



**Year One
Mission and Core Themes
Report**

Prepared for
the Northwest Commission on Colleges and Universities

Submitted September 14, 2018

Certification of the Year One Report


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

From: Edmonds Community College

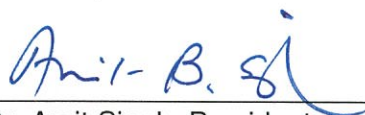
On behalf of the Board of Trustees and Edmonds Community College, we are pleased to submit this Year One Report for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



Dr. Tia Benson Tolle, Chair, Board of Trustees



Dr. Amit Singh, President



James Mulik, Accreditation Liaison Officer

Table of Contents

Institutional Overview	1
Preface.....	3
Brief update on institutional changes since the institution’s last report.....	3
Response to topics previously requested by the Commission.....	6
Mission, Core Themes, and Expectations (Standard 1)	8
Executive Summary of Eligibility Requirements 1, 2, and 3.....	8
Standard 1	10
1.A – Mission.....	10
1.B – Core Themes.....	11
Conclusion	19
Addendum - Details of the College’s Five Indicators of Achievement	20

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 17,000 unique students every year. The college is one of 34 community and technical colleges (CTCs) in Washington state. In Fall 2016, Edmonds CC began its 50th year of service on its 50-acre campus in Lynnwood, Washington.

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 10,000 students, roughly 40% in Transfer, 40% in Professional-Technical, 15% in Pre-College, and 5% in Continuing Education. About 48% of the college's 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 33% of new students work full or part time, and about 20% 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 2016-2017, employees across the campus helped to review and revise the institutional mission statement wording to emphasize the college's commitment to its students and its community. In June 2017, the Board of Trustees approved the [revised mission statement](#): "Teaching | Learning | Community."

In addition, the Board of Trustees approved three core themes that are tied to specific, quantitative performance measures and that are directly aligned with the mission. The revised mission and core themes reflect the college's work toward becoming a true learning college and organization. Those goals are implicit in the college's shared values and in the college's shared vision statement: "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 a combination of increased legislation and decreased revenue. As regulators continue to push unfunded mandates and only-partially-funded salary increases on the college, the college is experiencing a steady downturn in enrollments, especially in international programs. This has caused concern in maintaining a healthy bottom line.

The Seattle metro area continues to be one of the hottest job markets in a time of record employment levels. While employee turnover has been high as employees retire or seek greater levels of responsibility, the college often attracts well-qualified applicants for new job offerings. The college has hired more than 40 new full-time faculty since 2014, bringing a renewed vigor to the instruction division. In general, new employees have been a source of energy and innovation at the college.

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 24% decline in state-funded enrollments since 2012. As a result of the new allocation model and the impact of declining enrollment, Edmonds CC's 2018-2019 state allocation was reduced by roughly \$900,000. However, effective financial planning has allowed the college to successfully navigate these contingencies, though further expenditure reduction has to be part of the equation moving forward.

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 to streamline services and processes for students. To further improve student access, since 2016, the college has emphasized [strategic enrollment management planning](#), the establishment of guided pathways for academic programs, and the creation of the college's first Bachelor's of Applied Science (BAS) degree. Throughout, college leaders have provided regular campus updates about budget status and enrollments, and there is college-wide excitement for the college's new [Science, Engineering, and Technology building](#), which broke ground on September 12, 2018. 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 strife.

Since the last self-study report and comprehensive evaluation in spring 2017, the college has continued to accomplish a great deal and has much to be proud of. Many of the accomplishments are discussed in the Preface and throughout the report.

Preface

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

Since submitting the last [comprehensive report](#) in 2017, 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 sixth Student Trustee serving during 2018-2019.

The college welcomed its new president, [Dr. Amit Singh](#), in late June 2018, and with his extensive background in economics and academics, he has already begun to have lasting impacts on the college's student success efforts.

A major culture shift that has positively impacted the college and faculty has been the formation of the [Faculty Senate](#) to help all faculty more fully participate in the governance of the college. While the Faculty Senate was created in Spring 2015-16, the Senate has particularly grown over the past year, with the Faculty Senate's executive board meeting with the president and President's Cabinet on a regular basis to discuss ways to enhance teaching and learning and to promote greater transparency of college operations and processes. Additionally, over the past two years relationships between management and the two unions at the college have been strong, and regular communications between the two groups and the college ensure that issues are worked out to the satisfaction of both sides.

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. The Foundation's 32nd annual "Complete the Dream" Gala held in May 2018 secured corporate support from 27 companies in the college's region including Premera Blue Cross, The Boeing Company, Fortive, Molina Healthcare, Swedish Medical Center-Edmonds, US Bank Private Wealth Management, and many more corporate partners.

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, in 2017 [Edmonds CC was designated a National Center of Academic Excellence \(CAE\) in Cyber Defense Education](#) by the National Security Agency (NSA) and Department of Homeland Security (DHS).

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 [Campus Community Farm](#). 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 and to advance campus and community members' multicultural experiences and understanding, Edmonds CC created a Vice President-level position (in 2017) dedicated to strengthening the college's diverse communities, to enhancing support for student success, and to creating a culture that embraces inclusive excellence. Other diversity, equity, and inclusion efforts include earning Achieving the Dream [Leader College](#) designation, greatly increasing the physical space for the [Center for Student Cultural Diversity and Inclusion](#) in Brier Hall, and pursuing grants (such as [I-CATCH](#), [MESA](#), and [RiSE](#)) that focus on specific student populations.

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) that will directly increase the college's students' understanding of the world.

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. With President Dr. Singh's arrival in mid-2018, the college extended its [current strategic plan](#) for another year, until the end of 2018-2019. The plan focuses on three specific, integrated goals that promote a more seamless strategic approach that will guide college planning until a new plan is created and implemented.

The college's [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 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 challenges, work is progressing at a steady pace.

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:

- [2016-17](#)
- [2017-18](#)

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

After submitting the Year Seven Report in February 2017 and hosting a comprehensive evaluation visit April 24-26, 2017, the college received an [Action Letter from the NWCCU, dated July 10, 2017](#), stating that, “[i]n reaffirming accreditation, the Commission determined that its expectations with regard to Recommendations 2 and 3 of the Spring 2014 Year Three Peer-Evaluation Report have been fulfilled. More, the Commission rescinded Recommendation 2 of the Spring 2017 Year Seven Peer-Evaluation Report. The Commission requests that the College submit an Ad Hoc Report without a visit in spring 2018 to address Recommendation 1 of the Spring 2017 Year Seven Peer-Evaluation Report. The Spring 2018 Ad Hoc Report is to be a separate report from the College's Spring 2018 Mission and Core Themes Report.”

In a [January 5, 2018 Action Letter from the NWCCU](#), the date of the two reports was moved to October 1, 2018.

The one new recommendation is listed below with the college’s response.

2017 Recommendation 1. *“While the evaluation committee recognizes that the College has a strong commitment to continuous improvement, and is creating a strong culture of evidence, the committee recommends that core theme planning be defined by the collection of appropriately defined data that are analyzed and used to evaluate the accomplishment of core theme objectives and the achievement of the intended outcomes (Standard 3.B.3).”*

The July 10, 2017 NWCCU Action Letter states that, “the Commission finds that Recommendation 1 of the Spring 2017 Year Seven Peer-Evaluation Report is an area where Edmonds Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.”

With this Year One Mission and Core Theme Report, the college has also submitted a required, Ad Hoc Report that addresses Recommendation 1 from the Spring 2017 Year Seven Visit. That Ad Hoc Report highlights that in order to meet the recommendation, the college has taken the following steps:

1. Reviewed and revised (as necessary) the college’s mission and core themes
2. Reviewed and revised (as necessary) the college’s core theme objectives, indicators of achievement, and definition of mission fulfillment
3. Reviewed and revised (as necessary) the framework for core theme planning.

More specifically, as a result of this work, the college has

- revised mission language;
- identified three new/revised core themes that individually manifest essential elements of the college’s mission and collectively encompass the mission;
- established at least one objective for each of the college’s three core themes;
- identified meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the college’s objectives of the three core themes; and

- revised the framework for core theme planning, which involves creating leading actions and core theme-related plans and strategies that are designed to influence the lagging core theme objectives and mission fulfillment indicators of achievement.

With the core theme objectives now in place, each area of the college has an opportunity to determine which leading core theme-related plans and actions it will take to influence the core theme objectives and, thus, help the college fulfill its mission. This work was jump-started and strengthened by the purposeful (now ongoing) dialogue that occurred at the college during the college's mission and core theme review process, which has led to an increased focus and awareness of how the college's planning activities align with its mission.

Lastly, with the arrival of the college's new president (Dr. Singh, who started at the college on June 25, 2018), the college is poised to use the core theme objectives to inform the college's next strategic plan.

Therefore, with all three of the identified steps completed, the college has demonstrated that any and all leading core theme-related plans will be related to the college's lagging core theme objectives. Each of the leading core theme-related plans that the college implements will be measured and analyzed by data that are used to evaluate accomplishment of not only the plans, but also the related core theme objectives. As such, planning for programs and services at the college is informed by the analysis of appropriately defined data in order to evaluate achievement of the goals or intended outcomes of those programs and services.

(For more details, see also the Ad Hoc Report that addresses Recommendation 1 from the Spring 2017 Year Seven Visit and the responses to Standards 1A and 1B in this report.)

Mission, Core Themes, and Expectations (Standard 1)

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 2017–2018, the college enrolled an average of about 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 (2017-2018), 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. They 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 2017. Through its strategic and integrated planning processes 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 2017](#), and per [Board Policy 6.0](#) (which contains the mission) and [Board Procedure 6.01pr](#), the board will conduct an in-depth review of the mission statement at least once every seven years. Edmonds CC's current mission statement is "Teaching | Learning | Community."

The NWCCU approved the revised mission language on [August 21, 2017](#).

The mission statement drives planning efforts which are aligned with the mission through three core themes. Each core theme has at least one objective, and each objective has at least one indicator of achievement. (See also 1.B.1 and 1.B.2.)

The college's planning activities align with the mission through the implementation of [Strategic Plans](#) and operationalize through 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.

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 three essential elements, characterized in the three core themes. Each core theme has at least one objective, and each objective has at least one meaningful, assessable, and verifiable indicator of achievement, used to evaluate progress

toward each objective. Throughout the year, indicator data, outcomes, activities, and accomplishments within the three core theme areas are tracked, summarized, and reported to the campus and the Board of Trustees. These reports include both qualitative information and quantitative information, as noted in 1.B.2 below. (See also 1.B.1.)

Each of the college's five indicators is evaluated as being met or not met. [BOT Resolution No. 18-6-7](#) (approved in June 2018) and the board's [Monitoring and Planning Policy](#) establish that, "mission fulfillment is defined as all indicators of achievement falling at or above the 'Mission Fulfillment Threshold' level." The college identified this threshold for each indicator after reviewing multiple years of data for all five indicators. (See also 1.B.2.)

Of note is that the approach the college maintained was that the core theme objectives and their related mission fulfillment indicators of achievement are minimal threshold levels of acceptable performance for the college. [This is an important distinction from lofty goals or strategic performance levels that the college aspires to achieve. That said, the college has also set aspirational threshold levels for each of its indicators in order to help the college connect its mission fulfillment work and its strategic planning efforts.]

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 three core themes individually manifest the essential elements of the mission and are defined by the [Mission, Vision, Core Themes, 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: Teaching | Learning | Community

College Core Themes

Guided by innovation, equity, inclusion, and a global perspective, we are committed to ...

- Academic Excellence
- Student Success
- Community Engagement

The core themes capture the intent of the college's mission statement and provide the framework for the college's [Strategic Plan](#) 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 three essential elements as characterized in the core themes. Each core theme has at least one objective, and each objective has at least one

meaningful, assessable, and verifiable indicator of achievement that forms the basis for evaluating accomplishment of each objective of its respective core theme. The college has a total of five indicators of achievement, and acceptable mission fulfillment thresholds for each were developed after looking at multiple years of college data. Since these thresholds are minimal levels of acceptable performance, the college should be at or above the mission fulfillment thresholds. [It is worth noting that the college has also established aspirational threshold levels for each indicator. These aspirational levels should be considered levels that the college aspires to achieve and are not to be confused with the mission fulfillment thresholds that the college uses to define mission fulfillment as required by the NWCCU.]

Before the current set of five indicators was created, the college annually tracked 16 indicators of achievement that the college used during its first accreditation cycle from 2009-2017. In response to a recommendation from the 2017 Year Seven Comprehensive Report evaluation team (which is addressed in an Ad Hoc Report that is heavily related to this Year One Report), the college revised the wording of its mission and core themes and streamlined the number of indicators. As a result of this work, many of the former set of indicators were altered or eliminated. That said, four of the five current indicators of achievement are directly related to the college's previous set of 16 indicators of achievement. Therefore, the college can longitudinally track and compare its previous mission fulfillment work (from 2009-2017) to work that will occur during the current seven-year cycle.

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 and Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*](#)
- 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 the 5 Measures:
Local Comparisons: 3
State/Regional Comparisons: 1
National Comparisons: 1

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: Academic Excellence

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

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

Indicator of Achievement 1.1: Program Quality

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

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

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 33%; Aspirational Threshold: 75%

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

Indicator of Achievement 1.2: Successful Class Completion*

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 50%.

Rationale: While the retention of students from the beginning to the end of a quarter is a fundamental measure of student success, class retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses. Faculty-student interactions and support services offered by the college (both in and out of the classroom) should positively impact students’ ability to pass each of their classes.

Disaggregating the data will allow the college to identify and develop strategies to address any equity gaps and to determine if any high-enrolled, low-completion (HELC) courses exist.

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 50%; Aspirational Threshold: 75%

* This indicator is directly related to one of the college's previous 16 indicators. Therefore, the college can longitudinally track and compare its previous mission fulfillment work (from 2009-2017) to work that will occur during the current seven-year cycle.

Core Theme 2: Student Success

Core Theme 2	Objectives	Indicators of Achievement
Student Success	Objective 2.1: Edmonds Community College supports student persistence and success.	Indicator of Achievement 2.1: Academic Progress
	Objective 2.2: Edmonds CC supports students' graduation and transfer goals.	Indicator of Achievement 2.2: Combined Student Graduation and Transfer Rates

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

Indicator of Achievement 2.1: Academic Progress*

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the college's points per student (measured annually) will be at least 0.50.

Rationale: The college offers programs and services that assist students to make credit gains each year. The college's aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.75 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: State/Regional comparison

Threshold Levels: Mission Fulfillment Threshold: 0.50 points per student; Aspirational Threshold: 2.00 points per student

Objective 2.2: Edmonds CC supports students' graduation and transfer goals.

Indicator of Achievement 2.2: Combined Student Graduation and Transfer-out Rates*

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

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

Benchmark Type: National comparison

Threshold Levels: Mission Fulfillment Threshold: 30%; Aspirational Threshold: 60%

* This indicator is directly related to one of the college's previous 16 indicators. Therefore, the college can longitudinally track and compare its previous mission fulfillment work (from 2009-2017) to work that will occur during the current seven-year cycle.

Core Theme 3: Community Engagement

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

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

Indicator of Achievement 3.1: Students Served through Industry and Community Education Partnerships*

Measurement: The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes.

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

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 3,000 students; Aspirational Threshold: 6,000 students

* This indicator is directly related to one of the college’s previous 16 indicators. Therefore, the college can longitudinally track and compare its previous mission fulfillment work (from 2009-2017) to work that will occur during the current seven-year cycle.

Conclusion

As demonstrated throughout this Year One Report, the college views the NWCCU's standards as minimum benchmarks. The mission fulfillment thresholds are set as such. That said, the college strives to go beyond those levels and in many cases has far exceeded them.

Since the end of the last self-study in 2017, the college has not only revised its mission statement, identified core themes (reflecting essential mission elements), created multiple indices with its five indicators of achievement, and established an acceptable mission fulfillment threshold, but has also hired a new president, with whom the college will continue its progress to attain its vision, uphold its institutional values, and implement its plans.

A long-standing innovative, entrepreneurial ethos at Edmonds CC has enabled the college to address unexpected circumstances. Despite the numerous strains on mission critical resources, the college has continued to meet the students' and community's needs. At the same time, campus-wide strategic and operational planning has better focused the college's efforts to provide outstanding support and service.

Academic Excellence, Student Success, and Community Engagement are at the core of Edmonds CC's mission of Teaching | Learning | Community. This emphasis has been further strengthened in the BOT's [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. 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 summary, as a learning organization, Edmonds Community College is well positioned to systematically adopt, deepen, and sustain beneficial practices that support student success and that serve the college's diverse community.

Addendum - Details of the College's Five Indicators of Achievement

The college's five indicators of achievement are detailed on the following pages.

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

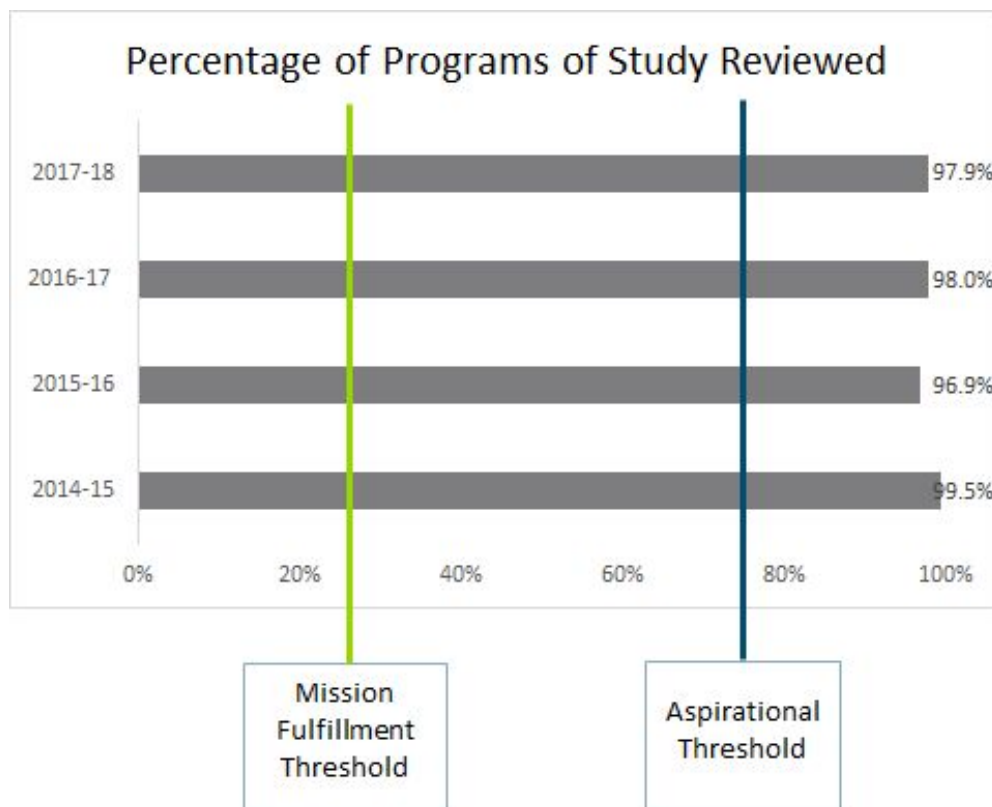
Indicator of Achievement 1.1: Program Quality

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

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

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 33%; Aspirational Threshold: 75%



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

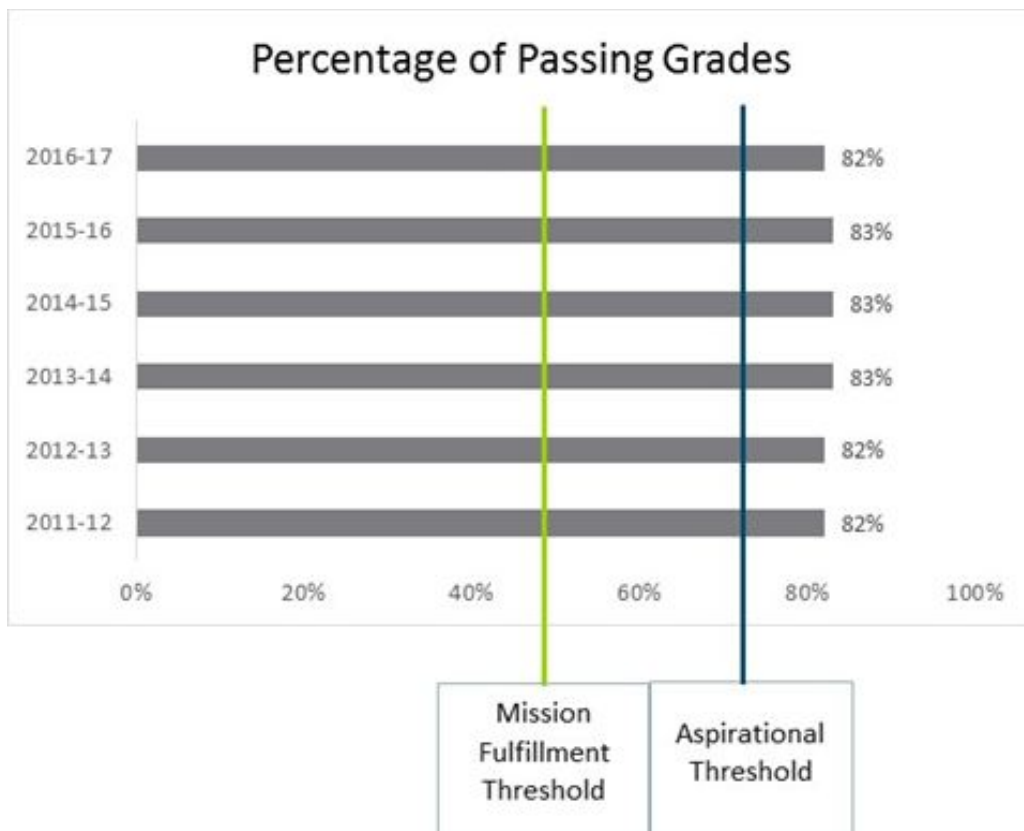
Indicator of Achievement 1.2: Successful Class Completion

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 50%.

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

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 50%; Aspirational Threshold: 75%



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

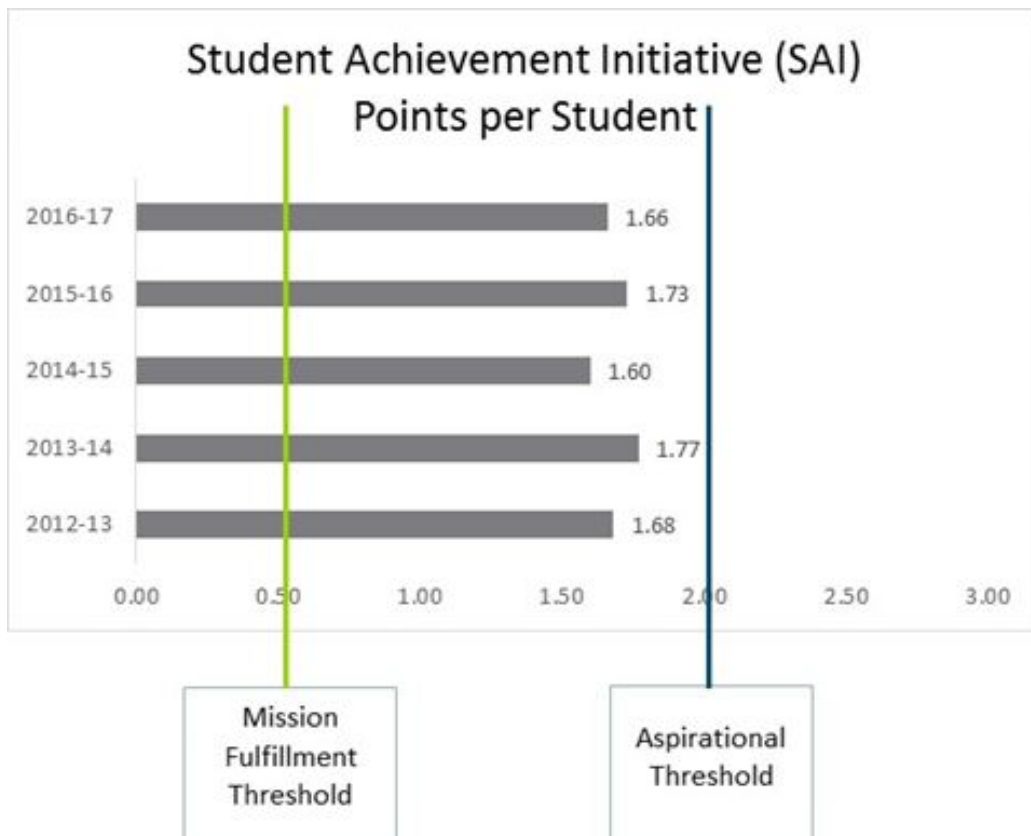
Indicator of Achievement 2.1: Academic Progress

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the college's points per student (measured annually) will be at least 0.50.

Rationale: The college offers programs and services that assist students to make credit gains each year. The college's aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.75 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: State/Regional comparison

Threshold Levels: Mission Fulfillment Threshold: 0.50 points per student; Aspirational Threshold: 2.00 points per student



Objective 2.2: Edmonds CC supports students' graduation and transfer goals.

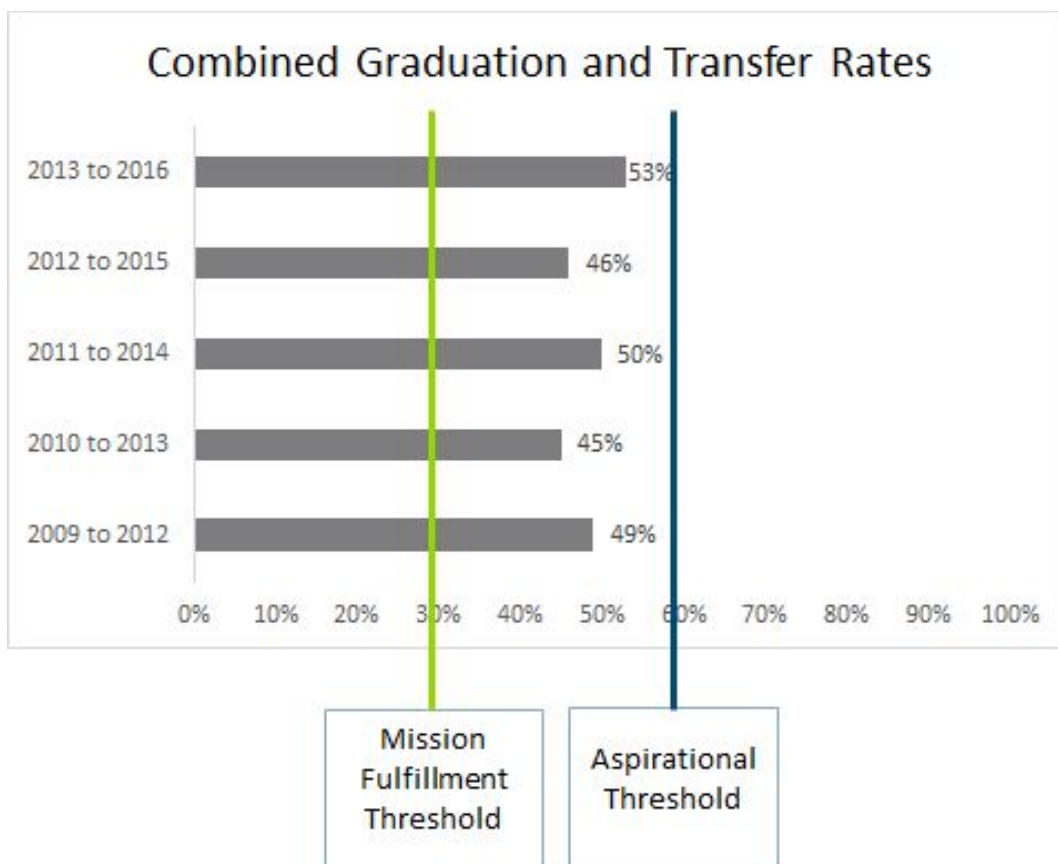
Indicator of Achievement 2.2: Combined Student Graduation and Transfer-out Rates

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

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

Benchmark Type: National comparison

Threshold Levels: Mission Fulfillment Threshold: 30%; Aspirational Threshold: 60%



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

Indicator of Achievement 3.1: Students Served through Industry and Community Education Partnerships*

Measurement: The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes.

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

Benchmark Type: Local comparison

Threshold Levels: Mission Fulfillment Threshold: 3,000 students; Aspirational Threshold: 6,000 students

