

Institutional Performance Report:

Defining and Measuring Mission Fulfillment
via the College's Indicators of Achievement



2016-17
Benchmark Report

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Mission and Core Themes

Starting in 2009, the college community worked on improving, better defining, and documenting its integrated planning processes. Part of this work stemmed from an accreditation recommendation as a result of the comprehensive self-study visit in Spring 2008. Another part of the work stemmed from the changes to the Northwest Commission on Colleges and Universities' (NWCCU) accreditation process.

After the NWCCU formally adopted its new accreditation standards in February 2010 and during the 2010-2011 academic year, the college began a process to formally review its Mission Statement. Employees across the college engaged in the process and contributed to the revised mission wording. These efforts resulted in a mission that articulated the college's purpose and that provided direction for all educational activities and planning efforts.

In June 2012, Edmonds CC's Board of Trustees approved a revised mission for the college that reflected the college's value for strategic and data-informed work that aimed to increase student success and retention.

2012 Edmonds CC's Mission

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

In addition, the trustees approved five revised core themes as essential elements of the college's mission that collectively encompassed the mission.

2012 Edmonds CC's Core Themes

- Strengthen our diverse community
- Provide educational opportunities
- Help students access career opportunities
- Support student success
- Encourage innovation, service, and lifelong learning

2016-17 Mission and Core Theme Review

As closure to the college's accreditation Year Seven Self-Evaluation process and as outlined in Board Policy BOT 6.0 (formerly B 1.1), during the 2016-17 academic year the college conducted an in-depth review of the mission and core themes. That process resulted in more streamlined, revised language for the mission and set of core themes for the college:

2017 Edmonds CC's Mission

Teaching | Learning | Community

2017 Edmonds CC's Mission Core Themes

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

- Academic Excellence
- Student Success
- Community Engagement

With the revised mission and core themes now in place, the college will next need to review its Indicators of Achievement and determine which ones, if any, should change. The review of the indicators will take place during the 2017-18 academic year and will be used to address a formal recommendation that was a result of the college's Spring 2017 Year Seven Self-Evaluation visit:

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

Realizing that the college is transitioning to its revised mission, core themes, and (eventually to) a revised set of indicators, this Institutional Performance Report is the final time that the college's existing 16 indicators will be measured as a basis for determining fulfillment of the college's 2012 mission and core themes.

Future Institutional Performance Reports will reflect indicators that measure the college's newly revised mission and core theme language.

Defining and Measuring Mission Fulfillment

Each of the college's five 2012 core themes has an objective, and each objective has meaningful, assessable, and verifiable Indicators of Achievement that form the basis for evaluating accomplishment of each objective of its respective core theme. In total, the college has 16 indicators that it has tracked for the past several years.

Rationales for each of the Indicators of Achievement have been stated, and targets for meeting each indicator have been articulated. The targets were established after looking at multiple years of data. The targets represent minimal levels of acceptable performance for each indicator.

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

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

Meeting or exceeding the minimal target levels for each Indicator of Achievement have formed the basis for the college's definition of mission fulfillment. More specifically, the college's Board of Trustees' Resolution No. 13-9-2, states that in order for mission fulfillment to occur, no more than two Indicators can be at the red light level.

The status of each indicator is reported annually in an Institutional Performance Report, which is reviewed and approved by President's Cabinet and the Board of Trustees. Copies of the annual performance reports are posted on the college's website.

A summary statement of whether the college is currently meeting its mission statement is provided at the end of this document.

Vision and Values – Hallmarks of a Learning College and Organization

The college's revised mission and core themes reflect the college's work toward becoming a true learning college and organization. To further this work, a set of shared values was adopted in June 2012, and a shared vision was approved in March of 2013:

Edmonds CC's Vision

"Transforming lives through exemplary, nationally recognized educational and career pathways."

The college's formal Values Statement indicates that the board, employees, and students of Edmonds Community College value the following:

College Values

Collaboration and Communication

- We promote respectful collaboration, communication, and interaction among students and employees.
- We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.

Responsibility and Accountability

- We manage our resources with efficiency and integrity to ensure the long-term health of the college.
- We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.

Innovation and Creativity

- We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
- We explore, create, and evaluate in order to improve.

Diversity, Inclusion, and Respect

- We celebrate the individuality and uniqueness of our students and colleagues, as well as the diversity of our college, community, nation, and world.
- We require equity and mutual respect.

Integrated Planning

The mission and core themes help define the college and who it serves. The values inform how all units of the college operate. The vision provides direction toward what the college would like to become. The ongoing dialogue that occurs during the college's process of reviewing its mission, core themes, objectives, and indicators and forming a shared vision and set of values has led to an increased focus and awareness of how the college's planning activities align with its mission.

Edmonds CC's Integrated Planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess immediate and long-term outcomes for programs and services. The planning model's mechanisms for data analyses and stakeholder discussions inform decision-making processes for resource allocations and for institutional changes that promote continuous improvement. However, to new employees the model can seem complicated, largely because it weaves long-term planning with annual strategic planning.

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

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

In 2015-2016, the college held a number of participatory governance discussions that focused on further defining cross-representative groups' involvement in developing strategic plans and identifying institutional priorities. The recently chartered Faculty Senate and the newly revised core theme language have added complexity to the college's participatory governance structure. The college realized that further discussions and more time are needed to clarify governance aspects of planning. However, because several in-process initiatives have increased workloads and taxed resources, the college has temporarily postponed the governance discussions. The revised mission language (which was approved in Spring 2017) and a new strategic planning cycle (starting in Fall 2017) will help to clarify the college's governance design and promote progress toward improving its structure and implementation.

Integrated Planning Model

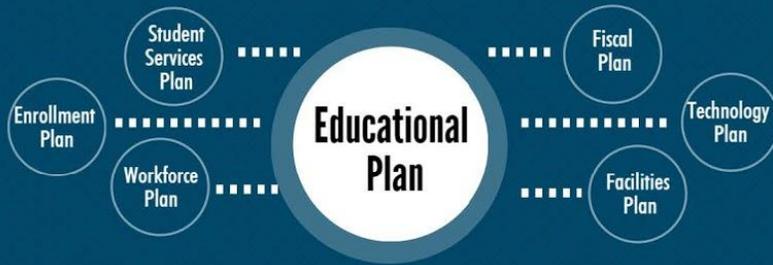
Mission | Vision | Values



Environmental Scanning



Long-Term Planning



Strategic Planning

*See Diagram 2

Operational Divisions

SIMPLE Plans
Program Reviews

Strategic Councils

Strategic Project Proposals

Assess Plans

Implement Plans

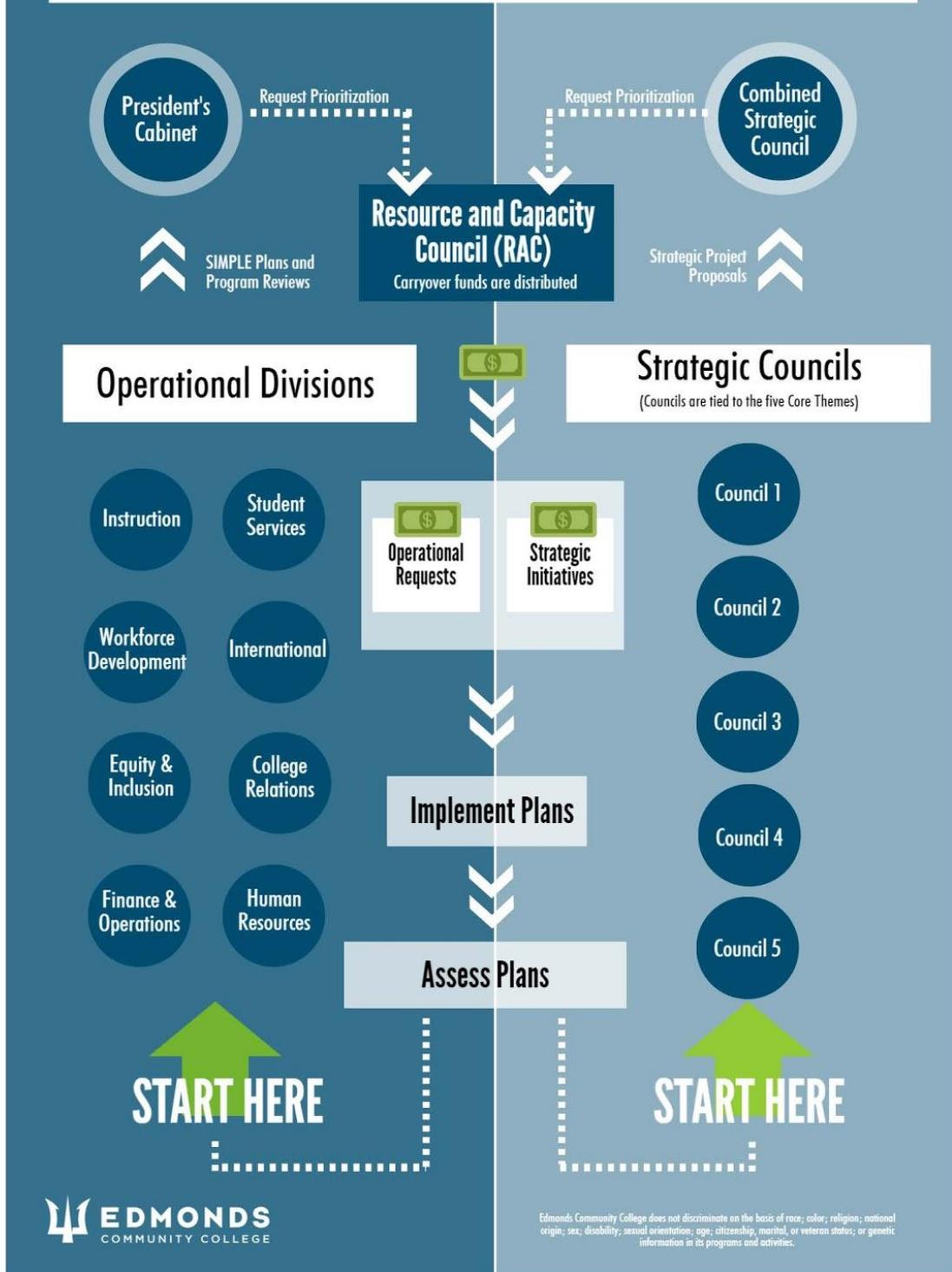
Resource Allocation

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



Strategic Planning

Diagram 2



Indicators of Achievement

In developing the Indicators of Achievement, the college took several steps, including the following:

- Collection of input and feedback from constituents;
- Examination of historical trends;
- Completion of an environmental scan and SWOT analysis;
- Review of higher education resources, such as *Core Indicators of Effectiveness for Community Colleges, 3rd Edition*, by Alfred, Shults, and Seybert and *From Strategy to Change: Implementing the Plan in Higher Education*, by Rowley and Sherman; and
- Dialogue with other institutions to examine indicators that they have considered.

These resources provided insight into appropriate Indicators of Achievement for each Objective of the Core Themes, and the college intentionally selected a balanced mix of the types of its Indicators of Achievement.

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

Since self-reflections about and preparations for the college's Spring 2017 accreditation Year Seven Self-Evaluation visit provided strong support for modifying the current core themes and indicators of achievement, this Institutional Performance Report includes factors, in-depth analyses, and suggestions for improvement for each of the college's 16 indicators. This information should be particularly helpful as the college continues conversations about revising its indicators and works to ensure that its planning processes continue to integrate strategic planning efforts with mission fulfillment. The following pages provide greater detail of the relationships among the core themes, objectives, and indicators.

Core Theme 1: Strengthen our Diverse Community

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.	1.1 Promoting diversity awareness 1.2 Students of color persistence 1.3 Serving the community

Edmonds CC uses Core Theme 1’s Indicators of Achievement (1.1 Promoting Diversity Awareness; 1.2 Students of Color Persistence; and 1.3 Serving the Community) to identify meaningful data on how the college strengthens its diverse community. To annually assess the college’s progress towards Core Theme 1’s goals, Strategic Council 1 analyzes data from local, regional, and national sources, including student enrollment records (aggregated and disaggregated), annual SBCTC reports, and biennial CCSSE results. These ongoing data analyses show that the college consistently meets all of Core Theme 1's Indicators of Achievement. Moreover, the college’s focus on diversity and equity overlaps with other institutional priorities and goals.

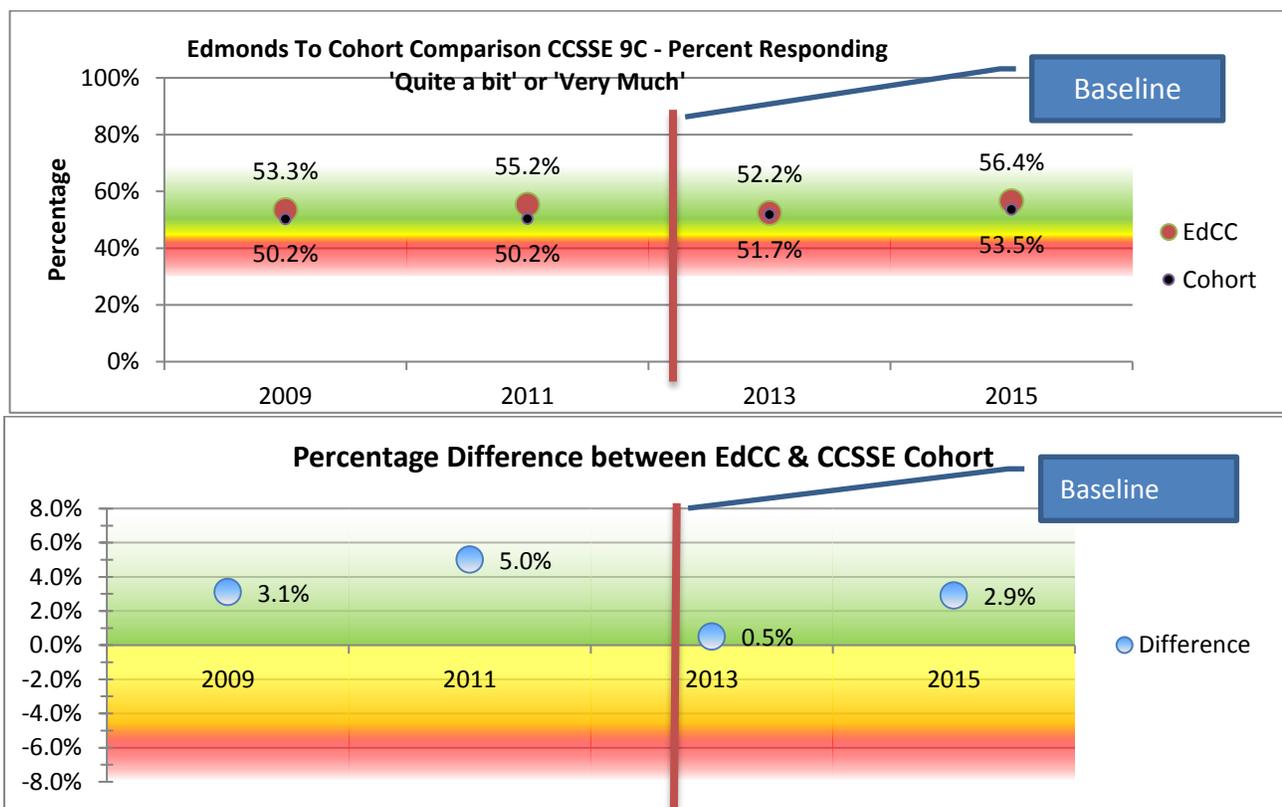
INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

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

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

Benchmark Type: National comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

NOTE: Historically the college has administered the CCSSE biennially, so there are lengthy time gaps between measurements for this indicator.

Factors Contributing to Indicator 1.1 Trends and Related Matters: This indicator helps gauge the students' perceptions of how well the college promotes diversity oriented activities and interactions.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 1.1: Promoting Diversity Awareness</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"</p>	<p>yellow: 45%-49% and/or -5% to 0% difference;</p> <p>green: 50%+ and/or 0%+ difference</p>	<p>52.2% and 0.5% difference</p> <p>MET</p>	<p>56.4% and 2.9% difference</p> <p>MET: This indicator has been trending in the green threshold level.</p>

- In addition to the 2012 mission's and core themes' diversity components, one of the college's core values also focuses on support and respect for diversity. As a reflection of those goals and values, the college has increased efforts to enhance the understanding and appreciation of diverse experiences, identities, and perspectives.
- Instruction created the Diversity Studies Department. Initially, it was a cross-listed area, but now, a full-time faculty member chairs the department.
- The Equity and Inclusion office and the Diversity, Equity, and Inclusion Council (DEIC) have provided logistical support, planning, and leadership for diversity-related activities and goals.
 - The DEIC was in place before the college instituted the strategic councils, so Council 1 benefitted from DEIC's support and from its 2012-13 strategic plan.
 - In 2012 the college filled an executive-level position for the Equity and Inclusion office, which, among other things developed an Equity and Inclusion Report that defines diversity-related concepts, outlines goals, and describes metrics for tracking completion rates among disadvantaged or underserved populations.
 - The Equity and Inclusion Office also organizes or facilitates cultural competency training programs and experiences for employees and students. Examples include Undoing Institutional Racism (UIR); Transgender 101; and Tunnels of Intersection.
- The college has a large International Education program with students from all over the world and supports other efforts to promote global connections.
 - In 2013 and 2015, a delegation of students and faculty from the University of the Free State in South Africa visited Edmonds CC as part of the Free State's Leadership for Change program. The college reciprocated by sending a delegation of students and employees to South Africa for its leadership summit.
 - In 2016, President Hernandez and other campus members traveled to Japan to celebrate Edmonds CC's 30-year partnership with the Trajal Hospitality College.

- In 2017, the college's Jazz and Salsa Band will travel to Cuba to attend the Fiesta del Tambor.

Overall Analysis: The CCSSE results from 2009 through 2015 show that the college has consistently met or exceeded this indicator and that students have a positive perception of culturally diverse interactions and contacts on campus. Those results point to the effectiveness of diversity-related strategies and resources. The college will likely continue to utilize this indicator for planning and decision-making but will examine ways to deepen the analyses, for example, by applying the indicator to specific programs or pathways.

Council 1 examined the college's publications and website to determine how the campus defined diversity and to identify diversity-related resources, services, and contact information. The council discovered multiple definitions and contact lists, which were confusing and not up-to-date. To address those findings, the council standardized the college's diversity-related terminology and created an Equity and Inclusion website and an Equity and Inclusion Strategic Plan.

Recommendations for Improvement: Additional evidence-based recommendations for improvements include the following:

- Consider making Indicator 1.1 more challenging because the college easily meets the current benchmark.
- Identify other ways, beyond student satisfaction surveys, to examine diversity awareness.
- Continue to focus on unifying diversity efforts across campus and within the community.
- Determine how to blend Council 1's two parts, which are based on two pre-existing groups: Diversity, Equity, and Inclusion Council (associated with the Equity and Inclusion office) and the Community Engagement Team (associated with the College Relations office). Both groups have been very productive but might be even more so if they operated as an integrated unit.

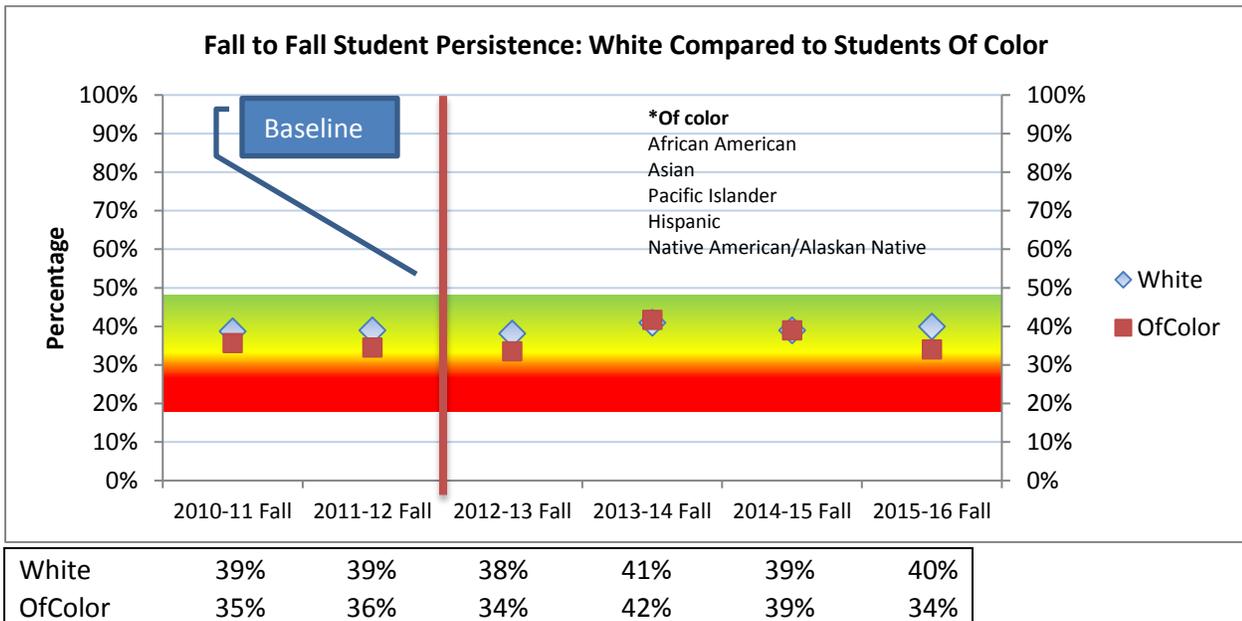
INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

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

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

Benchmark Type: Local comparison

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



Current Status: The college is currently meeting this indicator at the **yellow threshold level**.

Factors Contributing to Indicator 1.2 Trends and Related Matters: This indicator examines whether new students from various ethnic groups persist at comparable rates from one year to the next. This will ensure that the college will continue to have a diverse student composition.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 1.2: Students of Color Persistence</p> <p>Measurement: The fall to fall persistence rate of new students of color will be at least 33%.</p>	<p>yellow: 33%-38%;</p> <p>green: 39%+</p>	<p>35%</p> <p>MET</p>	<p>34%</p> <p>MET</p> <p>This indicator had been trending from the yellow into the green threshold level, but it experienced a drop back to the yellow threshold level this past year.</p>

- ATD activities were particularly effective in coordinating efforts that led to successful projects and initiatives, especially for supporting at-risk and underserved groups.
 - The college provided data and training, related to High Enrollment, Low Completion (HELC) courses. Among other things, these efforts helped faculty analyze, understand, and respond to HELC patterns.
 - Mandatory Triton JumpStart New Student Orientation provides resources, services, and information for first-time-in-college students (FTIC). This “onboarding” process also enhances the students’ campus experience by helping them connect with other students, faculty, and staff.
 - Mandatory advising for FTIC students serves as a supportive follow up to Triton JumpStart.
- The college offers ongoing training programs and resources that help instructors support student success. For example, Teacher’s Academy (for new full-time and part-time/associate faculty), Dependable Strengths, Reading Apprenticeship, and Student Success in the Classroom help faculty create a sense of community as they learn about and discuss pedagogy and student support strategies.
- Other student support curricula and services, such as I-BEST, I-CATCH, RiSE, and High School and Bridge transition programs are geared toward providing opportunities and enhanced support for at-risk or underrepresented populations.

Overall Analysis: The fall-to-fall persistence rates for new students of color improved over the four years of 2009-2010 to 2012-2013, with rates staying fairly flat (in the 34%-36% range). Then, in 2013-2014 and 2014-2015, the rates increased to around 40%, before dropping again in 2015-16 to 34%. The two years’ of increases coincided with the college’s expanding efforts to promote diversity awareness and to strategically recruit and support underrepresented populations. Given those intersections, the college should continue to track these numbers and explore other options for reducing opportunity barriers and achievement gaps.

Recommendations for Improvement: After reviewing persistence rates for various ethnic groups and PELL Grant recipients, Council 1 decided to focus more intensely on first generation students and “DREAMers” (immigrants covered by Deferred Action for Childhood Arrivals/immigrants). This continued focus complements and extends the previously described

ATD initiatives (e.g. orientation and advising for new students) and related efforts to track student persistence rates and support underrepresented student populations.

Additional evidence-based recommendations for improvements include the following:

- To further address Indicator 1.2 and to align those efforts with Edmonds CC's 2016-2018 Strategic Plan, the council could collaborate with other campus areas to research and develop proven strategies to increase access and success among the community's underserved populations, particularly Latino/a students, DREAMers, and male students of color. Some strategies that faculty members have implemented and assessed are on the "Kudos" page of the Assessment 101 website.
- Research and develop summer outreach programs that facilitate college entry for underserved student populations.
- Analyze current hiring practices and recommend evidence-based strategies for recruiting and retaining a more diverse range of employees. (Students report feeling more welcome, more motivated, and more likely to persist when they see their own cultures and ethnicities represented among campus employees.)
- Persist in scaling up Triton JumpStart and mandatory advising efforts, particularly for first time in college students.

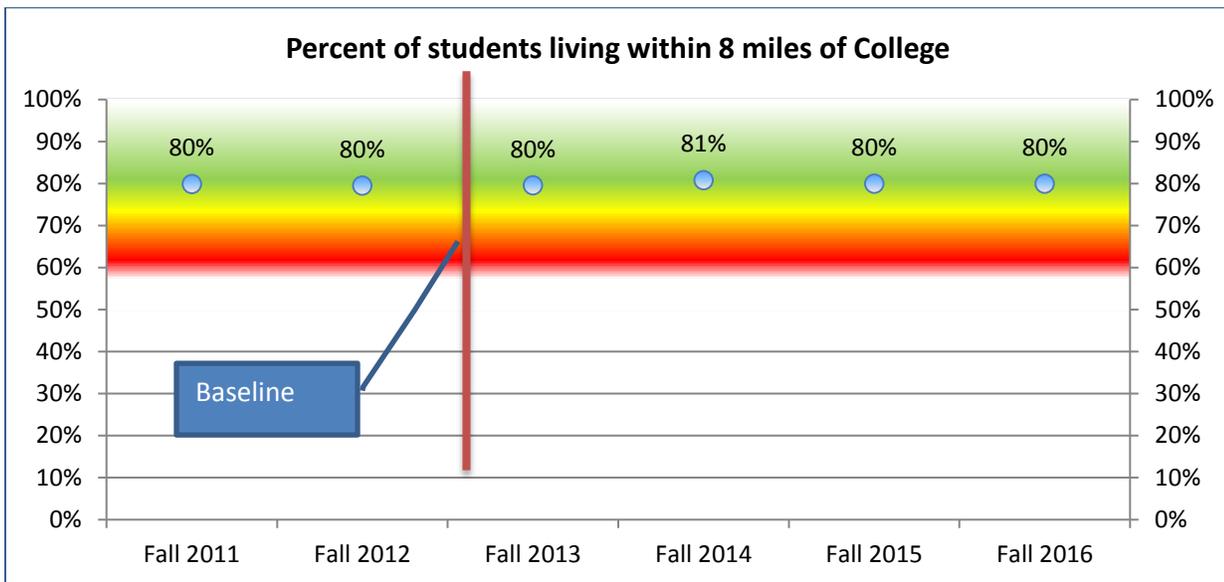
INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

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

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

Benchmark Type: Local comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

Factors Contributing to Indicator 1.3 Trends and Related Matters: As one of 34 college and technical colleges in the state, Edmonds CC has been given a specific service district to serve. This indicator focuses on service to students from nearby communities, most of which are becoming increasingly diverse.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 1.3: Serving the Community</p> <p>Measurement: At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.</p>	<p>yellow: 75%- 79%;</p> <p>green: 80%+</p>	<p>80%</p> <p>MET</p>	<p>80%</p> <p>MET:</p> <p>This indicator has been trending in the green threshold level.</p>

- The college has developed a Strategic Enrollment Management (SEM) Plan based on feedback from a “community listening tour,” environmental scans, and comprehensive data analyses of campus, local, and regional trends. The plan outlines one-year and five-year strategies for optimizing enrollments and proposes a ten-year enrollment vision. The plan will more directly support students of color in and near the college’s service district, including improving access for recent high school graduates and Latino/a students.
- Additionally, the college will continue to sponsor or collaboratively promote campus presentations and community outreach efforts, such as the following:
 - The college hosts Martin Luther King, Jr. celebrations, an annual Powwow, Latino Expos, Community Read events, International Night festivities, Sustainability Initiatives, Veterans’ Recognition events, and National Coming Out Day activities.
 - To further celebrate and strengthen diversity, equity, and inclusion, the college also jointly sponsors campus events with numerous organizations, including Communities of Color Coalition (C3), National Association for the Advancement of Colored People Snohomish County, Latino Educational Training Institute (LETI), and local Native American tribes, as well as the cities of Lynnwood, Edmonds, Mukilteo, Mountlake Terrace, Woodway, and Mill Creek.

Overall Analysis: Edmonds CC has consistently met and even exceeded Indicator 1.3, but Council 1 now realizes that the target measurement does not sufficiently address Core Theme 1’s purpose or goals. In the future, the college might also compare more data for enrolled students, for example, according to ethnicity, educational preparation, and prior educational achievements.

Recommendations for Improvement: The college might eliminate this metric (serving students who live within eight miles of the campus) because its data does not directly relate to Core Theme 1 or effectively inform decision-making about it.

Additional evidence-based recommendations for improvements include the following:

- Consult community members and services about more suitable metrics for understanding community and student needs and for guiding decision-making processes.
- Enhance Strategic Enrollment Management:
 - Hire an Executive Director of Strategic Enrollment Management (accomplished in 2015-2016).
 - Implement a new Strategic Enrollment Plan (This plan is now in place and connects to the college's 2016-2018 Strategic Plan, which includes goals for increasing state-funded full-time equivalent enrollments, especially for underrepresented populations.)
- Communicate more effectively that the college is a welcoming place for all members of the community:
 - Identify groups that are underrepresented at campus events and make a concerted effort to invite and welcome them.
 - Expand community partnerships and activities in response to mutual needs by co-sponsoring or hosting cultural events, e.g., National Night Out, safety seminars, and TEDx presentations. (Event planning processes, e.g., for the college's 50th Anniversary celebration, are now more proactively emphasizing outreach efforts and partnerships with diverse community members and non-profit community groups.)
- Market more effectively:
 - Identify and update the college's educational "signature"-- the qualities and programs that differentiate Edmonds CC from other higher education institutions.
 - Embed culturally inclusive elements in those signature qualities and use them in outreach efforts and master educational planning.

Core Theme 2: Provide Educational Opportunities

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.	2.1 Access for students 2.2 Student perception of quality 2.3 Support for students receiving financial assistance

Edmonds CC uses Core Theme 2’s Indicators of Achievement (2.1 Access for Students; 2.2 Student Perception of Quality; and 2.3 Support for Students Receiving Financial Assistance) as a basis for identifying and tracking meaningful data about the college’s educational programs. Data tracking efforts address numerous factors, including student access, enrollments, and financial assistance; breadth of programs; certificate and degree offerings; and institutional ability to meet the needs of students, industry, and the community. Tracking processes also include data from biennial CCSSE results and annual SBCTC reports. Strategic Council 2 uses the data (and other input, as needed) to annually assess the college’s progress towards Core Theme 2’s objectives and to develop strategic enrollment management goals and initiatives. Ongoing institutional analyses show that the college is currently meeting all three of Core Theme 2’s Indicators of Achievement.

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

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

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

Benchmark Type: State/regional comparison

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

Transfer	2010-11	Baseline	2011-12	2012-13	2013-14	2014-15	2015-16
EdCC	45.6%		46.5%	47.7%	48.3%	47.6%	46.5%
Peer	46.8%		49.0%	49.7%	48.9%	48.7%	48.3%
Diff	-1.2%		-2.5%	-2.0%	-0.6%	-1.2%	-1.9%
Workforce	2010-11		2011-12	2012-13	2013-14	2014-15	2015-16
EdCC	43.3%		42.1%	40.9%	40.8%	41.0%	41.8%
Peer	38.1%		37.0%	36.8%	37.2%	36.8%	35.7%
Diff	5.3%		5.1%	4.1%	3.6%	4.2%	6.1%
Basic Skills as Immediate Goal	2010-11		2011-12	2012-13	2013-14	2014-15	2015-16
EdCC	8.0%		8.1%	8.4%	8.6%	10.3%	10.6%
Peer	11.9%		11.1%	11.3%	11.2%	11.4%	11.6%
Diff	-3.9%		-3.0%	-2.9%	-2.6%	-1.2%	-1.1%
Personal Enrichment (Other)	2010-11		2011-12	2012-13	2013-14	2014-15	2015-16
EdCC	3.1%	3.4%	3.0%	2.3%	1.2%	1.2%	
Peer	3.2%	3.0%	2.2%	2.8%	3.0%	4.3%	
Diff	-0.1%	0.4%	0.8%	-0.5%	-1.8%	-3.2%	

Current Status: The college is currently meeting this indicator at the **red threshold level**.

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

Factors Contributing to Indicator 2.1 Trends and Related Matters: Edmonds CC addresses the distribution of students across the college's various educational programs. The intention is to balance educational offerings and to compare the results to in- state peer institutions. Enrollments in each area indicate the extent to which the college is meeting students' needs by providing access for various groups.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 2.1: Access for Students</p> <p>Measurement: The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.</p>	<p>yellow: -5% to -3% difference and/or 3% to 5% difference;</p> <p>green: -2% to 2% difference</p>	<p>Transfer: -2.5%</p> <p>Workforce Education: 5.1%</p> <p>Basic Skills: -3.0%</p> <p>Personal Enrichment: 0.4%</p> <p>NOT MET</p>	<p>Transfer: -1.9%</p> <p>Workforce Education: 6.1%</p> <p>Basic Skills: -1.1%</p> <p>Personal Enrichment: -3.2%</p> <p>NOT MET</p> <p>Two aspects of this indicator have been trending from the yellow into the green threshold level; while two aspects have been trending downward.</p>

- The economy often impacts enrollments. For example, because unemployment rates are lower, more students are now attending part-time. Those students might be seeking specific, discrete skills rather than program credentials. On the other hand, high unemployment usually means high workforce education enrollments. However, Edmonds CC's grant programs might sustain higher workforce education enrollments (as compared to peer institutions), even when the economy is doing well.

- New student advising and quarterly program verification processes connect students to campus resources and help students gain a better understanding of the college's many programs of study.
- A new, more efficient system for managing alternative placement assessments (e.g. based on high school transcripts, out-of-state courses, SAT scores, etc.) has greatly expedited the placement process, which in turn, has facilitated more efficient access to educational programs. Testing and Assessment Services staff use established criteria to determine placement levels and immediately enter placement codes into the college's system, thereby allowing students to register right away. Roughly 95% of those students immediately register for classes. With previous intake processes, placement testing, and transcript evaluations, students typically could not register right away and were sometimes directed to multiple offices. Many of those students did not return to register and, according to institutional research, the students who go through alternative placement processes perform as well as students who have placed via course progression or ACCUPLACER.

Overall Analysis: While this indicators showed progress in all areas over the last few years, the college's gains regressed in the most recent year. Council 2 has come to see that peer comparisons are not always helpful because each institution's programs are connected to local demands and needs. Moreover, upward or downward trends could result from multiple variables that do not necessarily reflect the quality of or equitable access to the existing programs. Even a perfectly balanced student distribution would not demonstrate that the college is providing programs, support, and environments that are conducive to student learning and success.

Council 2 is now working with faculty and instructional administrators to identify more relevant indicators and processes to inform planning and decision-making. For example, after reviewing ATD data, Council 2 determined that the college should measure access in terms of achievement gaps, not just by the students' program selections. Council 2 is working to more precisely identify and analyze such gaps, especially for at-risk and underserved populations. In relation to those efforts, the college has developed a Strategic Enrollment Plan, which includes the analysis of enrollment and persistence trends by programs, student background or status (e.g., full-time, part-time, gender, ethnicity, etc.), and other categories.

An additional analysis of the students' entry paths indicates that students of color are more likely to place into remedial courses than into college-level Transfer or Professional-Technical programs. Because of that pattern, Council 2 is working on ways to develop or enhance Bridge (transitional) programs that increase equitable access and support for all students. Also, the pre-college and college-level English faculty have been meeting to strengthen pathways from pre-college to college-level and increase students' progression.

Recommendations for Improvement: The college will continue to prioritize improving student access but might not continue to use Indicator 2.1, which focuses on the distribution of students across programs. Even though Indicator 2.1's results appear to be trending in a positive direction, it's difficult to determine what is causing those changes. The college is now developing other options for improving educational access. For instance, a new steering committee is working on a five-year plan to align instructional programs and student support services with the Guided Pathways model. The project's goals include creating clear,

educationally coherent program pathways that support the students' end goals; helping students explore and select appropriate program pathways; and tracking and supporting students' progress in their chosen programs.

Additional evidence-based recommendations for improvements include the following:

- Use surveys and focus groups to understand student perceptions about program access and goal accomplishment. Such mechanisms could provide rich qualitative information about how to support access and persistence. (This initiative was started in Winter 2017.)
- Review data to determine if the college's efforts to meet the Workforce Innovations and Opportunities Act's requirements have increased the number of pre-college students moving into the college's workforce program tracks.
- Develop and implement an online New Student Orientation for all new degree and certificate seeking students to inform them about essential program information and help them choose educational pathways. (This project is currently under development.)

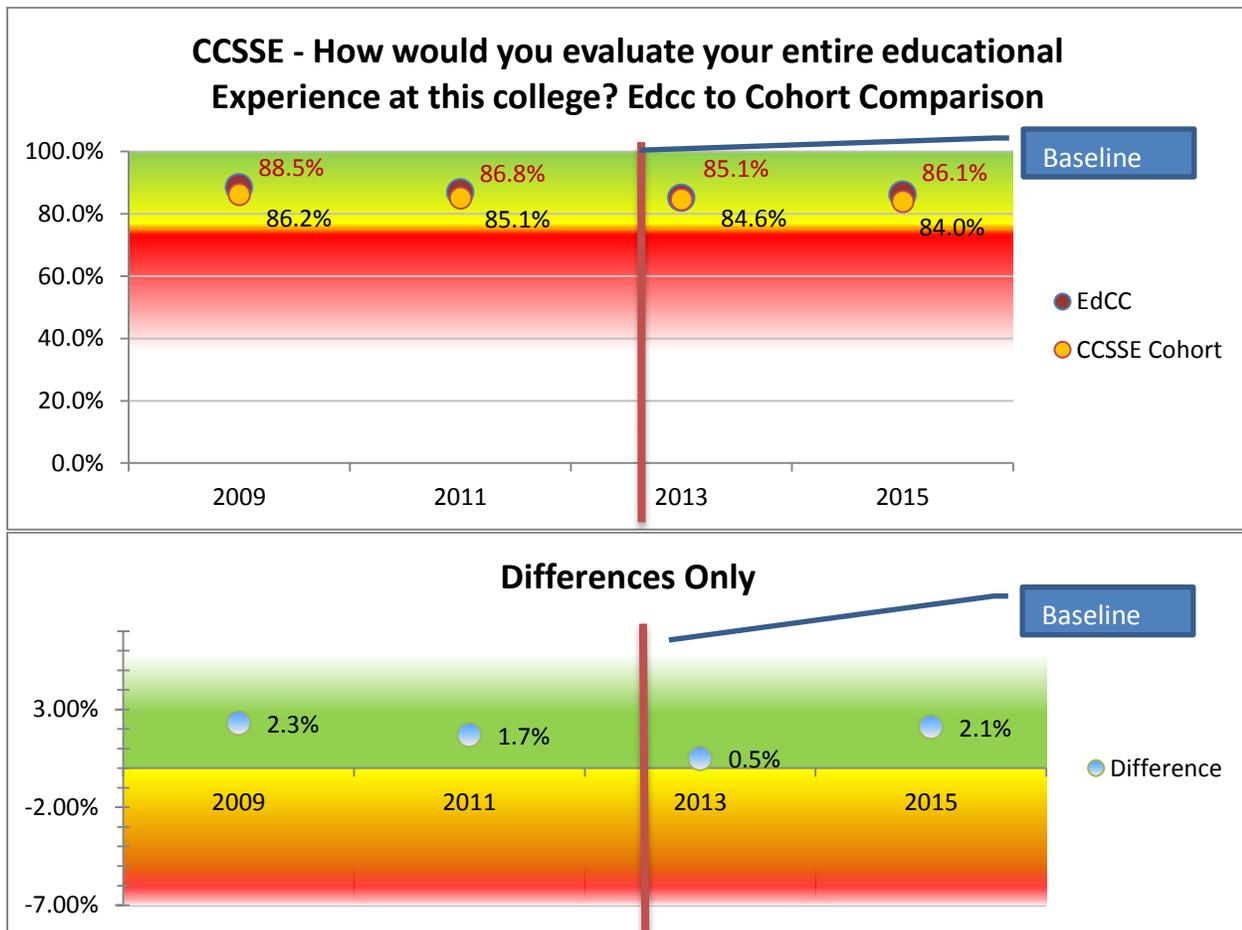
INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

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

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

Benchmark Type: National comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

NOTE: Historically the college has administered the CCSSE biennially, so there are lengthy time gaps between measurements for this indicator.

Factors Contributing to Indicator 2.2 Trends and Related Matters:

The CCSSE asks students to evaluate institutional practices and student behaviors that correlate with learning and retention. The surveys provide information about student engagement, a key student learning indicator that can also reflect the quality of educational programs.

Indicator	Target	Baseline Year	Current Status
Indicator 2.2: Student Perception of Quality Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"	yellow: 80%-84% and/or -5% to 0% difference; green: 85%+ and/or 0%+ difference	85.1% and 0.5% difference MET	86.1% and 2.1% difference MET: This indicator has been trending in the green threshold level.

- The new ten-year Facilities Master Plan incorporated significant feedback from students about their campus experiences and lays out a series of campus improvements that focus on a streamlining entrance processes; enhancing campus navigation and wayfinding; and improving pedestrian, transit, and automobile flow.
- START (Student Technology Advice and Resource Team) provides student support (for email, Canvas, and other types of instructional technology) on campus, online, and by phone. New students find START to be especially helpful.
- Canvas is a much more student-focused, user-friendly LMS than the previous system (Blackboard) was. Among other things, Canvas follows a more intuitive, more streamlined format and is accessible via smartphones and tablets.

Overall Analysis: The CCSSE results capture the students' positive perceptions of their Edmonds CC learning experiences. The associated target measurements show that the college consistently meets Indicator 2.2 at a high level, largely because of the institutional strategies and resources that support a broad range of educational opportunities. The importance and relevance of this indicator make it useful for planning and decision-making.

Recommendations for Improvement: Data from a CCSSE question, asking students to evaluate their educational experience at the college, are used to address Indicator 2.2. Between 2009-2010 and 2014 -2015, the positive ratings remained above 85%. In 2014-15 those ratings reached 86.1% (2.1% points above the CCSSE cohort), reflecting the students' positive view of the quality of Edmonds CC's educational programs. The college is proud of the progress made in this category and is committed to continually improving programs and services for student learning.

Additional evidence-based recommendations for improvements include the following:

- Examine student satisfaction levels in relation to student persistence and completion rates. Such comparisons could be the basis for a separate indicator.
- Work with student focus groups to determine the students' criteria for an excellent educational experience and use this information to develop strategies for ongoing improvements.
- Survey students about their perceptions of support efforts (e.g., Triton Jump Start, New Student Advising, and START) in connection with educational offerings. Use the findings to enhance the students' overall educational experience.
- Address the qualitative aspects of the student experience in the new Facilities Master Plan.

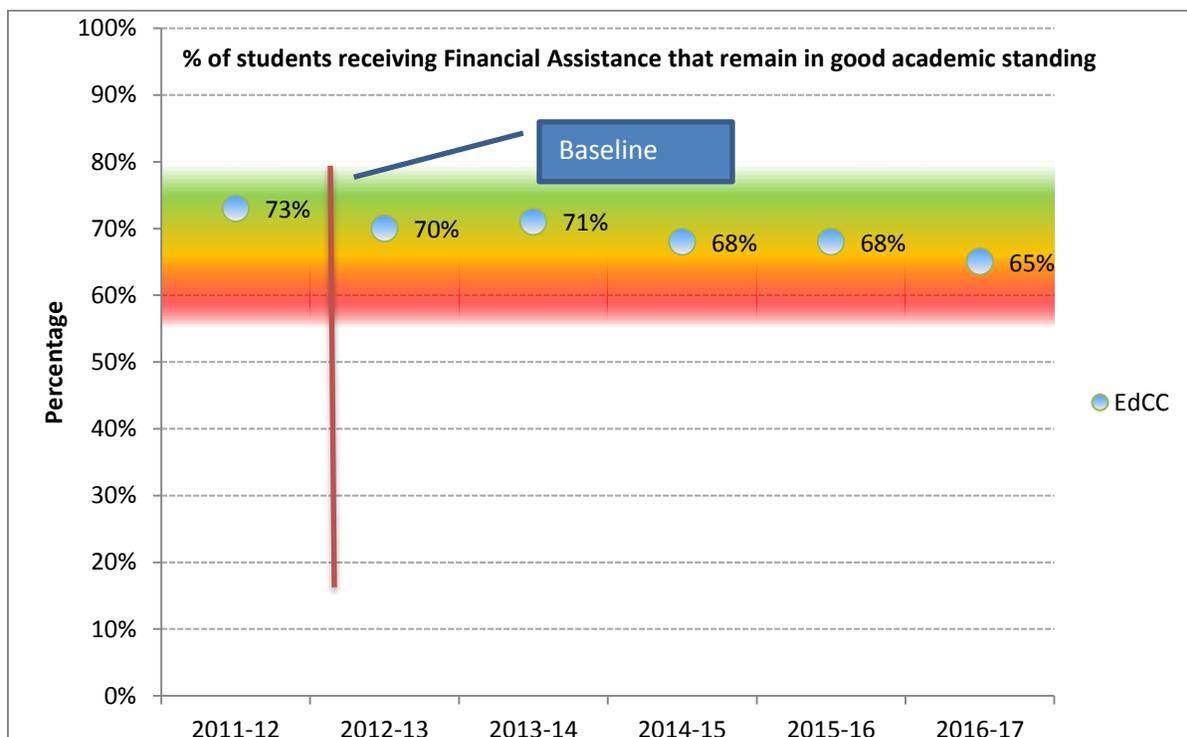
INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

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

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

Benchmark Type: Local comparison

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



Current Status: The college is currently meeting this indicator at the **yellow threshold level**.

Factors Contributing to Indicator 2.3 Trends and Related Matters:

The college is committed to providing educational access and ongoing support for students who receive financial aid. The college attempts to assess how effectively it supports those students by tracking the percentage that can maintain a good enough academic standing to continue receiving financial aid.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 2.3: Support for Students Receiving Financial Assistance</p> <p>Measurement: Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).</p>	<p>yellow: 65%- 69%;</p> <p>green: 70%+</p>	<p>70%</p> <p>MET</p>	<p>65%</p> <p>MET:</p> <p>This indicator has steadily declining and is at the lowest yellow threshold level.</p>

- Early Alert (a persistence tool that informs students about their academic status and connects struggling students to resources) is not currently required for students receiving financial aid.
- Students are not always aware of how to appeal decisions about academic and/or financial aid suspension or how to initiate academic re-entry processes and financial aid resumption.
- Financial aid funding has decreased, and federal requirements have narrowed the timeframe for program completion. These two trends leave little margin for error or changes and limit the students’ options for carrying smaller class loads or progressing at slower rates.
- Extensive changes in federal financial aid criteria and reporting requirements have created some obstacles for students and staff.
- Edmonds CC’s Financial Aid Office staffing levels (9.0 FTE) have been significantly lower than the levels (13.8 FTE) reflected in NASFAA’s Staffing Predictor Model for peer institutions. To address these gaps, the college has recently approved an additional Financial Aid position and is considering other staffing increases.

Overall Analysis: The target measurements show that, although this indicator is within an acceptable range, the college is currently 5% points below the baseline year. However, Strategic Council 2 has identified a potential problem with the way student support and student progress are measured for this indicator. The emphasis on “good standing” relates more to financial aid status than to overall student learning and persistence or to programs and services that support student progress. This indicator would be more useful in conjunction with other types of data, for example, comparisons of all students’ academic standing and comparisons of why students fail or withdraw from courses (one of the reasons that financial aid can be suspended). That information might help the college develop more customized student support mechanisms.

Recommendations for Improvement: Indicator 2.3's levels (related to financial aid students' academic standing) have declined from the baseline number but remain (just slightly) in an acceptable range for mission fulfillment. Council 2 has been re-examining research and institutional data and now recognizes that tracking this Indicator has led to more questions than answers, but the council believes those questions represent productive lines of inquiry.

Additional evidence-based recommendations for improvements include the following:

- Use student focus groups to identify ways to improve the student financial aid experience.
- Promote student support services more proactively for students receiving financial aid. Instead of focusing primarily on the students' academic standing, focus on improving strategies for retaining those students.
- Help the Financial Aid Office address these questions:
 - How do the data for Indicator 2.3 inform decision-making?
 - Should the focus be on whether students on financial aid remain in good standing, or should the focus be on working to better retain those students?"
 - Will focusing more on the strategies for retaining the students help to stabilize the student retention rates?

Core Theme 3: Help Students Access Career Opportunities

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.	3.1 Satisfaction with career counseling 3.2 Employment Rates

Two Indicators of Achievement (3.1 Satisfaction with Career Counseling and 3.2 Employment Rates) were selected as the basis for identifying and analyzing meaningful data about Core Theme 3's objectives. The data sources include biennial CCSSE results, annual SBCTC reports, and graduating student exit surveys. Strategic Council 3 uses that information to annually assess the programs and services that promote career access, preparation, and advancement. Those evaluations show that the college has met Indicator 3.2 but not 3.1

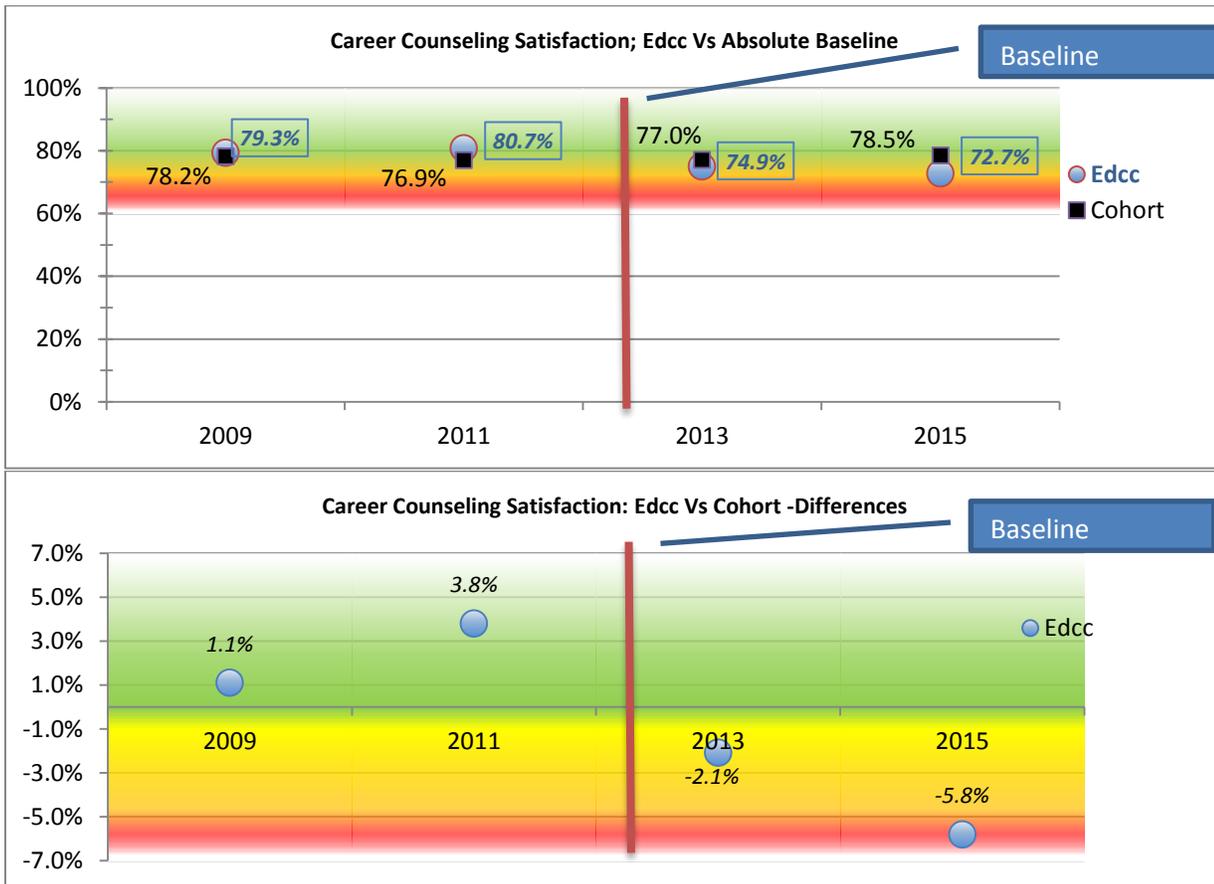
INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

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

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

Benchmark Type: National comparison

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



Current Status: The college is not currently meeting this indicator as it is at the red threshold level.

NOTE: Historically the college has administered the CCSSE biennially, so there are lengthy time gaps between measurements for this indicator.

Factors Contributing to Indicator 3.1 Trends and Related Matters: The college offers programs and services that assist students with transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance. Responses to the CCSSE questions reflect the students' awareness of, participation in, and satisfaction with career counseling activities and services.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 3.1: Satisfaction with Career Counseling</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counselling?"</p>	<p>yellow: 70%-74% and/or -5% to 0% difference;</p> <p>green: 75%+ and/or 0%+ difference</p>	<p>74.9%</p> <p>and</p> <p>-2.1% difference</p> <p>MET</p>	<p>72.7%</p> <p>and</p> <p>-5.8% difference</p> <p>NOT MET:</p> <p>This indicator has been trending downward from the yellow threshold level into the red level.</p>

- Indicator 3.1 peaked in 2011, during the economic downturn, when the college had a higher number of Worker Retraining students, who were required to get career counseling/advising. As the economy improved, the Worker Retraining enrollments dropped, and fewer students accessed career-oriented resources.
- The Student Services and Workforce Development divisions have experienced a lot of administrative and staff turnover, which has interrupted in-process initiatives and strategies.

Overall Analysis: Between 2009 and 2015, this indicator went from a high in 2011 of 80.7% to a low in 2015 of 72.7%. This drop has jeopardized the college's mission fulfillment status and is a cause for concern because the difference between Edmonds CC's percentage and the CCSSE cohort group's percentage is below the acceptable yellow level threshold.

Employment rates for the college's Professional-Technical graduates have been strong, which suggests that, when accessed, career counseling services can be effective. The college is looking at other options (aside from the CCSSE) for evaluating and improving the services and the students' satisfaction levels.

Toward that end, Strategic Council 3 inventoried the college's strategies for meeting Core Theme 3's objectives and for supporting related goals in the college's 2012-15 Strategic Plan. In that review, Council 3 found that only Professional-Technical and Worker Retraining students were directed to the career oriented services. Increased awareness of and use of the services will likely lead to larger and broader sample sizes for surveys and other assessments.

Moreover, feedback from a broader range of students will help to improve career counseling efforts.

Council 3 has identified other opportunities for promoting career oriented services and programs. In 2015, the college broadened one of the General Education Requirement categories to include career preparation courses (e.g., Exploring Careers in STEM and Career Planning in Computer Science). Also, the federal Workforce Innovation Opportunity Act (WIOA) strongly emphasizes employment preparation and career counseling services for students in Adult Basic Education programs. Council 3 anticipates collaborating with Pre-College faculty and with the Career Action Center to further address that mandate.

Recommendations for Improvement: Strategic Council 3 has come to realize that the college's career counseling services and career-related departments use significantly different terminology and need to be more consistent and clear in their messaging to students and faculty.

Additional evidence-based recommendations for improvements include the following:

- Establish more consistency and coordination across Career and Academic Advising, Career Action Center, and the Counseling and Resource Center. Recently the college has used workforce development funds to better train Academic Advisors to provide career information, and their titles have been changed to Career and Academic Advisors.
- Coordinate career counseling activities with the Pre-College Division's efforts to align with the WIOA, which emphasizes career planning and placement.
- Capitalize on the career opportunity connections created by Guided Pathway efforts:
 - Encourage more collaborations among professional-technical and transfer faculty to enhance their understanding of each other's curricula and to help transfer faculty understand the career preparation elements of Guided Pathways.
 - Offer transfer students the kind of career information that professional-technical students receive.
- Survey students at different points in time, after they have accessed career counseling resources and services.
- Better educate students about what career counseling encompasses.

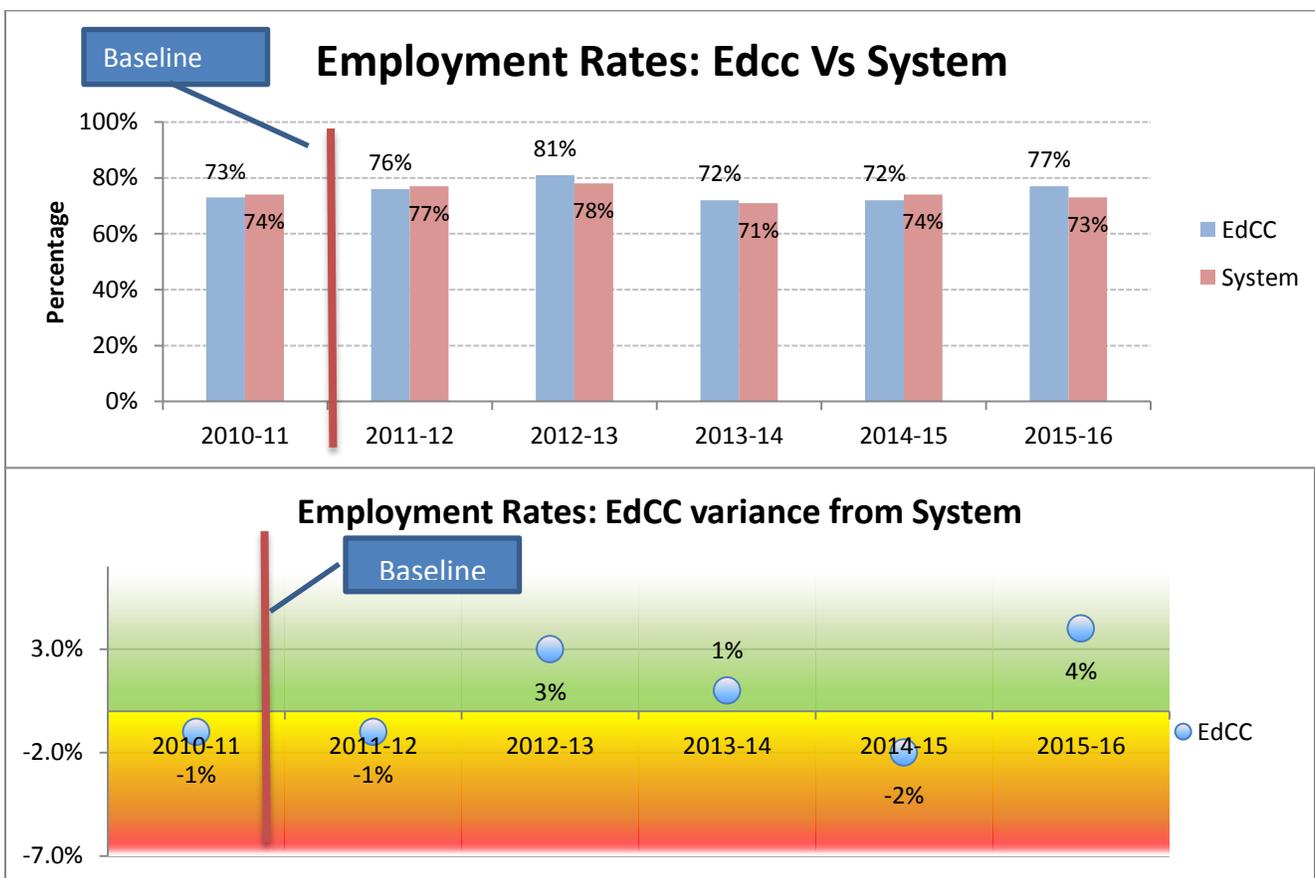
INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

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

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

Benchmark Type: State/regional comparison

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



NOTE: The x-axis is the "employed by" year for students who completed or left the college the year before.

Current Status: The college is currently meeting this indicator at the **green threshold level**.

Factors Contributing to Indicator 3.2 Trends and Related Matters: The college tracks employment rates for Professional-Technical students to gauge how well the instructional and support programs are preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 3.2: Employment Rates</p> <p>Measurement: Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.</p>	<p>yellow: -5% to 0% difference;</p> <p>green: 0%+ difference</p>	<p>-1% difference</p> <p>MET</p>	<p>4% difference</p> <p>MET:</p> <p>This indicator has been trending between the yellow and green threshold levels</p>

- The Professional-Technical programs and the Career Action Center have increased the number of employer/student career events. Each year, five Business Roundtables provide information about careers/jobs in the local area and beyond. Faculty use qualitative data from employers at these events and from Professional-Technical advisory committees to adapt curricula to industry needs.
- The Career Action Center connects students to various employment research tools and databases, focusing on employment trends, graduation and employment rates, and training opportunities. The Professional-Technical departments also use this information to evaluate the need for program revisions and updates.
- The college offers numerous career development courses and has partnered with local employment oriented agencies (e.g., Workforce Snohomish, Lynnwood Workforce, and Economic Alliance of Snohomish County).
- Strategic Council 3 collaborated with the Political Science, Business, Paralegal, and Physics Departments on a pilot project, connecting faculty with business representatives in order to develop career and educational pathway learning modules. This project proved to be too difficult to complete in the allotted timeframe. However, the discussion and planning processes identified key steps and components and clarified how Strategic Council 3 and related programs could further collaborate to support the college's core themes, indicators of achievement, and strategic goals.
- Council 3 also worked on developing a searchable, relational database with information about workforce connections; industry contacts and advisory committees; the Career Action Center; internships; and other college and employer partnerships. Although the college still needs to establish appropriate usage guidelines before releasing this database, the efforts to create it involved productive conversations and promoted greater campus community networking and support.

Overall Analysis: This indicator is influenced by the local unemployment rate, which is at a 5-year low. Snohomish county's median wages have declined in the last six years, and this

reflects a decrease in the number of “middle skill” jobs, which are typically the jobs that Edmonds CC graduates prepare for.

This indicator is also influenced by regional economies. Therefore, a comparison over time of Edmonds CC’s rates might be more meaningful than comparisons of the college’s rates to the rates of other institutions in different geographic and demographic regions of the state.

Recommendations for Improvement: The students’ post-graduation employment rates are important for the professional-technical departments. This indicator provides useful data about general trends, but it would be helpful to establish a broader context for the employment figures so as to factor in economic fluctuations and region-specific employment practices.

Additional evidence-based recommendations for improvements include the following:

- Identify specific data for local and regional industries and for the college’s programs of study.
- Develop a more robust career counseling marketing and awareness plan to better connect students to all career counseling/advising services--primarily, the Counseling and Resource Center and the Career and Academic Advising office; secondarily, the Career Action Center, faculty advising, and campus events related to career counseling.
- Develop additional one- or two-credit discipline specific or meta-major career courses, such as the new STEM 101 course, to help align students’ career goals with educational pathways.
- Develop a career lifecycle rubric to help students see opportunities (internships, career fairs, resume writing workshops, etc.) for receiving relevant information and participating in employment/ career learning activities.

Core Theme 4: Support Student Success

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.	4.1 Student progression 4.2 Student retention 4.3 Student graduation 4.4 Student transfer-out rate 4.5 Supportive learning environments

Core Theme 4's Indicators of Achievement (4.1 Student Progression, 4.2 Student Retention, 4.3 Student Graduation Rate, 4.4 Student Transfer Out Rates, and 4.5 Supportive Learning Environments) help to structure the data collection and assessment processes for the college's student success efforts. The associated data from institutional, state, and national sources inform Strategic Council 4's assessment of how well the college is addressing Core Theme 4's objectives.

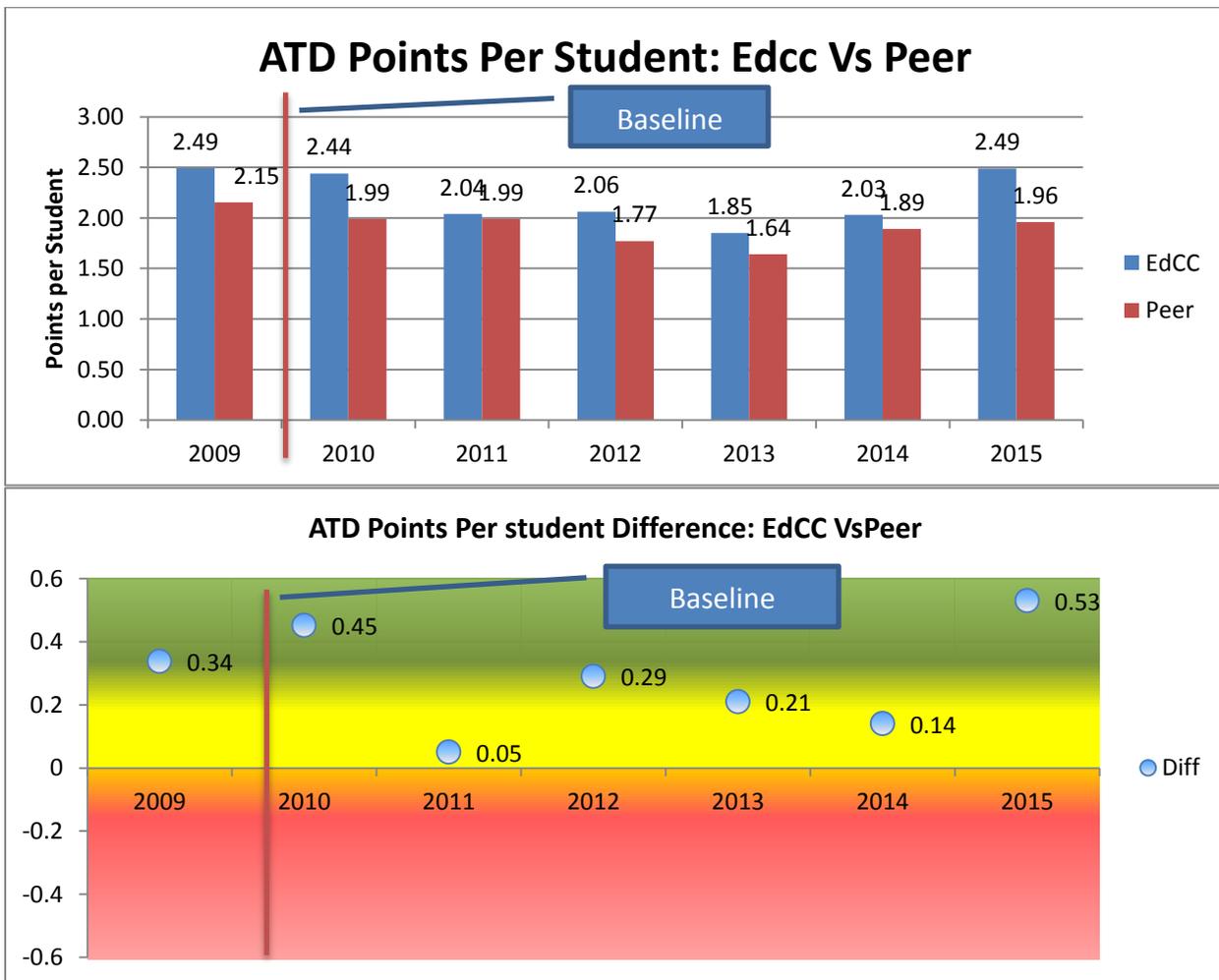
INDICATOR OF ACHIEVEMENT 4.1: Student Progression

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

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

Benchmark Type: State/regional comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

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

Factors Contributing to Indicator 4.1 Trends and Related Matters: The college uses the cohort-based Student Achievement Initiative (SAI) model to monitor how quickly and successfully Edmonds CC students (as compared to students in peer colleges) move from developmental courses to college-level programs. Because efficient pre-college to college-level transitions are associated with higher success and persistence levels, the state awards points on the basis of key areas of student progression.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.1: Student Progression</p> <p>Measurement: As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.</p>	<p>yellow: 0.00 to 0.25 difference;</p> <p>green: 0.26+ difference</p>	<p>0.05 difference</p> <p>MET</p>	<p>0.53 difference</p> <p>MET:</p> <p>This indicator had been trending downward within the yellow threshold level, but due to a new way of calculating SAI points at the state-level, the college is now in the green threshold level.</p>

- The externally determined SAI measures have changed, and campus processes are just now starting to align more effectively with SAI criteria and goals. The college is working toward adapting to the SAI model by helping individual programs track and support student progression more systematically. One challenge, though, will be to promote SAI goals without “chasing” points.
- Despite SAI’s beneficial focus on key “momentum” steps for students, the model can overly simplify student progression trends and can even present inaccurate completion rates. For example, SAI does not sufficiently account for pre-college students who do not intend to take college level courses (at least not at the same institution). As SAI points become increasingly tied to state funding, the college will need to develop a more nuanced understanding of the complexities of student progression.
- As mentioned in the discussions of Indicators 1.1, 1.2, 2.2, and 2.3, multiple initiatives and developments (e.g., new student intake processes and accelerated learning opportunities) were designed to provide more “prescriptive” guidance and more intensive support. Those efforts have been effective, so the college anticipates broader improvements as those models are expanded and refined. However, staff changes in the Pre-College Division, primarily the retirement of the dean, who led most of the student progression efforts, delayed or sidelined some in-process initiatives.

Overall Analysis: Strategic Council 4 noted that between 2009 and 2015, the college’s student progression rates (defined by the SAI model), have gradually declined from a high 2.49 (in both 2009 and 2015) to a low of 1.85 (in 2013). These data points are within the mission fulfillment parameters and are generally comparable to peer college’s rates. The college’s

effective student-centered efforts have enhanced outreach strategies, support mechanisms, and program entry and completion pathways. However, the fluctuations in this target's measurements warrants further inquiry about what SAI data actually demonstrate--specifically why (or even if) fewer students are progressing. It should also be noted that the state's new funding allocation model includes a higher percentage of state funding tied to SAI points. Therefore, the college should consider more comprehensive approaches for understanding and using this indicator to measure mission fulfillment.

Recommendations for Improvement: The college is now trying to determine how to use Indicator 4.1's data to develop effective decisions and action plans, especially regarding the declining student progression rates at Edmonds CC and peer institutions. To address those concerns, the college is examining how it uses--or how it could better use--Student Achievement Initiative (SAI) points to assess student progression trends and develop effective student support strategies.

Additional evidence-based recommendations for improvements include the following:

- Identify how to translate SAI points into useable information, especially for corrective action. (This will be a particularly important step as the state continues to modify how SAI points are earned.)
- Better align Indicator 4.1 with the 2016-2018 Strategic Plan Goals.
- Document what pre-college students do after earning college level placements. For example, interview or survey students immediately after they earn college level placements via pre-college courses to determine how many register for college level courses at Edmonds CC. If possible, determine if the students enroll in other types of programs at Edmonds CC or if they transfer to other institutions.
- Determine if pre-college students perform better in certain learning modalities.
- Focus Program Review processes on improving programs and resources that help students transition into college level courses and complete programs of study.

As an additional note, the state tracks SAI points for three cohorts/categories of students: basic skills, transfer, and workforce. The basic skills data is not readily available from the state, so if the college continues this indicator the transfer and/or workforce cohort(s) should be used.

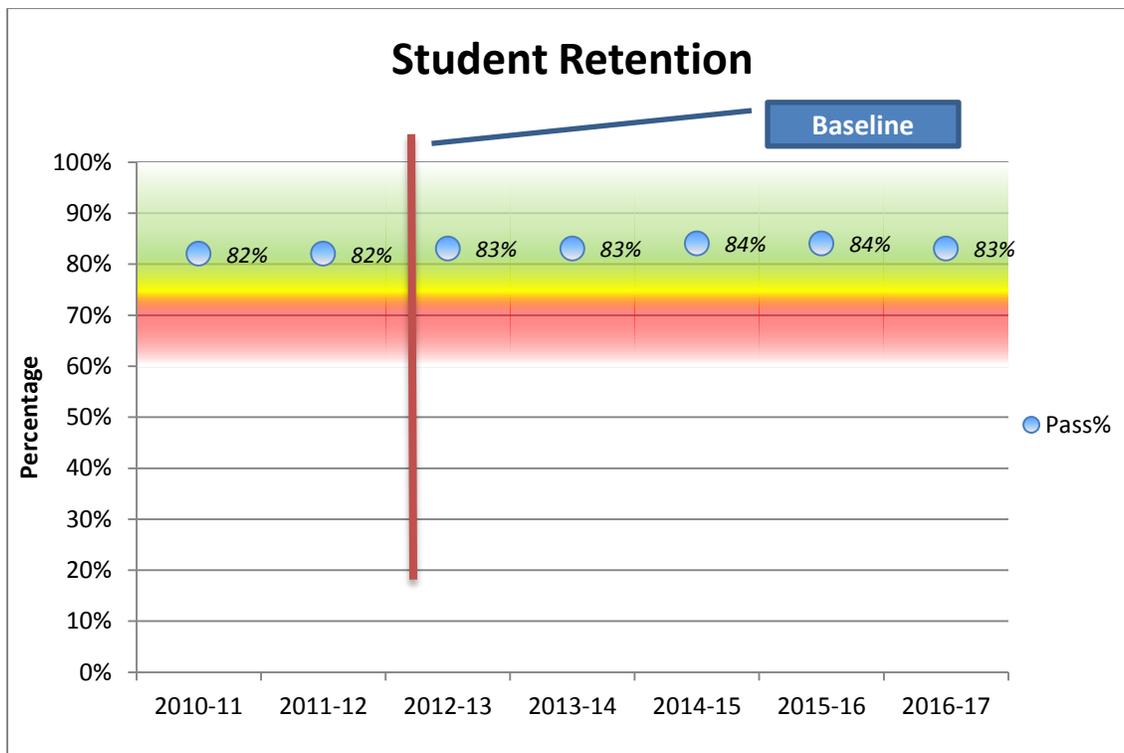
INDICATOR OF ACHIEVEMENT 4.2: Student Retention

Measurement: The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%.

Rationale: The retention of students from the beginning to the end of a quarter is a fundamental measure of student success. In addition, retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses.

Benchmark Type: Local comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

Factors Contributing to Indicator 4.2 Trends and Related Matters: The retention of students from the beginning to the end of a quarter is a fundamental measure of student success. The college measures a key aspect of student retention--specifically, the percentage of adequate to excellent grades (2.0 or “C” to 4.0 or “A+”). Typically, students who maintain that grade range are more likely to complete all of their classes and return in subsequent quarters.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.2: Student Retention</p> <p>Measurement: The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%.</p>	<p>yellow: 75%- 79%;</p> <p>green: 80%+</p>	<p>83%</p> <p>MET</p>	<p>83%</p> <p>MET:</p> <p>This indicator has been trending in the green threshold level.</p>

- Instructional Areas: Half of the original High Enrollment, Low Completion courses are no longer on the HELC list because of the college’s many student success efforts: Shared Student Success Curricula; cross-departmental partnerships and courses; strategic interventions; and related activities, including Accelerated Learning Communities, Reading Apprenticeship training, HIPs, group supplemental instruction sessions, and supplemental online materials and tutorials. These interventions emphasize and maintain academic rigor but also offer additional faculty training and enhanced support for struggling students.
- Student Services: As indicated in its strategic plan for 2015-18, Student Service areas have been working on and planning numerous student success initiatives, including funding full-time staffing for Early Alert (which allows faculty to communicate concerns about student readiness, performance, or attendance) and more proactively monitoring student retention and progression during the students’ first and third quarters.
- Institutional Monitoring: Student success initiatives have been facilitated by effective processes for tracking progress and communicating results. The college’s efforts in these areas will continue to evolve as other student retention and success methods develop.

Overall Analysis: This indicator has steadily risen from 79% in 2008-2009 to 84% in 2014-2015. Council 4 would like to help the college build on that success by exploring other aspects of student retention. Among other considerations, council members have asked if grades provide enough insights about retention patterns or if an emphasis on grades could lead to unintended results, e.g., grade inflation, especially in courses taught by new faculty or associate/part-time instructors, who typically have less job security. To supplement 4.2 data, Council 4 plans to further review CCSSE results and graduation survey data to identify areas that students would like to see improved.

Recommendations for Improvement: Although the college has experienced success with this indicator, it has raised numerous questions and concerns, especially about potentially conflicting pressures to promote higher completion rates while maintaining academic rigor. (See also 4.A.1.)

Additional evidence-based recommendations for improvements include the following:

- Increase the number of faculty who use Early Alert, a persistence tool that provides early notification about academic progress; connects students to support services and faculty; and empowers students to pursue the assistance they need to achieve their academic goals.
- Use Guided Pathways to clarify curricular choices and ensure that students pursue educational paths best suited to their interests and needs.
- Coordinate campus efforts to proactively identify and support students who “disappear”-fail or withdraw from all classes in a given quarter--and then struggle in subsequent quarters to pass their classes or re-enter their programs. (Recently, the college established a widely representative task force to address this concern. (See also 4.B.2.)
- Create faculty development resources that focus on student retention.

NOTE: Because Indicators 4.3 and 4.4 both address IPEDS data, they are discussed together.

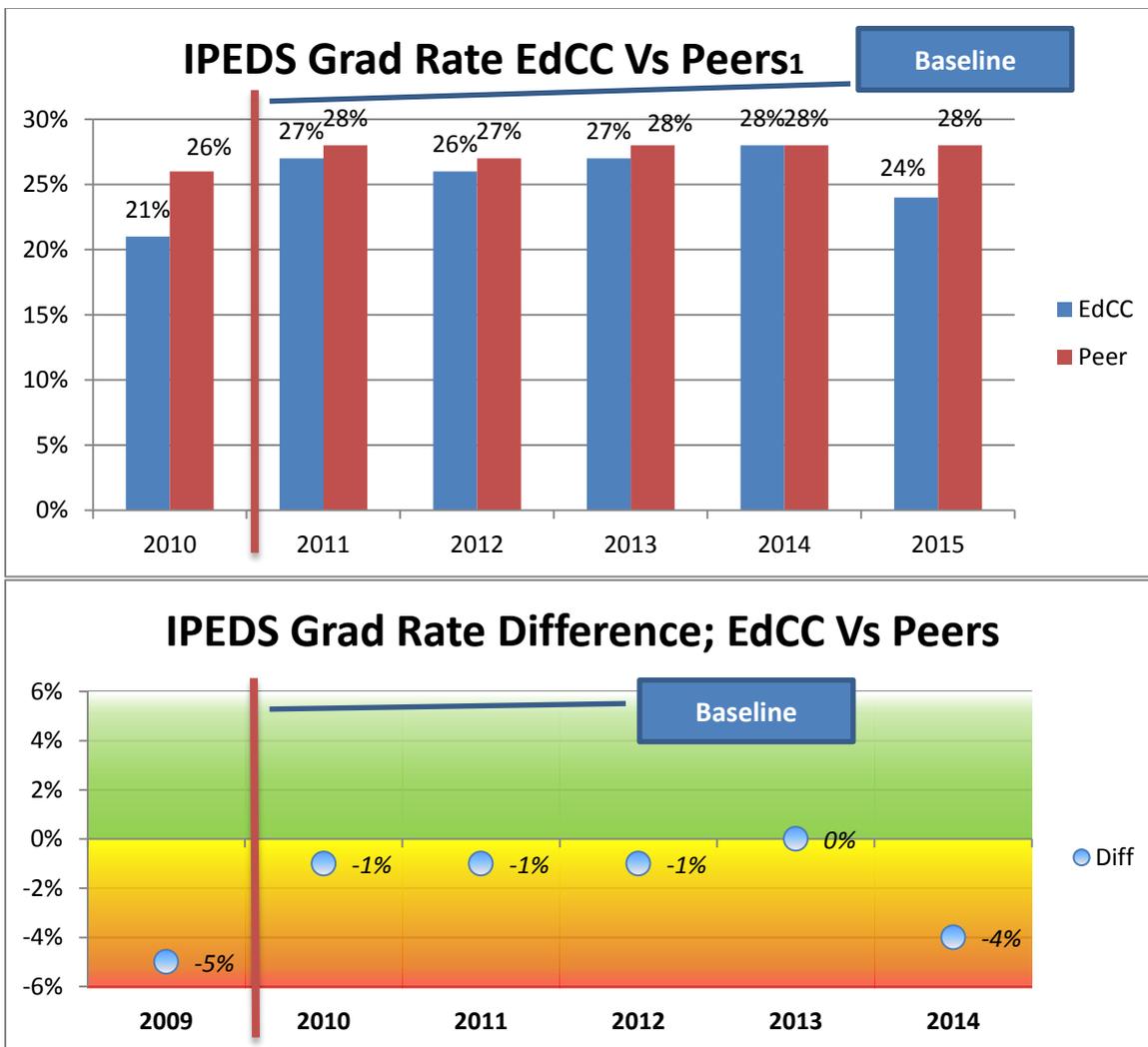
INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate

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

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

Benchmark Type: State/regional comparison

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



Current Status: The college is currently meeting this indicator at the yellow threshold level.

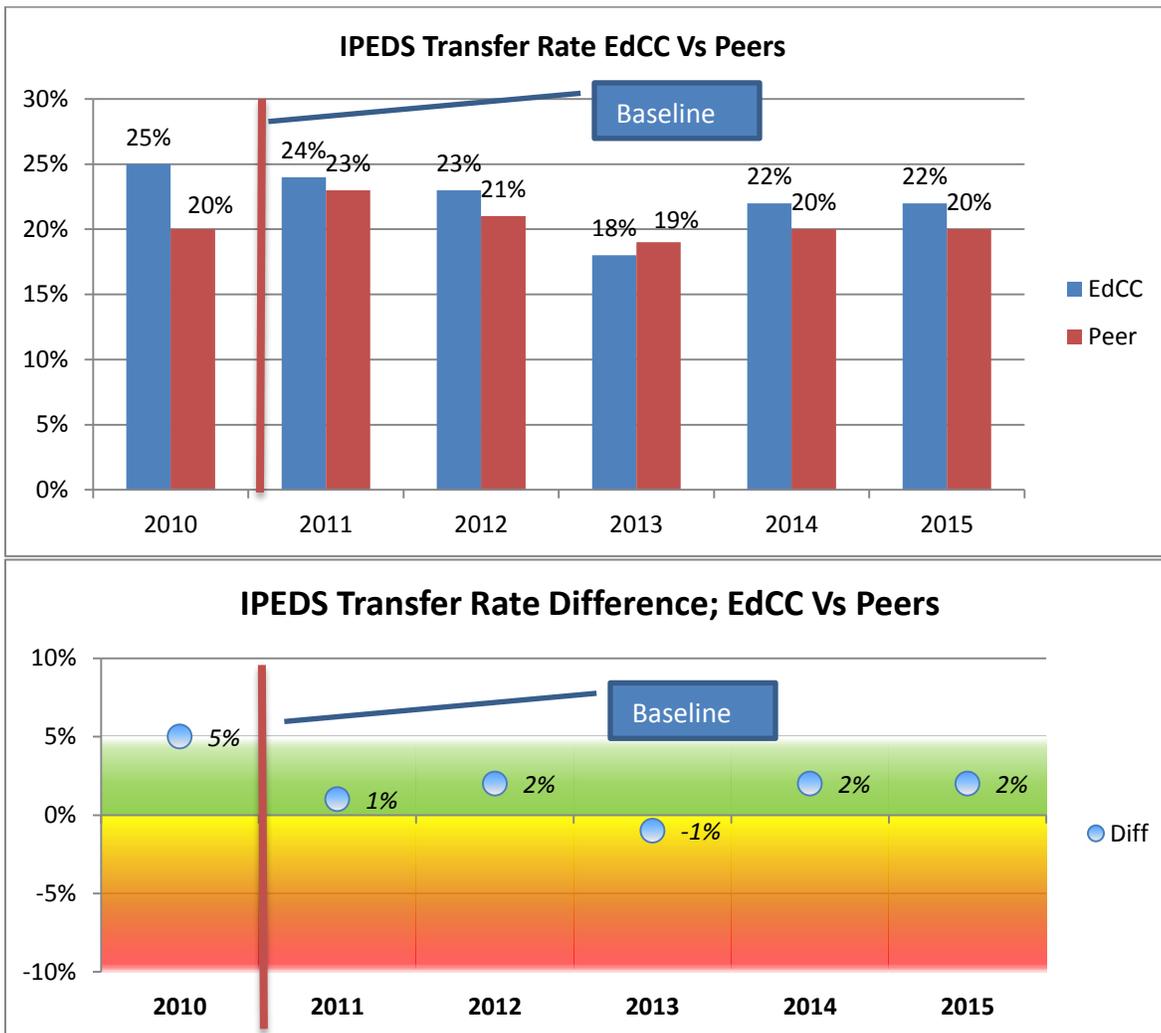
INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

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

Rationale: The IPEDS transfer-out rate is the total number of students from the first-time, full-time degree-seeking cohort who are known to have transferred out of the college. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

* **In-state Peer Institutions:** Everett, Highline, Shoreline, and Tacoma. **NOTE:** In past years the peer institution group included Bellevue, Green River, Highline, and Clark, but these institutions have moved to four-year institutions for IPEDS purposes, thus their graduation rate data is no longer compared to Edmonds' rate.

NOTE: Because Indicators 4.3 and 4.4 both address IPEDS data, they are discussed together.

Factors Contributing to 4.3 and 4.4 Trends and Related Matters: With federal IPEDS data (for first time in college, full-time, degree-seeking students), the college can compare its graduation and transfer-out rates with the rates of Washington State peer institutions.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.3: Student Graduation Rate</p> <p>Measurement: The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.</p>	<p>yellow: -5% to 0% difference;</p> <p>green: 0%+ difference</p>	<p>-1% difference</p> <p>MET</p>	<p>-4% difference</p> <p>MET:</p> <p>This indicator has steadily been in the yellow threshold level.</p>

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.4: Student Transfer-Out Rate</p> <p>Measurement: The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.</p>	<p>yellow: -5% to 0%;</p> <p>green: 0%+</p>	<p>1% difference</p> <p>MET</p>	<p>2% difference</p> <p>MET:</p> <p>This indicator is holding steady in the low green threshold level.</p>

- A significant number of students accrue enough credits to complete certificates and degrees but never receive those credentials. In some cases, students lose track of their progress because they do not consult advisors. In other cases, the students are aware of their status but do not bother to apply for the credentials or do not want to pay the credentialing fees. The college is trying to address these problems by improving the Degree Audit system, automating the credentialing process, removing the graduation/completion fee, and requiring advising for most students--not just the new ones.
- For a variety of practical, economic, or personal reasons, many students piece together their degrees across multiple campuses. The credential awarding institution can count those students in program completion rates, but the other institutions cannot, so from their perspectives, it might appear as if those students have dropped out.
- Many students do not want or need an Edmonds CC certificate or degree. Some students already have degrees and are taking classes to meet a personal goal, to refresh their skills, to develop new post-secondary skills (not tied to credentials), or to maintain professional certifications. Many International students treat Edmonds CC as a short, study abroad experience and return to their home countries to complete their

degrees. Other International students need high school diplomas or Intensive ESL instruction to meet university requirements. Some domestic students are also working toward high school completion. Other students are fulfilling general education requirements while awaiting admission to a specific university program. In particular, many STEM students want to transfer as soon as they can so as not to lose their spots in competitive programs.

Overall Analysis: Although these indicators have stayed within the acceptable range, the college has recognized that IPEDS reports are of limited use because they do not reflect the majority of Edmonds CC's students. Strategic Council 4 has noted, for example, that FTES are down, but headcount remains steady. These numbers suggest that currently, the college has a higher percentage of part-time students, but IPEDS data focus on full-time, first time in college students. In all likelihood, the college will keep track of IPEDS data but will prioritize efforts to identify or further develop other information sources and approaches for student success planning and decision-making.

The college's new Strategic Enrollment Management (SEM) Plan includes analyses of enrollment/persistence trends. That system will augment other data sources and help the college more accurately identify student populations and campus programs that need additional attention. The SEM Director has also worked with Information Technology & eLearning to help students verify or update their intent codes during registration. This information will help the college develop a clearer understanding of the students' goals and a more precise picture of program enrollments and completion rates.

Also, in 2015, as part of a statewide initiative, the college began to study the Community College Research Center's Guided Pathways (GP) model (highly structured programs and wrap-around services that promote persistence and timely degree/certificate completion). The college is now developing plans for adapting the GP model to Edmonds CC. To establish a foundation, Instruction and Student Services are creating an online orientation program and redesigning the advising system to ensure effective support for all students throughout their educational experiences. (Another impetus for the redesign was the revelation that group advising serves new students more effectively than returning students, who typically need more individualized guidance, especially as they approach certificate or degree completion.)

Recommendations for Improvement: IPEDS' data enable the college to compare its graduation rates with its peers' graduation rates--but only for first-time, full-time, degree-seeking students. To gain a more comprehensive picture of student persistence, the college will need to broaden the criteria for determining graduation rates.

Additional evidence-based recommendations for improvements include the following:

- Expedite the credentialing process by collecting fees earlier, e.g., during initial enrollment, and by automatically awarding degrees/certificates. (Some students complete their program requirements but never apply for graduation, so the college is now exploring ways to improve these processes.)
- Coordinate various student tracking and support processes (e.g., Guided Pathways efforts, IPEDS analyses, advising for students who are close to program completion) in order to more strategically plan for and implement practices that improve graduation rates.

- Analyze enrollment/persistence trends by programs, by student type or preparation level, and by other categories to help identify areas that need additional support.
- Encourage full-time attendance or provide incentives for part-time students to attend full-time. In a pilot process, the college is offering to cover first-quarter textbook costs for local school-district students who attend Edmonds CC full-time.
- Assess the effectiveness of the Foundation's Complete The Dream scholarships, which cover final-quarter tuition for students in need. If that scholarship is effective, consider offering more of them and/or creating additional scholarships to support students throughout their programs.

As is the case with IPEDS' data on graduation rates, the transfer-out rates give only a partial view and should be broadened; however, the college is committed to strengthening its support for first-time, full-time, degree-seeking students, who are reflected in the transfer-out data.

Additional evidence-based recommendations for improvements include the following:

- Develop strategies and resources that encourage students to complete programs before transferring.
 - Provide additional training for faculty and advisors.
 - Create easily disseminated materials about program requirements and completion.
 - Develop an online New Student Orientation, required for all degree and certificate seeking students before they register for classes. (This project is currently underway. Goal: Create consistent, uniform program information to help students choose their educational pathways and understand the value of completion.)
- Develop reverse articulation agreements, allowing former students to transfer university credits back to Edmonds CC in order to complete their Associate's degrees. The college has recently developed some of these agreements and is exploring others.
- Ask student focus groups to identify the campus resources and processes that could be improved to better support program completion and successful transfer.

A final note is that since Edmonds CC has applied to offer its first Baccalaureate of Applied Science (BAS) degree, the college's IPEDS cohort definitions will change from a two-year institution to a four-year institution. This will make it challenging to compare graduation and transfer rates with other institutions in the state.

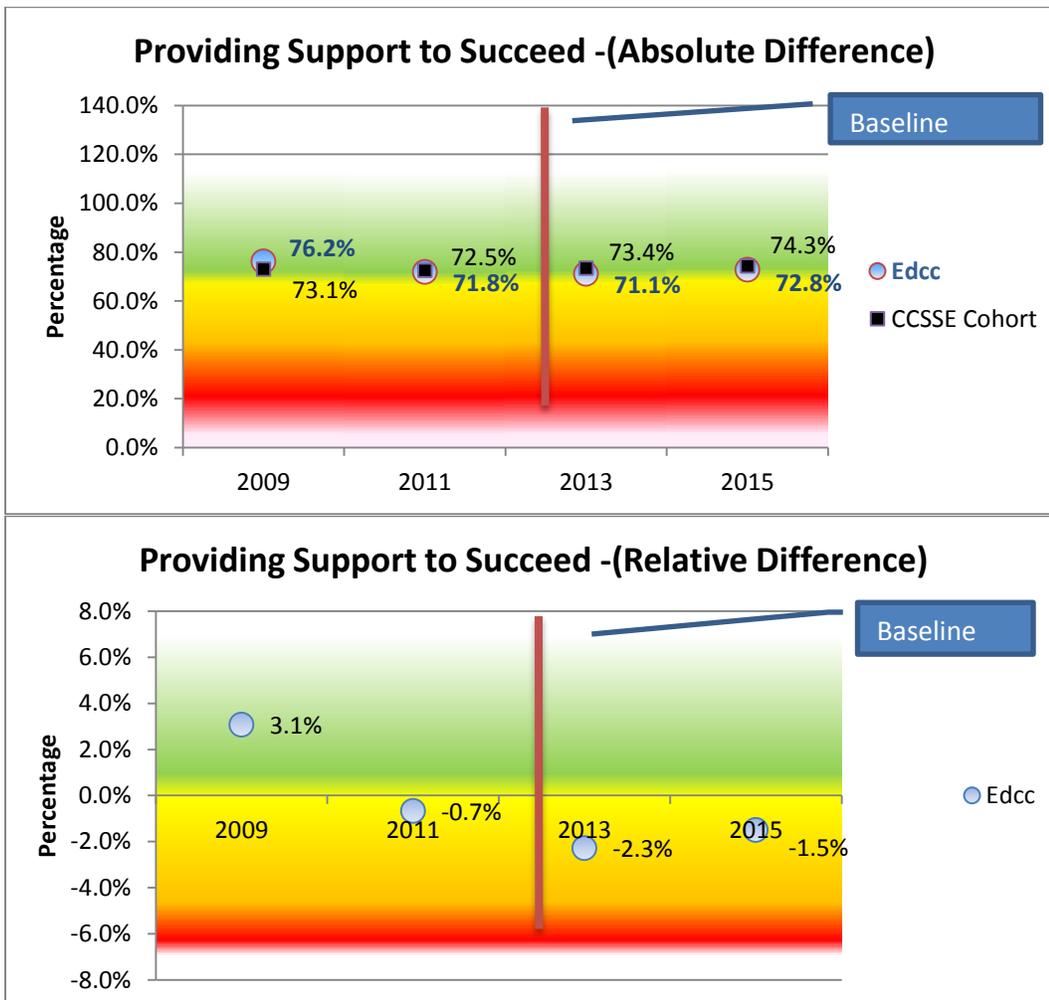
INDICATOR OF ACHIEVEMENT 4.5: Supportive Learning Environments

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

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

Benchmark Type: National comparison

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



Current Status: The college is currently meeting this indicator at the **yellow threshold level**.

NOTE: Historically the college has administered the CCSSE biennially, so there are lengthy time gaps between measurements for this indicator.

Factors Contributing to Indicator 4.5 Trends and Related Matters: The college offers programs and services designed to help students succeed. This indicator addresses the students' awareness of and satisfaction with the college's programs, services, and practices that support learning and success.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 4.5: Supportive Learning Environments</p> <p>Measurement: As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"</p>	<p>yellow: 70%-74% and/or -5% to 0% difference;</p> <p>green: 75%+ and/or 0%+ difference</p>	<p>71.1% and -2.3% difference</p> <p>MET</p>	<p>72.8% and -1.5% difference</p> <p>MET:</p> <p>This indicator has been trending in the yellow threshold level.</p>

- The college previously had not consistently coordinated strategic enrollment efforts with entry services and advising processes. More recently, the college has provided professional development opportunities for campus members to attend several national conferences on strategic enrollment management, advising, and student success.
- The college did not make severe cuts in programs and personnel during the economic downturn and state mandated hiring freezes. However, the college did not replace positions lost to retirements and resignations, so employees in some areas had to do more with less support and could not always provide as much one-on-one assistance for students. Occasionally, those gaps were cause for frustration and dissatisfaction among some students, especially during peak advising and registration periods.
- Over the past few years, the college has worked to address those gaps by increasing the number of full-time, permanent personnel in both Financial Aid and Advising offices. Additional staffing allows for more individualized attention and more timely support for students as well as more consistent upkeep of student success resources.

Overall Analysis: This indicator is within an acceptable range, but Strategic Council 4 has noted that some circumstances might have kept those levels from rising to the green threshold. The college could better use existing processes, such as SIMPLE Plans and Program Reviews, to more proactively identify successful and underperforming areas. That approach could provide more precise information about the resources and interventions that would enhance learning environments and student support mechanisms.

Recommendations for Improvement: The college has met this indicator but is now planning processes and implementing mechanisms for soliciting direct student feedback to help align improvement efforts with students' expectations. The third goal in the 2016-2018 Strategic

Plan involves gathering, analyzing, and responding to student input about their Edmonds CC experiences. In addition to supporting the college mission, this goal provides a way to more clearly emphasize and use the results of student feedback.

Additional evidence-based recommendations for improvements include the following:

- Coordinate efforts to ask the students about what they need to feel supported.
- Develop integrated planning processes for using student feedback to create and implement student support strategies.
- Coordinate improvement efforts with the new Facilities Master Plan.
- Encourage the Faculty Senate, established in 2015-16, to formally discuss and address student success and what creates supportive learning environments.
- Support Strategic Council 4's efforts to compare CCSSE results with graduating student survey results to determine which factors continue to impact student success.
- Coordinate infrastructure updates with preparations for ctclink.
- Consider looking at student completion and persistence as possible indicators of students' satisfaction with learning environments.

Core Theme 5: Encourage innovation, service, and lifelong learning

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	5.1 Commitment to service 5.2 Funding for initiatives, programs, and services 5.3 Lifelong learning

Strategic Council 5 uses data related to Core Theme 5’s Indicators (5.1 Commitment to Service; 5.2 Funding for Initiatives, Programs, and Services; and 5.3 Lifelong Learning) to assess the college’s progress toward Core Theme 5’s objectives. Annual reviews of data from SBCTC sources, institutional reports, and grant updates show that Edmonds CC consistently meets two of Core Theme 5’s Indicators of Achievement but is trending downward on Lifelong Learning statistics.

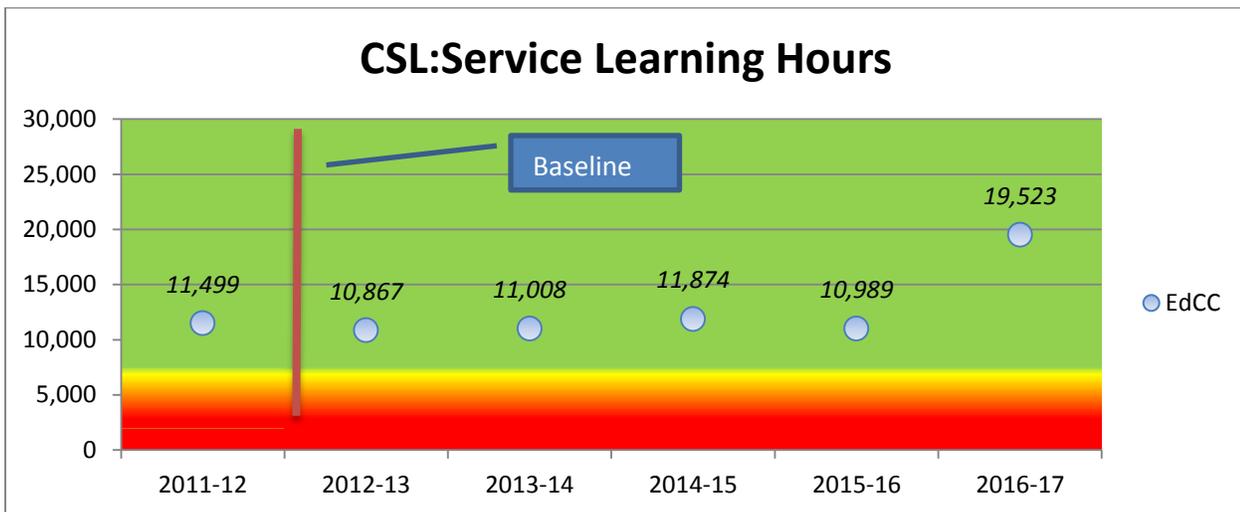
INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

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

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

Benchmark Type: Local Comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

NOTE: The large increase for 2016-17 is primarily due to better capturing hours, particularly from Social and Human Services practica and the ESL Partners program.

Factors Contributing to Indicator 5.1 Trends and Related Matters:

Edmonds CC values service-learning opportunities that support student engagement, retention and persistence. This indicator's target is intended to help the college quantify faculty and student involvement in service-learning.

Indicator	Target	Baseline Year	Current Status
Indicator 5.1: Commitment to Service Measurement: The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).	yellow: 5,000-7,499 hours; green: 7,500+ hours	10,867 MET	19,523 MET: This indicator has been trending in the green threshold level.

- The Center for Service-Learning has taken several steps to enhance service-learning options and efforts.
 - improving marketing efforts by redesigning the Service-Learning website and by using social media more actively
 - piloting volunteer management software for documenting activities and hours.
 - developing Individual Service-Learning Forms, which allow students and faculty to initiate their own projects
 - supporting 20-25 major service-learning projects per quarter.
- Pre-college instructors have introduced a peer advocacy model that also encourages students to participate in service-learning.
- The college has also expanding service-learning opportunities for evening students.

Overall Analysis: The target goals for this indicator attest to how deeply the campus and community value service-learning. Owing to well-planned strategies and resources, including a Center for Service-Learning with dedicated staff, Edmonds CC has exceeded this indicator each year. The college has a strong commitment to serving its community, as demonstrated by the number of faculty who assign service-learning credit and the number of students who participate in these community-benefitting projects. Data also document how effectively service-learning promotes networking, engagement, success, and completion. The LEAF School in particular (with its well-documented benefits to students and the community) represents an effective student success model that might work well in other campus programs.

Recommendations for Improvement: The college has been very committed to service-learning but is now trying to determine if Indicator 5.1 functions more as an aspirational or idealistic measure than as an effective measurement and data source for decision-making.

Additional evidence-based recommendations for improvements include the following:

- Improve documentation/tracking of students' service-learning hours, for example, by using Canvas' survey tools.
- Develop a reporting mechanism that captures the depth and breadth of classroom service-learning activities.

- Identify other data that can measure how service-learning promotes the college's strategic plans. For example, community service can enhance student engagement and performance, so service-learning activities could significantly contribute to the college's 2016-2018 strategic goals for increasing access to the college, supporting student progression, and improving the student experience.
- Create professional development resources to help faculty more easily incorporate service-learning into courses.
- Establish a broad-based, service-learning advisory committee to more effectively connect community needs with service-learning plans.

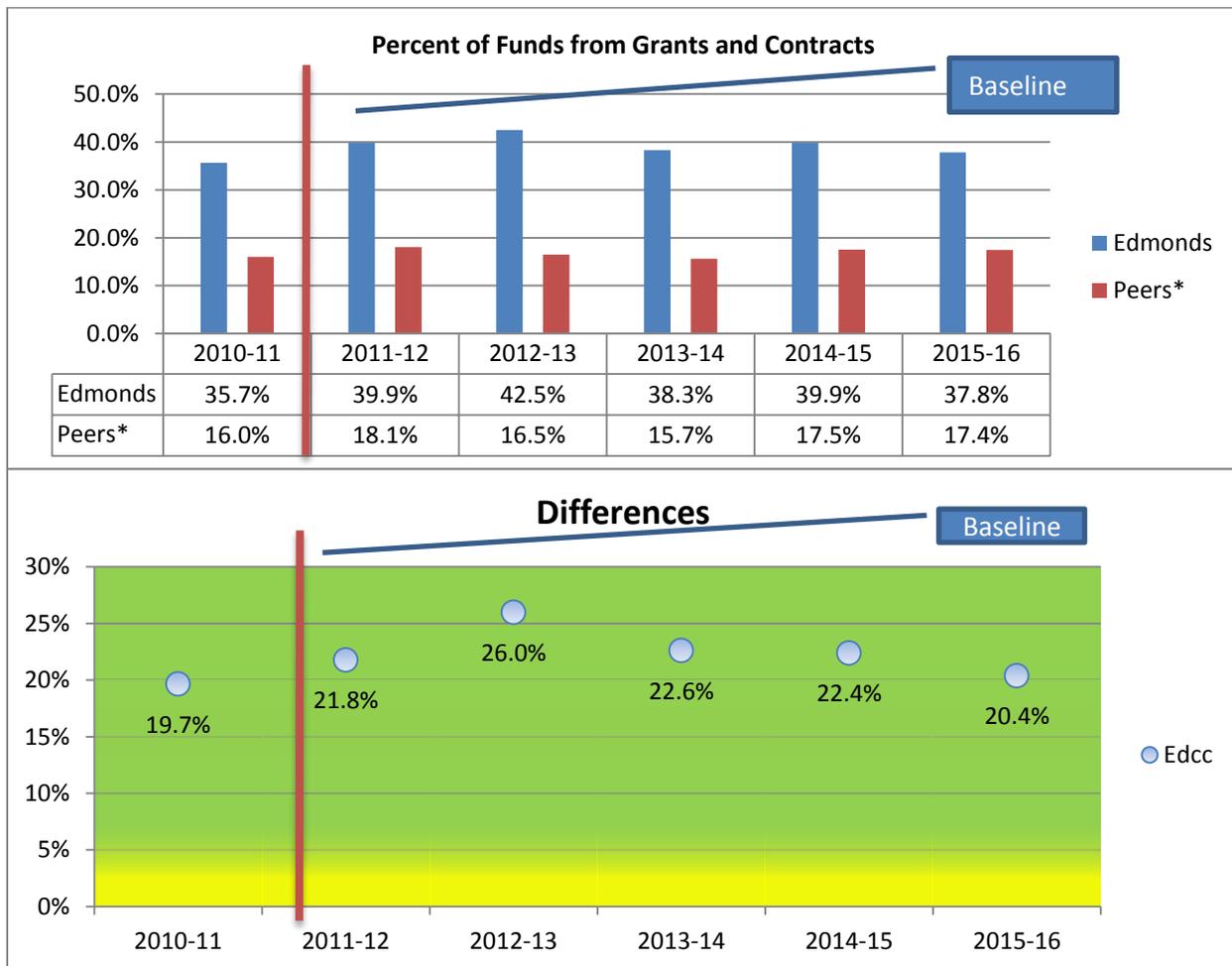
INDICATOR OF ACHIEVEMENT 5.2: Funding for Initiatives, Programs, and Services

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

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

Benchmark Type: State/Regional Comparison

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



Current Status: The college is currently meeting this indicator at the **green threshold level**.

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

Factors Contributing to Indicator 5.2 Trends and Related Matters: The college measures its grants and contracts funding as an indicator of its entrepreneurial and innovative nature. This indicator helps the college to compare levels of grant and contract funding at Edmonds CC and peer colleges.

Indicator	Target	Baseline Year	Current Status
<p>Indicator 5.2: Funding for Initiatives, Programs, and Services</p> <p>Measurement: The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.</p>	<p>yellow: 0% to 5% difference;</p> <p>green: 5%+ difference</p>	<p>21.8% difference</p> <p>MET</p>	<p>20.4% difference</p> <p>MET:</p> <p>This indicator is at the green threshold level.</p>

- The institutional culture strongly supports entrepreneurship and innovation.
- The college has full-time staff dedicated to grant writing.
- Because of its experience with implementing grants, the college has developed effective practices for using grant resources productively and efficiently.

Overall Analysis: Edmonds CC consistently meets this indicator. However, Strategic Council 5 has noted that grant funding levels do not fully demonstrate how effectively the college supports grant-based initiatives, prepares for their campus impact, or accounts for opportunity costs.

Edmonds CC has been successful, not only in procuring grants (at a much higher rate than the state's other CTCs), but also in using grants to promote innovative programs. Occasionally, grant projects can strain institutional services, such as facilities or IT&e, and the grant application processes do not always include sufficient planning for sustaining programs or services after grant funding ends. In general, though, Edmonds CC has a sound track record for pursuing beneficial grants and contracts. Most notably, because of grant-funded initiatives, STEM-related areas have seen increases in the number of female students and underrepresented minorities who have graduated with associate degrees and have transferred to baccalaureate institutions. The college uses such data and assessments to justify the pursuit of grant renewals or new grants in related areas.

Recommendations for Improvement: This Indicator has always been in the green, primarily because the college proactively pursues alternative funding sources, particularly grants. Current evaluation and planning discussions are focusing on the institutional impact of these alternative funding sources. For example, does the college institutionalize grant developed programs when external funding ends? Does the college measure the effect that grant supported programs have on capacity and resources?

Additional evidence-based recommendations for improvements include the following:

- Discuss and identify potential indicators of how grants and initiatives improve student learning. For instance, do they facilitate the transition from pre-college levels to college programs and increase degree/certificate completion?
- Conduct a meta analysis of all grants to determine if, collectively, their benefits outweigh their direct and unanticipated costs--especially to determine if they improve and unify campus processes or fragment and overextend campus resources.
- Create a uniform grant-request checklist that prioritizes evidence-based practices and that asks applicants to match internal data on growth areas with external data on industry and community needs.

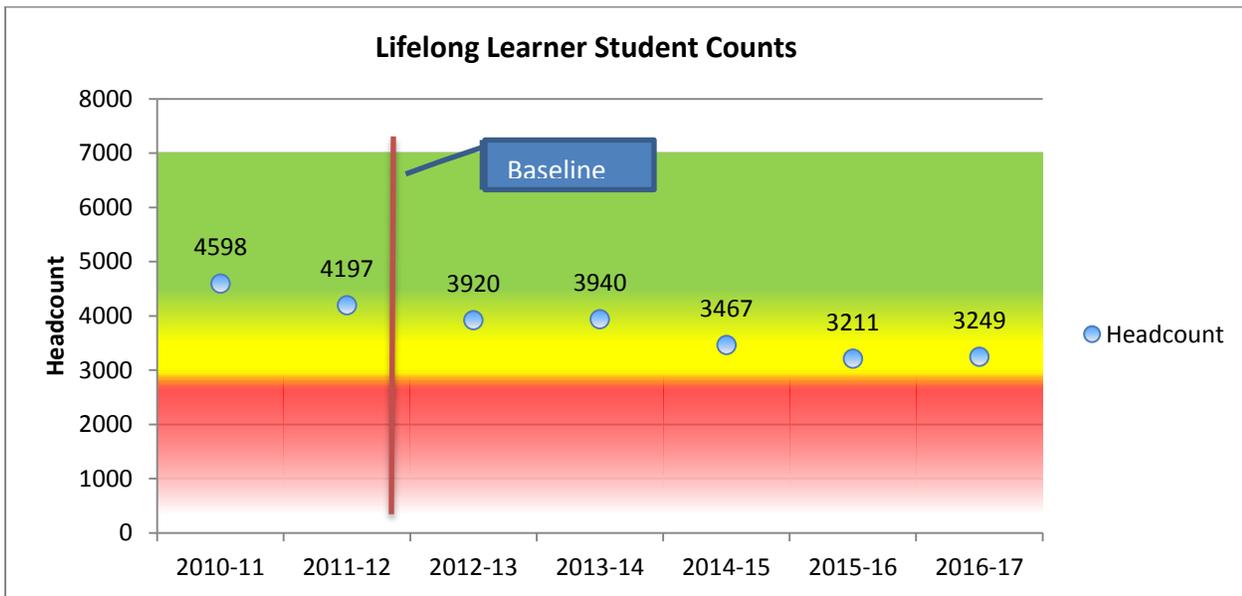
INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

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

Rationale: The college offers a mix of for-credit and non-credit lifelong learning offerings. The number of students taking these offerings epitomizes the value of lifelong learning that the college strives to instill in its students.

Benchmark Type: Local Comparison

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



Current Status: The college is currently meeting this indicator at the yellow threshold level.

Factors Contributing to Indicator 5.3 Trends and Related Matters: The college offers a mix of for-credit and noncredit lifelong learning offerings. The number of students taking these classes epitomizes the value of lifelong learning that the college strives to instill in its students. The target measurements for this indicator help to establish a baseline level of lifelong learning students as well as potential goals for increasing those numbers.

Indicator	Target	Baseline Year	Current Status
Indicator 5.3: Lifelong Learning Measurement: The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	yellow: 3,000-3,999 students; green: 4,000 students	3,920 MET	3,249 MET: This indicator has been trending downward in the yellow.

- The college has been counting only the students that show up in the Student Management System (a state-level platform) and only as unduplicated headcount. This method grossly understates the number of students actually participating in lifelong learning programs. For example, the college does not count the Creative Retirement Institute students, but their quarterly enrollments exceed 1,000. Similarly, the Washington Aerospace Training and Research (WATR) Center students are not included in the calculations because they are in contracted classes, not state supported ones. If these groups were included in the lifelong learning calculations, the college would easily meet the goal of serving 4,000 students.
- Inaccurate or outdated student intent codes also interfere with student tracking.
- In the Summer of 2015, Continuing Education added summer classes for kids, which will continue to increase the number of individuals served.
- Three of Edmonds CC’s closest neighboring colleges have partnered to jointly run their well-publicized continuing education programs, and this partnership might be attracting students away from Edmonds.

Overall Analysis: The college offers a wide range of lifelong learning programs that are typically well-reviewed by participants, most of whom indicate that they value the new skills and knowledge they have acquired. Although this indicator is within an acceptable range, the number of registered lifelong learning students seems to be declining. However, Strategic Council 5 has noted that the college does not have a consistent definition of “lifelong learning” - a term that covers a broad spectrum of students and programs.

Recommendations for Improvement: This indicator has been especially challenging for Strategic Council 5 because of the wide range of lifelong learning programs, the discrepancies between state level and institutional definitions of lifelong learning curricula, and the non-standardized methods for counting the number of the students served. Moreover, this indicator relies on unduplicated headcount and does not account for students who may take multiple courses on different topics. These inconsistencies can interfere with efforts to approach the

college's lifelong learning offerings from a core theme perspective and to systematically analyze, strategically support, and continually improve those programs.

Additional evidence-based recommendations for improvements include the following:

- Consider counting enrollments instead of unduplicated headcount.
- Identify consistent criteria for lifelong learners and courses; clarify student coding practices; and broaden Indicator 5.3's metrics accordingly.
- Establish a standardized mechanism for each program to provide curricular and student data.

Summary of the Status of the College's 16 Indicators of Achievement

Please note that italicized measures are interim and will be updated when final Spring quarter numbers become available

Indicator Target	Baseline Year	Current Status
Core theme 1: Strengthen our diverse community		
Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.		
1.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"	Met	Met
1.2 The fall to fall persistence rate of new students of color will be at least 33%.	Met	Met
1.3 At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.	Met	Met
Core Theme 2: Provide educational opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.		
2.1 The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.	Not Met	Not Met
2.2 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"	Met	Met
2.3 Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).	Met	Met

Core Theme 3: Help students access career opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.		
3.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counseling?"	Met	Not Met
3.2 Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.	Met	Met
Core Theme 4: Support student success		
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.		
4.1 As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.	Met	Met
4.2 The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%. Interim (Summer and Fall 2013) - Met	Met	Met
4.3 The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.4 The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.5 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"	Met	Met

Core Theme 5: Encourage innovation, service, and lifelong learning		
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.		
5.1 The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).	Met	Met
5.2 The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.	Met	Met
5.3 The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	Met	Met

Indicator Summary	Baseline Year	Current Status
Number at Green Level	8	9
Number at Yellow Level	7	5
Number at Red Level	1	2

Mission Fulfillment Determination

With 14 of 16 Indicators of Achievement at the green or yellow level, the college is fulfilling its mission as defined by Board Resolution No. 13-9-2. It is noteworthy, however, that the college has not made large strides in better fulfilling its mission because the overall summary of the status of the indicators from the baseline year to the current year has not changed.