



**BOARD OF TRUSTEES**

**Regular Meeting**

**Thursday, February 17, 2022 | 3:30pm – 6:30pm**

**Remote Meeting via Zoom**

**Zoom Link:** <https://us02web.zoom.us/j/82544967876>

**Dial-in:** (253) 215-8782 | **Meeting ID:** 825 4496 7876

**AGENDA**

- |        |   |   |
|--------|---|---|
| 3:30pm | <b>1. Call to Order</b>   | Chair Wally Webster                       |
| 3:32pm | <b>2. Introduction of Guests</b>  | Chair Wally Webster                       |
| 3:35pm | <b>3. Public Comment</b><br>To make a public comment, please submit it in writing to <a href="mailto:publiccomment@edcc.edu">publiccomment@edcc.edu</a> no later than Wednesday, February 16, 2022, at 5pm. Written comments should be no more than 300 words in length, include your name and affiliation with the college, and will be read into the record, time permitting. | Chair Wally Webster                       |
| 3:45pm | <b>4. Approval of Meeting Minutes</b><br><a href="#">page 3</a><br><a href="#">page 12</a><br><a href="#">page 14</a><br>November 10, 2021 - Regular Meeting<br>January 28, 2022 – Special Meeting<br>February 1, 2022 – Special Study Session with Edmonds School District Board   | Chair Wally Webster                       |
| 3:47pm | <b>5. Next Meeting</b><br>Thursday, March 10, 2022 3:30pm – Regular Meeting   | Chair Wally Webster                       |
| 3:50pm | <b>6. Board Recognition – Transforming Lives Award Winners</b><br>Jessica Davila & Jeanett Quintanilla  | Chair Wally Webster                       |
| 4:00pm | <b>7. Informational &amp; Monitoring Reports</b><br>a. Q2 Operating Budget Update   | Dr. Amit Singh, James Mulik               |
| 4:10pm | <b>New Business: First Consideration</b><br>a. Consideration of Tenure: Lauriel Elsa-Gordon<br>b. Consideration of New Program: Dental Assisting  | Kim Chapman<br>Kim Chapman                |
| 4:20pm | <b>8. Representative Reports</b><br>a. Student Representative (5)<br>b. Classified Staff Representative (5)<br>c. Faculty Representative (5)  | Puneet Birk<br>Liz Mueth<br>Scott Haddock |

4:35pm	<b>9. Break</b>	
4:45pm	<b>10. Foundation Report</b> <a href="#">page 22</a>	Danielle Carnes
5:50pm	<b>11. President's Report</b> <a href="#">page 24</a>	Dr. Amit Singh
5:55pm	<b>12. Board Discussion</b> <ul style="list-style-type: none"><li>a. Trustee Updates</li><li>b. ACCT and ACT Conference Report</li><li>c. DEI Committee</li><li>d. Other</li></ul>	Chair Wally Webster
5:15pm	<b>13. Study Session</b> <a href="#">page 25</a> Progress on College Priorities: 2021-22	Dr. Amit Singh, President's Leadership Team
6:00pm	<b>14. Executive Session</b>	Chair Wally Webster
6:30pm	<b>15. Adjournment</b>	Chair Wally Webster

**Next Meeting:**  
**Thursday, March 10, 2022 3:30pm – Regular Meeting**

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Times are estimates only and subject to change.

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110. Action may be taken, if necessary, as a result of items discussed in the Executive Session.

Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President: [Kristen.nyquist@edmonds.edu](mailto:Kristen.nyquist@edmonds.edu)



## BOARD OF TRUSTEES

### Regular Meeting: November 10, 2021

Held via Zoom video conference due to COVID-19

### Draft Minutes

**Trustees Present:** Wally Webster, Chair; Adrienne Wagner, Vice Chair; Dave Earling; Carl Zapora

**Trustees Excused:** Dr. Tia Benson Tolle

#### Others Present:

Dr. Amit Singh, President  
 Arlene Anderson, Assistant Attorney General  
 Sara King, Assistant Attorney General  
 Kay Latimer, Faculty Union Representative  
 Elizabeth Mueth, Classified Staff Union Representative  
 David Breed, Faculty Senate President  
 Danielle Carnes, Vice President of Innovation and Strategic Partnerships  
 Christina Castorena, Vice President of Student Success  
 Kim Chapman, Interim Vice President of Instruction  
 Nancy Nelson, Faculty, Corrections Education

Kristen NyQuist, Director of Planning and Operations  
 Jim Mulik, Vice President of Finance, Grants, and Institutional Effectiveness  
 Mushka Rohani, Vice President of Human Resources and Operations  
 Dean Schlegel, Faculty, Corrections Education  
 Eva Smith, Chief Information Officer  
 Chris Szarek, Interim Director of Facilities  
 Dr. Yvonne Terrell-Powell, Vice President of Equity, Inclusion and Belonging  
 Various members of the campus community and public.

#### CALL TO ORDER

Chair Webster called the meeting to order at 3:30pm, and welcomed those present.

#### INTRODUCTIONS

Chair Webster led introductions of the trustees, and Dr. Singh led introductions of the leadership team.

#### PUBLIC COMMENTS

Chair Webster noted that one public comment had been received. Kristen NyQuist read the unedited comment into the record. [Attachment 1]

#### APPROVAL OF MEETING MINUTES

Chair Webster asked for a motion to approve the minutes from the October 7, 2021 meeting, which was made by Trustee Zapora and seconded by Trustee Earling. The minutes were unanimously approved as presented.

**Approved**

#### NEXT MEETING

The Board will join the Edmonds School District Board for a joint study session on Tuesday, February 1, 2022 at 6:30pm. The next regular meeting of the Board will be held on Thursday, February 17, 2022 at 3:30pm.

#### BOARD COMMENTARY

Chair Webster shared some remarks on behalf of the Board regarding behavior at Board meetings. He noted that while differences of opinion and honest feedback are central to the robust exchange of ideas, that civility, respect, acting in good faith, and coming together with the intention of understanding one another are behaviors that signal the dignity and importance of the mission that everyone at the college is striving to achieve, namely providing access to the transformative power of education. The Board of Trustees Policy 5.0 mirrors the college policy on civility and respect, and states in part, “Trustees acknowledge that freedom of expression comes with a responsibility to respect the rights and reputations of others and to treat all with civility. ...Speakers before the Board will not engage in behavior which a reasonable person would find embarrassing, offensive, or humiliating. Honest feedback on agenda items can be communicated in a manner that maintains the dignity of the individual yet identifies serious concerns with performance or conduct.”

## **INFORMATIONAL & MONITORING REPORTS**

### **Faculty Senate Update**

Dr. Singh introduced David Breed, President of the Faculty Senate and faculty member in the pre-college division. Mr. Breed thanked Chair Webster for his remarks on civility and respect. He shared the purpose of the Faculty Senate, which is to address all professional matters related to the classroom, teaching, and the resources tied to those. The Faculty Senate Council works with the administration to solve issues that arise. Mr. Breed, and fellow faculty member John Baumgartner, shared examples of the Faculty Senate’s collaboration with administration including: a faculty vote on a Guided Pathways resolution; participation in a decision not to continue with Starfish, a student-related software; and input into the job description of the associate dean of instruction. The Faculty Senate has two standing committees, (the Associate Faculty Committee and the Diversity, Equity and Inclusion Committee) along with a faculty-approved set of guiding principles for excellence in teaching and learning, and uses a bi-annual survey to gather feedback from the whole faculty body on a range of topics. Rachel Wade, physics faculty member, shared the work faculty had put into supporting student clubs by assisting with getting them chartered and resourced when the pandemic forced them to move online.

The Board thanked Mr. Breed, Mr. Baumgartner and Ms. Wade for the update, and for their important work with the Faculty Senate.

### **Q1 Operating Budget Update**

Dr. Singh asked Jim Mulik, Vice President of Finance, to present the first quarter update on the operating budget. Mr. Mulik shared slides, reporting that expenses for Q1 were essentially on track with the last couple of years. Tuition revenue has been on a 10-year downward trend, with a 3.1% decline from the prior year. Shared funding (international) revenue declined 34.7% over the previous year. Dr. Singh stated that in terms of tuition, the college is doing OK overall due to the focus on conversion, starting in 2018. Regarding shared funding, he said that despite the decline, he believes that shared funding revenues will meet the conservative budget target set for the current year.

### **Institutional Performance Report**

Dr. Singh shared that the Institutional Performance Report, included in the meeting materials, is produced on an annual basis for the Northwest Commission on Colleges and Universities to report on mission fulfillment, and contains specific lag metrics related to that. Mr. Mulik went over the lagging indicator summary and reported that this is the first report that shows one of the minimal thresholds not being met. The “Students Served through Industry and Community Education Partnerships” fell short by 676 students, due to the pandemic, which brought a 70% decline of these mostly in-person classes. Mr. Mulik shared that despite missing the threshold, the college found alternative ways to serve the community, most notably by hosting a mass vaccination site, which helped more than 39,000 community members receive their vaccines.

There was a brief period of discussion during which Mr. Mulik clarified that the college has adopted the national minimum thresholds for graduation and transfer rates for accreditation purposes, but sets its own related targets much higher.

**OLD BUSINESS: SECOND CONSIDERATION AND FINAL ACTION**

**Approval of Lease Amendment - Golf Course**

Chair Webster called for a motion to approve Resolution #21-11-1, allowing the amendment of the lease with the City of Lynnwood for the Golf Course space in Woodway Hall. Trustee Zapora made the motion, which was seconded by Vice Chair Wagner. The motion passed unanimously.

**Approved**

**Approval of Hazel Miller Hall Space Naming**

Chair Webster called for a motion to approve Resolution #21-11-2, allowing for the south entrance of Hazel Miller Hall to be named for the Edmonds College Foundation Board of Directors. Vice Chair Wagner made the motion which was seconded by Trustee Zapora and unanimously approved.

**Approved**

**Approval of ½ Board Policies and Procedures**

Chair Webster called for a motion to approve Resolution #21-11-3, approving the review and revisions to Board policies and procedures, as part of the regular, annual review. The motion was made by Trustee Earling, and seconded by Trustee Zapora. Chair Webster opened the floor for discussion.

Dr. Singh noted that the changes to BOT Policy 13.0 - Emergency Executive Succession, would require him each year to identify to the Board a primary and secondary choice of leadership team member to step into the role of acting president, in the event of an emergency. He noted that for the coming year, the primary selection would be Christina Castorena, Vice President of Student Success, and the secondary selection would be Danielle Carnes, Vice President of Innovation and Strategic Partnerships. Dr. Singh also noted in reference to the changes made to BOT Policy 16.0 - Emeritus Status, that no current person with emeritus status would lose access to their college email accounts, but that none would be offered to future recipients.

Chair Webster called the vote, and the resolution was unanimously approved.

**Approved**

**Approval of Permanent Status**

Kim Chapman, Interim Vice President of Instruction, presented background information on Corrections Education faculty members, Dean Schlegel and Nancy Nelson, for consideration for Permanent Status, noting that she had received a very touching letter from a student at Monroe Correctional Complex who had been placed on the honor roll. The trustees spoke with Mr. Schlegel and Ms. Nelson about their portfolios and experience as faculty members in Corrections Education, noting the incredible impact that their work has on the lives of their students.

Chair Webster asked for a motion to approve Resolution #21-11-4, granting permanent status to Mr. Dean Schlegel and Ms. Nancy Nelson. The motion was made by Vice Chair Wagner, seconded by Chair Webster himself, and unanimously and enthusiastically passed.

**Approved**

**REPRESENTATIVE REPORTS**

Faculty Representative Kay Latimer, gave her report. [Attachment 2]  
 Classified Staff Representative Liz Mueth gave her report. [Attachment 3]

**BREAK**

At 4:46pm, Chair Webster adjourned the meeting for a 10-minute break.

At 4:56pm, Chair Webster reconvened the meeting in open session.

**FOUNDATION REPORT**

Danielle Carnes, Vice President of Innovation and Strategic Partnerships, reported that the executive search firm running the search for the next executive director of the Foundation, would soon be starting first-round interviews, with the hope of having the new executive director in place by the beginning of January. Ms. Carnes also reported that: the annual audit is underway; Puneet Birk will serve as the student representative on the Foundation Board; the Foundation staff is holding deep-dive meetings for new Board members; the Foundation will now be giving funds to the college for emergency funding for students, rather than disbursing the funds to students directly; and generous supporter Dorothy Jennings left an estate gift of \$720K to the Foundation, which will go to supporting the Creative Retirement Institute.

**PRESIDENT'S REPORT**

Dr. Singh reported that he was meeting with state, county and federal elected officials in the college's service area to give them an update on the college and thank them for their support. The construction funding for the next EC project, Triton Learning Commons, will appear in the next biennium's budget. Additionally, he met with the Edmonds School District Superintendent, Dr. Gustavo Balderas, and his staff, to confirm and advance the joint projects of early connection with middle school students, and working with the school district to build academic plans for all students that include college courses.

**BOARD DISCUSSION**

Chair Webster opened the floor to updates from the trustees.

Trustee Zapora shared his experience and learning from the recent ACCT Conference: best practices for Board retreats; there is a federal priority to get funding to make community colleges free of cost; he heard an excellent presentation from Nicole Lynn Lewis, Founder and CEO of Generation Hope on serving students who are parents. Trustee Zapora encouraged the Board to attend the ACCT National Legislative Summit in February, and requested to have some time to debrief after the conference.

Vice Chair Wagner noted that in her profession of healthcare, there are staffing shortages that necessitate looking out of state to recruit and retain medical assistants and nurses, and that she is excited to be able to have the opportunity through the college to be involved in developing new talent for the healthcare sector.

Chair Webster shared that he has been working with the State Board for Community and Technical College's DEI Committee, which is now a formal committee with sub-committees for individual affinity groups. Additionally, he appointed Trustee Zapora to work with Vice Chair Wagner on the college's DEI Committee. Chair Webster reported that the trustees also need to appoint a representative to the Foundation Board, which he hopes to do by the next meeting in February 2022.

**STUDY SESSION - Capital Projects Update**

Mushka Rohani, Vice President of Human Resources and Operations, introduced Chris Szarek, Interim Director of Facilities, who gave a presentation to the Board on the current capital projects that are underway at the college, as follows:

- Minor Capital Projects:
  - EC has 10 minor capital projects underway, valued at \$5.9M
  - Additional \$3.6M for major design project
  - Maintenance and upkeep of 25 campus buildings

- Projects selected every 2 years from the Facility Condition Survey
- Unplanned Repair of Facilities:
  - Money allocated for unplanned facilities repairs
  - Can be used for unanticipated cost overruns on capital projects (example: uncovering unexpected conditions)
  - Budgeted at \$867K for 2021-2023
- Preventative Maintenance of Facilities:
  - Can be used for maintenance of equipment
  - Budgeted at \$1.042M for 2021-2023
- Examples of Current Minor Capital Projects (projects \$25K to \$2M):
  - Alderwood sewer line replacement
  - Waterline gate valve replacement
  - Roof replacements for Meadowdale, Woodway and Cedar Halls
  - Energy Services Conservation: chiller rebuild and HVAC components in Alderwood Hall
  - ADA door operators
- Major Capital Project (any project over \$2M)
  - Most recent project completion was Hazel Miller Hall
- Next Major Capital Project in the Pipeline: Triton Learning Commons:
  - 56,000 square foot addition onto Lynnwood Hall
  - Purpose: To create a “One Stop Shop” for students to access learning resources, student services, study spaces and technology support
  - Expansion of all three floors on the north and east sides
  - Addition of library space, study space, tutoring services, classrooms, computer labs, office space, and a cafe
  - Overall budget ask: \$36M
  - We are currently in the pre-design stage
  - Design phase is scheduled for completion by 2023, and construction phase could begin as early as Fall 2023
- Additional Projects:
  - Community Transit’s *Swift* Orange Line Terminus - construction will begin June 2022
  - Nex Project Request: Monroe Hall expansion and creation of the Center for Innovation and Entrepreneurship

**BREAK**

At 5:41pm, Chair Webster adjourned the meeting for a 5-minute break.

At 5:46pm, Chair Webster reconvened the meeting in open session.

**EXECUTIVE SESSION**

At 5:46pm, Chair Webster adjourned the meeting to executive session for 60 minutes, returning at 6:46pm, to discuss personnel and litigation matters. He noted that the Board might take action resulting from the executive session, upon return to open session.

At 6:41pm, Chair Webster reconvened the meeting in open session. He reported that as a result of the discussion on personnel matters, the Board would take action to amend the presidential contract.

Trustee Zapora made a motion to amend Dr. Singh's employment contract and extend it through June 30, 2026. Trustee Earling seconded the motion. Chair Webster called the vote, and the motion unanimously passed.

**Approved**

**ADJOURNMENT**

The meeting was adjourned by Chair Webster at 6:46pm.

**Next Meeting:** The next regular Board meeting will be held February 17, 2022.

\_\_\_\_\_  
Wallace Webster II, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary



**PUBLIC COMMENTS - Board of Trustees Meeting, November 10, 2021**

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**FROM: CHUCK MUELLER, EDMONDS COLLEGE FACULTY MEMBER**

Dear Members of the Board of Trustees,

At the beginning of Fall Quarter 2021, Edmonds College required that students and faculty attest that they had either received a COVID vaccination or received a religious exemption. As a member of the Re-entry Task Force, I was privy to the conversations surrounding how these attestations were to be handled. Edmonds College faculty and staff were required to either show their vaccination card to an HR employee or provide proof of exemption. However, student attestations were not verified. The reason given for not verifying student attestations was that it would be too expensive and require too many work hours to do so. Suggestions of verifying a random sampling of student attestations were rejected for the same reason.

Now there are reports from faculty of students attending classes on campus without having completed their vaccine attestation. This is not to say that all of these students are unvaccinated or otherwise endangering their fellow students and the faculty and staff of the college. However, it is clear that the college does not know which students on our campus are vaccinated, which have religious exemptions, and which are unvaccinated.

To be clear, I feel that Jade and the rest of the team are doing their best in an underfunded task force that has a huge job. But, while members of the administration refer to Edmonds College as a “fully vaccinated campus”, the truth is we don’t know. We won’t know unless verification of student vaccination status is completed, which will not happen unless the Re-entry Task Force is given the necessary resources by the Edmonds College administration.

Which side is the Edmonds College administration on? Student safety or the bottom line?

Sincerely,  
Chuck Mueller  
Edmonds College faculty



Local No. 4254

Edmonds College Federation of Teachers

## BOARD OF TRUSTEES

## Meeting Report

November 10, 2021

- This will be my last board meeting. After 40 years of teaching and three and a half years as the Federation President, I am retiring at the end of the quarter. There will be an election for a new President.
- As I have said before, this college has problems. It is not normal for the faculty union to have an Unfair Labor Practice, a lawsuit and numerous grievances against the college. One of the basic responsibilities of college is to pay their employees correctly. There are still ongoing problems in this area and although they are being addresses individually, this is getting old. Recently Dr. Singh hired an outside consultant to prepare a report on enrollment issues. The groups that the consultant met with, used the time to discuss Dr. Singh's poor leadership. I would urge the board to request the first draft of the report and the raw data.
- Earlier David Breed mentioned the union and compensation so I would like to elaborate. On a personal note, after forty years just this quarter I reached the top of our salary schedule. Right now, it takes a new tenure track faculty 28 years to reach the top. In nearby school districts it only takes 15 years and they pay more. For Associate Faculty it is even worse. They teach 70% of the classes at this college and yet are paid only 65% of the lowest three steps of our salary schedule for a full load.
- The high demand money was a misguided attempt to equalize the pay between industry and certain areas of instruction. All faculty at the college do the same job. The high demand money should be extended to all. Please consider this at the next negotiations.

**BOARD OF TRUSTEES MEETING REPORT**  
**November 10th, 2021**  
**WPEA/UFCW LOCAL 365**

- Thank you Trustee Webster for your statement at the beginning of the meeting. It was an important reminder that we may respectfully disagree and still move forward for a single goal - to be student centered. It takes all of us --the trustees, faculty, leadership, and staff to keep operations moving forward.
- I also want to take a moment to recognize the holiday tomorrow and take a moment to thank all those who have served our country. Hopefully tomorrow will be a day of remembrance and rest for the employees at Edmonds College.
- Employees are still overworked and discouraged with the environment at the college. Many employees throughout the college are working beyond their scope of work after fellow teammates have left the college. This is not a sustainable practice and is only going to continue to be at the determinant of the college. While higher education employees are not working here for the money, our passion and dedication can only take us so far. Employees are burning out and we need more employees.
- The budget presentation earlier in this meeting showed that we are significantly down staffing. The presentation indicated that college salaries are down about \$400,000 compared to 2 years ago even though you would expect that to increase due to cost of living. This is concerning as the quarterly amount is equivalent to the annual salary of 10 program coordinators or 76 5-credit lecture classes.
- We continue to lose employees faster than we can hire new ones. As many of you know, businesses are hurting and people are not applying in the ways that they once were. It is critical for Edmonds to work on retaining and incentivizing valuable employees to stay. We cannot reach excellence and stay student focused with the current level of turnover of staff.

Respectfully submitted by  
Liz Mueth  
EC WPEA Chief Shop Steward



## BOARD OF TRUSTEES

### Special Meeting: January 28, 2022

Held via Zoom video conference due to COVID-19

### Draft Minutes

**Trustees Present:** Wally Webster, Chair; Adrienne Wagner, Vice Chair; Dave Earling; Carl Zapora

**Trustees Excused:** Dr. Tia Benson Tolle

**Others Present:**

Dr. Amit Singh, President  
 Arlene Anderson, Assistant Attorney General  
 Sara King, Assistant Attorney General  
 Puneet Birk, Associated Students of Edmonds College Representative  
 Danielle Carnes, Vice President of Innovation and Strategic Partnerships

Kim Chapman, Interim Vice President of Instruction  
 Kristen NyQuist, Director of Planning and Operations  
 Jim Mulik, Vice President of Finance, Grants, and Institutional Effectiveness  
 Mushka Rohani, Vice President of Human Resources and Operations  
 Various members of the campus community and public.

**CALL TO ORDER**

With a quorum present, Chair Webster called the meeting to order at 11:32am, and welcomed those present.

**INTRODUCTIONS**

Chair Webster led introductions of the trustees, and Dr. Singh led introductions of the leadership team.

**MOTION TO APPROVE HEARING OFFICER FOR FACULTY DISMISSAL HEARING**

Dr. Singh reported that in response to a faculty member being informed of the dismissal process being initiated, the faculty member had requested a hearing, as permitted by the AFT collective bargaining agreement.

Dr. Singh requested that the Board approve the Office of Administrative Hearings (OAH) as the body to appoint a hearing officer for the faculty member’s requested hearing. He noted that the AFT Union had agreed to OAH as the body to appoint the hearing officer.

Chair Webster called for a motion to approve OAH as the body to appoint the hearing officer, which was made by Vice Chair Wagner, and seconded by Trustee Earling. Chair Webster called the vote, and the motion was unanimously approved.

**Approved**

**ADJOURNMENT**

With no further business, Chair Webster adjourned the meeting at the meeting was adjourned by Chair Webster at 11:37am.

\_\_\_\_\_  
Wallace Webster II, Chair

\_\_\_\_\_  
Date Approved

ATTEST:

\_\_\_\_\_  
Dr. Amit B. Singh, Secretary



## BOARD OF TRUSTEES

### Special Joint Study Session with Edmonds School District Board

February 1, 2022 | 6:30pm

Held via Zoom video conference due to COVID-19

### Draft Minutes

**Edmonds College Trustees Present:** Wally Webster, Chair; Dave Earling; Carl Zapora

**Edmonds College Trustees Excused:** Adrienne Wagner, Vice Chair; Dr. Tia Benson Tolle

**Edmonds School District Board Members Present:** Dr. Nancy Katims, President; Dr. Deborah Kilgore; Carin Chase; Gary Nobles; Keith Smith

**Edmonds School District Board Members Excused:** None

#### Others Present:

Dr. Amit Singh, President, Edmonds College

Dr. Gustavo Balderas, Superintendent, Edmonds School District

Leadership team members from Edmonds College and Edmonds School District

Various members of the community

#### CALL TO ORDER

President Nancy Katims called the meeting to order at 6:30pm, and welcomed those present.

#### INTRODUCTIONS

Dr. Balderas and President Katims led introductions of the Edmonds School District Board of Directors and Leadership Team. Dr. Singh and Chair Webster led introductions of the Edmonds College Board of Trustees and Leadership Team

#### GENERAL UPDATES

Dr. Balderas provided a brief update on Edmonds School District activity that included information about Dual Language classes, Ethnic Studies expansion, a school based health center project and construction projects for Spruce Elementary and Oak Heights Elementary.

Dr. Singh and Ms. Carnes provided a brief updates on Edmonds College activities that included information about the COVID-19 mass vaccination site, the Triton Student Resource Hub, the WATR Center which hosts Core Plus curriculum, the Advanced Manufacturing Skills Center, the new Center for Innovation and Entrepreneurship, and the colleges five Bachelor of Applied Science Degrees.

#### ACADEMIC PLAN EXTENSION

Ms. Danielle Carnes, Ms. Kim Chapman, shared the ways in which the college and the school district are collaborating on pathways and programs for students including the T-Mobile partnership for full stack developers, Running Start, CTE Dual Credit classes, and the Pursuit Lab, which offers support at the high

school and college level to students with disabilities. Ms. Carnes also shared information about the new state-recognized Construction pre-Apprenticeship Program, which offers a badge credential to graduates.

Mr. Mark Madison shared information on the Career and Technical Education pathways and programs of study articulated with the college: Engineering Technology, Cyber Defense, Accounting, Allied Health, and Culinary Arts, and shared two student-led videos on the programs.

Mr. Madison reported that last year, 55 ESD students earned an industry credential, and this year, with renewed focus, that number is projected to be more than 1,400.

There was a brief period of discussion with the directors and trustees regarding how articulated programs are developed between the two entities, what the participation numbers are for Running Start, including disaggregation by race, if the college has any plans for a communications center to help students with public speaking, and the degree to which the arts programs are articulated between the district and the college.

#### **EQUITY AND INCLUSION WORK**

Dr. Victor Vergara provided a brief update on the Edmonds School District equity and inclusion work. He shared the district's equity framework, an equity lens decision guide, the Superintendent's Student Advisory group, an update on the equity goals, and school based equity work.

Dr. Yvonne Terrell-Powell and Kim Chapman shared an update on the college's equity and inclusion work, noting that the college is committed to the success of all students and closing equity gaps. They reported on faculty supported DEI initiatives such as directed self-placement for English and Math, and English language support for nursing students, as well as student support programs such as emergency funding, IT equipment, First Generation student support, and the Triton Student Resource Hub where students can get help to meet their basic needs.

#### **CLOSING REMARKS**

Dr. Balderas and Dr. Singh thanked the presenters and the Board of each organization for their work and support for students.

#### **ADJOURNMENT**

President Katims thanked everyone for their work and adjourned the meeting at 8:00pm.

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Wallace Webster II, Chair

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Date Approved

ATTEST:

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Dr. Amit B. Singh, Secretary



Washington Community College District 23

**BOARD OF TRUSTEES**  
**February 17, 2022**

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## **BACKGROUND**

### **CONSIDERATION OF TENURE**

#### **Subject**

*Consideration of tenure for:*

[Lauriel Elsa-Gordon](#) [Child, Youth and Family Studies]

#### **Background**

The Board of Trustees is required to consider the award or denial of tenure following a probationary period not to exceed nine (9) consecutive quarters, excluding summer quarters and approved leaves of absence.

Lauriel Elsa-Gordon has successfully completed her three-year probationary period. The Appointment Review Committees and Administrations recommend approval of tenure status.

The Candidate has submitted an electronic tenure packet. This is a Google Site with navigation that will guide you through the required sections of her tenure portfolio.

**To access the Google Site, please click on the name above to review the electronic tenure packet.**

#### **Recommendation**

The administration recommends that the Board of Trustees consider tenure for Lauriel Elsa-Gordon at the February 17, 2022 meeting and approve tenure at the March 10, 2022 meeting.





Washington Community College District 23

## BOARD OF TRUSTEES

February 17, 2022

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### **Tenure Candidate Bio: Lauriel Elsa-Gordon** **Child, Youth, and Family Studies**

Lauriel has over 21 years of experience working within social services in various positions—Case Manager, Child and Family Therapist, Crisis Outreach Specialist, Program Manager, and Education Development Specialist. She has worked at DSHS, Catholic Community Services, and the YMCA, to name a few. In addition, she has facilitated anger management and multicultural parenting classes to court-mandated and self-referred individuals for over 10 years.

Lauriel Elsa-Gordon holds a Master's in Education from Pacific Lutheran University and a Master's in Psychology from Antioch University. She has been a Licensed Mental Health Counselor in the State of Washington since 2010. Lauriel also has extensive experience as an educator in Psychology, Human Services, and Business. She has taught at Green River College, Renton Technical College, University of Phoenix, Pacific Lutheran University, and in the Bachelor of Arts in Human Services program at City University of Seattle. She enjoys curriculum development and has created and facilitated professional development workshops such as Intercultural Communication; African American Families: Providing Culturally Relevant Services; and Calming the Storm: A Holistic Approach to Working with Angry Clients.



Washington Community College District 23

**BOARD OF TRUSTEES**  
**February 17, 2022**

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## **BACKGROUND**

### **Dental Assisting Certificate**

#### **Subject**

Board of Trustees consideration of a new Dental Assisting Certificate.

#### **Background**

##### **Allied Health Education – Dental Assisting Certificate**

Program Description: The Dental Assisting Certificate Program provides entry-level theory and hands-on training in basic and routine clinical and office tasks. This program will be led by instructors with real-world experience, who will equip the dental assistant students with the skills required to perform in a clinical, laboratory, or office setting.

The dental assistant will be able to assist in laboratory procedures, x-ray procedures, CPR, and patient assessments. Graduates will also be able to perform sterilization and infection control techniques, clinical procedures, and equipment maintenance. In some venues, the dental assistant is expected to effectively handle administrative office procedures, including electronic record keeping, keyboarding, billing, coding, insurance claims, and scheduling. This certificate requires successful completion of a **minimum of 36 credits** as outlined, and courses can be applied to completion of the Allied Health AAS-T degree.

#### **Recommendation**

The administration recommends that the Board of Trustees review the new Dental Assisting Certificate at the February 17, 2022 meeting, and approve it at the March 10, 2022 meeting.

**DENTAL ASSISTING CERTIFICATE PROGRAM REQUIREMENT SHEET**

Student ID: \_\_\_\_\_  
 Student Name: \_\_\_\_\_  
 Advisor Name: \_\_\_\_\_

Catalog: 2022 – 2023 Undergraduate  
 Catalog Program: Allied Health Education  
 – Dental Assisting Certificate

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Advising Note: This program requirement sheet is not a substitute for meeting with an academic advisor. Meeting the requirements to graduate with an Edmonds College degree is ultimately the responsibility of the student.

**Program Requirement (36 credits)**

\*See program requirement notes

**OUTCOMES**

1. Function effectively using critical thinking, professional attributes, and technical skills related to chairside assisting, front office and laboratory procedures under the direction and supervision of a licensed professional.
2. Apply current concepts of four handed dentistry for all chairside procedures including preparing tray set-ups, maintaining treatment areas, and providing pre- and post operative instructions to the patient.
3. Demonstrate proficiencies in radiation safety and techniques for exposing, processing, and mounting dental radiographs.
4. Demonstrate knowledge of infection and hazard control in the dental office/lab.
5. Recognize and respond to medical emergencies in the dental setting.
6. Perform basic office procedures necessary to assist in the management of the dental practice.
7. Employ effective written and oral communication and listening skills in interactions with a diverse patient and dental team population.

Course Name	Credits	Grade	Qtr. Taken
AHE 115 CPR: Allied Health	1.0 credits		
AHE 110 The Human Body Structure and Function	5.0 credits		
AHE 116 Introduction to Healthcare	4.0 credits		
DENTL 100 Introduction to Dental Assisting	2.0 credits		
DENTL 101 Chairside Assisting	2.0 credits		
DENTL 103 Infection Prevention and Control	2.0 credits		
DENTL 105 Dental Sciences I	3.0 credits		
DENTL 106 Dental Sciences II	2.0 credits		
DENTL 110 Dental Radiography	3.0 credits		
DENTL 111 Dental Radiography Lab	2.0 credits		
DENTL 113 Dental Materials/Lab Procedures I	2.0 credits		
DENTL 114 Dental Materials /Lab Procedures II	2.0 credits		
DENTL 115 Dental Office Administration	2.0 credits		
DENTL 120 Dental Assisting Practicum	4.0 credits		

**Program Notes**

The program code for this certificate is For financial aid, advising, and other reasons, students should work with their advisor to ensure that this code is properly recorded on their academic record.

- Students with limited computer skills are encouraged to consider taking BSTEC 129 - PC Basics.
- Participation in externship classes requires documentation of current vaccinations requirements, TB, and criminal background status prior to registering for those classes. Students are advised that clinical placement may be denied if vaccination records and CPR are not current or if there is a criminal history that the facility considers unacceptable.
- All students will be required to set up an account with CastleBranch (www.castlebranch.com) to store vaccination documentation and complete a criminal background check for a fee.
- Students may be placed in a Clinical Placements Northwest (CPNW) consortium site, which requires an extra fee.

The advisors for this program are:

Elizabeth Patterson | elizabeth.patterson@edmonds.edu | 425.640.1061

Krystal Nash | krystal.nash@edmonds.edu | 425.640.1242

**Certificate General Information**

**Credit/Grade Requirements** A minimum of 30 credits or one-third of the required college level (100-level or above) credits, whichever is less, must be earned at Edmonds College. Students are required to maintain a minimum cumulative grade point average of 2.0 in all college-level courses.

**Program of Study Outcomes** Student achievement is assessed in the general and program specific outcomes via the courses and course objectives that align with those outcomes. More information about program outcomes and course objectives can be found on the Using Program Requirement Sheets page.

**Students Are Advised To:**

- Plan their schedule several quarters in advance in order to accommodate courses that are offered only once or twice a year;
- Review the college catalog for required course prerequisites and include these in schedule planning; and
- Communicate with an academic advisor and/or a faculty advisor.

**Graduation Application** A completed Graduation Application form must be submitted online by the **10th day** of the quarter in which the student expects to graduate. Note: Applications for summer quarter are due by the **8th day** of the quarter.

**Common Course Numbering** Please refer to [www.edmonds.edu/ccn](http://www.edmonds.edu/ccn) for more information. **College Resources**

- College Website | <https://www.edmonds.edu/>
- How to Enroll | <https://www.edmonds.edu/getting-started/admissions/>
- Transfer Center | <https://students.edmonds.edu/transfer-center>
- College Bookstore | <https://edmonds.bncollege.com/>
- Advising Appointments | <https://students.edmonds.edu/advising> 425.640.1458

**Internal Coding**

PLAN/STACK -

TC - 36

CIP CODE – 51.0601



Washington Community College District 23

## BOARD OF TRUSTEES February 17, 2022

### FOUNDATION REPORT

#### EXECUTIVE

- We are so pleased to announce that Tom Bull has joined the Edmonds College Foundation as the Executive Director. Tom joins us most recently from Portland State University where he led Alumni Relations efforts and also held the Interim CEO position for the PSU Foundation.

#### BOARD OF DIRECTORS & COMMITTEES

- The Foundation Board annual retreat on January 14, 2022 was held virtually and all members of the Foundation Board of Directors were present to meet Mr. Bull for the first time. The Board heard from Dr. Singh and Danielle Carnes on the innovative and future-focused initiatives happening at the college.
- The Foundation Board of Directors held a fundraising training in late November as part of its board orientation series. It was well attended by 22 board members. The Board will have another fundraising training later this year.
- The Foundation completed its board orientation series in mid December. The Board Operations Committee is pleased with the changes in the board orientation process and has made the board orientation series a permanent part of the board member experience.

#### FOUNDATION ACTIVITY

- The Foundation's annual scholarship application opened on January 20, 2022. The application closes on March 31st at 11:59 PM for student awards in Fall 2022. Special thank you to Nicole Galipeau, Jeremiah Roland and Melody Schneider for their assistance in creating this year's application. The revisions led to a more equitable application that focuses on the student's educational and career journey and how a Foundation scholarship will help them achieve their goals.
- The Complete the Dream Scholarship helps students who have experienced a recent, significant and unforeseeable event in their financial situation that jeopardizes their ability to complete their program of study in the upcoming quarter. The Foundation provided \$8,500 in tuition and book/supply support to four students so that they can complete their programs in Winter 2022.

#### FUNDRAISING

- INSPIRE 2022 update and inspiration! April 9th dinner and auction at the Lynnwood Convention Center. The online auction and virtual parties will lead the celebration efforts April 6-9th, culminating in the dinner, live auction and raising-the-paddle benefit for student success.
- Long time Foundation board member Libby Lewis and her husband Dave Traugott established an endowed scholarship with their generous gift of \$125,000. The Lewis Traugott Scholarship is open to any full-time student who is half way through a program of study.
- Black and Decker awarded a \$25,000 grant for marketing, recruitment, and outreach to diverse communities for the Construction pre-Apprenticeship Program. Also, Seattle Credit Union has selected the

CAP as their non-profit partner of the year as the recipient of their feel good checking donations. They are also providing financial literacy education and will be funding tool belts, tools and boots for graduates of the program who secure an apprenticeship.

- Verdant Health Commission renewed their support for the food pantry with a grant of \$50,000.

Submitted by: Danielle Carnes

**BOARD OF TRUSTEES  
February 17, 2022**

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**PRESIDENT'S REPORT****COVID-19 Decision for Winter Quarter**

As we prepared to resume classes for Winter Quarter, it became clear that the highly infectious Omicron variant required us to rethink our plans in order to keep our students and employees safe. I held a series of meetings with our faculty and staff leadership, as well as with my leadership team. With case numbers in both the community and on campus quickly rising, I decided to move to remote classes for the quarter, and remote operations for employees through mid-February. This type of decision-making is tough in any context, but was made easier by the collaboration and input from the various stakeholders. I am grateful for our faculty and staff who continue to be flexible, patient and creative during this time. We are glad to see this wave beginning to subside, and are hopeful that we can be back in person for Spring Quarter.

**COVID-19 Vaccination Clinic**

Starting February 8, the College opened a vaccination clinic on campus in partnership with Medical Teams International. The clinic, open to the public, will be open on Tuesdays from 12pm-6pm in the Brier Grill area of Brier Hall, and will offer Janssen, Moderna, and Pfizer vaccines and boosters. Appointments can be made at: <https://prepmod.doh.wa.gov/appointment/en/reg/6910296041>

**U.S. Representative Rick Larsen Visit**

We were pleased to welcome Congressman Larsen (WA-2) to our Advanced Manufacturing Skills Center in late January for an insider tour of the Construction pre-Apprenticeship program. This free, 10-week program was developed in partnership with Sound Transit and the City of Lynnwood to prepare our local workforce to meet the construction industry's growth with the light rail projects coming online in our area. The program recently received official recognition from the Washington State Apprenticeship and Training Council. Rep. Larsen is a member of the House of Representatives' Transportation and Infrastructure Committee.



**“We need to make sure there are people to actually build this infrastructure, now and in the future. That’s why a registered apprenticeship program like the one that Edmonds College has set up here at Paine Field to train the next generation of construction workers is so critical.”**

**- Rep. Rick Larsen**

Photo credit: Arutyun Sargsyan, Edmonds College

U.S. Rep. Rick Larsen watches Construction pre-Apprenticeship Program students Holly Strack (left) and Sharaya Copas (right) work on building an Adirondack chair during his visit Jan. 28, 2022 to the Edmonds College Advanced Manufacturing Skills Center at Paine Field.

**Appointment to VOAWW Board of Directors**

This month I was appointed to the Board of Directors of Volunteers of America Western Washington. This service-based nonprofit, which responds to more than 350,000 requests for assistance each year, is a partner of the college's dedicated 2-1-1 Resource Advocate program. I look forward to being involved on the Board and helping to achieve the mission of serving those in need.



# 2021-22 Comprehensive Plan

## Mid-year Progress Report

### Purpose and Structure of This Report

This report is a mid-year update on the progress of the college's annual priorities (the six college goals and their strategies), as outlined in [BOT Policy 7.0 – Board Monitoring and Planning](#), and its companion procedure, 7.01pr.

The report, which aims to be both comprehensive and transparent, is structured by goal, and each consists of a **summary page** as well as a **dashboard report**, which shows the progress of each strategy's lead metrics and the status of their associated action items.

The summary page shares the nuance of the progress to-date, along with the highlights and challenges of each goal. The dashboard report allows us to see if what we are doing (actions) is moving the needle (metric) on the strategies. This type of analysis enables us to re-think, reiterate, and fine-tune our plan.

The dashboard reports are color-coded as follows:

#### PROGRESS OF METRICS

- Progress Made (positive change to-date)
- Mixed Result (one item/group made progress, another didn't)
- At a Stand-still (no change to-date)
- Progress Lost (negative change to-date)

#### STATUS OF ACTION ITEMS

- Completed
- Active & On-going or On target
- In Planning or Below Target
- Not Yet Started

### Background on College Goals

The college annual priorities for 2021-22, which consist of the six college goals and their strategies, were drafted by the leadership team in the summer of 2021, and presented to and approved by the Board of Trustees at the September 9, 2021 meeting. This mid-year progress report will be followed by a year-end report presented in August 2022, at the Board retreat.

# GOAL 1: ACCESS

## GOAL OVERVIEW & PROGRESS SUMMARY

The college Access goal aims to increase student and community access to college pathways. Increasing access to the college experience through outreach and marketing, high-quality academic programs, clear pathways, and student-centered course scheduling, are key components of this goal.

Fall 2021 and Winter 2022 have continued to disrupt cyclical enrollment patterns traditionally observed in recessions - COVID-19 has made the higher education enrollment management landscape unpredictable and murky. Overall, enrollment continues to decline as students and families grapple with remote learning, loss of jobs and/or income, and fear and uncertainty about the pandemic. COVID-19 fatigue is growing and there is yet to be a pattern of the new normal for college enrollment, economic recovery, and job stability. Applications were up in Winter 2022 which gives hope of beginning to recover from enrollment loss. Conversion rates of new applicants to enrolled students were also very stable at 50% each quarter.

## MAIN ACHIEVEMENTS

- Winter Quarter 2022 applications were up 22% overall, especially in the under 20 age group
- Acing College was rebranded and rebuilt to become Edmonds College Ready and is open to students of all ages
- Virtual Welcome Center launched and staffed to serve prospective and new students.
- Worked with an AACRAO enrollment management consultant to review EC's admissions funnel from prospective student to first day of class. Recommendations are being implemented in the Winter and Spring quarter
- Conversion rates for Fall 2021 and Winter 2022 met targets at 50% each quarter. This means 50% of our new applicants registered for classes and became students
- Met or exceeded conversion rate targets for Black, Latinx and Indigenous groups for Fall and Winter quarters
- Exceeded conversion rate targets for adult learners for fall, but did not meet targets for winter quarter
- Offered "How to Register" session in Spanish, included Vietnamese and Spanish translators at New Student Advising sessions
- Targeted calling campaign for Black, Latinx and Indigenous applicants to encourage them to enroll and offer support
- Offered a tuition discount and waived the application fee for international students as an incentive to students and families
- Office of International Programs staff attended over 400 international virtual workshops and recruitment events that allowed them to broaden their overall outreach and marketing
- International applications were up 58% in Fall 2021 and over 400% in Winter 2022. In Fall 2021 we received 273 applications vs 173 in Fall 2020. Winter 2022 received 448 applications and Winter 2021 received 94.
- Created marketing tools to increase our emphasis on remote learning and students beginning their degree in their home country

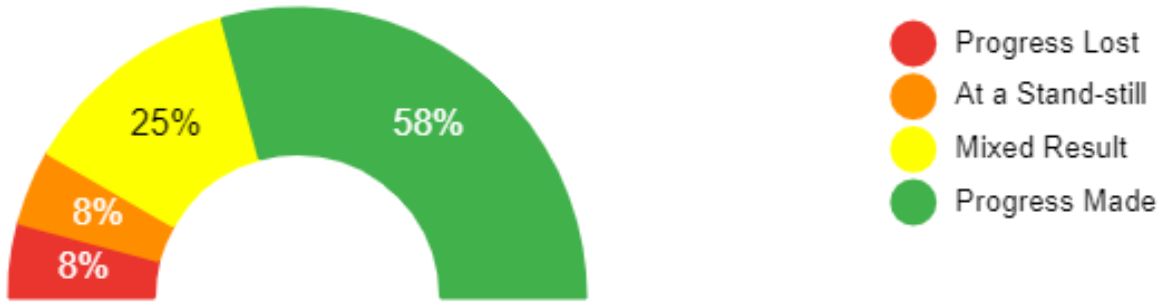
- Enhanced our promotion of certificate programs, new degrees and online resources
- Increased our contact with newly accepted students to ensure they were prepared and connected to the campus community

#### CHALLENGES

- Outreach and communication with high school counselors was difficult this year as High Schools grappled with COVID-19 related priorities such as online learning and contact tracing
- Many students that might have chosen Running Start in a non-COVID environment this year chose to return to their high school to have a “high school experience” that has been lacking during COVID-19. The result is that Running Start numbers for Fall 2021 were down about 18%
- COVID-19 continues to impact enrollments
- High staff turnover and employee shortages impacted service to students and capacity to execute action items
- Travel restrictions deterred international students from coming to the United States. Embassies were closed, appointments limited so students weren’t able to apply for their visa

# GOAL 1: ACCESS

## Overall Progress – Fall 2021



		Metrics		Action Items
	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC
<b>Strategy 1A</b>	<b>Increase New Student Enrollments</b>			
Metric 1A1.1	Increase Applications for International Students	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 1A1.2	Increase Application Conversion Rates for International Students	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 1A2.1	Increase Applications across all High Schools in the service area	<input type="checkbox"/>	Mixed result	Completed
Metric 1A3.1	Increase Applications to Running Start	<input type="checkbox"/>	Progress lost	Active & ongoing/On target
Metric 1A4.1	Develop College Academic Plans for High School Students	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 1A5.1	Increase Applications from Adult Learners	<input type="checkbox"/>	Progress made	In planning/Below target
Metric 1A5.2	Increase Conversion Rates for Adult Learners	<input type="checkbox"/>	Mixed result	In planning/Below target
Metric 1A6.1	Consultant hired to assess front end processes and report received	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
<b>Strategy 1B</b>	<b>Offer Clear, Relevant Academic Programs</b>			
Metric 1B1.1	Workflow processes related to programs of study are completed	<input type="checkbox"/>	Progress made	In planning/Below target
Metric 1B2.1	Optimized class fill rates for identified Pathways	<input type="checkbox"/>	At a stand-still	In planning/Below target
<b>Strategy 1C</b>	<b>Close Racial Equity Gaps Related to Access</b>			
Metric 1C1.1	Increase applications received from Black, Latinx, and Indigenous applicants	<input type="checkbox"/>	Mixed result	Active & ongoing/On target
Metric 1C2.1	Increase application Conversion Rates for Black, Latinx and Indigenous students	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target

# GOAL 2: SUCCESS

## GOAL OVERVIEW & PROGRESS SUMMARY

This goal ensures student success by creating a series of experiences that are highly encouraged for students to get them on a path to success, to keep them on that path, and to make sure they complete the path and accomplish their goals.

The college continues to focus on ways to improve success for all students. ctclink is entering an optimization phase, where the focus will be to maximize its capabilities, optimizing ctclink tools and capabilities and new staff roles and responsibilities. We are piloting a program, Men of Color Scholars, to provide support that assists them with persisting in college and meeting their personal and academic goals. Math and English faculty are working on various projects to facilitate completion of college-level Math and English in one year. The Pathways Committee has various sub-groups working on goals that align with our Comp Plan such as a project to improve scheduling, create support for predictive classes and improve advising. Support for student basic needs (food, emergencies, and housing) and wellness and mental health supports have been strengthened.

## MAIN ACHIEVEMENTS

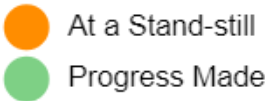
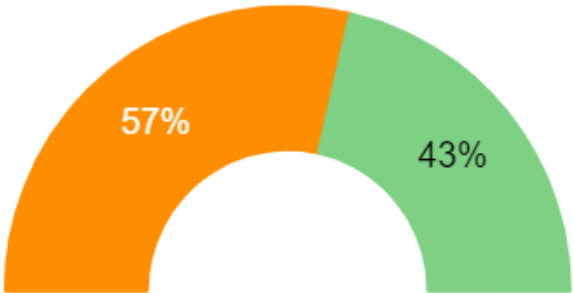
- In Fall 2021, implemented the new Men of Color Scholars pilot program. 28 students indicated interest and we made contact with all prospective students. 8 completed an application and 7 met the program criteria, which requires TRIO eligibility
- The Men of Color Scholars in the program persisted with a 2.5 or better GPA, and enrolled in Winter courses
- Math faculty are currently creating co-requisite courses for Math 140 and 141;
- English faculty have created a co-requisite course for English 101
- Math faculty are revising pre-college Math Pathways
- Math faculty are developing a framework for math faculty to participate in math placement advising
- Faculty are currently creating a directed self-placement tool for non-native speakers
- Three faculty participating in SBCTC ENGL 101 project - "Anti Racist Curriculum Initiative"
- ctclink workflow processes in progress for student onboarding and advising and new ctclink staff roles and responsibilities identified. New or updated job descriptions for current/new key positions being completed
- Hired embedded advisors for 3 instructional divisions: HSS, Business and HHS
- A one-stop basic student needs center, the Triton Student Resource Hub, opened in January 2022 in the Olympic Building staffed by a new FT Care Navigator and the 211 Community Resource Advocate
- Hired 2 PT temporary counselors to expand mental health services to students, increased marketing and promotion of mental health resources and developed and offered several new virtual support groups

## CHALLENGES

- Men of Color Scholars Program has had the following challenges: increasing the number of men of color in the group who meet TRIO eligibility; advancing the program using a virtual platform verses students being able to connect in-person; expanding engagement time with men of color who do not meet the requirements to ensure they also receive necessary support and resources; and hiring additional staff to help support the daily administration needs, gathering student data, and connecting with all students who are interested or involved in the program
- Gathering data for predictive courses
- Bringing together faculty and collecting data for schedule improvements
- High staff turnover and employee shortages impacted service to students and capacity to execute action items

# GOAL 2: SUCCESS

## Overall Progress – Fall 2021



		Metrics		Action Item
	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC
<b>Strategy 2A</b>	<b>Ensure That All Students Enter an Academic or Career Pathway</b>			
Metric 2A1.1	Increase the percentage of new students of who complete the new student orientation (maximization starting spring 2022)	<input type="checkbox"/>	At a stand-still	In planning/Below target
Metric 2A1.2	Increase the percentage of eligible new students who enroll in the Career and College Success course (maximization starting spring 2022)	<input type="checkbox"/>	At a stand-still	In planning/Below target
Metric 2A1.3	Increase the percentage of new students who complete new student advising and register for classes (maximization starting spring 2022)	<input type="checkbox"/>	At a stand-still	In planning/Below target
Metric 2A2.1	Maximize the percentage of new students, including analysis by race, who successfully complete a CCS course in their first quarter and enroll in the next quarter	<input type="checkbox"/>	At a stand-still	In planning/Below target
<b>Strategy 2B</b>	<b>Ensure That All Students Stay on Their Academic or Career Pathway</b>			
Metric 2B1.1	Training on 3 Cs (comments, culturally competent communications, and checklists) and Early Alerts provided to all stakeholders	<input type="checkbox"/>	Progress made	In planning/Below target
Metric 2B1.2	Meeting advising touch points throughout the year for all students	<input type="checkbox"/>	At a stand-still	In planning/Below target
Metric 2B2.1	Increased Pass Rates for Predictive Courses	<input type="checkbox"/>	At a stand-still	Active & ongoing/On target
<b>Strategy 2C</b>	<b>Offer Holistic Support for Students' Non-Academic and Financial Needs</b>			
Metric 2C1.1	Track persistence of those who are served by the Student Basic Needs Center	<input type="checkbox"/>	Progress made	Completed
Metric 2C2.1	Verdant mental health grant deliverables and Mental Health and Wellness Task Force recommendations are met	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target

<b>Strategy 2D</b>	<b>Improve Progression and Completion for Students, with an Emphasis on Black, Latinx, and Indigenous Student Success</b>			
Metric 2D1.1	Mentor program plan to support Black, Indigenous, and Latinx students is developed	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 2D2.1	Increase percentage of new students completing highest level of English within first year	<input type="checkbox"/>	At a stand-still	Active & ongoing/On target
Metric 2D2.2	Increase percentage of new Black, Latinx, and Indigenous students completing highest level of English needed within first year	<input type="checkbox"/>	At a stand-still	Active & ongoing/On target
Metric 2D3.1	Increase percentage of new students completing highest level of Math needed within first year including disaggregation by race	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 2D4.1	Increase term-to-term persistence for First Gen Men-of-Color cohort	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target



# GOAL 3: COMMUNITY ENGAGEMENT

## GOAL OVERVIEW & PROGRESS SUMMARY

This goal aims to create and build strong relationships with community and industry partners that will strengthen Edmonds' presence in Snohomish County so that we can serve our community by partnering in creative and unique ways to solve problems, meet needs, and build futures; to develop and implement credit and non-credit workforce opportunities for students focused on short-term and stackable certificates and/or programs based on information and feedback from community and industry partners.

Despite remote status most of Fall and Winter quarters, the college has remained active in the community on many levels. Several successful partnerships have been formed: The Sound Transit - City of Lynnwood - Edmonds College Construction pre-Apprenticeship Program; significant Verdant Health partnerships for the Food Pantry and mental health; Partner Lynnwood; the college's new Rapid Response Team; Dr. Singh's leadership on the Economic Alliance of Snohomish County Board and Volunteers of America Board to name a few. Collaborative grants, projects, and initiatives have grown this year as Edmonds invests in these partnerships.

## MAIN ACHIEVEMENTS

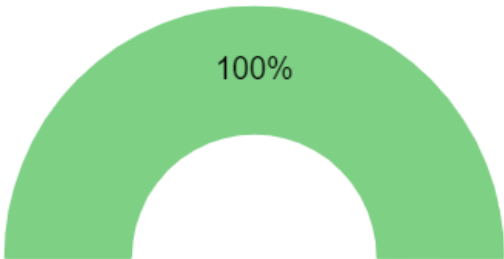
- Worked with Sound Transit and the City of Lynnwood to launch the Construction Pre-Apprenticeship Program and welcome its first cohort in Fall 2021, second cohort in Winter 2021. The stakeholder team is composed of leaders across the community and from more than 15 different agencies and organizations
- The Construction pre-Apprenticeship Program received official recognition from the Washington State Apprenticeship and Training Council in January 2022 with the support of two labor union endorsements
- Soft Launch for the Advanced Manufacturing Skills Center at Paine Field offering classes in drone technology, composites, and the new construction pre-apprenticeship program
- The Foundation Board of Directors have had opportunities to tour campus, the new Hazel Miller Hall, and to hear several presentations about college priorities, projects and future plans with the goal of deepening the connection between the Foundation and the College
- The Foundation Board amended their bylaws to allow an additional Ex Officio member to the Board of Directors, with the intention of the spot being filled by a Governor appointed Trustee of the College for closely connected boards

## CHALLENGES

- COVID-19 limited our in-person gatherings that build deep connections.

# GOAL 3: COMMUNITY ENGAGEMENT

## Overall Progress – Fall 2021



● Progress Made

		Metrics		Action Items
	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC
<b>Strategy 3A</b>	<b>Meet Employer and Community Needs through Programs and Services</b>			
Metric 3A1.1	Employer MOUs for boot camp or customized training for students are in place	<input checked="" type="checkbox"/>	Progress made	In planning/Below target
Metric 3A1.2	Website built and student engagement with Pathways to Employment	<input type="checkbox"/>	Progress made	In planning/Below target
Metric 3A2.1	Curriculum developed for Advanced Manufacturing Skills Center	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 3A2.2	Advanced Manufacturing Skills Center instructors identified and classes launched	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
<b>Strategy 3B</b>	<b>Advance Community Support for the Edmonds College Foundation</b>			
Metric 3B1.1	Funds raised for identified student success initiative across grants, private donations, and programmatic enhancements	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target

# GOAL 4: CAPACITY & OPERATIONAL EXCELLENCE

## GOAL OVERVIEW & PROGRESS SUMMARY

This goal aims to build institutional, individual, and professional capacity for excellence through focus on identified leadership competencies. Intentional pursuit of process improvement, operational efficiencies, strategic use of resources, and customer obsession will also drive progress toward this goal.

We made progress in striving for institutional and professional capacity for excellence in our commitment to student success and equity. As a higher education institution we focused on obtaining grants that would support programs that advance student success. With a commitment to equity, we began reviewing policies, procedures, and processes. With a constant focus on student success and the importance of creating an inclusive campus culture, we provided cultural proficiency professional development and gathered the work the college is doing to support equity, inclusion and student success for all. In addition, we made progress on understanding the new laws that require a more intentional focus on diversity in higher education, implementing guided pathways, assessing campus climate, and hiring diverse faculty.

## MAIN ACHIEVEMENTS

- 11 grants have been submitted. 5 were awarded (\$772,922); 3 are still under review (\$1,636,000); and 3 were not awarded.
- HR is working on policies and procedures related to tenure track faculty hiring and the diversity and equity plan.
- To support changes in business processes and help move toward optimization of ctclink, several different actions have been taken, including the following:
  - The Business Office created three communities of practice to better troubleshoot issues and discuss methods to improve processes, and are also actively reviewing their policies and procedures
  - The Office of Planning, Research, and Assessment (OPRA) has worked to provide easier access to data and information so that end users can better serve and work with students
  - The Data Governance Committee helped design a ctclink security access process to streamline vetting of new requests for employees to receive additional access in ctclink
  - Initial FY2021-22 operating budgets have been entered in ctclink and adjustments are being made (as needed)
  - HR has embarked on an onboarding and offboarding optimization process to improve integration of the process in ctclink, and also has an ongoing process improvement plan for faculty workload working with the instructional divisions
  - Critical positions have been identified to manage new business processes required to leverage the automated capabilities of ctclink
- Created an online repository of the diversity, equity, inclusion and anti-racist work at the campus. This compilation of work, which has been completed by various groups, supports the

college's commitment to reducing barriers, creating an inclusive learning environment, and improving student success for all. The Repository is for internal use only

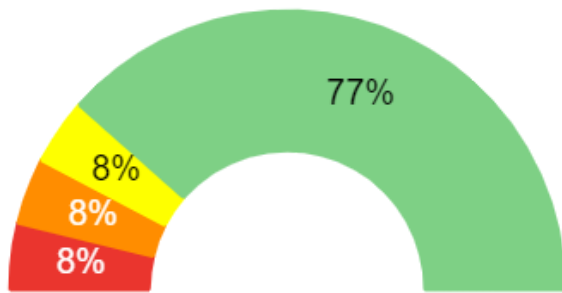
- The DEIC Equity Policy Assessment Action team researched assessment tools and will make a recommendation to the President's Leadership Team. This assessment tool will provide guidance to the campus community related to developing inclusive policies and practices and eliminating bias in our current policies and practices
- We have developed a timeline to support the requirements and deadlines outlined in SB 5227: Diversity in Higher Education and SB 5194: Our College, Our Future Act 2021. This work has included:
  - Offering workshops to ensure the campus community is aware of the requirements included in SB 5227 and SB 5194 so employees can assist the college with meeting these requirements
  - The DEIC Professional Development Action Team/5227 team is identifying the necessary steps to meet the requirements of developing equity, inclusion and anti-racist training
  - The DEIC Mentoring Action Team is researching mentoring programs that support historically marginalized or BIPOC students and aligns with SB 5227
- The Faculty Senate DEI committee is working with their colleagues and other constituencies to advance DEI goals and projects related to hiring, cultural competency, and student success

## CHALLENGES

- A significant challenge affecting our progress with ctclink is employee turnover due to retirements and employees seeking better compensation. This has increased difficulties with continuity of operations and learning and optimizing ctclink in an efficient and timely manner
- While great strides have been made in providing access to ctclink data and information, challenges exist due to the different data structures in ctclink and needs for new business processes in some areas (compared to the legacy system, which employees were used to)
- The new laws (SB5227 and SB5194) have a number of requirements and deadlines that are being discussed across the system to ensure understanding of the laws and the implementation of those laws

# GOAL 4: CAPACITY AND OPERATIONAL EXCELLENCE

## Overall Progress – Fall 2021



				Metrics	Action Items
	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC	
<b>Strategy 4A</b> <b>Become an Anti-Racist Institution</b>					
Metric 4A1.1	A review guide for policies, procedures and practices, has been recommended and implemented	<input type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4A2.1	All actions (training, equity plan, climate survey) required by state statute (Policies 5227, 5194) are accomplished by the stated deadlines	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
<b>Strategy 4B</b> <b>Ensure Fiscal Health and Stability</b>					
Metric 4B1.1	3-year strategic budget in place that clearly indicates gaps in strategic needs and funding	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4B2.1	College budgets are fully built and functioning in ctcLink	<input type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4B3.1	At least \$3 million in continuing grants will be secured each year	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4B3.2	At least \$500,000 in new grants will be secured each year	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
<b>Strategy 4C</b> <b>Develop and Implement a Comprehensive Talent Management Plan</b>					
Metric 4C1.1	Gap analysis report is completed and implementation of recommendations has begun	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4C2.1	Develop an equity hiring plan	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4C3.1	Succession Planning Toolkit in Place and in processes of being implemented	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
Metric 4C4.1	Increase the number of diverse, qualified applicants that apply to Edmonds College	<input type="checkbox"/>	Progress lost	In planning/Below target	
<b>Strategy 4D</b> <b>Invest in Digital Transformation</b>					
Metric 4D1.1	90% of ctcLink Optimization Plan action plan items are complete (requires PLT involvement)	<input type="checkbox"/>	Mixed result	In planning/Below target	
Metric 4D2.1	12 legacy data views will be re-configured and re-implemented using ctcLink data	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target	
<b>Strategy 4E</b> <b>Ensure College Policies and Procedures Reflect Operational Excellence and Focus on Equity</b>					
Metric 4E1.1	At least 50% of the existing policies and procedures will be reviewed	<input type="checkbox"/>	At a stand-still	In planning/Below target	

# GOAL 5: ENTREPRENEURIAL HUB

## GOAL OVERVIEW & PROGRESS SUMMARY

The purpose of this goal is to create synergies among the business community, our racially diverse and immigrant communities, and our campus community, by creating access and opportunity through an entrepreneurship hub.

The college explored the possibility of putting Monroe Hall forward as its next capital project and while it was ultimately not submitted, it will provide useful for other future funding opportunities. We have launched classes in partnership with the Latino Education and Training Institute and Marketplace Connections, and with the Small Business Development Center.

## MAIN ACHIEVEMENTS

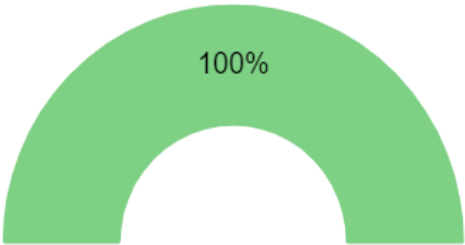
- Partnered with SBDC to provide Financial Fluency classes to entrepreneurs through the Center for Innovation and Entrepreneurship and to co-present a panel for the Economic Alliance of Snohomish County on the Innovation Mindset for Business Resiliency
- Partnered with Latino Educational Training Institute and Marketplace Connections to offer a 7-week Entrepreneur Leadership Development class in Spanish
- Offered 21 different classes through the Center for Innovation and Entrepreneurship to 200 students since July 1, 2022
- Worked with architects to draft a proposal for a new-and-improved facility for the Center for Innovation that will be used to seek future funding
- Current focus has been on improving the facilities to enhance the student and community experience at the Center for Innovation and Entrepreneurship. Small reorganization projects will be the basis of a low-cost facelift for the building

## CHALLENGES

- While we have sought and applied for funding from a variety of sources, we have yet to land significant funding to make a leap of magnitude with the Center for Innovation and Entrepreneurship
- COVID-19 protocols have limited our hands-on class capacity

# GOAL 5: ENTREPRENEURIAL HUB

## Overall Progress – Fall 2021



● Progress Made

		Metrics		Action Items
	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC
<b>Strategy 5A</b>	<b>Grow Public/Private Partnerships for Entrepreneurial Endeavors</b>			
Metric 5A1.1	Office space identified and MOU in place. Small Business Development Center occupies space	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 5A2.1	Increase collaboration with Partner Lynnwood to identify and execute entrepreneurial projects	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
<b>Strategy 5B</b>	<b>Create Entrepreneurial Learning Opportunities</b>			
Metric 5B1.1	Increase classes and workshops offered through the new Center for Innovation and Entrepreneurship	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 5B1.2	Increase workshops and courses to support communities of color in entrepreneurship	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 5B1.3	Increase number of BIPOC community attending Center for Innovation and Entrepreneurship classes	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target

# GOAL 6: ANYTIME, ANYWHERE

## GOAL OVERVIEW & PROGRESS SUMMARY

Through this goal, Edmonds College is committed to enhancing academic and service delivery to fit the modern student lifestyle: delivering personalized attention at mass scale.

## MAIN ACHIEVEMENTS

- The Online Teaching Institute (OLT) and Course Review Process were implemented
  - 152 faculty have completed the “Improve Your Online Course” course
  - A Peer Course Quality Review process was selected with input from faculty members
  - 12 courses have gone through the Course Accessibility Review (modified OSCQR).
  - 2 courses have gone through full OSCQR review
  
- Exemplar Course Shells: A course design guide and exemplar course shell has been developed, and once finalized, it will be added to the Canvas Commons
  
- The following seven programs have been selected to be redesigned for optimal online delivery, and will be launched Fall 2022:
  - Environmental Studies AA DTA
  - Paralegal ATA/AAS-T
  - Office Supervision/Management ATA
  - High School Diploma
  - Paralegal Advanced Certificate
  - Accounting Certificate
  - Office Administration Certificate
  
- Technology Enhanced Student Services
  - All student requests for laptops have been met, and mobile devices continue to be rolled out to staff as part of the college’s annual replacement schedule
  - All software used by students for their online courses is available 100% virtually (online) via cloud services
  - As the college continues to implement ctcLink features, students are able to do more online through self service

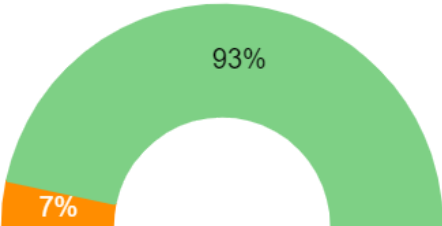
## CHALLENGES

- Recruitment for an Instructional Technologist has been a challenge due to the job market



# GOAL 6: ANYTIME, ANYWHERE

## Overall Progress – Fall 2021



● At a Stand-still  
● Progress Made

### Metrics

### Action Items

	DESCRIPTION	TARGET MET THIS PERIOD	PROGRESS THIS PERIOD	OVERALL PROGRESS FOR ACTIONS RELATED TO THIS METRIC
<b>Strategy 6A</b>	<b>Increase Flexible Academic Delivery Options and Online Course Quality</b>			
Metric 6A1.1	Online teaching certification process created and implemented for faculty	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A1.2	Online course quality certification process created and implemented	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A2.1	Online Teaching Institute established. At least 60 faculty certified	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A3.1	Results of analysis of student preferences for areas of study, schedule, and modality of instruction, technology tools	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A4.1	Methodology in place to determine optimum delivery modalities and schedules for Guided Pathways program maps	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A5.1	Two degrees and five certificate programs are designed/redesigned and implemented fully online	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6A6.1	60 courses will have been reviewed using the OSCQR course quality rubric	<input type="checkbox"/>	Progress made	Active & ongoing/On target
<b>Strategy 6B</b>	<b>Deliver Technology Enhanced Services and Programs</b>			
Metric 6B1.1	New processes in place and funding sources identified to sustain ongoing student access to software through virtual computer labs	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B1.2	100% of software used in computer lab classes is available for students virtually, leading to greater student satisfaction with online tools	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B2.1	Website re-architecture project plan, research and framing outline complete	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B2.2	Increased student engagement on new site via website analytics	<input checked="" type="checkbox"/>	At a stand-still	Active & ongoing/On target
Metric 6B3.1	For FT employees, at least 30% of desktop computers are replaced with mobile workstations	<input type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B3.2	For PT employees, sufficient mobile computers and equipment are available for lending to PT faculty and staff who need them	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B4.1	All student technology requests are met	<input checked="" type="checkbox"/>	Progress made	Active & ongoing/On target
Metric 6B5.1	Campus classroom spaces have appropriate technology capability to enable flexible teaching and learning modalities	<input type="checkbox"/>	Progress made	Active & ongoing/On target