations](#), which take place every three years for full-time instructors and annually for part-time/associate instructors (in response to NWCCU 2008 Recommendation 7). The evaluations focus on teaching, classroom management, and student assessment. Full-time faculty evaluations also address advising, communication, and teamwork and department, division, and institutional responsibilities. (See also 2.B.6.)

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

To maintain a qualified workforce that supports the college's mission and core themes, Edmonds CC offers all employees professional development opportunities in varied modes and times to accommodate working schedules. The Faculty [CBA](#) (section 2.12, pages 12-14 and section 6.19 and 6.20, page 41) covers professional development, educational leave, and professional leave. For academic courses (taken for professional development), employees can use [tuition fee waivers](#) in accordance with the [Tuition and Fee Waiver for Full-Time Employees](#) policy and [procedure](#), but the college pays for institutionally required training and treats it as time worked.

ODET provides or oversees training in a wide array of areas and formats. The college also supports or requires training for specific areas and roles.

The [Office of Equity and Inclusion](#) and the [Diversity, Equity and Inclusion Council](#) (DEIC) provide opportunities for members of the college community to improve their cultural proficiency and expand partnerships with diverse community groups.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Edmonds CC's mission, core themes, resources, culture, and institutional research inform faculty hiring practices, selection criteria, and evaluation processes. Considering these factors enables the college to employ a sufficient number of instructors, who are qualified to promote the college's educational goals; manage curricular developments and policies; and ensure program integrity and continuity. Edmonds CC's faculty staffing levels and faculty-student ratios (for FTES) generally parallel the state's system model for staff allocations. (See also 2.B.1.) The college's [organizational chart](#) shows the number of faculty members in each division, and the academic catalog provides details of [faculty qualifications](#).

As indicated in 2.B.1 and 2.B.2, the college hires and evaluates faculty on the basis of their academic qualifications and their ability to achieve the college's educational objectives, which align with the college's mission, core themes, programs, and services. The college's Human Resources Office maintains copies of full-time faculty qualifications and hiring information.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Sections 7.3.1, 7.3.2, 7.3.3, 7.3.4, and 7.4.1 through 7.9.3 in the Faculty [CBA](#) (pages 45-46, 50) cover negotiated wages, hours, employment conditions, job expectations, and responsibilities for each type of academic appointment. Full-time tenured, permanent status, and probationary faculty teach, advise, and provide service to the college. Typically, part-time/associate instructors are required only to teach but might also be given special assignment contracts or awarded Senior Associate status, which involves additional duties. The Contract Administration Committee, which has both faculty union and administrative representation, reviews and oversees contractual matters, including faculty workload. Faculty evaluations and job descriptions provide evidence that faculty are fulfilling their contractual obligations. (See also 2.B.4 and 2.B.6.)

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

To support academic excellence, the college uses multiple indices (e.g., class observations, student evaluations, and curricular reviews) and transparent criteria (e.g., for performance standards, appraisal ratings, and employee rights) to evaluate academic employees in a regular, consistent manner. Position descriptions, sections 2.8.2 - 2.8.3 in the Faculty [CBA](#) (pages 10-11), and state regulations guide the evaluation processes. As needed, professional improvement plans are used to address deficiencies or concerns about instructors.

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Educational Resources

Standard 2.C



the \mathbb{R}^n -valued function \mathbf{f} is a solution of the system (1) if and only if \mathbf{f} is a solution of the system (2).

Let us assume that \mathbf{f} is a solution of the system (2). Then, for any $t \in \mathbb{R}$, we have

$$\mathbf{f}(t) = \mathbf{f}(0) + \int_0^t \mathbf{f}'(s) ds = \mathbf{f}(0) + \int_0^t \mathbf{A}(s) \mathbf{f}(s) ds.$$

Since \mathbf{f} is a solution of the system (2), we have $\mathbf{f}(0) = \mathbf{0}$. Therefore, we have

$$\mathbf{f}(t) = \int_0^t \mathbf{A}(s) \mathbf{f}(s) ds.$$

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2.C – Educational Resources

[Link to Glossary \(including acronyms and evidence links\)](#)

Edmonds CC's educational resources effectively support its mission and student success--a core theme, prioritized throughout the campus. To promote ongoing improvements, the college regularly evaluates its educational resources through systematic, continuous processes that are documented in strategic and operational plans (developed in response to NWCCU 2008 Recommendation 1).

Since the last self-study in 2008, the college's culture, operations, and strategic goals have increasingly focused on enhancing programs and the student experience. Efforts related to [Title III](#); [Achieving the Dream](#); [Arts, Culture, and Civic Engagement](#); [STEM outreach](#); [RiSE](#); [I-CATCH](#); [TRiO](#); [Faculty Development](#); [Guided Pathways](#); and [Assessment of Teaching and Learning](#) have facilitated progress in multiple areas:

- addressing communication inefficiencies
- reducing educational barriers
- improving curricular development, assessment, and management systems
- strengthening programs and services; assessing them more systematically; connecting them more effectively to institutional planning; and aligning them more directly with the college's [Mission, Core Themes, and Values](#) and [Strategic Goals](#).

2.C.1 *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

Edmonds CC's 61 associate degrees and 63 professional certificates in 27 programs of study align with the college's mission, recognized fields of study, workforce needs, and the standards for content, rigor, and program structures, required by the State Board for Community and Technical Colleges (SBCTC) and the Intercollege Relations Commission (ICRC). The college's curricula promote both course specific skills (including [Course-level Learning Objectives, or CLOs](#)) and cumulative program-level learning goals (including [Program-level Learning Outcomes, or PLOs](#)) required for degree and certificate completion. (See also 2.C.2, 2.C.4, 2.C.5, and 2.C.10.)

2.C.2 *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

All courses and programs (degrees/certificates) have learning outcomes, which are widely available to all enrolled students, via online and printed course materials and program requirement sheets.

As required in the college's [syllabus template](#), approved learning outcomes appear in all syllabi.

In classes, faculty distribute hard copies of syllabi and/or post them in Canvas (the college's learning management system), so students can easily access the information in various formats. All [CLOs](#) are clearly articulated and published in the college's academic catalog, and all [PLOs](#) are clearly articulated in program requirement sheets (for degrees/certificates), which are also published in the catalog. (For a specific example, see the [Business Management ATA](#).) Printed program sheets are used in advising sessions and are posted in division offices and in campus carousels.

2.C.3 *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

Edmonds CC's credentialing processes and policies align with recognized academic standards, transparent criteria (e.g., IN 1.01pr, [Grading Practices](#) and [Academic Information and Requirements](#)), and state-level requirements (e.g., SBCTC's [Credit Values and Credit Equivalence Policy, section 5.40.10](#) and [credit-equivalent definition](#), page 11; RCW 28B.77.215, [Statewide Transfer of Credit Policy and Agreement](#); and the [ICRC Handbook](#), pages 15-18). (See also 2.C.1.)

The [college catalog](#) highlights program requirements and delineates how students can earn and apply credits to degrees, certificates, or high school diplomas. The catalog, [quarterly schedule](#), and official student transcripts clearly distinguish between college-level and non-college-level courses and between credit and noncredit (continuing education) courses.

In the [Graduation Application Process](#), college personnel use the students' transcripts and program requirement sheets to determine whether students have met all of their certificate or degree requirements. (See also 2.C.4.)

Instructors oversee, evaluate, and document student learning in accordance with the college's published criteria for grades and learning outcomes at the course and program level.

- Course Level: [Course syllabi](#) describe grading criteria and departmentally developed, institutionally approved learning outcomes and performance levels that students must demonstrate to earn course credit.
- Program Level: For department or field-specific programs (e.g., Professional-Technical ATA degrees), instructors document student achievement through capstone courses, certification exams, competency-based learning assessments, and employment tracking. In multi-disciplinary General Education and Distribution areas, instructors (across departments/divisions) use [shared rubrics](#) and [reporting forms](#) to assess how the students' classroom-level learning "aggregates up" to and demonstrates PLOs. (See also 2.C.5 and 4.A.3.)

Two standing committees (aligned with the college's mission, SBCTC policies, and ICRC regulations for course and degree types, credits, and instructional levels) guide and govern Edmonds CC's curricular and assessment standards, policies, and processes.

- The [Curriculum Committee](#) reviews learning outcomes for courses, certificates, and degrees and ensures that student achievement evaluation criteria are appropriate to departmental and division objectives. In the last three years, the college has adopted an online software system (Curriculog) to manage and document the development,

approval, and updates of courses as well as the development and maintenance of new and existing degrees and certificates. This software system supports a transparent review of the curriculum at all levels of oversight, from the department originator to the EVPI, and creates an electronic record of changes in educational programs.

- The [Academic Standards Committee](#) makes recommendations to the EVPI about academic policies, procedures, and standards for grading, college-wide credential requirements, academic waivers, etc.

The college also uses CCSSE, CCFSSSE, and other standardized, nationally-normed instruments to survey faculty and students about their experiences with and perspectives on teaching, learning, assessment, grading, and related processes at the college.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Edmonds CC clearly defines and widely publishes its admission processes, program requirements, and graduation criteria, all of which reflect the college's mission, BOT oversight, and SBCTC requirements for [direct transfer degrees and professional technical degrees](#). Divisions and departments use the state guidelines; recognized academic and professional standards; input from industry experts; and transparent institutional processes to develop curricula and evaluate them for appropriate breadth, depth, coherence, and sequencing. (See also 2.C.1.)

In developing programs, faculty prioritize student need, course sequencing, and learning outcomes, but also consider departmental and campus resources; transfer institution and industry expectations; and state regulations. Using state and college criteria, the [Curriculum Committee](#) vets program proposals for content, rigor, outcomes, intended purposes, projected enrollments, and campus capacities. The committee can recommend revisions or forward the program proposals for further review and approval (or rejection) by the EVPI, President's Cabinet, the Accreditation Liaison Officer, and the Board of Trustees. [Course-](#) and [program-](#)development templates and processes are housed in and managed by Curriculog. Its workflow ensures integrity, coherent design, and stakeholder input via review and feedback opportunities for departments, divisions, Curriculum Committee, and administrators.

To maintain curricular coherence, currency, and integrity, EVPI staff and division staff use a [Quarterly Scheduling Development site](#) to guide scheduling, annual departmental reviews, and as-needed updates of courses and program requirement sheets for all Professional-Technical and Transfer programs (certificates and degrees). Curriculog records all course and program changes and developments (previously documented by the EVPI office). This process promotes informed decision-making and effective planning for educational resources. The college is moving toward aligning these annual cycles with other evaluative process (e.g., PLO assessments, SIMPLE Plans, and Program Reviews).

Prescribed course sequences (or prescribed areas of study), course and program alignments, and shared learning outcomes contribute to curricular coherence and synthesis of learning at the degree/certificate level.

- [General Education Learning Outcomes](#): All Transfer and Professional Technical Degrees/Certificates (of 45+ credits) include the same General Education Requirement categories. The courses vary, but the overarching PLOs and assessment rubrics are the same. (See also 2.C.9, 2.C.10, and 4.A.3.)
- Professional-Technical (field/department-specific) Requirements: [Advisory committees](#) (which include industry representatives, faculty, and deans) promote coherence, currency, and synthesis of learning by aligning CLOs with PLOs and connecting course content and course sequencing with industry standards and trends.
- Transfer Degree Requirements: The deans work with faculty and the state Articulation and Transfer Council to update courses (e.g., common course numbering) and Transfer Degree requirements in accordance with statewide practices. As in Professional-Technical areas, Transfer Faculty align CLOs and PLOs (for General Education and Distribution) to ensure that course-level learning “aggregates up to” degree-level learning. The college is also researching and planning selected Guided Pathways-- “meta-major” transfer degrees with more prescriptive schedules and course sequences (similar to Professional-Technical programs).

The college publishes and disseminates admission and graduation criteria. [Admission](#) and [graduation](#) requirements and processes are communicated via the college’s website, catalog, student advising sessions, college success skills classes, and quarterly orientation sessions. After thoroughly reviewing graduation applications and transcripts, college personnel let students know if they have (or have not) met all degree requirements.

The credit/grade, completion, and graduation requirements for each program of study (i.e., certificate and degree) are indicated in [program requirement sheets](#). (Click on a degree or certificate.) The requirement sheets are used during advising sessions and are widely available online in the college’s catalog and in hard copies, posted in division offices and campus carousels. (See also 2.C.2.)

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

As reflected in faculty position announcements; the Faculty [CBA](#) 7.3.2 (page 46); college policies (C 4.7.100 R102, [Annual review and approval process for degrees and certificates](#) and C 4.7.100 R104, [Process for approval of new courses](#)); and in operational processes, faculty have clearly defined contractual and institutional roles in these areas: selecting and retaining new faculty, assessing student learning, and designing and managing high-quality curricula that align with the college’s mission and core themes and with state and industry standards. (See also 2.C.1 and 2.C.3.)

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Edmonds CC’s [librarians](#) have faculty status. The librarians [collaborate](#) with instructors to

promote library resources and to embed [information literacy](#) and [library instruction skills](#) into learning processes, assignments, and CLOs across the curriculum.

For additional evidence of the library's functions and effectiveness, see the library's [SIMPLE Plan](#), [Program Review](#), and [statistical data](#).

2.C.7 *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

As indicated in the catalog ([Advanced Placement and Additional Ways to Earn Credit](#)), the college awards prior experiential learning credit to Edmonds CC students. Students can demonstrate this learning via Prior Learning Assessment, course challenges, and Alternative Placements. The college's procedures adhere to state and accreditation guidelines for maintaining degree and certificate integrity; capping and approving credits; identifying credit types in transcripts; disallowing credit duplication; and making no pre-evaluation assurances about the number of credits to be awarded.

[Prior Learning Assessment](#) describes the credit award options and outlines the student application process. [Alternative Assessment](#) describes the college's processes, policies, and criteria for awarding course placement or course credit, based on the following: Advanced Placement (AP) test scores; assessments or test scores from other institutions; high school transcripts (in limited situations); International Baccalaureate (IB) test scores; SAT/PSAT test scores; Smarter Balanced test scores; and CLEP/Dantes results.

2.C.8 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

Edmonds CC's procedures for transferring, receiving, and evaluating academic credits are based on transparent criteria, articulated in the college's catalog ([Transferring Credits from Other Colleges](#)) and website ([credentials and evaluation](#)). These procedures are guided by standard campus practices, state regulations, and accreditation requirements for ensuring that the quality, type, and level of transferred or received credits are legitimate, relevant, and appropriate.

The college enters approved credits into the student's program requirement record; notifies the student about the accepted credits; and adds a notation in the student's permanent Edmonds CC transcript to indicate the number of transferred credits used for the degree or certificate. The college ensures that credits for Associate in Arts (AA) and Associate in Science-Transfer (AS-T) degrees meet state guidelines from the [SBCTC](#) and the [ICRC](#). In addition, the state's [Reciprocity Agreement](#) expedites transfer processes within the community college system.

For Professional-Technical programs, credential evaluators collaborate with the appropriate full-time faculty and administrators to authorize acceptance of credit from other institutions for Professional-Technical degrees/certificates and AAS-T degrees (described below). The evaluators consider some or all of the following factors: course descriptions, outcomes, texts, and syllabi; length of time since courses were taken; accreditation status; and interview responses from students and instructors. In evaluation processes for the transfer of high school credit (e.g., [technical-preparatory](#) courses), instructors from all of the institutions involved agree in advance about the learning objectives required for college-course equivalency

The college's website describes procedures for evaluating and awarding [Prior Learning Credits](#) (via Course Challenges, CLEP, [international transcripts](#), etc.) and for [Alternative Assessments](#) (for placements and credit awards). (See also 2.C.7.)

The SBCTC [website](#) describes how credits transfer among the state's CTCs (including Edmonds CC) and from those colleges to the baccalaureate institutions. Per the Direct Transfer Agreement (DTA) and the DTA-based Major Related Programs (MRPs), the AAs and AS-Ts fulfill the general education requirements (communication and quantitative skills) as well as distribution requirements and electives for the baccalaureate degrees offered by all of the state's public four-year institutions (and most of the private ones). Course selections and program planning are guided by [Program Requirement Sheets](#). (Click on a degree or certificate.)

In response to enrollment patterns, the college has developed formal [Articulation Agreements](#) with specific institutions. Specialized [program requirement sheets](#), which faculty annually review and update, help prepare students for transfer to these institutions. Because transfer agreements frequently change and typically vary from one baccalaureate institution to another (or even from campus to campus of the same institution), the updated program requirement sheets provide a flexible, timely, and accurate format for disseminating information to students.

[AAS-T Degrees](#) are Articulation Agreements geared toward applied Professional-Technical disciplines. These degrees allow professional-technical students to complete Edmonds CC degrees and then transfer to four-year institutions to finish the general education, distribution, and discipline/program-specific requirements for a bachelor's degree.

2.C.9 *The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty*

(30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Edmonds CC's general and cross-disciplinary studies build foundational skills (applicable across the curriculum), foster intellectual breadth and depth (in support of educational, career, and personal development), and align with program outcomes, the college's mission, and state guidelines. (See also 2.C.4 and 2.C.5.)

During this accreditation cycle, the college has combined its general education ("related-instruction") requirements with the former College-Wide Abilities to revise the [general education component](#). It reflects common areas of integrated studies in communication, computation, and human relations (as well as cultural diversity) in all Transfer programs and Professional-Technical degrees and certificates of 45 or more credits. This shared general education component complies with the state's Direct Transfer Agreement and meets NWCCU's standards for "related instruction." (See also 2.C.10, 2.C.11, and the response to the 2014 Recommendation 3, which includes a Diagram of Edmonds CC's Student Learning Outcomes.)

2.C.10 *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

As described in 2.C.9, all programs of 45 or more credits share a General Education component. The specific courses that meet the General Education requirements vary by program but reflect the shared [General Education Learning Outcomes](#) (the General Education PLOs) for Communication, Quantitative Analysis/Symbolic Reasoning (Computation), Human Relations/Professional Development, and Cultural Diversity.

In addition to those PLOs for General Education requirements, transfer degrees include PLOs for Distribution Requirements:

- Humanities PLO: Use Humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.
- Natural Sciences and Mathematics PLO: Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.
- Social Sciences PLO: Use Social Science theories and methods to reason, communicate, apply insights, solve problems, and to develop a critical understanding of the diversity and interdependence of peoples and cultures.

Faculty use a centralized process to [assess PLOs](#), which, as mentioned above, include the outcomes for General Education, Distribution, and Program (department/field-specific) Requirements. Faculty develop clearly defined, appropriately leveled, assessable PLOs by abstracting broader outcomes from the more specific CLOs in courses that meet degree requirement areas.

Those intentional connections provide a basis for systematic assessment and ensure that course and program outcomes align with each other, with the programs' purposes, and with the college's mission. As a reflection of those alignments, the General Education and Distribution outcomes emphasize educational growth and promote the following goals:

- encouraging students to develop knowledge, habits, and skills for lifelong learning, productive work, and citizenship
- providing integrated studies that promote skills in key foundational areas (communication, computation, human relations, and cultural diversity) and that foster breadth and depth in the humanities, mathematical and natural sciences, and social sciences.

2.C.11 *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

As described in 2.C.9, 2.C.10, the response to the 2014 Recommendation 3, and the Diagram of Edmonds CC's Student Learning Outcomes, Edmonds CC's [General Education component](#) (in all Transfer and Professional-Technical programs of 45 or more credits) includes the "related instruction" curricula, required by accreditation and state standards. The "related instruction" (general education) courses have well-defined learning outcomes and curricula and are overseen and taught by appropriately qualified faculty.

2.C.12- 2.C.15 *Graduate Programs: Not Applicable*

2.C.16 *Credit and noncredit continuing education programs and other special programs are compatible with the institution's mission and goals.*

Edmonds CC's continuing education programs and other special programs complement the college's [mission](#) to enhance the community, promote educational and career access, and foster lifelong learning. Those educational opportunities also reflect the legislatively driven mission of Washington State's community college system.

The college's Workforce Development and Training Division oversees credit and noncredit [Continuing Education](#) classes and programs. Credit bearing courses (self-support curricula, scheduled according to student and industry demand) undergo the same approval process as academic courses. These classes are taught by qualified instructors (often college faculty), who provide industry specific training, e.g., aerospace-related courses. Once a year, the Curriculum Committee reviews noncredit, short-term-skills courses and personal enrichment curricula, e.g., art workshops, LEAN training, and summer youth camps. The courses are taught by specialists who are approved by the appropriate director. Industry and/or community demand (filtered through the lens of the college's mission and vision) determine which courses are developed. Student evaluations, staff feedback, and administrative review determine how often or whether courses are offered.

The Pre-College Division, International Division, Contracted Programs, and Community-Based Programs offer credit-bearing courses in numerous areas. The curricula and programs not only support educational and career development, but they also address community needs in Lynnwood and Snohomish County (where the college is located). As documented in page 13 of the Lynnwood [demographic profile](#), the city has been fortunate enough to attract a diverse range of immigrants. Almost 30% of Lynnwood residents were born in another country, and 35% speak a language other than English at home. However, the [Office of the Superintendent of Public Instruction \(OSPI\)](#) has also identified some of Snohomish County's critical challenges, e.g., a 15.5% five-year dropout rate for all students and much higher rates for certain ethnic populations. Collectively, those data highlight the need for Edmonds CC to provide educational access for its diverse community.

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

The content, quality, and approval processes for Edmonds CC's continuing education and special learning curricula (as defined in 2.C.16) meet state and accreditation requirements.

The college's Curriculum Committee reviews all curricula, including continuing education and special learning courses. Credit-bearing continuing education/special learning courses follow the same approval procedure as academic courses. The Curriculum Committee's faculty membership (representing all instructional divisions) and its [course proposal](#) form and instructions (requiring details about curricular content, planning, purpose, outcomes, and student achievement assessment), ensure appropriate faculty oversight of the college's continuing education and special learning offerings.

If the college offers noncredit continuing education courses in partnership with another organization (such as Ed2Go or UGotClass), the college maintains a formal, written contract for offerings from each organization.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

Edmonds CC's processes for developing continuing education curricula and awarding CEUs reflect accepted standards and support the college's mission by encouraging success, innovation, service, and lifelong learning.

As indicated in 2.C.17, Edmonds CC's Curriculum Committee reviews all curricula, including continuing education courses. All credit-bearing continuing education courses undergo the

same review processes as academic courses. Students can also earn CEUs in noncredit courses if they are at least 10 hours in length. (One-tenth of a CEU is awarded for each clock hour--50-60 minutes--of actual instruction).

The college's process for awarding CEUs (for credit-bearing and noncredit courses) requires clearly stated learning objectives, as specified by the college's [Granting Continuing Education Units \(CEUs\)](#) policy and [procedure](#). After the instructors certify that the students have achieved the designated objectives, the college awards the CEUs and issues certificates to the students and to their sponsoring organizations or employers. See also the [CEU Request Form](#) (which helps determine a course's CEU-eligibility and which allows instructors to certify a student's satisfactory performance, attendance, and completion) and the [CEU Diagram](#) (which outlines the CEU process).

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

In its records management system, Edmonds CC documents student information, class registrations, and course details (titles, descriptions, dates, and instructors) for all credit and noncredit courses. Continuing education students must [register online](#).

Student Support Resources

Standard 2.D





2.D – Student Support Resources

[Link to Glossary \(including acronyms and evidence links\)](#)

Student Services areas support Edmonds CC's mission, core themes, and values by helping students achieve their educational, professional, and personal goals in an inclusive student-centered environment. Student Services personnel are trained to guide students through institutional processes and connect students to other resources, as detailed in the academic catalog and the [Student Resource Guide](#).

The college's resource network includes several population-specific [programs](#), such as TRiO Student Support Services; Opportunity Grant; Veterans Resource Center; Diversity Student Center; Services for Students with Disabilities; Relationships in Science Education (RiSE); and Mathematics, Engineering, Science Achievement (MESA).

To improve student support in all programs, the college has used insights from a 2011-2015 [ATD](#) grant to enhance student success, close achievement gaps, and increase student retention and completion rates. Students are continuing to benefit from a number of institutionalized ATD initiatives, such as Triton JumpStart (New Student Experience) and New Student Advising. (Of note, the college became an ATD Leader College in early 2017 and is working on new efforts to improve student success.)

The college is building on its ATD-sponsored accomplishments by developing guided pathways (GP) for student success. Beginning in Summer of 2015 the college began to explore the Community College Research Center's [Guided Pathways model](#) for student success by creating Edmonds CC's [guided pathways vision and timeline](#). In Fall of 2016, the college formed a guided pathways steering committee and began work on a [five-year plan](#) to align instructional programs and student support services to the guided pathways model. The goals of this work focus on the following: creating clear, educationally coherent program pathways that are aligned with students' end goals; helping students explore and select a program pathway of interest; and tracking and supporting students' progress along their chosen pathway. Instruction and Student Services are preparing for the GP model by creating an online orientation for all students and redesigning the college's advising system.

As reflected in the [Student Services Strategic Plan](#), Edmonds CC is committed to helping more students earn postsecondary credentials; to promoting and improving student success; and to regularly reviewing student support programs to ensure that they are efficient, effective, and appropriately resourced.

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Edmonds CC's educational programs and delivery modes provide a variety of well-supported learning environments, designed to meet a diverse range of learning needs. The college regularly monitors resource and capacity allocations for all of its learning environments, and the

[Student Services Strategic Plan](#) (2015-2018) focuses on ensuring that student needs are met. If demand exceeds an area's resources (as is increasingly the case in Services for Students with Disabilities and the Center for Families, for example), the supervisor identifies the department's or program's needs in operational [SIMPLE Plans](#).

[CCSSE \(2009-2015\)](#) results indicate that more than 70% of Edmonds CC students perceive adequate levels ("high" or "quite a bit") of support for their success. Although only about 5% of the CCSSE respondents perceived inadequate support, the college is committed to examining, evaluating, and improving its learning environments.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

In response to various risk factors, including the nationwide rise in campus violence, Edmonds CC uses proactive measures to ensure campus members' safety. [Security/emergency response staff](#) (trained in threat assessment) and the Behavior Intervention Team (BIT) members (trained in [behavior intervention](#)) help to identify, prevent, or manage issues. Per governmental regulations and established best practices, the college publishes its [crime statistics](#) and an [annual security report](#), as well as information about [reporting](#) or responding to behavioral problems, [criminal activities](#), and campus emergencies. Campus members also receive information about safety procedures or emergency protocols, via email updates; orientations and presentations; online videos; and the [Campus Emergency Preparedness site](#). Additionally, emergency procedure flip charts (currently under revision) and lists of evacuation assembly areas are posted in all classrooms, administrative areas or buildings, and in other prominent locations.

In emergency situations, the college uses mass-notification systems, including [Triton Alert](#) (which sends campus/personal emails and/or text messages) and emergency announcement speakers. Campus members can also use Talk-A-Phones (emergency telephone towers) to connect directly to 911 or campus security. As of September 2016, the college has 18 external speakers, which issue voice notifications of emergency conditions to an outdoor audience, and four Talk-A-Phones, which provide additional lighting, cameras, and emergency announcement speakers.

The college also has in place a "[See Something. Say Something](#)" campaign to empower individuals to report any/all incidents that could be considered expressions of bias or hatred toward another/others.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

As part of its mission to promote educational and career opportunities, strengthen its diverse community, and facilitate student success, Edmonds CC actively recruits students who could

benefit from its programs. Multiple student success resources and services (e.g., [orientation](#), [advising](#), and [college success curricula](#) as well as published information about [state](#) and [college](#) admissions policies and [processes](#), certificate/degree program [requirements](#), and [graduation](#) and [transfer](#) criteria) support students throughout their Edmonds CC experiences. (See also 2.C.2, 2.C.3, 2.D.1, 2.D.5, and 2.D.10.)

2.D.4 *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

For program inactivation or elimination, the college follows a [transparent review process](#) and implements “[teach-out procedures](#),” which allow the students to complete their degrees and certificates with minimal disruptions. Assigned faculty advisors or counselors assist students with academic planning, possible course substitutions, and completion timelines.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.*

Edmonds CC publishes accurate, timely information about policies, resources, and requirements in the academic catalog and campus website. The college also conveys that information in accessible formats for students with disabilities. A limited number of catalogs are printed each year for compliance purposes and are available upon request. (See also, 2.C.2, 2.C.3, 2.C.4, 2.C.8.)

a) Institutional mission and core themes

The college’s mission statement and core themes are published on the [website](#), in the [catalog](#), and throughout the year in additional brochures. Posters highlighting the mission statement and core themes are on display around campus.

b) Entrance requirements and procedures

Edmonds CC’s [entrance requirements](#) are available in the catalog and also online. The “[Getting Started](#)” webpage describes enrollment processes and guides students through them. The catalog’s College Policies section also includes [admissions policy language](#).

c) Grading policy

The college’s grading [policy](#) and [procedures](#) are in the catalog under the College Policies section.

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings

The catalog describes all of the college's [courses](#) and [programs of study \(i.e., degrees and certificates\)](#) and includes information about the [General Education Learning Outcomes](#) (the PLOs for General Education requirements). The online catalog includes detailed degree and certificate information, and the interactive format expands and collapses as viewers navigate and explore the catalog's contents.

In addition, the Program-level Learning Outcomes (PLOs) for each program of study have been strategically placed within their respective sections of the program requirement sheets (e.g., general education outcomes are listed in the general education requirements section). Additionally, faculty have determined that the CLOs for all course options within a program requirement area allow students to meet the PLOs for those specific requirements. This connection helps to demonstrate a direct linkage between course-level learning and higher-level learning outcomes. (See 2.D.3 for information about the program requirements and sheets for each degree and certificate.)

The online [projected annual schedule](#) offers additional data and analysis for time to degree by specifying each class (and mode) the college will offer each quarter.

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

The [Administration and Faculty section](#) of the catalog contains the names, titles, degrees held, and conferring institutions for administrators and full-time faculty.

f) Rules, regulations for conduct, rights, and responsibilities

The [Student Code of Conduct](#), which includes rights and responsibilities, is in the college catalog.

g) Tuition, fees, and other program costs

h) Refund policies and procedures for students who withdraw from enrollment

Information about [tuition](#) and [fees](#) is linked in the catalog. [Refund processes](#) are also online. (This information also appears in quarterly class schedules.)

i) Opportunities and requirements for financial aid

Information about [financial aid opportunities, requirements, and processes](#) and [financial aid programs](#) is online. (This information also appears on financial aid application forms.) Information about scholarships is also available from Edmonds CC's [Foundation](#).

j) Academic calendar

The [Academic Calendar](#), which is collaboratively developed by Student Services and Instruction, is in the catalog. This [calendar information](#) is available on the college's website.

2.D.6. Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

When applicable, eligibility criteria for state or national licensure or unique requirements for employment/advancement appear in departmental web pages (within the college's website) and in [program requirements descriptions](#) in the academic catalog. Examples (all described in the program requirement sheets) include the following:

- Per state regulations for onsite clinical training, [Allied Health](#) students must provide criminal background checks and immunization records.
- To be licensed for in-state practice, [Pharmacy Technician](#) and [Practical Nursing](#) students must be tested outside the college. (Edmonds CC's program directors sign off on graduates' applications to the state licensing board.)
- The [Phlebotomy Technician](#) and [Clinical Laboratory Assistant](#) programs are aligned with national organizations, whose "voluntary" certification exams allow graduates to demonstrate competency to potential employers.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those record regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

As described in the academic and policy catalogs, Edmonds CC meets FERPA guidelines for protecting student privacy and securing student records. The college also has access to the state's data storage and data retrieval systems.

Edmonds CC abides by RCW 40.14 [Preservation and Destruction of Public Records](#) and WAC 434-600 through 690, which describe the [general retention schedule for community and technical colleges](#). The college's Student Management System (SMS) is part of a statewide computer network, which regularly backs up data and stores student records, so they can be retrieved and restored should the need arise. The college also submits student records to the state on a quarterly basis, thus creating another safeguard against data loss.

The Dean for Student Success/Enrollment and Entry Services oversees [student record policies](#), [procedures](#), and [processes](#). Supervisors who coordinate record retention processes receive training in archive processing and management. If employees need SMS access, supervisors must submit a [request form](#) to the Dean for Student Success/Enrollment and Entry Services for review and approval. The Technology and eLearning (IT&e) department files approved forms and activates employee access to the database.

The Student Records policy in the college catalog clearly articulates student rights under the Family Educational Rights and Privacy Act (FERPA), and college personnel must undergo

[online FERPA training](#). A designated Enrollment Services staff member tracks changes in FERPA permissions and communicates updates to faculty and staff. Students can give permission for the [release of their records](#) and can withdraw permission for the college to share directory information. Parents can [request access](#) to their dependent children's records.

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

In support of the college's mission to provide educational access, the [Financial Aid Office](#) (FAO) helps students who cannot otherwise afford college tuition apply for [federal loans](#) and grants. Through its staff, online and printed materials, and message boards, the FAO educates prospective and current students about funding categories, application processes, and student-need calculations--as determined by a federal formula and FAFSA information. Through continual employee training, transparent administrative oversight, and ongoing assessments, the college ensures that its financial aid programs and services are accountable and effective.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Edmonds CC apprises students of financial aid repayment obligations and systematically monitors its student loan programs and loan default rates.

A number of mechanisms and processes keep the students informed about the obligations for accepting and repaying loans.

- Students must complete a [financial aid information sheet](#), which details the Satisfactory Academic Progress requirements and the repayment obligations for classes that the students fail or do not complete.
- The students complete federally mandated entrance and exit interviews (online at the [Department of Education website](#)), which highlight the students' repayment obligations and options. The college places a hold on the records of students who have not completed the process.
- The college routinely tracks the enrollments of financial aid students. A federal formula (for the Return of Title IV Funds) determines the [repayment obligations](#) for students who officially withdraw from all classes before 60% of the quarter has elapsed or for students who do not complete any credits by the quarter's end. The college mails the repayment information to the students and issues a records' hold until the students have met the repayment requirements.

The college also carefully monitors its loan programs and default rates through its [Direct Loan Default Prevention and Management Plan](#) and via the steps outlined below:

- All Financial Aid Office staff are trained to determine loan eligibility and to certify loans as part of the awarding process. Specially assigned staff oversee loan eligibility, disbursement of funds, return of funds, and reporting requirements.
- Financial Aid staff send quarterly reports (about the college's enrollments and Title IV/Pell grants and loans) to The National Student Loan Database System (NSLDS) and to the Department of Education (DOE). Staff members also use the NSLDS and the

DOE's Alert System to track student eligibility, identify loan limits, and determine if students are attempting to access aid at another school.

- The college thoroughly reviews its default rates (publicly available via the [National Center for Education Statistics](#) and yearly DOE reports) and uses the data to adjust federal loan disbursements.
- In Fall 2013, the college partnered with the Association of Community College Trustees and The Institute for College Access & Success in a [study](#) of community college students who receive and subsequently default on federal student loans.

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Edmonds CC's [advising services](#) are supported with appropriate resources, staffed by well-trained personnel, and evaluated through systematic reviews. Also, the college clearly defines advising roles and responsibilities and shares that information with students through a variety of formats and processes. (See also 2.D.3 and 2.D.5.)

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Edmonds CC's co- and extra-curricular activities serve the college's mission, reflect the core themes, and support the campus community in distinct ways: by connecting students to potential career or vocational interests; helping students to further develop special skills and talents; and enabling students to participate in or contribute to a wide range of social, cultural, and community events. Per college [policy](#) and [procedures](#), co-curricular endeavors (e.g., college athletics and student publications) are linked to academic courses and allow students to apply classroom learning to other contexts. Extra-curricular pursuits (clubs, intramural sports, campus events, etc.) are not directly linked to specific curricula but still provide cultural, recreational, and social opportunities that foster learning and enrich the campus environment.

Program directors who report to the Dean of Student Success/Student Life and Development coordinate with the [Associated Students of Edmonds Community College](#) (ASEdCC) and [The Center for Student Engagement & Leadership](#) (CSEL) to manage the co- and extra-curricular programs and to ensure that they reflect the college's mission, policies, and practices. (See also 2.D.13.)

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

Edmonds CC operates the following auxiliary services: [Food Services](#), [Housing/Residence Life](#) program, [College Store](#), and the [Black Box Theatre](#). Each of these services provide important resources for the community, students, and campus life, and each supports the core themes of the college's mission. These services also have their own mechanisms for obtaining feedback

and input from their customers. (See also 2.F.6.)

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Edmonds CC's Athletic Department and co-curricular programs align with the college's mission to support the students and the community. The programs enable the students to learn outside the classroom or apply course-specific skills; gain experience in professional or athletic/team performance; improve leadership abilities; and enhance social and personal development. College administrators partner with well-trained student leaders to oversee the programs and ensure that they are equitably supported, reflect institutional policies, and comply with recognized [eligibility standards](#). (See also 2.D.11.)

2.D.14 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Edmonds CC has established procedures for verifying the identity of distance learning students, informing the students of those practices, and protecting the students' information. All instructional and administrative processes involving student information or communications abide by all FERPA regulations and protections enforced at Edmonds CC.

The college's online courses are currently administered through the Canvas course management software. Students must register for and use their Edmonds CC account information (unique usernames and passwords) for [Canvas authentication](#) and login. Additionally, some academic areas require further identity verification. For example, all eLearning mathematics courses require a proctor for exams. Students can use the college's Testing Center or the proctoring services of other colleges, universities, or libraries. With any of these options, students must present identification.

Library and Information Resources

Standard 2.E





2.E – Library and Information Resources

[Link to Glossary \(including acronyms and evidence links\)](#)

Edmonds CC recognizes its library as a progressive, well-managed facility, supported by dedicated faculty and staff, who provide invaluable services to the campus. The [library's mission, vision, and goals](#) reflect the library's essential role in the college's mission and core themes and emphasize the library faculty and staff's commitment to understanding and meeting the needs of students, faculty, staff, and the community.

To support its collection and services, the library relies on an annual print and digital resources budget (approximately \$100,000); an endowment, established in 1998; and instructional departments' contributions to funding for research databases. Library funding has not kept pace with increasing costs, and demand for the library's resources is growing. Therefore, it is becoming difficult for the library's budget to meet the resource needs of divisions, departments, and students. The Associate Dean for Learning Resources, four full-time tenured (or tenure-track) faculty members, and additional library staff coordinate to carry out the library's numerous functions. In 2013 a fourth faculty librarian position was added to address increased demands on the staff.

Library faculty and staff members actively cultivate campus, community, and statewide partnerships to fund resources, support college initiatives, facilitate campus events, and adopt statewide systems. Examples of joint efforts include the following:

- collaborating with Student Government and the Equity and Diversity Center to identify students' needs, enhance study spaces, and provide (or lend) computer and media equipment
- combining funds from the library and academic departments (e.g., Visual Arts and CIS) to pay for database licensing fees
- working with [Central Washington University \(Lynnwood Center\)](#) librarians to assist CWU students
- participating in a [statewide initiative](#) to implement an integrated library system (with built-in analytics), intended to streamline library services, improve student access, expand student support, and support the state's goals for student achievement and educational access.

The library's data analysis efforts (including the [library SIMPLE Plan](#)) promote ongoing improvements, support strategic planning, and highlight key trends, for example--

- The staff's commitment to continuous adaptation and improvement has effectively guided decision-making and operations.
- The library's extensive hours, computers, study areas, and reference services make the library a reliable, "go-to" support resource for many students, so the staff members end up going above and beyond their normal duties.
- Although the library has been able to maintain core services, many of its other high-demand resources require additional support. Library staff members continually look for creative ways to add new resources, but it is becoming more challenging to do so without withdrawing needed resources from other areas.

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

In maintaining appropriate levels of currency, depth, breadth, and accessibility, Edmonds CC's student-centered library and information resources effectively support the college's programs, mission, and core themes--especially the emphasis on educational opportunities and student success. (See also 2.E.3.)

Through the library's website and other online tools, students have 24/7 access to staff support via [chat reference services](#) (a nationwide consortium) and to many other [resources](#), including thousands of articles from full text databases, eBooks, and streaming media. Furthermore, by working with the [Washington State Library](#) through the [Statewide Database Licensing Project](#), the library is able to provide access to a major periodical database that would not otherwise be affordable.

The library's multi-disciplinary [collections](#) (print books, ebooks, periodicals and newspapers, media materials, and full-text databases) support all of Edmonds CC's academic programs. To ensure excellent service, support, and resources, division-specific [faculty-librarian liaisons](#) attend department or division meetings (as needed) and work with instructors to identify and purchase appropriate materials. In addition, the library maintains and analyzes a vast amount of [statistics](#) to ensure that users' needs are being met and to assess the adequacy of the library's collections.

2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

To support planning processes, the library systematically collects [statistical data](#), solicits user feedback, and involves the college community and staff in evaluating and developing library resources, services, and physical spaces.

A librarian is a member of the college's [Curriculum Committee](#), and [faculty-librarian liaisons](#) regularly work with instructors, departments, and divisions to procure appropriate library materials; stay informed about changes or future directions in academic programs; design and customize information literacy curriculum and activities; and update, expand, or discontinue databases and other resources.

The library management team has also identified (and is planning for) an emerging need for flexible, modular workspaces to accommodate changing media and technology formats and to improve access for campus and community members.

2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however*

delivered.

In addition to providing training in library resources and information literacy, the library staff [actively collaborates](#) with campus and community members on a wide array of educational, cultural, and institutional efforts. The library also engages in regularly planning, via the [SIMPLE Plan](#), to improve its services. (See also 2.A.13 and 2.C.6.)

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

As described in 2.E.2 and 2.E.3., library staff members use a wide range of statistical data and user feedback to continually evaluate and improve resources and services, inform decision making, and guide planning. Some specific examples include the following:

- Faculty librarians use [circulation](#) statistics, [acquisition/materials](#) data, faculty input, and collection inventories to determine how to further develop or modify the library's resources and materials--for example, expanding resources for the Paralegal program and eliminating outdated media equipment.
- Faculty librarians use student feedback to improve information-literacy instruction and to clarify the learning outcomes.
- The library has a RFID security system and book/media tags; a security gate at its entrance; and theft-prevention exit alarms.
- The library director is active in Washington's community and technical colleges system's [Library Leadership Council](#) (a council reporting to the statewide Instruction Commission) and in [ORCA](#) (a consortium of Washington colleges that coordinates services and activities in support of a shared implementation of the [Ex Libris Voyager](#) integrated library system). The full time faculty librarians are active in College Library and Media Specialists, a non-profit association for idea sharing and interlibrary cooperation among Washington's 34 Community and Technical Colleges.

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Financial Resources

Standard 2.F





2.F – Financial Resources

[Link to Glossary \(including acronyms and evidence links\)](#)

In compliance with local, state, and federal requirements, Edmonds CC uses standard, transparent processes to manage, monitor, and account for its resources, expenditures, and financial partnerships. The college also effectively plans for and adapts to fluctuations in its primary funding sources (the state allocation, tuition and fees, and local revenues) and in the economy.

Careful planning and statewide collaborations enabled Edmonds CC to weather the recent economic crisis and to cope with ongoing shifts in public funding:

- From Fiscal Year (FY) 2009 through FY 2013, the state decreased the operating appropriations for community and technical colleges (CTCs). However, supplemental state funding in 2013-15 facilitated partnerships among the CTCs and local industry (e.g., for aerospace training); helped to stabilize tuitions in FY 2015; and kept the net reductions in CTC funding to about 15% through FY 2015.
- In FY 2016, the legislature backfilled most of the college's 5% tuition loss (resulting from the Affordable Education Act). However, the state's improving employment rates have led to predictable decreases in Edmonds CC's enrollments as students return to the workforce. If this trend, which began in Fall Quarter 2014, continues, the college will lose even more tuition.
- The state's new funding formula (implemented in FY 2017) redistributed allocations among the 34 CTCs. Colleges like Edmonds CC faced substantial funding reductions but will be allowed to distribute them over a four-year period.

The college remains committed to policies and strategic processes that support its mission, cultivate community partnerships, and promote the best use of increasingly strained resources.

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

In support of its mission and programs, Edmonds CC maintains financial stability by carefully monitoring resources and expenditures, appropriately managing risk and debt, meeting short-term commitments, and planning strategically for long-term obligations. (See also 2.A.30.)

Through the recent recession, the college was able to maintain sufficient cash flow and reserves by reducing expenditures and supporting the [operating budget](#) with other revenue sources (in particular, shared funding from the International Program). Though not completely without risks, these short-term strategies enabled the college to remain fiscally strong despite the cumulative loss of state funding over the past several years.

The college mitigates the risks by maintaining and updating conservative revenue projections

and by expanding local revenue generating programs, such as grants and contracts. (See also 2.F.2.) All uncommitted revenue sources are considered during the operating budget's planning and development process. Also, per the Board of Trustees, the college maintains a minimum of \$3.2 million in operating reserves.

The college's formal [budgeting](#), [debt management](#), [cash and investment management](#), and [fiscal accountability](#) policies reflect state requirements and standard financial practices for maintaining financial stability. For example, when enrollments dramatically increased during the recession, the college was able to use the excess from non-budgeted revenues to finance a reserve that could, in an emergency, cover all college debt service for at least five years and/or pay off most of the college's current debt. That strategy saved the operating budget approximately \$500,000 per year and provided long-term financial risk mitigation. The Vice President for Finance and Operations oversees new debt obligations, which (per college policy and state regulations) cannot exceed 7% of the three-year average of operating budget revenues.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

In accordance with state regulations and institutional policies, Edmonds CC strategically manages its enrollments and resources and carefully develops its budget, which draws from three clearly defined components: state allocations, tuition, and locally generated revenue. (See also 2.A.30 and 2.F.1.)

The state's new funding formula is more flexible and reactive to current trends but is less predictable as a result. (The State Board has distributed additional modeling tools to help colleges make informed projections.) The new model also includes other significant changes:

- re-basing the dollar value of FTES across the system
- establishing a new category of "priority FTES" (weighted at 1.3 each)
- increasing the percentage of allocations based on the Student Achievement Initiative (a statewide metric) from less than 1% to 5% of the total allocation.

The college develops a base operating budget incrementally by assuming a continuation, with some updates, from the previous year. Revenue sources, conservatively modeled, are applied to the expenses in the projected budget. As needed, President's Cabinet adjusts expenditures and local revenue allocations to maintain a balanced budget and sufficient reserves to support current and future commitments. Each June, the Board of Trustees approves the projected operations budget for the next fiscal year.

Because the college's [enrollment and tuition projections](#) are consistently accurate and current, they efficiently support a three-year financial planning model for major expenses and income sources.

Compared with other Washington CTCs, Edmonds CC generates a higher percentage of its annual operating revenue from local sources, e.g., grants, contracts, and high-demand program fees. (See also page 27 in the [2015-2016 Institutional Performance Report](#).) The college effectively develops and manages these revenue sources and, as needed, uses them to augment the operating budget.

2.F.3 *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Edmonds CC's transparent financial planning and budget development policies and practices adhere to state regulations, reflect recognized standards, and offer numerous opportunities for campus and community input.

As indicated in 2.F.2, the [budget development process](#) is incremental and transparent. From February to June, regularly scheduled planning and budgeting activities help to inform the college and solicit input from campus members.

- Operational: Divisions prioritize their routine and emergent operational funding requests and then submit them through division-level [SIMPLE Plans](#). The deans forward their divisions' requests to President's Cabinet, and the VPs collectively vet the requests and present recommendations in prioritized order to RAC.
- Governance/Strategic: Strategic resource requests (developed as project proposals) are gathered through the annual work of the five strategic councils. Representatives from each council serve on the Combined Strategic Council, which is responsible for reviewing the project proposals, creating a prioritized list, and presenting it as a recommendation to RAC. (See also Diagram 2 in the Standard 3 introduction.)

As it evaluates President's Cabinet and Combined Strategic Council's recommendations, RAC strives to support as many operational and strategic needs as possible. President's Cabinet formally votes on and approves RAC's final funding recommendations.

These policies and processes culminate in a balanced budget (with respect to the state allocation and other revenue sources) that the Board of Trustees publicly reviews and [approves](#). The approved budget is uploaded to the employee accessible U-Drive and becomes a dynamic document, which the Budget Office updates or revises, as needed. Per BOT [policy](#), the college president is accountable for ensuring that the budget is fiscally sound.

2.F.4 *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The college's internal control measures along with the state's [Financial Management System](#) reflect recognized accounting principles and ensure timely and accurate delivery of financial information.

- The financial management system documents all financial activities in accordance with the basic accounting structure and procedures set up for all state agencies by the [Office of Financial Management](#).
- The college's internal controls require the business office to verify budgetary signatures, codes, and funding availability; follow OFM guidelines for asset protection; and conduct annual risk assessments. The college's internal auditor also performs optional risk assessments.
- All staff can review real-time financial transactions via the state's Financial Management System Query. The state's entire financial management system software is adequate but

out of date, so the state is migrating all of the CTCs to a suite of PeopleSoft applications (referred to as ctcLink). The initial transitions at other colleges have not gone smoothly, but Edmonds has been preparing for the migration and is currently scheduled to go live on the new system in October 2018.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

As established in the [Facilities Master Plan](#), Edmonds CC's capital project goals reflect the college's mission and core themes as well as institutional planning for educational programs, physical resources, infrastructure, and financial management.

The college also answers to and coordinates with its BOT and with the SBCTC. The BOT reviews the college's Annual Financial Report (e.g., the [2013-14](#) and [2014-15](#)) and must approve all debt for major capital outlay. As mentioned in 2.F.2, the college's overall debt (currently 2.85%) must not exceed 7% of the three-year average of general operating revenues. In concert with the SBCTC's capital planning processes, the college carefully monitors funding for and orchestrates each phase of its [capital projects](#) in order to meet institutional goals and state standards.

Edmonds CC uses institutional and state resources to support the college's capital projects and to meet the needs of the diverse community. For example, in response to state trends and local demand, the college has expanded its transfer and workforce programs over the last ten years. The resulting growth in Allied Health and STEM degrees led the college to request state funds for a Science, Engineering, and Technology (SET) building. The college has also renovated and expanded office space to accommodate significant growth in International Programs.

Some construction and renovation projects were delayed or sidelined when the economic crisis restricted the state's use of bonds--a major source of the state's operational and capital budgets. When state funding is less available, the college can sometimes use local funding sources to accommodate or facilitate program growth and to address other emerging needs. For example, a temporary student fee financed construction of the multi-use athletic field. Also, through a Certificate of Participation (connected to the State Agency Lease/Purchase Program), the college was able to use local funds to remodel Brier Hall, acquire a warehouse, and purchase the Gateway Building. These purchases (identified in the Facilities Master Plan) helped the college address multiple objectives: meeting city parking requirements; increasing administrative space; and relocating the main offices of International Programs, Workforce Development, and Instruction into a centralized area of Snohomish Hall.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's auxiliary enterprises are self-supporting. These enterprises exist to benefit

students and staff by providing a needed service or activity. These units are internally managed and reviewed to ensure that [expenditures](#) remain aligned with unit revenue. (See also 2.D.12.)

2.F.7 *For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

Edmonds CC undergoes transparent, state-approved auditing processes, conducted by qualified personnel, using Generally Accepted Accounting Principles. The final reports are reviewed by appropriate college representatives, approved by the BOT, and made available to the public in a timely manner.

The SBCTC requires external audits of all of the CTCs' finances to ensure that they meet the requirements of Governmental Accounting Standards Board (GASB) Statement No. 34. Edmonds completed its first annual external audit in July, 2015 (for FY 2013-14) and its second annual external audit (for FY 2014-15) in September, 2016. (See the response to 2014 Recommendation 1 and Eligibility Requirement 19 for more details.)

Annually, the [State Auditor's Office](#) (SAO) reviews the college's financial data and conducts risk assessments. The college is subject to the state's Accountability and Materiality Consolidated Agency Financial Report audits and is included in the [SAO's Single Audit \(A-133\) report](#). Additionally, federal or local agencies periodically audit the college at the programmatic or contract level.

The president and other college representatives (including the Vice President for Finance and Operations, the Director of Finance, and at least one BOT member) discuss the reports with the state auditors. At a regular board meeting, the BOT reviews and approves the audit reports, which become a part of the college's open public records. Audit results are also available at the Washington State Auditor's Office website. Any findings are addressed with a Corrective Action Plan, which is recorded and filed with the [Office of Financial Management](#) in Olympia.

The SBCTC also has the authority to conduct an annual operations review of the college to ensure consistency in recordkeeping and reporting; adherence to SBCTC policies; and compliance with federal and state laws, regulations, and grant provisions.

See also links to the audit reports and financial statements:

- [FY 2013-14 Audit Report](#) | [Annual Financial Report 2013-14](#)
- [FY 2014-15 Audit Report](#) | [Annual Financial Report 2014-15](#)

These [audited financial statement reports](#) are also online (along the left hand menu of the website).

2.F.8 *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship*

with that organization.

Through professionally conducted fundraising efforts, the [Edmonds CC Foundation](#) (created in 1982) supports access, success, and excellence for students, faculty, and staff.

The Foundation functions as a separate 501(c)3 nonprofit, governed by its Board of Directors. To maintain its nonprofit status and eligibility for charitable gifts, the Foundation annually files an IRS Form 990 and remains registered with Washington's Secretary of State office.

As part of a [quid pro quo agreement](#) (among the Foundation, Edmonds CC, and the State of Washington), the college provides salary, office space, utilities, and access to college-wide services to support the Foundation's operations.

Vine Dahlen, a local CPA firm, experienced with nonprofits, annually audits the Edmonds CC Foundation, which reports the audit results to the college and the Foundation Board. Additionally, the board approves and monitors all fundraising policies and practices to ensure that they reflect professional and ethical standards. The college president serves as a non-voting, ex-officio member.

The Foundation adheres to college policies and follows the accounting requirements and principles of the [Financial Accounting Standards Board](#) and the [Association of Fundraising Professionals](#).

Physical and Technological Infrastructure

Standard 2.G





2.G – Physical and Technological Infrastructure

[Link to Glossary \(including acronyms and evidence links\)](#)

Physical Infrastructure

Edmonds CC effectively manages, maintains, and plans for its physical resources, infrastructure, and grounds, and the recently updated [Facilities Master Plan](#) is now more attuned to academic planning, institutional initiatives, and community developments.

Those alignments also inform space and resource allocations. Departments and divisions submit resource requests (tied to the units' functions and the college's mission) to their deans as part of the operational requests in the SIMPLE Plan, and those that are considered strategic and necessary are forwarded to RAC. The strategic councils submit their requests directly to RAC (through the CSC), which strives to support as many projects as possible but prioritizes proposals that most directly promote the college's mission and goals. The college annually assesses these processes (initiated in 2011) to facilitate more efficient communication and coordination; foster partnerships; and promote manageable, well-structured growth.

These planning processes are evolving, and as they improve, so does the college's ability to identify and address gaps and problem areas. For example, although a centralized scheduling system coordinates room assignments, the need for program-specific rooms and labs can limit efforts to track and improve space utilization. The college is shifting to a more advanced web-based system (from R25 to 25Live), designed to improve space utilization and scheduling efficiency.

For facilities modifications, remodels, growth projects, and other equipment or space needs, the 34 CTCs submit proposals through the state's Capital Request process. Edmonds CC aligns its facilities plans with that state-level process. In addition, the college may receive capital funds from other sources, e.g., Community Economic Revitalization Board; the student government budget (e.g., for the [new athletic field](#)); and the Department of Commerce's Energy Savings initiative (which provides one-time funding for specific projects or programs).

As reflected in the state's [2015 Edmonds CC Facilities Condition Survey](#) (part of a survey administered to all of the CTCs), most of Edmonds CC's buildings are in good working order and are well-maintained, largely because the Facilities Planning and Operations Division works so effectively with the rest of the college. Those departments (Maintenance, Grounds, Custodial Services, and Environmental Safety and Health) actively support the college's mission and strategic planning processes by ensuring that campus resources are well-monitored, safe, secure, reliable, and appropriate for the college's programs and community.

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

In support of its mission and core themes, Edmonds CC develops and maintains accessible, secure, appropriate facilities that promote healthful, productive learning and working environments. The college's [Environmental Health and Safety](#) guidelines, [Emergency Preparedness](#) resources, [Emergency Management Action Team](#), and [mitigation plan](#) provide training, strategic planning, and oversight in support of campus safety and security. (See also 2.D.2.)

The Facilities Operations division includes Maintenance, Grounds, Recycling/Environmental Safety/Health, and Custodial services. Those departments work with Safety, Security, and Emergency Preparedness to ensure that campus facilities are accessible, safe, secure, and adequate for their intended use.

In addition, every two years the state conducts a [facilities condition survey](#) of the college's buildings and site. (See also 2.G.3.)

2.G.2 *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

In compliance with regulatory guidelines and standard practices, Edmonds CC's Facilities Departments promote campus safety by carefully monitoring, safely handling, and appropriately disposing of hazardous or toxic materials. For the campus and community, the college offers educational materials and resources, e.g., [Environmental Health and Safety](#) webpages, Earth Month demonstrations, and emergency flipcharts. The Facilities Departments provide in-house training and drills as well as training from OSHA, the Department of Ecology, and the state's Department of Agriculture. (See also 2.D.2.)

A certified contractor packs, transports, disposes of, or recycles all of the college's hazardous or recyclable wastes. On campus, the Facilities Departments follow the college's [Safety and Health Policy](#) and the [Hazardous Waste Management Procedures](#) to do the following:

- safely handle (collect, inventory, label, transport, and store) hazardous and universal waste in secure, OSHA-compliant locations
- maintain area-specific [Safety Data Sheets](#) with easy access to the Material Safety Data Sheets online database
- provide staff with training, protective equipment, and first-aid resources.

The college also follows (and provides staff training for) hazardous material spill response procedures. Emergency flip charts (in all classrooms and other prominent locations) specify the spill response procedures, self-protection measures, and emergency contacts. For minor emergencies, trained employees can use the college's well-maintained [spill response](#) materials and kits. The Lynnwood Fire Department or the Department of Ecology handles major incidents.

2.G.3 *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

With guidance from a consulting firm, input from stakeholders, and oversight from the BOT, Edmonds CC developed a new [Facilities Master Plan](#) (2015-16), reflecting the college's mission, core themes, and educational and financial planning. The Facilities Master Plan also

aligns with state budgeting and planning mechanisms (e.g., the [2015 Edmonds CC Facilities Condition Survey](#) and the Capital Request process); abides by state and local regulations; and factors in capital or infrastructure projects, developed by the City of Lynnwood. (See also 2.G.7 and 2.G.8.)

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

Edmond's CC maintains and manages equipment that is appropriate to the college's mission and core themes and that supports the college's programs and services. Facilities has an adequate supply of equipment to ensure that all buildings are running properly. Most of the older buildings' equipment was updated through capital funding and the 2011-2012 ESCO project. The college has upgraded to more energy efficient boilers, chillers, HVAC controllers, facilities controls, and servers and has improved parking lot lighting.

Small landscaping renovations, sustainable student projects, and capital landscaping projects have been funded through the capital projects budget. In the past, the Grounds Department has been able to maximize this funding and provide educational opportunities by using Grounds staff and construction or horticulture students to help install and maintenance various projects.

Expensive service equipment (such as Bobcat loaders, sweepers, carts, backhoes, and lawn mowers), needed by the Grounds Department and Horticulture Program is rented or obtained by certificates of participation (COPs) through the state treasurer. COPs allow the college to purchase equipment outright and then pay back the low interest loans over five years. COPs help the college to stay within its yearly operating budget while ensuring that maintenance equipment is current, safe, and functional.

Each department manages its office equipment, but the Facilities departments oversee the physical plant and associated equipment. For repairs, Facilities departments use an electronic system for submitting, organizing, prioritizing, and [tracking work orders](#). As documented by that system and by an [externally contracted study](#) (2013) of the Facilities Departments' staffing and operations, the Facilities Departments have sufficient staffing and equipment to efficiently process work order requests and to maintain a clean, healthful work and learning environment.

Technological Infrastructure

Edmonds CC maintains a reliable technology infrastructure that supports and enhances teaching, learning, and campus operations.

The Information Technology and eLearning (IT&e) Department oversees a comprehensive suite of services and resources that underlie the technology infrastructure and facilitate many institutional processes. These IT&e resources include the network, telecommunication tools, server and data storage systems, desktop computers, mobile devices, email, document management, and enterprise applications and software solutions. Also, the SBCTC's Center for Information Systems and the K-20 Education Network provide the campus with internet services and access to shared administrative systems, including a cluster of legacy systems, used by all

34 of the state's CTCs. The SBCTC is currently managing a massive system-wide migration project to an Oracle PeopleSoft Enterprise Resource Planning solution, called ctcLink.

The [IT Service Catalog](#) informs students and employees about the wide array of resources that provide training, support, and broad access to campus systems and learning opportunities.

Though funding remains an ongoing challenge, the college is committed to pursuing innovative approaches to keeping pace with technological advances and user demand.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Edmonds CC's technological resources and infrastructure are appropriate for the college's mission, operations, support services, and academic programs--wherever offered, however delivered. Despite the challenges of sufficiently funding a reliable network and computing infrastructure to support the technology-rich nature of teaching and learning, the college has made significant investments in technology enhancements and upgrades in the last seven years.

eLearning technologies facilitate instruction in face-to-face, web-enhanced, hybrid, and fully online delivery modes. The Google Apps environment, Canvas LMS, and multimedia-authoring and video-conferencing software are examples of resources that allow anytime/anywhere access to learning materials and collaborative workspaces.

To create a solid foundation for current needs and future growth (especially in network intensive applications and cloud-based services), the college created a five-year [Network 3.0 Master Plan](#) in 2014 and has significantly invested in network infrastructure improvements. During FY 2015-2016, the college increased its network bandwidth by tenfold and dramatically improved wireless accessibility and reliability. The college is currently replacing its outdated telephone system with Voice over IP and is planning for a second data center in the new Science Engineering, and Technology building, tentatively scheduled for groundbreaking in Summer 2017.

Recently, the college upgraded its primary data center (an on-site, virtual storage area network or SAN). With an Energy Services Company grant, IT&e replaced 75 aging servers with energy-efficient, virtual-server technology, running on only 12 physical servers. This upgrade also saves the college \$5,900 annually and reduces the college's carbon footprint.

Many of the college's critical systems are supported by software-as-a-service (SaaS) systems, running remotely on secure, highly available host providers, such as Amazon Web Services and Google. As the campus shifts to more cloud-based services (to improve off-campus access, strengthen security, and facilitate disaster recovery), IT&e monitors the college's data management needs and adjusts the [Enterprise Server and Storage Strategies](#) accordingly. For example, additional upgrades have led to a more seamless integration of on-site and off-site systems.

Enterprise applications and online communications platforms (email, chat, Skype, document management, and telecommunications) enable day-to-day management and operational functions. In 2009, the college migrated administrative and student email to Google Apps for Education. The [Technology Resource Center](#) (TRC) and [Student Technology Advice & Resource Team](#) (START) provide ongoing training to help faculty and students understand and efficiently use the Google tools.

The Application and Data Services (ADS) team supports all of the college's administrative and instructional software. ADS facilitates business process improvements; researches and recommends commercial off-the-shelf software and SaaS systems; develops technology solutions; and manages data integration. ADS also provides data reporting services and manages the operation and security of all administrative databases.

Edmonds CC is scheduled to migrate from these legacy systems to the SBCTC's Oracle Peoplesoft Enterprise Resources Package during Winter Quarter 2018. Although the transition will pose major challenges (which the college is currently preparing for), the new system should expedite administrative processes, provide additional self-service functions, and improve data access.

With frequent input from students, faculty, and staff members, the IT&e Department stays current with emerging and innovative technologies that support instruction (wherever offered and however delivered) and that support operational functions at the college.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

To encourage the effective use of technology, the college maintains an extensive network of support services for employees and students.

- The Help Desk provides technical assistance to employees during the college's operating hours.
- [Self-service options](#) (e.g., step-by-step guides, video tutorials, and Frequently Asked Questions) are available 24/7 through the campus website and through Canvas' online learning resources and knowledge base.
- The [TRC](#) offers drop-in service, one-on-one assistance (for faculty and staff), and training in learning management systems, instructional technologies, online multimedia resources, and accessible design. (See also 2.G.5.)
- [START](#) provides peer assistance, training, and resources to help students use the college's email, learning management system, word processors, spreadsheets, and Google Apps. (See also 2.G.5.)
- [Academic Computing Services'](#) labs, full-time staff, and part-time assistants ensure that students have access to technology resources and support in classroom settings.
- The library and Academic Computing Services coordinate to provide in-person student support (up to 15 hours per day on weekdays and four hours a day on weekends) in the Learning Commons--a one-stop study shop, combining research tools, reference services, and technical assistance to enhance student learning. (See also 2.E.1.)

- [The Learning Support Center](#) offers academic tutoring and assistance with basic technological operations--e.g., logging into and navigating Canvas courses.
- [Services for Students with Disabilities Office](#) (SSD) provides basic computer and keyboarding skills training. Additionally, IT&e helps SSD review campus technologies for accessibility.

2.G.7 *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

The IT&e Department's ongoing [planning efforts](#) and campus-wide collaborations ensure that IT&e services, infrastructure planning, and resources align with the college's mission, core themes, and strategic plans. Examples of integrated planning processes include the the college's [technology refresh plan](#), the [Network 3.0 Plan](#), the [VoIP deployment](#), and the [Enterprise Server and Storage Strategies](#).

The IT&e department highly values communication and coordination with all instructional and administrative areas. The IT&e Director participates in strategic planning processes and meets regularly with President's Cabinet, Instructional Leadership, Student Services Leadership, the Associated Students of Edmonds CC (ASEdCC), and other stakeholders to share updates, address questions, and solicit feedback. Also, the IT&e Director and ASEdCC Officer for Technology co-chair the [Technology Investment Management Committee](#) (TIMC), which reviews and evaluates requests for funding from the student-managed Technology Fee budget. As needed, the college also solicits input from outside consultants. For example, an external expert helped the college identify campus-wide needs and develop immediate solutions and long-term growth plans, related to the [wireless replacement project](#).

2.G.8 *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

Edmonds CC regularly reviews its technology infrastructure to ensure adequate support for its operations, programs, and services. In 2014, the college developed a formal technology review and [refresh plan](#), informed by a physical audit. The plan includes a structured multi-year replacement schedule, tied to funding availability.

Working with ad hoc funding sources, the college has consistently covered most of its critical needs. Computers in student labs, for example, are generally replaced after four to six years, as necessitated by software requirements. The student-managed Technology Fee generally funds replacement of one or two computer labs per year. (See also 2.G.5 and 2.G.7.)

Institutional Planning

Standard 3.A





“I’m looking forward to being a teacher. One of the most exciting aspects of our trip to Cuba is being able to see how other musicians and ‘the salsa greats’ communicate and teach music. Going to Cuba allows me to humble myself as a musician in order to learn the language of salsa.”

Bass player goes to Cuba to learn la musica salsa

Natalie St. Marie

Pursuing a Music and Audio Production certificate and an Associate in Music degree,
Aspiring music teacher

Natalie is from a family of musicians. She’s been a singer since the age of four and plays the guitar, ukulele, trumpet, and bass. As a member of the Edmonds CC Jazz and Salsa Band, Natalie will travel with her bandmates to Havana, Cuba, in March to listen and learn la musica salsa from world-renowned salsa musicians during the Fiesta del Tambor, or Festival of the Drum.

The 20-member band and its instructor pulled together to make this rare opportunity happen. They held a successful To Cuba! fundraising concert, featuring a Grammy award-winning salsa singer, and turned the college’s theater into “Club Caja” for several salsa dance nights to raise additional funds.

Institutional Planning (Standard 3.A)

[Link to Glossary \(including acronyms and evidence links\)](#)

Introduction to 3.A

Edmonds CC's Integrated Planning model is utilized effectively by employees and governance groups. The model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess immediate 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. However, to new employees the model can seem complicated, largely because it weaves long-term planning with annual strategic planning.

[Diagram 1](#) (also shown on the following pages) presents a bird's eye, holistic view of the Integrated Planning model, which begins with mission/vision/values and proceeds to internal and external environmental scans. These results are used to develop long-term educational-related plans, which in turn, inform short-term strategic plans. Once approved, those plans are resourced, implemented, and assessed.

[Diagram 2](#) (also shown on the following pages) zooms in on the more immediate strategic planning cycle for requesting and allocating resources and for implementing and assessing plans. That cycle has two streams. Strategic council based requests are submitted as project proposals, and operational requests are processed through SIMPLE Plans and Program Reviews. All planning processes identify alignment with the core themes and strategic plans.

The college has developed and implemented two strategic plans ([2012-2015](#) and [2016-2018](#)) during this evaluation cycle. The first plan was linked to the college's five broad core themes and associated outcomes. The current strategic plan (2016-2018) narrows the focus to three more specific, integrated goals that will promote a more seamless strategic approach and that will guide college planning through the end of the current accreditation cycle.

In 2015-2016, the college held a number of participatory governance discussions that focused on further defining cross-representative groups' involvement in developing strategic plans and identifying institutional priorities. The recently chartered [Faculty Senate](#) and the current mission review discussions (about preparations for the next Year One Report) have added complexity to the college's participatory governance structure. The college realized that further discussions and more time are needed to clarify governance aspects of planning. However, because several in-process initiatives have increased workloads and taxed resources, the college has temporarily postponed the governance discussions. The current mission review (which began in Fall 2016) and a new strategic planning cycle (starting in Fall 2017) will help to clarify the college's governance design and promote progress toward improving its structure and implementation. (See also 3.A.2.)

Integrated Planning Model

Diagram 1

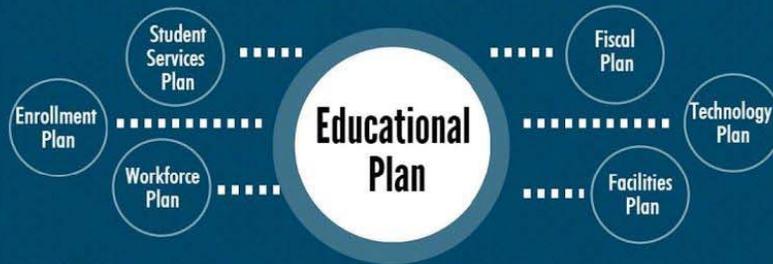
Mission | Vision | Values



Environmental Scanning



Long-Term Planning



Strategic Planning

*See Diagram 2

Operational Divisions

SIMPLE Plans
Program Reviews

Strategic Councils

Strategic Project Proposals

Assess Plans

Implement Plans

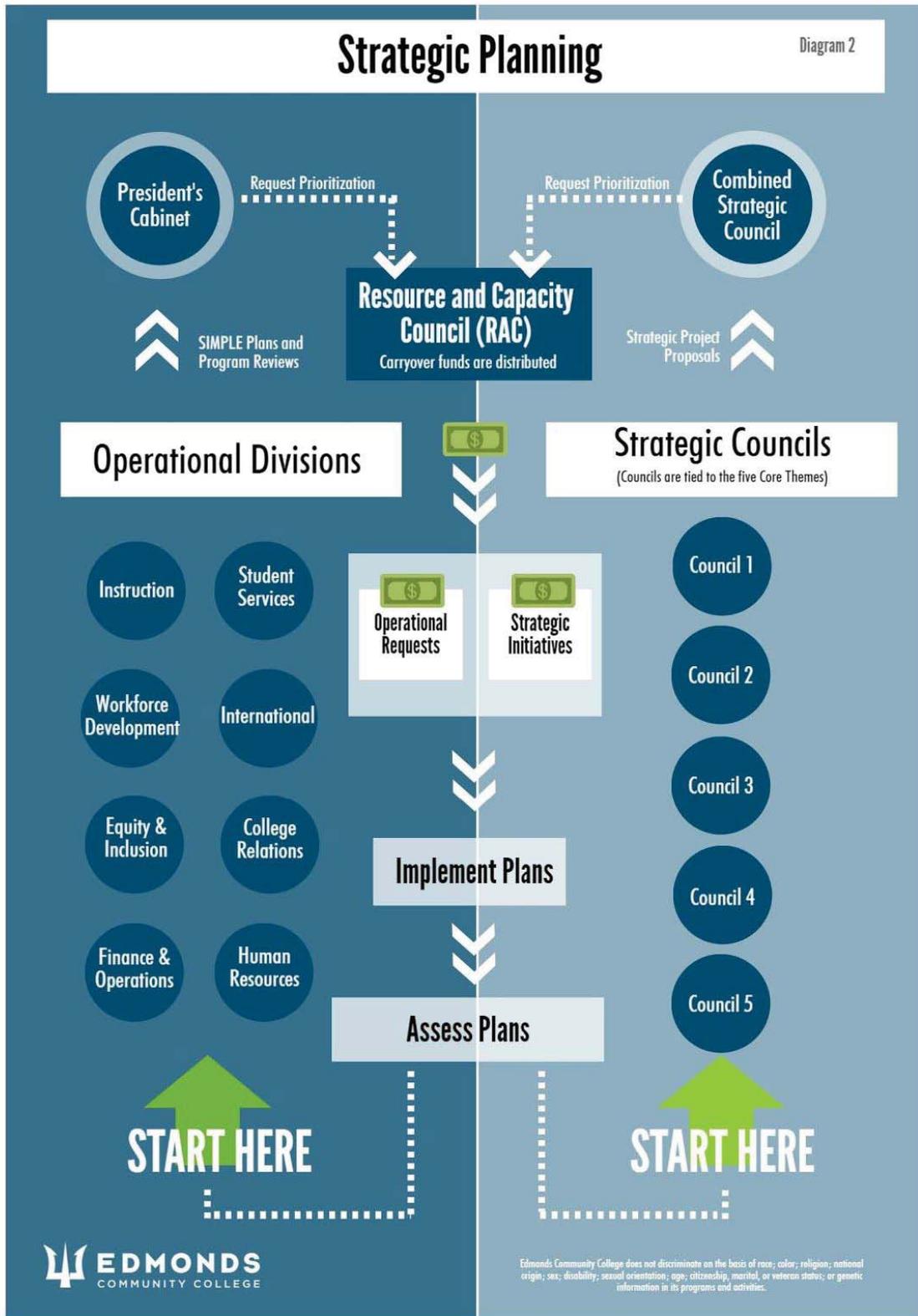
Resource Allocation

Edmonds Community College does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, age, citizenship, marital, or veteran status, or genetic information in its programs and activities.

 **EDMONDS**
COMMUNITY COLLEGE

Strategic Planning

Diagram 2



The self-reflections about and preparations for the Year Seven comprehensive visit suggest strong support for modifying the current core themes and indicators of achievement, after the mission review process has been completed. Participants in the current planning processes have already begun to examine the core themes' data; consider options for setting higher expectations (beyond easily achieved mission fulfillment thresholds); and explore strategies that will help the college rise to those higher expectations. In relation to those efforts, the strategic councils have also worked on identifying which metrics have been the most useful and meaningful measures for the college and for each core theme. However, as mentioned in the Preface, the college decided that it would be too disruptive to change indicators of achievement before the end of the current seven-year accreditation cycle.

The college is committed to furthering these conversations and to ensuring that planning processes will continue to integrate strategic planning efforts with mission fulfillment.

3.A – Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

As captured in Diagrams [1](#) and [2](#), Edmonds CC's multiple groups of representative stakeholders engage in comprehensive, mission-oriented governance and operational planning, informed by evidence from institutional assessment data.

At the governance/core theme level, the five broad-based strategic councils (listed below), help develop the college's [Strategic Plan](#) and related goals. The councils also annually help review policies, monitor indicators of achievement, and develop resource requests, tied to the strategic goals.

Core Theme 1/Strategic Council 1: Strengthen Our Diverse Community

Core Theme 2/Strategic Council 2: Provide Educational Opportunities

Core Theme 3/Strategic Council 3: Help Students Access Career Opportunities

Core Theme 4/Strategic Council 4: Support Student Success

Core Theme 5/Strategic Council 5: Encourage Innovation, Service and Lifelong Learning

Each council includes opportunities for membership from faculty, students, classified and exempt employees, and President's Cabinet. Councils are co-chaired by one President's Cabinet member and one non-President's Cabinet member. A representative from the Office of Planning, Research, and Assessment (OPRA) serves on each council as a resource. Each spring quarter, the councils evaluate their work for the current year and establish goals for the upcoming year.

The co-chairs of each council serve on the Combined Strategic Council (with ten voting members) which prioritizes the strategic councils' resource requests and ensures that they support the college's mission and strategic plan. In 2013-2014, the college established a Resource and Capacity Council (RAC) to review and update the annual resource request

process, establish timelines, vet the resource requests, and present final recommendations to the President and President's Cabinet.

For operational planning, campus units use the [SIMPLE Plan](#) (first implemented in 2010) or a [Program Review](#) (for instructional programs) to assess previous efforts and to promote progress toward operational goals, strategic goals, and the college's mission. This structure aligns operational and strategic planning and guides resource requests and allocations. Additionally, the SIMPLE Plan provides a process for using data to more explicitly connect program outcomes, strategic enrollment management, and operational needs with institutional goals and priorities.

OPRA incorporates the strategic councils' year end reports and operational SIMPLE Plans into the annual Institutional Performance Report. The Board of Trustees reviews and approves those reports, which are published on the OPRA [website](#). Then, the next planning cycles for strategic councils and operational areas begin by the start of the fall quarter.

The college uses various methods to communicate with the campus about planning efforts and results. After the Board of Trustees reviews and approves the Strategic Plan, the college shares it on the public website and in printed documents. The president also conveys the information via emails, convocation presentations, and public forums. Similarly, the college shares information about SIMPLE Plans, Program Reviews, and the strategic councils (e.g., their membership, plans, resource requests, and activities) via the website and Google sites, accessible to anyone at Edmonds CC. However, the college is also discussing ways to improve communication by more effectively managing the volume of information and improving the consistency of messaging.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Edmonds CC strives to ensure that all members of the college are offered opportunities to participate in institutional planning processes. (See also 3.A.1.)

As mentioned in 3.A.1, the college's participatory governance model includes the five strategic councils, which consist of multiple constituency groups, including students, staff, faculty, and administrators. The councils vary in size (around 10-25 members each), and council members are asked to solicit feedback from their respective areas and to keep them informed about the councils' activities. Each council has co-chairs, who also serve on the Combined Strategic Council (CSC). Information, meeting agendas, and minutes are communicated through the college's [Governance site](#).

The college works to make these relatively new governance structures and other processes inclusive and to address concerns and problems as they emerge. For example, because council membership numbers dropped (because of employee retirements and turnover), the president began holding open forums in Spring 2015 to discuss possible modifications in the councils. In response to these discussions and a follow up [survey](#), the college made some immediate changes by recruiting new participants for the strategic councils and by determining that each council should have co-chairs--one from President's Cabinet and one from another college area.

As these conversations evolved, the president clarified (during Fall 2015 Convocation) that she would continue the dialogues about participatory governance and about the roles and functions of the strategic councils, SIMPLE Plans, and Program Reviews. By Spring 2016, the president held 14 [governance forums](#), some in individual unit meetings and others in campus-wide gatherings. The governance conversations were rich and provided robust [feedback](#), indicating campus interest but also the need for more processing time to ensure full participation and transparent decision-making. Also, because employees reported feeling “initiative fatigue” (related to infrastructure upgrades; the Year Seven accreditation report and site visit; ctcLink preparations, etc.), the president decided to move the governance discussions to 2017-2018.

Even when tight timelines limit opportunities for extensive input, the college still attempts to solicit broad feedback about governance and planning. For instance, administrators and the Accreditation Steering Committee recognized that, by developing an interim Strategic Plan for 2016-2018, the college would be able to align its next seven-year plan with the college’s next accreditation cycle. However, as outlined below, the college did not have much time to establish the priorities and goals for the interim plan.

- During Spring and Summer 2015, the strategic councils and President’s Cabinet members evaluated the previous strategic plan and helped determine the directions for the new plan.
- At the Fall 2015 Convocation, the president introduced to the Board of Trustees the 2016-2018 strategic directions and summarized how the campus community would be engaged in vetting ideas for the 2016-2018 Strategic Plan during that Fall Quarter.
- In November, the strategic councils reviewed the new strategic directions and brainstormed suggestions for goals and outcomes.
- In early January 2016, 84 employees responded to a survey about the councils’ suggested goals.
- In mid-January, President’s Cabinet reviewed the survey results and vetted ideas for the 2016-2018 Strategic Plan.
- After determining that many of the suggested “outcomes” were actually strategies, President’s Cabinet members collaboratively drafted outcomes that were aligned with the three strategic goals and that reflected the intent of the survey feedback.
- On January 21, 2016 the BOT reviewed and approved the final 2016-2018 strategic goals and outcomes.
- The final results were communicated through an email from the president to the campus community on January 27, 2016. (If additional details are needed, please see the [2016 - 2018 Strategic Plan process](#).)

Although this expedited process was not ideal, it involved concerted efforts to broadly share information, encourage feedback, and strategically weigh multiple priorities and options.

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Edmonds CC supports its comprehensive planning processes and mission fulfillment goals with well-defined, thoroughly analyzed data from a variety of sources. (See also 3.A.1.)

Each of the college’s five core themes includes clear objectives and multiple indicators of achievement with rationales, benchmarks, and threshold levels. To measure the indicators of

achievement, the college uses a three-level, color-coded Likert Scale: green, yellow, and red. The BOT has determined that meeting 14 of the 16 indicators at a yellow or green level achieves the basic threshold for mission fulfillment.

The college draws on and analyzes appropriate data, related to mission fulfillment benchmarks. For example, the nationally normed CCSSE allows the college to compare its current performance levels (vis-a-vis mission-related efforts and other criteria) with previous levels and a with national cohort. Other examples include state-level comparisons (e.g., for graduation and transfer rates) among Washington's CTCs as well as campus generated metrics (e.g., fall-to-fall student persistence data).

Current and previous [Institutional Performance Reports](#) (publicly available on the campus website) summarize campus activities and the status of indicators of achievement. Operational divisions and strategic councils use information from these reports and other data that are related to the mission indicators to guide resource allocations and planning processes (e.g., for addressing indicators that are trending downward or that are not currently being met). The college also monitors, measures, and updates its strategic plans. An [assessment of the 2012-2015 Strategic Plan](#), completed in July 2015, included institutional data and campus-wide input, which informed the 2016-2018 Strategic Plan.

These processes are designed to be deliberative, inclusive, and transparent, but the data collection steps, feedback opportunities, and turn-around times do not always synchronize with academic timelines and institutional workflow. The college is working to identify and address these occasional incompatibilities, which sometimes slow campus-wide "onboarding" and communication efforts.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

As mentioned in 3.A.1, Edmonds CC has refined the methodology for allocating resources and evaluating capacities. Among these improvements is the development of a sixth council-- Resource and Capacity Council or RAC (mentioned above), which processes all prioritized operational and strategic council resource requests (See Diagram 2 in the Introduction to Standard 3). RAC's membership is broadly representative but also includes content area experts.

Since 2014-15, the resource request processes and timelines have been honed to promote more strategic decision making. Applicants must now thoroughly research their requests and submit project/plan proposals that explicitly address capacity, strategic goals, and institutional priorities. This approach helps President's Cabinet and RAC to compare the requests more effectively, evaluate their likelihood of success, and understand how they fit into overall college strategies.

Strategic use of resources is especially critical now, as the college faces enrollment declines and associated state budget cuts. To further improve decision-making processes, the college is reviewing two campus practices (described below) that do not always allow for proactive budgeting and planning.

- RAC's budget is limited to the prior year's "unused/unspent" funds, previously called critical needs funds.
- Area-specific budget processes (e.g., for student fees, Student Government, Workforce Development, the Foundation, Green Team, etc.) follow individual timelines and criteria.

To address those potential inefficiencies, the college is considering how RAC might review all campus budgets--not to make all budgeting decisions, but to promote the effective, fair, and transparent use of institutional resources. For 2016-17, RAC is exploring ways to integrate and standardize resource allocation processes and is considering options for possibly redirecting (as permitted) funding from one area to another, depending on strategic needs. The most recent change has been the development and implementation of a [common application process](#) and timeline, which will be used for funding requests from five different campus resources.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Edmonds CC's published [Emergency Operations Plan](#) (EOP) and [Emergency Preparedness web pages](#) describe the established practices and policies for the following: emergency support functions, checklists, and supporting documents; coordination of operations during emergencies and disasters; and strategies for the best utilization of all campus resources. The EOP, last updated in 2011, is scheduled to be updated by March 2017 and then will be presented to President's Cabinet in Spring 2017 for review and approval.

Emergency Preparedness Guides are posted in each classroom, in meeting rooms, and in administrative areas. Lists of designated evacuation assembly areas are posted in classrooms, administrative areas, and other prominent locations. Signs indicate the specified areas in nearby parking lots.

For each building, the campus has identified [Protective Action Coordination Teams](#) and [building captains](#), who have access to emergency equipment. Training, drills, and exercises are ongoing with these teams. Designated staff have participated in a Multi-Hazard Emergency Planning for Higher Education FEMA training program.

Safety, Security, and Emergency Preparedness (SSEP) informs the college community about campus safety and emergency situations via email, the [Annual Security and Fire Report](#), and through the college's [Triton Alert](#) and mass notification systems. The campus-wide emergency communication speakers are in buildings and classrooms and outside in public areas. Regular testing ensures the reliability of these mass notification and email/text messaging systems. (See also 2.D.2.)

The Director of IT&e and the SSEP Department have worked closely with other campus areas to develop appropriate strategies and resources for emergency preparation, disaster response, and [continuity of operations planning](#). Those efforts also include ongoing training activities that have helped the college to identify gaps in resources. For example, insights from tabletop training exercises led IT&e to develop infrastructure mitigation strategies, ensuring off-site access to critical campus systems.

The five-year Network 3.0 Master plan and the Enterprise Server and Storage Strategy (described in 2.G) also address those mitigation strategies as well as other key aspects of the IT&e Disaster Recovery Plan. Those provisions address the following: network and hardware redundancy; lists of key emergency response personnel; identification of critical college services; and protocols for system and operational recovery (based on an All Hazards approach).

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Core Theme Planning, Assessment, and Improvement

Standards 3.B, 4.A, and 4.B





“Going back to school after so many years was scary, but Edmonds CC gave me a comfortable place to grow and begin my education. The instructors were patient and diligent and that made me excited about going back to school.”

Transitioning from the workforce to the classroom

Anthony Roemer

More than 20 years in industrial warehouse labor,
Associate of Technical Arts in Business Management

Anthony was beginning to notice the physical toll of working in a warehouse. He decided to make a change and go back to school to pursue his passion of owning a retail clothing store. When he visited the Edmonds CC campus for the first time, Anthony felt the welcoming energy. From advisors to instructors, he was able to connect with others who were supportive and helpful as he began a new journey.

Anthony credits his instructors with helping him overcome areas of concern while highlighting his strengths. His business management class taught him effective communication skills, ethics, and values that he was able to use immediately. Anthony applied the skills he learned to his retail customer service job and was offered a management position. At Edmonds CC, Anthony said he's found a community that supports his future success and also offers opportunities beyond what he imagined when he first came to campus.

Core Theme Planning, Assessment, and Improvement (Standards 3.B, 4.A, and 4.B)

[Link to Glossary \(including acronyms and evidence links\)](#)

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22. Student Achievement - *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

Edmonds CC identifies and publishes expected student learning outcomes for each of its [degree and certificate](#) programs on the college website. The college's Assessment Team, which meets regularly, leads faculty in regular and ongoing [student achievement assessment](#) and evaluation of [student learning outcomes](#). The processes for assessing student learning and tracking student completion and success are supported by the college's [Office of Planning, Research and Assessment](#). (See 2.C.9, 2.C.10, 2.C.11 and 4.A.3.)

Eligibility Requirement 23. Institutional Effectiveness - *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

Edmonds CC utilizes many evaluation tools to assess the extent to which it achieves its mission and core themes. In recent years these include (but are not limited to) the accreditation process, the Facilities Master Plan and its Educational (Academic) Plan components, SIMPLE Plans and Program Reviews, SWOT analyses, change management processes (aligned with the implementation of ctcLink), annual Institutional Performance Reports, peer analyses and comparisons, and data related to indicators of achievement and strategic council goals.

Through the strategic councils' work and the SIMPLE Plan analyses, the college evaluates the results of evaluation processes to identify future strategies and priorities. The Resource and Capacity Council annually reviews and evaluates project plans that are tied to the college's mission, core themes, and strategic plans.

The college completes its strategic planning cycle, utilizing feedback from the aforementioned evaluation tools, input and feedback from constituent groups, and environmental scan information. Based on this assessment work, adjustments are made as needed to ensure that the college appropriately responds to its changing environment. For example, after analyzing student application, testing, and enrollment data, the college recognized that it did not have sufficient staffing in the advising office or a dedicated space for holding regular new student orientation sessions. Based on this assessment, the college added advising staff and

remodeled space to provide a dedicated orientation area in the Testing Center (now called Testing and Assessment Services).

The results of the evaluation and planning processes are communicated through college events (e.g., Convocation, Building Community Day, and Campus Forums), campus emails, the college's website, internal Google sites, and strategic council members' reports to their respective divisions or departments.

Standard 3.B

[Link to Glossary \(including acronyms and evidence links\)](#)

Introduction to 3.B

Note: Writing to each of 3.B's, 4.A's, and 4.B's criteria was challenging because the criteria often appear to overlap and refer to information addressed or requested in previous sections. However, in each section, the college responded to each criterion individually and included examples for each of the five core themes. The college has attempted to use different core theme examples for each of the 11 criteria as a way of demonstrating how the core themes permeate the institution.

Reviewers who want to examine a particular core theme might consider reading each criterion's introductory paragraph and core theme specific examples. (For instance, to focus on Core Theme 1, reviewers could read 3.B.1's introductory paragraph and the Core Theme 1 examples and then move onto 3.B.2's introductory paragraph and the Core Theme 1 examples.) This approach might give readers a more holistic understanding of the college's core theme planning, assessments, and improvements.

3.B – Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core themes objectives.

Edmonds CC's comprehensive planning process includes core theme planning efforts for selecting programs and services and aligning them with core theme objectives. (See also 3.A.1.)

The five strategic councils engage in integrated planning, promote the college's strategic plan goals, and consistently use data to make informed decisions. These processes are evolving as the college evaluates and fine-tunes its operational and strategic planning efforts. As described in 3.A.1, each strategic council is associated with a specific core theme. These councils create annual action plans, monitor indicators of achievement, and develop resource requests that are tied to the college's strategic goals and mission. A systematic [analysis](#) showed that the 2012-2015 Strategic Plan had been too general (and insufficiently tied to student learning) because it broadly addressed the core themes rather than focusing on specific dimensions of them. Starting in Spring 2015, the college created a more focused approach by tying the strategic councils' work plans to the 16 mission fulfillment Indicators of Achievement. The resulting strategies established a stronger connection between the core theme objectives and associated programs and services.

The examples below reflect integrated, core theme planning, data informed decisions, and ongoing evaluations, geared toward continuous improvements.

Core Theme 1: Strengthen Our Diverse Community

As part of its alignment with the college's strategic goals, Strategic Council 1 oversees these Indicators of Achievement: 1.1 (Promoting Diversity Awareness), 1.2 (Students of Color Persistence) and 1.3 (Commitment to Service). Data trends for these indicators can point to the need for further research and can highlight the need for additional oversight or support for programs and services, related to Core Theme 1.

Edmonds CC is one of the few community colleges in Washington with a high-level administrator overseeing diversity and equity efforts. Recently, that position was elevated to an associate vice presidential level. The college made that shift after Council 1, the president, and the Diversity, Equity, and Inclusion Council (DEIC) collaboratively reviewed the position's scope in light of institutional data; other colleges' position descriptions and practices; and the new [Strategic Enrollment Management](#) plan (particularly its emphasis on equity and inclusion). That shift to associate vice presidential status reflects data informed, integrated planning in support of Core Theme 1's objectives and associated programs and services.

Core Theme 2: Provide Educational Opportunities

Strategic Council 2 oversees these Indicators of Achievement for Core Theme 2: 2.1 (Student Access), 2.2 (Student Perception of Quality), and 2.3 (Support for Students Receiving Financial Aid), all of which align with the college's mission, ongoing strategic goals, and comprehensive planning. Data from these and other benchmarks inform planning but also help to ensure appropriate alignment of the educational programs and services that Council 2 supports.

Strategic Council 2 spent a year reviewing data, soliciting campus feedback, and working with the other councils and President's Cabinet to change the SIMPLE Plan process for instructional programs and services and replace it with a Program Review model. The Program Review process connects more directly to the core themes and strategic planning goals.

Among other priorities, Core Theme 2 focuses on improving access for underrepresented or underserved populations and students of color. In keeping with that goal, the Social Sciences departments collaboratively used enrollment data, the college's diversity focus, and the Cultural Diversity Program Learning Outcomes (for degree/certificate requirements) to justify a request for a shared, tenure-track position. That request was granted because it supported diversity-related instructional priorities; the need for a permanent Diversity Studies Department Head; and the need for an additional Social Sciences instructor. The new hire now oversees Diversity Studies and teaches Anthropology courses. (See also 4.A.3. And 4.B.2.)

Core Theme 3: Help Students Access Career Opportunities

In support of the institutional mission and strategic planning priorities, Strategic Council 3 oversees these Indicators of Achievement: 3.1 (Satisfaction with Career Counseling) and 3.2 (Employment Rates). These Indicators have been useful as starting points for evaluating, guiding, and aligning programs and services associated with Core Theme 3.

In May 2015, Strategic Council 3 began planning for the next year by reviewing how the existing

Indicators of Achievement are measured and recognized that the college's employment data are somewhat outdated and reflect job rates from the previous 18 to 24 months. Council 3 is now investigating other mechanisms, such as LinkedIn or a graduating student survey, for collecting "real time" information.

Core Theme 4: Support Student Success

Strategic Council 4 helps to align, guide, and support student success efforts by working with these Indicators of Achievement: 4.1 (Student Progression), 4.2 (Student Retention), 4.3 (Graduation Rates), 4.4 (Transfer-Out Rates), and 4.5 (Supportive Learning Environment). Monitoring this information and other data has enabled the college to identify, plan, support, and shape various programs and efforts that directly or indirectly promote student success. (See also discussions of Core Theme 4 in 3.B.2 and 3.B.3.)

In one of its earlier projects, Strategic Council 4 surveyed and met with various offices that engage in outreach and recruitment efforts. Council members recognized that these areas were operating in silos. Per the council's recommendations, these groups began meeting on a regular basis; now share demographic data and other information about prospective students; and co-manage overlapping recruitment events or requests. These student-centered changes have helped the college address its Core Theme 4 objectives and have better poised the college for meeting the student access goal in the 2016-2018 Strategic Plan.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

To promote its alignment with and support of the college's core themes and strategic goals, Strategic Council 5 monitors these Indicators of Achievement: 5.1 (Commitment to Service), 5.2 (Funding for Initiatives, Programs, and Services), and 5.3 (Lifelong Learning).

In an effort to identify strategies for increasing the number of lifelong learners in noncredit classes (a goal related to Indicator 5.3), Strategic Council 5 began by trying to determine how the existing indicator is measured. In that process, the council reviewed the college's program coding system and decided that changes to the measurements could provide more accurate information and better support Indicator 5.3 planning. This well-planned shift will help to improve the college's understanding of lifelong learning programs and clarify their alignments with the core themes and strategic goals.

The Center for Service-Learning (CSL) was developed as part of a college-wide planning process, aimed at centralizing, organizing, and expanding service-learning functions and opportunities. (See [CSL history document](#).) From 2011-12 through 2015-16, the CSL far exceeded Indicator 5.3's green-level. However, in analyzing the CSL data, Council 5 realized that service-learning hours were actually being under-reported, which in turn, suggested that service-learning opportunities were more in-demand (by students and community members) than the college had realized. These data informed insights led Council 5 to additional planning discussions about ways to more accurately capture the hours, more thoroughly document service-learning's many benefits, engage more students in service-learning activities, and encourage more faculty to offer service-learning credit.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Edmonds CC's core theme planning provides the strategic councils and other campus groups with a framework for identifying components that align with and promote programs' and services' goals and intended outcomes. College units can also utilize SIMPLE Plans and other data collection and analysis mechanisms, designed to inform decision-making processes. Examples of this work are below, organized by core theme. (See also 3.A.1.)

Core Theme 1: Strengthen Our Diverse Community

Annually, the college plans and hosts a variety of public activities, designed to raise awareness of diverse experiences and to help participants understand the complexity and value of culturally diverse perspectives. To support planning efforts, the college solicits input from attendees, affinity groups, and stakeholders.

Two teams on Strategic Council 1 drive the strategies and activities for meeting the college's equity and inclusion goals and associated Indicators of Achievement. The DEIC develops annual work plans and projects, covering a wide range of training activities and equity promoting efforts, for example,

- establishing all-gender bathrooms
- reviewing data and creating strategies to reduce barriers and increase higher education access for historically underserved and underrepresented groups
- promoting curriculum development and faculty training related to diversity, equity, and inclusion
- organizing campus events, such as the [Tunnel of Intersections](#).

The other Council 1 group--the Community Engagement Team (connected to the College Relations division)--addresses enrollment concerns and develops annual work plans in support of Core Theme 1 and the college's strategic plan. The team has coordinated with various campus areas on strategic enrollment management and outreach efforts to increase student access and progress (especially for underrepresented groups), gather student feedback, and promote student involvement in college governance.

This team achieved many of its annual work plan goals by developing a new college logo, establishing branding standards, creating a public relations toolkit, refreshing the college website, implementing the Strategic Enrollment Management plan, and organizing activities to celebrate the college's 50th anniversary. All of these efforts have been undertaken to enhance community connections, remove barriers, and increase access to the college.

Core Theme 2: Provide Educational Opportunities

Strategic Council 2 helps align educational programs' and services' planning efforts with the college's strategic plans and Indicators of Achievement. In connection with Indicator 2.2 (Student Perception of Quality), Strategic Council 2 has coordinated with Instructional Leadership to improve the SIMPLE Plan and Program Review models by connecting them more

directly to the college's integrated planning processes and priorities. The SIMPLE Plan and Program Review have some similar questions, and both models guide respondents to identify strategies and activities that will contribute to core theme goals, achievement indicators, and related benchmarks. However, Program Review focuses on instructional units and student services and involves a more in-depth analysis of the programs.

Additionally, in 2015-16, Council 2 coordinated with Council 4 to address the college's 2016-18 Strategic Plan (specifically goal 2: Supporting Student Progression). They collaboratively developed [mini-grant guidelines](#) for projects that would help advance a key element of goal 2-- developing guided pathways, based on curricular maps and wrap-around support services that greatly facilitate student access, progression, and degree/certificate completion.

Core Theme 3: Help Students Access Career Opportunities

Strategic Council 3 strives to ensure that its activities and plans contribute to associated programs and services and promotes alignment with institutional planning processes.

For example, to improve students' career access, faculty collaborated with local employers on a Core Theme 3 effort (the [Faculty Pilot Project](#)) for strengthening campus and industry connections and for developing "real world" assignments that would help transfer students prepare for eventual employment. RAC funded the pilot project because of its clear ties to Core Theme 3 and to related goals in the college's 2012-2015 Strategic Plan. However, because the project proved to be too ambitious for some of the faculty participants to complete, the pilot was not awarded additional funding or continued.

Based on the Professional-Technical divisions' suggestions for establishing stronger networks with community members and businesses, the college also developed a database of local community/industry contact information. After some additional review, Council 3 realized that, with open access to this resource, users might overwhelm community/industry partners with information requests. The council determined that protocols were needed to ensure appropriate use of the database.

Those topics and potential action items are now on Strategic Council 3's agenda for 2016-2017.

Core Theme 4: Support Student Success

A review and restructuring of Strategic Council 4 (the Student Success Council) led to a number of improvements, intended to better align core theme planning with the components and goals of programs and services.

For example, in connection with the college's previous strategic plan and in connection with Indicator of Achievement 4.2 (Student Retention), Council 4 used the college's participation in ATD to develop a [metric](#) to identify 41 High Enrollment, Low Completion (HELC) courses. To address those HELC concerns, the college developed various "interventions," including new student orientation and advising; faculty and advisor training in student success programs (e.g., Dependable Strengths, Self-Efficacy and Resilience, and Reading Apprenticeship); and other training opportunities, focusing on interactive pedagogy, student engagement, and outreach strategies for at-risk students. After three years, 21 of the 41 classes moved off the HELC list,

and students were persisting at higher rates. These types of integrated processes strengthen the coordination and alignment among the strategic councils' broader planning efforts and the programs' and services' more specific goals and outcomes.

In 2015-16, two Student Services' deans (directly responsible for implementing changes to the advising and orientation programs) joined Council 4. After additional conversations, Council 4 re-committed to two of its original goals: implementing mandatory new student orientation and new student advising. Although Council 4 had previously monitored these goals, the members did not have direct control over advising programs or the recently formed advising and orientation sub-committees, led by the Student Services' deans. This shift from monitoring to implementing improved Council 4's planning processes and enabled the council to submit successful strategic resource requests for orientation and advising initiatives. For example, RAC supported requests for purchasing an online orientation software and for sending a team to the NACADA conference in 2016 to learn how to design a new advising model.

Core Theme 5: Encourage Innovation, Service and Lifelong Learning

The purpose of Strategic Council 5 is to plan, support, evaluate, and report on its Core Theme (Innovation, Service, and Lifelong Learning) and to guide and align its programs and services.

To promote greater coordination and clearer alignments, Strategic Council 5 invited subject matter experts in service-learning, lifelong learning, and grants to become council members. In working more closely with those programs, council members gained a clearer understanding of the indicator of achievement data. For example, Council 5 realized that the lifelong learning indicator was lagging, not because of insufficient support, but because the college does not consistently define or account for various lifelong learning programs across the campus.

Ultimately though, the college has come to realize that Core Theme 5's individual elements are too disparate and too "uneven" in scope and status. Because of those disparities, Council 5 has struggled to integrate planning for such a wide range of areas and to distinguish between the purposes of operational funding requests and governance/strategic council funding requests. For instance, Council 5's RAC request for safety vests (for service-learning volunteers) represented a departmental request that could not compete with the other councils' broader, institutional requests (e.g., funding for lighting upgrades, needed to improve campus safety).

Even though Strategic Council 5 has made concerted efforts to effectively plan for and support associated programs, the disconnects among and within those programs point to the need to reconsider Core Theme 5's structure and goals.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Edmonds CC has formalized the processes for using timely, relevant data in planning for and evaluating core themes and related operations. The planning and evaluation cycles focus on promoting continuous improvements by building on and refining the previous year's efforts. In fact, a major goal for continuous improvements is to more fully integrate all plans and

assessments of core themes across the institution. (See also 3.A.1.)

During each fall quarter, strategic councils use applicable data to review and assess plans and accomplishments from the previous year before setting new objectives and goals. During winter quarter, the councils focus on identifying requests for resources needed to promote improvements. In spring quarter, all councils reflect on the current year's work and report accomplishments. The college uses data and insights from the previous cycle to develop new strategic directions and goals.

OPRA supports a wide range of planning and improvement efforts by providing and analyzing data--for example, from the sources listed below--and by integrating institutional data and assessments into the year-end Institutional Performance Reports.

The college draws data from numerous operational areas, tracking efforts, and initiatives, including those related to the following:

- Indicators of Achievement
- Strategic Plan goals
- SIMPLE Plans and Program Reviews (which include outcomes assessment results)
- Operational or strategic grants (e.g., ATD, MESA, RiSE, or I-CATCH)
- Tableau and other dashboards and data tracking reports (e.g., for course and program completion, retention, and persistence rates)
- Strategic Enrollment Management Plans and enrollment figures
- Edmonds CC's and the state's budget projections (e.g., for ctLink, infrastructure upgrades, new tenure-track positions)
- Facilities Master Plan
- SWOT analyses and demographic information
- CCSSE and other student surveys.

Program reviews, annual SIMPLE Plans, and the strategic councils' work are the primary vehicles for evaluating the college's ability to provide appropriate learning environments, programs, and support services. The strategic councils connect directly to the college's strategic plans, core themes, and associated indicators of achievement. The SIMPLE Plan focuses on operational efforts and goals. Councils and campus areas share their plans, successes, struggles, and data and use them to help identify needs and to document each area's ability to support the institutional mission, core themes, and strategic priorities.

RAC evaluates how well financial resources are supporting student learning, student success, and related institutional goals.

Improvements in planning and self-evaluation mechanisms have led to two key insights: 1.) that data are used effectively for unit-specific and institution-level planning processes, and 2.) that these two planning levels could be more consistently linked.

Examples of other data informed planning are below, organized by core theme.

Core Theme 1: Strengthen Our Diverse Community

The DEIC and the Community Engagement Team use data for strategic plan outcomes and

Core Theme 1's Indicators of Achievement (1.1, 1.2, and 1.3) in order to assess institutional progress toward diversity-related goals. Initially, the college focused more on improving student retention and persistence rates than on recruiting students from diverse communities. Upon reviewing additional student enrollment data, however, both the DEIC and the Community Engagement Team established priorities and action plans for recruiting from diverse groups. Also, after recognizing that Asian, Black, Latino, and Native American student populations were being underserved, the college responded with a number of initiatives, for example, a Latino Family Night and a Korean War themed Veterans Resource Center event (created in partnership with the Republic of Korea Consulate General).

Such efforts and priorities also connect the 2016-2018 Strategic Plan goals (e.g., for student persistence) with Indicator 1.2 (Students of Color Persistence), both of which relate to educational access and success. Institutional, demographic, and grant data suggest that the college could help promote those goals by, for example, more actively recruiting from local Latino communities and increasing the Latino student population--particularly in transfer degree programs.

Additionally, multiple grants and initiatives align with and help to advance the diversity and equity priorities in the college's mission, core themes, and integrated planning processes. In turn, the college uses appropriate data to determine which programs to pursue and how to support their implementation. Examples include the following:

- RiSE (Relationships in Science Education) coordinates innovative approaches to outreach, intake, curriculum, and student support services in order to promote institutional goals and meet one of the program's main objectives: "increase the diversity of STEM majors, graduates, and transfers."
- CATCH/I-CATCH reduces barriers for low income students and provides comprehensive support for access to and success in healthcare programs.
- TRiO serves first-time, first generation college students.
- MESA and EdSTEM\$ support program completion for first-generation and/or low income STEM students.
- Head Start enhances childhood development and supports parents in low income families.
- The Center for Families offers on-campus childcare (allowing students to complete their studies), parent education classes, and training opportunities for students interested in early childhood development.
- Fiscal Year 2015 grants from the US Department of Justice Office on Violence against Women (OVW) support efforts to educate campus members and to prevent or address sexual assault, domestic violence, dating violence, and stalking within the campus community.
- PACE-IT offered online, self-paced training for high-demand, high-pay IT jobs. Intensive support and mentoring was also offered to the program's culturally and educationally diverse students. (That grant ended in Winter 2016, but the Computer Information Systems Department is working to sustain core elements of the competency-based education program.)

These data informed, strategically planned grants support the college's mission of strengthening its diverse community. Even the older programs, such as TRiO, Head Start, and the Center for Families (all of which pre-date the college's current mission and core themes), resulted from

effective strategic planning, tied to identified needs among campus and community constituencies. The newer initiatives, such as MESA, OVW programs, and I-CATCH, connect more directly to the college's evolving processes for integrated planning, core theme support, and related efforts.

Core Theme 2: Provide Educational Opportunities

Various data tracking and reporting mechanisms have helped the college, Strategic Council 2, and instructional units reinforce successful practices and plan for improvement strategies in educational programs and services. A cross-divisional range of examples follows.

As mentioned in 3.B.2, the HELC process led to interventions that raised student completion and success rates, but those strategies also improved curricula and pedagogy (for all students, not only those at risk for failing or dropping out).

In response to low completion and success rates in its pre-college courses, the Math Department implemented a curricular redesign, which includes discipline oriented tracks (BUS, STEM, Non-STEM Lib Arts) and computer assisted classes that offer self-paced learning and adjustable credit. (Self-pacing and adjustable credit options allow students to take more time to demonstrate competencies.)

Institutional data and external research examined during the ATD grant pointed to low persistence rates among students who spend multiple quarters in developmental courses. Those findings led the college to develop various “further faster” strategies and practices that enrich the students’ educational opportunities. For example, [I-BEST](#) and other Accelerated Learning Communities “contextualize” the course content (by embedding “just-in-time” remediation in college-level classes) and enhance student engagement and persistence.

The college is also increasingly promoting High-Impact Practices (HIP) (e.g., Service/Community Learning, Undergraduate Research, Honors, etc.). Faculty have pursued these models because they are nationally recognized approaches for promoting engagement, learning, and long-term success. Program-specific data (especially for the college’s successful service-learning and undergraduate research offerings) are now affirming that these models provide rich learning opportunities and encourage student persistence. As a result, the college is now recognizing the need to more effectively plan for and support these programs. Options under consideration include the following:

- working with the EdCC Foundation to create a permanent budget item to cover some costs of Undergraduate Research
- expanding the HIP “umbrella” to include I-BEST (because, as with traditional HIPs, I-BEST connects students to their long-term educational and career interests and promotes deeper learning and higher persistence rates)
- creating centralized, institutionalized data tracking reports and promotional/recruitment resources for HIPs and I-BEST (even if the “umbrella” does not end up including I-BEST).

Core Theme 3: Help Students Access Career Opportunities

Edmonds CC identifies and uses appropriate data to inform planning for Core Theme 3 and related programs and services in order to help the college remain responsive to industry demand and employee training needs. The examples below reflect broad, ambitious efforts as well as smaller projects, informed by relevant data that supported planning and developments for career oriented programs.

To track employment figures, the college uses the SBCTC's data about employment rates for students who have attended or graduated from a Washington State college. Monitoring the extent to which students are employed is an indication of how well the college is preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.

Before developing new programs, the college conducts extensive research and analyzes multiple types of data. For instance, when proposing and developing the Nursing Program, the Health and Human Services Division used data and guidelines from various sources and organizations, including the following: the UW's Health Workforce Studies; the Washington Center for Nursing (specifically, their projections for the supply and demand for Practical Nurses through 2026); the Washington State Nursing Commission; and the SBCTC. Those resources informed the Nursing Program's feasibility study. They also helped the college establish the local need for Practical Nursing programs (including programs that allowed part-time attendance and offered blended learning) and helped the college document the diversity of the students in a satellite Practical Nursing program, offered jointly (before 2012) by Edmonds CC and Lake Washington Institute of Technology. (That program served as the forerunner to the current Edmonds CC program.) Additionally, local labor market data further verified employer demand, and the program's evidence-based design provided much needed career pathway opportunities for students from a wide range of cultural and educational backgrounds. By extension, the program also contributes to diversity on campus and in the local nursing workforce.

To assess student satisfaction with career counseling, Council 3 reviewed the results of the CCSSE (administered at Edmonds CC every two years, from 2009 through 2015). In the process, Council 3 identified two problems: 1.) Student satisfaction levels with career counseling have declined since 2011--a peak enrollment period of time for worker retraining students, who were required to use the college's career counseling services. 2.) The college does not have a clear definition of "Career Counseling." To help Strategic Council 3 and the Workforce Development departments more clearly define and more effectively promote Career Counseling, the college has created and distributed an informational [flyer](#) to students and campus offices.

Core Theme 4: Support Student Success

The college has expanded efforts to collect student success data and to train employees to use the information for planning processes, related to Core Theme 4 and student support programs and services.

Starting in 2009, staff and faculty have received institutional training (mainly funded through a Title III Strengthening Institutions grant) and ATD training on identifying relevant data and using them to develop programs and resources for supporting students from entry to completion. In an

effort to identify positive trends as well as potential problem areas, Strategic Council 4 has reviewed data on the [conversion of student applications to enrollments](#), student persistence (reflected in Indicator 1.2), and graduation rates (reflected in Indicator 4.3) from the last several years. As a result of these and related analyses, the college hired an Executive Director for Strategic Enrollment Management in November 2015. The Executive Director is responsible for leading, planning, and overseeing institution-wide enrollment strategies, designed to help the college shape its enrollments by focusing on student access, persistence, and success.

In 2012-2013, after consulting ATD resources, Council 4 helped to pilot Triton JumpStart/New Student Experience--an evidence-based model of a student orientation program. After reviewing data about the pilot's results, Council 4 identified the need to expand the model by recruiting more student participants and faculty/staff facilitators. RAC and President's Cabinet approved Council 4's [resource request](#), which clearly demonstrated how Triton JumpStart supported Core Theme 4 (especially in terms of quarter-to-quarter persistence and success rates) and documented the need for additional funding to expand the service to more students.

Core Theme 5: Encourage Innovation, Service and Lifelong Learning

Strategic Council 5 has been able to draw on several sources of very clear, systematic data collection and analyses, which inform core theme planning, related to programs, operations, and services.

For instance, the growth of the [Service-Learning Program](#) was part of a thoughtful, deliberate effort, supported by external and internal research about the value of service-learning experiences for students and the community.

For innovation through grants, the college learned that data alone are not enough to support the development of new programs. The college was highly successful at meeting its Indicator of Achievement for innovation through grant-sponsored programs. However, at one point, grants and contracts comprised 26% more of Edmonds CC's budget than its peer institutions' budgets. The college is investigating ways to evaluate grant applications prior to submission to make sure they are sustainable; well-aligned with the institutional mission, strategic plans, and goals; and well-integrated into the college's infrastructure.

For example, the college's \$3,000,000 Department of Labor [PACE-IT grant](#) was based on a well-documented community need. (See also the [PACE-IT webpage](#).) However, the Computer Information Systems (CIS) Department and Academic Computer Services could not support the project as it had been written, so the actual program development was outsourced. At the end of the grant cycle, the Computer and Information Science Department absorbed core elements of the PACE-IT program, but the classes are no longer offered for free or for reduced fees.

These post-grant evaluations and insights are helping the college to become savvier about using data more effectively, determining how to best use grants to innovate, and ensuring that the needed financial support is covered by grant budgets or other sources.

Standard 4

[Link to Glossary \(including acronyms and evidence links\)](#)

Introduction to 4

Edmonds CC regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. The college has procedures for evaluating the integration of planning, the allocation of resources, and the application of capacity for the achievement of program and service outcomes as well as core theme objectives and indicators. The college shares the results with constituents and uses the results to effect improvements.

The college decided to wait until the end of this seven-year accreditation process to initiate changes to core themes and indicators of achievement. Maintaining the continuity of current indicator targets, data results, and analyses will enable the college to close the self-study assessment loop more effectively.

4.A – Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

To evaluate Edmonds CC's progress toward meeting the core theme objectives and fulfilling the institutional mission, the strategic councils and institutional researchers systematically analyze indicator data and capture the results in annual [institutional performance reports](#). In addition to tracking institutional progress, the evaluation cycles also help campus members identify new strategies and activities to further support the core themes. For [SIMPLE Plans](#) and [Program Reviews](#) (goal setting and evaluation tools), programs and services assess the previous year's results and use them to develop the plans for the upcoming cycle. The strategic councils also annually complete [assessment reports](#) of their work. Please see the Addendum for more details about each indicator.

Core Theme 1: Strengthen Our Diverse Community

Core Theme 1 Objective: Edmonds Community College provides programs, resources, services, and learning environments, which reflect and strengthen individuals and groups in our diverse global community.

Edmonds CC uses Core Theme 1's Indicators of Achievement (1.1 Promoting Diversity Awareness; 1.2 Students of Color Persistence; and 1.3 Serving the Community) to identify meaningful data on how the college strengthens its diverse community. To annually assess the college's progress towards Core Theme 1's goals, Strategic Council 1 analyzes data from local, regional, and national sources, including student enrollment records (aggregated and disaggregated), annual SBCTC reports, and biennial CCSSE results. These ongoing data

analyses show that the college consistently meets all of Core Theme 1's Indicators of Achievement. Moreover, as documented throughout the Standard 4 discussions, the college's focus on diversity and equity overlaps with other institutional priorities and goals.

Indicator of Achievement 1.1 Promoting Diversity Awareness

As outlined in the 2015-2016 [Institutional Performance Report](#) (pages 8-11) and as described in the graphic below, Indicator 1.1 helps gauge the students' perceptions of how well the college promotes diversity oriented activities and interactions.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 1.1: Promoting Diversity Awareness</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"</p>	<p>yellow: 45%-49% and/or -5% to 0% difference;</p> <p>green: 50%+ and/or 0%+ difference</p>	<p>52.2% and 0.5% difference</p> <p>MET</p>	<p>56.4% and 2.9% difference</p> <p>MET: This indicator has been trending in the green threshold level.</p>

Overall Analysis: The CCSSE results from 2009 through 2015 show that the college has consistently met or exceeded this indicator and that students have a positive perception of culturally diverse interactions and contacts on campus. Those results point to the effectiveness of diversity-related strategies and resources. The college will likely continue to utilize this indicator for planning and decision-making but will examine ways to deepen the analyses, for example, by applying the indicator to specific programs or pathways.

Factors Contributing to Indicator 1.1 Trends and Related Matters:

- In addition to the mission's and core themes' diversity components, one of the college's core values also focuses on support and respect for diversity. As a reflection of those goals and values, the college has increased efforts to enhance the understanding and appreciation of diverse experiences, identities, and perspectives.
- Instruction created the Diversity Studies Department. Initially, it was a cross-listed area, but now, a full-time faculty member chairs the department.
- The Equity and Inclusion office and DEIC have provided logistical support, planning, and leadership for diversity-related activities and goals.
 - The DEIC was in place before the college instituted the strategic councils, so Council 1 benefitted from DEIC's support and from its 2012-13 strategic plan.
 - In 2012 the college filled an executive-level position for the Equity and Inclusion office, which, among other things developed an Equity and Inclusion Report that defines diversity-related concepts, outlines goals, and describes metrics for tracking completion rates among disadvantaged or underserved populations.

- The Equity and Inclusion Office also organizes or facilitates cultural competency training programs and experiences for employees and students. Examples include Undoing Institutional Racism (UIR); Transgender 101; and Tunnels of Intersection.
- The college has a large International Education program with students from all over the world and supports other efforts to promote global connections.
 - In 2013 and 2015, a delegation of students and faculty from the University of the Free State in South Africa visited Edmonds CC as part of the Free State's Leadership for Change program. The college reciprocated by sending a delegation of students and employees to South Africa for its leadership summit.
 - In 2016, President Hernandez and other campus members traveled to Japan to celebrate Edmonds CC's 30-year partnership with the Trajal Hospitality College.
 - In 2017, the college's Jazz and Salsa Band will travel to Cuba to attend the Fiesta del Tambor.

Indicator of Achievement 1.2 Students of Color Persistence

The college examines whether new students from various ethnic groups persist at comparable rates from one year to the next. This will ensure that the college will continue to have a diverse student composition.

Indicator	Target	Baseline Year	Current Status
Indicator 1.2: Students of Color Persistence Measurement: The fall to fall persistence rate of new students of color will be at least 33%.	yellow: 33%-38%; green: 39%+	35% MET	39% MET: This indicator has been trending from the yellow into the green threshold level.

Overall Analysis: The fall-to-fall persistence rates for new students of color have improved over the past four years. From 2009-2010 to 2012-2013, those rates stayed fairly flat (in the 34%-36% range), but in the last two cohort years (2013-2014 and 2014-2015), the rates have increased to around 40%. Those increases coincide with the college's expanding efforts to promote diversity awareness and to strategically recruit and support underrepresented populations. Given those intersections, the college will continue to track these numbers and explore other options for reducing opportunity barriers and achievement gaps.

Factors Contributing to Indicator 1.2 Trends and Related Matters:

- [ATD](#) activities were particularly effective in coordinating efforts that led to successful projects and initiatives, especially for supporting at-risk and underserved groups.
 - The college provided data and training, related to High Enrollment, Low Completion (HELC) courses. Among other things, these efforts helped faculty analyze, understand, and respond to HELC patterns.
 - Mandatory Triton JumpStart New Student Orientation provides resources,

services, and information for first-time-in-college students (FTIC). This “onboarding” process also enhances the students’ campus experience by helping them connect with other students, faculty, and staff.

- Mandatory advising for FTIC students serves as a supportive follow up to Triton JumpStart.
- The college offers ongoing training programs and resources that help instructors support student success. For example, [Teacher’s Academy](#) (for new full-time and part-time/associate faculty), [Dependable Strengths](#), [Reading Apprenticeship](#), and [Student Success in the Classroom](#) help faculty create a sense of community as they learn about and discuss pedagogy and student support strategies.
- Other student support curricula and services, such as I-BEST, I-CATCH, RiSE, and High School and Bridge transition programs are geared toward providing opportunities and enhanced support for at-risk or underrepresented populations.

Indicator of Achievement 1.3 Serving the Community

As one of 34 CTCs in the state, the college has been given a specific service district to serve. This indicator focuses on service to students from nearby communities, most of which are becoming increasingly diverse.

Indicator	Target	Baseline Year	Current Status
Indicator 1.3: Serving the Community Measurement: At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.	yellow: 75%-79%; green: 80%+	80% MET	80% MET: This indicator has been trending in the green threshold level.

Overall Analysis: Edmonds CC has consistently met and even exceeded Indicator 1.3, but Council 1 now realizes that the target measurement does not sufficiently address Core Theme 1’s purpose or goals. In the future, the college might also compare more data for enrolled students, for example, according to ethnicity, educational preparation, and prior educational achievements.

Factors Contributing to Indicator 1.3 Trends and Related Matters:

- The college has developed a [Strategic Enrollment Management \(SEM\) Plan](#) based on feedback from a “community listening tour,” environmental scans, and comprehensive data analyses of campus, local, and regional trends. The plan outlines one-year and five-year strategies for optimizing enrollments and proposes a ten-year enrollment vision. The plan will more directly support students of color in and near the college’s service district, including improving access for recent high school graduates and Latino/a students. .
- Additionally, the college will continue to sponsor or collaboratively promote campus presentations and community outreach efforts, such as the following:
 - The college hosts [Martin Luther King, Jr. celebrations](#), an annual Powwow,

Latino Expos, Community Read events, International Night festivities, Sustainability Initiatives, Veterans' Recognition events, and National Coming Out Day activities.

- To further celebrate and strengthen diversity, equity, and inclusion, the college also jointly sponsors campus events with numerous organizations, including Communities of Color Coalition (C3), National Association for the Advancement of Colored People Snohomish County, Latino Educational Training Institute (LETI), and local Native American tribes, as well as the cities of Lynnwood, Edmonds, Mukilteo, Mountlake Terrace, Woodway, and Mill Creek.

If additional information is needed for Indicators of Achievement 1.1 - 1.3, please see these documents: [ATD 2015 Annual reflection report](#) (pages 8-14) and the [Strategic Plan Assessment Report 2012-2015](#) (pages 15-23).

Core Theme 2: Provide Educational Opportunities

Core Theme 2 Objective: Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.

Edmonds CC uses Core Theme 2's Indicators of Achievement (2.1 Access for Students; 2.2 Student Perception of Quality; and 2.3 Support for Students Receiving Financial Assistance) as a basis for identifying and tracking meaningful data about the college's educational programs. Data tracking efforts address numerous factors, including student access, enrollments, and financial assistance; breadth of programs; certificate and degree offerings; and institutional ability to meet the needs of students, industry, and the community. Tracking processes also include data from biennial CCSSE results and annual SBCTC reports. Strategic Council 2 uses the data (and other input, as needed) to annually assess the college's progress towards Core Theme 2's objectives and to develop strategic enrollment management goals and initiatives. Ongoing institutional analyses show that the college is currently meeting all three of Core Theme 2's Indicators of Achievement.

Indicator of Achievement 2.1 Access for Students

Edmonds CC addresses the distribution of students across the college's various educational programs. The intention is to balance educational offerings and to compare the results to in-state peer institutions. Enrollments in each area indicate the extent to which the college is meeting students' needs by providing access for various groups.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 2.1: Access for Students</p> <p>Measurement: The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.</p>	<p>yellow: -5% to -3% difference and/or 3% to 5% difference;</p> <p>green: -2% to 2% difference</p>	<p>Transfer: -2.5%</p> <p>Workforce Education: 5.1%</p> <p>Basic Skills: -3.0%</p> <p>Personal Enrichment: 0.4%</p> <p>NOT MET</p>	<p>Transfer: -1.2%</p> <p>Workforce Education: 4.2%</p> <p>Basic Skills: -1.2%</p> <p>Personal Enrichment: -1.8%</p> <p>MET:</p> <p>This indicator has been trending from the red into the yellow/green threshold level.</p>

Overall Analysis: Over the last few years, this indicator has shown progress in all areas; however, Council 2 has come to see that peer comparisons are not always helpful because each institution's programs are connected to local demands and needs. Moreover, upward or downward trends could result from multiple variables that do not necessarily reflect the quality of or equitable access to the existing programs. Even a perfectly balanced student distribution would not demonstrate that the college is providing programs, support, and environments that are conducive to student learning and success.

Council 2 is now working with faculty and instructional administrators to identify more relevant indicators and processes to inform planning and decision-making. For example, after reviewing ATD data, Council 2 determined that the college should measure access in terms of achievement gaps, not just by the students' program selections. Council 2 is working to more precisely identify and analyze such gaps, especially for at-risk and underserved populations. In relation to those efforts, the college has developed a Strategic Enrollment Plan, which includes the analysis of enrollment and persistence trends by programs, student background or status (e.g., full-time, part-time, gender, ethnicity, etc.), and other categories.

An additional analysis of the students' entry paths indicates that students of color are more likely to place into remedial courses than into college-level Transfer or Professional-Technical programs. Because of that pattern, Council 2 is working on ways to develop or enhance Bridge (transitional) programs that increase equitable access and support for all students. Also, the Pre-College and college-level English faculty have been meeting to strengthen pathways from pre-college to college-level and increase students' progression.

Factors Contributing to Indicator 2.1 Trends and Related Matters:

- The economy often impacts enrollments. For example, because unemployment rates are lower, more students are now attending part-time. Those students might be seeking specific, discrete skills rather than program credentials. On the other hand, high unemployment usually means high workforce education enrollments. However, Edmonds CC’s grant programs might sustain higher workforce education enrollments (as compared to peer institutions), even when the economy is doing well.
- New student advising and quarterly program verification processes connect students to campus resources and help students gain a better understanding of the college’s many programs of study.
- A new, more efficient system for managing alternative placement assessments (e.g. based on high school transcripts, out-of-state courses, SAT scores, etc.) has greatly expedited the placement process, which in turn, has facilitated more efficient access to educational programs. Testing and Assessment Services staff use established criteria to determine placement levels and immediately enter placement codes into the college’s system, thereby allowing students to register right away. Roughly 95% of those students immediately register for classes. With previous intake processes, placement testing, and transcript evaluations, students typically could not register right away and were sometimes directed to multiple offices. Many of those students did not return to register and, according to institutional research, the students who go through alternative placement processes perform as well as students who have placed via course progression or ACCUPLACER.

Indicator of Achievement 2.2 Student Perception of Quality

The CCSSE asks students to evaluate institutional practices and student behaviors that correlate with learning and retention. The surveys provide information about student engagement, a key student learning indicator that can also reflect the quality of educational programs.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 2.2: Student Perception of Quality</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer “Good” or “Excellent” to the following question: "How would you evaluate your entire educational experience at this college?"</p>	<p>yellow: 80%-84% and/or -5% to 0% difference;</p> <p>green: 85%+ and/or 0%+ difference</p>	<p>85.1%</p> <p>and</p> <p>0.5% difference</p> <p>MET</p>	<p>86.1%</p> <p>and</p> <p>2.1% difference</p> <p>MET:</p> <p>This indicator has been trending in the green threshold level.</p>

Overall Analysis: The CCSSE results capture the students’ positive perceptions of their Edmonds CC learning experiences. The associated target measurements show that the college consistently meets Indicator 2.2 at a high level, largely because of the institutional strategies and resources that support a broad range of educational opportunities. The importance and relevance of this indicator make it useful for planning and decision-making.

Factors Contributing to Indicator 2.2 Trends and Related Matters:

- The new ten-year [Facilities Master Plan](#) incorporated significant feedback from students about their campus experiences and lays out a series of campus improvements that focus on a streamlining entrance processes; enhancing campus navigation and wayfinding; and improving pedestrian, transit, and automobile flow.
- [START](#) (Student Technology Advice and Resource Team) provides student support (for email, Canvas, and other types of instructional technology) on campus, online, and by phone. New students find START to be especially helpful.
- [Canvas](#) is a much more student-focused, user-friendly LMS than the previous system (Blackboard) was. Among other things, Canvas follows a more intuitive, more streamlined format and is accessible via smartphones and tablets.

Indicator of Achievement 2.3 Support for Students Receiving Financial Assistance

The college is committed to providing educational access and ongoing support for students who receive financial aid. The college attempts to assess how effectively it supports those students by tracking the percentage that can maintain a good enough academic standing to continue receiving financial aid.

Indicator	Target	Baseline Year	Current Status
Indicator 2.3: Support for Students Receiving Financial Assistance Measurement: Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).	yellow: 65%-69%; green: 70%+	70% MET	68% MET: This indicator has steadily been in the upper yellow/lower green threshold level.

Overall Analysis: The target measurements show that, although this indicator is within an acceptable range, the college is currently 2% points below the baseline year. However, Strategic Council 2 has identified a potential problem with the way student support and student progress are measured for this indicator. The emphasis on “good standing” relates more to financial aid status than to overall student learning and persistence or to programs and services that support student progress. This indicator would be more useful in conjunction with other types of data, for example, comparisons of all students’ academic standing and comparisons of why students fail or withdraw from courses (one of the reasons that financial aid can be suspended). That information might help the college develop more customized student support mechanisms.

Factors Contributing to Indicator 2.3 Trends and Related Matters:

- Early Alert (a persistence tool that informs students about their academic status and connects struggling students to resources) is not currently required for students receiving financial aid.
- Students are not always aware of how to appeal decisions about academic and/or financial aid suspension or how to initiate academic re-entry processes and financial aid resumption.
- Financial aid funding has decreased, and federal requirements have narrowed the timeframe for program completion. These two trends leave little margin for error or changes and limit the students' options for carrying smaller class loads or progressing at slower rates.
- Extensive changes in federal financial aid criteria and reporting requirements have created some obstacles for students and staff.
- Edmonds CC's Financial Aid Office staffing levels (9.0 FTE) have been significantly lower than the levels (13.8 FTE) reflected in NASFAA's Staffing Predictor Model for peer institutions. To address these gaps, the college has recently approved an additional Financial Aid position and is considering other staffing increases.

Core Theme 3: Help Students Access Career Opportunities

Core Theme 3 Objective: Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement skills.

Two Indicators of Achievement (3.1 Satisfaction with Career Counseling and 3.2 Employment Rates) were selected as the basis for identifying and analyzing meaningful data about Core Theme 3's objectives. The data sources include biennial CCSSE results, annual SBCTC reports, and graduating student exit surveys. Strategic Council 3 uses that information to annually assess the programs and services that promote career access, preparation, and advancement. Those evaluations show that the college has met Indicator 3.2 but not 3.1

Indicator of Achievement 3.1 Satisfaction with Career Counseling

The college offers programs and services that assist students with transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance. Responses to the CCSSE questions reflect the students' awareness of, participation in, and satisfaction with career counseling activities and services.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 3.1: Satisfaction with Career Counseling</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counselling?"</p>	<p>yellow: 70%-74% and/or -5% to 0% difference;</p> <p>green: 75%+ and/or 0%+ difference</p>	<p>74.9%</p> <p>and</p> <p>-2.1% difference</p> <p>MET</p>	<p>72.7%</p> <p>and</p> <p>-5.8% difference</p> <p>NOT MET:</p> <p>This indicator has been trending downward from the yellow threshold level into the red level.</p>

Overall Analysis: Between 2009 and 2015, this indicator went from a high in 2011 of 80.7% to a low in 2015 of 72.7%. This drop has not jeopardized the college’s mission fulfillment status but is still a cause for concern. Employment rates for the college’s Professional-Technical graduates have been strong, which suggests that, when accessed, career counseling services can be effective. The college is looking at other options (aside from the CCSSE) for evaluating and improving the services and the students’ satisfaction levels.

Toward that end, Strategic Council 3 inventoried the college’s strategies for meeting Core Theme 3’s objectives and for supporting related goals in the college’s 2012-15 Strategic Plan. In that review, Council 3 found that only Professional-Technical and Worker Retraining students were directed to the career oriented services. Increased awareness of and use of the services will likely lead to larger and broader sample sizes for surveys and other assessments. Moreover, feedback from a broader range of students will help to improve career counseling efforts.

Council 3 has identified other opportunities for promoting career oriented services and programs. In 2015, the college broadened one of the General Education Requirement categories to include career preparation courses (e.g., Exploring Careers in STEM and Career Planning in Computer Science). Also, the federal Workforce Innovation Opportunity Act (WIOA) strongly emphasizes employment preparation and career counseling services for students in Adult Basic Education programs. Council 3 anticipates collaborating with Pre-College faculty and with the Career Action Center to further address that mandate.

Factors Contributing to Indicator 3.1 Trends and Related Matters:

- Indicator 3.1 peaked in 2011, during the economic downturn, when the college had a higher number of Worker Retraining students, who were required to get career counseling/advising. As the economy improved, the Worker Retraining enrollments dropped, and fewer students accessed career-oriented resources.
- The Student Services and Workforce Development divisions have experienced a lot of administrative and staff turnover, which has interrupted in-process initiatives and

strategies. (See also 4.B.1.)

Indicator of Achievement 3.2 Employment Rates

The college tracks employment rates for Professional-Technical students to gauge how well the instructional and support programs are preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 3.2: Employment Rates</p> <p>Measurement: Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.</p>	<p>yellow: -5% to 0% difference;</p> <p>green: 0%+ difference</p>	<p>-1% difference</p> <p>MET</p>	<p>-2% difference</p> <p>MET:</p> <p>This indicator has been trending downward from the green threshold level into the yellow level</p>

Overall Analysis: Although it is still within the acceptable range, Indicator 3.2's target measurement has moved slightly downward. This indicator is influenced by the local unemployment rate, which is at a 5-year low. Snohomish county's median wages have declined in the last six years, and this reflects a decrease in the number of “middle skill” jobs, which are typically the jobs that Edmonds CC graduates prepare for.

This indicator is also influenced by regional economies. Therefore, a comparison over time of Edmonds CC's rates might be more meaningful than comparisons of the college's rates to the rates of other institutions in different geographic and demographic regions of the state.

Factors Contributing to Indicator 3.2 Trends and Related Matters:

- The Professional-Technical programs and the Career Action Center have increased the number of employer/student career events. Each year, five Business Roundtables provide information about careers/jobs in the local area and beyond. Faculty use qualitative data from employers at these events and from Professional-Technical advisory committees to adapt curricula to industry needs.
- The Career Action Center connects students to various employment research tools and databases, focusing on employment trends, graduation and employment rates, and training opportunities. The Professional-Technical departments also use this information to evaluate the need for program revisions and updates.
- The college offers numerous career development courses and has partnered with local employment oriented agencies (e.g., Workforce Snohomish, Lynnwood Workforce, and Economic Alliance of Snohomish County).
- Strategic Council 3 collaborated with the Political Science, Business, Paralegal, and Physics Departments on a pilot project, connecting faculty with business representatives in order to develop career and educational pathway learning modules. This project

proved to be too difficult to complete in the allotted timeframe. However, the discussion and planning processes identified key steps and components and clarified how Strategic Council 3 and related programs could further collaborate to support the college's core themes, indicators of achievement, and strategic goals.

- Council 3 also worked on developing a searchable, relational database with information about workforce connections; industry contacts and advisory committees; the Career Action Center; internships; and other college and employer partnerships. Although the college still needs to establish appropriate usage guidelines before releasing this database, the efforts to create it involved productive conversations and promoted greater campus community networking and support.

Core Theme 4: Support Student Success

Core Theme 4 Objective: Edmonds Community College provides programs, resources, services, and learning environments that increase student achievement and reduce achievement gaps for all students.

Core Theme 4's Indicators of Achievement (4.1 Student Progression, 4.2 Student Retention, 4.3 Student Graduation Rate, 4.4 Student Transfer Out Rates, and 4.5 Supportive Learning Environments) help to structure the data collection and assessment processes for the college's student success efforts. The associated data from institutional, state, and national sources inform Strategic Council 4's assessment of how well the college is addressing Core Theme 4's objectives.

Indicator of Achievement 4.1 Student Progression

The college uses the cohort-based Student Achievement Initiative (SAI) model to monitor how quickly and successfully Edmonds CC students (as compared to students in peer colleges) move from developmental courses to college-level programs. Because efficient pre-college to college-level transitions are associated with higher success and persistence levels, the state awards points on the basis of key areas of student progression.

Indicator	Target	Baseline Year	Current Status
Indicator 4.1: Student Progression Measurement: As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.	yellow: 0.00 to 0.25 difference; green: 0.26+ difference	0.05 difference MET	0.14 difference MET: This indicator has recently been trending downward within the yellow threshold level.

Overall Analysis: Strategic Council 4 noted that between 2009 and 2015, the college's student progression rates (defined by the SAI model), have gradually declined from a high in 2009 of

2.49 to a low in 2013 of 1.85. These data points are within the mission fulfillment parameters and are generally comparable to peer college's rates. The college's effective student-centered efforts have enhanced outreach strategies, support mechanisms, and program entry and completion pathways. However, the drop in 4.1's target measurements warrants further inquiry about what SAI data actually demonstrate--specifically why (or even if) fewer students are progressing. It should also be noted that beginning in 2016-2017, a higher percentage of state funding will be tied to SAI points, so the college is considering more comprehensive approaches for understanding and using this indicator to measure mission fulfillment.

Factors Contributing to Indicator 4.1 Trends and Related Matters:

- The externally determined SAI measures have changed, and campus processes are just now starting to align more effectively with SAI criteria and goals. The college is working toward adapting to the SAI model by helping individual programs track and support student progression more systematically. One challenge, though, will be to promote SAI goals without “chasing” points.
- Despite SAI's beneficial focus on key “momentum” steps for students, the model can overly simplify student progression trends and can even present inaccurate completion rates. For example, SAI does not sufficiently account for pre-college students who do not intend to take college level courses (at least not at the same institution). As SAI points become increasingly tied to state funding, the college will need to develop a more nuanced understanding of the complexities of student progression.
- As mentioned in the discussions of Indicators 1.1, 1.2, 2.2, and 2.3, multiple initiatives and developments (e.g., new student intake processes and accelerated learning opportunities) were designed to provide more “prescriptive” guidance and more intensive support. Those efforts have been effective, so the college anticipates broader improvements as those models are expanded and refined. However, staff changes in the Pre-College Division, primarily the retirement of the dean, who led most of the student progression efforts, delayed or sidelined some in-process initiatives.

Indicator of Achievement 4.2 Student Retention

The retention of students from the beginning to the end of a quarter is a fundamental measure of student success. The college measures a key aspect of student retention--specifically, the percentage of adequate to excellent grades (2.0 or “C” to 4.0 or “A+”). Typically, students who maintain that grade range are more likely to complete all of their classes and return in subsequent quarters.

Indicator	Target	Baseline Year	Current Status
Indicator 4.2: Student Retention Measurement: The ratio 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 75%.	yellow: 75%-79%; green: 80%+	83% MET	84% MET: This indicator has been trending in the green threshold level.

Overall Analysis: This indicator has steadily risen from 79% in 2008-2009 to 84% in 2014-2015. Council 4 would like to help the college build on that success by exploring other aspects of student retention. Among other considerations, council members have asked if grades provide enough insights about retention patterns or if an emphasis on grades could lead to unintended results, e.g., grade inflation, especially in courses taught by new faculty or associate/part-time instructors, who typically have less job security. To supplement 4.2 data, Council 4 plans to further review CCSSE results and graduation survey data to identify areas that students would like to see improved.

Factors Contributing to Indicator 4.2 Trends and Related Matters:

- **Instructional Areas:** Half of the original High Enrollment, Low Completion courses are no longer on the HELC list because of the college’s many student success efforts: [Shared Student Success Curricula](#); [cross-departmental partnerships](#) and [courses](#); [strategic interventions](#); and related activities, including Accelerated Learning Communities, Reading Apprenticeship training, HIPs, group supplemental instruction sessions, and supplemental online materials and tutorials. These interventions emphasize and maintain academic rigor but also offer additional faculty training and enhanced support for struggling students.
- **Student Services:** As indicated in its [strategic plan](#) for 2015-18, Student Service areas have been working on and planning numerous student success initiatives, including funding full-time staffing for Early Alert (which allows faculty to communicate concerns about student readiness, performance, or attendance) and more proactively monitoring student retention and progression during the students’ first and third quarters.
- **Institutional Monitoring:** Student success initiatives have been facilitated by effective processes for tracking progress and communicating results. The college’s efforts in these areas will continue to evolve as other student retention and success methods develop.

NOTE: Because Indicator 4.3 and 4.4 both address IPEDS data, they will be discussed together.

Indicator of Achievement 4.3 Student Graduation Rates and Indicator 4.4 Student Transfer-Out Rate

With federal IPEDS data (for first time in college, full-time, degree-seeking students), the college can compare its graduation and transfer-out rates with the rates of Washington State peer institutions.

Indicator	Target	Baseline Year	Current Status
Indicator 4.3: Student Graduation Rate Measurement: The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	yellow: -5% to 0% difference; green: 0%+ difference	-1% difference MET	0% difference MET: This indicator has steadily been in the yellow threshold level.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.4: Student Transfer-Out Rate</p> <p>Measurement: The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.</p>	<p>yellow: -5% to 0%;</p> <p>green: 0%+</p>	<p>1% difference</p> <p>MET</p>	<p>2% difference</p> <p>MET:</p> <p>This indicator is holding steady in the low green threshold level.</p>

Overall Analysis: Although these indicators have stayed in the acceptable range, the college has recognized that IPEDS reports are of limited use because they do not reflect the majority of Edmonds CC's students. Strategic Council 4 has noted, for example, that FTES are down, but headcount remains steady. These numbers suggest that currently, the college has a higher percentage of part-time students, but IPEDS data focus on full-time, first time in college students. In all likelihood, the college will keep track of IPEDS data but will prioritize efforts to identify or further develop other information sources and approaches for student success planning and decision-making.

The college's new Strategic Enrollment Management (SEM) Plan includes analyses of enrollment/persistence trends. That system will augment other data sources and help the college more accurately identify student populations and campus programs that need additional attention. The SEM Director has also worked with IT&e to help students verify or update their intent codes during registration. This information will help the college develop a clearer understanding of the students' goals and a more precise picture of program enrollments and completion rates.

Also, in 2015, as part of a statewide initiative, the college began to study the Community College Research Center's [Guided Pathways \(GP\) model](#) (highly structured programs and wrap-around services that promote persistence and timely degree/certificate completion). The college is now developing [plans](#) for adapting the GP model to Edmonds CC. To establish a foundation, Instruction and Student Services are creating an online orientation program and redesigning the advising system to ensure effective support for all students throughout their educational experiences. (Another impetus for the redesign was the revelation that group advising serves new students more effectively than returning students, who typically need more individualized guidance, especially as they approach certificate or degree completion.)

Factors Contributing to 4.3 and 4.4 Trends and Related Matters:

- A significant number of students accrue enough credits to complete certificates and degrees but never receive those credentials. In some cases, students lose track of their progress because they do not consult advisors. In other cases, the students are aware of their status but do not bother to apply for the credentials or do not want to pay the credentialing fees. The college is trying to address these problems by improving the Degree Audit system, automating the credentialing process, removing the graduation/completion fee, and requiring advising for most students--not just the new

ones.

- For a variety of practical, economic, or personal reasons, many students piece together their degrees across multiple campuses. The credential awarding institution can count those students in program completion rates, but the other institutions cannot, so from their perspectives, it might appear as if those students have dropped out.
- Many students do not want or need an Edmonds CC certificate or degree. Some students already have degrees and are taking classes to meet a personal goal, to refresh their skills, to develop new post-secondary skills (not tied to credentials), or to maintain professional certifications. Many International students treat Edmonds CC as a short, study abroad experience and return to their home countries to complete their degrees. Other International students need high school diplomas or Intensive ESL instruction to meet university requirements. Some domestic students are also working toward high school completion. Other students are fulfilling general education requirements while awaiting admission to a specific university program. In particular, many STEM students want to transfer as soon as they can so as not to lose their spots in competitive programs.

Indicator of Achievement 4.5 Supportive Learning Environment

The college offers programs and services designed to help students succeed. This indicator addresses the students' awareness of and satisfaction with the college's programs, services, and practices that support learning and success.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.5: Supportive Learning Environments</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"</p>	<p>yellow: 70%-74% and/or -5% to 0% difference;</p> <p>green: 75%+ and/or 0%+ difference</p>	<p>71.1%</p> <p>and -2.3% difference</p> <p>MET</p>	<p>72.8%</p> <p>and -1.5% difference</p> <p>MET:</p> <p>This indicator has been trending in the yellow threshold level.</p>

Overall Analysis: This indicator is within an acceptable range, but Strategic Council 4 has noted that some circumstances might have kept those levels from rising to the green threshold. The college could better use existing processes, such as SIMPLE Plans and Program Reviews, to more proactively identify successful and underperforming areas. That approach could provide more precise information about the resources and interventions that would enhance learning environments and student support mechanisms.

Factors Contributing to Indicator 4.5 Trends and Related Matters:

- The college previously had not consistently coordinated strategic enrollment efforts with entry services and advising processes. More recently, the college has provided professional development opportunities for campus members to attend several national conferences on strategic enrollment management, advising, and student success.
- The college did not make severe cuts in programs and personnel during the economic downturn and state mandated hiring freezes. However, the college did not replace positions lost to retirements and resignations, so employees in some areas had to do more with less support and could not always provide as much one-on-one assistance for students. Occasionally, those gaps were cause for frustration and dissatisfaction among some students, especially during peak advising and registration periods.
- Over the past few years, the college has worked to address those gaps by increasing the number of full-time, permanent personnel in both Financial Aid and Advising offices. Additional staffing allows for more individualized attention and more timely support for students as well as more consistent upkeep of student success resources.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

Core Theme 5 Objective: Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.

Strategic Council 5 uses data related to Core Theme 5’s Indicators (5.1 Commitment to Service; 5.2 Funding for Initiatives, Programs, and Services; and 5.3 Lifelong Learning) to assess the college’s progress toward Core Theme 5’s objectives. Annual reviews of data from SBCTC sources, institutional reports, and grant updates show that Edmonds CC consistently meets two of Core Theme 5’s Indicators of Achievement but is trending downward on Lifelong Learning statistics.

Indicator of Achievement 5.1 Commitment to Service

Edmonds CC values service-learning opportunities that support student engagement, retention and persistence. This indicator's target is intended to help the college quantify faculty and student involvement in service-learning.

Indicator	Target	Baseline Year	Current Status
Indicator 5.1: Commitment to Service Measurement: The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).	yellow: 5,000-7,499 hours; green: 7,500+ hours	10,867 MET	10,989 MET: This indicator has been trending in the green threshold level.

Overall Analysis: The target goals for this indicator attest to how deeply the campus and community value service-learning. Owing to well-planned strategies and resources, including a

Center for Service-Learning with dedicated staff, Edmonds CC has exceeded this indicator each year. The college has a strong commitment to serving its community, as demonstrated by the number of faculty who assign service-learning credit and the number of students who participate in these community-benefitting projects. Data also document how effectively service-learning promotes networking, engagement, success, and completion. The [LEAF School](#) in particular (with its [well-documented benefits](#) to students and the community) represents an effective student success model that might work well in other campus programs.

Factors Contributing to Indicator 5.1 Trends and Related Matters:

- The Center for Service-Learning has taken several steps to enhance service-learning options and efforts.
 - improving marketing efforts by redesigning the Service-Learning website and by using social media more actively
 - piloting volunteer management software for documenting activities and hours.
 - developing Individual Service-Learning Forms, which allow students and faculty to initiate their own projects
 - supporting 20-25 major service-learning projects per quarter.
- Pre-college instructors have introduced a peer advocacy model that also encourages students to participate in service-learning.
- The college has also expanding service-learning opportunities for evening students.

Indicator 5.2 Funding for Initiatives, Programs, and Services

The college measures its grants and contracts funding as an indicator of its entrepreneurial and innovative nature. This indicator helps the college to compare levels of grant and contract funding at Edmonds CC and peer colleges.

Indicator	Target	Baseline Year	Current Status
Indicator 5.2: Funding for Initiatives, Programs, and Services Measurement: The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.	yellow: 0% to 5% difference; green: 5%+ difference	21.8% difference MET	22.4% difference MET: This indicator is at the green threshold level.

Overall Analysis: Edmonds CC consistently meets this indicator. However, Strategic Council 5 has noted that grant funding levels do not fully demonstrate how effectively the college supports grant-based initiatives, prepares for their campus impact, or accounts for opportunity costs.

Edmonds CC has been successful, not only in procuring grants (at a much higher rate than the state's other CTCs), but also in using grants to promote innovative programs. Occasionally, grant projects can strain institutional services, such as facilities or IT&e, and the grant

application processes do not always include sufficient planning for sustaining programs or services after grant funding ends. In general, though, Edmonds CC has a sound track record for pursuing beneficial grants and contracts. Most notably, because of grant-funded initiatives, STEM-related areas have seen increases in the number of female students and underrepresented minorities who have graduated with associate degrees and have transferred to baccalaureate institutions. The college uses such data and assessments to justify the pursuit of grant renewals or new grants in related areas.

Factors Contributing to Indicator 5.2 Trends and Related Matters

- The institutional culture strongly supports entrepreneurship and innovation.
- The college has full-time staff dedicated to grant writing.
- Because of its experience with implementing grants, the college has developed effective practices for using grant resources productively and efficiently.

Indicator 5.3 Lifelong Learning

The college offers a mix of for-credit and noncredit lifelong learning offerings. The number of students taking these classes epitomizes the value of lifelong learning that the college strives to instill in its students. The target measurements for this indicator help to establish a baseline level of lifelong learning students as well as potential goals for increasing those numbers.

Indicator	Target	Baseline Year	Current Status
Indicator 5.3: Lifelong Learning Measurement: The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	yellow: 3,000-3,999 students; green: 4,000 students	3,920 MET	3,211 MET: This indicator has been trending downward in the yellow.

Overall Analysis: The college offers a wide range of lifelong learning programs that are typically well-reviewed by participants, most of whom indicate that they value the new skills and knowledge they have acquired. Although this indicator is within an acceptable range, the number of registered lifelong learning students seems to be declining. However, Strategic Council 5 has noted that the college does not have a consistent definition of “lifelong learning”-- a term that covers a broad spectrum of students and programs.

Factors Contributing to Indicator 5.3 Trends and Related Matters:

- The college has been counting only the students that show up in the Student Management System (a state-level platform) and only as unduplicated headcount. This method grossly understates the number of students actually participating in lifelong learning programs. For example, the college does not count the Creative Retirement Institute students, but their quarterly enrollments exceed 1,000. Similarly, the Washington Aerospace Training and Research (WATR) Center students are not included in the calculations because they are in contracted classes, not state supported ones. If these groups were included in the lifelong learning calculations, the college would easily meet the goal of serving 4,000 students.

- Inaccurate or outdated student intent codes also interfere with student tracking.
- In the Summer of 2015, Continuing Education added summer classes for kids, which will continue to increase the number of individuals served.
- Three of Edmonds CC's closest neighboring colleges have partnered to jointly run their well-publicized continuing education programs, and this partnership might be attracting students away from Edmonds.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

The broadly representative strategic councils and individual campus units regularly evaluate progress toward clearly defined indicators, goals, and outcomes of programs and student service areas. Faculty members play a primary role in evaluating instructional programs. The college's existing data collection processes reflect a clear shift toward a culture of evidence. Employees recognize the institutional expectation of and use of data and feedback in evaluation and planning cycles. The college uses data collection, reporting, and planning for SIMPLE Plans and Program Review reports. At the division level, SIMPLE Plans address annual operational planning and resource requests. Program Review focus on the holistic evaluation of a program's operations, services, and goals. That process is geared toward capturing a program's activities, assessing its strengths and weaknesses, and identifying additional resources needed to meet educational standards, workforce demands, and students' needs. The examples below provide a cross-representative overview of systematic data tracking and analysis processes, used to measure progress toward goals and outcomes.

Core Theme 1: Strengthen Our Diverse Community

A number of processes involving evidence-based analyses and evaluations have helped to maintain program standards and to identify potential challenges related to Core Theme 1.

For instance, since the early 1990s, the college has had a cultural diversity (CD) course requirement as a part of the shared General Education Requirements across all Professional-Technical and Transfer certificates and degrees (of 45+ credits). Faculty must go through Curriculum Committee processes to apply for CD status for specific courses. That system for evaluating CD applications ensures that the instructors not only draw on culturally diverse content, but also that they formally teach to and formally assess the official CD course-level learning outcome and the related CD program-level learning outcome. These review processes also reinforce curricular coherence and general alignments with broader, campus-wide diversity initiatives and standards.

However, over the last few years, Curriculum Committee records have shown a decreasing number of CD applications. A Curriculum Committee goal has been to encourage more applications across all divisions to increase students' options for meeting the CD requirement. In reviewing the application steps (which had recently been integrated into Curriculumlog) Curriculum Committee members could see ways to make the process more streamlined and easier to complete.

Data used in full-time faculty position requests (e.g., student-faculty ratios, FTES, and FT/PT faculty ratios) and in 2012-13 and 2013-14 SIMPLE Plans revealed another gap in diversity-related curricula. The [Diversity Studies Department](#) (a fairly new, cross-listed unit) did not have a designated department head. Instead, the dean and Social Sciences faculty attempted to manage the department. Faculty were able to use the data, not only to identify the problem but to create an evidence-based solution. (See also 4.B.2.)

Student service areas and campus programs also systematically assess how effectively they meet their diversity-related goals. These evaluations are included in SIMPLE Plans, examples of which are below.

- [TRiO SIMPLE Plan](#) (a federally funded grant program, supporting low income, first generation college students) documents its evidence-based evaluations, both of grant determined outcomes and program outcomes.
- [Student Life and Development](#) emphasizes cultural competency for staff members and uses a program satisfaction survey to help assess the department's services.
- [Entry Services](#) describes diversity-oriented goals, e.g., for recruiting underrepresented student populations; expediting entry service procedures for Non-Native English Speakers; and partnering with campus and community organizations that support students from a wide range of backgrounds and abilities. Its SIMPLE Plan also documents a systematic collection of statistics that are used to evaluate Entry Services' goals.

Core Theme 2: Provide Educational Opportunities

Edmonds CC's degrees and certificates are designed to prepare students for continued education (e.g., transfer) and career entry or advancement. Data, used to evaluate educational opportunities, are gathered through SIMPLE Plans, Program Review reports, and assessments of CLOs and PLOs. As required in the Faculty [CBA](#) 7.3.2 (page 46), instructors have a primary role in evaluating instructional programs.

The college has had Program Review processes in place for more than 20 years. However, between 2013-15, Strategic Council 2 worked to revise and improve the Program Review model to allow for better comparisons across instructional programs and student support services and to establish evidence-based reviews of strengths, challenges, and costs. In 2015-2016, four programs (Library, Early Childhood Education, Hospitality and Tourism, and Academic Computing Services) piloted the revised [Program Review](#) template.

The participants found the revised template onerous to complete, but the process had value. For instance, it helped the library staff document a new finding: In support of the library's learning goals, staff members effectively adapt library spaces to new instructional modes and technology. However, the college should address the issue of using the library facility to accommodate college-wide space needs.

This systematic Program Review process enabled the Library staff and administrators to sufficiently document and "connect the dots" among insights that will contribute to long-term planning for the Library and the campus.

Assessments of how well students demonstrate CLOs and PLOs are incorporated into Program

Reviews. (See 4.A.3, 4.A.6, and 4.B.2 for more details about the assessment findings and the use of assessment results to make changes or improvements.) Results of these assessments help inform updates to program requirement sheets, PLOs, course descriptions, and CLOs. Decisions about improvements or other changes are based on several areas of input, including the aforementioned PLO assessments as well as the following:

- Professional-Technical departments work closely with advisory groups to receive feedback about employers' needs. Major curricular changes and new classes for workforce programs are reviewed by [industry driven advisory committees](#).
- Transfer departments review the standards, recommended learning outcomes, and guidelines of professional/discipline-specific organizations. Faculty also consult with academic advisors and transfer institutions about trends, needs, or changing requirements at local universities.
- The [Academic Standards Committee](#) recommends changes, based on new requirements or emerging trends at the institutional or state level.
- Feedback and data from student surveys and from yearly [course evaluations](#) provide insights about methods or practices that do and do not effectively support learning.
- Departments and divisions collaborate and share best practices for strengthening programs, improving teaching methods, and enhancing student support resources.

Core Theme 3: Help Students Access Career Opportunities

In response to stringent state and federal data tracking and evaluation requirements as well as continually changing employment conditions, the Workforce Development Division and instructional departments use well-established systems for evaluating outcomes and goals for career oriented programs and services. These areas also use SIMPLE Plans, Program Reviews, industry trends, community needs, and employment data to assess progress toward program outcomes and to identify new opportunities and goals. Area-specific examples include the following:

- As indicated in the Workforce Development [SIMPLE Plan/Special Projects](#), staff used data and feedback from student focus groups, employer surveys, and state reports to analyze the job search options and employment trends for individual programs and to make recommendations about improvements or needed resources. (See also 4.B.2.)
- In 2015-16, the Early Childhood Education and Social and Human Services Departments identified an educational and career need in the local community for developing the college's first Bachelor of Applied Science (BAS) degree. The NWCCU [approved the BAS proposal](#) in early February 2017.
- The [Veterans Resource Center's SIMPLE Plan](#) notes that because employment rates had improved, student veterans were shifting to part-time enrollment, so they were less involved with the campus. As a result, those students were also missing opportunities to receive additional VRC support, for example ongoing career counseling and assistance with accessing Veterans' benefits. The VRC used that information to plan improvements in marketing, networking, and outreach to better connect current and prospective student veterans with career oriented services and other resources. The VRC also assesses the effectiveness of its partnerships with campus and community grant programs. Such services enhance the VRC's ability to provide employment skills training and career counseling, which support the student veterans' educational and career goals.
- Based on Program Review results, learning outcomes assessments, and advisory committee feedback about emerging workplace needs, the BSTEM Department faculty

identified the need for the following:

- creating additional training to help administrative assistants manage travel arrangements
- streamlining medical terminology courses
- developing an online degree to enable more students to be trained as administrative assistants
- providing Microsoft Certification exams on campus.
- Between 2013-15, the college identified a need to provide consistent interaction and communication with industry and community partners. As a result, Council 3 developed a contact information database to facilitate campus and industry collaborations; expand campus and community networking opportunities; and document faculty efforts to cultivate new industry partnerships. In evaluating the database project, Council 3 recognized that more extensive and inclusive discussions would have helped the participants avoid some logistical problems in accessing the database's information.

Core Theme 4: Support Student Success

The college works to identify strategies and activities that contribute to student success goals. While established practices, position descriptions, and the collective bargaining agreement support the primary role faculty play in evaluating instructional programs, Student Services staff manage and evaluate the outcomes and services that support student progress outside of the classroom.

The SIMPLE Plans for [Student Success/Entry Services](#) and [Student Success/Retention and Completion](#) describe data analysis processes for evaluating achievement of each area's goals.

Those systematic processes include the following:

- Student Services compiles statistics for faculty participation in the Early Alert system and for staff outreach to students, identified in that system, which connects struggling students to additional support. As data collection and evaluation processes have improved, Advising recognized that Early Alert had been under-utilized, partly because of faculty misperceptions about the service and partly because instructors relied on their own methods for contacting and supporting students. This data informed evaluation process has also identified the need for additional institutional planning and support for the Early Alert system, for example, to improve internal marketing and to increase staffing.
- Student Services examines overall comparisons of the number of students served and the number of staff members available to meet student demand. Viewed through the lens of program goals, these ratios help the administrators identify areas that need more support.
- Services for Students with Disabilities administers quarterly tutor evaluations and yearly student satisfaction surveys and uses this information to improve its services.
- The Student Conduct/Behavioral Intervention Team (BIT) keeps track of how efficiently reported incidents are addressed and resolved. Recently, BIT noted that having a full-time student conduct officer has led to more timely case management.
- Advising tracks and collects feedback from the student, staff, and faculty participants in Triton JumpStart New Student Experience sessions and student resource fairs.

- Instructional departments continue to monitor completion rates and to factor those statistics into decisions about course development, class scheduling, and faculty training. (See also the Core Theme 2 examples.)

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

Faculty who provide service and/or lifelong learning opportunities offer leadership, guidance, and input on the effectiveness of these instructional programs and services. In addition, to track alignment with program-level goals, the college collects data about student participation in, use of, and satisfaction with grant-funded initiatives, innovative programs, and related partnerships. Examples of these evaluations efforts include the following:

- The Wellness and Health Promotion (WHP) program, supported by a Verdant Health Commission grant, surveys attendees of WHP events, workshops, and presentations. These results are used to verify if the grant's goals are being met.
- The Veterans Resource Center (VRC) facilitates partnerships with multiple services and agencies, e.g. BFET, WorkSource, The Wounded Warrior Project, and the Veterans Administration. The VRC surveys students about their satisfaction levels with related programs on campus. For example, initial surveys about the Peer Mentor Program indicate high satisfaction levels.
- The Counseling & Resource Center has a variety of campus and community partners, e.g., Domestic Violence Services, Community Health Center, Snohomish Health District, YWCA, and YWCA Family Village. The sensitive nature of its work somewhat limits direct data tracking and assessments, but indirect options provide useful information. For instance, anonymous surveys currently reflect positive student perceptions of the Center's services. Also, the number of counseling referrals has been increasing as the rapport deepens between the Center and its campus and community partners. These partnerships allow the Center staff to connect students to additional services and to promote more timely, customized, innovative client support.
- For faculty-initiated projects (receiving Center for Service-Learning support), instructors assess the projects' learning outcomes in relation to the CLOs. Note: Although the college far exceeds the indicator of achievement for service-learning hours, the college has not been able to capture all service-learning activities. Establishing a college-wide infrastructure for service-learning continues to be a goal.
- In specific lifelong learning programs ([Washington Aerospace Training and Research Center](#), [U-Learn](#), [ArtsNow](#), and [the Creative Retirement Institute](#)), faculty and students evaluate achievement of the programs' goals and learning outcomes. These programs also review that assessment information to determine if curricular content and breadth are meeting local needs. As noted in 4.A.1, Strategic Council 5's indicator target for lifelong learning is typically met, but the college does not have standardized processes or formal requirements for tracking all lifelong learning experiences and learning outcomes across the campus.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

Edmonds CC has developed an effective, comprehensive system for instructional departments to annually review Course-level Learning Objectives (CLOs) and Program-level Learning Outcomes (PLOs) for degree and certificate requirements. Note: At Edmonds CC, degree requirements and outcomes refer to department or field-specific programs as well as General Education/“Related Instruction,” and Humanities, Social Sciences, and Natural Science distribution areas. The regular review cycles reinforce the curricular alignments--broadly captured in this Student Learning Outcomes [diagram](#)--and support the systematic processes for assessing student achievement of CLOs and PLOs. The efforts described below established the foundations for these assessment structures and mechanisms.

As part of a Title III Strengthening Institutions grant, the college took several steps in 2010-2012 to improve CLOs and PLOs and clarify their connections. Greater clarity strengthened curricular coherence and facilitated course- and program-level learning assessments.

- The instructional deans and the Assessment Team worked with faculty to create or revise the 12,000+ CLOs for all courses and 1,200 PLOs for all degree and certificate program requirements.
- The college streamlined and standardized the templates and requirement sheets for all programs of study to ensure compliance with state and NWCCU standards.
- Now, the online catalog and program requirement sheets not only specify credit hours, but also show how courses and CLOs “roll up to” and support program requirements and PLOs.
- Additionally, Curriculog allows the Curriculum Committee to better monitor course and program proposals and revisions and to ensure that learning outcome statements represent measurable learning goals that are appropriate in content and rigor.
- The college created a [Teaching and Learning Assessment Plan](#) that outlines direct and indirect measures, used to evaluate student achievement of learning outcomes at the course and program (i.e., degree and certificate) levels and verify that learning assessments align with the college’s mission fulfillment goals.

With those pieces in place, the college was able to initiate more systematic approaches to student learning assessments, based on a shared understanding of learning outcomes and curricular alignments.

CLO Assessments: Although assignments vary by course sections, the instructors are responsible for formally teaching to and formally assessing the students’ achievement of the approved, departmentally developed CLOs, which are required [syllabus components](#). From 2009-2013 many faculty participated in Quality Matters workshops, in which they learned how to use a detailed rubric to evaluate peers’ courses, as well as Getting Results workshops, in which they learned how to improve their teaching. Also, a [new faculty online training course](#) emphasizes the use of learning outcomes in assignment design and assessment rubrics. Additionally, the Technology Resource Center (TRC) trains faculty to use Canvas tools for outcomes, rubrics, and other information gathering techniques (e.g., polls, webinars, and “discussion walls”) that capture feedback from students about what they are learning and where they are struggling.

As illustrated in these examples from various instructional areas, departments also connect CLOs to relevant academic and industry standards and use systematic, well-integrated

processes for assessing the students' achievements of the CLOs.

- The Pre-College and International Divisions have aligned their courses and CLOs with the Workforce Innovation Opportunity Act (WIOA) standards for college and career readiness. Faculty now systematically assess students' progress toward meeting those standards. Moreover the Pre-College Bridge faculty and International EAP faculty use departmentally shared exit assignments, reflecting major CLOs, to collectively assess the students' work in "round table" grading sessions.
- The BSTEC Department has worked to develop close alignments among CLOs and PLOs, which represent industry standards for key employment skills, as identified by advisory committees. The department's curricular developments and assessment practices are geared toward promoting progressive learning through clearly identified course sequences that build toward the PLOs. BSTEC has also worked with Pre-College to establish WIOA-aligned Pre-College pathways to BSTEC courses and to embed related assessment practices.
- Professional accreditation and certification standards determine the CLOs, PLOs, and associated evaluation rubrics for the Allied Health and Nursing programs. Those departments use the field-specific evaluations rubrics to assess course work and to determine which students are ready for placement into clinical sites.
- Many Natural Science/STEM departments connect their CLOs to higher education science standards. Those departments also use pre-tests and nationally normed post-assessments to determine how well their students are learning field specific concepts and to compare their students to peer cohorts. These assessments also help students who transfer to out-of-state universities with highly competitive STEM programs that occasionally demand additional verification (beyond transcripts) of the students' qualifications.
- Creative Writing, College Composition, and Journalism instructors use student self-reflections, writing workshops, and portfolio projects to capture objective and qualitative information about the students' progress toward meeting the CLOs.
- The library provides tutorials, course-specific guides, and instructional sessions on information literacy and research. The librarians systematically collect data and feedback to assess how effectively students use and learn from those resources.

PLO Assessments: As with CLO assessments, faculty guide and participate in PLO assessments. This [infographic](#) illustrates how the alignments among course-level learning and program-level learning underlie the college's PLO assessment model, which was piloted 2013-2015. It includes several integrated elements:

- [Student pre- and post-surveys](#) helped determine if students recognized how course content and outcomes related to or fulfilled program requirements and learning outcomes. The results showed significant gaps in the students' understanding of courses and certificate or degree requirements. This information was used to help strengthen Advising--one of the goals in the college's ATD grant.
- [Planning forms](#) and [Reporting forms](#) (with shared PLO [rubrics](#)) helped instructors plan for PLO assessment cycles and report on how successfully students demonstrated the PLOs. [Evidence folders](#) were added to give faculty a centralized location for sharing examples of learning activities. The Assessment Team has also begun to work with faculty to create departmental profiles, which will provide another vehicle for capturing activities, strategies, and assessments geared toward supporting and enhancing student learning.

- The Assessment Team aggregated the raw data, conducted a preliminary analysis, and developed initial recommendations for planning, curricular developments, and professional development training. The team is preparing information for further review with instructional departments to help faculty identify strengths and weaknesses in curricula, teaching practices, and student learning.

The discussion below summarizes the assessments of student achievements in relation to the college's core themes. (See also 4.B.2 for more detailed examples of improvements.)

Core Theme 1: Strengthen Our Diverse Community

As previously discussed, Cultural Diversity (CD) course work is one of Edmonds CC's General Education Requirements. Currently, about 90 CD-designated courses address the [Cultural Diversity Program-Level Outcome](#). In the three-year PLO assessment referenced above (and further described in the Core Theme 2 discussion below), faculty across multiple divisions used a shared rubric and reporting form to assess 374 students in CD courses. The results listed below indicate that most students are achieving the CD PLO.

- 317 Students Met Outcome at the Medium to High range (roughly, 2.0-4.0)
- 36 Students Met Outcome at the Low/Minimal range (roughly, 1.0-1.9)
- 21 Students Did Not Meet Outcome (roughly, 0.0-0.9)

Core Theme 2: Providing Educational Opportunities

As part of the three-year assessment PLO, faculty members also collected and analyzed evidence to assess the students' achievement of the PLOs for General Education, Distribution, and Program/Discipline-specific requirements. As reflected in the overall results listed below, most students--across all divisions--met the PLOs at a satisfactory to excellent level. These findings correlate with broader patterns of student completion and success rates and suggest that ongoing assessment and improvement efforts--as described in 4.A.2--have been effective. However, a relatively low but significant number of students did not demonstrate those learning outcomes at all.

- 9,543 students in all instructional divisions were assessed.
- 7,752 (81% of students assessed) demonstrated the PLOs at a Middle to High Level, roughly equivalent to the 2.0-4.0 range.
- 1,037 (11% of students assessed) demonstrated the PLOs at a Low or Minimal Level, roughly equivalent to the 1.0-1.9 range.
- 754 (8% of students assessed) did not demonstrate PLO.
- 897 (9% of students in participating classes) did not submit work and were not assessed. This last data point led to another finding about the hundreds of students who, each quarter, earn a 0, V, W, or U in *all* of their courses.

Additional details about [continuous improvement efforts](#) in reviewing, updating, and assessing CLOs and PLOs are in an exhibit, and examples of student achievements are highlighted in the ["Kudos" page](#) of the college's Assessment 101 website. (See also 4.B.2.)

Core Theme 3: Help Students Access Career Opportunities

As previously mentioned, Professional-Technical areas have multiple, discipline-specific PLOs,

representing competencies, needed for workplace entry or advancement. They are often assessed through certification exams, practica, internships, and/or culminating projects.

Professional-Technical departments receive additional guidance about labor market trends, program viability, and student learning in annual meetings with the Vice President of Workforce Development and in consultations with advisory committees. The Assessment Team worked with Professional-Technical programs in 2016 to improve program assessment processes. Those faculty are now more effectively documenting discussions about their [learning outcomes assessment methods](#) and Program Reviews with their advisory committees. These documents are posted on tabs on the college's SIMPLE Plan and Program Review [website](#).

Core Theme 4: Support Student Success

Core Theme 4 does not directly address student learning. Instead, the college uses Core Theme 4's indicators (which are *indirect* measures of student success) to monitor services and strategies that support student success and overall student progress. (See also 4.A.1.) Instructional divisions and programs (under Core Theme 2) are solely responsible for assessing student achievement of course and program outcomes.

As previously mentioned, though, instructors and faculty development coordinators have developed strategies for increasing student persistence and enhancing learning. Reading Apprenticeship, Shared Student Success Curricula, I-BEST, Honors, and Undergraduate Research foster student engagement and retention and promote greater levels of learning achievements. Departments and divisions assess the effectiveness of those models, not only by evaluating student learning, but also by monitoring completion and success levels. For instance with reading and writing I-BEST courses, English, International Education, and Pre-College faculty jointly determine the students' curricular levels and assess the students' learning achievements. Those departments also track the students' progress through subsequent courses. Similarly, faculty involved with Honors and Undergraduate Research appraise student learning achievements and document the students' completion and success rates. (See also the discussion below of Undergraduate Research in relation to grant-funded programs.)

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

Although, noncredit bearing lifelong learning courses do not undergo the CLO and PLO processes described above, those programs identify the major student learning areas and regularly survey the students about how satisfied they are with their learning achievements. (See also 2.C.17.)

In credit-bearing courses and programs with service-learning elements, faculty and staff collect comprehensive data about student learning achievements and success rates. Similarly student learning is rigorously assessed in the college's grant-funded academic programs. For instance, as noted earlier, RiSE and MESA grants focus on helping more lower income students, female students, and students of color complete certificates and degrees in STEM fields. [Data analyses](#) show that compared to other populations, these grant-supported students enroll in and pass more courses; have a higher mean grade point average; and persist from quarter-to-quarter at higher rates. By succeeding in their college-level courses, these students also demonstrate competency in the learning outcomes for courses and program requirements (including those

for General Education). These students' learning achievements have also been externally recognized via NASA Undergraduate Research Awards, Washington NASA Space Grant Consortium (WSGC) Research Scholarships, and National Science Foundation Student Research Internships. Other accomplishments for these students include the following:

- 20 have received the Edmonds CC Undergraduate Research Award.
- 20 have presented their research at the annual University of Washington Undergraduate Research Symposium and Western Washington Mathematics Students' Conference.
- 4 students have professionally published four peer-reviewed manuscripts of original scientific findings in the prestigious Institute of Electrical and Electronics Engineers' Journal of Quantum Electronics.
- 8 have presented their research at National Community College Undergraduate Research Initiative Research Symposia.
- 2 students have presented their work at the prestigious Council on Undergraduate Research Posters on the Hill in Washington DC.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

As reflected in the college's integrated planning and assessment model (diagrams [1](#) and [2](#)), strategic councils are organized around the core themes and their indicators, which are connected to mission fulfillment. (See also 3.A, 3.B, and 4.A.1.) SIMPLE Plan and Program Review questions ask programs and services how they contribute to core themes (and by extension, how the programs and services connect with the strategic councils' initiatives). In the first phase of planning cycles, campus members review the previous year's plans, work, and accomplishments to identify the next year's priorities. These connections and evaluation cycles not only support mission-oriented efforts, but also enable the college to see how well the programs' and services' activities align with and promote core theme goals.

Since 2013, the college has been working on refining the integrated planning model. Reviews of the planning cycles show that campus members are using the model more consistently, but those reviews also reveal occasional gaps in planning and lapses in follow-up evaluations. The college can use those insights to clarify the infrastructure and procedures, scale up employee training, and embed the processes more seamlessly into institutional cycles and practices. This will enable the college to more effectively "close the loop" on planning processes and ensure that the individual and collective assessments inform each other and more directly shape the subsequent planning cycles.

The examples below (drawn largely from the 2012-15 Strategic Plan assessment report and 2015-16 annual Strategic Council report) illustrate evaluations of the correlations among the core themes and their associated programs.

Core Theme 1: Strengthen Our Diverse Community

As described in the 2012-15 [Strategic Plan assessment report](#) (pages 14-20) and the 2015-16 annual [Strategic Council report](#) (pages 1-5), Council 1 identified "action teams" for Indicators 1.1 through 1.3 and submitted related budget requests to RAC. The action teams facilitated holistic evaluations of how well the specific projects and various college areas address or fulfill Core Theme 1's objectives.

Programs that align with Core Theme 1 include Veterans' Resource Center, Services for Students with Disabilities, TRiO, the Learn and Serve Environmental Anthropology Field (LEAF) School, Diversity Studies, the Learning Support Center, and the Center for Service-Learning. SIMPLE Plans describe and assess these programs' contributions to Core Theme 1's goals.

In 2012, the college recognized that students who served in the military needed more campus support. In response, the college and its foundation launched a \$1 million [Boots to Books and Beyond](#) campaign to fund a new, expanded Veterans Resource Center. The campaign was successful, and the college now has a well-staffed center where veterans and their families can get the support they need to overcome obstacles and achieve academically. This campaign succeeded because institutional evaluations and planning cycles were coordinated effectively with a program's resources and goals. It involved the community in a specific fundraising effort, and throughout the process, the results were well communicated. That integration allowed for the alignment of program goals and mission oriented objectives--specifically, support for the local community.

Core Theme 2: Providing Educational Opportunities

2012-15 [Strategic Plan assessment report](#) (pages 22-29) and the 2015-16 annual [Strategic Council report](#) (pages 6-8) highlight Strategic Council 2's projects for Indicators 2.1 through 2.3. Those efforts focused on improving program review processes and included plans for establishing stronger alignments among Council 2 and the programs associated with Core Theme 2. (See also 4.A.6.)

Instructional SIMPLE Plans also ensure that divisions focus not only on area-specific planning and resource requests, but also on core theme goals for educational programs. These plans originate at the division level and move up through instructional leadership. This progression helps to align and correlate academic programs with Core Theme 2's goals. Moreover, this system ensures that the institution evaluates the programs' needs and provides the necessary resources, logistics, and assessments.

Previously, each instructional department completed SIMPLE Plans, which were originally intended to serve as planning documents and as Program Reviews. However, the evaluation of the 2012-15 Strategic Plan indicated the need for two processes. Now, SIMPLE Plans coordinate division-level planning, and Program Reviews focus on more discrete, department or program-specific matters, such as curricula, student assessment, and faculty development. These separate processes still inform each other, but they are also designed to "roll up" to broader institutional planning cycles.

An example of coordinated planning, enhanced by multiple levels of evaluations and support, can be seen in efforts to remove barriers so that pre-college students can successfully transition into college-level courses. Data analyses had shown that not enough students were making progress through the college's math and English pre-college pathways, and too many students who successfully made it through took too long to do so. As a result, the college's three English-related departments (Bridge, EAP, and English) have worked to streamline the pathways to English 101. In addition, the Math Department has created pre-college pathways for Business, STEM, and non-STEM students. For the past two years, faculty members have

been analyzing the changes and making recommendations to better support students. In addition to faculty analyses, instructional divisions, the Curriculum Committee, and institutional researchers have reviewed these efforts and have verified their alignments with institutional infrastructure and strategic priorities. Because of those connections, the college has been able to support these initiatives, for example, with student success mini-grants.

Core Theme 3: Help Students Access Career Opportunities

The 2012-15 [Strategic Plan assessment report](#) (pages 30-34) and the 2015-16 annual [Strategic Council report](#) (pages 9-10) overview Strategic Council 3's efforts to address Indicators 3.1 and 3.2. Since the career counseling indicator is the only indicator below the acceptable threshold level, Council 3 has been working to determine if the college's career planning services are sufficiently integrated with each other and with Core Theme 3's goals. Those discussions have also focused on ways to improve the services' structures and to clarify the methods for assessing the services' outcomes, for example, through a [career path diagram](#) or mobile application that students can use.

Core Theme 3 related programs (Professional-Technical and Workforce Development) provide industry recognized certifications that students can complete while working on their degrees or certificates. For example, through the [Project Management Certificate program](#), the college is a Project Management Institute (PMI)® Registered Education Provider (R.E.P.), which means that the certificate satisfies some of the PMI® requirements. As a result, the certificate program prepares students for a variety of industry recognized exams. Also faculty members and students in the Business Management Department host an annual project management summit, during which college departments, industry experts, and alumni can share experiences and potential work-based learning opportunities with students. Project management faculty members maintain ties with students who have completed the program and with employers of students to ensure that the program is meeting its intended purposes.

Core Theme 4: Support Student Success

Strategic Council 4 and its related programs and services are integrated and aligned through a focus on student success, especially in relation to indicators 4.1 through 4.5. The 2012-15 [Strategic Plan assessment report](#) (pages 35-45) and the 2015-16 annual [Strategic Council report](#) (pages 11-13) provide an overview of those efforts, evaluations, and alignments.

As previously described, Council 4 has worked to help the college implement student success initiatives and interventions associated with the college's ATD grant. (See also the college's [ATD 2015](#) Annual reflection report and subsequent [ATD 2016 Update](#).) Additionally, Student Services' SIMPLE Plans provide systematic assessments to ensure each area is effectively meeting the needs of the students and advancing the mission of the institution. The common framework in the SIMPLE Plans facilitates comparisons across programs and helps them refine college services and improve student support. (See also 4.A.2.)

In October 2012, after a period of analysis and planning, the college transitioned from running its own bookstore to partnering with Barnes & Noble College in order to provide more robust services and options for students and to save on expenses for the college. The transition was nearly seamless (after an adjustment period), and all bookstore employees were offered other

jobs to continue on with the college and/or Barnes & Noble. At the time, Edmonds CC was one of fourteen higher education institutions that partnered with Barnes & Noble in Washington State. The contract will come up for renewal in 2018, and assessments and evaluation of the relationship will take place before then.

Core Theme 5: Encourage Innovation, Service and Lifelong Learning

As summarized in the 2012-15 [Strategic Plan assessment report](#) (pages 46-53) and the 2015-16 annual [Strategic Council report](#) (pages 14-16), Council 5's evaluations show that the college's grants, service-learning opportunities, and lifelong learning programs individually enhance student learning, benefit the campus and community, and promote the college's overall mission.

However, although the college is currently meeting all of the indicators for Core Theme 5, it is not as unified as the other core themes. Core Theme 5's programs represent disparate areas with distinct components and unique evaluation processes. Because of those differences, the college does not have a completely consistent basis for aligning those programs with each other or for integrating them into unified planning and evaluation processes.

On-campus housing is an example of how integrated analysis and planning produced an innovative solution. Although Edmonds CC has had residence life and homestay options and programs for 40 years, the college recognized the demand from both international and domestic students (and their families) to have an on-campus housing option. International students find it very difficult to secure housing arrangements before arriving at the college, and domestic students are aware of the advantages of living on campus--benefits traditionally available only at four-year institutions. The college worked with industry partners to build a residence hall on campus so that students could be better connected with campus resources. In 2009, the college opened its on-campus residence hall, [Rainier Place](#), which has maintained a balanced mix of international and domestic residents. Since international student enrollments have nearly doubled since 2009 and since rents in the Lynnwood area continue to rise, there is increasing demand for additional student housing, which the college is currently investigating.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Since 2012 (following BOT approved changes to the [Mission Statement, Vision Statement, Core Theme, Strategic Objectives, and Values policy](#) and to the [Monitoring and Planning policy](#)), Edmonds CC's approach to evaluating and aligning institutional and program outcomes has been evolving in ways that more clearly distinguish between strategic and operational efforts. Those distinctions are helping the college to improve planning and evaluation cycles by clarifying the connections among decision-making processes, resource allocations, campus and area-specific practices, and institutional and unit goals. Strategic council efforts and [SIMPLE Plans](#)--both of which connect to core themes--facilitate the oversight for and evaluations of those alignments and connections.

Annually, individual programs and divisions use SIMPLE Plans to reassess their goals and progress and to identify resource and capacity needs. The units' administrators synthesize their

areas' SIMPLE Plans and decide which resource and capacity requests should be submitted to President's Cabinet for further vetting. For the last two years, RAC has reviewed the operational requests (that have been vetted by President's Cabinet) and the strategic requests (that have been vetted by the strategic councils) to determine which requests could be funded. The evaluation phase of the college's planning cycle indicates that, overall, the RAC process has worked well to connect unit and institutional priorities and decisions. During this third cycle (2016-17), the college is continuing its efforts to improve the RAC process and its support for programs' and services' goals--particularly through the development of a common application form that can be used by various, funding groups (e.g., RAC, The Green Team, and TIMC) at the college.

Based on evaluations of the SIMPLE Plan (especially as a centralized mechanism for decision-making and evaluation processes), the college has modified the model four times since its inception. To promote continued effectiveness and improvements in the SIMPLE Plan model, the college could work to better ensure that operational areas' objectives are truly measurable; that each area more consistently documents its activities, decisions, and assessments; and that each area has sufficient time and support to complete the SIMPLE Plan cycles. Greater consistency in those steps could facilitate institutional processes for synthesizing results and evaluating alignments among program-level and campus-level strategies and initiatives.

The examples below illustrate evaluations of the alignments among strategic directions, decision-making processes, and program-level goals. The examples also reflect opportunities the college has identified for strengthening those alignments and correlations.

Core Theme 1: Strengthen Our Diverse Community

From a previous planning process, the DEIC received funding from Washington Campus Compact Faculty Institute (in 2014-15) to develop a partnership with Pacific Lutheran University to bring the nationally recognized Tunnel of Oppression experience (retitled as [Tunnel of Intersections](#)) to the college. This initiative helped the college further develop community partnerships and extend the previous year's collaborations with community organizations to celebrate, strengthen, and focus on diversity, equity, and inclusion. A local newspaper reported on the "Tunnel" event, which was attended by many campus and community members. The FPD Coordinators also promoted the event in an effort to engage instructors in the experience.

Through this project, Strategic Council 1 demonstrated the achievement of one of the DEIC's strategic plan goals. In 2015-2016 the Tunnels of Intersections Action Team was expanded; additional funding was secured; and the project was presented at the regional Faculty Institute. The Tunnel of Intersections is just one example in which the college fosters numerous community partnerships, trainings, and student success programs that contribute to the goal of strengthening the institution's diverse community.

RAC approved the funding requests because they directly aligned with Core Theme 1, extended the college's previous diversity oriented community partnerships, and supported campus programs and services that focus on celebrating and strengthening diversity, equity, and inclusion.

Core Theme 2: Provide Educational Opportunities

With its cross-campus membership, Strategic Council 2 is able to develop and support project plans that help ensure that the college's educational opportunities remain relevant. Council 2 has also highlighted best practices and effective data informed decisions in Program Reviews and annual schedule development cycles. In those processes, instructional departments update their curricula; develop new course and new program offerings; map out annual class schedules; and submit requests for new full-time faculty. Instructional SIMPLE Plans also ensure that the institution evaluates program-level needs and provides sufficient resources to support the programs' practices and goals.

As a result of the curricular and structural review processes described in 4.A.3, the college not only updated curricula and learning outcomes, but it also streamlined processes so that faculty members and staff could better, more holistically evaluate Edmonds CC's programs of study. The college invested in technical systems (Curriculog and Acalog) to assist with this work, and as a result of the process improvements, the college has eliminated 134 programs of study (mostly no longer relevant short-term certificates) and developed 34 new programs of study.

As an extension of ongoing reviews and assessments, the college is now better poised to implement the Community College Research Center's Guided Pathways model for student success. To advance the [guided pathways](#) work, the college formed a steering committee, which has developed a [five-year timeline](#) to align the college's instructional programs and student support services with the guided pathways model.

All of these efforts reflect the oversight needed to ensure that institutional processes are appropriately aligned, with respect to the accomplishment of instructional programs' goals and outcomes.

Core Theme 3: Help Students Access Career Opportunities

To support a 2012-15 Strategic Plan goal for using community partnerships to help students transition into careers, Strategic Council 3 implemented a [pilot project](#) to develop career-oriented modules for professional-technical and transfer students. The pilot was funded by both workforce education resources and an awarded RAC request. At the end of the pilot, the results were mixed, but Council 3 requested additional funds from RAC to continue the work. However, RAC denied the request because the project was not well-vetted by the instructional divisions. Moreover, it would have been implemented in the middle of the academic year, when multiple, previously-planned projects were already underway. RAC's decision demonstrates oversight and planning at a governance body level. The decision also serves as an example of the occasional challenges of connecting strategic and operational plans. As the integrated planning and evaluation cycles evolve, so does the college's awareness of the potential misalignments. That understanding also points the way to improvement strategies.

A successful example of the college helping students access career opportunities is the Washington Aerospace Training and Research ([WATR](#)) Center, which is an educational resource for career pathways in the aerospace and manufacturing industry. In just 12 weeks, students learn the skills required for high-wage, high-demand aerospace jobs. In addition, students earn college credit and Certificates of Completion that qualify them for opportunities in

aerospace and manufacturing careers. Since the WATR Center has opened, the Boeing Company has awarded the college multiple Performance Excellence Awards.

Core Theme 4: Support Student Success

The college's data informed student success initiatives emerged from integrated processes that aligned planning, resources, and practices with the achievement of programs' goals and outcomes. Strategic Council 4 has provided oversight for previously described initiatives, e.g., Triton JumpStart, New Student Advising, targeted outreach efforts, etc.

Extending council membership to include Student Services' administrators has helped to further connect and integrate the council with related programs and has facilitated more direct coordination with individual areas. As a result of this better coordination, council members recognized that the seemingly minor inconvenience of the Testing and Assessment office being located in a different building from other student services was enough to discourage hundreds of students each quarter from completing the advising and registration processes. Short-term and long-term steps were implemented to address this barrier and more fully support program and service goals.

- Entry Services asked Associate Faculty in Math and English to explain test scores to the students and then escort them from Testing to Advising for advising sessions. This strategy provided new students with a direct contact, targeted information, and an opportunity to get questions answered immediately.
- In Winter Quarter 2015, New Student Advising (NSA) was moved to Testing and Assessment Services so that students could more conveniently join an NSA session in the same office. Offering testing services and NSA in the same area is helping to reduce an identified attrition point.

This tighter integration and connection of planning and support resulted, in part, from ongoing reviews embedded in integrated planning cycles.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

Grants and contracts are instrumental in promoting Core Theme 5 Objectives and supporting the goals of related programs and services. Before pursuing grants, the college considers how their objectives will complement or enhance ongoing efforts in campus programs. Third-party evaluators and/or campus employees who oversee the grants are responsible for collecting data to assess the grants' effectiveness.

In broadly reviewing other grant-funded efforts in relation to planning, implementation, and evaluation cycles, the college has also identified opportunities for strengthening the integration of institutional systems with grant application processes. Potential next steps under consideration include the following: Staff and administrators could more consistently factor in a grant's likely impact on campus facilities before supporting a grant proposal. Grant project managers could more systematically communicate to the campus about how a grant's goals, performance measures, and results relate to college-wide strategic goals and core themes. Such reporting would allow for more collective learning about the impact of grant-funded programs and how they align with college-wide priorities.

In addition, the Green Fund model reflects the integration of institutional processes and priorities with program-level planning and goals. A student government approved fee supports the Sustainability Tracking and Rating System (STARS) and the Campus Green Fund. STARS helps higher education institutions measure their economic, cultural, academic, and environmental diversity. Given that sustainability is embedded in the college's values, Edmonds CC is especially proud of receiving a Silver rating from STARS in recognition of successful efforts to infuse sustainability into the curriculum and campus practices. In 2013, Edmonds CC had the highest rating for a Washington State community college. Such external validations document the impact of grant-funded initiatives and help to verify that institutional processes align effectively to support programs' and services' goals.

The [Green Fund](#) criteria emphasize that "allocations should further campus sustainability through investments based on the college's mission and goals [and] sustainability initiative strategic planning." The approved projects should also promote and measure environmental impact; student involvement; educational outreach; and feasibility, accountability, and sustainability. Funding decisions, project management, and evaluation processes are coordinated through or facilitated by administrators in Student Programs and campus units that implement the projects. The Green Fund structure and additional administrative oversight help to ensure that sustainability-oriented projects and planning align with campus priorities and that institutional systems support the programs' and projects' goals.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Edmonds CC's primary assessment processes focus on the indicators of achievement for mission fulfillment; the strategic plans; and the student learning outcomes for courses and programs (i.e., CLOs and PLOs, including the General Education PLOs). The institution regularly reviews and discusses these evaluation cycles, not only to ensure that they address authentic achievements and relevant results, but also to identify strategies for improving the evaluation processes themselves. For example, at each fall quarter [Convocation](#), the president updates the college on progress made on strategic goals; highlights particularly impressive results; and discusses ways that the college has adapted its processes by examining and evaluating past planning approaches and efforts. The purpose of the president's Convocation overview is to align the college in its ongoing discussions, evaluations, and planning for the new academic year.

To better align with the NWCCU's revised accreditation standards, the college developed new mission fulfillment indicators in 2012-2013. As described in 3.B.1, 3.B.2, and 4.A.2, the college annually reviews the status of the indicators through [Institutional Performance Reports](#), which are approved by the Board of Trustees (per the [Monitoring and Planning Policy](#)) and are then published on the college's website. As a part of the discussions and analyses that shape those reports, campus members have been deliberating whether the current indicators of achievement are appropriate or have led to meaningful results. However, instead of revising the indicators of achievement in the middle of an accreditation cycle, the college decided to keep the current 16 Indicators so as to have a more consistent basis for monitoring overall progress toward mission fulfillment and for determining how to best revise future indicators. One frequent suggestion is to more directly address student learning assessments in the core themes, objectives, and/or indicators.

Using a template (based on the NWCCU's [Accreditation Logic Model](#), shown on numbered page 5), the strategic councils provide a wealth of information, used to assess achievements, review evaluation cycles, and plan improvements. Annually, the college uses the councils' templates to monitor progress toward strategic plan goals. During this accreditation cycle, the college has developed and implemented Strategic Plans for 2012-2015 and 2016-2018. An [assessment](#) of the strategic councils and the first plan (which focused on all five core themes as required by Board Policy [Mission, Vision, Core Themes, Strategic Objectives, and Values](#)) led to a more streamlined plan for 2016-2018. It focuses more narrowly on three related priorities: 1) increasing student access to the college, 2) supporting student progression, and 3) improving the student experience at the college. The assessment of that plan will inform the development of the next strategic planning cycle.

Operational divisions and departments also have well-established "loop closing" processes for collecting and assessing relevant data and working toward improvements. Those operational processes are not always synchronized with strategic council efforts, but the college is seeing cultural shifts (such as an awareness of a silo mentality) that are reducing those gaps, especially as departments and divisions better utilize the SIMPLE Plans and Program Reviews. Those reports ask operational areas to connect their activities, plans, and evaluations to the college's mission, core themes, and achievement indicators.

The examples below illustrate how "assessment-of-assessment" processes not only help to fine tune evaluation mechanisms, but also help to ensure that evaluation methods appraise genuine accomplishments and facilitate ongoing improvements. (See also 4.A.1, 4.B1, and 4.B.2.)

Core Theme 1: Strengthen Our Diverse Community

Strategic Council 1 reviews its assessment processes annually to verify that diversity work effectively supports Core Theme 1's Indicators of Achievement and other diversity-related goals across the campus. In 2014, the Diversity, Equity, and Inclusion Council (a subgroup of Council 1) initiated the [Equity and Inclusion Report](#) to highlight the previous year's accomplishments and identify goals for the coming year. In annually reviewing and updating this report, the DEIC makes as-needed adjustments to evaluation methods. In addition to other previously described examples, the two examples below illustrate how the college prioritizes efforts to remove barriers and to strengthen its commitment to equity initiatives. These efforts resulted from the assessment of the [Equity and Inclusion Strategic Plan](#).

- Bringing back to the college Undoing Institutional Racism ([UIR](#)) training for employees. UIR is an intensive two-day workshop, designed to educate, challenge and empower people to "undo" the racist structures that hinder effective social change. UIR has supported the college's mission by increasing cultural competency among employees. More than 150 employees and students have attended the workshops, and now that a critical mass of employees has completed the training, participants are encouraged to attend monthly Action Team meetings to continue conversations on additional barriers the college can eliminate through Council 1's action plans, using an equity and inclusion lens.
- Including a diversity-related statement on all job announcements:
Edmonds CC is committed to diversity, equity, and social justice. The college values its talented, diverse workforce and seeks to attract, hire, and support

employees who consistently and actively embrace diversity and equity. We are intentional about social justice--the active engagement toward equity and inclusion that addresses issues of institutional, structural, and environmental inequity, power and privilege.

Core Theme 2: Provide Educational Opportunities

Edmonds CC has a long-standing approach to reviewing and assessing its instructional processes in order to continuously improve curricula. Faculty are adept at capturing meaningful results and updating CLOs and PLOs. By analyzing and revising learning outcomes, curricular alignments, and assessment procedures, instructional areas ensure that evaluation processes address relevant accomplishments and provide a clear basis for ongoing improvements.

Examples of continuous improvement efforts in educational programs and in evaluation processes include the following:

- Each year, the instructional deans observe classes and evaluate faculty performance. The dean's feedback addresses the instructor's classroom performance, ability to appraise authentic achievements, and methods for using assessment results to enhance student learning. Faculty use the results to help address identified areas that need improvement and to better focus professional development efforts.
- The Year Three Accreditation Report's Recommendation #3 about the College-Wide Abilities (CWAs) identified some misalignments among and redundancies within the CWAs and the PLOs for the shared [General Education](#) requirements. These misalignments were becoming evident to faculty and the Assessment Team even before the recommendation was received and were further highlighted throughout the PLO Assessment pilot (described in 4.A.3). The college formed a representative task force to integrate the CWAs into the newly revised General Education PLOs. The college will continue to review and fine tune this integration, which not only helped to clarify General Education requirements, but also helped streamline and improve the existing PLO assessment model. (See also the response to Recommendation #3.)
- After updating all CLOs and PLOs (as summarized in 4.A.3), faculty reviewed how well the required courses aligned with the associated program areas. As a result, faculty recognized that some courses listed under a particular degree requirement (e.g., Quantitative Analysis/Symbolic Reasoning) did not actually meet that PLO category. Those "outlier" courses were moved to a distribution or elective list. Additionally, to further support CLO and PLO alignments, the Curriculum Committee established clearer criteria (in [course and program proposal forms](#)) for determining whether courses fit into specific degree requirement areas. These improvements provided additional "checks and balances" that support curricular coherence and that establish a clearer basis for assessing authentic achievements and progress.
- During each PLO Assessment cycle, the Assessment Team asks faculty to provide feedback on and suggestions for the PLO assessment process, structure, format, analysis, and data sharing. The Assessment Team aggregates that information and uses it to modify the assessment processes and data sharing methods. (See also 4.B.2.)

Core Theme 3: Help Students Access Career Opportunities

Professional-Technical programs work with advisory committees to review curricula, learning

outcomes, and industry needs. Additionally, a few programs have their own accreditation or industry certification processes (e.g., for Construction Management and Paralegal). These reviews by external audiences help to ensure that evaluations of programs and services are based on appropriate measures and reflect relevant accomplishments and improvements.

The [Nursing Program](#) is currently in the candidacy stage of its accreditation process. The college has already used the results from this external evaluation to revise the program's curriculum, strengthen its processes for gathering evidence of student learning, and revisit the process for admitting students.

Core Theme 4: Support Student Success

In reflecting on their work over the past few years, Council 4's discussions have led to the recommendation that they work more closely with Council 2 and with the college's Strategic Enrollment Management (SEM) office. Since these three entities' indicators and work overlap, joint efforts could provide for more opportunities to support student success.

The college's enrollments have declined over the past few years, and results from student focus groups and surveys have highlighted that the complexities of some programs of study create barriers to success for some students. To address some of these concerns, co-chairs of Council 2 and Council 4 have begun to work with the SEM director to implement a customer relationship management (CRM) system; create and publicize guided pathways for degree programs; and re-engage the college in ATD efforts.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

In its review and evaluation processes, the college has realized that simply obtaining more grant funding does not provide a strong basis for assessing the effectiveness of innovative projects or for promoting meaningful improvements. As a result, the college has changed its grants strategy and is becoming more selective about the grants it pursues.

Similarly, as a part of the discussions about the upcoming mission review process, Council 5 has recommended the development of more relevant and robust mechanisms for supporting, evaluating, and improving the college's lifelong learning programs. One improvement strategy is already underway: The Workforce Development and Training Division is moving to a single SIMPLE Plan, which will include comprehensive evaluations of lifelong learning programs and opportunities.

4.B – Improvement

[Link to Glossary \(including acronyms and evidence links\)](#)

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

Edmonds CC has defined relevant achievement indicators and other metrics for assessing core themes, programs, services, and student learning outcomes. The college appropriately disseminates those assessment results in annual [institutional performance reports](#) and uses them to identify strengths and challenges; develop improvement plans; make informed decisions; and allocate resources. The college is also examining its information sharing mechanisms and timelines in order to improve communicating processes.

Assessment Results for Core Theme 1: Strengthen Our Diverse Community

As mentioned in 4.A.1, Strategic Council 1 has reviewed all three of its Indicators of Achievement and has recognized that Indicators 1.1 and 1.2 provide rich, meaningful data that support a cohesive planning cycle. However, indicator 1.3 (serving students within an eight-mile radius) is no longer as relevant in today's multi-modal learning environment, so discussions have focused on identifying better data sources that would more effectively guide decision-making. Those assessments and other review processes, detailed below, have led to indicator specific recommendations and improvement plans.

Indicator of Achievement 1.1: Promoting Diversity Awareness

Council 1 examined the college's publications and website to determine how the campus defined diversity and to identify diversity-related resources, services, and contact information. The council discovered multiple definitions and contact lists, which were confusing and not up-to-date. To address those findings, the council standardized the college's diversity-related [terminology](#) (pages 4-5) and created an [Equity and Inclusion website](#) and an [Equity and Inclusion Strategic Plan](#).

Additional evidence-based recommendations for improvements include the following:

- Consider making Indicator 1.1 more challenging because the college easily meets the current benchmark.
- Identify other ways, beyond student satisfaction surveys, to examine diversity awareness.
- Continue to focus on unifying diversity efforts across campus and within the community.
- Determine how to blend Council 1's two parts, which are based on two pre-existing groups: Diversity, Equity, and Inclusion Council (associated with the Equity and Inclusion office) and the Community Engagement Team (associated with the College Relations office). Both groups have been very productive but might be even more so if they operated as an integrated unit.

Indicator of Achievement 1.2: Students of Color Persistence

After reviewing persistence rates for various ethnic groups and PELL Grant recipients, Council 1 has decided to focus more intensely on first generation students and "DREAMers" (immigrants covered by Deferred Action for Childhood Arrivals/immigrants). This continued focus complements and extends the previously described ATD initiatives (e.g. orientation and advising for new students) and related efforts to track student persistence rates and support underrepresented student populations.

Additional evidence-based recommendations for improvements include the following:

- To further address Indicator 1.2 and to align those efforts with Edmonds CC's 2016-2018 Strategic Plan, the council could collaborate with other campus areas to research and develop proven strategies to increase access and success among the community's underserved populations, particularly Latino/a students, DREAMers, and male students of color. Some strategies that faculty members have implemented and assessed are on the "[Kudos](#)" page of the Assessment 101 website.
- Research and develop summer outreach programs that facilitate college entry for underserved student populations.
- Analyze current hiring practices and recommend evidence-based strategies for recruiting and retaining a more diverse range of employees. (Students report feeling more welcome, more motivated, and more likely to persist when they see their own cultures and ethnicities represented among campus employees.)
- Persist in scaling up Triton JumpStart and mandatory advising efforts, particularly for first time in college students.

Indicator of Achievement 1.3: Serving the Community

The college might eliminate this metric (serving students who live within eight miles of the campus) because its data does not directly relate to Core Theme 1 or effectively inform decision-making about it.

Additional evidence-based recommendations for improvements include the following:

- Consult community members and services about more suitable metrics for understanding community and student needs and for guiding decision-making processes.
- Enhance Strategic Enrollment Management:
 - Hire an Executive Director of [Strategic Enrollment Management](#) (accomplished in 2015-2016).
 - Implement a new [Strategic Enrollment Plan](#) (This plan is now in place and connects to the college's 2016-2018 Strategic Plan, which includes goals for increasing state-funded full-time equivalent enrollments, especially for underrepresented populations.)
- Communicate more effectively that the college is a welcoming place for all members of the community:
 - Identify groups that are underrepresented at campus events and make a concerted effort to invite and welcome them.
 - Expand community partnerships and activities in response to mutual needs by co-sponsoring or hosting cultural events, e.g., National Night Out, safety seminars, and TEDx presentations. (Event planning processes, e.g., for the college's 50th Anniversary celebration, are now more proactively emphasizing outreach efforts and partnerships with diverse community members and non-profit community groups.)
- Market more effectively:
 - Identify and update the college's educational "signature"-- the qualities and programs that differentiate Edmonds CC from other higher education institutions.
 - Embed culturally inclusive elements in those signature qualities and use them in

outreach efforts and master educational planning.

Assessment Results for Core Theme 2: Provide Educational Opportunities

After reviewing and analyzing all three of its Indicators of Achievement, Strategic Council 2 recognized that the current data for Indicators 2.1 and 2.3 cannot be easily used for decision-making and improvement efforts.

Indicator of Achievement 2.1: Access for Students

The college will continue to prioritize improving student access but might not continue to use Indicator 2.1, which focuses on the distribution of students across programs. Even though Indicator 2.1's results appear to be trending in a positive direction, it's difficult to determine what is causing those changes. The college is now developing other options for improving educational access. For instance, a new steering committee is working on a five-year plan to align instructional programs and student support services with the [Guided Pathways model](#). The project's goals include creating clear, educationally coherent program pathways that support the students' end goals; helping students explore and select appropriate program pathways; and tracking and supporting students' progress in their chosen programs.

Additional evidence-based recommendations for improvements include the following:

- Use surveys and focus groups to understand student perceptions about program access and goal accomplishment. Such mechanisms could provide rich qualitative information about how to support access and persistence. (This initiative was started in Winter 2017.)
- Review data to determine if the college's efforts to meet the Workforce Innovations and Opportunities Act's requirements have increased the number of pre-college students moving into the college's workforce program tracks.
- Develop and implement an online New Student Orientation for all new degree and certificate seeking students to inform them about essential program information and help them choose educational pathways. (This project is currently under development.)

Indicator of Achievement 2.2: Student Perception of Quality

Data from a CCSSE question, asking students to evaluate their educational experience at the college, are used to address Indicator 2.2. Between 2009-2010 and 2014 -2015, the positive ratings remained above 85%. In 2014-15 those ratings reached 86.1% (2.1% points above the CCSSE cohort), reflecting the students' positive view of the quality of Edmonds CC's educational programs. The college is proud of the progress made in this category and is committed to continually improving programs and services for student learning.

Additional evidence-based recommendations for improvements include the following:

- Examine student satisfaction levels in relation to student persistence and completion rates. Such comparisons could be the basis for a separate indicator.
- Work with student focus groups to determine the students' criteria for an excellent educational experience and use this information to develop strategies for ongoing improvements.
- Survey students about their perceptions of support efforts (e.g., Triton Jump Start, New

Student Advising, and START) in connection with educational offerings. Use the findings to enhance the students' overall educational experience.

- Address the qualitative aspects of the student experience in the new Facilities Master Plan.

Indicator of Achievement 2.3: Support for Students Receiving Financial Assistance

Indicator 2.3's levels (related to financial aid students' academic standing) have declined from the baseline number but remain in an acceptable range for mission fulfillment. Council 2 has been re-examining research and institutional data and now recognizes that tracking this Indicator has led to more questions than answers, but the council believes those questions represent productive lines of inquiry.

Additional evidence-based recommendations for improvements include the following:

- Use student focus groups to identify ways to improve the student financial aid experience.
- Promote student support services more proactively for students receiving financial aid. Instead of focusing primarily on the students' academic standing, focus on improving strategies for retaining those students.
- Help the Financial Aid Office address these questions:
 - How do the data for Indicator 2.3 inform decision-making?
 - Should the focus be on whether students on financial aid remain in good standing, or should the focus be on working to better retain those students?"
 - Will focusing more on the strategies for retaining the students help to stabilize the student retention rates?

Assessment Results for Core Theme 3: Help Students Access Career Opportunities

In reviewing and analyzing both of its Indicators of Achievement, Strategic Council 3 determined that Indicator 3.2 provides useful data for decision-making purposes. However, Indicator 3.1 is more difficult to evaluate, partly because of variations in approaches to career counseling. Council 3 is working on making its indicators more inclusive and on developing ways to more proactively engage stakeholders, including students, faculty, and staff, in conversations about Core Theme 3's goals. The council plans to use such discussions to help identify data sources that could more effectively inform and drive strategic decisions.

Indicator of Achievement 3.1 Satisfaction with Career Counseling

Strategic Council 3 has come to realize that the college's career counseling services and career-related departments use significantly different terminology and need to be more consistent and clear in their messaging to students and faculty.

Additional evidence-based recommendations for improvements include the following:

- Establish more consistency and coordination across Career and Academic Advising, Career Action Center, and the Counseling and Resource Center. Recently the college has used workforce development funds to better train Academic Advisors to provide career information, and their titles have been changed to Career and Academic Advisors.

- Coordinate career counseling activities with the Pre-College Division's efforts to align with the WIOA, which emphasizes career planning and placement.
- Capitalize on the career opportunity connections created by Guided Pathway efforts:
 - Encourage more collaborations among professional-technical and transfer faculty to enhance their understanding of each other's curricula and to help transfer faculty understand the career preparation elements of Guided Pathways.
 - Offer transfer students the kind of career information that professional-technical students receive.
- Survey students at different points in time, after they have accessed career counseling resources and services.
- Better educate students about what career counseling encompasses.

Indicator of Achievement 3.2 Employment Rates

The students' post-graduation employment rates are important for the professional-technical departments. This indicator provides useful data about general trends, but it would be helpful to establish a broader context for the employment figures so as to factor in economic fluctuations and region-specific employment practices.

Additional evidence-based recommendations for improvements include the following:

- Identify specific data for local and regional industries and for the college's programs of study.
- Develop a more robust career counseling marketing and awareness plan to better connect students to all career counseling/advising services--primarily, the Counseling and Resource Center and the Career and Academic Advising office; secondarily, the Career Action Center, faculty advising, and campus events related to career counseling.
- Develop additional one- or two-credit discipline specific or meta-major career courses, such as the new STEM 101 course, to help align students' career goals with educational pathways.
- Develop a career lifecycle rubric to help students see opportunities (internships, career fairs, resume writing workshops, etc.) for receiving relevant information and participating in employment/ career learning activities.

Assessment Results for Core Theme 4: Support Student Success

In its review and evaluation processes, Strategic Council 4 has begun to see some disconnects among the five Indicators of Achievement (4.1 - 4.5) and Core Theme 4. Data analyses have led to questions about the indicators but not necessarily to insights about the college's progress with the core theme. Also, Strategic Council 4 and its programs and services have always addressed student success, but inconsistent communications or disrupted processes (e.g., initiatives delayed or sidelined because of employee turnover) can complicate efforts to sustain and plan for student support strategies. In addition, some of the indicators appear to be more related to Core Theme 2.

Indicator of Achievement 4.1 Student Progression

The college is now trying to determine how to use Indicator 4.1's data to develop effective decisions and action plans, especially regarding the declining student progression rates at

Edmonds CC and peer institutions. To address those concerns, the college is examining how it uses--or how it could better use--Student Achievement Initiative (SAI) points (described in 4.A.1) to assess student progression trends and develop effective student support strategies.

Additional evidence-based recommendations for improvements include the following:

- Identify how to translate SAI points into useable information, especially for corrective action. (This will be a particularly important step as the state continues to modify how SAI points are earned.)
- Better align Indicator 4.1 with the 2016-2018 Strategic Plan Goals.
- Document what pre-college students do after earning college level placements. For example, interview or survey students immediately after they earn college level placements via pre-college courses to determine how many register for college level courses at Edmonds CC. If possible, determine if the students enroll in other types of programs at Edmonds CC or if they transfer to other institutions.
- Determine if pre-college students perform better in certain learning modalities.
- Focus Program Review processes on improving programs and resources that help students transition into college level courses and complete programs of study.

Indicator of Achievement 4.2 Student Retention

Although the college has experienced success with this indicator, it has raised numerous questions and concerns, especially about potentially conflicting pressures to promote higher completion rates while maintaining academic rigor. (See also 4.A.1.)

Additional evidence-based recommendations for improvements include the following:

- Increase the number of faculty who use Early Alert, a persistence tool that provides early notification about academic progress; connects students to support services and faculty; and empowers students to pursue the assistance they need to achieve their academic goals.
- Use Guided Pathways to clarify curricular choices and ensure that students pursue educational paths best suited to their interests and needs.
- Coordinate campus efforts to proactively identify and support students who “disappear”--fail or withdraw from all classes in a given quarter--and then struggle in subsequent quarters to pass their classes or re-enter their programs. (Recently, the college established a widely representative task force to address this concern. (See also 4.B.2.)
- Create faculty development resources that focus on student retention.

Indicator of Achievement 4.3 Student Graduation Rate

IPEDS' data enable the college to compare its graduation rates with its peers' graduation rates--but only for first-time, full-time, degree-seeking students. To gain a more comprehensive picture of student persistence, the college will need to broaden the criteria for determining graduation rates.

Additional evidence-based recommendations for improvements include the following:

- Expedite the credentialing process by collecting fees earlier, e.g., during initial enrollment, and by automatically awarding degrees/certificates. (Some students

complete their program requirements but never apply for graduation, so the college is now exploring ways to improve these processes.)

- Coordinate various student tracking and support processes (e.g., Guided Pathways efforts, IPEDS analyses, advising for students who are close to program completion) in order to more strategically plan for and implement practices that improve graduation rates.
- Analyze enrollment/persistence trends by programs, by student type or preparation level, and by other categories to help identify areas that need additional support.
- Encourage full-time attendance or provide incentives for part-time students to attend full-time. In a pilot process, the college is offering to cover first-quarter textbook costs for local school-district students who attend Edmonds CC full-time.
- Assess the effectiveness of the Foundation's Complete The Dream scholarships, which cover final-quarter tuition for students in need. If that scholarship is effective, consider offering more of them and/or creating additional scholarships to support students throughout their programs.

Indicator of Achievement 4.4 Student Transfer-Out Rate

As is the case with IPEDS' data on graduation rates, the transfer-out rates give only a partial view and should be broadened; however, the college is committed to strengthening its support for first-time, full-time, degree-seeking students, who are reflected in the transfer-out data.

Additional evidence-based recommendations for improvements include the following:

- Develop strategies and resources that encourage students to complete programs before transferring.
 - Provide additional training for faculty and advisors.
 - Create easily disseminated materials about program requirements and completion.
 - Develop an online New Student Orientation, required for all degree and certificate seeking students before they register for classes. (This project is currently underway. Goal: Create consistent, uniform program information to help students choose their educational pathways and understand the value of completion.)
- Develop reverse articulation agreements, allowing former students to transfer university credits back to Edmonds CC in order to complete their Associate's degrees. The college has recently developed some of these agreements and is exploring others.
- Ask student focus groups to identify the campus resources and processes that could be improved to better support program completion and successful transfer.

Indicator of Achievement 4.5 Supportive Learning Environments

The college has met this indicator but is now planning processes and implementing mechanisms for soliciting direct student feedback to help align improvement efforts with students' expectations. The third goal in the 2016-2018 Strategic Plan involves gathering, analyzing, and responding to student input about their Edmonds CC experiences. In addition to supporting the college mission, this goal provides a way to more clearly emphasize and use the results of student feedback.

Additional evidence-based recommendations for improvements include the following:

- Coordinate efforts to ask the students about what they need to feel supported.

- Develop integrated planning processes for using student feedback to create and implement student support strategies.
- Coordinate improvement efforts with the new Facilities Master Plan.
- Encourage the Faculty Senate, established in 2015-16, to formally discuss and address student success and what creates supportive learning environments.
- Support Strategic Council 4's efforts to compare CCSSE results with graduating student survey results to determine which factors continue to impact student success.
- Coordinate infrastructure updates with preparations for ctcLink.
- Consider looking at student completion and persistence as possible indicators of students' satisfaction with learning environments.

Assessment Results for Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

Strategic Council 5 has determined that although the college is in the green on Indicators 5.1 and 5.2, Core Theme 5 is problematic because it blends three very different areas, so the indicators are not as focused as they could be. As a result, Strategic Council 5 has struggled with analyzing, comparing, and using data for planning and improvement efforts. As the mission and core themes are reviewed during the next accreditation cycle, the college will consider whether Core Theme 5 will need to be substantially revised.

Indicator of Achievement 5.1 Commitment to Service

The college has been very committed to service-learning but is now trying to determine if Indicator 5.1 functions more as an aspirational or idealistic measure than as an effective measurement and data source for decision-making.

Additional evidence-based recommendations for improvements include the following:

- Improve documentation/tracking of students' service-learning hours, for example, by using Canvas' survey tools.
- Develop a reporting mechanism that captures the depth and breadth of classroom service-learning activities.
- Identify other data that can measure how service-learning promotes the college's strategic plans. For example, community service can enhance student engagement and performance, so service-learning activities could significantly contribute to the college's 2016-2018 strategic goals for increasing access to the college, supporting student progression, and improving the student experience.
- Create professional development resources to help faculty more easily incorporate service-learning into courses.
- Establish a broad-based, service-learning advisory committee to more effectively connect community needs with service-learning plans.

Indicator of Achievement 5.2 Funding for Initiatives, Programs, and Services

This Indicator has always been in the green, primarily because the college proactively pursues alternative funding sources, particularly grants. Current evaluation and planning discussions are focusing on the institutional impact of these alternative funding sources. For example, does the college institutionalize grant developed programs when external funding ends? Does the college

measure the effect that grant supported programs have on capacity and resources?

Additional evidence-based recommendations for improvements include the following:

- Discuss and identify potential indicators of how grants and initiatives improve student learning. For instance, do they facilitate the transition from pre-college levels to college programs and increase degree/certificate completion?
- Conduct a meta analysis of all grants to determine if, collectively, their benefits outweigh their direct and unanticipated costs--especially to determine if they improve and unify campus processes or fragment and overextend campus resources.
- Create a uniform grant-request checklist that prioritizes evidence-based practices and that asks applicants to match internal data on growth areas with external data on industry and community needs.

Indicator of Achievement 5.3 Lifelong Learning

This indicator has been especially challenging for Strategic Council 5 because of the wide range of [lifelong learning programs](#), the discrepancies between state level and institutional definitions of lifelong learning curricula, and the non-standardized methods for counting the number of the students served. Moreover, this indicator relies on unduplicated headcount and does not account for students who may take multiple courses on different topics. These inconsistencies can interfere with efforts to approach the college's lifelong learning offerings from a core theme perspective and to systematically analyze, strategically support, and continually improve those programs.

Additional evidence-based recommendations for improvements include the following:

- Consider counting enrollments instead of unduplicated headcount.
- Identify consistent criteria for lifelong learners and courses; clarify student coding practices; and broaden Indicator 5.3's metrics accordingly.
- Establish a standardized mechanism for each program to provide curricular and student data.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Edmonds CC's data rich environment supports well-utilized tools for assessing and enhancing student learning; encouraging faculty participation and input; developing effective strategies and plans; and efficiently communicating evaluation results and related decisions. However, the vast amounts of information can be overwhelming. The college now recognizes that greater coordination and consistency in communication protocols would help campus members better use the available information in their daily work and in planning processes.

Nevertheless, the college does an effective job of using assessment results to promote further gains and enhancements. In addition, by "closing the loop," the college has been able to build on successful endeavors and plan for improvements, not only in instruction and learning support, but also in the evaluation processes.

As summarized in 4.A.3., the college has been evaluating aspects of student learning that are directly or indirectly related to each of the core themes. Results of those evaluations are disseminated in a timely manner to appropriate constituencies. Examples of tracking and reporting mechanisms include the following:

- Via [institutional performance reports](#), the college annually assesses its indicators of achievement, which include direct and indirect measures of student learning. Copies of the reports are publicly available online.
- Annually, strategic councils assess how their efforts impact the indicators of achievement. Those reports are posted on [Governance/Strategic Councils](#) (an internal site).
- In annual SIMPLE Plans and Program Reviews for instruction, campus units/divisions assess their overall effectiveness in relation to area-specific outcomes and core themes. All [SIMPLE Plans](#) are available online.
- On [OPRA's](#) internal site, the college posts both dynamic and static data analyses, showing course fill rates, student completion rates, and student grades, aggregated by course type and mode. Instructional departments and divisions use the data to monitor general trends in enrollments, course modalities, and student achievements and to guide annual scheduling and curricular review processes.
- The Assessment 101 intranet site includes a [results infographic](#) that shows aggregated findings and data informed recommendations related to Program-level Learning Outcome (PLO) assessments for General Education Requirements, Distribution Requirements, and program (department or field-specific) requirements in degrees and certificates. The site also includes other assessment resources and a link to more detailed descriptions of the [PLO results](#).

The section below provides examples (organized by core theme) of how the campus has used the results of assessments related to student learning to inform planning and improvement efforts.

Core Theme 1: Strengthen Our Diverse Community

The 2014 [Equity and Inclusion Report](#) (especially pages 5,7,9, and 13) identifies opportunity gaps--related to access and support--as well as empirically based approaches for reducing barriers and promoting student success. This report has helped guide the joint planning, implementation, and evaluation cycles of the Equity and Inclusion office and the Diversity, Equity, and Inclusion Council. The report has also helped to shape the current [Strategic Plan](#) and associated plans, e.g., the [Strategic Enrollment Management Plan](#) (page 2) and the [Student Services Strategic Plan](#) (page 2).

As part of the Program-level Learning Outcomes (PLO) assessment process (described in 4.A.3 and discussed further below in the section on Core Theme 2), faculty across multiple departments and divisions used a shared PLO rubric and reporting form to assess how well students demonstrated the PLO for the Cultural Diversity (CD) requirement (part of all certificates and degrees of 45 or more credits). The assessment results led to a number of insights and improvements:

- As indicated in 4.A.3, data reviews helped to confirm that the current CD courses are well-aligned with the CD (degree-level) requirement, that the courses effectively promote CD-related skills and knowledge, and that most of the students in CD courses are

achieving the CD learning outcomes.

- To continue improving those alignments, faculty further evaluated the learning outcome statements and decided to create a related Course-level Learning Objective (CLO) that could be embedded in all CD courses. The clarifications in the learning outcomes have strengthened curricular coherence among the wide array of CD courses and have created a clearer basis for learning assessments.
- Faculty participation rates in the CD PLO assessments were fluctuating but have since stabilized because of two well-planned, well-supported changes, resulting from larger data informed institutional processes.
 - The Curriculum Committee has a clearer, more integrated process for CD course approval. As with the revisions in the CD outcomes, the Curriculum Committee process has reinforced curricular coherence and foregrounded the importance of assessing diversity-related outcomes--as opposed to merely including diverse content.
 - A data informed joint request from the Social Sciences departments led the college to hire a full-time, tenure-track instructor to teach in the Anthropology Department and to head the Diversity Studies Department. A full-time department head can communicate more consistently with Curriculum Committee, coordinate more effectively with other instructional areas, and facilitate planning efforts and assessment cycles for CD courses.

Core Theme 2: Provide Educational Opportunities

To review the overall PLO assessment process, the Assessment Team presented an [alignment infographic](#) and a [results infographic](#) to all faculty in Fall 2016 and is now working with instructional departments to further analyze the data and use the findings to strengthen teaching, learning, curricula, and faculty development. The following examples illustrate how the assessment cycle has helped the campus identify strengths and weaknesses and promote effective planning and improvements in teaching and learning.

General Trends and Improvement Efforts

- The initial PLO Assessment results suggest that, across all divisions, most students are demonstrating the PLOs at a satisfactory to excellent range. As mentioned in 4.A.3, these findings correlate with broader patterns of student completion and success rates and suggest that ongoing assessment and improvement efforts (e.g., Shared Student Success Curricula, Active Learning, Reading Apprenticeship, Accelerated Learning Communities, etc.) have been effective.
- The PLO assessment results have highlighted or corroborated other trends as well, especially about broad improvements and areas that need additional attention.
 - STEM students have been demonstrating the PLOs at progressively higher levels throughout the assessment period. The PLO Assessment findings and other institutional data point to the benefit of student success efforts (e.g., RiSE, MESA, the STEM Study Room) across the entire STEM Division.
 - The performance levels have somewhat declined in the Communication Skills areas (writing and public speaking classes) although the ratings remain in an acceptable range. The Communication areas are now looking for ways to borrow some of STEM's student success strategies, for example, by exploring options for developing a shared Communication Study Room, modeled after STEM's

- Student Study Room. (In that model, full-time instructors take turns holding office hours in the Study Room to work with individual students and groups.)
- In the narrative feedback portion of the PLO assessment process, faculty indicated that the 80% hybrid format (mostly online but with one 50-minute on-campus meeting) did not work well, partly because the instructors spent most of the class meetings fielding questions about the online portion. In response, departments have started to scale back the number of 80% hybrids and to explore other instructional strategies--for example, “flipped” models, which allow instructors to help students (during on-site meetings) to apply concepts that the students have previously reviewed on their own via active learning modules.
 - A significant number of students across the college do not demonstrate the PLOs at all. That result correlates with other findings about the hundreds of students who earn no credit or who receive failing grades in *all* of their courses for a given quarter. (*In effect, those students “disappear.”*) Additional research shows that only 25% of those students return in subsequent quarters and 6% of those students again withdraw from or fail all of their courses. For more details about the college’s response to this finding, see the Core Theme 4 discussion below.

Improvements in Teaching and Learning

The four cross-campus examples below illustrate how departments systematically gather and use data and qualitative information to assess teaching and learning and to generate improvements. (If additional examples are needed, see [departmental profiles](#) for all instructional departments.)

Department/Division: Art / HUMANITIES

Research/Data: From 2010/11- 2011/12, ART 120 (now ART& 100) was on the HELC list (Only 69% passed with 2.0 or higher.) The department identified contributing trends--lower preparation levels (especially lower reading levels), lower success rates, and ineffective use of V grade (unofficial withdrawal).

Interventions: Faculty incorporated Reading Apprenticeship techniques and other student support/success strategies, e.g. posting online tutorials for each assignment. Faculty also starting using the V grade more selectively, intervened with students earlier and, as needed, encouraged earlier student withdrawals from courses.

Assessment Findings/ Improvements:

- Art classes are no longer on the HELC list.
- Dept Tableau/Snapshot: Overall Completion/Success Rates have been rising over the last 5 years, from 74% (2011-12) to 80% (2015-16).
- PLO Assessment Results: The Art Department has reported higher levels of student performance in PLO assessments. Those results parallel the HELC-related improvements.
 - By 2012-13, ART& 100 moved off the HELC List, indicating that more students were succeeding in the class. At the same time, 84% of the students in the PLO assessment pilot demonstrated the Humanities PLO at the Mid to High

level. (*Before the HELC interventions, students would likely have performed at lower levels.*)

- That improvement trend continued. By 2014-2015, 90% of the ART& 100 students demonstrated the PLOs at Mid to High level.

Department/Division: English for Academic Purposes / INTERNATIONAL EDUCATION

Research/Data: Institutional data indicated that some students lost momentum if they stayed too long in EAP sequences and that EAP 131 students needed more assistance when they went on to college level courses.

Interventions: To better support those students, EAP has been developing Accelerated Learning Communities (ALCs), linking EAP 131 with English 100/099 or English 101. (Note: Careful student recruitment has helped to identify the students who are ready for “acceleration.”)

Assessment Findings and Improvements:

- Additional data and feedback (especially from surveys) show that students in ALCs and stand-alone courses pass at similar rates, indicating that the ALCs do not “shortchange” the students but serve the ones who can “accelerate.” Also, students report feeling more prepared for college work, and college-level faculty (in subsequent quarters) indicate satisfaction with the ALC students’ skills and knowledge. EAP is now discussing ALCs and other student success strategies with other departments whose Non-Native English Speaking students need additional assistance.
- Dept Tableau/Snapshot: Overall Completion/Success Rates have been on the rise for last 5 years, from 84% (2011-12) to 91% (2015-16).
- PLO Assessment Results: A higher percentage of students completed the courses, so more students participated in the assessments, which were based on a departmentally shared, departmentally graded in-class essay. Faculty use those results to identify next steps for the students--e.g., retaking the writing assessment or enrolling in support classes. By 2015, EAP reported a 10% increase in students demonstrating the PLO in the Mid to High range. To further support students who struggle with sentence-level writing (often, one of the last skills that students master when learning a new language), EAP worked with the Learning Support Center to create a drop-in “Grammar Corner” to help all students improve their sentence editing skills. This additional resource might also help EAP students better prepare for the departmentally shared, in-class essay.

Department/Division: Business Information Technology (BSTEC) / BUSINESS

Research/Data: Feedback from students, administrators, and community partners indicated that course choices and curricular paths were not always clear. Additionally, advisory board, employers and state research pointed to the need for new or updated courses and programs.

Interventions: In support of learning and timely progress, BSTEC updated, clarified, and further aligned curricula and program pathways in multiple ways:

- creating an advising spreadsheet that specifies appropriate course selections and quarters
- partnering with Central Washington University (CWU) to create a pathway document, ensuring that all of BSTEC's AAS-T courses align with and count toward CWU's ITAM Bachelor's program
- structuring selected curricula and degrees around proficiency/competency-based models
- using Open Educational Resources (OER) in order to lower costs (OERs also allow the department to adjust quickly to industry changes and maintain alignments among assignments and learning outcomes throughout the course sequences.)
- supporting OER-based classes with standardized Canvas shells that promote instructional continuity and clarify how skills build from one class to the next.

Assessment Findings and Improvements: BSTEC's enrollments have slightly dropped (as the economy has improved), but completion/success rates continue to rise. Those rising performance levels are associated with the department's evidence-based efforts to strengthen degree/certificate pathways; develop state and industry-driven curricula; strengthen curricular coherence and relevance; and adapt to the students' needs.

- Overall Completion/Success Rates (averaging 83%) have been on the rise for last 5 years (2011-12 through 2015-16).
- PLO Assessment Results: In the selected courses (BSTEC 110 and BSTEC 245, which meet the General Ed Communication requirements, and BSTEC 106, 214, 224, and 294, which meet department/program-specific requirements), over 90% of the students demonstrated the PLOs at the Mid to High range. The strong completion rates and PLO assessment ratings indicate that BSTEC's efforts to retain, guide, and support students have been effective.

Department/Division: Economics / SOCIAL SCIENCES

- **Research/Data:** ECON 201 had been on HELC list in 2011. To address that trend, the department reviewed the educational scholarship about how High-Impact Practices contextualize learning, promote stronger student performance, and lead to higher completion rates.
- **Interventions:** The department collaborated with the History and Diversity Studies departments to develop and implement High-Impact Practices, specifically, Learning Communities, Honors, and Undergraduate Research--e.g., ECON 201 / SOCS 155 (10-credit Honors Coordinated Studies) and ECON 201 / ECON 202 / HIST 148 (15-credit Honors Coordinated Studies Honors).
- **Findings and Improvements:**
 - By 2012-13, ECON 201 had moved off the HELC List. Moreover, even though the Coordinated Studies structure and Honors requirements make these courses very challenging, their completion rates are now higher than in the stand-alone sections.
 - Dept Tableau: Overall Completion/Success Rates over the past 5 years have been steadily rising from an average of 75% to a current average of 86%.

- PLO Assessment Results: Assessment ratings have also been steadily improving. At the beginning of the pilot, 80% of the students were demonstrating the PLOs at the Mid to High Level, but that percentage rose to 92% over the course of the pilot.
- **Ongoing Efforts:** The Economics Department is working with Academic Advisors to improve advising for these High-Impact Practice courses. The Economics faculty are also consulting the Honors Coordinator about the High-Impact/student success components (Honors and Undergraduate Research) in the learning communities. Additionally, the assessment coordinators will be working with the department to compare teaching strategies, learning support, and assessment processes in the stand alone and linked courses.

Improvements in the Assessment Processes

- In response to administrative and faculty feedback (about the PLO assessment pilot), the Assessment Team is now coordinating with colleagues to design improvements that will streamline the procedures, disseminate the results more effectively, and connect the process more directly to other goals and initiatives.
 - The Team is working with professional-technical departments to adapt the PLO assessment model to their unique needs--specifically by involving advisory committees in those evaluation processes. This coordination of efforts will promote more integrated planning for improvements in curricula and learning support.
 - The Technology Resource Center is helping the Assessment Team simplify the PLO assessment model by embedding the data collection step into the Canvas gradebook. This approach will also facilitate closer tracking of course-to-program maps that show how particular courses and their specific learning outcomes support and “roll up to” program requirements and their broader learning outcomes. The new Nursing Program has volunteered to pilot this Canvas process later in 2017.
 - The Assessment Team has widely shared the PLO Assessment results (via email, Google documents, campus presentations, and printed flyers) but not as often as faculty and administrators would like. Also, the team has not always effectively synced or connected the assessment processes with other departmental, institutional, and statewide activities and data tracking efforts. To address those concerns, a number of improvement plans and efforts are underway:
 - The Assessment Team will share information more regularly about the data collection cycle and the preliminary results (instead of presenting just the aggregated results at the end of the cycle).
 - The Team is also learning how to present the information in a more reader friendly, infographic format.
 - In collaboration with faculty, the Assessment Team is compiling departmental/program profiles, which include links to assessment results; departmental highlights (related to student showcases, student success efforts, curricular developments, and professional development activities); and institutional and state data (for course fill rates, student completion

numbers, and student success trends). These collaboratively developed profiles are intended to provide another vehicle for capturing teaching/learning assessment information; create a clearer context for various data tracking and evaluation efforts; and serve as a planning, reporting, and communication resource.

Core Theme 3: Help Students Access Career Opportunities

Students in Career Management courses (in professional-technical programs) have demonstrated the associated PLO at increasingly higher levels in the PLO assessment pilot. However, because professional-technical area participation rates in the pilot were initially fairly low, the sample size is not large enough to verify the upward trend in performance levels. Nevertheless, cross-disciplinary reviews of the assessment process led to productive discussions about two related issues: 1.) the benefits of offering Career Management courses to transfer students, not just to professional-technical students; 2.) the need to discuss Career Management CLOs and PLOs in career counseling services.

As mentioned in 4.A.2, the Workforce Development [SIMPLE Plan](#) (Special Projects) describes how student, industry, and state data were used to identify and plan for improvement strategies for career access. Key improvements include the following:

- adoption of the Washington Career Access Pathways system
- development of professional-technical Career Pathways documents and webpages for in-demand programs (e.g., Paralegal, Energy Management, BSTEC, Network Technology, Engineering Technology, and Accounting)
- integration of career pathways materials into orientation and advising processes in the Career Action Center and the Worker Retraining and Counseling Center.

Core Theme 4: Support Student Success

Although Core Theme 4 does not directly address teaching and learning, the ongoing assessment, planning, and improvement efforts, related to Core Theme 4 include thoughtfully designed strategies for serving students more effectively. Resources such as the CCSSE; IPEDS data; and the SBCTC's annual system-wide reports have provided unbiased, representative data, reflecting institutional, regional, and national shifts in student success trends. However, as indicated in 4.A.1, 4.A.6, and 4.B.1, Council 4 has also recognized some potential misalignments--e.g., some of Core Theme 4's indicators seem more suited to Core Theme 2. Council 4 has also recognized that some of the indicator-related data would be more useful with additional context. Additionally, ongoing reviews have pointed to opportunities for better coordinating the councils with each other and with campus programs. For instance, Council 1's Instructional Action Team could work with Council 2 by supporting instructors as they develop Cultural Diversity courses. Similarly, Councils 1, 2, and 4 could unify some of their efforts to reduce educational barriers and promote student success.

A recent example of such cross-area coordination emerged in college's response to the finding (referred to in the Core Theme 2 section above) about the hundreds of students who fail or withdraw from all of their classes in a given quarter. A widely representative task force is now exploring options for identifying these students earlier; determining if particular student groups are more susceptible to this pattern; and more effectively coordinating the support strategies

and resources, used in instructional and student service areas.

Although this task force is fairly new (formed in Spring Quarter, 2016), it has already developed key insights:

- The Financial Aid SAP policy is more consistent than the general SAP policy.
- The new Customer Relations Management system (and similar systems under consideration for Advising and Canvas) could help to track these students more effectively and connect them more efficiently to support resources.
- The Student Services goal of checking student progress at the end of the first and third quarters could further support the students and help to identify effective interventions.
- The college's Guided Pathways efforts could be a natural place to build in tools and support mechanisms for students who might be at a higher risk for failing all of their courses.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

The college uses assessments of grant-funded programs, service-learning activities, and lifelong learning courses to support student learning achievements, identify effective practices, and plan for improvements in curricula and instruction. Examples include the following:

- For AmeriCorps projects and other activities sponsored by the Center for Service-Learning, staff members develop pre- and post-tests to track the skills and knowledge that students have gained and to capture changes that students have identified in their behavior or attitudes. Additionally, the CSL also systematically evaluates all service-learning opportunities to ensure they include the following three components:
 - Learning: Students learn about social justice, civic, or environmental issues and develop skills and knowledge to complete related projects.
 - Service: Students complete an action that serves the campus or community.
 - Reflection: Students reflect on their service-learning experience and what they learned from it.
- Most lifelong learning programs and grant-supported areas (e.g., the WATR Center) outline course content and learning goals and administer course evaluations, which are used to enhance student learning and improving course delivery. Students are also surveyed about how satisfied they are with their learning progress and with the courses' relevance.

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Mission Fulfillment, Adaptation, and Sustainability

Standard 5





“I want to have a great future. I study hard for myself and also my family. I want to make them proud.”

Interest in public health drives student's educational goals

Gloria Ibe

Pursuing an Associates in Arts degree,
All-Washington Academic Team member

Gloria came to the U.S. in 2013 from Nigeria. In her home country, she excelled academically in high school, but due to the political climate she was unable to pursue higher education. As an Edmonds CC student, Gloria has had the opportunity to fully engage in her school work and has devoted time to studying and learning about public health issues.

Gloria's interest in public health ranges from nutrition and obesity to epidemiology. She's incorporated the knowledge she's gained in each of these areas into various class projects from research papers to presentations. As a member of the All-Washington Academic Team, Gloria was recognized for her hard work and dedication to her studies.

Gloria is passionate about health education and access to information. She believes it is the key to healthier communities and plans to attend a four-year university to study public health with the goal of becoming a health researcher.

Mission Fulfillment, Adaptation, Sustainability (Standard 5)

[Link to Glossary \(including acronyms and evidence links\)](#)

Executive Summary of Eligibility Requirement 24

Eligibility Requirement 24. *Scale and Sustainability - The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

Edmonds CC has successfully served its growing and diverse community for 50 years since it opened in 1967. Throughout this time the college has successfully adjusted to economic variability and changing demographics of its service area. The college continues to thrive by identifying needs and utilizing alternative funding sources (e.g. grants and contracts) to fulfill its mission and achieve its core themes. (See also Indicator 5.2.) In addition, the college employs sufficient numbers of faculty, staff, and administrators to demonstrate that its operational scale is appropriate. (See also 2.B.1.) Its entrepreneurial spirit will enable the college to continue to serve its students' and communities' needs into the foreseeable future.

Standard 5

[Link to Glossary \(including acronyms and evidence links\)](#)

Introduction to 5

Edmonds CC fulfills its mission in a variety of direct and indirect ways that reflect the campus culture and commitment to students and the community. The college has met its mission each year since establishing indicator of achievements. (The college consistently met at least 15 of its 16 indicator thresholds.)

Beyond fulfilling the BOT's mission fulfillment criteria and continually monitoring external environments, the college has taken many other steps to improve institutional operations and management. The last full Self Study in 2008 helped the college identify the need to establish a clearer governance structure to complement its operational structure. Based on that insight, the college has developed a governance model that focuses on promoting continuous improvements related to the mission, core themes (and associated programs and services), strategic plans, and strategic goals. This structure (shown in Diagram #2 in 3.A.) guides the use of internal and external input to annually evaluate institutional accomplishments, monitor progress towards indicators of achievement, make adjustments as needed, and help the college remain focused on this question: As a learning institution, how do we use what we've learned to make improvements?

The college demonstrates its ability to adjust in other ways, too, such as aligning the resource request processes to the evolving governance structure. An important first step was the development of the broadly representative Resource and Capacity Council ([RAC](#)). Each year, input from the strategic councils and President's Cabinet has helped RAC make significant improvements. For example, RAC has expanded the [timelines](#) for submitting requests and allocating resources (allowing for more dialogue at each step). RAC has also shifted the focus from simple resource requests to more strategically oriented proposals, connected to institutional goals and planning cycles. Also, to address the inefficiencies and occasional confusion caused by multiple (budget specific) application methods and forms, RAC is drafting a [common application](#) to streamline and standardize funding request processes and documents. This approach will centralize the allocation discussions about all funding sources and help the college to more fully align resource allocation decisions with strategic goals, campus priorities, and community needs.

Additionally, Board Policy directs the college to review the mission, core themes, and objectives at least every seven years. The college has already begun to use insights generated from this accreditation cycle and from governance conversations to establish a Listening Team, charged with gathering campus input about possible adjustments to the mission statement and core themes.

The college will continue with these information gathering steps this year, but to avoid undue disruptions, the college decided to complete the current Year 7 NWCCU cycle with the same core themes and indicators. The Listening Team's work, which began in Fall 2016, will better

position the college to make any necessary changes to the mission, core themes, and indicators before the next Year 1 NWCCU report is due.

5.A – Mission Fulfillment

5.A.1 *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

The BOT's [Monitoring and Planning Policy](#) provides an approval framework for mission fulfillment evaluation. To systematically assess institutional accomplishments, Edmonds CC uses data informed analyses and inclusive processes in its planning and evaluation cycles.

Each spring quarter, the college's Office of Planning, Research, and Assessment (OPRA) works with campus areas to collect data and information for each of the college's 16 Indicators of Achievement (the mission fulfillment benchmarks). OPRA compiles this information into [Institutional Performance Reports](#), which summarize the college's progress toward mission fulfillment and identify which indicators need attention. These reports are shared with the college community, discussed with President's Cabinet, and presented to and approved by the BOT.

The [strategic councils](#), which are organized around the core themes, convene at the beginning of each academic year. (See also 2.A.1.) These councils examine the status of each Indicator of Achievement (as specified in the previous year's performance report) for their respective core theme and develop strategies to further the college's mission and strategic plan. During winter and spring quarters, the councils submit [project proposals](#), which include specific plans, rationales (tied to core themes and strategic goals), and requests for resources and capacities, needed to implement the plans.

In addition to providing updates about the indicators of achievement, OPRA provides all campus areas with data, needed to support their ongoing planning and self-evaluation activities, for example, those described below.

- Each fall quarter, instructional areas complete annual instructional schedules. This work includes evaluating trends in the previous year's enrollments and offerings; establishing a class schedule for the next academic year; and reviewing and (as needed) revising descriptions and learning outcomes for courses and programs.
- Each division or unit completes [SIMPLE Plans](#), which are tied to the core themes and include self-reflection/evaluation questions.
- In 2015-16, the college asked three instructional departments and two student support programs to pilot a revised SIMPLE Plan-like process (Program Review) to determine if the new model would yield more meaningful analyses of student learning. As with the SIMPLE Plan, the [Program Review templates](#) are organized around the core themes and include sections for planning, feedback, and self-evaluation.

5.A.2 *Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

As described in 5.A.1, Edmonds CC uses appropriate data and analyses to evaluate its progress toward mission fulfillment. Since 2005-2006, the college has documented its mission fulfillment findings in annual [Institutional Performance Reports](#), which are approved by the Board of Trustees and are shared with the campus community through the college's website.

To track mission fulfillment data, the college determines the status of each Indicator of Achievement and assigns a color code: **Green** (meets indicator at medium/high level); **Yellow** (meets indicator at low/minimal level); and **Red** (does not meet indicator). Per the BOT's definition of mission fulfillment, no more than two indicators of achievement can be at the red level. (See also 1.A.2. and 1.B.2.)

Systematic, participative processes (e.g., planning for core themes, promoting strategic goals, allocating resources) help the college make determinations about the quality and effectiveness of institutional achievements and mission fulfillment efforts. For example, to assess the effectiveness of their activities and goals, the strategic councils analyze their [work plan results and associated data](#). Similarly, all resource requests are evaluated by RAC to ensure that they advance the core themes and/or the college's strategic plans.

These discussions generate suggestions that help the college adjust its operations and/or strategic plans in order to continuously improve processes and better meet the students' needs. For instance, in 2015-2016, the college revised its [strategic plan](#), based on an assessment of the previous plan's goals. The updated plan focuses more directly on specific strategies to improve student access, progression, and experiences.

5.B – Adaptation and Sustainability

5.B.1 *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Guided by BOT oversight, Edmonds CC's president and President's Cabinet effectively manage the college's resources, capacity, and operational planning. To assist the president and President's Cabinet, the Vice President for Finance and Operations monitors [capital fund balance projects](#), and RAC makes recommendations about funding and supporting operational and strategic project proposals. Throughout each academic year, the college makes appropriate, evidence-based fiscal and operational adjustments in support of the mission and the commitment to continuous improvement.

Since its last comprehensive accreditation report in 2008, the college has faced fiscal and operational challenges. In particular, the nationwide economic downturn resulted in unprecedented cuts in state-supported resources. (See also Institutional Overview and 2.F.) In that same period, the college experienced record enrollments, which strained institutional resources and capacities. (See also 2.B.) Even though economic improvements have led to enrollment drops, institutional resources and capacities have continued to be taxed. The college is now working to determine if it could use resources and capacities more effectively, especially in responding to economic and enrollment fluctuations and in preparing for major initiatives,

such as [ctcLink](#), infrastructure upgrades, and grant-sponsored projects.

The college has also recognized the need to more effectively support campus units that have little time to plan for, assess, and document changes. Too often, some areas react to situations, instead of proactively preparing for them. Fortunately, the college is already identifying and developing more effective support strategies. For instance, project management methods for ctcLink are promoting greater cross-departmental collaborations, which are helping employees eliminate redundancies and make better use of limited resources.

However, the college's annual planning and resource allocation processes represent potential vulnerabilities because they focus narrowly on one-time project funding and not holistically on comprehensive budgeting. President's Cabinet has begun to explore options for a zero-based operational budget for the coming years. This discussion is now ongoing and became even more pertinent as the SBCTC began a [new funding model](#) for the colleges this 2016-2017 fiscal year. The college recognizes that it cannot operate solely on state funding and must rely on grants and contracts, but they present their own challenges. They are not completely dependable funding sources, and numerous variables complicate efforts to sustain activities and programs after grants and contracts have ended.

To address the aforementioned concerns now and throughout the next accreditation cycle, the college will continue to refine its budgeting and resource allocation processes and define institutional capacity more precisely so as to use campus resources more strategically and sustainably.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

All divisions participate in annual planning and resource requests cycles through the [SIMPLE Plan](#). Each President's Cabinet member is responsible for leading these efforts and compiling documents for completing these annual processes for their division. This cycle is illustrated in the college's Integrated Planning diagrams (embedded in 3.A.1), which show both operational and strategic planning processes.

Since the SIMPLE Plan was first implemented, the college has regularly collected [feedback](#) and has used it to evaluate and improve the annual planning cycle. Periodic changes have been made to both the plan template and the timelines. For example, the college modified the [process](#) and [timelines](#) for completing SIMPLE Plans in 2015-16 and 2016-17. Those changes were explained during the Fall Quarter Kick-Off Week and are documented on the SIMPLE Plan website.

In Spring 2014, the college used feedback from employees and strategic councils to evaluate the SIMPLE Plan process. Instructional personnel--especially department heads and Strategic Council 2 members--emphasized the need for key modifications. In 2015-16, the campus feedback led to two major changes:

- SIMPLE Plans have shifted from individual departments to divisions. This approach encourages a more coordinated use of resources. Deans/managers vet and prioritize

their areas' resource requests and forward them to their respective vice presidents or directors. In President's Cabinet, the executive team further reviews and prioritizes the requests before sending the final list to RAC. RAC then identifies which resource requests should be funded and sends a final recommended list to the President and President's Cabinet for final approval.

- Instructional departments/programs and cross-divisional student support areas submit in-depth Program Reviews, which replaced the need to submit departmental SIMPLE Plans. (See also 3.B.2.) In 2015-16, four programs/departments piloted the updated Program Review process. During 2016-17, all professional-technical programs were asked to complete the Program Review process with their advisory board.

As part of this annual cycle, the college collects and prioritizes operational and strategic resource and capacity [requests](#). Funding recommendations and decisions are processed by the Combined Strategic Council, RAC, and President's Cabinet.

Allocation processes have continued to evolve and improve since RAC's inception. The college has moved away from collecting [want/wish lists](#) and is now requiring each request to be part of a more complete [project proposal](#).

The following issues have presented challenges to the college's planning process, though most campus areas are using the project proposal format effectively:

- Over the last several years, planning processes have been evolving. In that same period, the college has experienced high turnover rates among directors, deans, and vice presidents. Together, those trends have led to some disruptions and redundant efforts, which have sometimes created the impression that institutional planning is disjointed and unpredictable.
- The college had held discussions about the value of planning for new programs and projects during periods of declining revenues and enrollment.
- The college has had to make difficult decisions in order to reallocate resources and capacities in response to unfunded compliance mandates from the state and federal governments.
- Some campus areas request funds for projects that have not been vetted or supported by the college's SIMPLE Plan and RAC processes. RAC has identified eight different project funding streams (Critical Needs, Green Team; Technology Investment Management Committee; Perkins/Workforce Development Funds; Student Government; Grants; Arts, Culture and Civic Engagement). However, RAC oversees only the Critical Needs' allocations, which are tied to core themes and strategic plans. The other funding processes do not necessarily factor in campus initiatives or a project's potential impact on institutional capacity. However, progress is being made toward a common application, which will address this concern. (See also 5.A Introduction.)
- Some college committees do not adequately plan or document their work. For instance, they do not create or distribute meeting agendas, record decisions, or identify the next steps that must be taken before subsequent meetings or actions.
- Although the Board's [Monitoring and Planning Policy](#) provides the approval framework for mission fulfillment evaluation, the college has determined that some of the mission fulfillment indicators should be revised, especially if the same core themes continue into the next cycle. (See also 4.A.1.)
- Many employees are experiencing "change fatigue" because of changes in procedures,

systems, and personnel.

Though some employees struggle with the college's processes, overall planning and resource allocation have greatly improved since the last comprehensive visit in 2008. Those cycles are now even more systematic and transparent, and the college is working to ensure that institutional priorities (as identified through well-supported analyses and evaluations) continue to drive planning and budgeting efforts.

In conclusion, Edmonds CC has established a productive planning system, tied to mission fulfillment and strategic goals. However, to promote continual improvements and respond to emerging concerns, the college will continue strengthening the following efforts:

- improving employee training on accessing, understanding, and using institutional data (e.g., [enrollment snapshots](#) and [data dashboards](#)) to guide decision-making
- consistently providing feedback about planning reports
- helping campus units monitor and follow through on their proposals so that those units can be accountable for their submitted plans and funded projects
- requiring employees/campus units to document what they have learned before moving on to the next planning cycle or funding request
- improving internal communications to promote inclusivity, encourage feedback, and ensure a broad understanding of and support for the college's mission
- integrating all funding streams into resource allocation processes and ensuring that they are utilized consistently across campus.

5.B.3 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

Edmonds CC systematically identifies, tracks, and responds to trends and dynamics that affect the institution and the community. Through governance and operational processes, as well as community partnerships, the college collects internal and external data (e.g., enrollment trends, [environmental scans](#), and [SWOT analyses](#)) and uses the information to support long-term, strategic plan development (e.g., for the [Facilities Master Plan](#), [Student Services Plan](#), [Educational \(Academic\) Plan](#), and the [Strategic Enrollment Management Plan](#)).

To address key insights gained from the current self-study cycle, the college is now exploring ways to better utilize student learning and student achievement data in order to update the institutional mission, refine the core themes, and strategically focus planning efforts. Moreover, the college has also gained a better understanding of how to document and use lessons learned to improve planning cycles and to clarify alignments among mission goals, strategies, resources and capacities, assessments, and results.

Because of the accreditation self-study process and related discussions about continuous quality improvement, preliminary work has already begun on the next NWCCU Year One Report. For example, a Listening Team is collecting campus-wide feedback about the mission, values, and core themes. (See also the Standard 5 Introduction.) Additionally, the Accreditation Steering Committee and the strategic councils are discussing options, related to the questions

below, for more effectively assessing institutional achievements and promoting improvements.

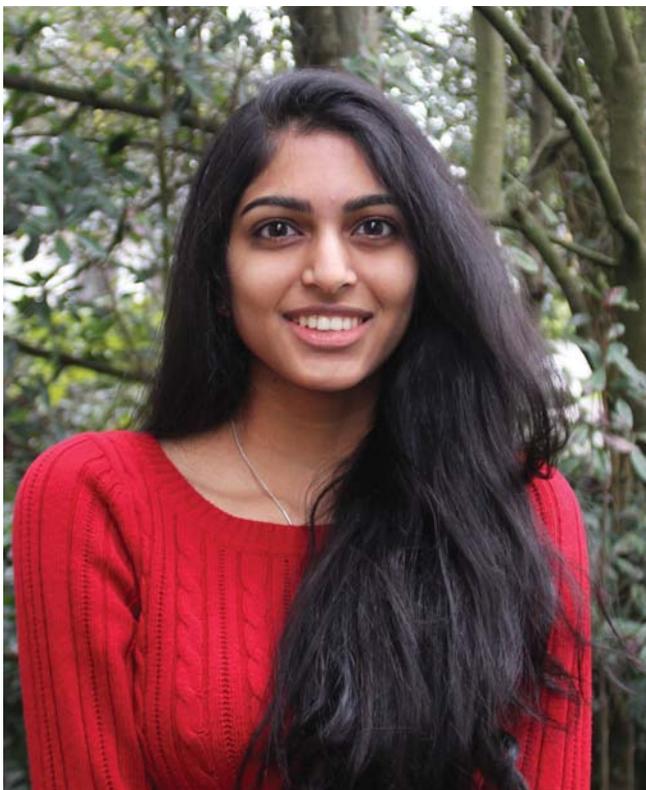
- What makes a good [indicator of achievement](#)?
- What types of data would more effectively drive mission fulfillment?
- Should the college approach the revision of the mission, objectives, core themes, and strategic goals from a student perspective rather than from an institutional perspective (the current approach)?
- What revisions are needed in the mission and core themes in order to help move the college forward?
- How will the college define mission fulfillment from this point forward?

The college will support the continued evolution of the participatory governance model, which was strengthened with the development of the five core theme strategic councils and the Resource and Capacity Council (RAC). Since then, the college has been using feedback and lessons learned to improve those groups. For example, each strategic council now has two co-chairs (one from President's Cabinet and one non-VP), and cross-campus membership on the councils has expanded. Moreover, in 2015-2016, the president led 14 meetings across the campus about possible next steps for [participatory governance](#). The president is committed to continuing that dialogue and collaborating with campus constituencies to explore and further develop inclusive planning and transparent decision-making.

Edmonds CC has established sound practices, effective structures and systems, and supportive learning environments. Moreover, the college is continuing to improve in multiple areas: its service to students and the community; its use of data in strategic decisions and improvement efforts; its ability to adapt to changing circumstances; and its approach to mission fulfillment.

Conclusion





“My instructors encouraged me to believe in myself. They genuinely cared about my interests and how I was doing. It really made a difference.”

Passion for environment spurs STEM studies

Radhika Dalal

Running Start student,
TEDxSnolsleLibraries speaker,
Institute for Systems Biology (ISB) intern

As a 16-year-old Running Start student, Radhika was nervous about being on a college campus and was unsure about where she would fit in. She credits her instructors with giving her the confidence and encouragement to go after scholastic and community opportunities.

Last summer, Radhika applied to be a speaker at the 2016 TEDxSnolsleLibraries event as a way to overcome her fear of public speaking. After being chosen and months of preparation, she took the stage before an audience of 700 people and those watching at numerous live viewing sites to speak about how technology is changing the American dream. Radhika received a standing ovation.

As an ISB intern, Radhika was able to explore her interest in environmental science. She studied the use of aquaponic systems as an alternative to traditional methods of producing food. Radhika is now working toward creating an aquaponics system on campus to encourage students to work together on a common goal while investing in the future of agriculture.

Conclusion

As demonstrated throughout this Year Seven Report, the college has learned much about itself during this period of self-study. In general, Edmonds CC views the NWCCU's standards as minimum benchmarks. The responses to Standards 1-5 demonstrate that the college strives to go beyond those levels and in many cases has exceeded them.

Since the end of the last self-study in 2008, the college has not only revised its mission statement, identified core themes (reflecting essential mission elements), created multiple indices with its 16 Indicators of Achievement, and established an acceptable mission fulfillment threshold, but it has also created a shared vision, institutional values, and two strategic plans.

Self-study is not new to the college. Edmonds CC has aligned annual goals with mission-related objectives since 1999 and has tracked its progress on a series of mission-related indicators since 2005. As a result of the revised NWCCU accreditation standards and process, the college has extended institutional effectiveness practices beyond reporting its annual accomplishments. As outlined in Standard Two, the alignment of resources and capacities with the college's mission and core themes has provided a new and important lens to demonstrate mission fulfillment. More specifically, by documenting the adequacy of its resources and capacity in this Year Seven Report, Edmonds CC has demonstrated the ability to fulfill its mission, meet its core theme objectives, and achieve its programs' and services' intended outcomes.

Moreover, a long-standing innovative, entrepreneurial ethos has enabled the college to address unexpected circumstances. Despite the numerous strains on mission critical resources, the college has, with few exceptions, met the students' and community's needs. At the same time, campus-wide strategic planning has better focused the college's efforts to provide outstanding support and service.

During this self-study, the college has also carefully considered how it assesses and documents the effectiveness of its programs and services. The SIMPLE Plan (for operational planning) allows every area to identify core theme related goals and request resources, needed to support those objectives. The institutional self-study and planning processes reaffirm what the college knows to be its strengths and deepen its commitment to putting students at the heart of all it does. Programs such as the Achieving the Dream, Triton JumpStart, I-BEST, TRiO, Veterans Resource Center, Honors, Undergraduate Research, RiSE, and MESA have provided resources that help reduce educational barriers, foster student achievement, and facilitate continuous improvement. The college's strategic plans also foster progress by supporting and promoting additional student success opportunities and efforts.

The responses to Standards 3, 4, and 5 demonstrate how the college's planning and effectiveness systems are interlinked and how assessment and evaluation results inform improvement efforts. Those data informed analyses and assessment processes have strengthened programs and services throughout the campus.

Providing educational opportunities and supporting student success are at the core of Edmonds CC's mission. This emphasis has been further strengthened in the BOT's recently developed [Student Success Policy](#) and is embedded in the college's educational programs, which are

appropriate to the mission and purpose of a comprehensive community college. Edmonds CC's well-developed curricula (with clearly defined learning outcomes) provide effective training and opportunities for degrees and certificates, which prepare students for further education and employment. Through connections with community and industry partners, advisory boards, school districts, and local universities, the educational programs remain attuned to community needs. Also, faculty, staff, and administrators continually review information and updates in order to evaluate workforce, economic, and educational trends.

Student success is supported across multiple campus areas as well, including instruction, advising, financial aid, career services, tutoring, and counseling. These programs and services help students successfully manage their educational goals. Co-curricular and extra-curricular activities enrich the students' college experience and extend learning beyond the classroom setting. Library and information resources are current and are readily accessible to students. To further enhance student learning, information literacy is integrated into the curriculum. Financial resources, physical facilities, and technical infrastructure provide and expand appropriate environments for learning and student support.

In looking to the future, Edmonds CC has reason to be optimistic about its strategic and operational planning (supported by SIMPLE Plans) and its collegial governance structure (supported by representative strategic councils). Clearly, those practices and systems will enable the college to adapt to the students' and the community's ever-changing needs. Furthermore, because planning cycles are informed by widely disseminated data analyses and assessments, all campus areas can use evaluation results for continuous quality improvement. These processes facilitate institutional self-reflections that reinforce the connections among programs and services as they strive to fulfill the college's mission.

As discussed in the Institutional Overview, shared vision, team learning, participatory planning and self-reflections are hallmarks of learning organizations. Such efforts provide direction for the institution and foster the achievement of outcomes and benchmarks for programs, services, core themes, strategic plans, and the college's mission. In sum, as a learning organization, Edmonds CC is well positioned to systematically adopt, deepen, and sustain beneficial practices that support student success and that serve the college's diverse community.

Addendum





Addendum - Details of the college's 16 Indicators of Achievement

The college's 16 Indicators of Achievement are detailed on the following pages.

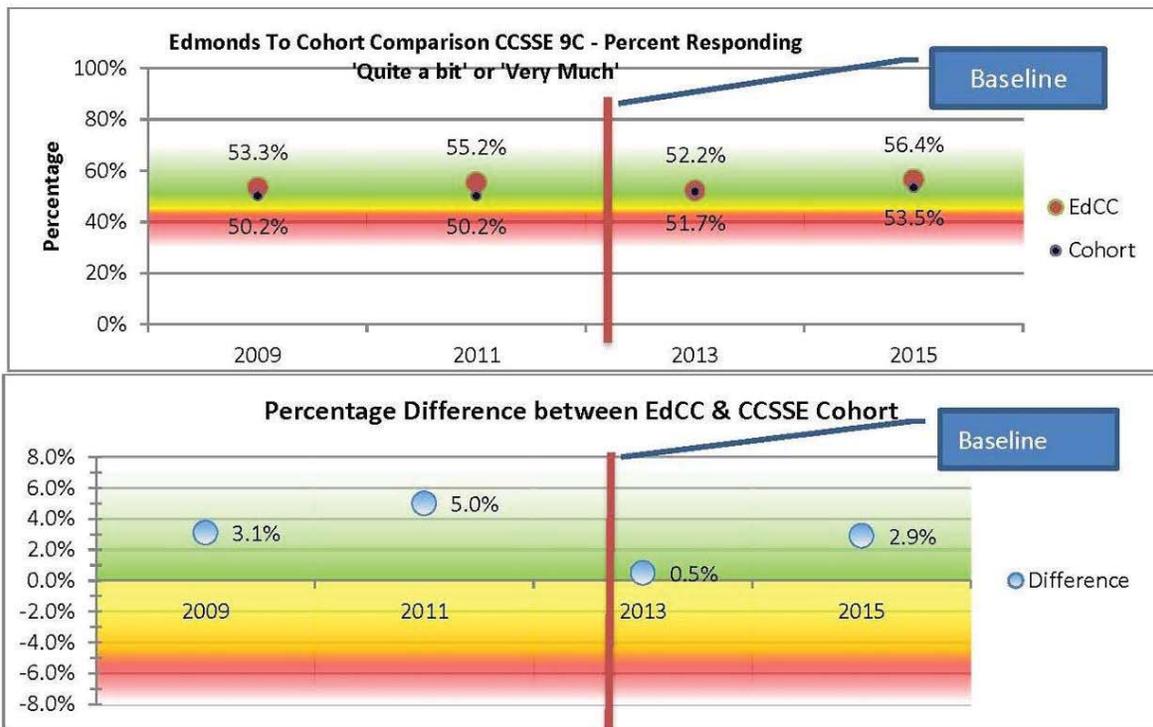
INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

Measurement: As measured by Community College Survey of Student Engagement (CCSSE), the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer “Quite A Bit” or “Very Much” to the following question: “How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?”

Rationale: Diversity is fundamental to our college and community. The college has a history of promoting cultural diversity and awareness through its various programs and services. Students need to be aware of different cultures and viewpoints in order to integrate in today's global workplace.

Benchmark Type: National comparison

Threshold Levels: yellow: 45%-49% and/or -5% to 0% point difference; green: 50%+ and/or 0%+ point difference



Current Status: The college is currently meeting this indicator at the **green threshold level**.

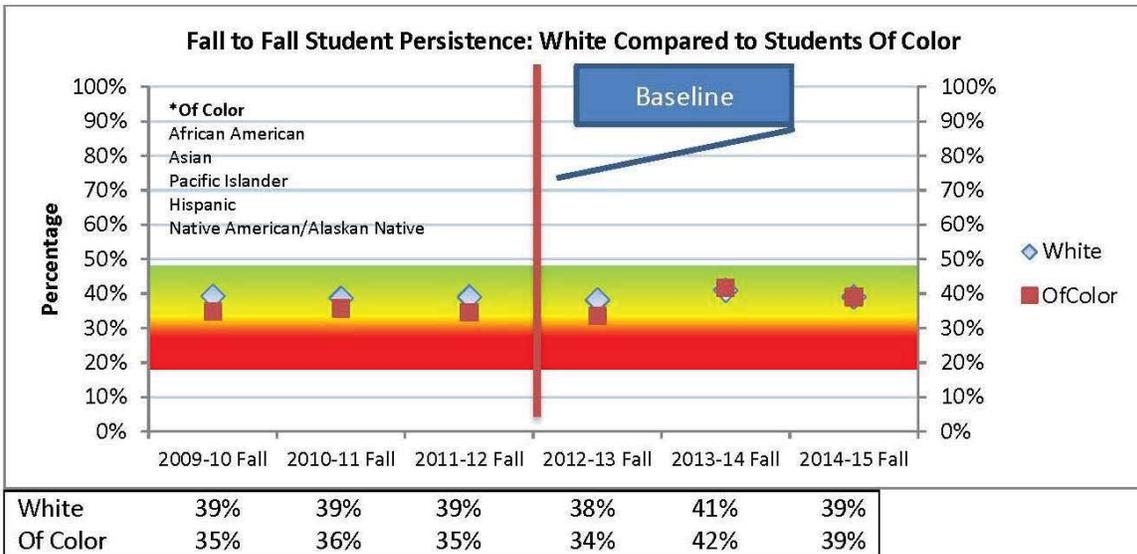
INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

Measurement: The fall to fall persistence rate of new students of color will be at least 33%.

Rationale: The college would like new students from various ethnic groups to persist at comparable rates from one year to the next. This will ensure that the college will continue to have a diverse student composition.

Benchmark Type: Local comparison

Threshold Levels: yellow: 33%-38%; green: 39%+ (which is the 5-year average for white students)



Current Status: The college is currently meeting this indicator at the **green threshold level**.

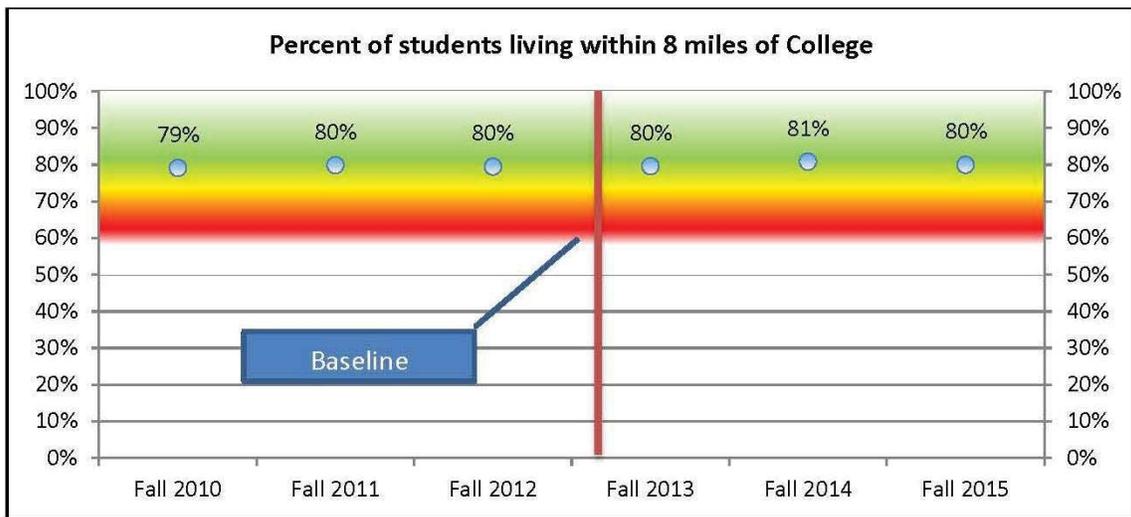
INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

Measurement: At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.

Rationale: As one of 34 community and technical colleges in the state, the college has been given a specific service district to serve. The college must ensure that it is adequately serving students within this service area.

Benchmark Type: Local comparison

Threshold Levels: yellow: 75%-79%; green: 80%+



Current Status: The college is currently meeting this indicator at the **green threshold level**.

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

Measurement: The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.

Rationale: The college needs to ensure a balance of educational offerings. The existence of Full Time Equivalent Students (FTES) enrollments in each area indicate the extent to which the college is providing access for various student needs. Comparing the college's FTES to those of in- state peer* institutions allows the college to monitor its offerings with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to -3% point difference and/or 3% to 5% point difference; green: -2% to 2% point difference

Transfer	2010-11	Baseline	2011-12	2012-13	2013-14	2014-15
EdCC	45.6%		46.5%	47.7%	48.3%	47.6%
Peer	46.8%		49.0%	49.7%	48.9%	48.7%
Diff	-1.2%		-2.5%	-2.0%	-0.6%	-1.2%
Workforce	2010-11		2011-12	2012-13	2013-14	2014-15
EdCC	43.3%		42.1%	40.9%	40.8%	41.0%
Peer	38.1%		37.0%	36.8%	37.2%	36.8%
Diff	5.3%		5.1%	4.1%	3.6%	4.2%
Basic Skills as Immediate Goal	2010-11		2011-12	2012-13	2013-14	2014-15
EdCC	8.0%		8.1%	8.4%	8.6%	10.3%
Peer	11.9%		11.1%	11.3%	11.2%	11.4%
Diff	-3.9%		-3.0%	-2.9%	-2.6%	-1.2%
Other	2010-11		2011-12	2012-13	2013-14	2014-15
EdCC	3.1%		3.4%	3.0%	2.3%	1.2%
Peer	3.2%		3.0%	2.2%	2.8%	3.0%
Diff	-0.1%		0.4%	0.8%	-0.5%	-1.8%

Current Status: The college is currently meeting this indicator at the yellow threshold level.

* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

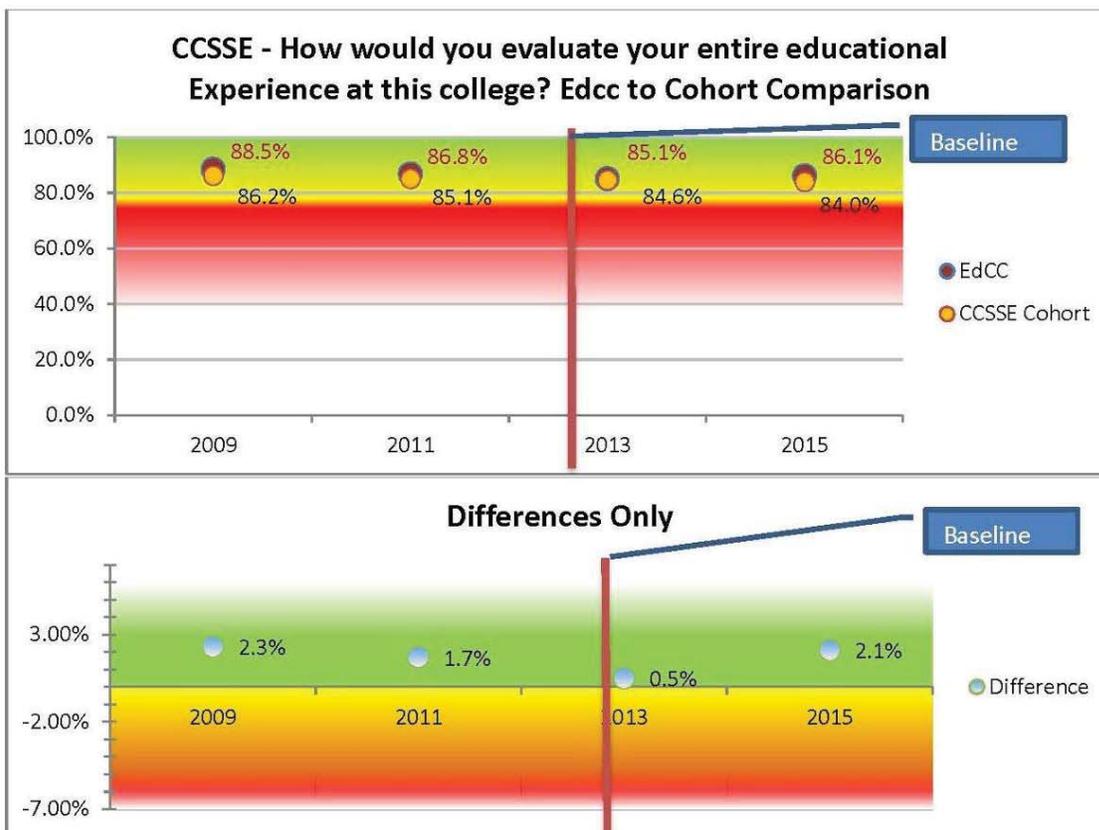
INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

Measurement: As measured by Community College Survey of Student Engagement (CCSSE), the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer “Good” or “Excellent” to the following question: "How would you evaluate your entire educational experience at this college?"

Rationale: The college offers programs and services to help students achieve their goals. This question is a reflection of how well the college’s efforts match with student goals.

Benchmark Type: National comparison

Threshold Levels: yellow: 80%-84% and/or -5% to 0% point difference; green: 85%+ and/or 0%+ point difference



Current Status: The college is currently meeting this indicator at the **green threshold level**.

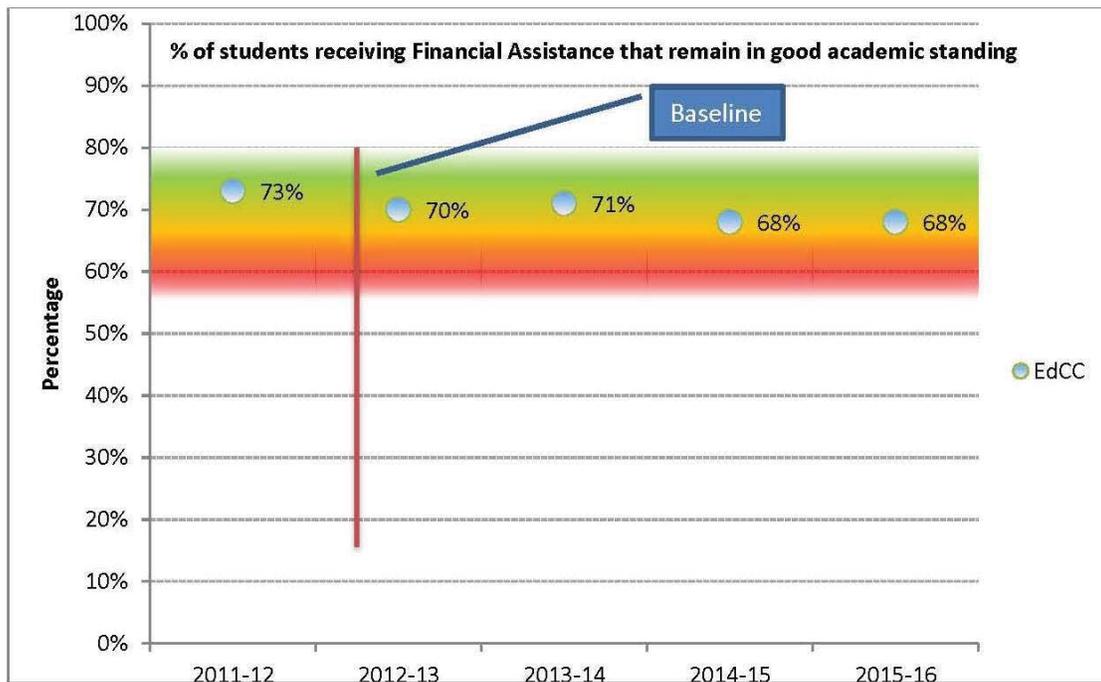
INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

Measurement: Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).

Rationale: The college believes that it must help provide access for students who require financial assistance to attend the college and then work to retain those students. The college offers access to programs and services that enable students who receive financial assistance to maintain access to educational opportunities.

Benchmark Type: Local comparison

Threshold Levels: yellow: 65%-69%; green: 70%+



Current Status: The college is currently meeting this indicator at the yellow threshold level.

INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

Measurement: As measured by Community College Survey of Student Engagement (CCSSE), the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer “Somewhat” or “Very” to the question: “How satisfied are you with the following service at this college - Career counseling?”

Rationale: The Revised Code of Washington (RCW) requires that the college “provide for ... occupational education and technical training in order to prepare students for careers in a competitive workforce.” The college offers programs and services to assist students with transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.

Benchmark Type: National comparison

Threshold Levels: yellow: 70%-74% and/or -5% to 0% point difference; green: 75%+ and/or 0%+ point difference



Current Status: The college is not currently meeting this indicator as it is at the **red threshold level**.

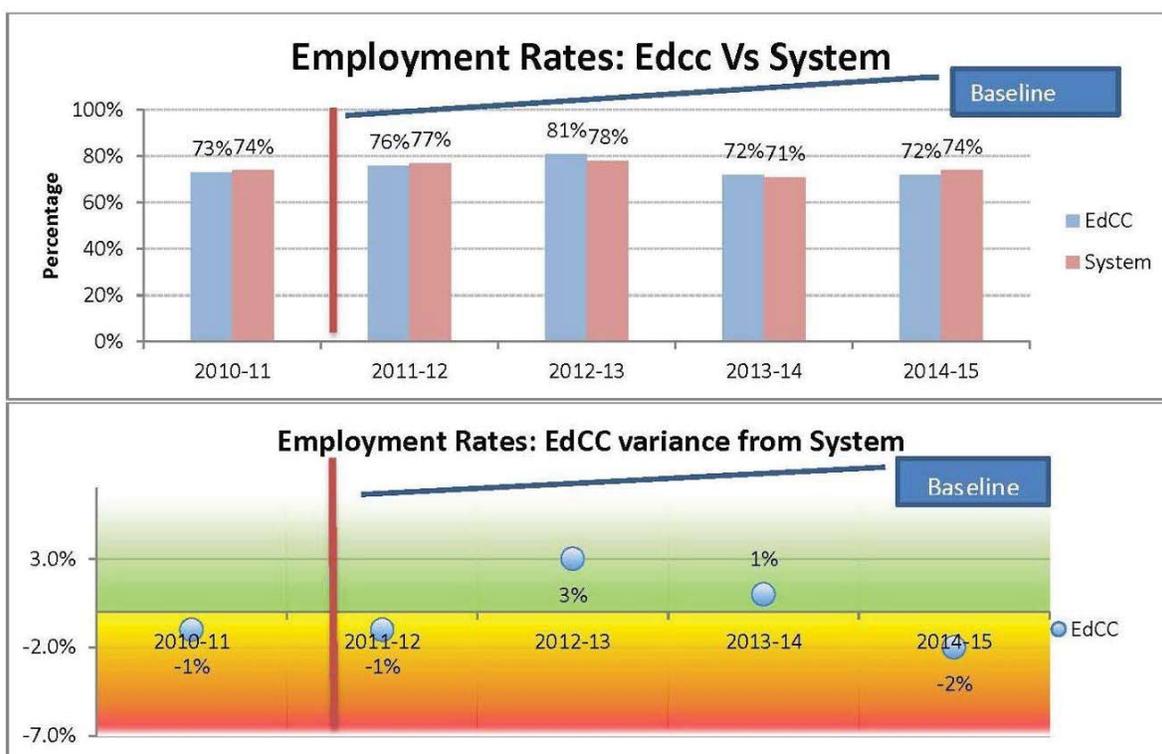
INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

Measurement: Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.

Rationale: The extent to which students are employed is an indication of how well the college is preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference



NOTE: The x-axis is the "employed by" year for students who completed or left the college the year before.

Current Status: The college is currently meeting this indicator at the yellow threshold level.

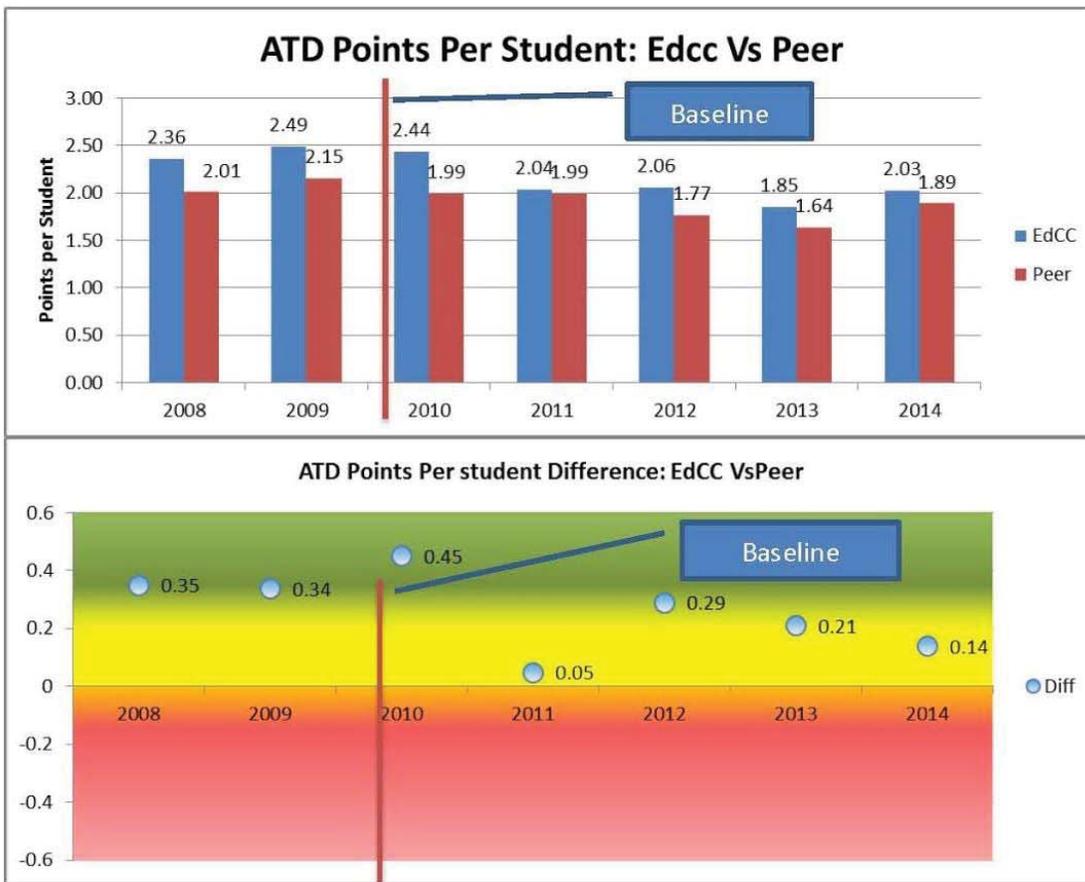
INDICATOR OF ACHIEVEMENT 4.1: Student Progression

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.

Rationale: The college offers programs and services that assist pre-college level students progress to college level studies. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: 0.00 to 0.25 difference; green: 0.26+ difference



Current Status: The college is currently meeting this indicator at the yellow threshold level.

* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

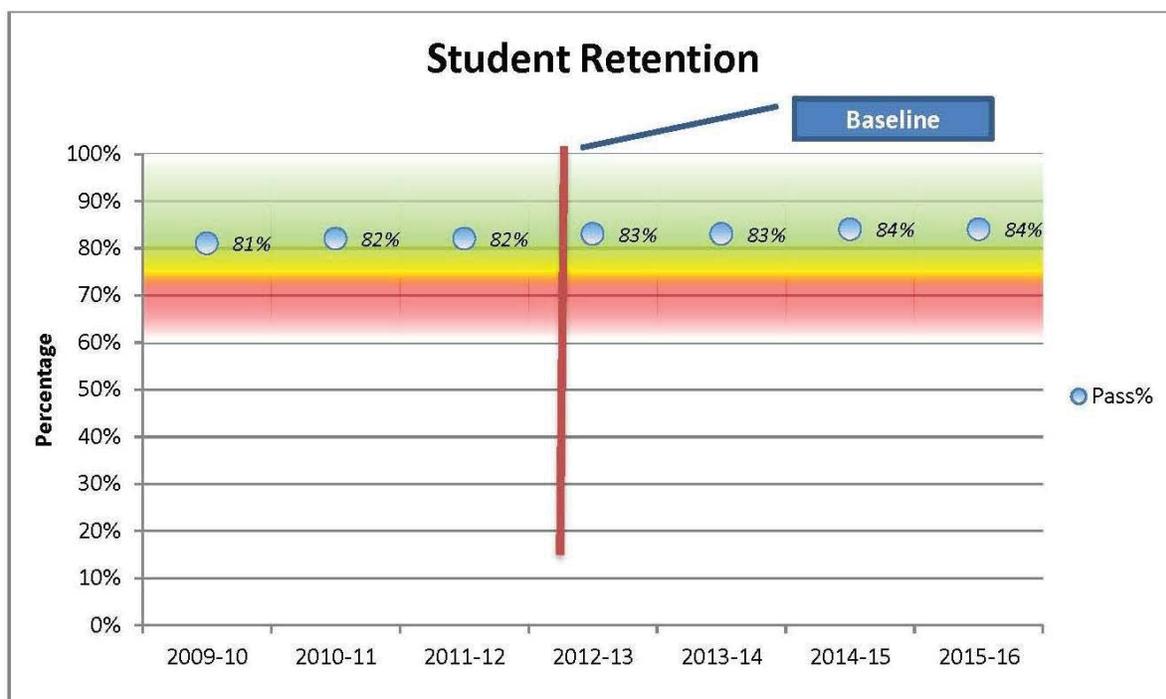
INDICATOR OF ACHIEVEMENT 4.2: Student Retention

Measurement: The ratio 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 75%.

Rationale: The retention of students from the beginning to the end of a quarter is a fundamental measure of student success. In addition, 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.

Benchmark Type: Local comparison

Threshold Levels: yellow: 75%-79%; green: 80%+



Current Status: The college is currently meeting this indicator at the **green threshold level**.

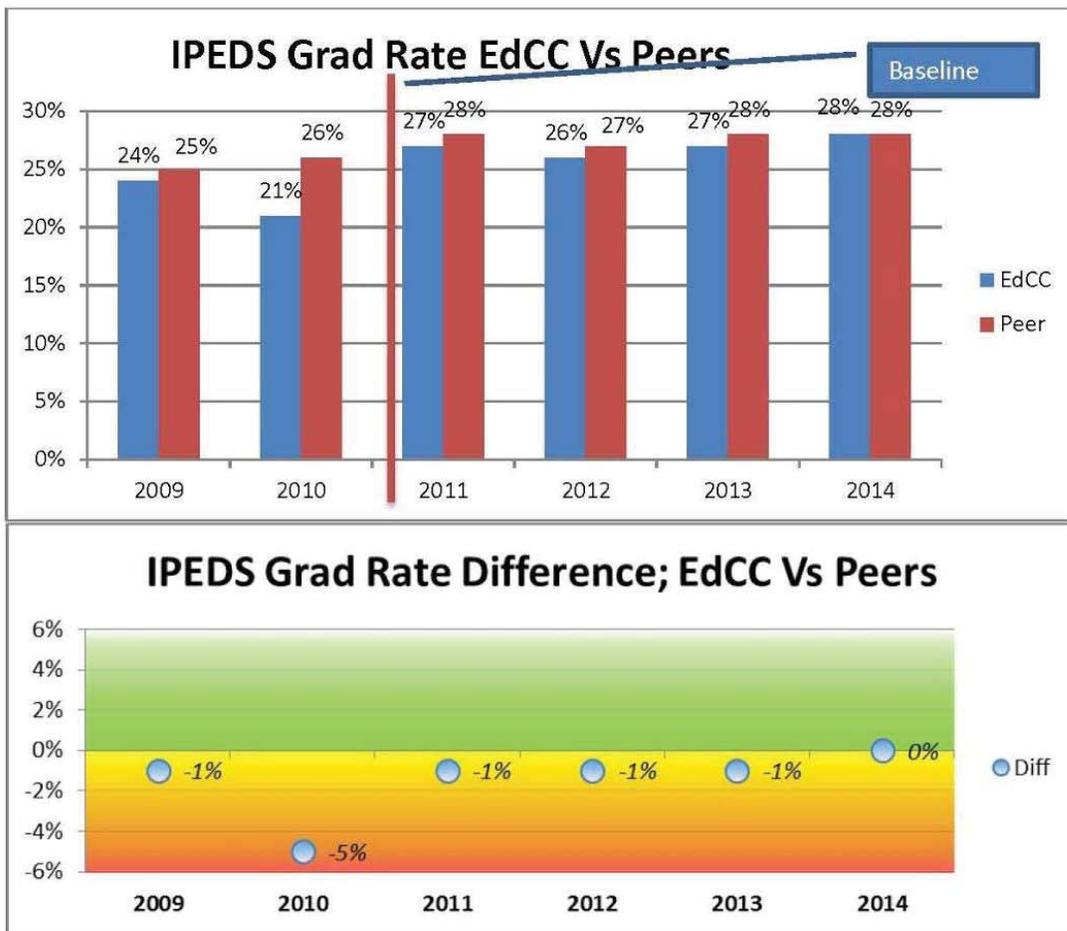
INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate

Measurement: The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.

Rationale: The IPEDS Graduation Rate is for first-time, full-time degree-seeking students. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference



Current Status: The college is currently meeting this indicator at the yellow threshold level.

* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

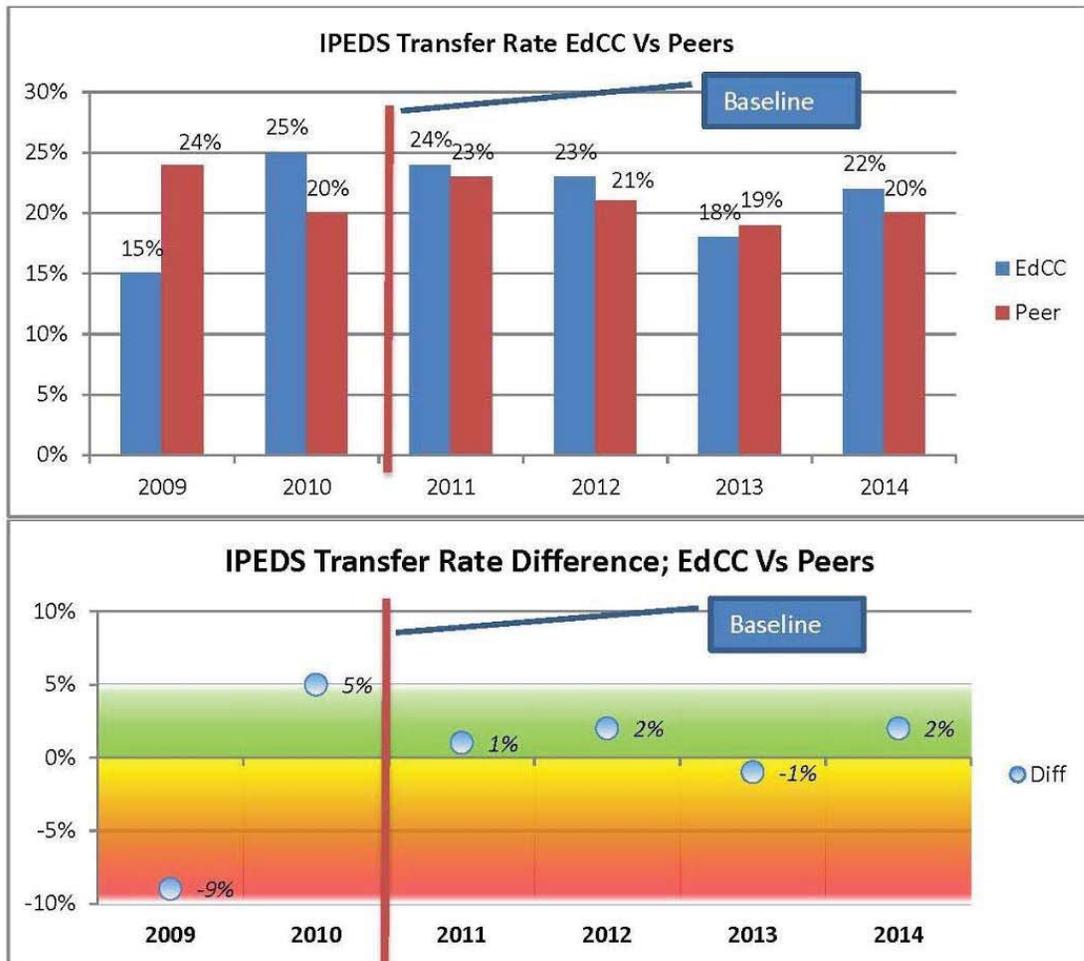
INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

Measurement: The college's reported IPEDS transfer-out rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.

Rationale: 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 in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

Threshold Levels: yellow: -5% to 0% point difference; green: 0%+ point difference



Current Status: The college is currently meeting this indicator at the **green threshold level**.

* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

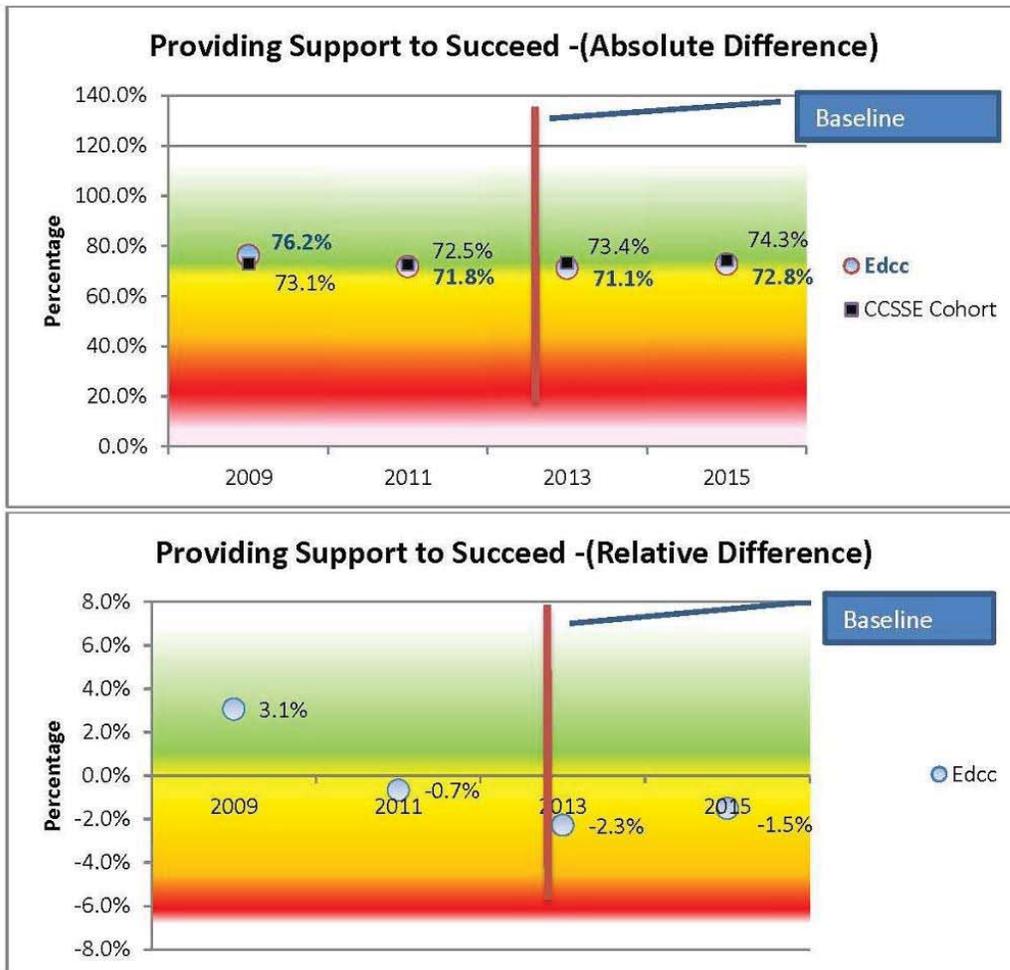
INDICATOR OF ACHIEVEMENT 4.5: Supportive Learning Environments

Measurement: As measured by Community College Survey of Student Engagement (CCSSE), the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer “Quite A Bit” or “Very Much” to the following question: “How much does this college emphasize the following: Providing the support you need to help you succeed at this college?”

Rationale: The college offers programs and services designed to help students succeed. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.

Benchmark Type: National comparison

Threshold Levels: yellow: 70%-74% and/or -5% to 0% point difference; green: 75%+ and/or 0%+ point difference



Current Status: The college is currently meeting this indicator at the yellow threshold level.

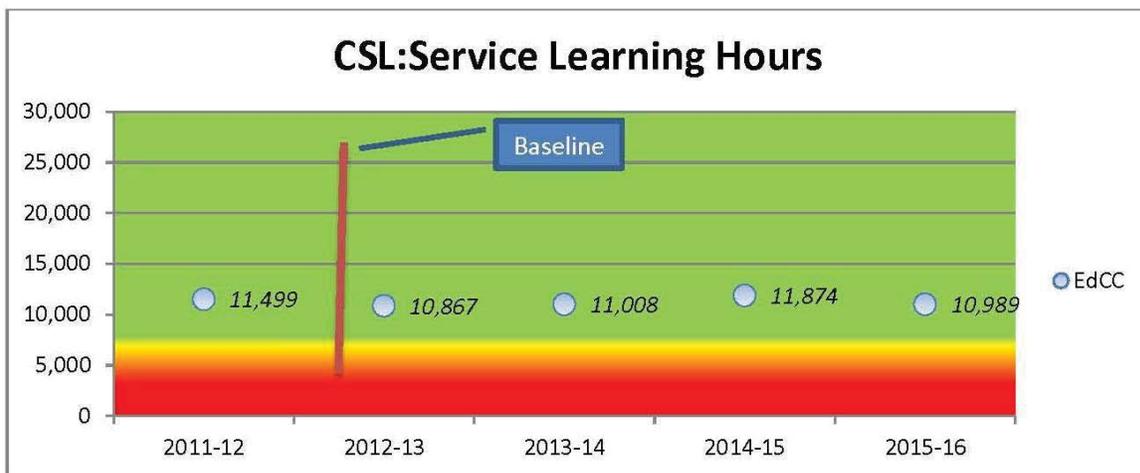
INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

Measurement: The college will perform no fewer than 5,000 hours of community service per academic year as measured by the college's Center for Service-Learning (CSL).

Rationale: The college offers students community service opportunities. The measure directly addresses the Core Theme in that it shows a level of service to the community.

Benchmark Type: Local Comparison

Threshold Levels: yellow: 5,000-7,499 hours; green: 7,500+ hours



Current Status: The college is currently meeting this indicator at the **green threshold level**.

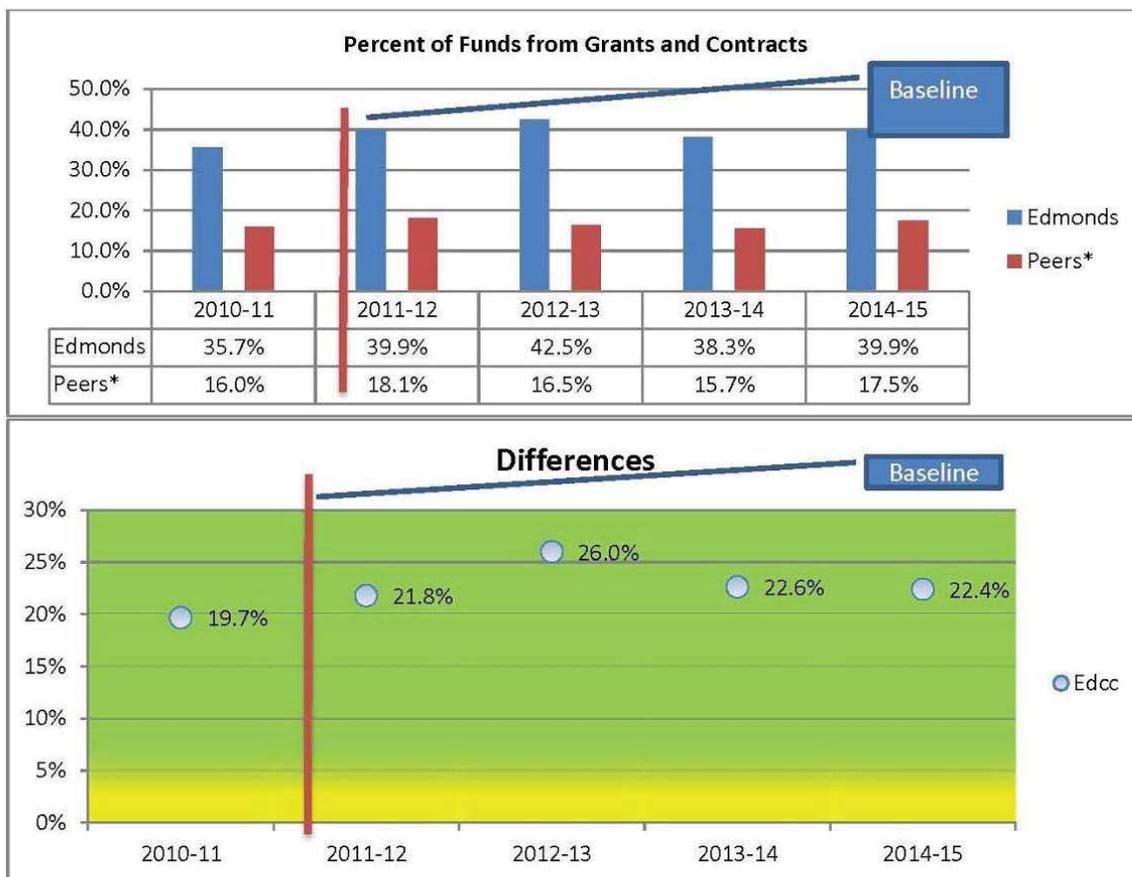
INDICATOR OF ACHIEVEMENT 5.2: Funding for Initiatives, Programs, and Services

Measurement: The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the SBCTC annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.

Rationale: The college measures its grants and contracts funding as an indicator of its innovative nature. Much of the college's funding comes from grants and contracts, and this reflects the college's entrepreneurialism.

Benchmark Type: State/Regional Comparison

Threshold Levels: yellow: 0% to 5% point difference; green: 5%+ point difference



Current Status: The college is currently meeting this indicator at the **green threshold level**.

* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

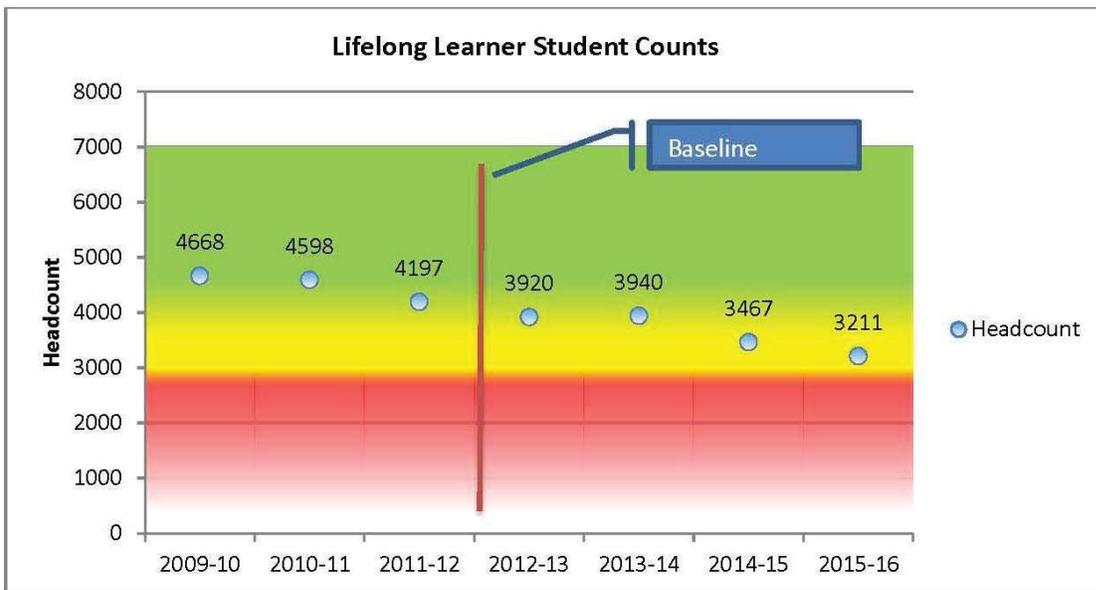
INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

Measurement: The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.

Rationale: The college offers a mix of for-credit and non-credit lifelong learning offerings. The number of students taking these offerings epitomizes the value of lifelong learning that the college strives to instill in its students.

Benchmark Type: Local Comparison

Threshold Levels: yellow: 3,000-3,999 students; green: 4,000 students



Current Status: The college is currently meeting this indicator at the yellow threshold level.

Summary of the Status of the College's 16 Indicators of Achievement

Please note that italicized measures are interim and will be updated when final Spring quarter numbers become available

Indicator Target	Baseline Year	Current Status
Core theme 1: Strengthen our diverse community		
Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.		
1.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSE cohort group and have at least 45% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"	Met	Met
1.2 The fall to fall persistence rate of new students of color will be at least 33%.	Met	Met
1.3 At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.	Met	Met
Core Theme 2: Provide educational opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.		
2.1 The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.	Not Met	Met
2.2 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"	Met	Met
2.3 Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).	Met	Met

Core Theme 3: Help students access career opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.		
3.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counseling?"	Met	Not Met
3.2 Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.	Met	Met
Core Theme 4: Support student success		
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.		
4.1 As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.	Met	Met
4.2 The ratio 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 75%. Interim (Summer and Fall 2013) - Met	Met	Met
4.3 The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.4 The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.5 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"	Met	Met

Core Theme 5: Encourage innovation, service, and lifelong learning		
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.		
5.1 The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).	Met	Met
5.2 The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.	Met	Met
5.3 The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	Met	Met

Indicator Summary	Baseline Year	Current Status
Number at Green Level	8	8
Number at Yellow Level	7	7
Number at Red Level	1	1

Mission Fulfillment Determination

With 15 of 16 Indicators of Achievement at the green or yellow level, the college is fulfilling its mission as defined by Board Resolution No. 13-9-2. It is noteworthy, however, that the college has not made large strides in better fulfilling its mission because the overall summary of the status of the indicators from the baseline year to the current year has not changed.

Appendices





Appendix A - Glossary

A [Glossary \(including acronyms and evidence links\)](#) specifically related to this Year Seven report has been compiled separately.

The college's [glossary and acronyms list](#) is an online database that is reviewed and updated as needed.

Appendix B - List of All Past Accreditation Reports

The college maintains an [internal website](#) where all past accreditation reports are stored.





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