

# Institutional Performance Report

Comprehensive Planning  
and  
Measuring Mission Fulfillment



**EDMONDS**  
**COLLEGE**

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TEACHING | LEARNING | COMMUNITY

2022-23  
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 provides updates on the comprehensive planning work and the mission fulfillment determination that was completed during the 2022-23 academic year.

## Operational Planning

The college's operational plan is organized around four overarching goals: Access, Success, Community Partnerships, and Capacity/Operational Excellence. Each of these goals has multiple strategies, and each strategy has multiple 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.

## Innovation Planning

To assist with innovation (i.e., strategic) planning, the college has an Idea Lab designed as a structure where 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 reflect the goals that the college focuses on; and
- Leading indicators reflect actionable measures 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.

For accreditation purposes, five (5) of the lagging indicators have established minimal threshold levels that the college should exceed in order to fulfill the college's mission. This is stipulated in the college's Board of Trustees'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. Copies of the annual performance reports are 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.

<b>Set of Lagging Indicators</b>
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
- after-Edmonds College attendance measures of transfer rates and job placement percentages.

The information to be disaggregated in various ways that the institution finds meaningful in order for the college to promote student achievement and close equity gaps.

In addition, the college's strategic targets for student progression, program completion, student transfer rates, and student job placement percentages 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 23 out-of-state institutions who were finalists for the [Aspen Prize for Community College Excellence](#) from 2011-2019.

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 2022-2023 comprehensive plan, are provided in Appendix A to this document. The college's current performance on each indicator is shown in the next section of this report.

## Summary of Lagging Indicators

Indicator	Mission Fulfillment Threshold	2023-24 Strategic Target	Previous Value	Most Current Value
<u>Quality Academic Programs</u>				
Percentage Reviewed	33%	100%	100%	100%
<u>Enrollment Targets</u>				
State FTES	--	4562	3187	3305
Contract FTES	--	3030	1924	2035
Annual Headcount	--	18044	12589	13117
<u>Successful Class Completion</u>				
Class Pass Rates	50%	86%	80%	81%
<u>Student Academic Progress</u>				
SAI Points per Student	0.50	2.00	1.31	1.25
<u>Quarterly Student Persistence</u>				
Fall-to-Winter	--	84%	75%	76%
Fall-to-Spring	--	75%	68%	66%
Fall-to-Fall	--	55%	55%	47%
Winter-to-Spring	--	70%	69%	60%
Spring-to-Fall	--	50%	35%	38%
<u>Fall-to-Fall Student Persistence by Enrollment Level</u>				
Full-Time	--	73%	63%	65%
Part-Time	--	57%	61%	42%
<u>Combined Student Graduation and Transfer Rates</u>				
Graduation Rate	15%	39%	29%	23%
Transfer Rate	15%	28%	22%	20%
Combined Rates	30%	67%	51%	43%
<u>Program Completions</u>				
4-yr Degrees	--	25	19	9
2-yr Degrees	--	1070	813	639
Certificates (all levels)	--	1528	764	568
High School Diplomas	--	448	129	204
Total Awards	--	3071	1725	1420
<u>Student Job Placement Percentage</u>				
Completers	--	86%	69%	74%
Leavers	--	72%	62%	71%
<u>Students Served through Industry and Community Education Partnerships</u>				
Total	3000	6000	2343	2560



## ***Mission Fulfillment Determination***

With one of the five accreditation-related lagging indicators below the established Mission Fulfillment Threshold level in 2022-23, the college did not fulfill its mission as defined the Board of Trustee's [Monitoring and Planning Policy](#).

The college did not meet the Students Served through Industry and Community Education Partnerships indicator in 2022-23. Most of the students who are included in the measurement of that indicator are traditionally taught in person. During the global pandemic that started in late 2019 and continuing for the next three years, the college was not able to offer as many in-person learning opportunities to these students as it had in the past. As a result of the pandemic and its influence on the college's ability to serve the student groups included in this particular measure, the college will need to revisit and potentially revise the numeric value for the minimal threshold level for this lagging indicator.

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

**College Goal 1: Access**

(Core Theme 1: Academic Excellence)

Lagging Indicators
Quality Academic Programs
Enrollment Targets
(This indicator is not accreditation related or reported.)

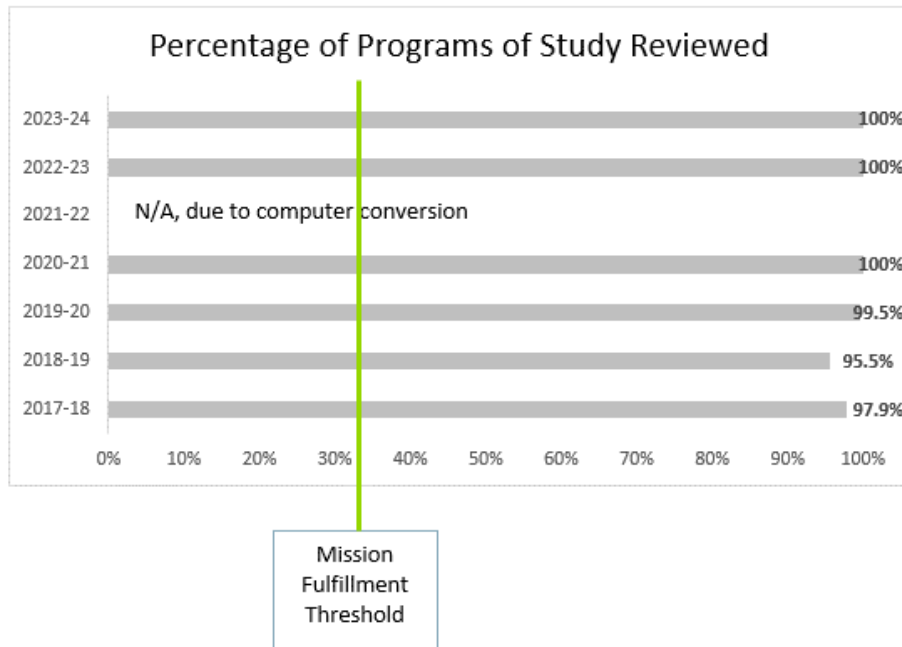
**Lagging Indicator:** Quality Academic Programs

**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 to 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.

**Benchmark Type:** Local comparison

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



2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 Strategic Target
Review for 2017-18 Catalog n=196	Review for 2018-19 Catalog n=191	Review for 2019-20 Catalog n=201	Review for 2020-21 Catalog n=188	Review for 2021-22 Catalog n=N/A	Review for 2022-23 Catalog n=193	Review for 2023-24 Catalog n=187	
97.9%	95.5%	99.5%	100%	N/A	100%	100%	100%

**Current Status:** The college is currently meeting this indicator since the college’s performance is above the mission fulfillment threshold level.

**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.

**Benchmark Type:** Local comparison

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

<b>Funding Category</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24 Strategic Target</b>
State FTES	4345	4303	4239	3913	3187	3305	4562
Contract FTES	2886	2907	2605	2178	1924	2035	3030
Annual Headcount	17185	16843	16487	13397	12589	13117	18044

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

# College Goal 2: Student Success

(Core Theme 2: Student Success)

<b>Lagging Indicators</b>
Successful Class Completion
Quarterly Student Persistence <small>(This indicator is not accreditation related or reported.)</small>
Quarterly Student Persistence by Enrollment Level <small>(This indicator is not accreditation related or reported.)</small>
Academic Progress
Combined Student Graduation and Transfer Rates
Program Completions <small>(This indicator is not accreditation related or reported.)</small>
Student Job Placement Percentage <small>(This indicator is not accreditation related or reported.)</small>

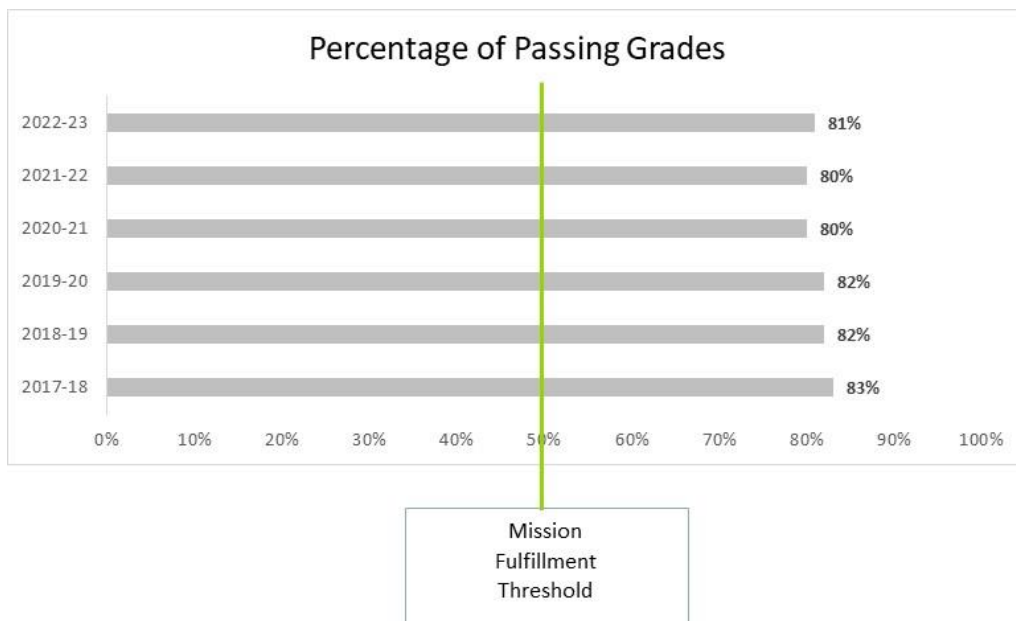
**Lagging Indicator:** Successful Class Completion

**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 86%.

**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.

**Benchmark Type:** Local comparison

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



2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 Strategic Target
83%	82%	82%	80%	80%	81%	86%
n=78,040	n=74,922	n=71,491	n=62,603	n=54,876	n=54,166	

**Current Status:** The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

**Lagging Indicator:** Quarterly Student Persistence

**Measurement:** Cohorts of new, credit-bearing students (excluding Corrections 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 and Student-Funded Enrollments).

**Benchmark Type:** Local comparison

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

Quarter-to-Quarter Period	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Strategic Target
Fall-to-Winter	66% n=1801	71% n=1787	75% n=1926	79% n=1225	75% n=1455	76% n=1816	84%
Fall-to-Spring	67%	63%	63%	72%	68%	66%	75%
Fall-to-Fall	46%	47%	49%	55%	47%	TBD	55%
Winter-to-Spring	60% n=538	61% n=840	47% n=1076	65% n=961	69% n=1123	59% n=1500	70%
Spring-to-Fall	39% n=717	43% n=773	39% n=427	35% n=658	38% n=1161	TBD	50%

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

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

**Measurement:** Cohorts of new, credit-bearing, degree-seeking students (excluding Corrections 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 and Student-Funded Enrollments) depending on their full-time vs. part-time enrollment status.

**Benchmark Type:** National comparison

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

<b>Persistence Measure</b>	<b>Fall 2016-17 Cohort</b> (returned in Fall 2017-18)	<b>Fall 2017-18 Cohort</b> (returned in Fall 2018-19)	<b>Fall 2018-19 Cohort</b> (returned in Fall 2019-20)	<b>Fall 2019-20 Cohort</b> (returned in Fall 2020-21)	<b>Fall 2020-21 Cohort</b> (returned in Fall 2021-22)	<b>Fall 2021-22 Cohort</b> (returned in Fall 2022-23)	<b>2023-24 Strategic Target</b>
Full-Time	68% n=365	65% n=269	67% n=303	66% n=370	63% n=339	65% n=350	73%
Part-Time	52% n=285	45% n=196	53% n=186	50% n=276	61% n=203	42% n=209	57%

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



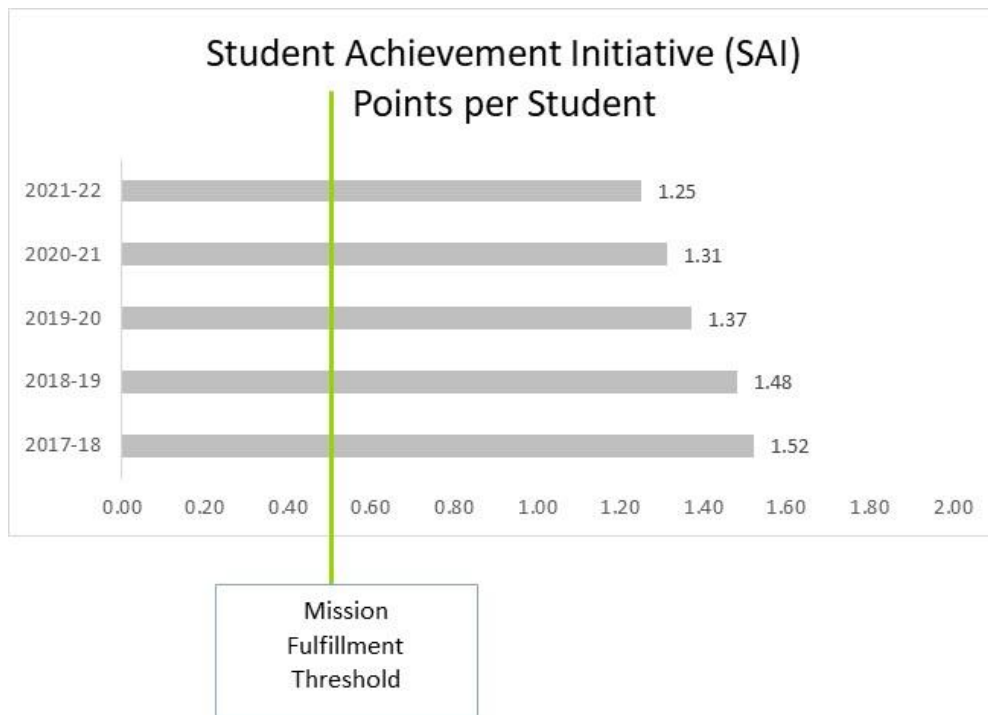
**Lagging Indicator:** Academic Progress\*

**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.

**Benchmark Type:** State/Regional comparison

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



2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 Strategic Target
1.52	1.48	1.37	1.31	1.25	N/A	2.00

**Current Status:** The 2022-23 data is not yet available from the state. The college was meeting this indicator for the most recently available data since the college’s performance was above the mission fulfillment threshold level.

\* The state board has adjusted the SAI framework measures, and the college is using version 3.0 for the data points. Previously, the college used and reported the SAI version 2.0 measures.

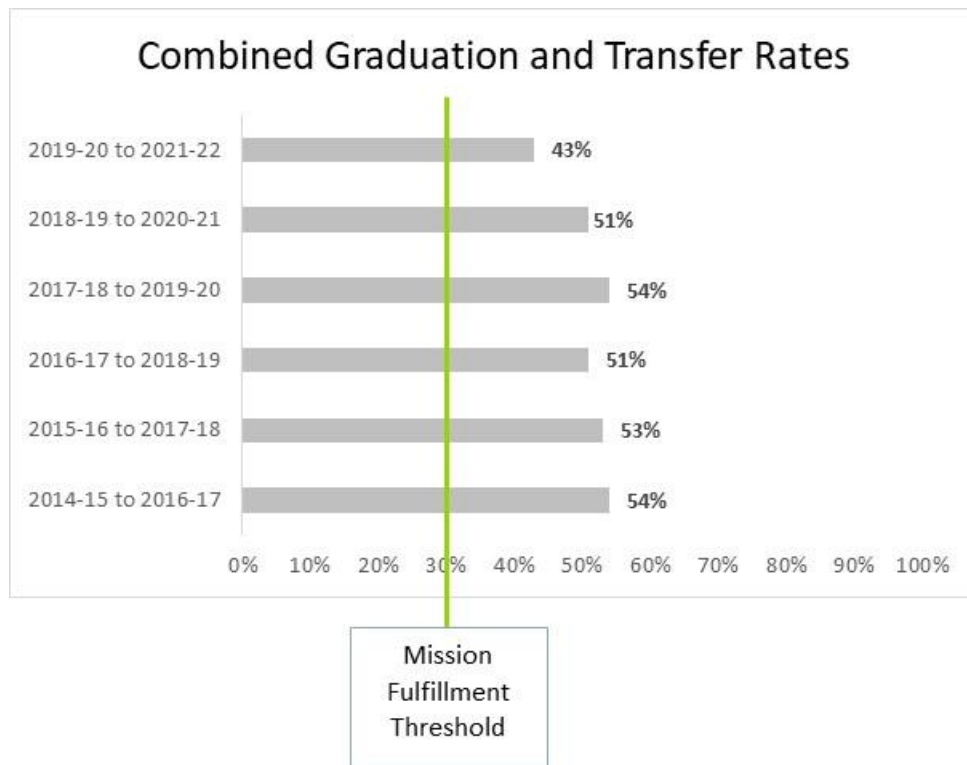
**Lagging Indicator:** Combined Student Graduation and Transfer-out Rates\*

**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.

**Benchmark Type:** National comparison

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



<b>Rate</b>	<b>2014-15 Cohort</b> (grad/transfer by 2016-17) n=334	<b>2015-16 Cohort</b> (grad/transfer by 2017-18) n=361	<b>2016-17 Cohort</b> (grad/transfer by 2018-19) n=367	<b>2017-18 Cohort</b> (grad/transfer by 2019-20) n=371	<b>2018-19 Cohort</b> (grad/transfer by 2020-21) n=355	<b>2019-20 Cohort</b> (grad/transfer by 2021-22) n=311	<b>2023-24 Strategic Target</b>
Graduation Rate	29%	34%	29%	33%	29%	23%	39%
Transfer Rate	25%	19%	22%	21%	22%	20%	28%
Combined Rates	54%	53%	51%	54%	51%	43%	67%

**Current Status:** The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

**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.

**Benchmark Type:** Local comparison

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

Category	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 Strategic Target
4-yr Degrees	--	13	14	17	19	9	25
2-yr Degrees	1033	1082	960	996	813	639	1070
Certificates (all levels)	1589	1648	1486	1134	764	568	1528
High School Diploma	364	277	286	172	129	204	448
Total Awards	2986	3020	2746	2319	1725	1420	3071

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

\*NOTE: The data source for this table was changed in 2022-23, and all historical data has been refreshed.

**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.)

**Benchmark Type:** Local comparison

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

Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2023-24 Strategic Target
Completers	77% n=1286	79% n=985	82% n=855	69% n=782	74% n=707	TBD	86%
Leavers	70% n=591	69% n=595	67% n=N/A	62% n=465	71% n=560	TBD	72%

**Current Status:** The 2021-22 data is not yet available from the state, and not enough time has elapsed for the 2022-23 data to be reported. Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

# College Goal 3: Community Engagement

(Core Theme 3: Community Engagement)

Lagging Indicator
Students Served through Industry and Community Education Partnerships

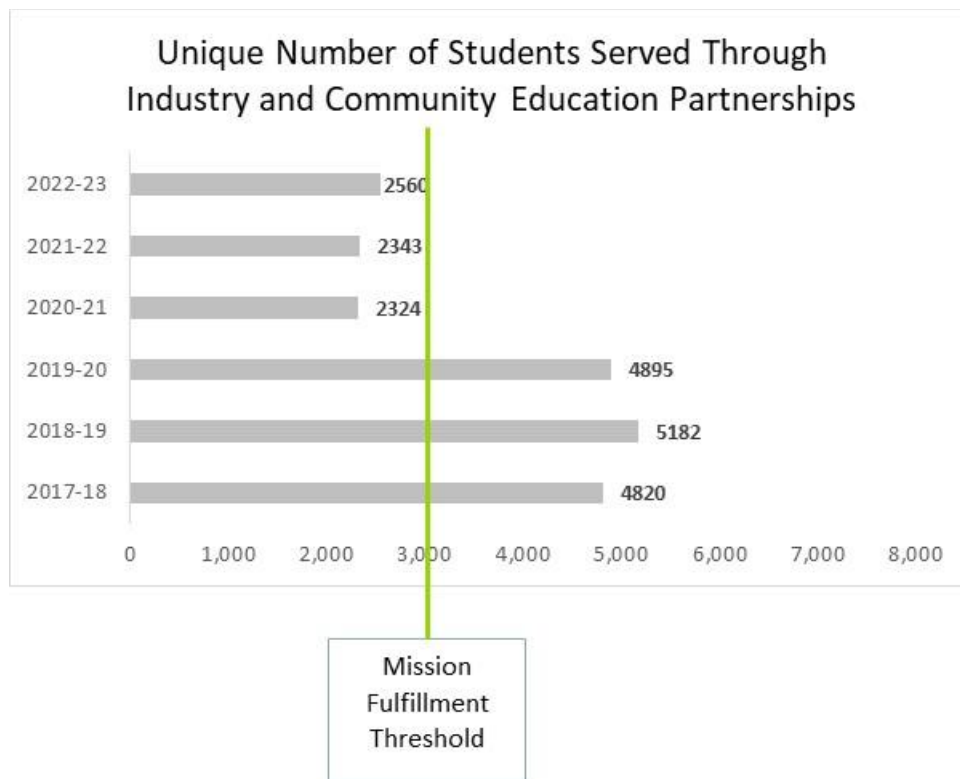
**Lagging Indicator:** Students Served through Industry and Community Education Partnerships

**Measurement:** The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes. The college strives to serve 6,000 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.

**Benchmark Type:** Local comparison

**Threshold Level:** Mission Fulfillment Threshold: 3,000 students



2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 Strategic Target
4940	4820	5182	4895	2324	2343	2560	6000

**Current Status:** The college did not meet the Students Served through Industry and Community Education Partnerships indicator in 2022-23. Most of the students who are included in the measurement of that indicator are traditionally taught in person. During the global pandemic that started in late 2019 and continuing for the next three years, the college was not able to offer as many in-person learning opportunities to these students as it had in the past. As a result of the pandemic and its influence on the college's ability to serve the student groups included in this particular measure, the college will need to revisit and potentially revise the numeric value for the minimal threshold level for this lagging indicator.



## Appendix B: Disaggregations of Lagging Indicators

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.

Various disaggregated views of lagging indicators are shown below.

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### **Lagging Indicator:** Quality Academic Programs

This indicator is not a direct student measure. Therefore, the measure is not disaggregated.

## Lagging Indicator: Enrollment Targets

### State FTES

Disaggregated Student Group	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>African American</b>	9% (n=390)	10% (n=421)	10% (n=410)	9% (n=370)	10% (n=315)	11% (n=349)
<b>Asian</b>	20% (n=850)	19% (n=799)	19% (n=806)	19% (n=727)	17% (n=538)	17% (n=556)
<b>Indigenous</b>	1% (n=64)	1% (n=57)	1% (n=60)	1% (n=43)	1% (n=33)	1% (n=35)
<b>Latinx</b>	10% (n=427)	10% (n=438)	10% (n=428)	10% (n=404)	11% (n=338)	12% (n=390)
<b>Multi-Racial</b>	9% (n=382)	10% (n=411)	10% (n=403)	11% (n=442)	14% (n=447)	13% (n=426)
<b>White</b>	45% (n=1954)	44% (n=1896)	43% (n=1839)	42% (n=1658)	43% (n=1366)	44% (n=1446)
<b>Female</b>	57% (n=2467)	57% (n=2469)	57% (n=2436)	59% (n=2325)	56% (n=1795)	54% (n=1801)
<b>Male</b>	43% (n=1877)	43% (n=1831)	42% (n=1798)	40% (n=1565)	39% (n=1235)	39% (n=1295)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

### Contract FTES

Disaggregated Student Group	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>African American</b>	7% (n=190)	6% (n=177)	5% (n=142)	7% (n=149)	7% (n=141)	4% (n=142)
<b>Asian</b>	46% (n=1318)	44% (n=1285)	42% (n=1094)	33% (n=727)	30% (n=575)	27% (n=548)
<b>Indigenous</b>	2% (n=49)	1% (n=41)	1% (n=28)	1% (n=20)	1% (n=22)	1% (n=17)
<b>Latinx</b>	4% (n=112)	4% (n=128)	4% (n=112)	5% (n=116)	6% (n=117)	6% (n=114)
<b>Multi-Racial</b>	6% (n=175)	7% (n=200)	8% (n=198)	8% (n=185)	11% (n=210)	11% (n=233)
<b>White</b>	31% (n=906)	31% (n=889)	29% (n=753)	28% (n=619)	29% (n=557)	30% (n=614)
<b>Female</b>	45% (n=1311)	44% (n=1272)	45% (n=1185)	46% (n=998)	42% (n=810)	43% (n=885)
<b>Male</b>	54% (n=1570)	56% (n=1625)	53% (n=1377)	53% (n=1156)	51% (n=974)	49% (n=1003)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

## Headcounts

<b>Disaggregated Student Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>African American</b>	8% (n=1365)	8% (n=1380)	8% (n=1301)	9% (n=1159)	9% (n=1102)	9% (n=1147)
<b>Asian</b>	23% (n=3934)	23% (n=3816)	21% (n=3527)	19% (n=2594)	18% (n=2292)	17% (n=2273)
<b>Indigenous</b>	2% (n=289)	1% (n=232)	1% (n=235)	1% (n=164)	1% (n=145)	1% (n=139)
<b>Latinx</b>	9% (n=1572)	10% (n=1628)	9% (n=1522)	11% (n=1407)	11% (n=1329)	11% (n=1418)
<b>Multi-Racial</b>	7% (n=1225)	7% (n=1262)	8% (n=1343)	10% (n=1287)	12% (n=1547)	12% (n=1557)
<b>White</b>	40% (n=6958)	40% (n=6798)	38% (n=6340)	38% (n=5116)	39% (n=4858)	39% (n=5141)
<b>Female</b>	53% (n=9052)	52% (n=8680)	52% (n=8508)	54% (n=7245)	51% (n=6381)	50% (n=6532)
<b>Male</b>	46% (n=7911)	47% (n=7935)	46% (n=7537)	43% (n=5704)	40% (n=5054)	40% (n=5278)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

## Lagging Indicator: Successful Class Completion

Disaggregated Student Group	2017-18 (83% overall)	2018-19 (82% overall)	2019-20 (82% overall)	2020-21 (80% overall)	2021-22 (80% overall)	2022-23 (81% overall)
<b>African American</b>	80% (n=6,020)	77% (n=5,983)	78% (n=5,852)	78% (n=5,420)	74% (n=4,904)	74% (n=4,935)
<b>Asian</b>	87% (n=24,399)	87% (n=22,183)	87% (n=19,862)	86% (n=14,438)	85% (n=11,118)	85% (n=10,951)
<b>Indigenous</b>	79% (n=1,007)	74% (n=812)	73% (n=833)	75% (n=636)	65% (n=641)	74% (n=548)
<b>Latinx</b>	74% (n=5,526)	74% (n=5,650)	75% (n=5,473)	73% (n=5,183)	72% (n=4,846)	73% (n=4,993)
<b>Multi-Racial</b>	80% (n=8,082)	78% (n=8,356)	78% (n=8,317)	78% (n=8,199)	76% (n=7,299)	77% (n=6,897)
<b>White</b>	83% (n=29,939)	83% (n=28,633)	83% (n=27,238)	84% (n=24,297)	83% (n=20,896)	83% (n=20,814)
<b>Female</b>	85% (n=41,274)	84% (n=40,054)	84% (n=38,314)	83% (n=34,492)	81% (n=28,356)	82% (n=27,944)
<b>Male</b>	81% (n=36,503)	80% (n=34,553)	80% (n=32,719)	81% (n=27,494)	79% (n=22,948)	80% (n=23,454)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	79% (n=19,688)	79% (n=20,882)
<b>Low Income</b>	--	--	--	84% (n=17,206)	81% (n=15,580)	80% (n=18,249)

Source: Internal college data. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

## Lagging Indicator: Quarterly Student Persistence

### Fall-to-Winter

<b>Disaggregated Student Group</b>	<b>2017-18 (66% overall)</b>	<b>2018-19 (71% overall)</b>	<b>2019-20 (75% overall)</b>	<b>2020-21 (79% overall)</b>	<b>2021-22 (75% overall)</b>	<b>2022-23 (76% overall)</b>
<b>African American</b>	70% (n=122)	69% (n=128)	72% (n=148)	80% (n=103)	71% (n=113)	70% (n=159)
<b>Asian</b>	71% (n=420)	81% (n=408)	83% (n=460)	87% (n=252)	78% (n=265)	85% (n=324)
<b>Indigenous</b>	54% (n=13)	47% (n=15)	75% (n=16)	25% (n<10)	58% (n=12)	56% (n=16)
<b>Latinx</b>	62% (n=155)	64% (n=170)	71% (n=143)	67% (n=94)	55% (n=128)	67% (n=149)
<b>Multi-Racial</b>	72% (n=182)	73% (n=222)	79% (n=223)	78% (n=174)	75% (n=163)	78% (n=189)
<b>White</b>	66% (n=755)	69% (n=719)	72% (n=774)	81% (n=476)	77% (n=606)	76% (n=763)
<b>Female</b>	68% (n=986)	78% (n=873)	79% (n=961)	83% (n=679)	77% (n=662)	78% (n=852)
<b>Male</b>	64% (n=805)	65% (n=900)	71% (n=944)	77% (n=529)	73% (n=552)	75% (n=681)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	73% (n=591)	72% (n=761)
<b>Low Income</b>	--	--	--	--	79% (n=290)	80% (n=548)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Fall-to-Fall

<b>Disaggregated Student Group</b>	<b>2016-17 (45% overall)</b>	<b>2017-18 (46% overall)</b>	<b>2018-19 (47% overall)</b>	<b>2019-20 (49% overall)</b>	<b>2020-21 (55% overall)</b>	<b>2021-22 (47% overall)</b>
<b>African American</b>	36% (n=126)	45% (n=122)	50% (n=128)	44% (n=148)	56% (n=103)	55% (n=114)
<b>Asian</b>	59% (n=469)	56% (n=420)	60% (n=408)	62% (n=460)	67% (n=252)	49% (n=271)
<b>Indigenous</b>	35% (n=20)	38% (n=13)	13% (n=15)	31% (n=16)	0% (n<10)	42% (n=12)
<b>Latinx</b>	34% (n=146)	37% (n=155)	30% (n=170)	33% (n=143)	39% (n=94)	33% (n=129)
<b>Multi-Racial</b>	43% (n=173)	46% (n=182)	51% (n=222)	52% (n=223)	55% (n=174)	47% (n=165)
<b>White</b>	42% (n=799)	47% (n=755)	44% (n=719)	46% (n=774)	54% (n=476)	47% (n=607)
<b>Female</b>	46% (n=942)	47% (n=986)	53% (n=873)	51% (n=961)	55% (n=679)	45% (n=662)
<b>Male</b>	44% (n=886)	46% (n=805)	43% (n=900)	47% (n=944)	56% (n=529)	53% (n=552)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	--	42% (n=591)
<b>Low Income</b>	--	--	--	--	--	55% (n=290)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

## Lagging Indicator: Fall-to-Fall Student Persistence by Enrollment Level

### Full-Time

Disaggregated Student Group	2016-17 (68% overall)	2017-18 (65% overall)	2018-19 (67% overall)	2019-20 (66% overall)	2020-21 (63% overall)	2021-22 (65% overall)
<b>African American</b>	35% (n=26)	65% (n=17)	69% (n=16)	52% (n=25)	58% (n=31)	61% (n=52)
<b>Asian</b>	79% (n=68)	72% (n=46)	81% (n=53)	69% (n=75)	75% (n=69)	68% (n=71)
<b>Indigenous</b>	0% (n<10)	50% (n<10)	67% (n<10)	0% (n<10)	0% (n<10)	33% (n<10)
<b>Latinx</b>	58% (n=12)	53% (n=19)	77% (n=13)	45% (n=22)	65% (n=17)	65% (n=23)
<b>Multi-Racial</b>	72% (n=46)	59% (n=37)	58% (n=60)	64% (n=67)	68% (n=53)	71% (n=35)
<b>White</b>	67% (n=196)	66% (n=139)	63% (n=131)	71% (n=160)	60% (n=148)	63% (n=147)
<b>Female</b>	72% (n=181)	64% (n=144)	67% (n=159)	70% (n=157)	63% (n=172)	59% (n=140)
<b>Male</b>	65% (n=184)	67% (n=125)	66% (n=144)	63% (n=213)	62% (n=167)	68% (n=174)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	--	57% (n=208)
<b>Low Income</b>	--	--	--	--	--	64% (n=135)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

### Part-Time

Disaggregated Student Group	2016-17 (52% overall)	2017-18 (45% overall)	2018-19 (53% overall)	2019-20 (50% overall)	2020-21 (61% overall)	2021-22 (42% overall)
<b>African American</b>	57% (n=28)	56% (n=18)	58% (n=12)	25% (n=28)	71% (n=17)	63% (n=24)
<b>Asian</b>	61% (n=46)	41% (n=27)	62% (n=29)	59% (n=64)	65% (n=43)	35% (n=37)
<b>Indigenous</b>	25% (n<10)	50% (n<10)	-- (n=0)	50% (n<10)	-- (n=0)	33% (n<10)
<b>Latinx</b>	73% (n=15)	54% (n=13)	33% (n=12)	50% (n=14)	50% (n=12)	38% (n=13)
<b>Multi-Racial</b>	37% (n=41)	39% (n=31)	56% (n=34)	38% (n=42)	55% (n=33)	35% (n=31)
<b>White</b>	51% (n=144)	47% (n=94)	50% (n=88)	56% (n=109)	60% (n=75)	41% (n=88)
<b>Female</b>	51% (n=152)	49% (n=102)	57% (n=91)	49% (n=146)	66% (n=109)	40% (n=88)
<b>Male</b>	53% (n=133)	41% (n=94)	49% (n=94)	52% (n=130)	55% (n=94)	48% (n=89)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	--	34% (n=383)
<b>Low Income</b>	--	--	--	--	--	47% (n=155)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

**Lagging Indicator: Academic Progress\***

Points per SAI Category

<b>SAI Category</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Basic Skills	2122	1812	1022	287	215
Precollege English	221	222	192	173	121
Precollege Math	404	369	382	349	266
College English / Communications	1065	1058	1048	935	754
1st 15 Credits	2295	2195	1987	1883	1556
1st 30 Credits	1357	1416	1340	1214	987
45 Transfer or Workforce Credits	990	995	1031	926	807
Quantitative / Computation	1015	969	982	857	662
Retention	2640	2523	2495	2184	1873
Completion	1070	1020	1100	1065	923

Percentage of Points per SAI Category

<b>SAI Category</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Basic Skills	16%	14%	9%	3%	3%
Precollege English	2%	2%	2%	2%	1%
Precollege Math	3%	3%	3%	4%	3%
College English / Communications	8%	8%	9%	9%	9%
1st 15 Credits	17%	17%	17%	19%	19%
1st 30 Credits	10%	11%	12%	12%	12%
45 Transfer or Workforce Credits	8%	8%	9%	9%	10%
Quantitative / Computation	8%	8%	8%	9%	8%
Retention	20%	20%	22%	22%	23%
Completion	8%	8%	9%	11%	11%



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

**IPEDS Combined Student Graduation and Transfer-out Rates**

<b>Disaggregated Student Group</b>	<b>2015-16 Cohort</b> (grad/transfer by 2017-18)	<b>2016-17 Cohort</b> (grad/transfer by 2018-19)	<b>2017-18 Cohort</b> (grad/transfer by 2019-20)	<b>2018-19 Cohort</b> (grad/transfer by 2020-21)	<b>2019-20 Cohort</b> (grad/transfer by 2021-22)
<b>African American</b>	45% (n=29)	41% (n=22)	52% (n=25)	54% (n=28)	23% (n=22)
<b>Asian</b>	68% (n=73)	70% (n=56)	54% (n=48)	62% (n=52)	56% (n=55)
<b>Indigenous</b>	100% (n<10)	67% (n<10)	20% (n<10)	100% (n<10)	0% (n<10)
<b>Latinx</b>	35% (n=20)	32% (n=19)	50% (n=24)	38% (n=24)	26% (n=23)
<b>Multi-Racial</b>	52% (n=42)	54% (n=54)	42% (n=64)	43% (n=72)	39% (n=51)
<b>White</b>	60% (n=167)	55% (n=187)	56% (n=177)	59% (n=151)	45% (n=128)
<b>Female</b>	62% (n=156)	57% (n=175)	51% (n=217)	58% (n=174)	54% (n=138)
<b>Male</b>	54% (n=205)	52% (n=192)	51% (n=154)	50% (n=181)	43% (n=173)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

## IPEDS Graduation Rates

Disaggregated Student Group	2015-16 Cohort (grad by 2017-18)	2016-17 Cohort (grad by 2018-19)	2017-18 Cohort (grad by 2019-20)	2018-19 Cohort (grad by 2020-21)	2019-20 Cohort (grad by 2021-22)
<b>African American</b>	10% (n=29)	14% (n=22)	28% (n=25)	29% (n=28)	9% (n=11)
<b>Asian</b>	52% (n=73)	34% (n=56)	31% (n=48)	44% (n=52)	31% (n=55)
<b>Indigenous</b>	100% (n<10)	0% (n<10)	20% (n<10)	0% (n<10)	0% (n<10)
<b>Latinx</b>	20% (n=20)	5% (n=19)	33% (n=24)	29% (n=24)	11% (n=23)
<b>Multi-Racial</b>	31% (n=42)	28% (n=54)	27% (n=64)	18% (n=72)	22% (n=51)
<b>White</b>	34% (n=167)	35% (n=187)	38% (n=177)	34% (n=151)	23% (n=128)
<b>Female</b>	41% (n=156)	32% (n=175)	33% (n=217)	39% (n=174)	28% (n=138)
<b>Male</b>	30% (n=205)	28% (n=192)	34% (n=154)	24% (n=181)	20% (n=173)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

## IPEDS Transfer-out Rates

Disaggregated Student Group	2015-16 Cohort (transfer by 2017-18)	2016-17 Cohort (transfer by 2018-19)	2017-18 Cohort (transfer by 2019-20)	2018-19 Cohort (transfer by 2020-21)	2019-20 Cohort (transfer by 2021-22)
<b>African American</b>	34% (n=29)	27% (n=22)	24% (n=25)	25% (n=28)	14% (n=22)
<b>Asian</b>	16% (n=73)	36% (n=56)	23% (n=48)	17% (n=52)	25% (n=55)
<b>Indigenous</b>	0% (n<10)	67% (n<10)	0% (n<10)	100% (n<10)	0% (n<10)
<b>Latinx</b>	15% (n=20)	26% (n=19)	17% (n=24)	8% (n=24)	4% (n=23)
<b>Multi-Racial</b>	21% (n=42)	26% (n=54)	16% (n=64)	25% (n=72)	18% (n=51)
<b>White</b>	26% (n=167)	20% (n=187)	18% (n=177)	25% (n=151)	22% (n=128)
<b>Female</b>	21% (n=156)	25% (n=175)	18% (n=217)	20% (n=174)	27% (n=138)
<b>Male</b>	24% (n=205)	23% (n=192)	17% (n=154)	26% (n=181)	23% (n=173)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

## Lagging Indicator: Program Completions

### Total Awards

<b>Disaggregated Student Group</b>	<b>2017-18</b> (2986 overall)	<b>2018-19</b> (3020 overall)	<b>2019-20</b> (2746 overall)	<b>2020-21</b> (2319 overall)	<b>2021-22</b> (1725 overall)	<b>2022-23</b> (1420 overall)
<b>African American</b>	7% (n=220)	7% (n=203)	7% (n=198)	9% (n=217)	7% (n=124)	7% (n=106)
<b>Asian</b>	29% (n=879)	31% (n=932)	29% (n=805)	25% (n=574)	26% (n=450)	21% (n=300)
<b>Indigenous</b>	2% (n=72)	1% (n=29)	2% (n=42)	1% (n=16)	1% (n=10)	1% (n=20)
<b>Latinx</b>	4% (n=127)	4% (n=118)	4% (n=111)	5% (n=127)	5% (n=93)	6% (n=84)
<b>Multi-Racial</b>	10% (n=287)	11% (n=344)	10% (n=265)	13% (n=290)	12% (n=212)	14% (n=200)
<b>White</b>	43% (n=1277)	43% (n=1287)	43% (n=1174)	40% (n=929)	40% (n=698)	41% (n=589)
<b>Female</b>	46% (n=1366)	48% (n=1430)	49% (n=1352)	52% (n=1206)	50% (n=842)	52% (n=718)
<b>Male</b>	54% (n=1614)	52% (n=1579)	51% (n=1380)	48% (n=1102)	50% (n=856)	48% (n=652)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	31% (n=539)	35% (n=504)
<b>Low Income</b>	--	--	--	17% (n=396)	20% (n=345)	22% (n=319)

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.

#### 4-yr Degrees

<b>Disaggregated Student Group</b>	<b>2017-18</b>	<b>2018-19</b> (13 overall)	<b>2019-20</b> (14 overall)	<b>2020-21</b> (17 overall)	<b>2021-22</b> (19 overall)	<b>2022-23</b> (9 overall)
<b>African American</b>	--	8% (n<10)	21% (n<10)	--% (n=0)	21% (n<10)	11% (n<10)
<b>Asian</b>	--	8% (n<10)	--% (n=0)	6% (n<10)	16% (n<10)	11% (n<10)
<b>Indigenous</b>	--	--% (n=0)	--% (n=0)	6% (n<0)	--% (n=0)	11% (n<10)
<b>Latinx</b>	--	--% (n=0)	7% (n<10)	6% (n<10)	11% (n<10)	--% (n=0)
<b>Multi-Racial</b>	--	15% (n<10)	14% (n<10)	18% (n<10)	5% (n<10)	--% (n=0)
<b>White</b>	--	69% (n<10)	57% (n<10)	65% (n=11)	47% (n<10)	67% (n<10)
<b>Female</b>	--	77% (n=10)	71% (n=10)	94% (n=16)	74% (n=14)	100% (n<10)
<b>Male</b>	--	23% (n<10)	29% (n<10)	6% (n<10)	26% (n<10)	--% (n=0)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	32% (n<10)	56% (n<10)
<b>Low Income</b>	--	--	--	35% (n<10)	58% (n=11)	44% (n<10)

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.

## 2-yr Degrees

<b>Disaggregated Student Group</b>	<b>2017-18</b> (1033 overall)	<b>2018-19</b> (1082 overall)	<b>2019-20</b> (960 overall)	<b>2020-21</b> (996 overall)	<b>2021-22</b> (813 overall)	<b>2022-23</b> (639 overall)
<b>African American</b>	6% (n=62)	4% (n=45)	5% (n=49)	7% (n=67)	6% (n=46)	6% (n=39)
<b>Asian</b>	34% (n=350)	37% (n=403)	35% (n=335)	33% (n=329)	30% (n=242)	23% (n=148)
<b>Indigenous</b>	1% (n=10)	1% (n=11)	1% (n=10)	1% (n<10)	0.5% (n<10)	1% (n<10)
<b>Latinx</b>	3% (n=35)	3% (n=34)	3% (n=27)	5% (n=45)	4% (n=30)	5% (n=35)
<b>Multi-Racial</b>	9% (n=88)	10% (n=111)	10% (n=99)	12% (n=120)	13% (n=104)	13% (n=84)
<b>White</b>	43% (n=449)	41% (n=448)	41% (n=396)	39% (n=384)	41% (n=330)	44% (n=280)
<b>Female</b>	55% (n=563)	55% (n=595)	56% (n=541)	57% (n=566)	52% (n=422)	52% (n=334)
<b>Male</b>	45% (n=467)	45% (n=483)	43% (n=415)	43% (n=428)	48% (n=390)	45% (n=287)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	28% (n=225)	34% (n=215)
<b>Low Income</b>	--	--	--	13% (n=132)	18% (n=149)	22% (n=139)

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.

Certificates (all levels)

<b>Disaggregated Student Group</b>	<b>2017-18 (1589 overall)</b>	<b>2018-19 (1648 overall)</b>	<b>2019-20 (1486 overall)</b>	<b>2020-21 (1134 overall)</b>	<b>2021-22 (764 overall)</b>	<b>2022-23 (568 overall)</b>
<b>African American</b>	9% (n=140)	9% (n=120)	9% (n=129)	12% (n=79)	8% (n=38)	8% (n=)
<b>Asian</b>	20% (n=314)	23% (n=372)	20% (n=298)	16% (n=179)	21% (n=162)	19% (n=110)
<b>Indigenous</b>	4% (n=57)	1% (n=18)	2% (n=23)	1% (n<10)	1% (n<10)	1% (n<10)
<b>Latinx</b>	4% (n=58)	4% (n=65)	4% (n=65)	6% (n=68)	7% (n=53)	5% (n=30)
<b>Multi-Racial</b>	11% (n=176)	12% (n=202)	9% (n=138)	13% (n=145)	44	16% (n=91)
<b>White</b>	48% (n=769)	47% (n=775)	49% (n=728)	44% (n=497)	50% (n=335)	47% (n=255)
<b>Female</b>	39% (n=617)	41% (n=680)	45% (n=663)	48% (n=540)	45% (n=347)	52% (n=294)
<b>Male</b>	61% (n=969)	58% (n=961)	55% (n=815)	52% (n=586)	52% (n=395)	43% (n=244)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	38% (n=292)	46% (n=261)
<b>Low Income</b>	--	--	--	22% (n=245)	22% (n=168)	27% (n=156)

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.

## High School Diploma

<b>Disaggregated Student Group</b>	<b>2017-18</b> (364 overall)	<b>2018-19</b> (277 overall)	<b>2019-20</b> (286 overall)	<b>2020-21</b> (172 overall)	<b>2021-22</b> (129 overall)	<b>2022-23</b> (204 overall)
<b>African American</b>	2% (n=9)	5% (n=14)	3% (n=10)	6% (n=11)	8% (n=10)	11% (n=22)
<b>Asian</b>	59% (n=215)	56% (n=156)	60% (n=172)	38% (n=65)	33% (n=43)	20% (n=41)
<b>Indigenous</b>	1% (n<10)	--% (n=0)	3% (n<10)	1% (n<10)	1% (n<10)	3% (n<10)
<b>Latinx</b>	9% (n=34)	7% (n=19)	6% (n=18)	8% (n=13)	6% (n<10)	9% (n=19)
<b>Multi-Racial</b>	6% (n=23)	10% (n=29)	9% (n=26)	13% (n=22)	12% (n=16)	12% (n=25)
<b>White</b>	16% (n=59)	20% (n=55)	15% (n=42)	22% (n=37)	19% (n=24)	24% (n=48)
<b>Female</b>	51% (n=186)	52% (n=145)	48% (n=138)	49% (n=84)	46% (n=59)	40% (n=81)
<b>Male</b>	49% (n=178)	48% (n=132)	51% (n=146)	51% (n=87)	51% (n=66)	59% (n=121)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	12% (n=16)	11% (n=23)
<b>Low Income</b>	--	--	--	8% (n=13)	13% (n=17)	10% (n=20)

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.

STEM-related fields of study Completions:

<b>Disaggregated Student Group</b>	<b>2017-18</b> (1076 overall)	<b>2018-19</b> (1280 overall)	<b>2019-20</b> (1002 overall)	<b>2020-21</b> (838 overall)	<b>2021-22</b> (620 overall)	<b>2022-23</b> (433 overall)
<b>African American</b>	7% (n=73)	7% (n=88)	11% (n=111)	13% (n=111)	9% (n=53)	8% (n=33)
<b>Asian</b>	33% (n=352)	30% (n=388)	32% (n=320)	27% (n=228)	34% (n=210)	27% (n=115)
<b>Indigenous</b>	2% (n=24)	1% (n=10)	1% (n=10)	1% (n<10)	0.48% (n<10)	1% (n<10)
<b>Latinx</b>	5% (n=51)	4% (n=57)	5% (n=46)	6% (n=51)	5% (n=32)	6% (n=24)
<b>Multi-Racial</b>	9% (n=93)	12% (n=158)	10% (n=104)	14% (n=116)	12% (n=75)	18% (n=79)
<b>White</b>	45% (n=483)	45% (n=579)	41% (n=411)	39% (n=325)	40% (n=247)	41% (n=179)
<b>Female</b>	34% (n=387)	38% (n=505)	38% (n=403)	45% (n=395)	42% (n=269)	42% (n=184)
<b>Male</b>	66% (n=742)	62% (n=823)	62% (n=653)	55% (n=483)	58% (n=366)	58% (n=252)
<b>1<sup>st</sup> Generation</b>	--	--	--	--	41% (n=269)	46% (n=214)
<b>Low Income</b>	--	--	--	20% (n=178)	25% (n=160)	23% (n=106)

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. NOTE 4: STEM includes Computer Science, Computer Information Systems, Health-related, and Manufacturing.



Associate Completions by Program Focus:

<b>Program Focus</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Agri, Food & Natl Resource	11	14	4	12	11	16
Arts, A/V & Comm	9	11	20	11	8	11
Business-related	244	281	243	257	192	122
Construction	15	20	16	18	12	14
Education and Training	13	13	5	8	3	6
General Education Requirements	423	433	410	393	352	284
Hospitality & Tourism	34	30	28	19	14	11
Human Services	44	30	29	36	14	13
Law, Safety, and Security	36	30	21	28	16	25
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	204	220	184	214	191	137
<b>Total</b>	<b>1033</b>	<b>1082</b>	<b>960</b>	<b>996</b>	<b>813</b>	<b>639</b>

Source: Internal college data. NOTE: The data source for this table was changed in 2022-23, and all historical data has been refreshed.

Certificate Completions by Program Focus:

<b>Program Focus</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Agri, Food & Natl Resource	5	9	4	9	2	7
Arts, A/V & Comm	7	6	10	4	4	6
Business-related	297	316	336	290	190	122
Construction	211	81	93	38	24	17
Education and Training	31	46	38	46	7	27
Hospitality & Tourism	24	22	35	7	13	10
Human Services	22	16	49	21	8	32
Law, Safety, and Security	65	39	44	53	57	23
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	927	1113	877	666	459	324
<b>Total</b>	<b>1589</b>	<b>1648</b>	<b>1486</b>	<b>1134</b>	<b>764</b>	<b>568</b>

Source: Internal college data. NOTE: The data source for this table was changed in 2022-23, and all historical data has been refreshed.

## Lagging Indicator: Student Job Placement Percentage

### Completers

<b>Disaggregated Student Group</b>	<b>2017-18 Cohort</b>	<b>2018-19 Cohort</b>	<b>2019-20 Cohort</b>	<b>2020-21 Cohort</b>
<b>African American</b>	87%	85%	86%	78%
<b>Asian</b>	86%	87%	68%	81%
<b>Indigenous</b>	88%	93%	93%	--
<b>Latinx</b>	76%	88%	69%	79%
<b>Multi-Racial</b>	83%	78%	63%	69%
<b>White</b>	77%	81%	67%	73%
<b>Female</b>	78%	81%	69%	75%
<b>Male</b>	82%	84%	70%	73%
<b>Age Under 20</b>	83%	84%	64%	--
<b>Age 20-24</b>	85%	84%	74%	76%
<b>Age 25-29</b>	89%	86%	74%	73%
<b>Age 30-39</b>	81%	82%	71%	80%
<b>Age 40-49</b>	83%	81%	71%	73%
<b>Age 50-59</b>	65%	79%	62%	69%
<b>Age 60+</b>	51%	68%	52%	56%

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard>. NOTE: The state board does provide counts for fields with fewer than 10 records. Also, placement rates in which either the numerator or denominator is less than 10 are also not reported and are masked by the state board. As a result, no record counts can be or have been provided for the data.

Leavers

Disaggregated Student Group	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort
<b>African American</b>	77%	82%	74%	73%
<b>Asian</b>	77%	69%	65%	73%
<b>Indigenous</b>	--	--	--	68%
<b>Latinx</b>	77%	62%	74%	74%
<b>Multi-Racial</b>	64%	66%	62%	60%
<b>White</b>	67%	63%	58%	74%
<b>Female</b>	70%	66%	61%	72%
<b>Male</b>	68%	69%	63%	71%
<b>Age Under 20</b>	77%	--	60%	58%
<b>Age 20-24</b>	75%	72%	67%	81%
<b>Age 25-29</b>	74%	72%	71%	77%
<b>Age 30-39</b>	71%	68%	63%	66%
<b>Age 40-49</b>	63%	69%	57%	78%
<b>Age 50-59</b>	61%	63%	66%	66%
<b>Age 60+</b>	42%	48%	--	59%

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard>. The state board does provide counts for fields with fewer than 10 records. Placement rates in which either the numerator or denominator is less than 10 are also not reported/masked. As a result, no record counts have been provided for the data.

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

Type of Community Education Partnership	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Advanced Manufacturing Skills Center (AMSC) and WATR Center	699	1185	1064	345	352	502
Corrections Education	1163	869	724	730	561	528
Family Life Education (FLED)	876	969	831	534	738	643
Community Education and Other Contracted Courses	2272	2286	2372	724	705	892
<b>Unique Individuals</b>	<b>4820</b>	<b>5182</b>	<b>4895</b>	<b>2324</b>	<b>2343</b>	<b>2560</b>

NOTE: The college disaggregates this lagging indicator by the type of programs offered, not by student demographics.

Below is the list of Edmonds College’s benchmark institutions:

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