



EDMONDS
COLLEGE

**Evaluation of Institutional
Effectiveness
Evaluation Report**

Prepared for
the Northwest Commission on Colleges and
Universities

Submitted February 2024

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Edmonds College

(Name of Institution)

Dr. Amit B. Singh

(Name of Chief Executive Officer)

A handwritten signature in blue ink that reads 'Amit B. Singh'.

(Signature of Chief Executive Officer)

February 9, 2024

(Date)

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Report Development Process

After the college's Mid-Cycle Report was submitted in spring 2020, the college's Accreditation Liaison Officer created a template for the college's responses to both Standards One and Two. That template document was shared with the college's leadership team, and sections were assigned to specific individuals throughout the college for their input.

Over the past three and a half years, the college has worked to draft responses to each of the NWCCU's standards. During summer 2022, a concerted effort was made to focus on Standard Two to complete the NWCCU's Policies, Regulations & Financial Review (PRFR) Evaluation Report. Starting in spring 2023, Edmonds College focused on Standard One to complete the NWCCU's Evaluation of Institutional Effectiveness (EIE) Evaluation Report.

Eligibility Requirements

Eligibility Requirements – The institution provides an attestation that it remains compliant with NWCCU's Eligibility Requirements. Citations and reports in support of specific Eligibility Requirements may be included in the Year Six and Year Seven reports as appropriate.

Edmonds College (formerly known as Edmonds Community College) was accredited by the Northwest Commission on Colleges and Universities in 1973 and has maintained its accreditation status ever since. Edmonds College 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 College separated from District 5 and became its own District 23. (List of Community and Technical Colleges in Washington)

Edmonds College is authorized to operate as an accredited college based on the Community College Act of 1967 (revised as the Community and Technical College Act of 1991) and is approved to grant associate degrees and certificates under the Revised Code of Washington (RCW 28B.50 and RCW 28B.50.040).

In 2017, Edmonds College was approved by the State Board for Community and Technical Colleges and the Northwest Commission on Colleges and Universities to offer Bachelor of Applied Science degrees, starting with a Bachelor of Applied Science Degree in Child, Youth, and Family Studies.

Edmonds College remains compliant with the NWCCU's eligibility requirements.

Institutional Overview

Edmonds College is a comprehensive, open enrollment, public institution of higher education that provides Transfer, Professional-Technical, Pre-College (including Adult

Basic Education, High School Completion, and English as a Language Acquisition), and Continuing Education programs to approximately 13,000 unique students every year.

The college is one of 34 community and technical colleges in Washington state. College financial resources rely significantly on state funding, primarily allocated by the state legislature. Members of Edmonds College's Board of Trustees are appointed by the governor, and the college operates under the regulations outlined in the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC).

While the college has its own Board of Trustees, the college is part of the larger state system of community and technical colleges. The Washington State Board of Community and Technical Colleges acts as a fiscal agent for all 34 colleges, is responsible for formulating funding formulas and distributing state funds sourced from tax revenue. In addition to its fiscal role, the State Board facilitates collaboration among the college presidents and sets unified policy objectives each legislative session.

Guided by principles of innovation, equity, inclusion, and a global perspective, Edmonds College is deeply committed to academic excellence, student success, and community engagement. Endeavoring to instill these values into its cultural fabric, the college prioritizes cultivating robust relationships with students, meeting them at various points in their educational journey, and providing diverse learning environments such as on-site, online, hybrid, lab-based, internships, and clinicals. Through these efforts, Edmonds College has fostered numerous avenues for student achievement and success.

Each quarter, Edmonds College serves approximately 7,500 students, roughly 45% in Transfer, 20% in Professional-Technical, 15% in Pre-College, and 20% in Other Programs (such as Continuing Education). About 80% of the college's students take at least one online or hybrid class. The average student age is 30, but the overall ages range from 16 to 70+. Roughly 50% are students of color. About 45% of new students work full- or part-time, and about 20% have children or other dependents. In addition, the college serves 600 international students from approximately 60 countries. (See also the [college's website](#).)

Preface

Brief update on Institutional Changes since the Institution's Last Report

Since the submission of its Mid-Cycle and PRFR (Year 6) reports, Edmonds College has maintained its dedication to its mission and to facilitating student learning and success. The following provides a brief overview of recent notable developments and initiatives undertaken by the college:

Expansion of Planning and Assessment Efforts

The college has enhanced its planning and assessment endeavors by incorporating operational and innovation planning under the umbrella of comprehensive planning. This holistic approach, described in detail throughout this report, ensures a well-rounded strategy to support the college's mission and objectives.

ctcLink (PeopleSoft) Implementation

In February 2021, Edmonds College successfully transitioned to ctcLink (Oracle PeopleSoft) from its legacy Enterprise system. Despite initial challenges, the new system has streamlined administrative processes, offered additional self-service functions, and improved data access. Ongoing optimization efforts are underway to further enhance system functionality. 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 ctcLink (and other technology tools).

Guided Pathways

The college remains committed to implementing Guided Pathways throughout its Comprehensive Plan, aiming to improve student experiences and reduce equity gaps. The college continues to ask itself if it is a student-ready and student-focused institution and implements changes to improve students' experiences and to reduce equity gaps. Examples of Guided Pathways efforts that the college recently implemented and/or continues to implement include:

- Measuring the impacts of a recently launched (in late January 2023), completely redesigned website that is more student-focused and navigable
- A redesigned advising model
- Implementing centralized, student-centered scheduling to provide students with the courses they want and need, offering mixed modalities and varieties of days and times.
- Offering flexible learning options where students can choose to attend in class or online for the same course.

Infrastructure Enhancements

Significant infrastructure enhancements, including the construction of Hazel Miller Hall, Triton Court Residence Hall, and the Triton Resource Hub, have been completed to meet the growing demands of students and support their diverse needs.

- Hazel Miller Hall: In September 2020, the college opened a new, 70,000-square-foot building aimed at meeting the region's increasing demand for employees who

are trained in Science, Technology, Engineering, and Mathematics (STEM) and nursing. The building is designed to help the college respond to projections that the Puget Sound region will grow by about 1.8 million people between now and 2050 and that about 1.2 million jobs (many requiring workforce skills) will be created.

- Triton Court Residence Hall: In fall 2020, the Triton Court residence hall opened. This public-private partnership is a multi-story, mixed-use building located on the corner of 68th Ave. W and 200th St. SW at the college's main entrance. It included approximately 200 student beds with combinations of single- and multi-bed room styles.
- Triton Resource Hub: Edmonds College created a one-stop student resource center on the north edge of campus to support students' needs. Located in the Olympic Building, the Triton Student Resource Hub houses the Triton Food Pantry on the first floor and other emergency resources on the second floor. Assistance available upstairs includes a 2-1-1 community resource advocate, a financial emergency navigator, and an outreach specialist for veterans.

Grant Support

Edmonds College has secured several grants to bolster support for students and programs. The college has successfully secured several grants aimed at bolstering support for students and programs. Noteworthy grants include:

- Snohomish County Workforce Grant: In 2023, the college was granted \$550,000 from Snohomish County's federal American Rescue Plan Act (ARPA) allocation. This funding facilitates the implementation of the Edmonds College – Link Light Rail Construction Pre-Apprenticeships Grant, a 10-12 week construction pre-apprenticeship program designed to train students for careers in trades supporting various Snohomish County industries, such as transportation, commercial, and residential infrastructure. Offered free of charge to students, this initiative will support five cohorts of 10 students each. Additionally, it enables Edmonds College to collaborate with the Latino Educational Training Institute and Refugee & Immigrant Services Northwest to adapt instruction to better serve the linguistically and culturally diverse population of Snohomish County, including enhancing access for non-native English speakers.
- Restoration for All: In partnership with the Latino Educational Training Institute and Snohomish Conservation District, Edmonds College was awarded \$827,000 in funding from the National Oceanic and Atmospheric Administration (NOAA) for salmon habitat restoration. Together, they will develop a bilingual workforce development program to educate and train Latino community members in the restoration field. This program will offer paid internship opportunities, providing participants with hands-on experience in restoring salmon habitat in the Stillaguamish and Snohomish watersheds.
- Career Connected Learning Program Builder: Edmonds College received a \$220,000 grant from Career Connect Washington for its patient care technician program. This grant aims to alleviate financial barriers for students by funding paid internships with local medical centers and facilities, thereby enhancing the practical training and skill development opportunities for program participants.

Diversity, Equity, and Inclusion Initiatives

In line with its commitment to diversity, equity, and inclusion, the college has undertaken various initiatives to foster an inclusive campus environment, including climate surveys, the launch of a Men of Color Scholars program (see 1.D.2 for more details about this program), and mandatory compliance training.

Community Partnership Developments

Strong partnerships have been cultivated in recent years to enhance resources available to the college for the betterment of both students and the community. Notable examples include:

- Collaboration with Verdant Health and Volunteers of America Western Washington, establishing an embedded 2-1-1 community resource advocate on campus. This partnership has been pivotal in providing students with access to essential community resources.
- Partnership with Housing Hope and Cocoon House, aimed at offering free campus housing for up to 22 Edmonds College students who have aged out of the foster care system. This initiative supports these individuals as they stabilize their lives and build their futures.
- Collaboration with House of Wisdom. This partnership underscores the college's commitment to supporting immigrant students in their educational endeavors.
- Active collaborations with local school districts to facilitate seamless transitions for students from high school to postsecondary education. Beginning in 2023, Edmonds College, the Edmonds School District, and the Edmonds School District Foundation joined the Limitless Learning Network, a four-year initiative supported by the Bill & Melinda Gates Foundation. This initiative aims to foster collaboration among K-12 and higher education partners, creating a space for information sharing, idea exploration, and the development of best practices to facilitate successful transitions for more students from high school into postsecondary programs.
- Participation in Equity Partners, a community-based working group comprising various partners such as Refugee and Immigrant Services Northwest, Providence Hospital, Pacific Islander Community Association of Washington, Latino Educational Training Institute, and others. This group collaborates to support refugees, newly arrived immigrants, and underserved populations within the community.

These partnerships signify concerted efforts by the college to collaborate with external organizations, leveraging resources and expertise to enhance opportunities for student success and community engagement.

Response to outstanding Recommendations that were requested to be addressed in the EIE (if applicable)

Edmonds College has no existing recommendations from the NWCCU.

Standard One – Student Success, and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Edmonds College demonstrates a steadfast commitment to student success, equity, and continuous improvement, driven by transparent governance and data-informed decision-making. The institution utilizes honest self-reflection and disaggregated data analyses, including comparisons to peer and aspirational institutions, to inform strategic planning and resource allocations.



Through a robust governance model, the college integrates campus and stakeholder input, priorities, and resources to align with its mission and strategic goals. Educational resources are strategically allocated to support mission-driven initiatives. This data-informed approach allows for targeted interventions to address equity gaps and enhance student success. Student Services play a pivotal role in fostering inclusivity and guiding students through institutional processes, supported by a

commitment to continuous assessments, improvements, and resource optimization.

The college's collaborative approach extends beyond campus boundaries, engaging with school districts, transfer institutions, and industry partners to ensure the rigor and relevance of its educational programs. Educational programs are carefully crafted to align

with the institution's mission, culminating in identified student outcomes such as degrees, certificates, credentials, employment, or successful transfer.

This report highlights the college's dedication to honest self-assessment, data-driven decision-making, and benchmarking against peer and aspirational institutions to ensure excellence in serving the college's diverse student body. For the convenience of the reviewers, a table has been provided at the end of each major section providing a summary of links to evidence supporting each requirement. College policies have been provided in PDF format, as the college's, publicly-accessible [online policy catalog](#) is currently undergoing updates.

1.A. Institutional Mission

1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

MISSION, CORE THEMES, VISION, AND VALUES

Students and Community: At the Heart of All We Do

Our Mission

Teaching | Learning | Community

Our Core Themes

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

- Academic Excellence
- Student Success
- Community Engagement

Our Vision

Transforming lives through exemplary, nationally recognized educational and career pathways

to the college's Mission, Vision, Core Themes, and Values resides with the Board of Trustees. Periodic reviews of Board Policy 6.0 are conducted every three years, with comprehensive assessments every seven years. The most recent policy review occurred in 2021, which included a thorough examination resulting in the reaffirmation of the college's current mission in June 2017.

This mission serves as the compass for the college's strategic planning initiatives, ensuring that they are intricately aligned with the institution's core purpose. These planning efforts are reflected in the college's Comprehensive Plan, further aligning with broader state-wide Guided Pathways institutional reform.

Edmonds College's Mission Statement, encapsulated in Board Policy 6.0, embodies the institution's core purpose in higher education: **Teaching | Learning | Community**. This statement was crafted with input from a diverse array of stakeholders, including employees, students, and community members. In addition to surveys, a dedicated listening team was convened to engage in meaningful dialogues and interviews with various groups and individuals during the 2017 accreditation review process, focusing on our Mission, Core Themes, and Values. The ultimate authority for any modifications



1.B. Improving Institutional Effectiveness

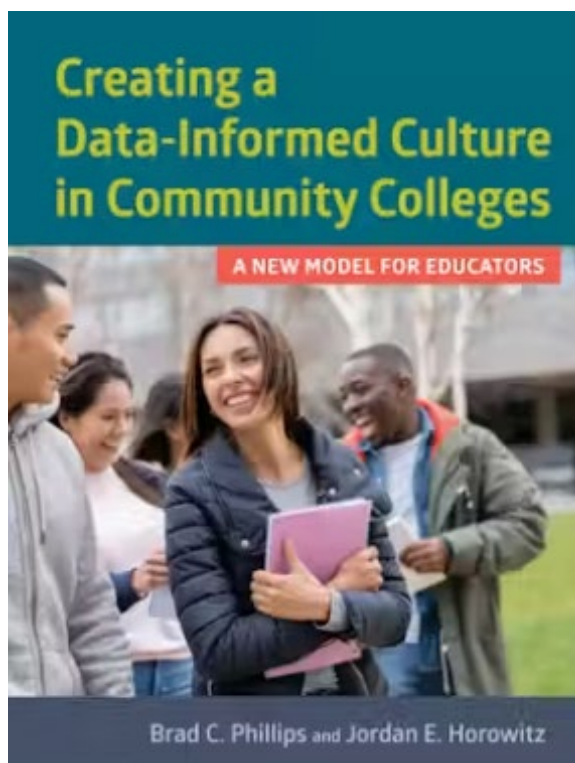
1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

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

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

Within the leading and lagging indicators framework, leading indicators represent deliberate, quantifiable actions outlined in the college's [Comprehensive Plan](#) (described in detail in Section 1.B.2). These actions are strategically designed to influence lagging indicators, allowing the college the flexibility to create short-term plans, implement strategies, and undertake initiatives that can directly or indirectly impact the institution's long-term plans and overarching goals.



The college has identified ten lagging indicators, which are monitored to assess institutional health and progress toward the college's goals. These lagging indicators encompass strategic targets resulting from a thorough analysis of several years of college data and benchmarking against peer institutions. These targets are ambitious, reflecting the college's aspirations. They span various academic success dimensions, encompassing course completion and retention, tracking student progression as they achieve specific credit milestones, and maintaining quarterly student persistence to ensure a steady educational journey. Additionally, the college monitors program completion, which includes the attainment of degrees and certificates. It evaluates student success post-Edmonds College attendance, considering measures such as transfer rates and job placement percentages.

A rationale underpins each lagging indicator, and specific targets for meeting each

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

To provide transparency and accountability, the status of each lagging indicator is accessible through an internal college data dashboard, and an annual report on the status of each indicator is presented in the college's Institutional Performance Report. This report undergoes review and approval by the President's Leadership Team, and its contents are presented to the Board of Trustees and shared college-wide. Copies of the annual Institutional Performance Reports are publicly available on the college's website. This comprehensive and inclusive approach ensures that Edmonds College continually measures its performance against diverse benchmarks, informing its ongoing planning for improvement and resource allocation.

Edmonds College operates within a data-rich environment, equipped with robust tools to assess and enhance student learning, engage faculty, develop effective strategies, and promptly communicate evaluation outcomes and associated decisions. The appendix to the Institutional Performance Report (as well as links on the college's internal website) offers disaggregation of the information in various ways, such as by gender, ethnicity, first generation, and low income status. These categories are institutionally significant, as they aid in promoting student achievement and narrowing equity gaps in line with Edmonds College's mission. College personnel have access not only to report-outs of leading and lagging indicators, but also internal dashboards and a data request system through the Office of Planning, Research and Assessment, available to all college personnel. Assessment results are effectively utilized to continually refine instructional methods, bolster learning support, and optimize evaluation processes.

The college utilizes a variety of evaluation tools to assess its mission and core themes. These tools encompass the accreditation process, Comprehensive Planning process, Program Reviews, environmental scans, change management procedures, annual Institutional Performance Reports, peer analyses, and data on achievement indicators. Links to several of these resources are included in the evidence documentation list for Standard 1.B.

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Setting Meaningful Goals, Objectives, and Indicators

In response to a historical dispersion of goals across different plans, such as the strategic plan and guided pathways, college leadership consolidated all objectives within a singular framework during the 2019-20 academic year —the Comprehensive Plan. The primary objective was to enhance clarity, focus, and the seamless implementation of goals, thereby mitigating confusion. The Comprehensive Plan serves as the umbrella framework for the effective implementation and organizational clarity of all college goals.

The Comprehensive Plan is a new strategic planning model that encompasses day-to-day operational requirements and forward-thinking strategic initiatives. This approach guarantees the college's ability to consistently deliver value to its stakeholders while remaining adaptable and pertinent in the face of the swiftly evolving higher education landscape. Under the Comprehensive Plan, all college goals are unified, seamlessly aligning with institutional objectives. Long-term initiatives, including Guided Pathways Reforms, Academic Planning, and Diversity, Equity, and Inclusion Initiatives, are systematically integrated into the Comprehensive Plan. Renamed from the Strategic Plan, the Comprehensive Plan signifies a deliberate shift towards a genuinely strategic approach.

There are two sides to the Comprehensive Plan. The left side focuses on incremental improvements that are a part of everyday operations. The right side focuses on innovative

leaps that will move the college forward. The “left” side of the planning model, the Operational Plan, encompasses and organizes the core aspects of college operations under four main Goals: Access, Success, Community Engagement, and Operational Excellence.



While goals on the left side remain constant, the “right” side of the model represents innovation goals that evolve

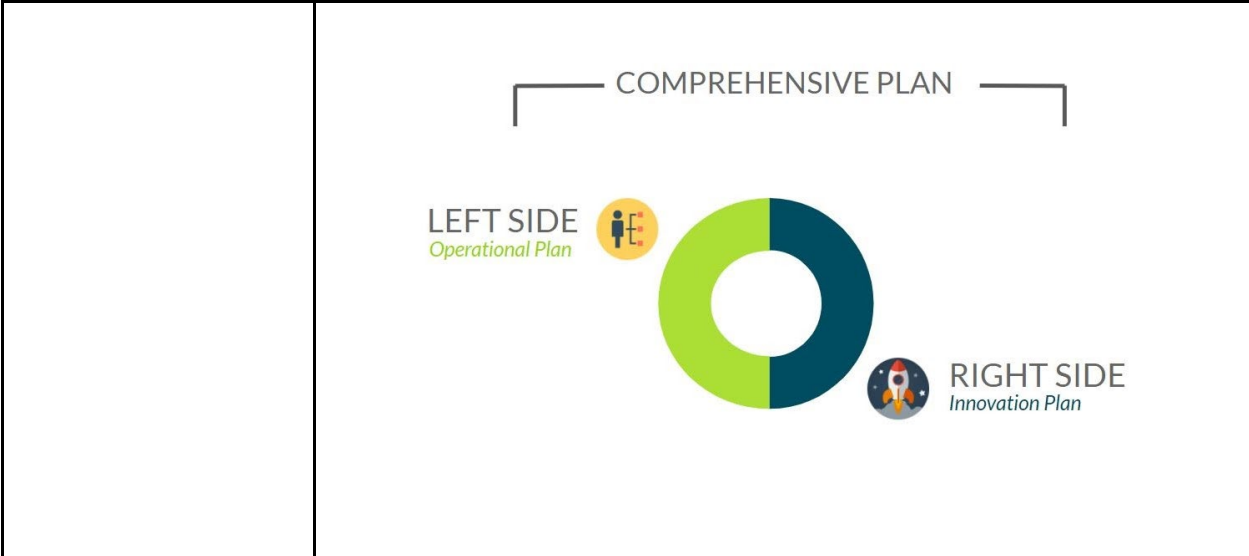
to address new developments. These innovations could propose new business models, target markets, partnerships, or academic delivery models to provide increased value to stakeholders or address unmet needs in our community.

The college's ambidextrous (with its left and right sides) Comprehensive Plan model allows the college to focus on operational planning and includes a permanent innovation structure to consider, evaluate, and recommend strategic changes to stay relevant in a competitive market. This model is continually refreshed each year as strategies roll off or roll on. Annually, Edmonds College reviews its Comprehensive Plan, and fresh strategies and actions are devised to aid the institution in achieving its goals and mission fulfillment. The dynamic planning approach acknowledges the need for flexibility and swift adaptation to environmental changes. An annual refresh ensures responsiveness to emerging challenges and opportunities. This underscores the significance of monitoring and attending to ongoing operations, irrespective of their formal inclusion in the plan. The Comprehensive Plan has proven effective in consolidating and aligning college goals, fostering adaptability, and ensuring ongoing operational success. The dynamic nature of the plan, coupled with regular reviews, allows for nimbleness and strategic adjustments.

Ongoing Institutional Plans, Assessments, and Self-Studies that Contribute to the Comprehensive Plan

Edmonds College utilizes multiple evaluation tools to assess the extent to which it achieves its mission and fidelity to the comprehensive planning framework. In recent years, these tools have encompassed the accreditation process, the Facilities Master Plan, program reviews, change management procedures (aligned with the implementation of the college's new enterprise computer system, ctcLink), annual Institutional Performance Reports, peer analyses and comparisons, as well as data pertaining to leading and lagging indicators (benchmarked against peer or aspirant and comparison institutions). A synopsis of the recent planning and assessment resources used for institution-wide planning is provided below:

Ongoing Institutional Plans, Assessments and Self-Studies	
Source	Topic
Primary College Planning Framework	
<u>Comprehensive Plan</u>	Edmonds College has adopted a progressive strategic planning model that combines operational necessities with strategic innovations, safeguarding its continued relevance and value to stakeholders in an ever-evolving higher education landscape. The <u>Planning Model</u> is comprised of two components: the left side emphasizes incremental enhancements integrated into daily operations. In contrast, the right side emphasizes pioneering advances to propel the college into the future. These two facets together constitute the Comprehensive Plan, which is the ultimate driver of college planning.



Plans, Assessments and Self-Studies that Inform the Comprehensive Plan

<p><u>Guided Pathways</u></p>	<p>Edmonds College has established Cross-Functional Work Groups comprising faculty, staff, and administrators from various departments to guide the development and implementation of Guided Pathways. These task forces utilize institutional data, past reports, and process evaluations to assess student experiences and outcomes, providing recommendations and planning for each aspect of Guided Pathways. Furthermore, Edmonds College receives valuable data coaching from <u>Achieving the Dream</u>, a respected national nonprofit focused on evidence-based institutional enhancement.</p>
<p><u>Board of Trustees's Monitoring and Planning Policy</u></p>	<p>Establishes a structured framework for evaluating mission fulfillment. Edmonds College employs data-informed analyses and inclusive processes in its planning and evaluation cycles to systematically assess institutional achievements.</p>
<p><u>2017 Self-Evaluation for Accreditation</u></p>	<p>The development of Edmonds College's self-evaluation report for NWCCU was a college-wide endeavor that engaged all key stakeholders. It thoroughly examined the institution's achievements, strengths, challenges, and areas requiring attention.</p>
<p><u>Operational Planning</u></p>	<p>Operational plans are formal, written action plans that standardize unit-level planning throughout the college. Systematic, cyclical, and ongoing planning and assessment ensures that each area of the college is effectively meeting the students' needs and advancing the institution's mission.</p>
<p><u>Institutional Performance Reports</u></p>	<p>Institutional reports are provided to the Board of Trustees, the President, the President's Leadership Team, and campus-wide for planning and assessment use.</p>
<p><u>Facilities Master Plan</u></p>	<p>The Facilities Master Plan strategically aligns with the college's mission and vision. It responds to the Strategic Plan and related academic initiatives, including Strengthening Partnerships, Enhancing Educational Delivery, Focusing Learning Signature, Serving Diverse</p>

	Students, and Supporting Innovation. This plan creates a framework for growth and development, emphasizing collaborative partnerships, modernized learning spaces, distinctive program facilities, inclusivity, and innovation.
<u>Title III Strengthening Institutions Program Self-Study</u>	In 2019, Edmonds College applied to the US Department of Education's Strengthening Institutions program. This application included a Comprehensive Development Plan that identified institutional strengths and weaknesses, utilizing the resources listed in the table. The Title III Planning Team led a series of meetings involving faculty, staff, and administrators representing key college initiatives. These meetings addressed pressing concerns, potential solutions, and how each concern aligned with other institutional priorities. Following this comprehensive evaluation of Guided Pathways progress, conversations with stakeholders, institutional research, and extensive planning, Edmonds College proposed a Title III project named "ePathways," which secured funding from 2019 to 2024.
<u>Environmental Scan</u>	An environmental scan was conducted in 2018 to provide external data in preparation for strategic planning. An environmental scan section has since been added to the college's internal comprehensive plan website with a repository of recent articles highlighting trends and changes in the higher education and workforce landscapes that should be considered in planning initiatives.
<u>Enrollment Funnel Review</u>	Conducted in collaboration with the American Association of Collegiate Registrars and Admissions Officers, in which many different factors were measured to provide recommendations. This provided an application process audit, a screening of our website for clarity of processes and information, student focus groups, and interviews with faculty, staff, departments, and teams. Artifacts were collected and examined for simplicity, clarity, and student-centered language. Based on these inputs, this provided the college with a comprehensive report reflecting enrollment, recruitment, admissions, marketing, and leadership recommendations. One of the first changes implemented as a result of this study was to reunite the Outreach team and the Running Start team with the Student Services division for a more coherent and connected student experience.

Every summer, the President's Leadership Team evaluates the plans and assessments presented above, assessing their alignment with the Comprehensive Plan. Plans featuring activities in harmony with the Comprehensive Plan's goals may be incorporated as a strategy for the upcoming year or removed from the plan when sufficient progress has been achieved, integrating the activity into routine college operations. This approach ensures the Comprehensive Plan remains a dynamic and constantly updated document, enabling the college to proactively and flexibly respond to emerging insights, challenges, and environmental factors.

Leading and Lagging Indicators

Annually, at the end of each academic year, Edmonds College's Office of Planning, Research, and Assessment collaborates with various campus departments to gather data and information related to the college's leading and lagging indicators, including the five mission fulfillment benchmarks.

The Office of Planning, Research, and Assessment compiles data and information for each of the ten lagging indicators of achievement into a comprehensive report highlighting the college's progress toward mission fulfillment and identifying areas requiring attention. This data is consolidated into Institutional Performance Reports, summarizing the college's advancement toward mission fulfillment and pinpointing indicators that need particular focus. These reports are disseminated within the college community, deliberated upon by the President's Leadership Team, and presented to the Board of Trustees.

In formulating the lagging indicators for the college, a systematic approach was adopted, involving the following key steps:

- Collection of input and feedback from various constituents.
- Examination of historical trends to inform indicator selection.
- Completion of an environmental scan and a strengths, weaknesses, opportunities, and threats analysis to identify relevant factors.
- Review of pertinent higher education resources, including "Core Indicators of Effectiveness for Community Colleges, 3rd Edition," "From Strategy to Change: Implementing the Plan in Higher Education," and "Creating a Data-Informed Culture in Community Colleges: A New Model for Educators."
- Engaging in a dialogue with other institutions to gather insights on indicators considered by them.

These resources played a crucial role in providing valuable insights into suitable lagging indicators. The college deliberately opted for a mix of local, state/regional, and national comparisons.

In total, there are ten lagging indicators, focusing on various student achievement measures such as course completion (course retention), student progression through specific credit milestones, quarterly student persistence, program (degree and certificate) completion, and post-Edmonds College attendance measures like transfer rates and job placement percentages.

Comparisons with Peer and Aspirational Institutions

The college emphasizes the disaggregation of information in meaningful ways to promote student achievement and address equity gaps. Furthermore, strategic targets for student progression, program completion, student transfer rates, and job placement percentages were established by benchmarking Edmonds' performance against peer or aspirational institutions.

This benchmarking process included a comparison with other community and technical colleges in Washington state, as well as Integrated Postsecondary Education Data System data for 23 out-of-state institutions that were finalists for the Aspen Prize for Community College Excellence from 2011-2019. These include:

Comparison Institutions	
Anoka-Ramsey Community College (Coon Rapids, MN) Bellevue College (Bellevue, WA) Brazosport College (Lake Jackson, TX) Broward College (Fort Lauderdale, FL) Chaffey College (Rancho Cucamonga, CA) City Colleges of Chicago-Kennedy-King College (Chicago, IL) Clark College (Vancouver, WA) College of the Ouachitas (Malvern, AR) CUNY Hostos Community College (Bronx, NY) CUNY Kingsborough Community College (Brooklyn, NY) El Paso Community College (El Paso, TX) Everett Community College (Everett, WA) Green River College (Auburn, WA) Highline College (Des Moines, WA) Indian River State College (Fort Pierce, FL) Miami Dade College (Miami, FL) Mississippi Gulf Coast Community College (Perkinston, MS)	Mott Community College (Flint, MI) Northeast Community College (Norfolk, NE) Northeast Iowa Community College (Calmar, IA) Odessa College (Odessa, TX) Palo Alto College (San Antonio, TX) Pasadena City College (Pasadena, CA) Pierce College-Fort Steilacoom (Lakewood, WA) Pierce College-Puyallup (Puyallup, WA) San Jacinto Community College (Pasadena, TX) Santa Barbara City College (Santa Barbara, CA) Santa Fe College (Gainesville, FL) Shoreline Community College (Shoreline, WA) Southwest Texas Junior College (Uvalde, TX) Tacoma Community College (Tacoma, WA) Valencia College (Orlando, FL)

Of note is that while Edmonds College has established lagging indicator targets against benchmarked data from the 2011-2019 Aspen Prize finalist institutions, the college continues to monitor its performance when new Aspen data is available, as demonstrated in [this example](#) of Edmonds College’s performance against 2023 Aspen Prize data that was recently released.

In summary, Edmonds College has developed an effective planning system intricately linked to mission fulfillment and its comprehensive planning objectives, which include a leading/lagging indicator framework to assess the college’s effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness

The college follows an inclusive planning process that mirrors the formal and participatory governance structures at the institution. Formal governance derives its structure from defined roles, responsibilities, and lines of supervision within the official organizational chart. Key entities, such as the Board of Trustees, President, Vice President, Deans, Directors, Managers, Faculty, and Staff, are assigned specific roles within this formal governance structure. Clear lines of authority ensure a well-defined operational hierarchy and clear roles. All college personnel are encouraged to continuously assess the operation of their unit against the goals of the comprehensive plan and apply data-informed solutions whenever possible.

Participatory governance at Edmonds College is inclusive of the active engagement of relevant constituencies in planning and decision-making processes. Decision makers, whether holding primary or delegated authority, are committed to incorporating the voices of those affected. This approach is thoughtfully planned, implemented, and evaluated to foster effective participation, unite constituencies, enhance the college environment, and leverage the strengths of diverse stakeholders. Structures and processes within participatory governance include the active involvement of students, staff, faculty, and administrators in decision-making aligned with the college's mission. Empowered groups address college matters, with members selected thoughtfully and processes clearly defined, adapting based on the specific task at hand.



Participatory governance ensures that all individuals, either directly or through representation, have an opportunity to participate in decision-making processes. Examples include the deliberate formation of Hiring Committees, open campus forums for hiring searches, input from the Budget Advisory Committee on operating budget processes, and President's Leadership Team gathering input from divisions during the annual planning cycle. The Faculty Senate Council and Associated Students of Edmonds College Executive Officers also follow participatory processes, providing the college input on various matters. The President values employee feedback through polls and personal interactions during frequent visits to different areas of the college.

Moreover, the college employs Cross-Functional Teams known as Workgroups specifically for Guided Pathways planning and execution. These teams provide a structured framework for continuous learning and communication, ensuring that all members throughout the college share a unified understanding of their roles, responsibilities, and impact on delivering high-quality outcomes.

Edmonds College Guided Pathways Cross-Functional Workgroups (mapped to the college's Comprehensive Plan Goals, Strategies, and Actions)		
2022-23 Comprehensive Plan Strategies	2022-23 Actions	Responsible Workgroup
GOAL 1: ACCESS		
Strategy 1.A: Increase New Student Applications and Conversion	1.A.1 Increase Students' Application and Conversion Rates for High School Graduates, Running Start, Adult Learners', and International Students	Conversion
	1.A.2 Increase Running Start Students' Application and Conversion Rates	
	1.A.3 Increase Adult Learners' Application and Conversion Rates	
	1.A.4 Increase Enrollment in Bachelors of Applied Science programs	Bachelors of Applied Science Enrollment Team
Strategy 1.B: Implement Strategic Scheduling to Maximize Efficiency and Effectiveness	1.B.1 Course Updates and Class Scheduling in the Office of Instruction	Course Scheduling Team
	1.B.2 Create Annual Schedules that Include Class Times, Modalities, and Block Scheduling that Are Optimal for Student Success.	
GOAL 2: SUCCESS		
Strategy 2.A:	2.A.1 Build and Publish Program Requirements	Program Mapping Team

Fully Build the First Pillar of Guided Pathways - Clarify the Path	2.A.2 Complete and Publish Program Maps	
Strategy 2.B: Fully Build the Second Pillar of Guided Pathways - Getting Students on the Path	2.B.1 Implement Required Onboarding	Student Onboarding Team
	2.B.2 Assign Advisors in ctcLink Based on Declared Program of Study	
	2.B.3 Customized Academic Plan with Assigned Advisor	
	2.B.4 Successful Completion of Career and College Success Course	
Strategy 2.C: Fully Build the Third Pillar of Guided Pathways - Keeping Students on the Path	2.C.1 Fully Implement Early Alert Program	Early Alert Team and Milestones
	2.C.2 Milestone Checkpoints Set Up in ctcLink and Assigned by Advisors	
	2.C.3 Ensure Success in Foundational Courses	Foundational Success Team
	2.C.4 Shortening the Path to College Level Courses	
	2.C.5 Re-enroll Stop-outs	Re-enrollments Team
Project Consultants (ctcLink Optimization Team)	Provide ctcLink Support for All Teams	ctcLink and Data Support

In addition to the President’s Leadership Team and Cross-Functional Workgroups, Edmonds College maintains a College Leadership Team comprising all director-level personnel, a robust Diversity, Equity, and Inclusion Council, and a cross-college Idea Lab team. These groups collectively ensure that both operational and innovative planning incorporate college-wide perspectives.

All proposed ideas undergo a rigorous vetting process by the President's Leadership Team to shape the entire Comprehensive Plan. This plan is structured hierarchically, spanning overarching goals, high-level strategies, and detailed tactical action steps, each accompanied by an individual work plan and by metrics to assess performance. The annual college priorities, which encompass goals and strategies, are subsequently presented to and approved by the Board of Trustees.

Throughout the academic year, the strategies and actions outlined in the college's Comprehensive Plan are continuously evaluated, with updates provided to the Board of Trustees at least semi-annually (as required on Board procedure BOT 7.01pr). These results are communicated through various channels, including college events (such as

Convocation, Building Community Day, Town Hall gatherings, and Campus Forums), campus emails, institutional reports, presentations at key stakeholder meetings, and discussions among members of the President's Leadership Team within their respective divisions or departments.

Operating budgets and grant/contract applications sought by the college are aligned with the college's mission and Comprehensive Plan objectives. Detailed explanations and justifications for requested items are mandatory during the budget development process. The President's Leadership Team carefully reviews all operating budget requests to ensure that resources are allocated in alignment with the annual college priorities and to facilitate the successful implementation of aspects of the Comprehensive Plan.

Edmonds College's primary assessment processes focus on the indicators of achievement for mission fulfillment, the Comprehensive Plan, and the student learning outcomes for courses and programs (encompassing Course-level Learning Objectives and Program-level Learning Outcomes and including General Education Program-level Learning Objectives). These are described in detail in Section 1.C.6. The institution consistently reviews and engages in discussions about these evaluation cycles, with a dual purpose: to ensure they effectively measure authentic achievements and relevant outcomes and to identify strategies for enhancing the evaluation processes.

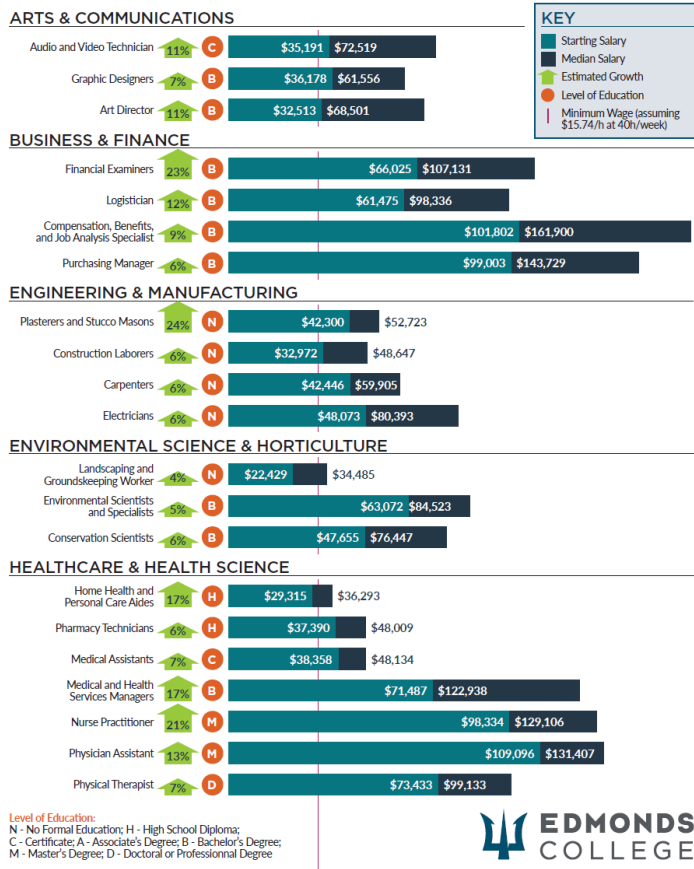
During each fall quarter Convocation, the college's president provides an update on strategic goals progress, highlights noteworthy achievements, and discusses adaptations made by evaluating past planning approaches and efforts. This overview serves to align the college community in ongoing discussions, evaluations, and planning for the new academic year. Additionally, regular reports from the President's Office to college constituencies foster communication within the college.

1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Edmonds College is dedicated to a systematic approach for recognizing, tracking, and responding to developments and dynamics impacting the institution and the community it serves. Through governance, operational procedures, and community collaborations, the college gathers internal and external data, (including enrollment trends; environmental scans; and strength, weakness, opportunity, and threat analyses), to support the development of long-term strategic plans. Each summer the President's Leadership Team holds retreats focused on scanning the external environment. That information is then disseminated across the college and utilized to update the comprehensive plan's innovation goals and strategies for the year.

HOT JOBS SALARY AND GROWTH



Edmonds College employs several key strategies to stay vigilant and informed about emerging trends, market signals, and environmental factors that could shape the college's future. Firstly, the college compiles articles from reputable higher education journals and publications, which are shared as part of the Comprehensive Plan process to highlight specific trends the institution monitors. Moreover, labor market data from sources like Lightcast (formerly Emsi Burning Glass) is curated to provide actionable insights across the campus, such as the [Hot Jobs Salary and Growth infographic](#). Additionally, input from Professional Technical Advisory Committee, industry panels, and subject matter experts offers real-time feedback on trends that warrant close attention.

The college has initiated an educational think tank known as the [Idea Lab](#), which provides a platform for staff and faculty to explore future trends in higher education, industry disruptions, forward-thinking

mindsets, and change management. The primary objective of this think tank is to incubate innovative ideas and plan for significant leaps in strategic directions grounded in data, research, and calculated return on investment. The Idea Lab entails a six- to nine-month commitment, with weekly two-hour meetings. Staff and faculty are granted release time for participation and duly recognized for their contributions to shaping the college's future. Members of the Idea Lab propose one to three projects to the President's Leadership Team, with a strong likelihood of one or more proposals being considered and potentially integrated into the next annual Comprehensive Plan with funding from the Office of the President.

The college consistently monitors regional workforce development needs through robust tools like Lightcast. Besides utilizing this information for college-wide planning, the data is synthesized and shared with stakeholders across all internal levels of college governance (as described in Section 1.B.3) to support informed planning and decision-making. Additionally, strategic discussions about current trends in higher education occur during summer planning sessions of the President's Leadership Team and College Leadership Team. They are often a result of insights provided by various subject matter expert guest speakers at events such as Convocation, campus-wide professional development trainings, Board of Trustee retreats, and special presentations during Board of Trustee meetings.

One example of how the college utilizes information gained by scanning our environment is the establishment of the Edmonds Center for AI and Data Science. Anticipating the rise of AI, the college actively sought and secured a position in the Artificial Intelligence Incubator Network in 2021, a program funded by Intel and Dell and facilitated by the American Association of Community Colleges. Among 15 institutions selected nationwide, Edmonds

AI - WOW
Wonderful, Outstanding Work
Edmonds College - Fall 2023

COLLABORATION, INNOVATION, AND EXCELLENCE

The collective efforts of faculty (full and part-time) and staff from all areas of college are shaping the future of AI at Edmonds College. The dedication, creativity, and expertise of faculty and staff are making a remarkable impact on the progress of our AI initiatives as highlighted below.

AI FOR EVERYBODY CLASS

EC is offering a 2-credit course called "AI for Everybody" designed to promote AI literacy and inclusivity across ALL college programs. This introductory course provides a foundational understanding of AI concepts, applications, and implications. It is beneficial for ALL college students in ALL college programs.

AI COMMUNITY OF PRACTICE (COP)

This workgroup is launching the AI CoP with three lunch and learn sessions beginning Winter Quarter 2024. The goal of the CoP is to promote collaborative learning, knowledge sharing, and professional development among individuals interested in AI. ALL faculty and staff are welcome to participate. The first CoP meeting is 1/18 from 12:30 - 1:30.

AI COMMUNITY CONNECTIONS AND EVENTS

This workgroup has been working to identify and plan campus events designed to increase technology awareness and AI literacy within the campus and local community. Stay tuned for the community connections program which will launch in Winter 2024 and AI for Everybody Day in Spring 2024.

AI AND DEI

This DEI activity group is working together to examine the impact of AI (pros and cons) and help faculty and students better understand how to think through the ethical and social implications of AI.

AI PEDAGOGIES

This workgroup is collaborating to identify and compile teaching materials and tools designed to help instructors understand and effectively use AI in the classroom. The group aims to create a curated collection of materials that support instructor efficiencies, increase student success, and help students better understand how AI is used in academia and beyond. The resources will be available by spring quarter.

College engaged in a Community of Practice, developing courses, modules, a lecture series, and, in 2023, establishing the College Center for AI. The center serves as a hub for organizing and housing these initiatives, and it conducted a comprehensive survey, the AI & Data Science Initiatives, Programs, and Policies Survey, to gauge ongoing efforts related to AI and data science across the college. This ongoing work underscores the college's commitment to responding to our rapidly evolving environment, as the college community actively contributes to shaping AI initiatives and projects, positioning the institution at the forefront of advancements in this dynamic field.

Evidence Documentation for Standard 1.B.

Evidence-Based Systematic Planning Model	<ul style="list-style-type: none"> ➤ <u>Creating a Data-Informed Culture in Community Colleges A New Model for Educators</u>, by Brad C. Phillips and Jordan E. Horowitz
Mission Fulfillment Data Resources for Assessment of Institutional Effectiveness	<ul style="list-style-type: none"> ➤ Institutional <u>data reports</u> ➤ Internally-used Data Dashboards ➤ Board of Trustee Updates
Primary Planning Frameworks for Ongoing, Systematic, Evidence-Informed Evaluation and Planning	<ul style="list-style-type: none"> ➤ <u>Comprehensive Planning Framework</u> ➤ <u>Guided Pathways</u> ➤ <u>Board of Trustees’s Monitoring and Planning Policy</u> ➤ <u>Board Monitoring and Planning: Procedure, BOT 7.01pr</u>
Other Ongoing Institutional Assessments and Self-Studies:	<ul style="list-style-type: none"> ➤ <u>2017 Self-Evaluation for Accreditation</u> ➤ <u>Operational Planning</u> ➤ Financial, Enrollment, Retention, and Completion Reports ➤ <u>Facilities Master Plan</u> ➤ <u>Environmental Scan</u> ➤ Enrollment Funnel Review ➤ <u>Achieving the Dream Coaching Reports</u>
Regional and National Peers for Benchmarking	<ul style="list-style-type: none"> ➤ Comparative Data for <u>Washington state community and technical colleges</u> ➤ <u>Aspen Prize for Community College Excellence</u> ➤ <u>Example of Benchmarking Presentation to the Board of Trustees</u>
Cross-College Planning Teams and Workgroups	<ul style="list-style-type: none"> ➤ <u>President’s Leadership Team</u> ➤ <u>Cross-Functional Workgroups</u> ➤ <u>Diversity, Equity, and Inclusion Council</u> ➤ <u>Idea Lab team</u>
Student Achievement Measures Used for Planning	<ul style="list-style-type: none"> ➤ <u>Student Course Completion</u> ➤ <u>Student Academic Progress</u> ➤ <u>Quarterly Student Persistence</u> ➤ <u>Graduation and Transfer Rates</u> ➤ <u>Student Job Placement</u>
Regular Communications on Mission Fulfillment Objectives, Indicators, Goals, and Outcomes	<ul style="list-style-type: none"> ➤ Examples of Messages from the President <ul style="list-style-type: none"> ○ <u>2022 Comprehensive Plan Report Shared to Campus</u> ○ <u>Note from the President’s Desk January 2023</u> ○ <u>Note from the President’s Desk March 2023</u> ○ <u>Note from the President’s Desk October 2023</u> ➤ Board of Trustees Study Sessions <ul style="list-style-type: none"> ○ <u>Comprehensive Planning: Core Functions and Leaning into Future</u>

	<ul style="list-style-type: none"> ○ <u>Board of Trustees, Summer Study Session 8/2023</u> ○ <u>Board of Trustees Update, 2/2023</u> ➤ <u>Workforce Data Synthesized and Shared Out Example</u> ➤ <u>Workforce Data Website Widget (bottom of page)</u>
<p>Environmental Scanning Tools</p>	<ul style="list-style-type: none"> ➤ <u>Internal Scanning Website- Repository of Articles</u> ➤ <u>President’s Leadership Team Reading/Discussion Log</u> ➤ <u>Idea Lab Environmental Scans</u> ➤ <u>Lightcast (formerly EmsiBurning Glass)</u> ➤ <u>Market Signals and Scan 2022</u> ➤ <u>College and Community Input</u> ➤ <u>Macro Trends and Impact on Comprehensive Planning, 2023</u> ➤ <u>Society of College and University Planning Trends in Higher Education Reports</u> ➤ <u>Special Guest Presentations</u> <ul style="list-style-type: none"> ○ <u>Dr. Mary Spilde - Board Retreat Presentation: National Trends in Community Colleges</u> ○ <u>Dr. Karen Stout - Convocation: The Power of Wonder</u> ○ <u>Dr. Sonny Ramaswamy - Special Presentation to the Board: Value Proposition: Student Success and Closing Equity Gaps</u> ○ <u>How to Achieve More Equitable Community College Student Outcomes (and Build Back Enrollment) Post-COVID - Lessons from CCRC Research on Guided Pathways presented by Dr. Davis Jenkins, Senior Research Scholar, Community College Research Center at Columbia University</u> ○ <u>Generation Z: Creators, Collaborators, & Influencers" presented by Dr. Claire Brady</u>

1.C. Student Learning

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Edmonds College's educational resources effectively support its mission and student success. To promote ongoing improvements, the college regularly evaluates its educational resources through systematic, continuous processes that are documented in strategic and operational plans. Edmonds College's four bachelor of applied science degrees, 65 associate degrees, and 109 professional certificates in 31 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 and the Intercollege Relations Commission unit of the Washington Council on High School College Relations. The college's curricula promote both course-specific skills (including Course-level Learning Objectives) and cumulative program-level learning goals (including Program-level Learning Outcomes) required for degree and certificate completion.

Edmonds College's credentialing processes and policies align with recognized academic standards, transparent criteria (e.g., IN 1.01pr, Grading Practices), and state-level requirements (e.g., State Board for Community and Technical Colleges' credit-equivalent definition, page 11; RCW 28B.77.215, Statewide Transfer of Credit Policy and Agreement; and the Intercollege Relations Commission guideline).

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 they have met all their certificate or degree requirements.

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

- At the Course Level: Course syllabi meticulously outline grading criteria and departmentally developed, institutionally approved learning outcomes and performance levels. These serve as benchmarks that students must meet to earn course credit.

- At the Program Level: For department or field-specific programs, such as Professional-Technical Associate of Technical Arts degrees, instructors employ various assessment methods including capstone courses, certification exams, competency-based learning assessments, and employment tracking to document student achievement. In General Education and Distribution areas, departments often utilize culminating assignments, such as major presentations, performances, portfolios, or final projects, to assess and monitor how students' classroom-level learning aligns with and demonstrates Program-level Learning Outcomes. For further details, refer to the Improvement Plans described in Section 1.C.7.

This approach ensures that all college courses and programs maintain rigor, as identified course, program, and institutional learning outcomes are consistently and appropriately aligned with student levels and program/degree requirements.

Two standing committees (aligned with the college's mission, State Board for Community and Technical Colleges policies, and Intercollege Relations Commission regulations for course and degree types, credits, and instructional levels) guide and govern Edmonds College'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. The college utilizes 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. Curriculog supports a transparent review of the curriculum at all levels of oversight, from the department originator to the Vice President for Instruction, and creates an electronic record of changes in educational programs.
- The Academic Standards Committee makes recommendations to the Vice President for Instruction regarding new academic procedures or changes in procedures in the following areas: grading, all-college credential requirements, academic waivers, and other subjects directly affecting the academic standards of the college.

The college has also used a Graduating Student Survey woven into the graduation application process, the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), 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.

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Edmonds College maintains clear and transparent admission processes, program requirements, and graduation criteria that are readily accessible to the public. These guidelines align with the college's mission, its Board of Trustees oversight, and the requirements set forth by the State Board for Community and Technical Colleges. They address both direct transfer and professional-technical degrees, ensuring that students and stakeholders understand our processes and standards.

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.

In developing programs, faculty prioritize student needs, 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 Vice President for Instruction, the President's Leadership Team, the Northwest Commission on Colleges and Universities (via the college's Accreditation Liaison Officer), and the Board of Trustees. Course and program development guides 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, the Curriculum Committee, and administrators.

To maintain curricular coherence, currency, and integrity, Vice President for Instruction staff and division staff use a Curriculum Management 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 (that were previously documented by the Vice President for Instruction office). This process promotes informed decision-making and effective planning for educational resources.

The college's Areas of Study and program requirement sheets, which include prescribed course sequences, course and program alignments, and shared learning outcomes contribute to curricular coherence and synthesis of learning at the degree/certificate level. Electives and Distribution areas in standard Associate in Arts degrees allow for a wide range of disciplinary choices and don't necessarily require prescribed course sequences in the same ways that Professional-Technical and specialized transfer degrees do.

However, the college is developing Program Maps, which are scheduling tools that show students how to choose and sequence courses on a quarterly basis.

Prescribed course sequences 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 Program-level Learning Outcomes are the same, and the courses' Course-level Learning Objectives all align with those Program-level Learning Outcomes.
- Professional-Technical (field/department-specific) Requirements: Professional Technical Advisory Committee (which include industry representatives, faculty, and deans). Technical advisory committees are crucial in shaping curriculum design, instructional methods, and technology integration, ensuring that the educational programs remain up-to-date and aligned with industry standards. By sharing their insights and knowledge, these advisory committees contribute to the enhancement of educational quality and effectiveness, ultimately benefiting students and the education community.
- Transfer Degree Requirements: The instructional deans work with faculty and the state Articulation and Transfer Council to update courses (e.g., common course numbering) and transfer degree requirements per statewide practices. As in Professional-Technical areas, transfer faculty align Course-level Learning Objectives and Program-level Learning Outcomes (for General Education and Distribution) to ensure that course-level learning “aggregates up to” degree-level learning.

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 orientation sessions. As early as possible in a student's tenure at Edmonds, through detailed evaluation of official transcripts and in academic planning sessions with academic and faculty advisors, students are made aware of requirements for their chosen program, and any deficits that need to be completed.

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 are linked in graphics and flyers across campus as QR code links.

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Edmonds College identifies and publishes expected student learning outcomes for each degree and certificate program on the college website. 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 to receive the degree or certificate.

All courses and programs (degrees/certificates) have learning outcomes that 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. Faculty distribute hard copies of syllabi in classes and/or post them in Canvas (the college's learning management system) so students can easily access the information in various formats. Syllabi are scrutinized to ensure they adhere to the template, which includes the requirement for instructors to prominently feature both Course-level Learning Objectives and Program-level Learning Outcomes in their syllabus for each course. Additionally, all Course-level Learning Objectives are clearly articulated and published in the college's academic catalog. All Program-level Learning Outcomes 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 Associate of Technical Arts.) Printed program requirements sheets are used in advising sessions and are linked to QR codes that anyone can use to access the requirements.

1.C.4

The institution's admission and completion of graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Accurate and timely information regarding policies, resources, and requirements is readily available in the academic catalog and campus website. The college also conveys that information is available in accessible formats for students with disabilities. A limited number of catalogs are printed annually for compliance purposes and are available upon request.

Edmonds College's admissions policy, which can be found in the annual catalog and the online policy catalog, outlines the specific criteria and qualifications for general and special admissions, including provisions for underage students. The responsibility for implementing and enforcing this policy falls on the Vice President for Enrollment and Student Services and the Dean of Enrollment and Student Services/Registrar, with an expectation that all employees adhere to its procedures and practices. Entrance information is outlined in the catalog and online, with the Outreach and Recruitment "Take the Next Step" webpage guiding students through enrollment.

Edmonds College's grading policy and procedures are documented in the catalog's College Policies section. 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

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

The college's Office of Planning, Research and Assessment supports the processes for assessing student learning and tracking student completion and success. Situated within the Finance, Grants, and Institutional Effectiveness Division, the Office of Planning, Research, and Assessment plays a pivotal role in fostering Edmonds College's culture of evidence and inquiry. Its primary objective is to enhance data access and analysis capabilities for college administrators and faculty. This involves conducting and evaluating intricate, complex, and innovative institutional research studies, establishing and maintaining research information systems and reporting tools, and addressing information requests from both internal and external entities.

Specifically regarding assessment, the Office of Planning, Research, and Assessment supports faculty and staff in conducting effective and meaningful assessment activities, provides leadership, documentation, and evidence for accreditation and external reviews, and facilitates the reporting of college information to employees required to report to state and federal agencies. The Office of Planning, Research, and Assessment is often involved in the college's assessment efforts because of its familiarity with quantitative analyses and with available institutional information resources. In fact, the Office of Planning, Research, and Assessment provides access to essential information to evaluate, assess, and improve mission fulfillment, instructional and student learning support programs, administrative programs and services, and teaching and learning methods and strategies.

Assessment of Teaching and Learning: The Assessment Team, convening regularly, plays a central role in guiding faculty through systematic and continuous assessment of student achievement and the evaluation of student learning outcomes. The institution has a longstanding practice, dating back to the mid-1990s, of monitoring the outcomes of projects aimed at assessing the effectiveness of teaching and learning. Formally, the college has delineated both direct and indirect assessment components for every stage of a student's educational journey.

This comprehensive "entry to exit assessment" encompasses:

- Initial course placement.
- Prior Learning Assessment.
- Assessment of Course-level Learning Objectives, integrated into each course's description in the academic catalog.
- Assessment of Program-level (i.e., degree and certificate) Learning Outcomes, featured as part of each program's description in the academic catalog.

- Exit-level assessments at the course level (conducted through faculty/student evaluations) and upon graduation (via the Graduation Application and Transcript Evaluation System, or GATE).
- Assessments of student engagement and experiences, gauged through instruments like the Community College Survey of Student Engagement (CCSSE) and other internally developed surveys.

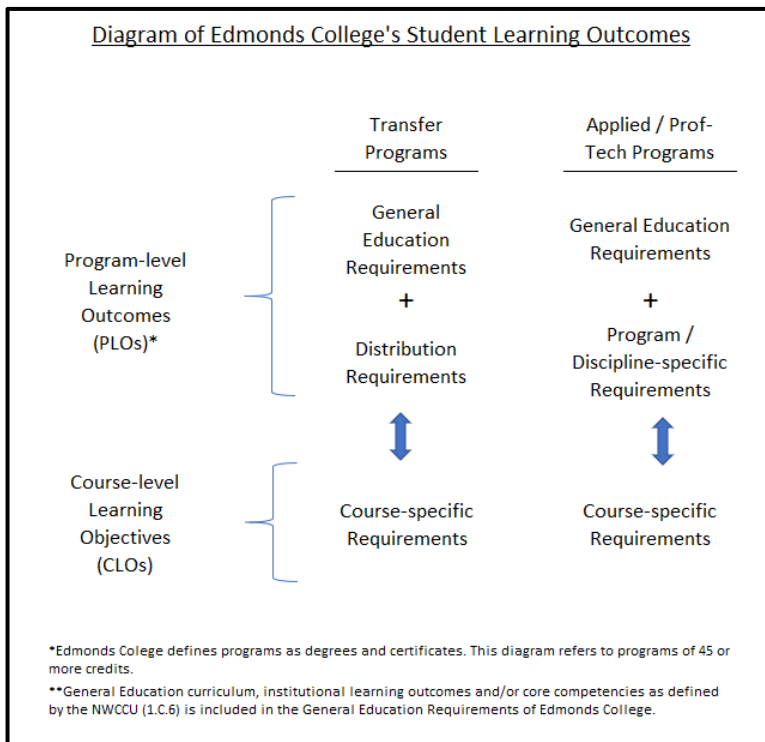
Closing the Assessment Loop: Edmonds College views assessment as an ongoing, iterative process, where assessment results are used to modify programs, as necessary, and to promote continuous quality improvement of the services the college offers to students. This work is documented in program reviews, which are completed by academic programs, and documented in data analyses undertaken by instructional support programs/services. As required by the NWCCU, these program reviews regularly and systematically evaluate student achievement of all Program-level Learning Outcomes.

Role of Faculty in Assessment: As reflected in faculty position announcements; the Faculty Collective Bargaining Agreement 7.3.2 (page 46); college policies (IN 8.0 - Approval and Review of College Curriculum, Degrees, and Certificates and IN 8.01pr - Approval and Review of College Curriculum, Degrees, and Certificates: Procedure, Section 1. Procedure 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.

Guided Pathways Assessments: The broadly representative Guided Pathways Cross-Functional Workgroups 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 and use of data and feedback in evaluation and planning cycles. Program Review focuses 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.

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.



Edmonds College strongly emphasizes its general and cross-disciplinary studies, which serve several essential purposes. These studies establish foundational skills applicable across various academic disciplines and promote intellectual breadth and depth to support educational, career, and personal development. They are aligned with program outcomes, the college's mission, and state guidelines.

The college's general education component encompasses key areas of integrated studies, including communication, computation, human relations,

and cultural diversity. These elements are incorporated into all transfer programs, Professional-Technical degrees, and certificates of 45 or more credits. The shared general education component adheres to the state's Direct Transfer Agreement.

Each program with 45 or more credits incorporates a General Education component. While the specific courses may vary by program, they are designed to reflect the shared General Education Learning Outcomes (General Education Program-level Learning Outcomes) encompassing Communication, Quantitative Analysis/Symbolic Reasoning (Computation), Human Relations/Professional Development, and Cultural Diversity.

In addition to those Program-level Learning Outcomes for General Education requirements, transfer degrees include Program-level Learning Outcomes for Distribution Requirements:

- *Humanities Program-level Learning Outcome:* 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 Program-level Learning Outcome:* Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.
- *Social Sciences Program-level Learning Outcome:* 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 at Edmonds College employ a centralized process to evaluate Program-level Learning Outcomes, which encompass General Education, Distribution, and Program (department/field-specific) Requirements. These Program-level Learning Outcomes are crafted by faculty, drawing from more specific Course-level Learning Objectives in courses that fulfill degree requirement areas. This intentional connection between Course-level Learning Objectives and Program-level Learning Outcomes establishes a foundation for systematic assessment, ensuring that course and program outcomes harmonize, align with the programs' objectives, and resonate with the college's mission.

This alignment is mirrored in the General Education and Distribution outcomes, which prioritize educational growth and advance 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.

Detailed descriptions and examples of how the college's assessment processes work and are used for planning are provided in Section 1.C.7.

The General Education component at Edmonds College, integrated into all Transfer and Professional-Technical programs comprising 45 or more credits and encompass institutional learning outcomes and/or core competencies. General education courses feature clearly defined learning outcomes and well-structured curricula, and they are managed and taught by qualified faculty members.

Illustrating the way departments synergize program-level outcomes, course-level objectives, and general education outcomes is a noteworthy example from the English Department. In 2021, an analysis of survey responses across 16 departments highlighted the alignment of English 101 (i.e., ENGL& 101) Course-level Learning Objectives with the broader skill set sought by students throughout the campus. However, a comprehensive evaluation, encompassing grading/norming sessions and faculty surveys, pinpointed critical analysis/argumentation and source citation, which are General Education and

Program-level Learning Outcomes, as areas presenting notable challenges to students. Subsequent to this identification, the department embarked on a meticulous curricular review and enhancement process, incorporating additional scaffolding, illustrative examples, and practical applications to fortify these specific competencies.

In response to insights derived from disaggregated student-grade data and surveys targeting students who faced challenges in English 101, the department introduced a supportive co-enrollment class (English 104). Designed to bolster English 101 completion rates, particularly among Black, Indigenous, and People of Color students, this initiative was offered beginning in fall 2023. A comprehensive post-implementation analysis will follow, delving into disaggregated enrollment and completion data, complemented by student surveys gauging their experiences and offering insights for ongoing improvements.

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

While a subset of Edmonds College's comprehensive plan includes the college's core theme objectives of Academic Excellence and Student Success, the college's ten lagging indicators and the college's operational plan are squarely focused on assessing student learning in order to ensure that the college is fulfilling its mission of **Teaching | Learning | Community**. In addition, many of Edmonds College's student-achievement and student-learning efforts are shaped by the college's and Washington state's Guided Pathways' initiatives, which require coordinated data-analysis, planning, and improvement processes.

The college identifies and publishes expected student learning outcomes for each of its degree and certificate programs on the college website. The college's Assessment Committee includes faculty from all instructional divisions, the Vice President for Instruction, three instructional deans, and a representative from Office of Planning, Research, and Assessment. The committee meets regularly and assists faculty in regular and ongoing assessments of student learning and achievements. The college's Office of Planning, Research, and Assessment supports the processes for assessing student learning and tracking student completion and success.

The regular review cycles reinforce the curricular alignments--broadly captured in the Student Learning Outcomes diagram shown in Section 1.C.6--and support the systematic processes for assessing student achievement of Course-level Learning Objectives and Program-level Learning Outcomes. The efforts described below established the foundations for these assessment structures and mechanisms.

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

Teaching and Learning Assessments in the Program Review Process:

See also the Assessment Committee's Program Review summary page, which reflects current processes, and the college's Program Review site, which includes the schedule, templates, loop-closing documents, and previously completed Program Reviews.

Each academic year, a different cohort uses department-specific Program Review templates to identify areas of departmental progress and to make improvements. That work is based on curricular developments, professional development, and assessments of student learning, especially in connection with equity-oriented goals for student

achievement in course and/or program learning outcomes as well as student access, enrollments, course-pass rates, retention, and completion (i.e., for the smaller percentage of students who say that they plan to earn an Edmonds College degree or certificate.)

Background Information:

- 2012-2016: The college implemented a few different program review processes at the department and/or division-wide levels. Those efforts involved shared rubrics for multi-department assessments of Course-level Learning Objectives and related Program-level Learning Outcomes.
 - Those results consistently aligned with students' grades, which typically reflect standard metrics for student achievement levels.
 - Faculty reported that while the information was broadly useful, it did not provide meaningful insights about what was and was not working well for instructors and students, especially regarding equitable access and learning.
 - Faculty also strongly recommended focusing on program review processes and other student learning assessments on departments rather than degrees or multi-disciplinary program requirement areas. Organizationally and functionally, the college's instructional units are structured around departments, so using department-specific mechanisms would lead to much more meaningful, applicable results.
- 2018-19: The college applied lessons learned from the previous implementations to streamline and update the program review process.
- Instead of presenting a generic, one-size-fits-all format, the Assessment Committee created customized templates that include links to department-specific data and questions about the range of approaches that departments use for student-learning assessments.

Details of the Current Process:

- The Assessment Committee provides Department-specific Program Review templates (with links to the departments' previous Program Reviews and to aggregated and disaggregated data views, re: enrollments, grades, completions--metrics that also connect to college's ten lagging indicators.)
- Reading Teams provide peer feedback from the perspective of "disciplinary strangers."
- Deans provide additional feedback and guidance.
- The Vice President for Instruction works with the deans and the Assessment Committee to create a loop-closing report, discussing what they learned from the Program Reviews and how they'll use that information in instructional planning.

Division-specific examples of how program reviews were analyzed and used to improve programming are included in the table below, and more examples [are provided at this link.](#)

Division-Specific Examples of Program-Review Analyses and Results

Accounting Department -- Business Division

- **Examples from 2018-19:** Comprehensive projects in Practical Accounting (ACCT. 101) and Financial Accounting II (ACCT. 202) showed that students were effectively meeting the Accounting Associate of Technical Arts Program-level Learning Outcomes. Those findings aligned with the department's overall 85-90% course-pass rates and the 50% rate for grades 3.5 and 4.0. Aside from monitoring learning outcomes, the department also uses Advisory Committee feedback about industry needs when working on curricular modifications and developments.
- **Examples from 2021-22:** Learning assessments and other data covering the shift to online instruction during the pandemic reflect areas of progress and struggle. Canvas tools, including the Peer-Review Assignments, helped to address some communication challenges, especially for non-native English speakers. However, limited access to adequate computers contributed to inequitable outcomes. Pass rates were much lower in the African American, LatinX, and Indigenous student populations. The department's improvement steps include using Title III processes to incorporate best practices into course design and accessibility. An ongoing goal is to use research and training opportunities to understand better patterns of and improvements for inequities in the profession and in the classroom.

Biology Department--STEM (Nat Sci/Math) Division

- **Examples from 2018-19:** The department was able to determine why graduate-rate information does not sufficiently capture its students' successes. For example, many STEM students transfer to the University of Washington as soon as they're granted admission, which is often before the students complete their Associate in Science degrees. The department has also outlined steps that the department has taken (and will continue to implement) to address its noted increased enrollments.
- **Examples from 2021-22:** To accommodate steadily growing enrollments, improve access, and enhance student support mechanisms at the height of the pandemic, the department did the following: improved their Full-time/Associate Faculty ratio from approximately 25% Full-time/75% Associate Faculty to nearly 40% Full-time; emphasized student-driven undergraduate research projects and Course-based Undergraduate Research Experiences (which help STEM Transfer students catch up with the research experiences of their four-year peers); added "lagging sequences" in multiple modes and times in Biology and Anatomy and Physiology to support students who were at risk for falling behind and dropping; adopted more flexible policies (e.g., for late work or missed labs); and proactively reached out to and supported students who needed additional assistance.

Academic English Department--International Division

- **Examples from 2018-19:** In response to student-success data, the Academic English Department developed successful corequisite and co-enrollment courses to improve student learning and to accelerate student progress toward college-

level courses.

- **Examples from 2021-22:** The students overall success levels are evidenced in the increasing pass rates for the departmentally evaluated exit exams and in course completions, which averaged about 93% from 2014-2021. The Academic English Department also identified pandemic-related matters that needed improvement: The widely used dashboards for disaggregated student data do not adequately capture the complexities and distinctions among populations, especially for international students. The shift to 100% online was especially challenging for non-native English speakers. Previously available resources, including corequisite courses and the Grammar Corner in the Writing Center were significantly limited. The department responded effectively to those challenges by enhancing orientation processes, placement methods, course design, teaching methods, and other student support resources. The department plans to continue with those successful efforts to increase student access and maintain the students' high achievement levels.

English Prep Department (formerly Bridge)--Pre-College Division

- **Examples from 2018-2019:** Based on analyses of placement processes and student progressions through individual courses and sequences, the department expanded placement eligibility (to include more students); diversified instructional methods (to address differing needs); created shared assessments (to clarify learning outcomes) and developed corequisite learning communities to shorten students' time in pre-college courses.
- **Examples from 2022-23:** The department's data analyses have demonstrated that Integrated Basic Education and Skills Training enhances student outcomes by contextualizing learning, accelerating student progress, and increasing student completions. However, the data also indicate that Integrated Basic Education and Skills Training is an under-utilized program, so the department is working on improving pathway design, advising practices, and class schedule language to make Integrated Basic Education and Skills Training and similar models more visible, manageable, and accessible. These efforts support the college's Diversity, Equity, and Inclusion priorities for shortening the time from pre-college to college level courses and for improving student enrollments, access, learning, and success.

Pandemic Adaptations for Program Review, 2020-23: It's worth noting and celebrating the fact that faculty not only transitioned to remote learning but did so with the guidance of paid, college-wide training on developing and improving the structure and equity-minded practices for online courses. However, in the face of the unprecedented challenges presented during the COVID-19 pandemic, the college had to choose between temporarily suspending Program Review or scaling it back. In 2020-23, the Assessment Committee and the deans modified some parts of the Program Review template to make the questions more relevant and the process more manageable for that context. Faculty could choose one of three different options that best suited their departments' circumstances at the time:

- **Completing the full Program Review** (*appropriate if the program/department is*

significantly changing or is identifying and requesting new resources, staff, faculty, etc.)

- **Addressing only selected Program Review questions** (*appropriate if customizing the Program Review for department-specific needs/priorities -- or if a department's current "bandwidth" is especially limited*)
- **Focusing on one departmental initiative / student success project to be reported on (or linked) in the Program Review document** (*appropriate for "limited bandwidth," Program Review customization, or planned tasks, e.g., new/revised curricula/degrees, department-wide faculty development, targeted data analysis, external accreditation, etc.*)

Lessons Learned: The scaled-back process helped many departments stay engaged with Program Review but without taking them away from their core responsibilities and primary focus on teaching and learning. However, it became clear that there were gaps in the process. Even though faculty were continuing to assess and improve teaching and learning and were conferring with their deans, those efforts were not always being formally documented in Program Reviews or other reporting mechanisms. In fact, in many cases, the faculty and deans did not recognize that such work could be the focus of Program Review. For example, some of the departments that participated in a "Flex" course pilot saw the data analyses (e.g., documenting the need for and effectiveness of Flex courses) as routine, not as something for an "official" process like Program Review. Other faculty worried that they were too busy for Program Review because they were revamping their curricula or trying to determine their program's long-term viability or undergoing an external process, such as a state audit of curricula, enrollments, and student success. These disconnects emphasize the need to explain more clearly what Program Review is and emphasize that many of the Program Review questions ask faculty to document and reflect on what they're already doing.

Improvement Plans: To address those gaps in understanding and in the processes, the college is restructuring some elements of Program Review.

Preparation:

- In the spring before departments are scheduled for Program Review, their deans will allot division-meeting time for the faculty to discuss and respond to customized Pre-Program-Review Surveys (*draft version*) about their prior goals and student-learning assessments. Those steps will "jumpstart" the Program Review process and create a foundation for the deans' earlier involvement in the departments' review efforts.
- The college is piloting the Pre-Surveys in winter 2024 for selected departments and implementing them in spring 2024 for next year's Program Review cohort.

Revisions:

- The updated and simplified Program Review Template (*draft version*) front-loads the collaborative-reflection processes based on the Pre-Surveys and the Dean's Feedback Template (*draft version*). These updates also provide more continuity and structure for ongoing learning assessments and data analyses.

- To ease the workload, the Reading Teams will be reduced to two members. Since the dean's commentary will be more structured, the Reading Teams will be able to provide more general peer feedback from the perspective of disciplinary strangers.

Support:

- The college will pay Associate Faculty if they have to lead or substantially contribute to their departments' Program Reviews.
- The Vice President for Instruction will help to coordinate the deans' collaborative reflections with the departments about their Program Review efforts. Those discussions will likely overlap with the Reading Teams' feedback processes.
- The Vice President for Instruction and deans will identify or develop resources and support mechanisms as alternatives to delaying program reviews for departments that are struggling with the process.

Yearly and Culminating Loop-Closing:

- During the 3-year Program Review cycles, the Assessment Committee, instructional deans, and Vice President for Instruction will develop year-end Loop-Closing reports.
- At the end of the 3rd year, they'll develop a Culminating Loop-Closing Report to recap the previous 3 years and preview the next 3-year Program Review cycle.

Additional Update for Assessments of Program Learning Outcomes: The Pre-Surveys and revised Program Review Templates include assessment resources and steps for departments with courses that meet the curricular requirements and Program-level Learning Outcomes for the shared General Education and Distribution areas listed below. (Note: This process is an updated version of a system that the college used from 2012-2016 but stepped away from for a few years to allow for more individualized, department-specific approaches, which worked well in some areas, but not all. See above sections on "Background Information" and "Lessons Learned.")

- Communication Skills (General Education)
- Quantitative Reasoning (General Education)
- Cultural Diversity (General Education)
- Human Relations (General Education / Related Areas of Instruction)
- College and Career Success (These are General Electives, not General Education or Distribution, but College and Career Success courses also represent shared areas of curricular development and instruction.)
- Humanities (Distribution)
- Social Sciences (Distribution)
- Natural Sciences and Mathematics/STEM (Distribution).

General Education Program-Level Learning Outcome Assessment Chart

The General Education Requirements for Transfer and Professional Technical degrees/certificates of 45 credits or higher. *Human Relations applies only to Professional Technical programs.*

<p>Communication: Communicate and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.</p>	<p>Quantitative Analysis and Symbolic Reasoning: Reason clearly using academic or professional modes of inquiry; quantitative or symbolic reasoning; and/or other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze, and solve problems.</p>	<p>Cultural Diversity: Explore and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.</p>	<p>Human Relations: Act responsibly in applying professional and academic standards associated with success in educational, workplace, community, and group settings.</p>	<p>College and Career Success: Develop professional and academic skills and strategies for career and college success.</p>
<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome.</p> <p>BSTEC 110 CMST& 101 CMST& 210 CMST& 220 ENGL& 101 ENGL& 102</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome.</p> <p>ACCT 101 BUS 130 ETEC 150 ECE 120</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome.</p> <p>See <u>Cultural Diversity Course List</u>.</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome.</p> <p>BSTEC 260 CMST& 230 MGMT 100 SHS 115</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome.</p> <p>CCS 100: Lib Arts CCS 100: STEM ENGR 100 SHS 100</p>

<p>ENGL& 235 ENGR 231 (cross-listed with ENGL& 235)</p> <p>As prerequisites and as “entry ramps” to college-level courses and degrees, AENGL 93, ENGLP 93, and ENGL 99 also align with this PLO.</p>	<p>MATH& 107 MATH 140 MATH& 141 MATH& 142 MATH& 146 MATH& 148 MATH& 151 MATH& 152 MATH 271 MATH 272 PHIL& 120</p>		<p>SHS 225</p>	<p>AHE 100 JOB DV 100 LEGAL 100 VISCO 100</p>
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Distribution Program-Level Learning Outcome Assessment Chart

<p>Humanities Distribution: Use Humanities-based methods to reason, communicate, make meaning, solve problems, and/or create or perform cultural works for diverse audiences and purposes.</p>	<p>Social Sciences Distribution: 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.</p>	<p>Natural Sciences and Mathematics Distribution: Use scientific and mathematical methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science concepts and insights.</p>
<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome:</p> <p>See the Humanities Course List.</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome:</p> <p>See the Social Sciences Course List.</p>	<p>Courses that meet this requirement and that have Course-level Learning Objectives that “roll up” to this Program-level Learning Outcome:</p> <p>See the Natural Sci/Mathematics Course List.</p>

In addition to the Teaching and Learning Assessments described above, non-instructional teams across the college engage in ongoing assessments of their services which are used to plan and implement improvements in service delivery. Several examples are shared in the table below, and more can be found in [Examples of Data and Assessment Use](#).

Examples of Non-Instructional Assessments

Academic Advising has diligently monitored New Student Advising participation, comparing data from summer 2019 to the present quarter. Notably, there was a substantial 50% reduction in New Student Advising attendance during the initial stages of the pandemic (2020), in contrast to the pre-pandemic period (2019). Subsequent quarters, spanning 2020, 2021, and 2022, witnessed either consistently lower participation or a plateau, deviating from the expected increase. To address this decline, proactive measures were implemented to enhance the accessibility and efficiency of New Student Advising. The restructuring involved initiating New Student Advising earlier in the process, during program exploration/selection and placement, streamlining the advising process. Furthermore, a diversified New Student Advising process was introduced, offering various completion modalities such as meetings, videos, written content with links, and asynchronous forms. These adjustments resulted in a significant 60% increase in participation during the summer/fall 2022 registration period compared to the previous two summer/fall periods, and a 20% surge compared to the pre-pandemic (2019) summer/fall period. Overall, participation during the winter/spring quarters of the past two years also showed a substantial increase ranging from 50% to 70%. Encouraged by these positive outcomes, the new format has been maintained throughout the 23-24 academic year, with a commitment to ongoing assessments for further improvements.

Responding to student feedback, **Financial Aid** revamped its forms using plain language, eliminating redundant information available on the website, shortening the forms, and enhancing clarity in required fields. As a result, the office witnessed a substantial reduction of over 50% in the number of rejected forms, showcasing the effectiveness of the simplified and improved documentation process. Additionally, data analysis revealed that the average time to award a student from start to finish was 45 minutes, impacting the turnaround time for grants and other funds. Acknowledging the link between processing time and student queries, the office implemented dedicated processing time, resulting in a significant increase in weekly capacity (40-60%). This proactive measure not only improves efficiency but also directly reduces the frequency and quantity of student questions, contributing to a more streamlined and responsive Financial Aid process.

In an effort to better align with student needs, the **Center for Student Cultural Diversity and Inclusion** developed a success coaching curriculum with a focus on resume building, initially including cover letter writing workshops. Post-workshop feedback revealed that cover letters were seldom required for the entry-level positions students typically pursue during college or after graduation. Beginning in the fall quarter of 2023, strategic changes were implemented, removing the cover letter writing program and introducing an online career advancement program, such as LinkedIn. This adjustment resulted in a remarkable 70% increase in program attendees and a 5% rise in job acceptances. The initial post-program data collection for the quarter showed a significant surge in participant numbers, aligning with the center's goal of serving as many students as possible through diverse workshop offerings. While the number of job placements experienced a minor increase, indicating a potential correlation with the change in

program content, further data collection over subsequent quarters will provide a more comprehensive understanding of the outcomes. The center plans to continue offering the same program, ensuring ongoing assessment and refinement to draw definitive conclusions on its impact.

The **Office of International Programs** strategically utilizes data to align its initiatives with the Comprehensive Plan's overarching goals. One key focus is on improving the application conversion rate, with targeted investments in countries like Japan and Vietnam, resulting in a 48% conversion rate in winter quarter 2024, which exceeded the goal of 42%. Additionally, the Office of International Programs concentrates on enhancing student success, particularly facilitating international students' transfer to four-year institutions. Data from exit surveys guides the selection of institutions for transfer fairs, while post-fair surveys inform subsequent strategies, including workshops on effective communication with college admissions officers. The Office of International Programs' commitment to data-informed decision-making extends across comprehensive data collection, encompassing inquiries, admissions, enrollment, university acceptance, and graduation. Analyzing data collected from prospective students who have inquired about Edmonds College" provides valuable insights into prospective students' backgrounds and desired programs of study, influencing tailored marketing collateral. Geographic trends, such as increased interest from Africa and the Indian subcontinent, trigger targeted efforts, including marketing strategies and in-country representatives. This data-informed approach ensures the Office of International Programs remains responsive to evolving trends, dedicated to meeting the diverse needs of both prospective and enrolled international students.

The **Counseling and Resource Center and Wellness Center** employ a data-informed approach to enhance mental health support services. Utilizing the Center Assessment of Psychological Symptoms screening tool, the Counseling and Resource Center assesses psychological issues, identifying prevalent concerns and tracking self-harm and suicidal ideation. An analysis revealed an average of 1.5 students per day endorsing high-risk symptomatology, leading to the initiation of drop-in appointments and tailored counselor matching. The data also prompted a grant application, resulting in the acquisition of two full-time counselors and a Wellness Coordinator to address a high student-to-counselor ratio. End-of-quarter surveys gather student feedback, informing changes to services such as language translations in intake forms and reintroduction of products like free condoms to the Wellness Center.

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Edmonds College's procedures for transferring, receiving, and evaluating academic credits are based on transparent criteria articulated in the college's catalog and website

(credentials and evaluation). These procedures are guided by standard campus practices, state regulations, and accreditation requirements to ensure 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 College transcript to indicate the number of transferred credits used for the degree or certificate.

The college ensures that credits for Associate in Arts and Associate in Science-Transfer degrees meet state guidelines from the State Board for Community and Technical Colleges and the Intercollege Relations Commission. These statewide transfer degrees are intended to facilitate effective transfer from the community colleges to all Washington state public and most Washington state private 4-year institutions. 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 Associate in Applied Science-Transfer degrees. 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 transferring high school credit (e.g., technical-preparatory courses), instructors from all 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 and for Alternative Assessments (for placements and credit awards). 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 based on assessments or test scores from other colleges or institutions, high school transcripts (in limited situations), SAT/PSAT test scores; Smarter Balanced test scores, or credits earned at other colleges or institutions. Courses and credits are awarded based on rubrics laid out by the State Board for Community and Technical Colleges for Advanced Placement test scores, International Baccalaureate test scores, Cambridge Examinations test scores, and CLEP/Dantes results. 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.

The State Board for Community and Technical Colleges' website describes how credits transfer among the state's community and technical colleges (including Edmonds College) and from those colleges to the baccalaureate institutions. Per the Direct Transfer Agreement and the Direct Transfer Agreement-based Major Related Programs, the

Associate in Arts and Associate in Applied Science-Transfer degrees 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). Program Requirement Sheets guide course selections and program planning.

The college has developed formal Articulation Agreements with specific institutions in response to enrollment patterns. 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.

Associate in Applied Science-Transfer Degrees are Articulation Agreements geared toward applied Professional-Technical disciplines. These degrees allow Professional-Technical students to complete Edmonds College degrees and then transfer to four-year institutions to finish the general education, distribution, and discipline/program-specific requirements for a bachelor's degree.

1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Standard 1.C.9 is not applicable to Edmonds College because the institution does not offer graduate programs.

Evidence Documentation for Standard 1.C.

Learning Outcomes	<ul style="list-style-type: none"> ➤ Course-level Learning Objectives and Program-level Learning Outcomes ➤ Course syllabi Template ➤ Student Learning Assessment Resources
Academic Programs And Courses, Completion Requirements, Course Sequences, and Projected Timelines to Completion	<ul style="list-style-type: none"> ➤ Online College catalog ➤ Areas of Study ➤ Programs and Degrees ➤ BAS Degree Descriptions ➤ Types of Degrees and Certificates offered by Washington state community and technical colleges ➤ Program Requirement Sheets (click on a program to see sheet)
Student Assessment and Credit Awarding Policies	<ul style="list-style-type: none"> ➤ Grading Policies and Procedures ➤ Academic Information and Requirements ➤ State Board for Community and Technical Colleges' credit-equivalent definition, page 11 ➤ Statewide Transfer of Credit Policy and Agreement ➤ Quarterly class schedule ➤ Office of Planning, Research, and Assessment- Assessment Support
Admission and completion of graduation requirements	<ul style="list-style-type: none"> ➤ Online Policy Catalog ➤ Admissions Policy ➤ Admission Requirements ➤ Getting Started Admissions Website Guide ➤ Transfer Degree Requirements ➤ Graduation Requirements ➤ Degree and Certificate Types
Systematic Program Review	<ul style="list-style-type: none"> ➤ Program Review Internal Website ➤ Program Review Instructions ➤ Program Review Template/Reporting Form ➤ Program Review Dean's Template ➤ Program Review Tracking Sheet ➤ Curriculum Committee ➤ Academic Standards Committee ➤ Professional-Technical Advisory Committees ➤ Role of Faculty in Student Assessment, Collective Bargaining Agreement 7.3.2 (page 46)
Course and Program Management, Review, and Development	<ul style="list-style-type: none"> ➤ Curriculum Management Site ➤ Curriculum Committee Site ➤ Course Development Template ➤ Program Development Template ➤ College Policies:

	<ul style="list-style-type: none"> ○ <u>IN 8.0, Annual review and approval process for degrees and certificates</u> ○ <u>IN 8.01pr - Approval and Review of College Curriculum, Degrees, and Certificates : Procedure, Section 1. Procedure for Approval of New Courses</u>
<p>Transferring Credit and Processing Prior Learning Credit</p>	<ul style="list-style-type: none"> ➤ <u>Transfer Credits to Edmonds College</u> ➤ <u>Prior Learning Credit Process</u> ➤ <u>State Board for Community and Technical Colleges Course Acceptance and Reciprocity Agreements</u> ➤ <u>Articulation Agreement</u> ➤ <u>Alternative Testing/Course Placement Methods</u>

1.D. Student Achievement

1.D.1

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

In alignment with its mission of **Teaching | Learning | Community**, Edmonds College proactively seeks to enroll students who stand to gain from its educational offerings. As an open enrollment institution the college is committed to serving students at every stage of their educational journey. This commitment is evident in Comprehensive Plan Goal 1: Access and associated Strategies and Actions. Additionally, within the Diversity, Equity, and Inclusion Strategic Plan, the college has outlined specific objectives to develop a culturally sensitive outreach program. This program is designed to assist marginalized students in navigating their college journey, accessing financial aid, and tapping into community resources effectively.

Student Outreach and Recruitment Foci	
Comprehensive Plan	Diversity, Equity, and Inclusion Strategic Plan
Strategy 1A: Increase New Student Applications and Conversion	Goal A: Culturally Appropriate Student Outreach Program
Action 1A1: Increase High School Graduates' Application and Conversion Rates	Objective #1: Build diverse community relationships and partnership to advance the implementation of culturally appropriate outreach activities that promote inclusiveness.
Action 1A2: Increase Running Start Application and Conversion Rates	
Action 1A3: Increase Adult Learner Application and Conversion Rates	Objective #2: Based on feedback and understanding from members of marginalized student groups, evaluate outreach activities and make necessary changes to enhance the effectiveness of those activities.
Action 1A4: Increase Enrollment in BAS Programs	
Action 1A5: Increase International New Student Enrollment	Objective #3: Recruit and train current domestic and international students to work as culturally competent student ambassadors to help historically underserved and other prospective students navigate the college entry process and access and understand the campus resources available to support them.
Action 1A6: Increase Re-enrollment of Stop-out Students	
Action 1A7: Increase Pre-College-to-College Conversion	

Edmonds College's marketing and outreach materials closely align with these strategies and objectives, aiming to convey to prospective students that they are genuinely welcome and well-supported at the institution. For instance, the college has created targeted outreach materials specifically designed to address critical concerns of historically underserved and underrepresented student groups in higher education. This includes

students of color, individuals with disabilities, those with limited financial means, first-generation students, lesbian, gay, bisexual, transgender, and queer + students, and other groups with distinct needs, such as veterans and justice-involved individuals.

**GET HELP PAYING FOR
TUITION, BOOKS, AND CHILD CARE**



Take our quick survey to see if you qualify:
www.startnextquarter.org

WORKER RETRAINING
edmonds.edu/retraining | 425.640.1433 | workerretraining@edmonds.edu
Helps pay for tuition, books, and fees and provides career counseling and job search assistance. Open to people who are unemployed, those at risk of losing their jobs, recently discharged veterans, and divorced or separated home-makers.

WORKFIRST
edmonds.edu/workfirst | 425.640.1686
Pays for tuition, books, and fees for short-term education programs. Open to people who receive Temporary Assistance for Needy Families (TANF) and have DSHS approval from their case manager.

BASIC FOOD EMPLOYMENT AND TRAINING (BFET)
edmonds.edu/bfet | 425.640.1686 | bfet@edmonds.edu
Helps pay for tuition, books, fees, and child care. Open to low-income students receiving federally issued Basic Food (SNAP) benefits.

OPPORTUNITY GRANT
edmonds.edu/opportunity | 425.640.1686 | opportunitygrantprogram@edmonds.edu
Pays for 45 credits of college tuition and fees and provides up to \$1,000 per year toward the cost of books and supplies. To qualify, students must meet income requirements and pursue a certificate or degree in one of the approved programs.

Edmonds 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. The nondiscrimination language is available in multiple languages at edmonds.edu/nondiscrimination.



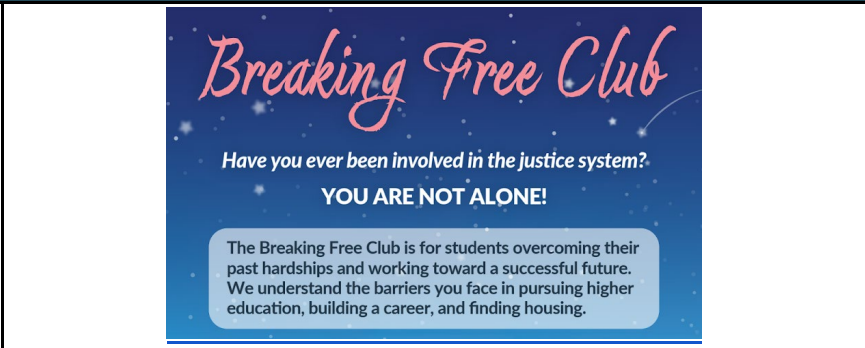
Once enrolled, Edmonds College offers a diverse range of student success resources and services. These encompass orientation, advising, and college success curricula, along with comprehensive information about state and college admissions policies and processes, certificate/degree program requirements, and graduation and transfer criteria. These services are designed to provide steadfast support to students throughout their Edmonds College journey.

Edmonds College's student services offices maintain communication with

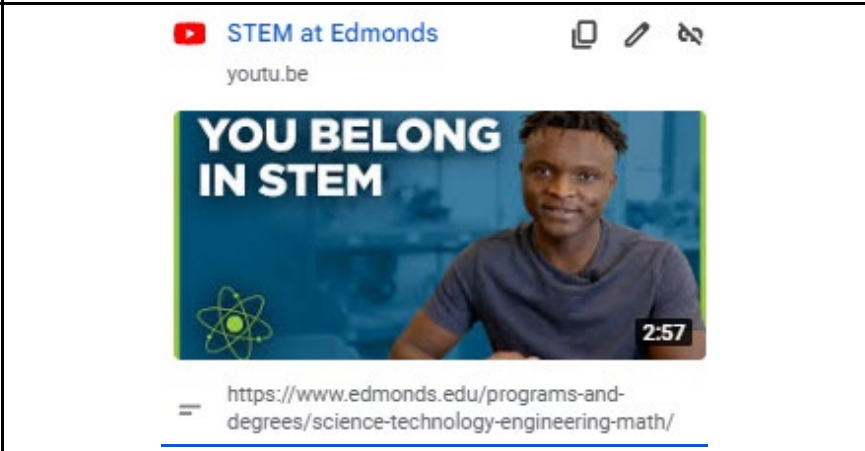
students through multiple channels to ensure that essential information is effectively conveyed. This includes sending emails to students' designated email addresses, posting announcements on the college's website or student portal (ctcLink message center), utilizing social media platforms, distributing flyers and posters on campus, and, in certain cases, sending text messages. These communications cover a broad spectrum of topics, ranging from academic advising and registration deadlines to campus events and updates on available support services. This extensive network of information is geared towards keeping students well-informed and engaged in their college experience. Student support services and resources collaborate with the college's Marketing department to design and disseminate these vital messages and materials to students. Further, the college website was redesigned with a focus on prospective and current students. This simplified design allows for students to easily navigate the application process and to quickly and easily find the content they need to make informed decisions about their educational journey.

Examples of Outreach and Recruitment and Student Supports Marketing Materials

Breaking Free Outreach Flyer for the justice and formerly justice-involved



You Belong in STEM Outreach Video



The Truth is Anybody Can Go to College Outreach Video



Running Start (Dual Enrollment) Information Slide Deck



Dual-credit Running Start program at Edmonds College lets Washington State high schoolers ear...

Basic Needs Support Flyer

The Triton Student Resource Hub
is here for you!



Go to edmonds.edu/hub or scan this QR Code to find a map to our hub.

FOOD PANTRY

Open to Edmonds College students and employees. We have canned food, pastas, grains, dried fruits, other shelf-stable foods, and hygiene supplies. All you need to bring is your EdPass and a bag.

EMERGENCY FUNDING

Get help with food assistance, transportation, utilities, child expenses, healthcare, homelessness prevention, and housing navigation.

COMMUNITY RESOURCES

If you live in Snohomish County and need help with rent, utilities, food resources, counseling, free phones, prescription assistance, or other needs, our community resource advocate may be able to help.

SUPPORT FOR VETERANS

Help is available for veterans transitioning out of the justice system, veterans experiencing homelessness, and any veteran who would like to connect to education benefits, health care, and other resources.

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

As described in Sections 1.B.2 and 1.D.3, Edmonds College utilizes leading and lagging indicators (that are benchmarked against peer institutions) to measure our progress toward our Mission Fulfillment and Comprehensive Plan. The college's 10 lagging indicators (which include targets developed after benchmarking against regional and national peer institutions) include the following student achievement measures:

- Course completion (i.e., course retention);
- Student progression (through particular credit milestones);
- Quarterly student persistence;
- Program (i.e., degree and certificate) completion; and
- After-Edmonds College attendance measures of transfer rates and job placement percentages.

The status of each of the college's 10 lagging indicators is reported in an annual Institutional Performance Report, and the appendix to the Institutional Performance Report offers disaggregation of the information in various ways, such as by gender and ethnicity. For instance, data related to course completion, student progress, quarterly student persistence, and program completion can be dissected by gender, ethnicity, first-generation, and low income. These categories are institutionally meaningful and serve as critical tools for Edmonds College to actively foster student achievement and narrow equity gaps.

Further, the college compiles synthesized reports featuring disaggregated data on student success, along with recommendations aimed at addressing equity disparities among Black/African American, Latinx, and Indigenous students.

Disaggregation of institutional data led to one of the college's new initiatives, the Men of Color Scholars Program. Institutional data showed that 21% of all enrolled students at our college were men of color, constituting 45% of newly enrolled students of color. Compared to the overall domestic student population, men of color were more likely to have dependents in their care (19% vs 15%) and were more likely to be enrolled for less than 15 credits a quarter (46% vs 40%.) Approximately 39% men of color were working while attending college. While the persistence (57% fall to fall) rates of men of color are in line with that of the general Edmonds College student population, rates for African-American and Latinx men were significantly lower (45%).

In response to this data, the Men of Color Scholars Program was developed as a strategic initiative embedded within our Comprehensive Plan, designed to provide dedicated support, resources, and encouragement specifically tailored for scholars who self-identify as men of color. The college continues to use data to gain insights into the composition of the program, employing disaggregation by race and first-generation status. This nuanced approach allows for a comprehensive understanding of the diverse demographic makeup of Men of Color Scholars and informs targeted strategies to increase program participation. A key focus of the initiative is on success, with an emphasis on enhancing quarter-to-quarter persistence among Men of Color Scholars. Leveraging data analytics, the program tracks persistence rates, disaggregating the information by race and GPA. This approach not only provides a quantitative measure of success but also allows for a detailed examination of persistence trends across different demographic groups. In instances where lower persistence rates are identified, the program utilizes data as a tool to conduct thorough reviews and subsequently implement tailored interventions aimed at improving quarter-to-quarter persistence for specific racial groups.

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

As described in Sections 1.B.2 and 1.D.2, Edmonds College utilizes leading and lagging indicators to measure our progress toward our Mission Fulfillment and Comprehensive Plan. The college's 10 lagging indicators (which include targets benchmarked against peer institutions) include student achievement measures that are disaggregated (in the appendix to the Institutional Performance Report).

The college routinely disaggregates student achievement data across various demographic factors, including socioeconomic status/need-based aid eligibility, first-generation status, age, and gender. This data is a foundational resource for shaping and executing multiple student-centered initiatives at the college.

The Edmonds College Office of Equity, Inclusion, and Belonging maintains a publicly accessible webpage on the main college website. This webpage provides valuable information:

- About Us: Demographic enrollment breakdowns, which are updated annually.
- Diversity, Equity, and Inclusion Strategic Plan: In compliance with WA SB 5194, community and technical colleges are mandated to formulate Diversity, Equity, and Inclusion strategic plans. Beginning July 30, 2022, and subsequently every two years, community and technical colleges are required to submit these Diversity, Equity, and Inclusion strategic plans to the Washington State Board for Community and Technical Colleges. The legislation emphasizes an inclusive process for developing Diversity, Equity, and Inclusion strategic plans, involving students, faculty, and staff. Colleges are encouraged to utilize insights from their campus climate assessments to inform the formulation of these Diversity, Equity, and Inclusion strategic plans. Further, the Equity and Inclusion Committee of the Faculty Senate collaborates with administration and various campus departments to advance the college's Diversity, Equity, and Inclusion objectives.
- Results from the Diversity, Equity, and Inclusion Antiracism Campus Climate survey: In spring 2022, faculty, staff, and students at Edmonds College were invited to participate in the Diversity, Equity, and Inclusion and Antiracism Campus Climate survey. This survey represents a fundamental aspect of Washington state's Higher Education - Diversity, Equity, Inclusion, and Antiracism Training and Assessment legislation, also known as SB 5227. This law mandates higher education institutions carry out a campus climate assessment aimed at comprehending the current state of diversity, equity, and inclusion in the learning, working, and living environment on campus for students.

Edmonds College collaborated with Hanover Research to develop the survey, gathering feedback from campus community members. The survey, which colleges are mandated to repeat every five years, explores the perspectives of faculty, staff, and students regarding the college's ongoing Diversity, Equity, and Inclusion and anti-racism efforts. Findings from the initial survey are being used to inform the college's Diversity, Equity, and Inclusion Strategic Plan and other Diversity, Equity, and Inclusion-focused initiatives.

Edmonds College goes beyond internal assessments and actively benchmarks its institutional indicators against peer institutions. The college has crafted its strategic goals, focusing on student advancement, program completion, student transfer rates, and job placement percentages by conducting an in-depth comparative analysis. This evaluation encompasses a wide spectrum, involving not just fellow community and technical colleges within Washington state, but also the 23 out-of-state institutions that were finalists for the Aspen Prize for Community College Excellence from 2011 to 2019.

The full list of comparison institutions is provided below:

Comparison Institutions	
Anoka-Ramsey Community College (Coon Rapids, MN) Bellevue College (Bellevue, WA) Brazosport College (Lake Jackson, TX) Broward College (Fort Lauderdale, FL) Chaffey College (Rancho Cucamonga, CA) City Colleges of Chicago-Kennedy-King College (Chicago, IL) Clark College (Vancouver, WA) College of the Ouachitas (Malvern, AR) CUNY Hostos Community College (Bronx, NY) CUNY Kingsborough Community College (Brooklyn, NY) El Paso Community College (El Paso, TX) Everett Community College (Everett, WA) Green River College (Auburn, WA) Highline College (Des Moines, WA) Indian River State College (Fort Pierce, FL) Miami Dade College (Miami, FL) Mississippi Gulf Coast Community College (Perkinston, MS)	Mott Community College (Flint, MI) Northeast Community College (Norfolk, NE) Northeast Iowa Community College (Calmar, IA) Odessa College (Odessa, TX) Palo Alto College (San Antonio, TX) Pasadena City College (Pasadena, CA) Pierce College-Fort Steilacoom (Lakewood, WA) Pierce College-Puyallup (Puyallup, WA) San Jacinto Community College (Pasadena, TX) Santa Barbara City College (Santa Barbara, CA) Santa Fe College (Gainesville, FL) Shoreline Community College (Shoreline, WA) Southwest Texas Junior College (Uvalde, TX) Tacoma Community College (Tacoma, WA) Valencia College (Orlando, FL)

Of note is that while Edmonds College has established lagging indicator targets against benchmarked data from the 2011-2019 Aspen Prize finalist institutions, the college continues to monitor its performance when new Aspen data is available, as demonstrated in [this example](#) of Edmonds College's performance against 2023 Aspen Prize data that was recently released.

For transparency and accountability, the status of every lagging indicator can be accessed via an internal college data dashboard. Additionally, an annual report detailing the status of each indicator is included in the college's Institutional Performance Report. This report undergoes thorough review and approval by the President's Leadership Team before being presented to the Board of Trustees and shared across the college community. These annual Institutional Performance Reports are readily available to the public on the college's website. This comprehensive and inclusive approach ensures that Edmonds College continually measures its performance against diverse benchmarks, informing its ongoing planning for improvement and resource allocation.

Furthermore, the college regularly engages in regional and national surveys and assessments that provide valuable benchmarks across institutions, further enhancing its data-informed decision-making process.

For example, Edmonds College participated in the #RealCollege Survey, the nation's most extensive and well-established assessment of students' basic needs, and the Washington Student Experience Survey: Basic Needs Security Among Washington College Students. These surveys revealed that Edmonds College students faced challenges meeting their basic needs at rates comparable to or higher than national peers. As numerous reports and studies have shown, food and housing insecurity can have a significant negative impact on college student achievement in terms of academic performance, attendance and engagement, and dropout rates due to financial strain.



TRITON STUDENT RESOURCE HUB

One-stop center for help when you need it!

The Triton Student Resource Hub addresses the needs of students who are experiencing a severe financial crisis that impacts their continued academic success at Edmonds College. The mission is to provide a seamless and individualized response to Edmonds College students' needs.

Apply for benefits

- Triton Student Resource Hub
- 211
- Food Pantry
- Edmonds Rescue Plan
- Student Emergency Assistance Grant

Students who struggle with these issues may not achieve their full academic potential, limiting their career opportunities and earning potential in the long term.

Looking for some help? Activate!

In response, the college made it a top priority to support students' basic needs. Building upon this commitment, the college has consolidated a wide

array of on-campus and community resources into a unified basic needs resource and navigation initiative known as the Triton Student Resource Hub. This comprehensive hub model ensures that students receive the necessary assistance and guidance to overcome food and housing insecurity and other emergency needs. In line with the institution's unwavering dedication to these issues, a dedicated building on campus has been allocated to serve as a physical hub for programs specifically designed to support students in effectively navigating these challenges.

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Edmonds College operates within a data-rich environment that provides robust tools for assessing and enhancing student learning, fostering faculty engagement and input, devising effective strategies and actions, and swiftly conveying evaluation results and associated decisions. However, given the sheer volume of information available and despite recent efforts to further develop employees' data awareness and information literacy skills, the college acknowledges the need for greater coordination and consistency in communication protocols to help campus members better use this wealth of data in their daily tasks, planning, and assessment processes.

The college effectively leverages assessment results to drive continued improvements in instructional methods, learning support, and evaluation processes. For example, in conjunction with Student Achievement Initiative Indicators, Achieving the Dream, Guided Pathways, and related efforts, a comprehensive analysis of program reviews and student-learning assessments informed the college's strategic restructuring of Pre-College Math and English. To shorten the pre-college sequence (while continuing to support less prepared students), the departments combined selected courses and introduced innovative approaches, such as Integrated Basic Education and Skills Training (I-BEST) and other co-requisite models. Additionally, the college's revamped placement procedures, including the use of high-school transcripts and Directed Self-Placements, offer more equitable options. These initiatives are pivotal in our commitment to promoting equity within our educational system. Streamlining the transition from pre-college to college-level courses is instrumental in reducing disparities and ensuring that all students have the opportunity to succeed. Such innovations are well-aligned with recognized best practices and are among the college's most successful processes for addressing equity gaps.

Edmonds College utilizes many evaluation tools to assess the extent to which it achieves its mission and core themes. In recent years, these tools have included, but are not limited to, the accreditation process, the Comprehensive Planning process, Program Reviews, environmental scans, change management processes, annual Institutional Performance Reports, peer analyses and comparisons, and data pertaining to indicators of achievement. (Links to several of these resources are included in the Standard 1.B. evidence documentation list.)

Operational Planning

Core Functions & Gap

Lead Area	2018-2020 Strategies	Person Responsible	Lagging Metrics	Progress Updates
ACCESS				
1. Student Success	1A. Marketing and Outreach Implement effective recruitment and communication plans that engage prospective students through events, tours, emails, texts, and print pieces that guide students toward application and enrollment.	Catherine Carles		[LINK]
1. Student Success	1A. Clear Pathways Provide access to clear and structured areas of study, program maps, online programs, career opportunities, and transfer pathways.	Courtyl C Carles	1. Number of students who enroll in the college within 90 days of application 2. Number of students who complete the college within 90 days of enrollment	
1. Student Success	1A. Student Centered Service Ensure a smooth and clear entry to college by providing guidance, answering questions, and resolving concerns.	Catherine Carles		
1. Student Success	1A. Career Readiness Ensure and adjust on-site offerings to meet student needs by program requirements, the time, capacity, and availability.	Catherine Carles		
1. Student Success	1A. Infrastructure Planning Plan for strategic infrastructure to increase access and enrollment for students. Renovation of the Board Track Center, One Stop Store and Student Center. Upgrade the College Office.	Holly Carles		
SUCCESS				
1. Student Success	1B. Faculty Retention Increase and long standing retention for faculty excellence and innovation through on-going training, mentoring and supporting activities.	Catherine Carles		
1. Student Success	1B. Student Engagement Support student achievement and student success through learning innovation, student development, and engagement opportunities.	Catherine Carles		
1. Student Success	1B. Pathways Support Provide a clear and navigable and robust support to facilitate and expedite the college experience. On-line orientation, career and transfer opportunities, career coaching, career coaching, early alert.	Catherine Carles		

The college draws data from numerous operational areas, tracking efforts and initiatives, as described in Section 1.B.2; table “Ongoing Institutional Assessments and Self-Studies” and Student Achievement indicators as described in Section 1.C. Additionally, Program Reviews, as described in Section 1.C.7, include outcomes assessment results. The Office of Planning, Research, and Assessment maintains Tableau and other dashboards and data tracking reports (e.g., for enrollment, course and program completion, retention, and persistence rates). An annual report on the status of each lagging indicator is presented in the college's [Institutional Performance Report](#). The college also benchmarks data on enrollment, student success, and other measures against institutions that were finalists for the Aspen Prize for Community College Excellence from 2011 to 2019 (and continues to [monitor performance against new Aspen data](#) as it is made available) and by using the [Washington State Board for Community and Technical Colleges data views and dashboards](#) (linked in the right hand menu of the website).

Processes and methodologies to support the collection and analysis of data include the following:

- [Office of Planning, Research, and Assessment](#), which supports a wide range of planning and improvement efforts by providing and analyzing data--for example, from the sources listed above--and by integrating institutional data and assessments into the year-end Institutional Performance Reports.
- The college's [Data Governance Committee](#).
- The college's Data Team, which is a regular, joint meeting between the college's Institutional Research and Information Technology employees. This team ensures that these sections of the college are working together to best access, communicate, and provide to college employees data.

Through analyses of annual college priorities, strategies, and actions in the Comprehensive Plan, the college evaluates the results of evaluation processes to identify future priorities, strategies, and actions that promote programs' and services' goals and intended outcomes. In addition, the planning and evaluation cycles focus on promoting continuous improvements by building on and refining the previous year's efforts.

The college completes its comprehensive 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. Examples of college initiatives that have been developed based on insights gained from analysis of disaggregated student data are shown in the table below:

Edmonds College Equity-Targeted Student Resources and Programs	
Office/Service	Service Provided
<u>Triton Student Resource Hub</u>	Addresses the needs of students experiencing a financial crisis that impacts their continued academic success. The mission is to provide a seamless and individualized response to Edmonds College students' needs. Services include the college food pantry, community resource advocates, and emergency funding to help with food assistance, transportation, utilities, child expenses, healthcare, homelessness prevention, and housing navigation.
<u>TRIO Student Support Services</u>	A federally funded program that provides low-income, first-generation college students and students with disabilities valuable support and services to assist in student success and persistence toward graduation. TRIO serves to motivate and help students accomplish their goals by offering comprehensive individual support.
<u>Men of Color Scholars Program</u>	Provides academic support, mentoring, resources, and engagement activities. A major focus is to transform the higher education experience of the Men of Color program and innovate approaches to student success that create a sense of belonging and advances breaking down the stigmas and barriers that impede students' reaching their goals.
<u>Veterans Resource Center</u>	Offers a safe and comfortable place to connect to resources, meet other veterans, and get assistance in navigating college processes and accessing educational benefits.
<u>Center for Student Cultural Diversity & Inclusion</u>	The Center for Student Cultural Diversity & Inclusion strives for equity and inclusion through empowerment, advocacy, and celebration. In addition, the center serves all students with additional intentional efforts centralizing around students of color, the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Other gender-diverse community, and all other historically marginalized identities.
<u>Services for Students with Disabilities</u>	Ensures that programs at Edmonds College are accessible and usable by students regardless of ability. Connects students with departments and resources on campus and in the community to support them in achieving their educational and professional goals. Supports students by conducting assessments and providing accommodations for equal access to all aspects

	of academic and campus programs. Services for Students with Disabilities will provide experience in selecting appropriate tutors for students with disabilities to increase retention and program completion.
<u>Pursuit Lab</u>	In partnership with Washington’s Department of Vocational Rehabilitation, Edmonds College Pursuit’s Workplace Readiness course seeks to help students with disabilities discover strengths, prepare for jobs, and reach educational goals.
<u>Mathematics, Engineering, Science, Achievement (MESA) Program</u>	The Mathematics, Engineering, Science, Achievement program focuses on initiatives to improve diversity and retention of historically underrepresented students in STEM, including Black/African American, Latinx/Hispanic, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and women students. The goal is to increase diversity in the STEM workforce by addressing the challenges underrepresented students face in their educational and career development.
<u>Syllabus Task Force</u>	With the support of the Faculty Senate, a group of faculty and Technology Resource Center staff was convened to review the existing Edmonds College Syllabus Template and recommend changes to make that document more inclusive, accessible, and equity-minded. Among the many resources consulted were the Center for Urban Education's Syllabus Review Guide for Equity-Minded Practice and the Accessible Syllabus Project.
<u>Transparency in Learning & Teaching</u>	Recent findings indicate that transparent instruction significantly enhances students’ success, with greater gains for first-generation, low-income, and underrepresented college students (Winkelmes, 2013, 2016).
<u>Learning Support Center</u>	Provides supplementary academic support to students from diverse ethnic, academic, and socio-economic backgrounds. It assists students in strengthening their college-wide abilities in math, the sciences, the humanities, and social sciences. The Learning Support Center offers various free in-person and online tutoring services to all Edmonds College students, including a writing center, Grammar Corner, and opportunities to participate in small interactive groups with other students, tutors, and faculty members.
<u>Integrated Basic Education Skills and Training (I-BEST)</u>	A nationally recognized model that uses team teaching to quickly boost students’ literacy while learning job or academic skills. Edmonds College offers numerous Integrated Basic Education and Skills Training pathways that serve developmental education, English Learning students, recent high school graduates, and co-enrolled high school students transitioning into college-level programs. A majority of our Integrated Basic Education and Skills Training students are first-generation who identify as low-income and/or of color. These students come to Integrated Basic Education and Skills Training to gain new skills and transition to occupations relatively quickly to better support themselves and their families. These students will benefit from integrated professional-technical and support classes that provide supplemental instruction and support in the content area and contextualized basic academic skills, and wraparound navigational support provided by our Integrated Basic Education and Skills Training Case Management team
<u>Workforce Funding</u>	The college has extensive experience supporting unemployed, underemployed, and incumbent workers looking to upskill and advance in

<p>Programs</p>	<p>their careers. We offer several workforce programs such as: WorkFirst ; Basic Food Employment and Training; Washington Opportunity Grant; and Washington Worker Retraining. These programs support low-income students that qualify with tuition, books, class fees, childcare support, transportation, career pathway advising, and job placement for long-term student success. Workforce Innovation and Opportunity Act funds for displaced workers support students pursuing degrees and certificates for in-demand living-wage careers. Worker Retraining students can also pursue training for GED®, High School Completion, English as a Second Language, or upgrading job skills. The college has also partnered with WIOA through the Workforce Snohomish Office to provide eligible students with additional career counseling and job search assistance.</p>
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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 reports shared with respective divisions or departments of the college.

Edmonds College planning further takes into account the college’s and the state’s budget projections (e.g., for ctcLink, infrastructure upgrades, new tenure-track positions). In accordance with state regulations and institutional policies, Edmonds College 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.

The college 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.

Revenue sources, conservatively modeled, are applied to the expenses in the projected budget. As needed, the President’s Leadership Team adjusts expenditures and local revenue allocations to maintain its operating budget and sufficient reserves to support current and future commitments.

Grants Development personnel are housed within the division of Finance, Grants, and Institutional Effectiveness, serve on the Accreditation Committee, Capital Proposal Development group, and the College Leadership Team. This ensures that grant and contract proposals submitted by the college are aligned with mission fulfillment, college-wide strategy and plans, institutional research findings, and the college’s financial commitments.

<p>Examples of Grants and Contracts that Support College Strategies 2020-2023</p>	
<p>➤</p>	<p><u>Edmonds College awarded \$532,500 to install electric vehicle charging stations around campus</u></p>

- Edmonds College, Edmonds School District selected to partner for Limitless, a Postsecondary Enrollment Learning Network
- U.S. Rep. Rick Larsen sponsors \$1.3 million funding package for Maritime and AI Robotics programs at Edmonds College
- Edmonds College receives \$220,000 grant for patient care technician program
- Verdant grant of over \$200,000 to benefit counseling services at Edmonds College
- Edmonds College a finalist for Men of Color grant
- Edmonds College, in partnership with Latino Educational Training Institute and Snohomish Conservation District, recommended for funding worth \$817,000 to restore salmon habitat
- Edmonds College Head Start program receives \$6 million grant
- Edmonds College awarded grant for new AI lab through new AI Incubator Network
- Edmonds College receives \$1.5 million cybersecurity grant
- Running Start program at Edmonds College receives nearly \$1 million grant
- Edmonds College receives renewal of \$200K grant for expanding program that services students with disabilities
- Workforce Snohomish, Edmonds College Awarded \$360,000 for Homeless Veterans Reintegration Program
- Edmonds College awarded more than \$800K in grants to address student homelessness, emergency needs
- Hazel Miller Foundation donates \$1.5M to Edmonds CC's STEM campaign
- Edmonds College receives \$3 million grant for health care training program
- Edmonds College receives \$1.38 million to support low-income, first-generation college students, students with disabilities
- Edmonds College receives \$2.2 million Title III grant for strengthening, supporting student success
- Edmonds College awarded over \$1.1 million for materials science education

Evidence Documentation for Standard 1.D.

New Student Orientation Resources	<ul style="list-style-type: none"> ➤ <u>New Student Orientation</u> ➤ <u>Advising</u> ➤ <u>Mandatory College Success Courses</u> ➤ <u>State and College Admissions Policies</u> ➤ <u>Certificate/degree program requirements</u> ➤ <u>Graduation and transfer criteria</u>
Outreach and Recruitment and Student Support Resources Marketing Materials	<ul style="list-style-type: none"> ➤ <u>Breaking Free Outreach Flyer for the justice and formerly justice-involved</u> ➤ <u>You Belong in STEM Outreach Video</u> ➤ <u>The Truth is Anybody Can Go to College Outreach Video</u> ➤ <u>Running Start (Dual Enrollment) Information Slide Deck</u> ➤ <u>Basic Needs Support Flyer</u>
Transparent Disaggregated Data	<ul style="list-style-type: none"> ➤ <u>Online data view for lagging indicators</u> ➤ <u>Example Equity Gap Analysis for Latinx Students</u> ➤ <u>Trends and Analysis in Enrollments and Student Success- Presentation to President’s Leadership Team</u> ➤ <u>About Us</u> ➤ <u>Diversity, Equity, and Inclusion Strategic Plan</u> ➤ <u>Results from the Diversity, Equity, and Inclusion Antiracism Campus Climate survey</u>
Planning/Strategy Initiatives Developed in Response to Disaggregated Student Achievement Indicators	<ul style="list-style-type: none"> ➤ <u>Black/African American Student Success Initiative: Blueprint with Recommendations for Closing Equity Gaps for Black/African American Students</u> ➤ <u>Latinx Student Success Initiative: Closing Equity Gaps Recommendations</u> ➤ <u>Indigenous Student Success Initiative Blueprint with Recommendations for Closing Equity Gaps for Indigenous Students</u>
Data Governance Committee	<ul style="list-style-type: none"> ➤ <u>Data Governance Committee Charter</u>

Conclusion

Edmonds College embodies our mission of **Teaching | Learning | Community** by placing student success, equity, and inclusion at the very core of our endeavors. We are unwavering in our commitment to fostering student success for all and cultivating a diverse, equitable, and inclusive campus community. This dedication extends to comprehensive assessments and continuous evaluation of all aspects of the college, employing disaggregated data to identify and address equity gaps and gaps in our services. We study our institutional data and evidence-based best practices in order to sustain continuous quality improvement. We endeavor to develop and implement plans and strategies that effectively serve all constituents, especially historically underserved groups in higher education.

Yet, we are acutely aware of the rapid and ever-evolving changes in our educational landscape, marked by shifting demographics, increasingly complex technology, and global uncertainties. Thus, we also adopt a forward-thinking approach, vigilantly monitoring emerging trends and developments. We firmly believe that remaining relevant as a regional pillar of higher education and workforce development requires ongoing responsiveness to the dynamic needs of our community. Accordingly, adaptability and nimbleness are integral to all our planning efforts, enabling us to swiftly add value to our stakeholders while maintaining a resolute focus on our students and the broader community. Edmonds College aspires to lead from the future, steer positive change, and embrace opportunities to serve and enhance our community.

Addenda

Response to any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR).

Edmonds College did not receive any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR).

Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:

- Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.
- Policies and procedures that make it clear student privacy is protected.
- Notifications to students at the time of registration of any additional charges associated with verification procedures.
- Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.
- Institutions also need to address the following, which can either be done as part of the addendum or in relevant Standard One elements identified below:
- The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).
- Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

Distance Education Student Verification and Privacy

Edmonds College 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 Family Educational Rights and Privacy Act regulations and protections enforced at Edmonds College.

The college's online courses are currently administered through Canvas course management software. Students must register for and use their Edmonds College 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 and Assessment Center or the proctoring services of other colleges, universities, or libraries. With any of these options, students must present identification.

Students are automatically enrolled in the Canvas Learning Management System when they register for classes through the ctcLink Student Information System. Students must

log in to Canvas with their assigned ctcLink ID and password. All students are also issued a college identification card (EdPass) with a picture and ctcLink ID number. Students may be asked to show a photo ID to verify their identity at any time in face-to-face or online classes and proctored exams.

Student privacy, including students in Distance Education courses, is assured through the college's compliance with the Family Educational Rights and Privacy Act. Additionally, the college's Data Use and Reporting procedures make it clear that the college bears the responsibility of safeguarding the privacy of students and employees, including Distance Education students, and adhering to all regulations and guidelines governing the collection and distribution of institutional data. The Office of Planning, Research, and Assessment is tasked with establishing suitable oversight and procedures for generating and circulating institutional data and reports.

Title III Strengthening Institutions Grant: ePathways

In October of 2020, Edmonds College was awarded a Title III Strengthening Institutions grant, ePathways: Harnessing the Digital Transformation of Learning to Strengthen Student Pathways. The overarching institutional goal of the ePathways project is to increase student access, progression, and completion through intentionally designed flexible academic pathways, integrated high-quality digital learning, and technology-enhanced student support services. Activities to support this goal are to a) develop intentionally designed online programs and redesign current online courses to increase curricular offerings for students in need of accessible, flexible course options; b) develop and integrate technology-enabled services to increase student success; and c) increase the quality of online instruction through faculty professional development and technology infrastructure support. Work supported by this grant greatly strengthened the college's ability to intentionally and thoughtfully increase access for students in our community who are not able to come to our campus or need more flexible modality options.

Several objectives of the ePathways grant respond to NWCCU Distance Education Policy. To ensure that learning outcomes and levels of student achievement are comparable across learning modalities, the college focused on faculty Professional Development. The college has established an Online Teaching Institute to provide professional development in best practices for teaching/supporting fully online, blended, or hybrid models.

ePathways provided the college with resources devoted to supporting quality online teaching at Edmonds College. In the Spring of 2021, with the support of the Faculty Senate, a group of faculty representing all divisions came together to form the Online Course Committee. This group was tasked with researching evidence-based course quality rubrics and selecting, testing, and recommending a rubric that could be adapted for use by Edmonds College. The aim was to create a process that empowers instructors to continually improve their online courses and ensures that courses are meeting federal and accreditation standards, including three critical areas:

- Regular and substantive faculty-to-student interaction (RSI)

- Fully accessible courses and materials (Americans with Disabilities Act requirement)
- Minimizing design barriers for all learners (Universal Design for Learning best practices)

The committee examined three evidence-based rubrics and selected the SUNY Online Course Quality Review Rubric (OSCQR) as its recommendation. The SUNY Online Course Quality Review Rubric is free, openly-licensed, and customizable. It is nationally recognized and was adopted by the Online Learning Consortium in 2016 as part of its suite of quality scorecards. The Online Course Committee has adapted the rubric to include additional standards on equity, inclusion, and belonging taken from the Washington Course Quality Checklist and the Peralta Equity Rubric. This SUNY Online Course Quality Review Rubric is now used by faculty to review and update online courses to ensure regular and substantive interaction, Americans with Disabilities Act compliance, and Universal Design for Learning best practices. Additionally, the academic division deans have updated their course observation rubrics to align with SUNY Online Course Quality Review Rubric standards, including adding a standard specifically about regular and substantive faculty-to-student interaction.

Another main objective of ePathways was to develop intentionally designed online programs and redesign current online courses to increase curricular offerings for students in need of accessible, flexible course options. Prior to ePathways, some degree and certificate programs could be completed using online courses, but they were not intentionally designed to be online pathways and lack clear sequencing, consistent availability, and program information regarding career/transfer options. To better meet the college's mission and educational objectives, we have institutionalized processes and structures to strategically select courses and programs to be offered online. Utilizing Guided Pathways program sheets to analyze and optimize course schedules and modalities, we have institutionalized processes and structures to intentionally design fully online programs that are coherent, consistently offered, have clear program pathways, and exhibit best practices in digital learning.

This work is ongoing, as the Title III grant is currently in year four of five. Continued efforts will be guided in part by the Online Learning Consortium's Quality Scorecard for the Administration of Online Programs, which offers a set of benchmarks and standards designed to assist in the assessment of online learning programs. Utilizing the Online Learning Consortium Scorecard, administrators, irrespective of their institution's size or type, can identify both the strengths and weaknesses of their program, thereby enabling strategic planning to enhance areas in need of improvement. Furthermore, this tool can serve as a means to showcase the quality components of their programs to higher education accrediting bodies. The Scorecard not only outlines the necessary steps for identifying, measuring, and quantifying quality elements within an online education program but also provides the metrics required to identify and assess quality indicators across key categories. The college plans to use the Scorecard to continuously assess and improve our distance education offerings and online student supports.

Evidence Documentation Related to Distance Education	
Procedures/tools for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit.	<ul style="list-style-type: none"> ➤ <u>Canvas authentication</u> ➤ <u>ctcLink Student Information System</u>
Policies and procedures that make it clear student privacy is protected.	<ul style="list-style-type: none"> ➤ <u>SS 4.0 Student Records</u> ➤ <u>SS 4.01pr Student Records - FERPA</u> ➤ <u>DG 1.04 Data Use And Reporting</u>
Notifications to students at the time of registration of any additional charges associated with verification procedures.	<ul style="list-style-type: none"> ➤ Not applicable- No extra charges are associated with verification procedures
Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs; Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).	<ul style="list-style-type: none"> ➤ <u>Edmonds College Policy on Regular and Substantive Interaction</u> ➤ <u>Faculty Senate's Resolution on the definition of Teaching and Learning Excellence</u> ➤ <u>OSCQR Rubric and Process for Faculty</u> ➤ <u>Decision Matrix for Fully Online Programs</u>
The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).	<ul style="list-style-type: none"> ➤ <u>Quality Scorecard for the Administration of Online Programs</u> ➤ <u>Fully online programs</u>