

# Institutional Performance Report

Comprehensive Planning  
and  
Measuring Mission Fulfillment



**EDMONDS**  
**COLLEGE**

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TEACHING | LEARNING | COMMUNITY

2024-25  
Benchmark Report



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## ***Comprehensive Planning***

Edmonds College has a comprehensive approach to its planning. The integrated planning approach allows the college to strengthen its existing functions (i.e., operational planning) while simultaneously leaning into the future (i.e., innovation planning). Weaving long-term planning with annual operational planning allows the college to focus on meeting its mission while working toward realizing its vision.

### **Comprehensive Planning**



Edmonds College's comprehensive planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess short-term 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.

This Institutional Performance Report outlines the college's planning process; provides updates on the college's key performance indicators (known as lagging indicators); and states the mission fulfillment determination that was completed during the 2024-25 academic year.



## ***Operational Planning***

The college's operational plan is organized around four overarching goals: Access, Success, Community Engagement, and Capacity/Operational Excellence. Each of these goals has strategies, and each strategy has specific, measurable actions that are assigned to different individuals at the college. In this sense, the operational plan is tied to the college's organizational chart.

The President's Leadership Team regularly provides updates on actions, and formal updates are presented to the college's Board of Trustees. The plan is refreshed each year as completed items roll off and new items are added in accordance with the strategic needs of the college.

## ***Innovation Planning***

To assist with innovation (i.e., strategic) planning, the college has an Idea Lab designed as a structure where participants from the staff and faculty of Edmonds College can brainstorm, incubate, evaluate, and mobilize innovative solutions to create a change-ready and adaptive environment.

In addition to the Idea Lab, ideas for the innovation plan may come from a variety of sources, but the ideas must be forward-thinking. Once ideas are vetted, approved, and implemented, they inform shorter-term operational plans, goals, strategies, and actions. In this way, the college's innovation plan and operational plan are integrated. The diagram below illustrates the inherent relationship between the two sides of the college's comprehensive plan.





## ***Defining and Measuring Mission Fulfillment***

The concepts of leading and lagging indicators (particularly as described in the book, *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*) are utilized when Edmonds College defines its mission fulfillment:

- Lagging indicators measure the goals and strategies that the college focuses on; and
- Leading indicators measure the actionable items that influence lagging indicators in order to provide information about progress on the college's goals.

Within the leading and lagging indicator framework, leading indicators represent planned, measured actions (in both the operational and innovation plans) that are designed to influence a lagging indicator. As a result, the leading-lagging framework allows the college flexibility in creating short-term plans, undertaking strategies, and implementing initiatives that can directly (or indirectly) influence the college's long-term plans and goals.

The college has identified ten (10) lagging indicators, which are monitored to assess institutional health and assess work toward the college's plans. The ten lagging indicators include strategic targets that were developed after looking at multiple years of college data and/or benchmarking against the performance of peer or aspirational institutions. These targets are stretch targets that the college aspires to achieve.

In addition to the stretch targets for each of the ten (10) lagging indicators, five (5) of the lagging indicators also have minimal threshold levels established for accreditation purposes, that the college must not fall below in order to fulfill its mission. This is stipulated in the college's Board of Trustee's Monitoring and Planning Policy.

The status of each indicator is reported annually in the college's Institutional Performance Report, which is reviewed and approved by the President's Leadership Team and the contents of which are presented to the Board of Trustees. Due to the timing of data availability, the Institutional Performance Report is produced and presented in November, after which a copy is posted on the college's website.



# Lagging Indicators

In developing the lagging indicators, 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, 3<sup>rd</sup> Edition*; *From Strategy to Change: Implementing the Plan in Higher Education*; and *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*
- dialogue with other institutions about indicators that they have considered.

These resources provided insight into appropriate lagging indicators and helped the college intentionally select a mix among local, state/regional, and national comparisons.

Set of Lagging Indicators
Local Comparisons: 7
State/Regional Comparisons: 1
National Comparisons: 2
Total: 10

The college’s 10 lagging indicators include the following student achievement measures:

- course completion (i.e., course retention);
- student progression (through particular credit milestones);
- quarterly student persistence;
- program (i.e., degree and certificate) completion; and
- post-Edmonds College attendance measures of transfer rates and job placement percentages.

As per accreditation standards and expectations by the Northwest Commission on Colleges and Universities, Edmonds College disaggregates its lagging indicators by, “institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).” Within the college’s comprehensive planning model, the disaggregation of the lagging indicators can help identify planned, measured actions (in the operational plan) that the college may wish to address during a particular year. The disaggregated information is also used to promote student achievement and close equity gaps.

Rationales for each lagging indicator have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators, organized under goals in the college’s 2024-2025 comprehensive plan, are provided in Appendix A to this



document. Various disaggregations of the lagging indicators are also shown in Appendix A.

In addition, the college's strategic targets for student progression, program completion, student graduation rates, and student transfer rates were all set after benchmarking Edmonds' performance against peer or aspirational institutions -- including other community and technical colleges in Washington state and/or IPEDS data for seven out-of-state institutions who were finalists for. Appendix B shows the list of Edmonds College's peer and aspirant benchmark institutions.

### ***Mission Fulfillment Determination***

The following five (5) accreditation-related lagging indicators exceeded the established minimum Mission Fulfillment Threshold level in 2024-25, therefore the college successfully fulfilled its mission as defined in the Board of Trustee's Monitoring and Planning Policy.

- Quality Academic Programs
- Successful Class Completion
- Student Academic Progress
- Combined Student Graduation and Transfer Rates
- Students Served through Industry and Community Education Partnerships



## Summary of Lagging Indicators

	Lagging Indicators	Minimum Threshold for mission fulfillment	2023-24 Actuals	2024-25 Actuals	Strategic Target
1	<b>Quality Academic Programs</b>				
	Percentage Reviewed	33%	100%	100%	100%
2	<b>Enrollment Targets</b>				
	State FTES	--	3597	3932	4164
	Contract FTES	--	2471	2692	2860
	Annual Headcount	--	15463	16666	17900
3	<b>Successful Class Completion</b>				
	Class Pass Rates	50%	83%	80%	85%
4	<b>Quarterly Student Persistence</b>				
	Fall-to-Winter	--	77%	81%	84%
	Fall-to-Spring	--	69%	72%	75%
	Fall-to-Fall	--	48%	51%	55%
	Winter-to-Spring	--	66%	72%	69%
	Spring-to-Fall	--	54%	55%	50%
5	<b>Degree-Seeking, Fall-to-Fall Student Persistence by Enrollment Level</b>				
	Full-Time	--	56%	67%	73%
	Part-Time	--	43%	48%	56%
6	<b>Student Academic Progress</b>				
	SAI Points per Student	0.50	1.32	1.42	1.60
7	<b>Combined Student Graduation and Transfer Rates</b>				
	Graduation Rate	15%	30%	31%	35%
	Transfer Rate	15%	26%	25%	25%
	Combined Rates	30%	56%	56%	60%
8	<b>Program Completions</b>				
	4-yr Degrees	--	14	21	28
	2-yr Degrees	--	707	697	818
	Certificates (all levels)	--	589	667	682
	High School Diplomas	--	206	222	238
	Total Awards	--	1516	1607	1767
9	<b>Student Job Placement Percentage</b>				
	Completers	--	77%	75%	85%
	Leavers	--	77%	70%	75%
10	<b>Students Served through Industry and Community Education Partnerships</b>				
	Total	1500	3225	2989	5000



## **Appendix A: Details of the 10 Lagging Indicators Arranged by College Goal (with reference to Accreditation Core Themes)**

In this Appendix, for each lagging indicator, the following information is provided

- Name of the lagging indicator
- Description of how the lagging indicator is measured
- A rationale for why the college selected the lagging indicator
- The type of data comparison (local, state/regional, or national) that informs any targets for the lagging indicator
- The Minimum Mission Fulfillment Threshold level (if applicable) for the lagging indicator
- A table with longitudinal data for the lagging indicator
- The Mission Fulfillment Status (if applicable) for the lagging indicator
- Various data tables showing disaggregated information for the lagging indicator



## **College Goal 1: Access**

(Core Theme 1: Academic Excellence)

### **Lagging Indicators Related to Access**

- Quality Academic Programs\*
- Enrollment Targets

\*This indicator is related to accreditation and therefore has a "Minimum Mission Fulfillment Threshold."



**Lagging Indicator:** Quality Academic Programs

**Measurements:** Each year, the college will review the content, structure, and learning outcomes of at least 33% of all of its programs of study (i.e., degrees, certificates, and diplomas). The college strives to review 100% of its programs of study.

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

**Comparison Type:** Local comparison

**Threshold Level:** Minimum Mission Fulfillment Threshold: 33%

2020-21 Review for 2021-22 Catalog  n=N/A	2021-22 Review for 2022-23 Catalog  n=193	2022-23 Review for 2023-24 Catalog  n=187	2023-24 Review for 2024-25 Catalog  n=191	2024-25 Review for 2025-26 Catalog  n=178	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
N/A	100%	100%	100%	100%	100%	33%

**Mission Fulfillment Status:** The college’s current performance is above the mission fulfillment threshold level.

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NOTE: In 2024-25, the college continued to meet its strategic target.



**Lagging Indicator:** Enrollment Targets

**Measurement:** State FTES, Contract FTES, and Annual Headcounts are calculated and reported to the SBCTC each quarter. The data is aggregated to produce annual figures.

**Rationale:** Each year, the college will strive to meet particular state-funded, contract-funded, and unduplicated headcount enrollment levels.

**Comparison Type:** Local comparison

**Threshold Level:** This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Funding Category						Targets: 5% annual increase from 2023-24 numbers		
	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
State FTES	3913	3187	3305	3597	3932	3777	3966	4164
Contract FTES	2178	1924	2035	2471	2692	2595	2724	2858
Annual Headcount	13397	12589	13117	15463	16666	16236	17048	17900

**Mission Fulfillment Status:** Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

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NOTE: In 2024-25, the college exceeded the targets that it set for all three enrollment related targets.



## Disaggregated Enrollment Information

### Headcounts

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
African American	Count	1159	1102	1147	1240	1466	1302	1367	1435
Asian	Count	2594	2292	2273	2789	2828	2928	3075	3229
Indigenous	Count	164	145	139	160	114	168	176	185
Latinx	Count	1407	1329	1418	1803	2015	1893	1988	2087
Multi-Racial	Count	1287	1547	1557	1857	2040	1950	2047	2150
White	Count	5116	4858	5141	5782	6071	6071	6375	6693
Female	Count	7245	6381	6532	7342	7858			
Male	Count	5704	5054	5278	6084	6210			
Received Need Based Aid	Count	2422	2557	3472	3735	4407			
Under 20	Count	4199	3889	3970	5562	6465			
Age 20-24	Count	2522	2500	2565	2706	2823			
Age 25-29	Count	1452	1291	1333	1351	1427			
Age 30-39	Count	2485	2315	2344	2456	2503			
Age 40 or above	Count	2708	2591	2905	3388	3448			



## Headcounts by Peer and Aspirant Institutions

Headcounts	2020-21	2021-22	2022-23	2023-24	2024-25
Amarillo College	11769	11788	11564	N/A	N/A
CUNY Hostos Community College	7974	7055	6658	N/A	N/A
Georgia Highlands College	7367	6759	6316	N/A	N/A
Imperial Valley College	9201	10185	10716	N/A	N/A
Northwest Iowa Community College	2613	2613	2674	N/A	N/A
Odessa College	9971	11358	11985	N/A	N/A
Union County College	11353	10974	10973	N/A	N/A
Everett Community College	15977	14816	14737	16686	17222
Green River College	14081	12957	13356	14931	16078
Highline College	13139	12983	14158	15129	14601
Pierce College District	13520	13008	14171	12543	13749
Shoreline Community College	8755	8095	8527	9063	9525
South Puget Sound Community College	8318	7595	7598	8207	8665
Tacoma Community College	9979	9245	9876	10201	10588



# State FTES

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
<b>African American</b>	Count	370	315	349	363	414
<b>Asian</b>	Count	727	538	556	579	621
<b>Indigenous</b>	Count	43	33	35	33	32
<b>Latinx</b>	Count	404	338	390	478	538
<b>Multi-Racial</b>	Count	442	447	426	483	565
<b>White</b>	Count	1658	1366	1446	1566	1618
<b>Female</b>	Count	2325	1795	1801	1999	2170
<b>Male</b>	Count	1565	134	1295	1413	1476
<b>Received Need Based Aid</b>	Count	856	1074	1349	1511	1791
<b>Under 20</b>	Count	635	440	486	497	518
<b>Age 20-24</b>	Count	1183	988	1038	1145	1257
<b>Age 25-29</b>	Count	540	431	441	449	526
<b>Age 30-39</b>	Count	797	698	667	759	818
<b>Age 40 or above</b>	Count	757	631	673	746	813



## Contract FTES

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
<b>African American</b>	Count	149	141	142	202	255
<b>Asian</b>	Count	727	575	548	668	661
<b>Indigenous</b>	Count	20	22	17	28	18
<b>Latinx</b>	Count	116	117	114	176	215
<b>Multi-Racial</b>	Count	185	210	233	285	314
<b>White</b>	Count	619	557	614	738	827
<b>Female</b>	Count	998	810	885	1033	1149
<b>Male</b>	Count	1156	974	1003	1182	1240
<b>Received Need Based Aid</b>	Count	149	228	322	395	556
<b>Under 20</b>	Count	1358	1226	1274	1668	1961
<b>Age 20-24</b>	Count	374	368	373	390	360
<b>Age 25-29</b>	Count	116	102	99	110	97
<b>Age 30-39</b>	Count	160	123	157	147	138
<b>Age 40 or above</b>	Count	154	104	132	156	136



## **College Goal 2: Student Success**

**(Core Theme 2: Student Success)**

### **Lagging Indicators Related to Student Success**

- Successful Class Completion\*
- Quarterly Student Persistence
- Quarterly Student Persistence by Enrollment Level
- Academic Progress\*
- Combined Student Graduation and Transfer Rates\*
- Program Completions
- Student Job Placement Percentage

\*These indicators are related to accreditation and therefore have a “Minimum Mission Fulfillment Threshold.”



**Lagging Indicator:** Successful Class Completion

**Measurement:** The percentage of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 50%. The college strives for the percentage to be 85%.

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

**Comparison Type:** Local comparison

**Threshold Level:** Minimum Mission Fulfillment Threshold: 50%

2020-21	2021-22	2022-23	2023-24	2024-25	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
80% n=62,603	80% n=54,876	81% n=54,166	83% n=59,832	80% n=65907	85%	50%

**Mission Fulfillment Status:** The college’s current performance is above the mission fulfillment threshold level.

NOTE: In 2024-25 some grading practices in pre-college level classes changed. As a result, the overall class pass rates declined. More details are in the table below:

Type of Course	2023-24	2024-25
precollege	79%	63%
college 100 level	84%	84%
college 200 level	86%	86%
college 300 level	93%	95%
college 400 level	97%	96%
Total	83%	80%



## Disaggregated Class Pass Rate Information

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
<b>African American</b>	Percentage	78%	74%	74%	77%	76%	80%	82%	85%
<b>Asian</b>	Percentage	86%	85%	85%	86%	85%	85%	85%	85%
<b>Indigenous</b>	Percentage	75%	65%	74%	78%	75%	80%	82%	85%
<b>Latinx</b>	Percentage	73%	72%	73%	75%	67%	80%	82%	85%
<b>Multi-Racial</b>	Percentage	78%	76%	77%	81%	80%	80%	82%	85%
<b>White</b>	Percentage	84%	83%	83%	85%	82%	85%	85%	85%
<b>Female</b>	Percentage	83%	81%	82%	84%	81%			
<b>Male</b>	Percentage	81%	79%	80%	81%	78%			
<b>1st Generation</b>	Percentage			78%	80%	76%			
<b>Low Income</b>	Percentage	82%	77%	77%	80%	81%			
<b>Age Under 20</b>	Percentage	82%	82%	81%	82%	83%			
<b>Age 20-24</b>	Percentage	77%	75%	78%	77%	75%			
<b>Age 25-29</b>	Percentage	83%	80%	81%	84%	77%			
<b>Age 30-39</b>	Percentage	85%	83%	84%	87%	81%			
<b>Age 40-49</b>	Percentage	87%	85%	85%	88%	80%			
<b>Age 50-59</b>	Percentage	85%	87%	85%	89%	77%			
<b>Age 60+</b>	Percentage	88%	82%	83%	89%	79%			
<b>In-Person</b>	Percentage	88%	89%	86%	90%	84%			
<b>Hybrid</b>	Percentage	82%	78%	78%	79%	75%			
<b>Online</b>	Percentage	81%	79%	80%	82%	82%			



## Disaggregated Total Class Grades Information

Disaggregated Student Group	Measure	2020-21 (80% overall)	2021-22 (80% overall)	2022-23 (81% overall)	2023-24 (83% overall)	2024-25 (80% overall)
<b>African American</b>	Count	5420	4904	4935	5708	6765
<b>Asian</b>	Count	14438	11118	10951	11838	12962
<b>Indigenous</b>	Count	636	641	548	623	617
<b>Latinx</b>	Count	5183	4846	4993	6228	7273
<b>Multi-Racial</b>	Count	8199	7299	6897	7772	9219
<b>White</b>	Count	24297	20896	20814	22913	24271
<b>Female</b>	Count	34492	28356	27944	30130	33126
<b>Male</b>	Count	27494	22948	23454	25417	27035
<b>1st Generation</b>	Count			15847	21426	25988
<b>Low Income</b>	Count	10944	11882	11602	12353	10717
<b>Age Under 20</b>	Count	23285	20650	21194	24728	28484
<b>Age 20-24</b>	Count	13374	12191	11594	12473	13119
<b>Age 25-29</b>	Count	6606	5474	5150	5056	5842
<b>Age 30-39</b>	Count	9990	9072	8446	8931	9360
<b>Age 40-49</b>	Count	5769	4823	4862	5456	5729
<b>Age 50-59</b>	Count	2663	2279	2231	2400	2431
<b>Age 60+</b>	Count	855	687	719	834	938
<b>In-Person</b>	Count	9335	8893	13259	15726	16616
<b>Hybrid</b>	Count	7524	11767	15152	17694	22255
<b>Online</b>	Count	44903	34527	25500	25131	24968



**Lagging Indicator:** Quarterly Student Persistence

**Measurement:** Cohorts of new, credit-bearing students (excluding Corrections, College in the High School, and Student-Funded Enrollments) are tracked for enrollment in subsequent quarters.

**Rationale:** Each year, the college strives to attain specific quarter-to-quarter persistence rates for new, credit-bearing students (excluding Corrections, College in the High School, and Student-Funded Enrollments).

**Comparison Type:** Local comparison

**Threshold Level:** This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Quarter-to-Quarter Period	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2024-25 Cohort	2026-27 Strategic Target
Fall-to-Winter	79% n=1225	75% n=1455	76% n=1816	77% n=2022	81% n=1894	84%
Fall-to-Spring	72%	68%	66%	69%	72%	72%
Fall-to-Fall	55%	47%	48%	51%	TBD	55%
Winter-to-Spring	61% n=644	65% n=663	67% n=796	66% n=807	72% n=716	69%
Spring-to-Fall	52% n=450	66% n=662	54% n=735	55% n=761	TBD	50%

**Mission Fulfillment Status:** Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

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NOTE: In 2024-25, it was revealed that enrollment practices for large cohorts of College in the High School students have changed over time. This has negatively impacted Winter-to-Spring and Spring-to-Fall persistence rates. As a result, College in the High School students have been removed from cohorts and persistence rates have been adjusted for all of the years in the table.



## Disaggregated Quarterly Persistence Rate Information

### Fall-to-Winter Persistence Rates

Disaggregated Student Group	Measure	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2024-25 Cohort	2024-25 Cohort Target	2025-26 Cohort Target	2026-27 Strategic Target
<b>African American</b>	Percentage	80%	71%	69%	79%	86%	80%	82%	84%
<b>Asian</b>	Percentage	87%	80%	85%	82%	88%	84%	84%	84%
<b>Indigenous</b>	Percentage	25%	62%	58%	56%	89%	70%	75%	84%
<b>Latinx</b>	Percentage	67%	56%	64%	68%	75%	75%	80%	84%
<b>Multi-Racial</b>	Percentage	78%	75%	79%	78%	80%	80%	82%	84%
<b>White</b>	Percentage	81%	77%	75%	77%	79%	80%	82%	84%
<b>Female</b>	Percentage	83%	77%	78%	81%	83%			
<b>Male</b>	Percentage	77%	73%	74%	75%	80%			
<b>1st Generation</b>	Percentage		73%	72%	72%	79%			
<b>Low Income</b>	Percentage		79%	80%	84%	84%			
<b>Age Under 20</b>	Percentage		83%	83%	89%	88%			
<b>Age 20-29</b>	Percentage		59%	70%	61%	71%			
<b>Age 30-39</b>	Percentage		72%	69%	69%	71%			
<b>Age 40+</b>	Percentage		61%	67%	61%	68%			

### Fall-to-Winter Cohort Sizes

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
<b>African American</b>	Fall Cohort Size	103	114	156	182	203
<b>Asian</b>	Fall Cohort Size	252	287	364	359	299
<b>Indigenous</b>	Fall Cohort Size	<10	13	19	25	18
<b>Latinx</b>	Fall Cohort Size	94	155	187	297	288
<b>Multi-Racial</b>	Fall Cohort Size	174	194	220	239	222
<b>White</b>	Fall Cohort Size	476	588	750	790	737
<b>Female</b>	Fall Cohort Size	679	662	852	894	853
<b>Male</b>	Fall Cohort Size	529	552	681	806	719
<b>1st Generation</b>	Fall Cohort Size		591	761	939	833
<b>Low Income</b>	Fall Cohort Size		290	548	604	650
<b>Age Under 20</b>	Fall Cohort Size		823	962	1080	1093
<b>Age 20-29</b>	Fall Cohort Size		220	345	380	324
<b>Age 30-39</b>	Fall Cohort Size		254	303	287	271
<b>Age 40+</b>	Fall Cohort Size		158	206	275	206



## Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2024-25 Cohort Target	2025-26 Cohort Target	2026-27 Strategic Target
<b>African American</b>	Percentage	44%	56%	56%	49%	59%	50%	52%	55%
<b>Asian</b>	Percentage	62%	67%	51%	64%	60%	55%	55%	55%
<b>Indigenous</b>	Percentage	31%	0%	38%	26%	36%	35%	45%	55%
<b>Latinx</b>	Percentage	33%	39%	34%	35%	41%	40%	47%	55%
<b>Multi-Racial</b>	Percentage	52%	55%	47%	48%	51%	50%	52%	55%
<b>White</b>	Percentage	46%	54%	47%	45%	50%	50%	52%	55%
<b>Female</b>	Percentage	51%	55%	45%	49%	54%			
<b>Male</b>	Percentage	47%	56%	53%	50%	52%			
<b>1st Generation</b>	Percentage			42%	42%	46%			
<b>Low Income</b>	Percentage			55%	48%	55%			
<b>Age Under 20</b>	Percentage			62%	60%	68%			
<b>Age 20-29</b>	Percentage			29%	33%	34%			
<b>Age 30-39</b>	Percentage			26%	35%	34%			
<b>Age 40+</b>	Percentage			23%	36%	30%			

## Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	2019-20	2020-21	2021-22	2022-23	2023-24
<b>African American</b>	Fall Cohort Size	148	103	114	156	182
<b>Asian</b>	Fall Cohort Size	460	252	287	364	359
<b>Indigenous</b>	Fall Cohort Size	16	<10	13	19	25
<b>Latinx</b>	Fall Cohort Size	143	94	155	187	297
<b>Multi-Racial</b>	Fall Cohort Size	223	174	194	220	239
<b>White</b>	Fall Cohort Size	774	476	588	750	790
<b>Female</b>	Fall Cohort Size	961	679	662	852	894
<b>Male</b>	Fall Cohort Size	944	529	552	681	806
<b>1st Generation</b>	Fall Cohort Size			591	761	939
<b>Low Income</b>	Fall Cohort Size			290	548	604
<b>Age Under 20</b>	Fall Cohort Size			823	962	1080
<b>Age 20-29</b>	Fall Cohort Size			220	345	380
<b>Age 30-39</b>	Fall Cohort Size			254	303	287
<b>Age 40+</b>	Fall Cohort Size			158	206	275



**Lagging Indicator:** Degree Seeking, Fall-to-Fall Student Persistence by Enrollment Level

**Measurement:** Cohorts of new, credit-bearing, degree-seeking students (excluding Corrections, College in the High School, and Student-Funded Enrollments) are tracked for enrollment in the subsequent Fall quarter. Different cohorts based upon full-time vs. part-time enrollment status (in their first quarter) are tracked and compared to other colleges who have been recognized by the Aspen Institute or who are in-state peer colleges.

**Rationale:** Each year, the college strives to attain a specific fall-to-fall persistence rate for new, degree-seeking, credit-bearing students (excluding Corrections, College in the High School, and Student-Funded Enrollments) depending on their full-time vs. part-time enrollment status.

**Comparison Type:** National comparison

**Threshold Levels:** This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Persistence Measure	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)	Fall 2023-24 Cohort (returned in Fall 2024-25)	2026-27 Strategic Target
Full-Time	66% n=370	63% n=339	65% n=350	56% n=474	67% n=413	73%
Part-Time	50% n=276	61% n=203	42% n=209	43% n=244	48% n=259	56%

**Mission Fulfillment Status:** Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.



## Disaggregated Degree-Seeking, Fall-to-Fall Persistence Rate Information

### Full-Time, Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)	Fall 2023-24 Cohort (returned in Fall 2024-25)
<b>African American</b>	Percentage	52%	58%	61%	47%	71%
<b>Asian</b>	Percentage	69%	75%	70%	75%	76%
<b>Indigenous</b>	Percentage	0%	0%	33%	20%	33%
<b>Latinx</b>	Percentage	45%	65%	63%	42%	65%
<b>Multi-Racial</b>	Percentage	64%	68%	64%	57%	64%
<b>White</b>	Percentage	71%	60%	64%	55%	66%
<b>Female</b>	Percentage	70%	63%	59%	54%	62%
<b>Male</b>	Percentage	63%	62%	68%	58%	74%
<b>1st Generation</b>	Percentage			60%	47%	63%
<b>Low Income</b>	Percentage			61%	53%	66%
<b>Age Under 20</b>	Percentage			71%	65%	73%
<b>Age 20-29</b>	Percentage			42%	40%	56%
<b>Age 30-39</b>	Percentage			58%	38%	70%
<b>Age 40+</b>	Percentage			36%	28%	18%

### Full-Time, Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)	Fall 2023-24 Cohort (returned in Fall 2024-25)
<b>African American</b>	Fall Cohort Size	25	31	31	51	41
<b>Asian</b>	Fall Cohort Size	75	69	74	105	87
<b>Indigenous</b>	Fall Cohort Size	<10	<10	<10	<10	<10
<b>Latinx</b>	Fall Cohort Size	22	17	27	38	43
<b>Multi-Racial</b>	Fall Cohort Size	67	53	42	70	64
<b>White</b>	Fall Cohort Size	160	148	143	154	137
<b>Female</b>	Fall Cohort Size	157	172	140	206	188
<b>Male</b>	Fall Cohort Size	213	167	174	234	186
<b>1st Generation</b>	Fall Cohort Size			121	181	156
<b>Low Income</b>	Fall Cohort Size			93	153	149
<b>Age Under 20</b>	Fall Cohort Size			268	313	290
<b>Age 20-29</b>	Fall Cohort Size			52	107	102
<b>Age 30-39</b>	Fall Cohort Size			19	29	10
<b>Age 40+</b>	Fall Cohort Size			11	25	11



## Part-Time, Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)	Fall 2023-24 Cohort (returned in Fall 2024-25)
<b>African American</b>	Percentage	25%	71%	65%	43%	45%
<b>Asian</b>	Percentage	59%	65%	38%	50%	47%
<b>Indigenous</b>	Percentage	50%	N/A	25%	33%	60%
<b>Latinx</b>	Percentage	50%	50%	47%	45%	50%
<b>Multi-Racial</b>	Percentage	38%	55%	35%	42%	48%
<b>White</b>	Percentage	56%	60%	41%	39%	48%
<b>Female</b>	Percentage	49%	66%	40%	44%	48%
<b>Male</b>	Percentage	52%	55%	48%	42%	47%
<b>1st Generation</b>	Percentage			42%	38%	43%
<b>Low Income</b>	Percentage			54%	46%	52%
<b>Age Under 20</b>	Percentage			53%	48%	57%
<b>Age 20-29</b>	Percentage			31%	34%	44%
<b>Age 30-39</b>	Percentage			27%	48%	18%
<b>Age 40+</b>	Percentage			7%	34%	37%

## Part-Time, Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)	Fall 2023-24 Cohort (returned in Fall 2024-25)
<b>African American</b>	Fall Cohort Size	28	17	23	28	29
<b>Asian</b>	Fall Cohort Size	64	43	42	42	51
<b>Indigenous</b>	Fall Cohort Size	<10	0	<10	<10	5
<b>Latinx</b>	Fall Cohort Size	14	12	15	29	32
<b>Multi-Racial</b>	Fall Cohort Size	42	33	37	33	44
<b>White</b>	Fall Cohort Size	109	75	83	106	94
<b>Female</b>	Fall Cohort Size	146	109	88	118	118
<b>Male</b>	Fall Cohort Size	130	94	89	102	107
<b>1st Generation</b>	Fall Cohort Size			90	138	128
<b>Low Income</b>	Fall Cohort Size			54	93	82
<b>Age Under 20</b>	Fall Cohort Size			123	128	145
<b>Age 20-29</b>	Fall Cohort Size			49	59	54
<b>Age 30-39</b>	Fall Cohort Size			22	25	22
<b>Age 40+</b>	Fall Cohort Size			15	32	38



<b>Full-Time IPEDS Persistence Rates</b>	<b>Fall 2019-20 Cohort (returned in Fall 2020-21)</b>	<b>Fall 2020-21 Cohort (returned in Fall 2021-22)</b>	<b>Fall 2021-22 Cohort (returned in Fall 2022-23)</b>	<b>Fall 2022-23 Cohort (returned in Fall 2023-24)</b>
Amarillo College	62%	67%	66%	68%
CUNY Hostos Community College	60%	52%	53%	57%
Georgia Highlands College	N/A	N/A	N/A	N/A
Imperial Valley College	72%	77%	76%	79%
Northwest Iowa Community College	78%	67%	69%	70%
Odessa College	60%	58%	N/A	N/A
Union County College	64%	68%	67%	65%
Everett Community College	63%	61%	60%	N/A
Green River College	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A
Shoreline Community College	57%	63%	54%	54%
South Puget Sound Community College	64%	63%	60%	59%
Tacoma Community College	N/A	N/A	N/A	N/A

<b>Part-Time IPEDS Persistence Rates</b>	<b>Fall 2019-20 Cohort (returned in Fall 2020-21)</b>	<b>Fall 2020-21 Cohort (returned in Fall 2021-22)</b>	<b>Fall 2021-22 Cohort (returned in Fall 2022-23)</b>	<b>Fall 2022-23 Cohort (returned in Fall 2023-24)</b>
Amarillo College	43%	41%	48%	47%
CUNY Hostos Community College	39%	34%	41%	47%
Georgia Highlands College	N/A	N/A	N/A	N/A
Imperial Valley College	55%	59%	55%	54%
Northwest Iowa Community College	40%	32%	29%	33%
Odessa College	37%	38%	N/A	N/A
Union County College	40%	41%	50%	50%
Everett Community College	50%	49%	42%	N/A
Green River College	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A
Shoreline Community College	40%	43%	40%	43%
South Puget Sound Community College	41%	47%	41%	47%
Tacoma Community College	N/A	N/A	N/A	N/A

NOTE: Institutions that offer bachelor's degrees do not have comparable IPEDS rates.



**Lagging Indicator:** Academic Progress\*

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

**Rationale:** The college offers programs and services that assist students to make credit gains each year. The college's aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.60 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

**Comparison Type:** State/Regional comparison

**Threshold Levels:** Minimum Mission Fulfillment Threshold: 0.50 points per student

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
1.37	1.31	1.25	1.32	1.42	N/A	1.60	0.50

**Mission Fulfillment Status:** The college's current performance is above the mission fulfillment threshold level.



### Disaggregated Points per SAI Category Information

SAI Category	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Skills	1022	287	215	890	1352
Precollege English	192	173	121	104	87
Precollege Math	382	349	266	243	317
College English / Communications	1048	935	754	772	887
1st 15 Credits	1987	1883	1556	1589	1924
1st 30 Credits	1340	1214	987	934	1062
45 Transfer or Workforce Credits	1031	926	807	744	771
Quantitative / Computation	982	857	662	612	785
Retention	2495	2184	1873	1689	2017
Completion	1100	1065	923	665	776
Total Points	11579	9873	8164	8242	9978

### Disaggregated Percentage of Points per SAI Category Information

SAI Category	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Skills	9%	3%	3%	11%	14%
Precollege English	2%	2%	1%	1%	1%
Precollege Math	3%	4%	3%	3%	3%
College English / Communications	9%	9%	9%	9%	9%
1st 15 Credits	17%	19%	19%	19%	19%
1st 30 Credits	12%	12%	12%	11%	11%
45 Transfer or Workforce Credits	9%	9%	10%	9%	8%
Quantitative / Computation	8%	9%	8%	7%	8%
Retention	22%	22%	23%	20%	20%
Completion	9%	11%	11%	8%	8%

### SAI Point by Peer and Aspirant Institutions

Points per Student	2019-20	2020-21	2021-22	2022-23	2023-24
Everett Community College	1.43	1.48	1.29	1.34	1.43
Green River College	1.45	1.49	1.33	1.54	1.58
Highline College	1.29	1.18	1.13	1.19	1.40
Pierce College District	1.67	1.68	1.77	1.80	1.84
Shoreline Community College	1.50	1.48	1.31	1.42	1.41
South Puget Sound Community College	1.88	1.86	1.82	1.75	1.83
Tacoma Community College	1.99	1.65	1.62	1.91	1.94



**Lagging Indicator:** Combined Student Graduation and Transfer-out Rates\*

**Measurement:** The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation and Transfer-out Rates (combined) will not be lower than 30%, which aligns with the Council of Regional Accrediting Commissions' (C-RAC) minimal acceptable level of a 15% graduation rate for a college to not be considered as a "low-performing institution" ([p. 17](#)). The college strives for a combined rate of 67%.

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

**Comparison Type:** National comparison

**Threshold Level:** Minimum Mission Fulfillment Threshold: 30%

Rate	2017-18 Cohort (grad/transfer by 2019-20) n=371	2018-19 Cohort (grad/transfer by 2020-21) n=355	2019-20 Cohort (grad/transfer by 2021-22) n=311	2020-21 Cohort (grad/transfer by 2022-23) n=338	2021-22 Cohort (grad/transfer by 2023-24) n=367	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
Graduation Rate	33%	29%	23%	30%	31%	35%	15%
Transfer Rate	21%	22%	20%	26%	25%	25%	15%
Combined Rates	54%	51%	43%	56%	56%	60%	30%

**Mission Fulfillment Status:** The college's current performance is above the mission fulfillment threshold level.



## IPEDS Graduation Rates by Peer and Aspirant Institutions

<b>Grad Rate</b>	<b>2016-17 Cohort grad or transfer by 2018-19)</b>	<b>2017-18 Cohort (grad or transfer by 2019-20)</b>	<b>2018-19 Cohort (grad or transfer by 2020-21)</b>	<b>2019-20 Cohort (grad or transfer by 2021-22)</b>	<b>2020-21 Cohort (grad or transfer by 2022-23)</b>
Amarillo College	32%	32%	28%	28%	31%
CUNY Hostos Community College	23%	23%	21%	20%	17%
Georgia Highlands College	N/A	N/A	N/A	N/A	N/A
Imperial Valley College	35%	37%	36%	37%	46%
Northwest Iowa Community College	69%	61%	62%	64%	55%
Odessa College	23%	25%	N/A	N/A	N/A
Union County College	33%	35%	34%	35%	35%
Everett Community College	35%	38%	37%	35%	38%
Green River College	N/A	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A	N/A
Shoreline Community College	33%	35%	29%	29%	32%
South Puget Sound Community College	39%	40%	44%	44%	42%
Tacoma Community College	N/A	N/A	N/A	N/A	N/A

NOTE: Institutions that offer bachelor's degrees do not have comparable IPEDS rates.



## IPEDS Transfer Rates by Peer and Aspirant Institutions

<b>Transfer Rate</b>	<b>2016-17 Cohort grad or transfer by 2018-19)</b>	<b>2017-18 Cohort (grad or transfer by 2019-20)</b>	<b>2018-19 Cohort (grad or transfer by 2020-21)</b>	<b>2019-20 Cohort (grad or transfer by 2021-22)</b>	<b>2020-21 Cohort (grad or transfer by 2022-23)</b>
Amarillo College	13%	15%	11%	11%	12%
CUNY Hostos Community College	11%	13%	13%	11%	15%
Georgia Highlands College	N/A	N/A	N/A	N/A	N/A
Imperial Valley College	7%	5%	5%	4%	5%
Northwest Iowa Community College	10%	9%	9%	6%	7%
Odessa College	19%	17%	N/A	N/A	N/A
Union County College	10%	10%	8%	8%	11%
Everett Community College	18%	15%	16%	13%	15%
Green River College	N/A	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A	N/A
Shoreline Community College	20%	20%	15%	18%	22%
South Puget Sound Community College	17%	12%	16%	12%	15%
Tacoma Community College	N/A	N/A	N/A	N/A	N/A

NOTE: Institutions that offer bachelor's degrees do not have comparable IPEDS rates.



**Lagging Indicator:** Program Completions

**Measurement:** The number of awards that the college confers.

**Rationale:** Each year, the college strives to achieve a particular number of program completions, measured by awards conferred.

**Comparison Type:** Local comparison

**Threshold Level:** This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Category	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
4-yr Degrees	17	19	<10	14	21	15	15	28
2-yr Degrees	996	813	639	707	697	742	779	818
Certificates (all levels)	1134	764	568	589	667	618	649	682
High School Diploma	172	129	204	206	222	216	227	238
Total Awards	2319	1725	1420	1516	1607	1592	1671	1767

**Mission Fulfillment Status:** Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

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NOTE: The college continues to award credentials after official data snapshots are taken. These additional completions may impact the strategic targets that the college previously set. In addition, GED completions are not awarded by the college, but they are earned by the college's students. The table below provides internally estimated GEDs earned by the college's students. GED information is not included in any other completions-related data tables in this report.

Completions	2020-21	2021-22	2022-23	2023-24	2024-25
GEDs (recorded by internal data)	13	11	25	40	48



## Disaggregated Completions Information

### Total Awards

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
African American	Count	217	124	106	114	146	120	126	132
Asian	Count	574	450	300	379	367	398	418	439
Indigenous	Count	16	10	20	11	19	12	12	13
Latinx	Count	127	93	84	127	96	133	140	147
Multi-Racial	Count	290	212	200	159	226	167	175	184
White	Count	929	698	589	610	609	641	673	706
Female	Count	1206	842	718	708	806			
Male	Count	1102	856	652	755	708			
1st Generation	Count		539	504	498	619			
Low Income	Count	396	345	319	402	565			
Age Under 20	Count	475	398	364	391	376			
Age 20-24	Count	533	432	312	387	417			
Age 25-29	Count	303	213	175	186	187			
Age 30-39	Count	494	359	266	252	268			
Age 40-49	Count	306	204	179	183	232			
Age 50-59	Count	151	101	96	104	101			
Age 60+	Count	49	15	28	13	25			

Source: Internal college data. NOTE 1: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE 2: Watch small count sizes, which will greatly influence percentages. NOTE 3: The data source for this table was changed in 2022-23, and all historical data has been refreshed.



## Percentage of Total Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Percentage	9%	7%	7%	8%	9%
Asian	Percentage	25%	26%	21%	25%	23%
Indigenous	Percentage	1%	1%	1%	1%	1%
Latinx	Percentage	5%	5%	6%	8%	6%
Multi-Racial	Percentage	13%	12%	14%	10%	14%
White	Percentage	40%	40%	41%	40%	38%
Female	Percentage	52%	49%	51%	47%	50%
Male	Percentage	48%	50%	46%	50%	44%
1st Generation	Percentage		31%	35%	33%	39%
Low Income	Percentage	17%	20%	22%	27%	35%
Age Under 20	Percentage	20%	23%	26%	26%	23%
Age 20-24	Percentage	23%	25%	22%	26%	26%
Age 25-29	Percentage	13%	12%	12%	12%	12%
Age 30-39	Percentage	21%	21%	19%	17%	17%
Age 40-49	Percentage	13%	12%	13%	12%	14%
Age 50-59	Percentage	7%	6%	7%	7%	6%
Age 60+	Percentage	2%	1%	2%	1%	2%



## 4-year Degree Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Count	0	<10	<10	<10	<10
Asian	Count	<10	<10	<10	<10	<10
Indigenous	Count	<10	0	<10	<10	0
Latinx	Count	<10	<10	0	<10	<10
Multi-Racial	Count	<10	<10	0	0	<10
White	Count	11	<10	<10	<10	<10
Female	Count	16	14	<10	<10	15
Male	Count	<10	<10	0	10	<10
1st Generation	Count		<10	<10	<10	<10
Low Income	Count	<10	11	<10	<10	11
Age Under 20	Count	0	0	0	0	0
Age 20-24	Count	<10	<10	<10	<10	<10
Age 25-29	Count	<10	<10	0	<10	<10
Age 30-39	Count	<10	<10	<10	<10	<10
Age 40-49	Count	<10	<10	<10	0	<10
Age 50-59	Count	<10	<10	<10	0	<10
Age 60+	Count	<10	0	<10	0	0

## Percentage of 4-Year Degrees

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Percentage	0%	21%	11%	7%	19%
Asian	Percentage	6%	16%	11%	14%	24%
Indigenous	Percentage	6%	0%	11%	7%	0%
Latinx	Percentage	6%	11%	0%	14%	14%
Multi-Racial	Percentage	18%	5%	0%	0%	10%
White	Percentage	65%	47%	67%	57%	29%
Female	Percentage	94%	74%	100%	29%	71%
Male	Percentage	6%	26%	0%	71%	29%
1st Generation	Percentage		32%	56%	7%	33%
Low Income	Percentage	35%	58%	44%	43%	52%
Age Under 20	Percentage	0%	0%	0%	0%	0%
Age 20-24	Percentage	18%	21%	11%	50%	14%
Age 25-29	Percentage	12%	5%	0%	29%	24%
Age 30-39	Percentage	24%	32%	11%	21%	24%
Age 40-49	Percentage	29%	32%	56%	0%	29%
Age 50-59	Percentage	12%	11%	11%	0%	10%
Age 60+	Percentage	6%	0%	11%	0%	0%



## 2-year Degree Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Count	67	46	39	47	54
Asian	Count	329	242	148	177	170
Indigenous	Count	<10	<10	<10	<10	<10
Latinx	Count	45	30	35	45	34
Multi-Racial	Count	120	104	84	79	106
White	Count	384	330	280	310	270
Female	Count	566	422	334	368	354
Male	Count	428	390	287	321	313
1st Generation	Count		225	215	192	238
Low Income	Count	132	149	139	192	222
Age Under 20	Count	339	287	240	254	219
Age 20-24	Count	313	282	195	229	263
Age 25-29	Count	104	81	67	79	74
Age 30-39	Count	129	102	65	70	61
Age 40-49	Count	77	33	40	50	56
Age 50-59	Count	25	26	25	23	19
Age 60+	Count	<10	<10	<10	<10	<10

## Percentage of 2-Year Degrees

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Percentage	7%	6%	6%	7%	8%
Asian	Percentage	33%	30%	23%	25%	24%
Indigenous	Percentage	1%	0.5%	1%	1%	1%
Latinx	Percentage	5%	4%	5%	6%	5%
Multi-Racial	Percentage	12%	13%	13%	11%	15%
White	Percentage	39%	41%	44%	44%	39%
Female	Percentage	57%	52%	52%	52%	51%
Male	Percentage	43%	48%	45%	45%	45%
1st Generation	Percentage		28%	34%	27%	34%
Low Income	Percentage	13%	18%	22%	27%	32%
Age Under 20	Percentage	34%	35%	38%	36%	31%
Age 20-24	Percentage	31%	35%	31%	32%	38%
Age 25-29	Percentage	10%	10%	10%	11%	11%
Age 30-39	Percentage	13%	13%	10%	10%	9%
Age 40-49	Percentage	8%	4%	6%	7%	8%
Age 50-59	Percentage	3%	3%	4%	3%	3%
Age 60+	Percentage	1%	0%	1%	0%	1%



## Certificate Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Count	139	64	44	45	63
Asian	Count	179	162	110	158	132
Indigenous	Count	<10	<10	<10	<10	<10
Latinx	Count	68	53	30	47	42
Multi-Racial	Count	145	92	91	64	95
White	Count	497	335	255	242	294
Female	Count	540	347	294	266	338
Male	Count	586	395	244	289	273
1st Generation	Count		292	261	275	324
Low Income	Count	245	168	156	169	284
Age Under 20	Count	54	48	40	68	50
Age 20-24	Count	183	122	87	119	128
Age 25-29	Count	180	119	83	72	84
Age 30-39	Count	337	232	163	133	170
Age 40-49	Count	212	159	113	117	142
Age 50-59	Count	122	68	63	69	74
Age 60+	Count	38	13	19	11	19

## Percentage of Certificate Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Percentage	12%	8%	8%	8%	9%
Asian	Percentage	16%	21%	19%	27%	20%
Indigenous	Percentage	1%	1%	1%	1%	1%
Latinx	Percentage	6%	7%	5%	8%	6%
Multi-Racial	Percentage	13%	12%	16%	11%	14%
White	Percentage	44%	44%	45%	41%	44%
Female	Percentage	48%	45%	52%	45%	51%
Male	Percentage	52%	52%	43%	49%	41%
1st Generation	Percentage		38%	46%	47%	49%
Low Income	Percentage	22%	22%	27%	29%	43%
Age Under 20	Percentage	5%	6%	7%	12%	7%
Age 20-24	Percentage	16%	16%	15%	20%	19%
Age 25-29	Percentage	16%	16%	15%	12%	13%
Age 30-39	Percentage	30%	30%	29%	23%	25%
Age 40-49	Percentage	19%	21%	20%	20%	21%
Age 50-59	Percentage	11%	9%	11%	12%	11%
Age 60+	Percentage	3%	2%	3%	2%	3%



## High School Diploma Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Count	11	10	22	21	25
Asian	Count	65	43	41	42	60
Indigenous	Count	<10	<10	<10	0	<10
Latinx	Count	13	<10	19	33	17
Multi-Racial	Count	22	15	25	16	23
White	Count	37	24	48	50	39
Female	Count	84	59	81	70	99
Male	Count	87	66	121	135	116
1st Generation	Count		16	23	30	50
Low Income	Count	13	17	20	35	48
Age Under 20	Count	82	63	84	69	107
Age 20-24	Count	34	24	29	32	23
Age 25-29	Count	17	12	25	31	24
Age 30-39	Count	24	19	37	46	32
Age 40-49	Count	12	<10	21	16	28
Age 50-59	Count	<10	<10	<10	12	<10
Age 60+	Count	<10	0	<10	0	<10

## Percentage of High School Diploma Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
African American	Percentage	6%	8%	11%	10%	11%
Asian	Percentage	38%	33%	20%	20%	27%
Indigenous	Percentage	1%	1%	3%	0%	1%
Latinx	Percentage	8%	6%	9%	16%	8%
Multi-Racial	Percentage	13%	12%	12%	8%	10%
White	Percentage	22%	19%	24%	24%	18%
Female	Percentage	49%	46%	40%	34%	45%
Male	Percentage	51%	51%	59%	66%	52%
1st Generation	Percentage		12%	11%	15%	23%
Low Income	Percentage	8%	13%	10%	17%	22%
Age Under 20	Percentage	48%	49%	41%	33%	48%
Age 20-24	Percentage	20%	19%	14%	16%	10%
Age 25-29	Percentage	10%	9%	12%	15%	11%
Age 30-39	Percentage	14%	15%	18%	22%	14%
Age 40-49	Percentage	7%	5%	10%	8%	13%
Age 50-59	Percentage	1%	4%	3%	6%	3%
Age 60+	Percentage	1%	0%	0.5%	0%	1%



## STEM-related Fields of Study Awards

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 Target	2025-26 Target	2026-27 Strategic Target
<b>Total STEM Completions</b>	Count	880	650	461	512	577	537	563	592
<b>African American</b>	Count	111	53	33	43	77	45	47	50
<b>Asian</b>	Count	228	210	115	172	149	180	189	198
<b>Indigenous</b>	Count	<10	<10	<10	<10	<10	<10	<10	<10
<b>Latinx</b>	Count	51	32	24	39	28	41	43	45
<b>Multi-Racial</b>	Count	116	75	79	45	75	47	50	52
<b>White</b>	Count	325	247	179	180	210	189	198	208
<b>Female</b>	Count	395	269	184	190	239			
<b>Male</b>	Count	483	366	252	301	287			
<b>1st Generation</b>	Count		269	214	211	257			
<b>Low Income</b>	Count	178	160	106	142	222			
<b>Age Under 20</b>	Count	118	91	70	110	104			
<b>Age 20-24</b>	Count	176	162	105	139	153			
<b>Age 25-29</b>	Count	158	98	67	69	78			
<b>Age 30-39</b>	Count	205	158	112	88	106			
<b>Age 40-49</b>	Count	134	97	57	66	90			
<b>Age 50-59</b>	Count	60	42	42	39	39			
<b>Age 60+</b>	Count	27	<10	<10	<10	<10			



## Percentage of STEM-related Fields of Study Awards

Disaggregated Student Group	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total STEM Completions</b>	Percentage	100%	100%	100%	100%	100%
<b>African American</b>	Percentage	13%	8%	7%	8%	13%
<b>Asian</b>	Percentage	26%	32%	25%	34%	26%
<b>Indigenous</b>	Percentage	1%	0.5%	1%	1%	1%
<b>Latinx</b>	Percentage	6%	5%	5%	8%	5%
<b>Multi-Racial</b>	Percentage	13%	12%	17%	9%	13%
<b>White</b>	Percentage	37%	38%	39%	35%	36%
<b>Female</b>	Percentage	45%	41%	40%	37%	41%
<b>Male</b>	Percentage	55%	56%	55%	59%	50%
<b>1st Generation</b>	Percentage		41%	46%	41%	45%
<b>Low Income</b>	Percentage	20%	25%	23%	28%	38%
<b>Age Under 20</b>	Percentage	13%	14%	15%	21%	18%
<b>Age 20-24</b>	Percentage	20%	25%	23%	27%	27%
<b>Age 25-29</b>	Percentage	18%	15%	15%	13%	14%
<b>Age 30-39</b>	Percentage	23%	24%	24%	17%	18%
<b>Age 40-49</b>	Percentage	15%	15%	12%	13%	16%
<b>Age 50-59</b>	Percentage	7%	6%	9%	8%	7%
<b>Age 60+</b>	Percentage	3%	0%	2%	0%	1%



## Associate Awards by Program Focus

Program Focus	2020-21	2021-22	2022-23	2023-24	2024-25
Agri, Food & Natl Resource	12	11	16	15	10
Arts, A/V & Comm	11	<10	11	10	18
Business-related	257	192	122	132	151
Construction	18	12	14	18	15
Education and Training	<10	<10	<10	<10	<10
General Education Requirements	393	352	284	329	271
Hospitality & Tourism	19	14	11	18	16
Human Services	36	14	13	17	17
Law, Safety, and Security	28	16	25	23	18
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	214	191	137	140	176
Total	996	813	639	707	697

## Certificate Awards by Program Focus

Program Focus	2020-21	2021-22	2022-23	2023-24	2024-25
Agri, Food & Natl Resource	<10	<10	<10	<10	<10
Arts, A/V & Comm	<10	<10	<10	<10	<10
Business-related	290	190	122	84	100
Construction	38	24	17	32	32
Education and Training	46	<10	27	39	50
Hospitality & Tourism	<10	13	10	<10	11
Human Services	21	<10	32	24	35
Law, Safety, and Security	53	57	23	28	35
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	666	459	324	361	388
Total	1134	764	568	589	667



**Lagging Indicator:** Student Job Placement Percentage

**Measurement:** Students who left professional/technical programs or apprenticeships in a given year, whether they completed the program or not, are matched with other state data SOURCES. (This information is compiled by the SBCTC staff.)

**Rationale:** Each year, the college strives to maintain particular employment (job placement) rates and continuing education rates for professional/technical students who exited a program (whether they completed the program or not) and (a) were employed in a job covered by unemployment insurance (UI) three quarters after exiting the college or (b) were continuing their education. (The year displayed reflects the year the students exited the program.)

**Comparison Type:** Local comparison

**Threshold Level:** This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Group	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2026-27 Strategic Target
Completers	82% n=855	69% n=782	74% n=707	77% n=603	75% n=557	TBD	85%
Leavers	67% n=N/A	62% n=465	71% n=560	77% n=N/A	70% n=365	TBD	75%

**Mission Fulfillment Status:** Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.



## Disaggregated Student Job Placement Information

### Student Job Placement for Professional/Technical Program Completers

<b>Classification</b>	<b>2018-19 Cohort</b>	<b>2019-20 Cohort</b>	<b>2020-21 Cohort</b>	<b>2021-22 Cohort</b>	<b>2022-23 Cohort</b>
45 Credits or More	184	152	208	194	143
Certificate	461	428	295	258	242
Degree	210	202	204	151	172
Total N	855	782	707	603	557
Completers Placed in UI-Covered Jobs	669	508	499	440	391
Completers Continuing in Education	33	35	25	23	27
% Completers Placed in UI-Covered Jobs or Continuing in Education	82%	69%	74%	77%	75%

### Disaggregated Data for Student Job Placement for Completers

<b>Disaggregated Student Group</b>	<b>2018-19 Cohort</b>	<b>2019-20 Cohort</b>	<b>2020-21 Cohort</b>	<b>2021-22 Cohort</b>	<b>2022-23 Cohort</b>
<b>African American</b>	85%	86%	78%	90%	76%
<b>Asian</b>	87%	68%	81%	85%	87%
<b>Indigenous</b>	93%	93%	--	--	--
<b>Latinx</b>	88%	69%	79%	74%	72%
<b>Multi-Racial</b>	78%	63%	69%	78%	70%
<b>White</b>	81%	67%	73%	74%	72%
<b>Female</b>	81%	69%	75%	76%	72%
<b>Male</b>	84%	70%	73%	78%	79%
<b>Age Under 20</b>	84%	64%	--	76%	--
<b>Age 20-24</b>	84%	74%	76%	84%	74%
<b>Age 25-29</b>	86%	74%	73%	80%	82%
<b>Age 30-39</b>	82%	71%	80%	74%	74%
<b>Age 40-49</b>	81%	71%	73%	80%	73%
<b>Age 50-59</b>	79%	62%	69%	73%	74%
<b>Age 60+</b>	68%	52%	56%	50%	73%



## Student Job Placement for Professional/Technical Program Leavers

<b>Classification</b>	<b>2018-19 Cohort</b>	<b>2019-20 Cohort</b>	<b>2020-21 Cohort</b>	<b>2021-22 Cohort</b>	<b>2022-23 Cohort</b>
Left Without Completing	N/A	465	560	N/A	365
Left Without Completing Placed in UI-Covered Jobs	N/A	276	382	N/A	242
Left Without Completing Continuing in Education	N/A	11	18	N/A	12
% Left Without Completing Placed in UI-Covered Jobs or Continuing in Education	67%	62%	71%	77%	70%
% check	67%	62%	71%	77%	70%

## Disaggregated Data for Student Job Placement for Leavers

<b>Disaggregated Student Group</b>	<b>2018-19 Cohort</b>	<b>2019-20 Cohort</b>	<b>2020-21 Cohort</b>	<b>2021-22 Cohort</b>	<b>2022-23 Cohort</b>
<b>African American</b>	82%	74%	73%	76%	63%
<b>Asian</b>	69%	65%	73%	81%	71%
<b>Indigenous</b>	N/A	N/A	68%	N/A	N/A
<b>Latinx</b>	62%	74%	74%	74%	84%
<b>Multi-Racial</b>	66%	62%	60%	84%	76%
<b>White</b>	63%	58%	74%	75%	66%
<b>Female</b>	66%	61%	72%	77%	70%
<b>Male</b>	69%	63%	71%	78%	68%
<b>Age Under 20</b>	N/A	60%	58%	N/A	85%
<b>Age 20-24</b>	72%	67%	81%	82%	66%
<b>Age 25-29</b>	72%	71%	77%	85%	72%
<b>Age 30-39</b>	68%	63%	66%	74%	69%
<b>Age 40-49</b>	69%	57%	78%	71%	75%
<b>Age 50-59</b>	63%	66%	66%	79%	68%
<b>Age 60+</b>	48%	N/A	59%	60%	N/A



## **College Goal 3: Community Engagement**

**(Core Theme 3: Community Engagement)**

### **Lagging Indicators Related to Community Engagement**

- Students Served through Industry and Community Education Partnerships\*

\*This indicator is related to accreditation and therefore has a "Minimum Mission Fulfillment Threshold."



**Lagging Indicator:** Students Served through Industry and Community Education Partnerships

**Measurement:** The college will serve no fewer than 1,500 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes. The college strives to serve 5,000 students.

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

**Comparison Type:** Local comparison

**Threshold Level:** Minimum Mission Fulfillment Threshold: 1500

2020-21	2021-22	2022-23	2023-24	2024-25	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
2324	2343	2560	3225	2989	5000	1500

**Mission Fulfillment Status:** The college's current performance is above the mission fulfillment threshold level.

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#### Disaggregated Community Partnership Student Information

Type of Community Education Partnership	2020-21	2021-22	2022-23	2023-24	2024-25
BTC and WATR	345	352	502	779	283
Corrections Education	730	561	528	488	355
Family Life Education (FLED)	534	738	643	646	679
Community Education and Other Contracted Courses	724	705	892	1315	1672
<b>Unique Individuals</b>	<b>2324</b>	<b>2343</b>	<b>2560</b>	<b>3225</b>	<b>2989</b>



## **Appendix B: List of Edmonds College's Peer and Aspirant Benchmark Institutions**

### **National Institutions:**

- Amarillo College (TX)
- Georgia Highlands College (GA)
- Hostos Community College (NY)
- Imperial Valley College (CA)
- Northwest Iowa Community College
- Odessa College (IA)
- Union College of Union County (NJ)

### **Regional Institutions:**

- Everett Community College
- Green River College
- Highline College
- Pierce College District
- Shoreline Community College
- South Puget Sound Community College
- Tacoma Community College