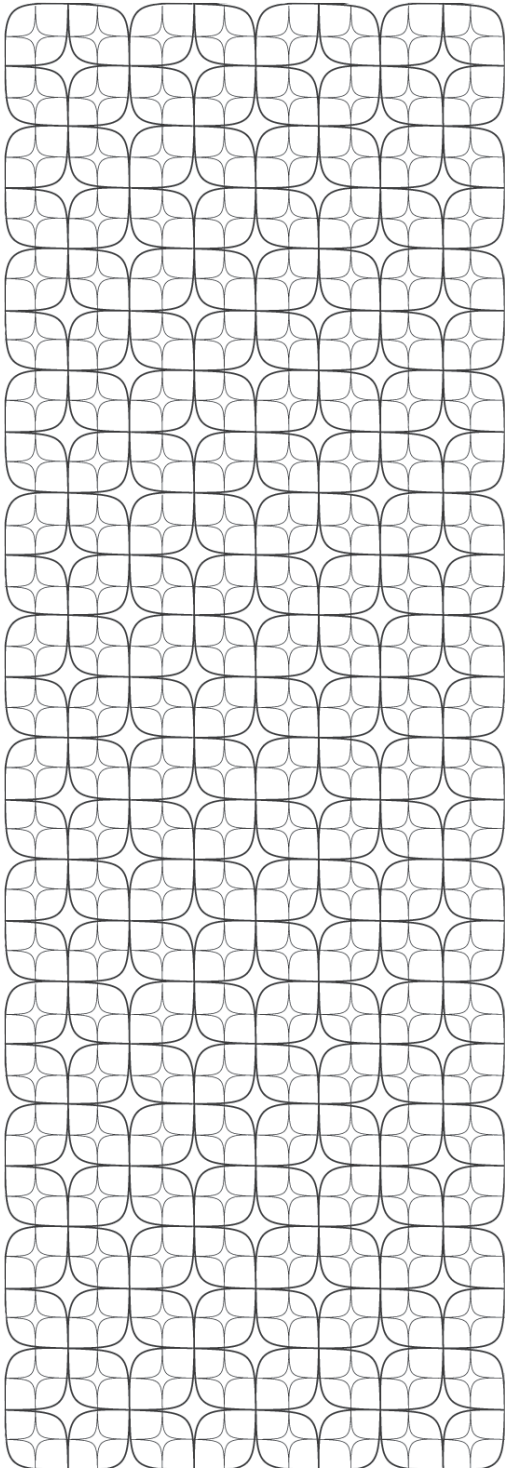


Edmonds Community College

Institutional Performance Report

Fiscal Year 2010-11



Facts and Trends About 2010-11

An average of 12,800 students enrolled each quarter. The unduplicated headcount reached 22,314, the highest ever attained.

There was a 4% increase in fall 2010 enrollment compared to fall 2009.

In fall 2010, 65% of new students were under the age of 25.

The average age of female students is 30 and the average of male students is 28.

Male students take more credits than female students. Over the past five years the average number of enrolled credits for male students is 10.60; the average for female students is 9.34.

Students taking distance learning classes averaged 5,205 during fall, winter, and spring. Five years ago there was an average of 2,196 students taking distance learning classes for the 2006-07 academic year.

On average, 40% of students are in academic transfer programs; 32% are in professional-technical programs; and 20% are in basic skills programs.

Approximately 34% of students are students of color – Asian (15%), Hispanic (11%); Black/African American (6%); American Indian/Alaskan Native (2%).

1,689 international students from 72 countries were enrolled for 2010-11.

Of the 2,496 graduation applications submitted, 1,940 were awarded (78%).

701 Academic Transfer degrees, 360 Professional-Technical degrees, 651 Certificates, and 34 Associate of General Studies degrees were awarded.

194 students received a high school diploma.

The college employs more than 1,639 people: 132 full-time and 314 part-time faculty members, 170 exempt, 259 classified, and 382 part-time hourly employees. Additionally, the college employs over 382 student workers.

Our Mission

Edmonds Community College is a leader in providing quality opportunities for learning and service, responding to the dynamic needs of our diverse community.

Our Philosophy

Edmonds Community College is a community of learners, which upholds integrity and high educational standards and affirms the value of lifelong learning, community engagement, and sustainability. We strive to serve the needs of the individual and honor diversity of culture, ethnicity and thought. We see education as a collaborative process, valuing innovation, change and accountability.

College-Wide Abilities (CWAs)

Edmonds Community College offers opportunities to integrate knowledge and skills in order to reason clearly, communicate and interact respectfully, explore critically and creatively, and act responsibly. Emphasizing these core, college-wide abilities provides a consistent educational focus that encourages students and members of the college community to develop knowledge, habits and skills for lifelong learning.

Students, who earn any of our two-year degrees or shorter-term certificates, have many opportunities across the curriculum to develop and apply college-wide abilities in preparation for their roles in an increasingly diverse, information-driven society.

Edmonds CC's four college wide abilities are:

- Communicate and interact respectfully through critical and imaginative expression;
- Act responsibly, both individually and collaboratively, within changing environments;
- Reason clearly using varied analytic and creative approaches; and
- Explore critically and creatively the diversity of cultures, ethics, values, and ways of thinking across communities.

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Introduction

Edmonds Community College's mission and goals provide direction to all educational activities and planning. In 2003, the college undertook a comprehensive initiative to identify a set of college-wide Key Performance Indicators (KPIs) to help the college define and evaluate how successful it is in achieving its organizational goals. The externally-facilitated process, which included institution-wide input, concluded in 2004 with a set of agreed upon KPIs.

Target measures for the KPIs were then identified through campus-wide forums and presentations throughout 2005. The institutional research office continued to gather historical data and meet regularly with divisions to review and discuss measurements, and, although annual performance reports had been presented to the Board of Trustees since 2001, the new KPIs with baseline data and measurable targets were first integrated into the reports in 2006.

The approved performance indicators, described in this report, were originally built around the college's four goals related to providing access, supporting student success, providing a positive place to work and learn, and being fiscally accountable. Annually, each college area and standing committee reports on its progress in meeting the goals of the previous year and establishes goals for the coming year. These goal and accomplishment reports are to be linked to college-wide goals and the KPIs, and they are collected by the vice presidents and presented to the president and the Board of Trustees.

In response to recommendation number one the 2008 self study accreditation visit, an Institutional Effectiveness (IE) Planning Team was formed to look at the alignment of the college's current goals and strategic areas of focus, with regard to planning and resource allocation. It was found that there was confusion about the difference between college goals and strategic areas of focus and that better organization and communication of these was needed. It was also found that when trying to align the mission and work of the college with its goals and key performance indicators, two important areas emerged that seemed to be "missing" from the explicitly stated goals – student learning and community/civic engagement. It is clear that our goals should represent our commitment to learning and to community, which are at the heart of what we do.

Based on these findings, the IE Planning Team proposed that the college adopt two new goals: 1) Foster Student Learning, and 2) Support Community and Civic Engagement, which were presented to President's Cabinet in summer 2009 and formally approved in summer 2010. The approval of the two new goals coincided with a name change – from "college-wide goals" to "core themes." Therefore, the college now has six core themes, each for which strategic directions have been articulated. Key performance indicators (or KPIs) have been established to evaluate accomplishment of the core themes and strategic directions.

During the 2009-10 academic year, Edmonds CC created a new, integrated planning document named the SIMPLE Plan, with SIMPLE standing for: **S**trategic, **I**nformed, **M**easurable **P**rocess **L**eading to **E**ffectiveness. The plan is a systematic, cyclical, ongoing, assessment of processes to ensure each area of the college is effectively meeting the needs of the students and advancing the mission of the institution. More specifically, the SIMPLE Plan aligns department, unit, and committee goals with the college's mission statement, core themes, and key performance indicators, and the products of the SIMPLE Plan process provide fundamental information for college-wide decision-making and resource allocation. Therefore, the SIMPLE Plan has been designed to provide a common framework to generate information that is useful for each area of the college.

The SIMPLE Plan is not a new process. Rather, it utilizes the college's existing annual goal setting procedures. In the past, various college areas have referred to this process by different names, such as "program review," "department self studies," "5-year effectiveness plan," and "institutional effectiveness." The new name, SIMPLE Plan, has been used to emphasize the point that the process is simple to follow; that college areas

have already been informally following this process; and that the results will be used to strengthen college areas and to inform decision making at the college.

The SIMPLE Plan was first widely used during the 2010-11 academic year, and information collected from each department's plan has helped form this report.

In conclusion, this performance report is a tool to be used for guided planning and informed decision making so the college can more effectively allocate resources and improve programs, services, and activities. It is a working document that involves continuous tracking and monitoring and should encourage ongoing discussions across campus about how we meet our mission as "a leader in providing quality opportunities for learning and service, responding to the dynamic needs of our diverse community."

The table below summarizes both the number and percentage of target indicators the College has either met or not met over the last six years. As noted, there has been a generally positive trend in the number of indicators met over the six year time period – from only meeting 4 of the indicators in 2005-06 to meeting 12 in 2010-11.

Indicator Summary	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage Met	22%	37%	53%	48%	61%	57%
Percentage Not Met	78%	63%	47%	52%	39%	43%
Number Met	4	7	10	10	11	12
Number Not Met	14	12	9	11	7	9
Total Indicators for each academic year	18	19	19	21	18	21

One will note that the total number of indicators slightly changes from year to year. Two indicators (4.1 and 4.2 Student and Employee Satisfaction) are not reported on an annual basis. In addition, data for indicator 6.2 (Cost per Student) consistently lags due to the unavailability of timely comparison information from the State Board for Community and Technical Colleges (SBCTC).

In addition to summarizing the status of the KPIs, the SIMPLE Plan now provides the college with a comprehensive view of its organizational goals. This allows the college to better monitor efforts to address each core theme and to ensure that it is collectively addressing its core themes through the work of the institution.

The table below summarizes both the number and percentage of goals that college areas set for each of the college’s core themes. Selected accomplishments regarding each of these goals have been included in the respective core theme sections of this report.

Core Theme	Committees	Instructional Departments	Operational Areas	Total
Core Theme 1: Foster Student Learning	12	93	32	137
Core Theme 2: Provide Access for Educational Opportunities	7	55	55	117
Core Theme 3: Support Student Success	18	46	59	123
Core Theme 4: Provide a Positive Place to Work and Learn	6	18	83	107
Core Theme 5: Support Community and Civic Engagement	1	22	18	41
Core Theme 6: Be Fiscally Accountable	1	10	55	66
Total Number of Goals	45	244	302	591

Core Theme	Committees	Instructional Departments	Operational Areas	Total
Core Theme 1: Foster Student Learning	27%	38%	11%	23%
Core Theme 2: Provide Access for Educational Opportunities	16%	23%	18%	20%
Core Theme 3: Support Student Success	40%	19%	20%	21%
Core Theme 4: Provide a Positive Place to Work and Learn	13%	7%	27%	18%
Core Theme 5: Support Community and Civic Engagement	2%	9%	6%	7%
Core Theme 6: Be Fiscally Accountable	2%	4%	18%	11%
Total Percentage of Goals	100%	100%	100%	100%

College Core Themes, Directions, Indicators, and Targets

Core Theme 1: Foster Student Learning

Strategic Directions:

- a. Create and maintain optimal learning environments for students
- b. Improve systems and techniques to support student engagement, learning and achievement
- c. Link teaching and learning to the college-wide abilities
- d. Develop, align, and review program learning outcomes to assure a cohesive curricular experience that enhances student learning
- e. Become a hub of math, science, and engineering education and math/science teacher preparation

Performance Indicators and Targets: TBA

Core Theme 2: Provide Access for Educational Opportunities

Strategic Directions:

- a. Create educational programs and services that are responsive to community needs
- b. Adopt schedules, services, and technologies that meet the needs of current and potential students
- c. Maximize opportunities to increase enrollment
- d. Offer innovative, comprehensive educational opportunities
- e. Ensure community and student awareness of financial resources

Performance Indicators and Targets:

2.1 Targeted Student Population Enrollment

Target 2.1a The percentage of students of color enrolled at Edmonds CC will be maintained at or above the current rate.

Target 2.1b Increase enrollment of recent high school graduates to 15%.

2.2 Total Full-time Equivalent Student Enrollment

Target 2.2 The College's state-funded FTES enrollment will exceed the target allocation established by the State Board for Community and Technical Colleges (SBCTC) by at least 5%.

Core Theme 3: Support Student Success

Strategic Directions:

- a. Establish learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds
- b. Adopt services that accommodate the needs of students
- c. Lead the way in providing and supporting new technologies for the workplace and the classrooms
- d. Develop programs that provide career opportunities for graduates

Performance Indicators and Targets:

3.1 Retention/Persistence

Target 3.1a The retention rate of full-time and part-time students will exceed the SBCTC system average retention rate by 6%.

Target 3.1b The retention rate of full-time and part-time students of color will equal or exceed the retention rate for white, non-Hispanic students.

3.2 Graduation/Completion

Target 3.2 The rate that new professional/technical and transfer-intent students complete their program within three years will increase by 10%.

3.3 Employment

Target 3.3 Students completing or leaving professional-technical programs will be employed within nine months at a rate that is 3% above the Washington state CTC system average.

3.4 Transition of Basic Skills and Pre-College Students to College Level

Target 3.4a **English Transition:** At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within four quarters.

Target 3.4b **Math Transition:** At least 70% of students who pass pre-college math (Math 90 or 95) will pass a college-level math course or a quantitative/ symbolic reasoning course within four quarters.

Target 3.4c **GED and ABE Transition:** At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete five or more college-level credits within four quarters.

Target 3.4d **High School Completion Transition:** At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least five college-level credits within four quarters of having received their diploma.

Target 3.4e **ESL Transition:** At least 15% of students who complete ESL Level 5 or 6 will complete at least five college-level credits within four quarters after leaving the ESL Program.

3.5 Transfer to Four-year Colleges and Universities

Target 3.5 25% of transfer-intent students will enroll in a four-year school within three years of starting at Edmonds CC.

Core Theme 4: Provide a Positive Place to Work and Learn

Strategic Directions:

- a. Develop and maintain a safe, healthy, and friendly work environment that fosters creativity, innovation, and personal growth
- b. Maintain facilities and grounds to attract the community and create an environment for enhanced learning
- c. Promote diversity, including diversity of nationality, culture, ethnicity, and thought
- d. Ensure opportunities for involvement of college personnel in college planning and decision making

Performance Indicators and Targets:

4.1 Student and Employee Satisfaction

Target 4.1a **Student Satisfaction:** At least 85% of students will evaluate their experience at the College to be good or excellent.

Target 4.1b **Employee Satisfaction:** At least 85% of employees will rate the College as a good or excellent place to work.

4.2 Employee Ethnic/Racial Diversity

Target 4.2 The percentage of employees of color will match demographic availability.

Core Theme 5: Support Community and Civic Engagement

Strategic Directions:

- a. Participate in community activities and events
- b. Foster partnerships with local school districts, post-secondary institutions, business, labor, government, and other community organizations
- c. Pursue legislative support and cooperation
- d. Play a key role in addressing community needs, including economic development
- e. Serve as a hub for art, culture, and civic engagement
- f. Exhibit our commitment to sustainability and a global perspective

Performance Indicators and Targets: TBA

Core Theme 6: Be Fiscally Accountable

Strategic Directions:

- a. Seek grants, contracts and private donations
- b. Manage resources efficiently

Performance Indicators and Targets:

6.1 Student/Faculty Ratio

Target 6.1 The student/faculty ratio will increase each year until the ratio of 24:1 is achieved.

6.2 Efficiency of College Operations per Full-time Equivalent Student

Target 6.2 State-funded cost per FTE student will be no more than 5% different from the Washington state CTC system average.

6.3 Revenue

Target 6.3 Increase funding from grants and contracts annually.

KEY PERFORMANCE INDICATORS OF INSTITUTIONAL SUCCESS

CORE THEME 1: FOSTER STUDENT LEARNING

During the 2009-10 academic year, a committee was formed to recommend indicators for this core theme. The recommended indicators included the following:

Direct Measures of Student Learning:

- Measure attainment of the CWAs via college-developed rubrics.
- Utilize a nationally-normed standardized testing instrument to compare incoming students vs. outgoing student scores. The committee recommended using the ACCUPLACER® test since this nationally-normed standardized testing instrument is already used at the college. The ACCUPLACER test would be administered to a group of exiting students and the gap in the results of the incoming versus exiting students are an indicator of the institution's "value added" to student learning.
- The college currently uses the Comprehensive Adult Student Assessment System (CASAS) instrument, and this instrument can provide an indicator of student learning at the precollege level. There are approximately 4,000 Edmonds students in the WABERS database with CASAS scores (I-BEST, GED, ABE, and ESL students), and Corrections uses the instrument, too. All of these students are already pre- and post-tested using CASAS.

Indirect Measures of Student Learning:

- A question from a current student and/or alumni student survey regarding their perceived academic growth can provide a measure of how well the college is fostering student learning. The committee recommended that the question(s) asked of students be taken from either a newly-developed, regularly administered, college-developed survey OR be taken from the CCSSE survey since the CCSSE survey is already used to help measure Indicator 3.1.a.
- The SIR II student-faculty instrument contains several questions related to students' perceptions of their learning. The committee recommended that questions from this instrument be reported in aggregate form in order to provide an indicator to measure student learning.

The college is now collecting baseline information for these indicators so that targets for each can be set.

Highlighted 2010-11 Accomplishments

The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 1. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 1: Foster Student Learning

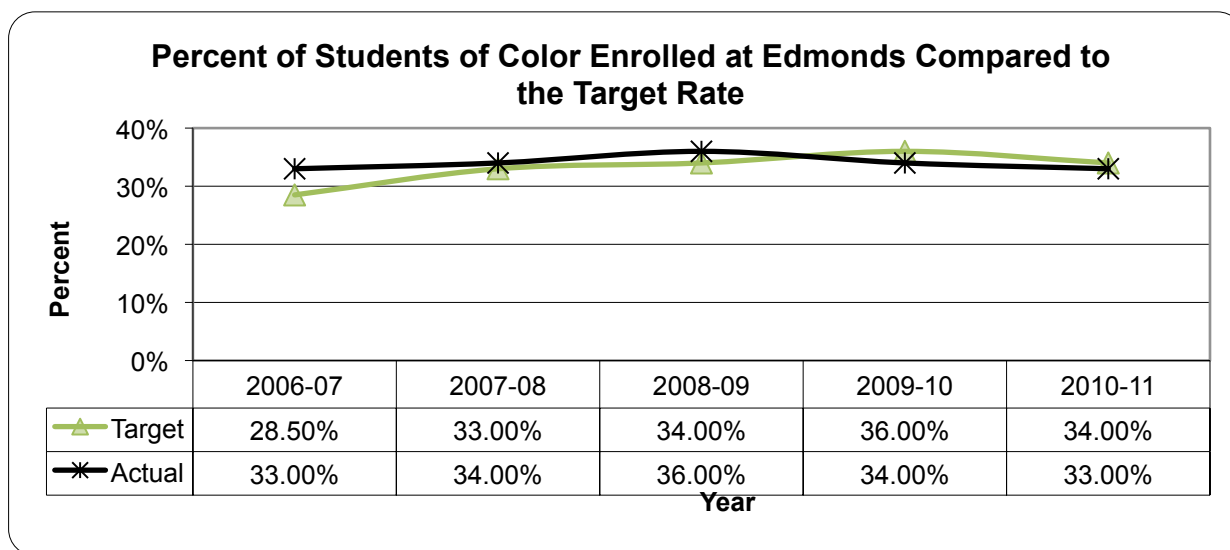
- High School Completion (HSC) refocused two courses to help students pass new state exams. In addition, HSC redesigned its math sequence and placement so that EdCAP students can move more efficiently and accurately through the HSC math curriculum.
- The Visual Communications Department purchased a professional subscription to the video server service Vimeo.com to increase access to learning resource materials. In the first 11 months, 165 video productions were posted, and these were viewed 4,034 times. The college is averaging 30 plays per day.
- Student LibGuides were created for Bridge 90 and Bridge 115 courses.
- The college submitted its 2011 Year 1 accreditation report, which included a required addendum regarding the fall 2011 accreditation recommendation regarding assessment of learning outcomes.
- The college held a student poster competition to illustrate how students understand the college's revised College Wide Abilities. The final poster design was vetted by both employees and students, and copies of the new poster were disseminated throughout the campus."
- The college engaged in campus-wide discussions regarding Prior Learning Assessment (PLA) in an effort to better award PLA credit to students.
- Student Services extended the interactions among the counseling, admissions, and veterans departments.
- The Workforce Development and Training Division developed and delivered 18 full-day workshops through the Employment Security Department's Training Academy.
- Through the Pre-College Math Project funded by the Gates Foundation through the State Board for Community and Technical College, provided faculty development for faculty teams at 8 Washington State colleges, with a focus on faculty who teach pre-college courses.
- The Workforce Development and Training Division worked with the Higher Education Coordinating Board in the delivery of faculty development activities as part of the GEAR UP Project in Washington State.
- The Bridge faculty worked with a state-wide committee to review research on new developmental education (pre-college) strategies and suggested methods for the state to adopt.
- The pre-college English and Math departments worked with 5-Star Consortium partners to establish agreed-upon placement scores across all five campuses.
- Through service learning activities, the Anthropology Department led students in the following activities: installing 350 native plants; removing 1/2 acre of invasives; installing 27 interpretive signs; and installing 300 meters of trails.
- Received Curriculum Committee approval for MGMT 272 Sustainable Business Practices, which helps students prepare to take the CAPM or PMP PMI project management exams.
- 10 meetings for FLED part time faculty were held this academic year. These meetings were used to report issues or concerns and to share strategies and curriculum concepts.
- 115 artists took advantage of the various professional development classes and workshops this year by the Creative Retirement Institute.
- 15 aerospace courses were developed and piloted.
- Materials Science Technology reached articulation agreements and faculty/teacher/career specialist relationships developed with 5 school districts' Materials Science programs.
- The college successfully upgraded its online learning platform from Blackboard 8.0 to 9.1.
- The Curriculum Committee and the CID committee agreed on a process to integrate CD approval into the course approval process.
- Launched a new assessment website for the college.
- The college surveyed faculty teaching cultural diversity designated courses to assess which aspects of the CD requirement are being taught and how well students are meeting the expected outcomes of the CD requirement.

CORE THEME 2: PROVIDE ACCESS FOR EDUCATIONAL OPPORTUNITIES

Performance Indicator 2.1: Targeted student population enrollment.

Target 2.1a. The percentage of students of color enrolled at Edmonds CC will be maintained at or above the current rate.

This target was not met. The percentage of students of color decreased by one percentage point to 33%.



After regularly meeting this target, the College has not met or exceeded the school district percentages of students of color for the past two years.

Students of Color	06-07	07-08	08-09	09-10	10-11
Edmonds CC	33.0%	34.0%	36.0%	34.0%	33.0%
Edmonds School District High Schools	30.0%	33.0%	34.0%	36.0%	34.0%

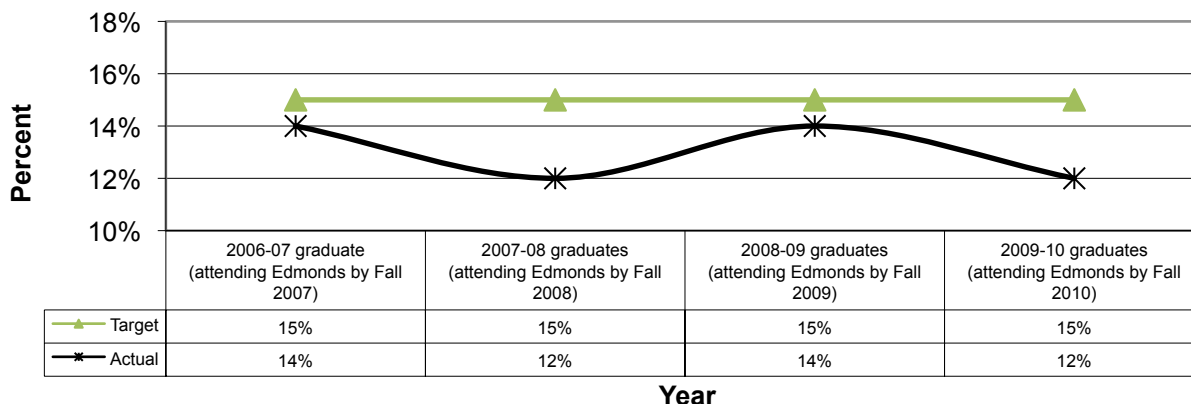
Target 2.1b. Increase enrollment of recent high school graduates to 15%.

This target was not met. This measure shows the percentage of high school graduates whose first choice out of high school is to attend Edmonds CC, as opposed to working, attending another institution, or a variety of other choices. During fall 2010, the percentage of 2009-10 high school graduates who enrolled directly at Edmonds CC within six (6) months of graduating was at 12%. This is the fourth year in a row that the college has failed to meet this target.

It should be noted that Edmonds CC continues to receive a high percentage of graduates from Lynnwood and Kamiak high schools, and a lower percentage of graduates from Edmonds-Woodway high school. Kamiak is not within the college's primary service area, and Edmonds-Woodway is geographically quite close to the college.

Edmonds CC was recently awarded a four-year Achieving the Dream (AtD) grant to assist with better supporting student support. One of the strategies that the college will be considering in its AtD work is strengthening its partnerships with the local high schools.

Percent of Recent High School Graduates Enrolled at Edmonds During the Summer or Fall Quarter Following Their High School Graduation



High School	2006-07		2007-08		2008-09		2009-10	
	graduates	attended	graduates	attended	graduates	attended	graduates	attended
Mariner	342	16%	376	15%	362	15%	355	12%
Kamiak	449	12%	527	11%	496	14%	523	14%
Meadowdale	307	17%	290	13%	309	16%	290	13%
Edmonds-Woodway	334	10%	387	7%	346	9%	354	8%
Mountlake Terrace	289	14%	303	10%	316	14%	309	15%
Cascade	360	9%	323	10%	345	10%	344	9%
Jackson	347	13%	366	9%	332	18%	440	10%
Lynnwood	253	26%	222	23%	237	21%	253	13%
Totals	2,681	14%	2,794	12%	2,743	14%	2,868	12%

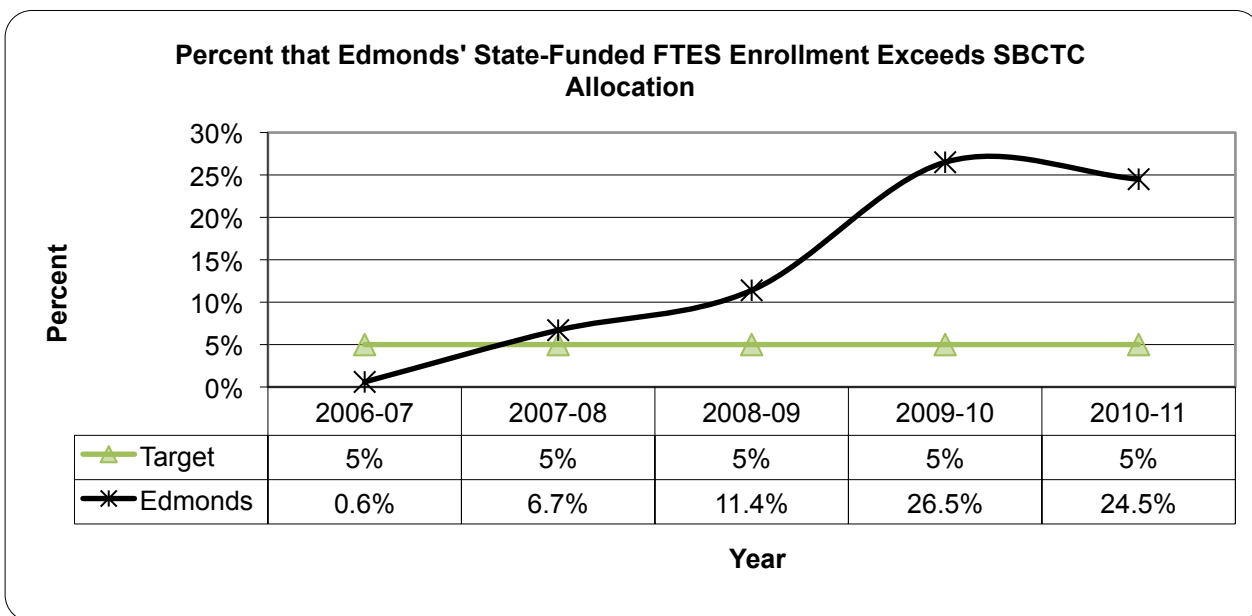
Performance Indicator 2.2: Total FTES Enrollment

Full-time equivalent students (FTES) is the representation of the number of students enrolled at an institution, each registered for a full credit hour load. To calculate FTES, the total number of credits taken by part-time and full-time students is divided by the full-time number of credits (15) so that an equivalent full-time student body can be calculated.

Target 2.2. The College's state-funded FTES enrollment will exceed the target allocation established by the State Board for Community and Technical Colleges (SBCTC) by at least 5%.

This target was met. The College exceeded the 2010-11 target of 5,230 state-funded FTES by 1,279 students or 24.5%, which was a slight dip from the previous year but still considerably above the three years before that. The notable, upward trend is due to the increasing number of students who have continued to enroll at Edmonds CC over the past three (3) years.

The table below shows Edmonds CC's FTES numbers, those for area community and technical colleges (CTCs) and those for all Washington State CTCs.



	2006-07		2007-08		2008-09		2009-10		2010-11	
Institution	Target	Excess	Target	Excess	Target	Excess	Target	Excess	Target	Excess
Edmonds	4,871	27	4,916	329	5,069	579	5,117	1,354	5,230	1,279
Bellevue	6,984	318	7,152	529	7,386	944	7,407	2,120	7,605	2,375
Cascadia	1,306	69	1,390	25	1,488	193	1,492	473	1,512	579
Everett	4,746	-59	4,797	36	4,896	208	5,193	289	5,319	494
Highline	5,846	198	5,926	200	6,018	557	6,037	1,225	6,253	674
Shoreline	5,260	-422	5,019	-195	5,182	-14	5,139	213	5,299	-117
All WA CTCs	132,928	-612	135,083	1,788	138,567	9,171	139,277	21,530	142,328	19,229

The table below provides the percentage by which State-Funded FTES enrollments exceed the SBCTC Target Allocations.

Institution	2006-07	2007-08	2008-09	2009-10	2010-11
Edmonds	0.6%	6.7%	11.4%	26.5%	24.5%
Bellevue	4.6%	7.4%	12.8%	28.6%	31.2%
Cascadia	5.3%	1.8%	13.0%	31.7%	38.3%
Everett	-1.2%	0.8%	4.2%	5.6%	9.3%
Highline	3.4%	3.4%	9.3%	20.3%	10.8%
Shoreline	-8.0%	-3.9%	-0.3%	4.1%	-2.2%
All WA CTCs	-0.5%	1.3%	6.6%	15.5%	13.5%

Highlighted 2010-11 Accomplishments

The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 2. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 2: Provide Access for Educational Opportunities

- When new equipment is received in ACS, the used equipment it is slated to replace goes to replace even older equipment in ACS-supported areas with lower end computing needs. When the oldest ACS-supported equipment is no longer useful for ACS' purposes it is then given to administrative computing. If they do not need the equipment or it is no longer useable, it is then given to the CIS hardware program. Students then use the equipment for learning purposes. The equipment is then used for the CIS-run Microsoft Authorized refurbishing program where the CIS students rebuild computers and make them available free of cost to students in need. (These computers are not useable in the academic labs, but are great as home computers.) Any equipment that cannot be used by the hardware program is recycled as appropriate.
- The Athletics Department increased the number of women's soccer and men's baseball letters of intent that were signed compared to the previous year. In total, there were 132 eligible athletes among the seven sports teams at the college.
- The Tech Prep Program worked on two major projects to assist with student access to college (1) in November 2010, held a district-wide high school, middle school and administrator training on Edmonds CC Workforce Career Pathways/Programs of Study and (2) throughout the academic year, led (in 5 school districts) 20 high school teacher trainings and class presentations pertaining to Edmonds CC Career Pathways/Programs of Study
- Tech Prep mined student data to discover that Tech Prep students demonstrate a higher degree (8% higher) of college level math preparedness compared to non-Tech Prep students.
- The Career Action Center (CAC) had information tables in the lobbies of Brier and Mountlake Terrace to market the internship fair, other career events, and to recruit volunteers. In addition, the CAC placed all employer panel video clips on CAC website and updated flyers that provide improved internship information.
- The Career Action Center (CAC) signed two new affiliation agreements with Virginia Mason Medical Center and US Healthworks.
- Members of the Workforce Development Division created the Veterans Training Support Center, with funding through the Washington State Department of Veterans Affairs. The Center's website serves as a regional-wide resource for veterans, veterans' families, organizations, and agencies, with a focus on veterans' issues. In addition, 13 trainings were provided to a wide range of organizations and groups on veteran-related issues, including colleges and universities.
- WorkFirst student enrollment increased by 26.2% (582 total), exceeding the original goal by 16.2%.

- BFET enrollments increased 13% (907 total), exceeding the original goal by 13%, as original goal was to maintain previous enrollment levels.
- The annual High School Breakfast took place on April 29, 2011, and attendance increased from the previous year (from 54 to 76). In addition, the Acing College program more than doubled the number of students served. Skagit Valley College has inquired about the Acing College program and would like to emulate Edmonds CC's program.
- Spring 2011 marked the first quarter to complete the cycle of offering the two-year energy management ATA degree. Five students graduated with the degree in spring 2011. 80% of the students had jobs in the field by the time they graduated.
- The Energy Management Department met with 247 prospective students interested in the energy management program and the SEED Grant during the first and second quarters of the year. Several area newspapers, including the Everett Herald, the Edmonds Beacon, the local Enterprise papers, and the local Journal newspapers all ran information about the energy management program.
- Regarding facilities, the college completed the acquisition of the warehouse property from the City of Lynnwood and continued work on the Beresford building acquisition. In addition, a new letter of credit was secured for the Rainier Place project by funding partners, and a possible COP for Rainier Place was costed out to determine the viability of purchasing the property.
- Tech Prep completed the articulation of five new programs of study with a math component: Business, Finance, Culinary Arts, Carpentry, and Marketing.
- In October 2010, the college secured a CATCH grant to provide healthcare training for TANF and low-income populations. 31 students were enrolled in the CATCH pilot program to complete the initial phase (life skills, computer training and AHE prerequisites).
- The college's Diversity Council administered surveys to identified, diverse student groups and received 119 completed surveys. The groups included students of color, low income, GLBT, and veterans.
- An ECE instructor coordinated with the ESL instructor to create an ESL class for students interested in pursuing the profession of early childhood education. Content addressed the ESL language development with introduction of general concepts in ECE. The class developed specific connections to the ECE department through the ECE instructor and advising opportunities.
- Approximately \$3800 in outside revenue was secured to assist students with the College in the High School tuition.
- Financial Aid deployed a FAM-based portal that allows students to view their file status and awards in real time. This has reduced paper use by over 80% and allows students to view their file information 24/7.
- Materials Science delivered presentations at NSF ATE, National Coalition of Advanced Technology Centers (NCATC), NSF Broadening Participation, ASEE, AACC, HI TEC, WA-ACTE, Southeast STEM Teachers Conference, American Chemical Society, Governor's Business Mission – Germany, and Washington Alliance for Better Schools (WABS); it also created a DVD that explains the world of material science, "Material Science is in Everyone's Backyard."
- Culinary Arts developed two new baking classes and submitted to the state for approval a two-year ATA baking degree.
- During Earth Month 29 events were held, and 1706 people participated. 14 college departments assisted with the development and offering of events.
- Student Services hosted campus tours for the following groups: (1) Gear-up & AVID Programs from Everett High School; (2) Explorer Middle School Minority Achiever's Program; (3) Mukilteo YMCA; and (4) Edmonds-Woodway High School Colores Unidos Latino Club.
- International student enrollment increased over the previous year. Students have been able to get "one stop" assistance on enrollment and financial aid issues, as a result of cross-training of financial aid and enrollment services personnel.

CORE THEME 3: SUPPORT STUDENT SUCCESS

Performance Indicator 3.1: Retention/Persistence

The SBCTC measures student retention by tracking cohorts of entering full- and part-time students who intend to complete a professional-technical or transfer associate's degree. The SBCTC uses, as a measure of student retention, the progress made by students who enroll for the purpose of obtaining an associate's degree. The SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

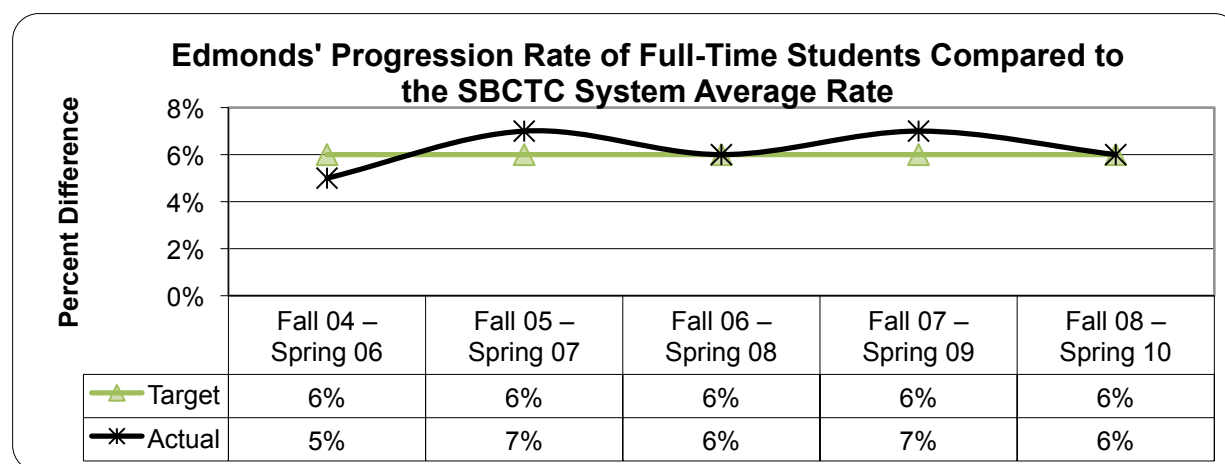
Substantial Progress: Students with degree plans graduating or attending four or more quarters over the two year period.

Some Progress: Students with degree plans attending two or three quarters over the two year period.

Early Leavers: Students with degree plans attending only the first quarter and not returning in two years.

Target 3.1a. The retention rate of full-time and part-time students will exceed the SBCTC system average retention rate by 6%.

This target was met for full-time students. Edmonds CC has consistently met or exceeded the system average for the persistence of full-time students. For 2010, Edmonds CC's percentage of full-time students who have attended four or more quarters was 67%, which was the fourth year in a row that Edmonds CC was at least 6% over the system average.

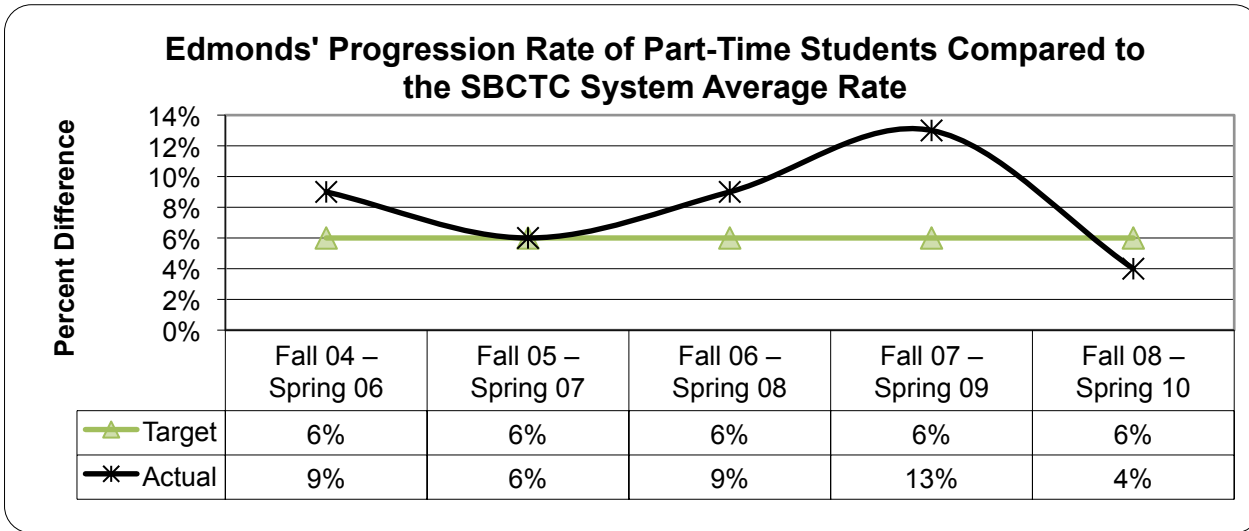


Percent of full-time students who have attended four or more quarters					
	Fall 04 – Spring 06	Fall 05 – Spring 07	Fall 06 – Spring 08	Fall 07 – Spring 09	Fall 08 – Spring 10
Edmonds	68%	68%	64%	67%	67%
Bellevue	71%	63%	61%	61%	70%
Cascadia	64%	55%	62%	72%	63%
Everett	60%	55%	56%	55%	54%
Highline	69%	69%	65%	69%	68%
Shoreline	65%	70%	69%	66%	76%
All WA CTCs	63%	61%	58%	60%	61%

This target was not met for part-time students.

Our percent of retention for part-time students was 4% above the system average, and this was the first time in five years that the college did not meet this target.

The persistence of part-time students continues to be significantly lower than that for full-time students. The tables below show the percentage of full-time students and part time students who have met the SBCTC’s criteria for substantial progress at Edmonds CC and comparable colleges.



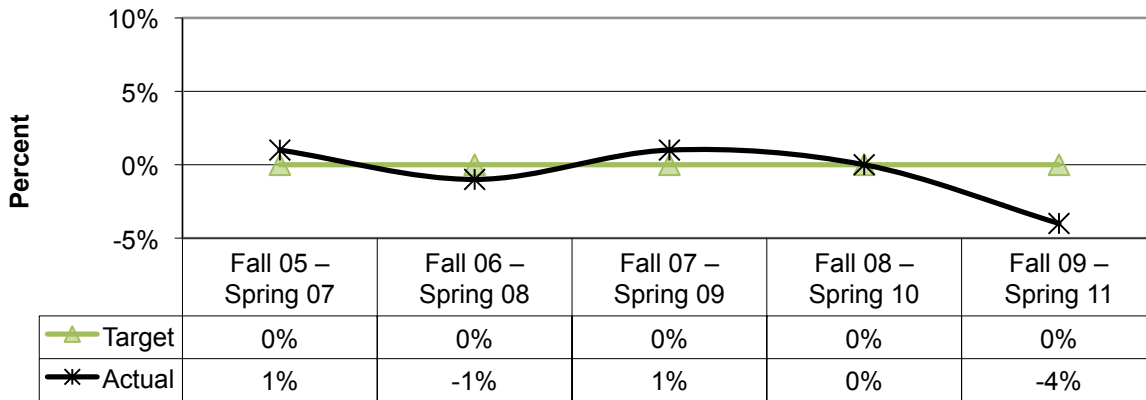
Percent of part-time students who have attended four or more quarters					
	Fall 04 – Spring 06	Fall 05 – Spring 07	Fall 06 – Spring 08	Fall 07 – Spring 09	Fall 08 – Spring 10
Edmonds	47%	39%	42%	49%	40%
Bellevue	51%	39%	38%	37%	47%
Cascadia	51%	41%	47%	45%	41%
Everett	39%	42%	36%	34%	34%
Highline	50%	51%	37%	43%	51%
Shoreline	51%	55%	54%	50%	35%
All WA CTCs	38%	33%	33%	36%	36%

Target 3.1b. The retention rate of full-time and part-time students of color will equal or exceed the retention rate for white, non-Hispanic students.

The target was not met for full-time students of color. Full-time students of color were retained at a lower rate (53%) than white, non-Hispanic students (58%). This continued a downward trend in the retention rate.

In addition, for the past two years there has been a big drop in the retention of full-time Hispanic students (from 66% to 51%).

Difference Between Edmonds' Retention Rate of Full-Time Students of Color and the Rate for White Non-Hispanic Students

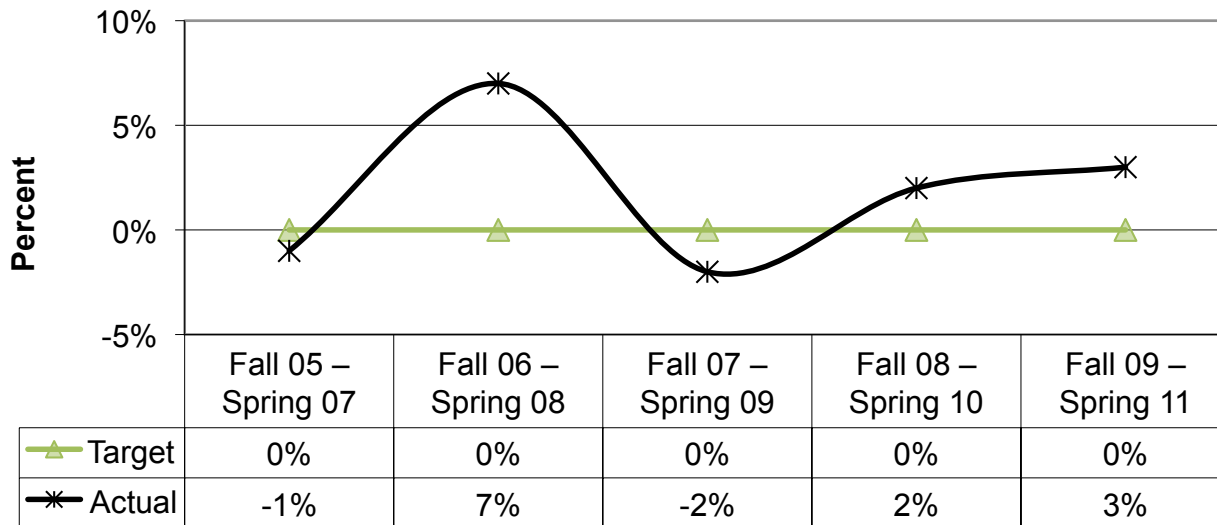


Percent of full-time students who have made substantial progress by attending four or more quarters

	Fall 05 – Spring 07	Fall 06 – Spring 08	Fall 07 – Spring 09	Fall 08 – Spring 10	Fall 09 – Spring 11
Full-time students of color	58%	62%	60%	58%	53%
African American	57%	46%	59%	57%	46%
Hispanic	44%	60%	66%	61%	51%
Asian/Pacific Islander	68%	70%	62%	60%	64%
American Ind./Alaska Ntv. and Other	45%	62%	53%	52%	49%
White, non-Hispanic	57%	63%	59%	58%	57%

The target was met for part-time students of color. Part-time students of color achieved a retention rate of 46%, while the rate for white, non-Hispanic students was 43%. This past year reversed a three year trend of steady declines in the retention of part-time students of color. It is also interesting to note that the retention rates of four students of color subpopulations increased compared to last year; specifically, the retention rate of part-time American Indian/Alaska Native was the only category that decreased from 44% to 33%.

Difference Between Edmonds' Retention Rate of Part-Time Students of Color and the Rate for White Non-Hispanic Students



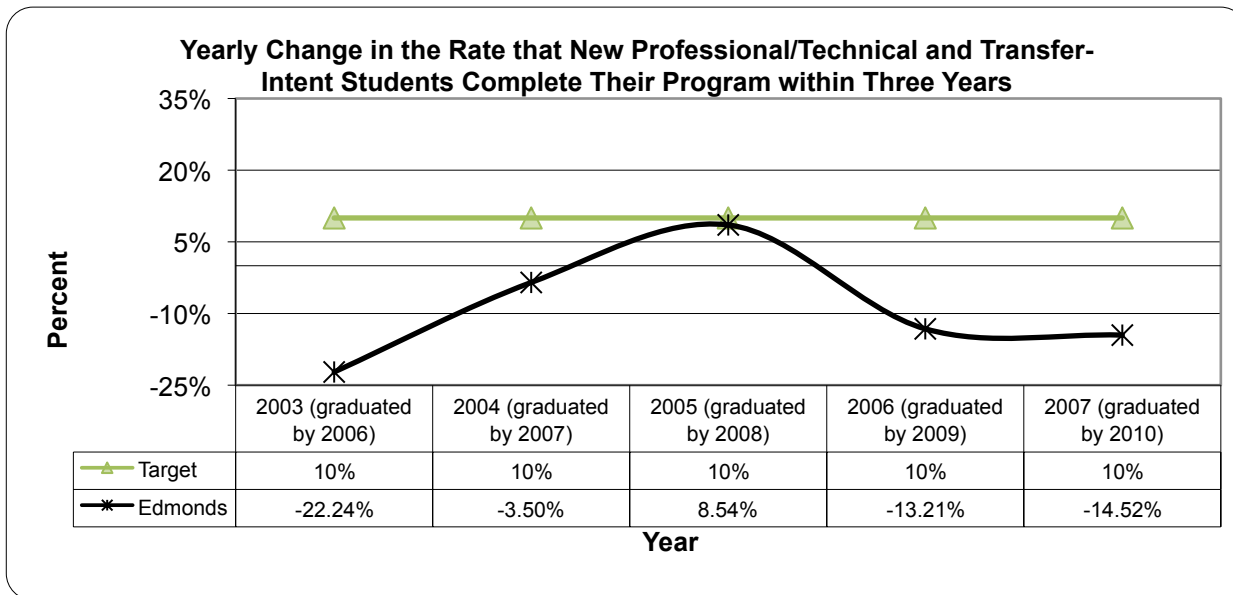
Percent of part-time students who have made substantial progress by attending four or more quarters

	Fall 05 – Spring 07	Fall 06 – Spring 08	Fall 07 – Spring 09	Fall 08 – Spring 10	Fall 09 – Spring 11
Part-time students of color	35%	42%	41%	34%	46%
African American	20%	50%	33%	22%	53%
Hispanic	32%	44%	52%	32%	42%
Asian/Pacific Islander	50%	33%	38%	42%	46%
American Ind./Alaska Ntv. and Other	29%	57%	36%	44%	33%
White, non-Hispanic	36%	35%	43%	32%	43%

Performance Indicator 3.2: Graduation/Completion (degree and certificate)

Target 3.2. The rate that new professional/technical and transfer-intent students complete their program within three years will increase by 10%.

This target was not met. The following graph and table show the cumulative percentage of students completing certificate and degree programs. Since this indicator tracks students for three years, the 2007 data reflects the percentage of students who graduated by 2010.



Edmonds CC's most recent graduation rate was lower than the system's rate, and this has occurred four (4) times in the last five (5) years.

Graduation rates					
Entry Year	2003 (graduated by 2006)	2004 (graduated by 2007)	2005 (graduated by 2008)	2006 (graduated by 2009)	2007 (graduated by 2010)
Edmonds	26.82%	25.88%	28.09%	24.38%	20.84%
All WA CTCs	31.62%	29.69%	28.04%	26.29%	25.74%

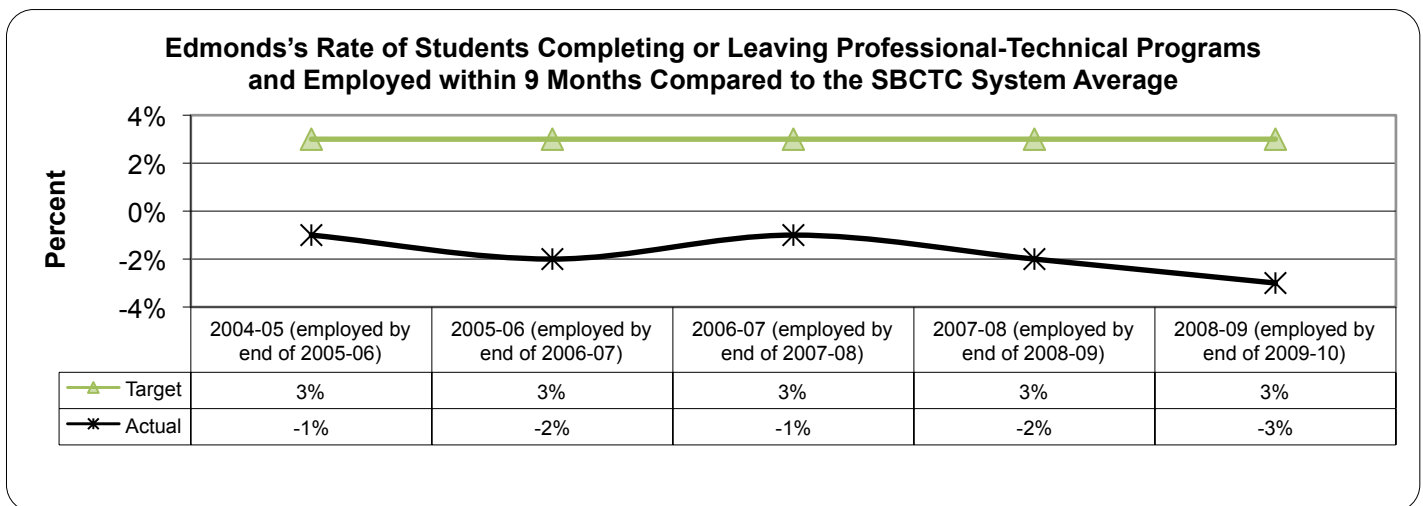
The following table shows the yearly percentage change of students completing certificate and degree programs. Edmonds CC has not met this target for the past five (5) years, and the percentages have continued to bounce around over that time span.

Yearly change in rate that new professional-technical and transfer-intent students complete their program within three years					
Entry Year	2003 (graduated by 2006)	2004 (graduated by 2007)	2005 (graduated by 2008)	2006 (graduated by 2009)	2007 (graduated by 2010)
Edmonds	-22.24%	-3.50%	8.54%	-13.21%	-14.52%
All WA CTCs	6.68%	-5.33%	-6.10%	-5.56%	-6.24

Performance Indicator 3.3: Employment

Target 3.3. Students completing or leaving professional-technical programs will be employed within nine months at a rate that is 3% above the Washington CTC system average.

This target was not met. For the past five (5) years, Edmonds CC's rate has consistently been below the system average. In fact, for 2010, Edmonds CC's rate was at its lowest level for the five year period. While it should be noted that Edmonds CC's rates are not vastly different than the rates of other area community colleges, the underlying factors that prevent Edmonds CC from reaching the target should be examined. The data table below is reported annually but lags two years because of the process the SBCTC uses to collect the data.



Estimated employment rate of students who completed or left in the following years					
	2004-05 (employed by end of 2005-06)	2005-06 (employed by end of 2006-07)	2006-07 (employed by end of 2007-08)	2007-08 (employed by end of 2008-09)	2008-09 (employed by end of 2009-10)
Edmonds	80%	79%	82%	80%	71%
Bellevue	82%	85%	86%	82%	66%
Cascadia	82%	69%	71%	53%	77%
Everett	78%	78%	79%	76%	63%
Highline	83%	82%	82%	84%	74%
Shoreline	84%	86%	85%	88%	76%
All WA CTCs	81%	81%	83%	82%	74%

Performance Indicator 3.4: Transition of Basic Skills and Pre-College Students to College Level

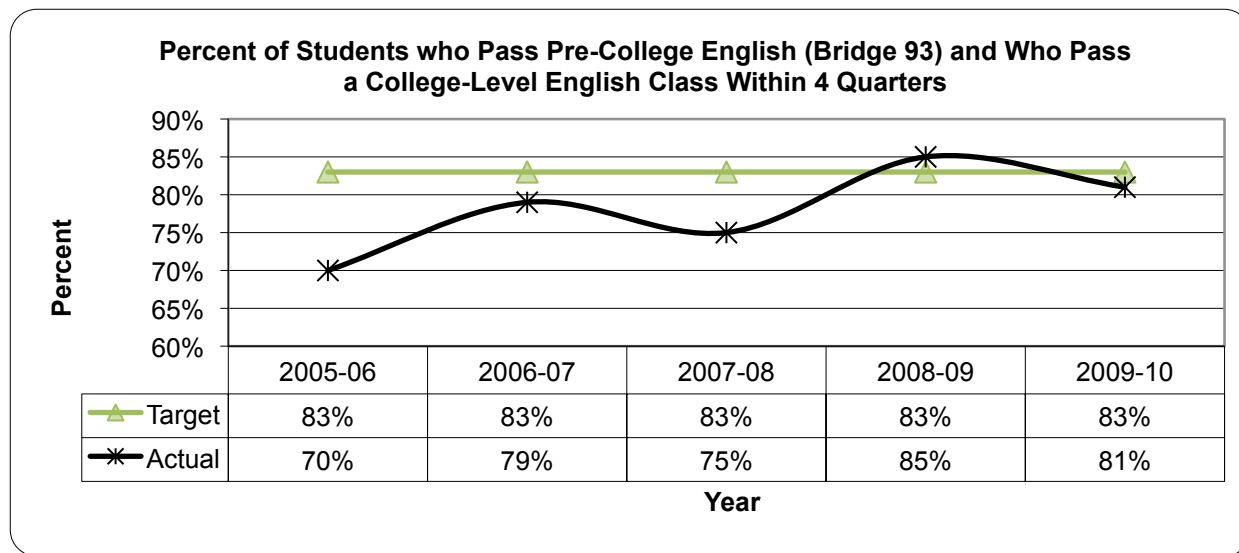
Two of our core themes are to provide access for educational opportunities and to support student success. In keeping with these core themes, helping students transition from pre-college courses into college-level courses is a priority. Target measurements have been established for students who pass pre-college classes in five subindicator groups: a) Bridge 93 (pre-college English), b) Math 90 (pre-college Math), c) ABE Level 4 or GED preparation class, d) High School Completion, and e) ESL Level 5 or 6. The outcomes for each subindicator are described below and followed by a graph and table.

The percentages in the tables represent the success rates (i.e., pass rates) of the students who, after passing the specified pre-college benchmark class, went on to take and pass at least five college-level credits within four (4) quarters.

Target 3.4a English Transition: At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within four quarters.

This target was not met. This goal has been met only once in the past five (5) years. Due to this fact, the underlying factors that prevent Edmonds CC from reaching the target should be examined. For example, are students who are only interested in completing high school included in the data? If so, should these students be encouraged to continue their education after reaching their high school completion goal? These are areas of further exploration and discussion for Edmonds CC to consider.

It should be noted that the number of students in each year's cohort continues to increase. This might be the result of more adults returning to school after layoffs, which would have greatly changed the composition of the cohort being tracked, as past cohorts have previously been mainly high school completion students.



Students passing pre-college English who pass a college level English class within four quarters					
Year	2005-06	2006-07	2007-08	2008-09	2009-10
Percent	70%	79%	75%	85%	81%
Headcount	80/114	85/107	98/131	113/133	154/191

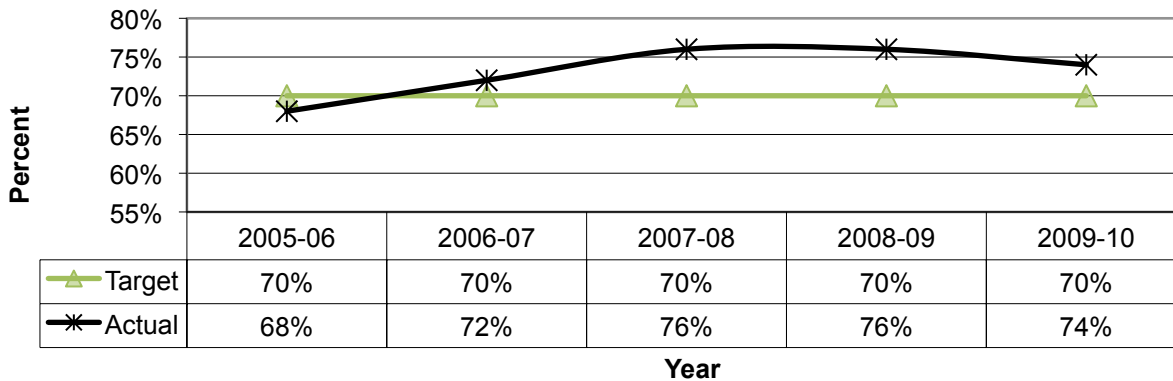
Target 3.4b

Math Transition: At least 70% of students who pass pre-college math (Math 90 or 95) will pass a college-level math course or a quantitative/ symbolic reasoning course within four quarters.*

* Changes to this target were approved by the Board of Trustees for the 2006-07 year.

This target was met. Student transition to college-level math has continued a slightly upward trend over the past five (5) years to its current rate of 74%. During 2009-10, the math faculty began implementing a redesign of the pre-college math curriculum. These changes were implemented after examining other student math performance data. These curricula changes may influence future performance on this target.

Percent of Students Who Pass Pre-College Math (Math 90 or 95) and Pass a College-Level Math Course or a Quantitative/Symbolic Reasoning Course Within 4 Quarters



Students passing pre-college math who pass a college level math class within four quarters

Year	2005-06	2006-07	2007-08	2008-09	2009-10
Percent	68%	72%	76%	76%	74%
Headcount	297/440	387/539	500/659	507/669	552/750

Target 3.4c

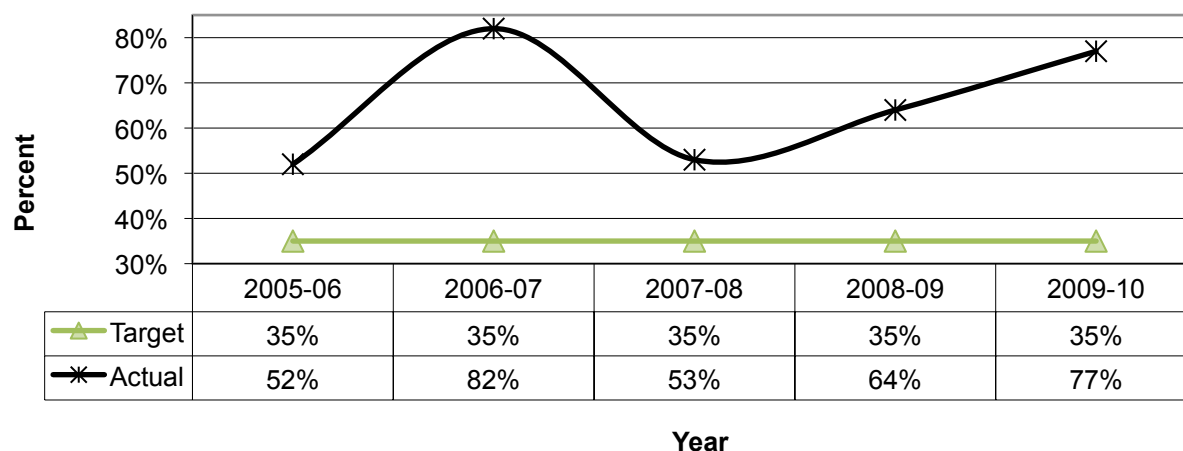
GED and ABE Transition: At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete five or more college-level credits within four quarters.*

* Measurement data not based on student goals; it does not take into account those students who did not wish to take college-level courses.

This target was met. Edmonds CC continues to meet this target, and it should be noted that differing student populations enrolling in the particular course sections really drive this target. These varying student enrollments are influenced by the local economy and by programs designed to assist the affected populations, such as WorkFirst.

In addition, the increases noted over the past few years are an indirect result of (a) changes in the GED orientation program, namely to include college transition information, and (b) the advent of the ABE 095 orientation to college classes. The increases may also be the result of the I-BEST student support specialist's work on helping students plan for transition.

Percent of Students Who Complete a GED Preparation Class or an ABE Level 4 Class and Complete 5 or More College-Level Credits Within 4 Quarters



Students passing a GED/ABE class who complete five college level credits within four quarters

Year	2005-06	2006-07	2007-08	2008-09	2009-10
Percent	52%	82%	53%	64%	77%
Headcount	64/122	71/87	48/90	69/108	138/179

Target 3.4d

High School Completion Transition: At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least five college-level credits within four quarters of having received their diploma.*

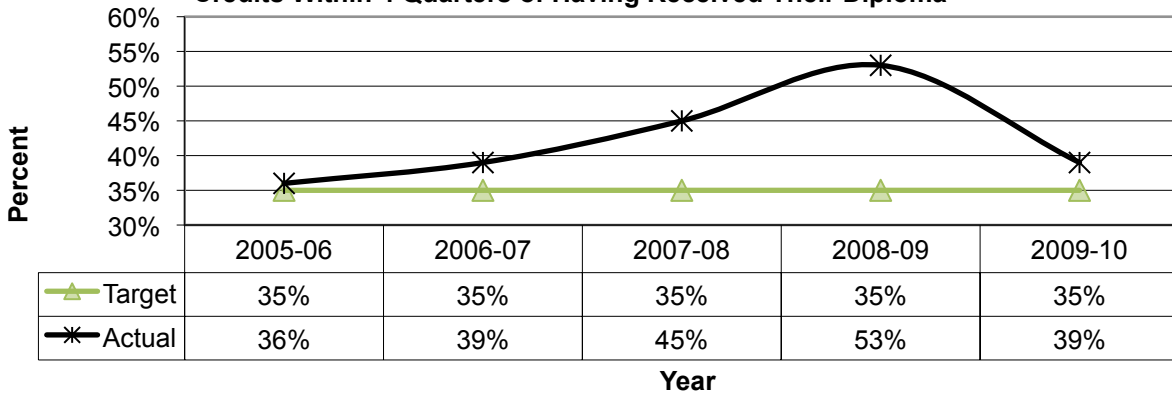
* Measurement data not based on student goals; it does not take into account those students who did not wish to take college-level courses.

This target was met. Edmonds CC met this target for the fifth consecutive year. It was believed that last year's rate of 53% would decrease, as scholarships that were made available to support student enrollments were depleted and/or no longer offered.

In addition, the College's EdCAP contract has changed. Beginning in 2008-09, EdCAP students began graduating from the Edmonds School District (ESD) rather than the College. As a result, from here on out, the College will continue to experience lower high school completion numbers. Since these more youthful students were now out of the high school completion cohort, the cohort will comprise more adult high school and international high school students.

Another aspect that will affect future performance regarding this target is the fact that the College's I-BEST student support specialist began including high school completion students in her programming.

Percent of Students Who Earn a High School Diploma Through the High School Completion Program and Who Complete at Least 5 College-Level Credits Within 4 Quarters of Having Received Their Diploma



Students getting a HS diploma who complete five college level credits within four quarters

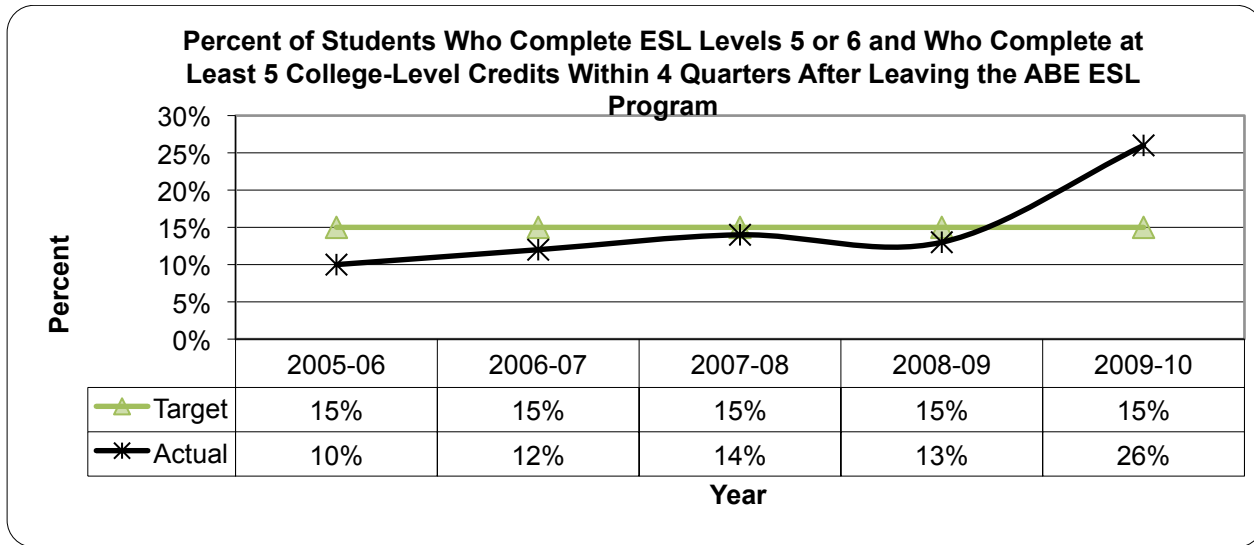
Year	2005-06	2006-07	2007-08	2008-09	2009-10
Percent	36%	39%	45%	53%	39%
Headcount	93/257	103/265	121/266	132/248	71/84

Target 3.4e **ESL Transition:** At least 15% of students who complete ESL Level 5 or 6 will complete at least five college-level credits within four quarters after leaving the ESL Program.*

* Measurement data not based on student goals; it does not take into account those students who did not wish to take college-level courses.

This target was met. This target was met for the first time in the past five (5) years. Part of the challenge in monitoring this target is that many, if not most, of the students enrolled in the ESL level 5 and 6 do not intend on furthering their education after obtaining English-language skills. Some students are already college-educated. Others have enormous obstacles that make college entry unrealistic. However, for this past year, the transition rate significantly increased due to efforts in transition advising and assisting students to see pathways to college degrees and certificates in programs such as I-BEST.

It should be noted that the number of ESL enrollments greatly reduced this past year. In fact, ESL enrollments were down statewide.



Students completing ESL level 5 or 6 who complete five college level credits within four quarters					
Year	2005-06	2006-07	2007-08	2008-09	2009-10
Percent	10%	12%	14%	13%	26%
Headcount	41/391	60/509	79/561	94/735	107/416

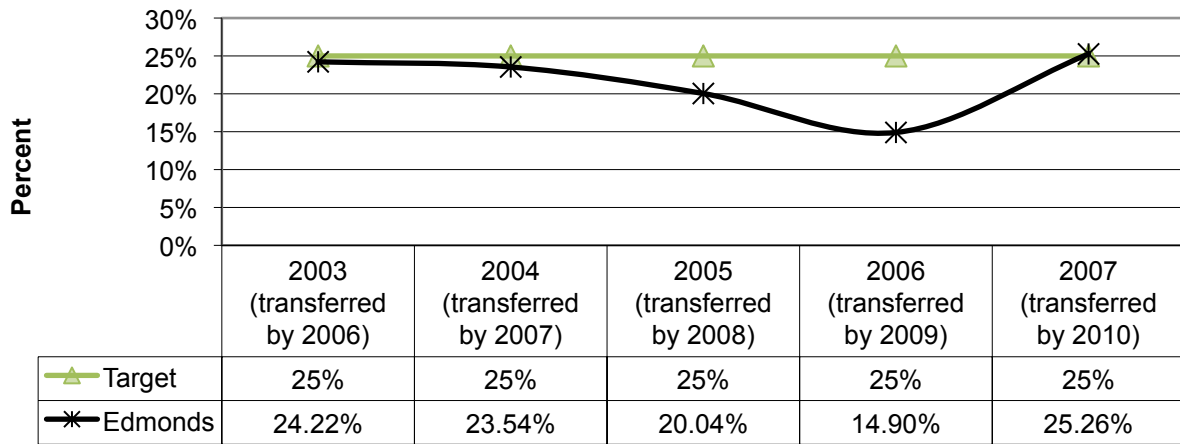
Performance Indicator 3.5: Transfer to Four-year Colleges and Universities

Target 3.5. 25% of transfer-intent students will enroll in a four-year school within three years of starting at Edmonds CC.

This target was met. The SBCTC tracks students who transfer to a four-year institution within three (3) years of starting at Edmonds CC. Except for last year, the College’s transfer rates have consistently been 1-3 percentage points higher than the system average.

It should be noted that this indicator does not imply student completion and tracks students who may or may not have completed a degree or certificate at Edmonds CC.

Percent of Transfer-Intent Students Who Enroll in a 4-Year School Within Three Years of Starting at Edmonds



Transfer rate of full-time, first-time degree seeking students

Cohort Year	2003* (transferred by 2006)	2004 (transferred by 2007)	2005 (transferred by 2008)	2006 (transferred by 2009)	2007 (transferred by 2010)
Edmonds	24.22%	23.54%	20.04%	14.90%	25.26%
All WA CTCs	20.42%	20.08%	18.06%	20.02%	21.45%

Student cohorts are established each year based on the following criteria. Students are:

- New to the college and start either summer or fall of the cohort year
- Enrolled for 12 or more credits for fall quarter
- Degree seeking and plan to attend the college one year or longer
- Enrolled in at least one state-funded class
- Not exclusively enrolled in basic skills classes

Additional comments

The College’s winter 2011 Community College Survey of Student Engagement (CCSSE) results revealed that 59% of the student respondents rarely or never use the college’s transfer credit assistance programs and that only 25% of the student respondents feel that the transfer credit assistance programs are important. In addition, while 32% of the student respondents rarely or never use the academic advising and planning services available to them, 67% believe that these services are important. This information suggests that the college can do more to publicize these services and ensure that students who intend to transfer are utilizing the services that the college offers.

In addition, future transfer rates could be impacted by the current economic climate, high unemployment rates, and policy changes made by institutions to which Edmonds CC’s students intend to transfer.

Highlighted 2010-11 Accomplishments

The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 3. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 3: Support Student Success

- CATCH was developed to allow TANF and low-income students to enroll in an online accelerated AHE program. 31 students were enrolled in the pilot program, but for the next four years 100 students will be enrolled yearly who might otherwise not be able to access AHE classes or successfully complete online courses. When finished with the CNA (certificate of completion) and Phlebotomy (certificate of completion), students are encouraged with assistance from financial aid to continue their education and finish college certificate programs of less than 45 credits in either Patient Care Technician or Health Unit Coordinator.
- The library created 73 LibGuides on various subjects and for specific classes, including 22 LibGuides for individual, themed English 102 classes. LibGuides have enhanced the library's ability to seamlessly integrate information literacy instruction within individual classes.
- Three FT Library Faculty and the Library Director received AskaLibrarian consortium training and had regularly scheduled shifts to provide 24/7 chat reference through AskaLibrarian www.edcc.edu/library/contact/ask.php. Five PT Library Faculty regularly provided research assistance via the Email Reference component of AskaLibrarian.
- The library developed an information literacy (IL) LibGuide for faculty, providing a definition of information literacy across the curriculum, guidelines for building IL skills, sample activities and assignments for specific programs/courses, and a list of resources.
- By combining Enrollment Services (ES) and Financial Aid (FAID) staff at the same counter space, students no longer have to wait in two long lines to get served. Students can get both their financial aid and enrollment services questions answered at the same window. In addition, the Information Desk now handles the bulk of the advising appointments, thus reducing the lines at the ES/FAID counter.
- Three (3) large, flat screen monitors were installed in the lobby of LYN Hall to broadcast admissions, advising, and financial aid resources and informational updates for students.
- Members of the Workforce Development WorkFirst area developed Life Skills for Men to engage WorkFirst fathers in developing educational/employment goals to support their families.
- The Workforce Development Division funded three-week College Success workshops for new WorkFirst & BFET students to prepare them for college classes.
- Compared to control group data, college retention and successful quarter completion of WorkFirst students increased by 5% by the end of students' first quarter, 34% by the end of the students' second quarter, and 14% by the end of the third quarter.
- More than 200 students met individually with the Worker Retraining Specialist to register online and/or learn how to register online.
- More than 200 students met individually with the Worker Retraining Specialist to receive assistance with completing the FAFSA online.
- The college funded all qualified Worker Retraining students with three quarters of tuition and book assistance.
- The Advising Office began analyzing advising appointment workload by time and day in order to more efficiently and effectively meet students' advising needs.
- Based upon data analysis, Instructional Leadership recommended that it would benefit students to prohibit enrollment during the second week of the quarter. The college's Achieving the Dream initiative will carry this conversation forward and work out any issues with Student Services and Financial Aid.
- Instructional Leadership led discussions regarding new instructional models. Three faculty groups presented their ideas to colleagues, students, and general members of the college community.
- Access to textbooks and required materials available on Course Reserve was enhanced by providing more complete, description records for these materials through the library online catalog. Library staff worked with instructors to increase the number of expensive, frequently requested textbooks that are placed on Course Reserve.
- Student Life and Development held a leadership conference that was attended by 152 students.
- A project management survey was implemented to collect alumni data, which is used to enhance and improve the program for future students. In addition, a LinkedIn Project Management Alumni group has been built. Finally, the annual "Discover Project Management" event gives the Business Management Department a reason to invite project management alumni back to the college for networking and to provide feedback to enhance the experience for current and future students.

- In 2010-2011, 27 student-athletes moved on to universities, and three other students were drafted by Major League Baseball.
- Approximately 75% of faculty advisors attended degree audit training during spring quarter and will begin using the degree audit program with students to further test for accuracies. After the testing, degree audit will become more widely available.
- The Bridge Department met with members of the EAP, ESL, and English Departments to articulate course objectives. The English department developed entry level benchmarks for their 100 and 101 courses. The Bridge Department reviewed these objectives in order to match them to existing objectives for Bridge 93 and Bridge 115.
- The Bridge instructors alert students with either a handout or a Blackboard posting when it is time for advising appointments and registration. Students are supported and encouraged to make these appointments as soon as possible.
- The Bridge Department developed a generic information sheet for Bridge students so that it can routinely collect data on possible barriers to success.
- The VP for Student Services led classroom management workshops for faculty development and implemented the student civility code in collaboration with the ASEdCC.
- Revisions were made to the descriptions and objectives of one-third of the paralegal courses. Course objectives for paralegal courses were aligned with the new college wide abilities. New course descriptions and objectives were distributed to all full and part time faculty to be incorporated in their syllabi. Copies of the new college wide abilities and the paralegal program outcomes were distributed to all full and part time paralegal faculty. Faculty were requested to include the CWAs and program outcomes as part of the course syllabi.
- The college hosted a Career Fair, and more than 30 employers and 375 students attended.
- The college hosted an Internship Fair, and more than 25 companies and 200 students attended.
- Academic advising implemented a live chat system in April 2011.
- Academic advising held drop-in advising in Rainier Place (89 students advised) and Brier Hall (85 students advised).
- Materials Science managed, organized and hosted the Third Annual Manufacturing Education and Training Exchange (METE) on June 2, 2011.
- The Math Department began a math redesign process for its precollege courses. Work completed included the following: selected MyMathLab as the instructional software; selected a combination text for Math 80 & 90; and secured dedicated classrooms in addition to the Math Center for instructional space. The new curriculum has been designed to allow students to be actively engaged, learn at their own pace, and achieve and demonstrate mastery in order to progress.
- Successful deployment of the Financial Aid Support Request system. The application is available 24/7, which allows for a student to submit a question at any time of the day.
- The Paralegal Department conducted a current student survey in winter 2011 to assess student perceptions on college services, program curriculum, placement, and satisfaction with courses and assignments. The survey results were reviewed and summarized. In addition, the department conducted a graduate focus group in winter 2011 to assess graduate preparedness for the legal job market and current trends in paralegal employment, technology, and law firm culture. The results were reviewed by faculty and the advisory board.
- Materials Science updated agreements with Embry Riddle Aeronautical University and Oregon Institute of Technology.
- The Committee for Instruction and Diversity (CID) made a significant change on program planning sheets by moving the location of the CD requirement up to the top left in a prominent position – along with the other special degree requirements. This should help reduce the number of students who do not realize that taking at least one CD class is a college requirement.
- The college completed the administration of its second Community College Survey of Student Engagement (CCSSE), with approximately 940 students participating.
- A data summit was held with pre-college English and transitions to college level studies faculty members to assist them with how to request information and use it to support student success.

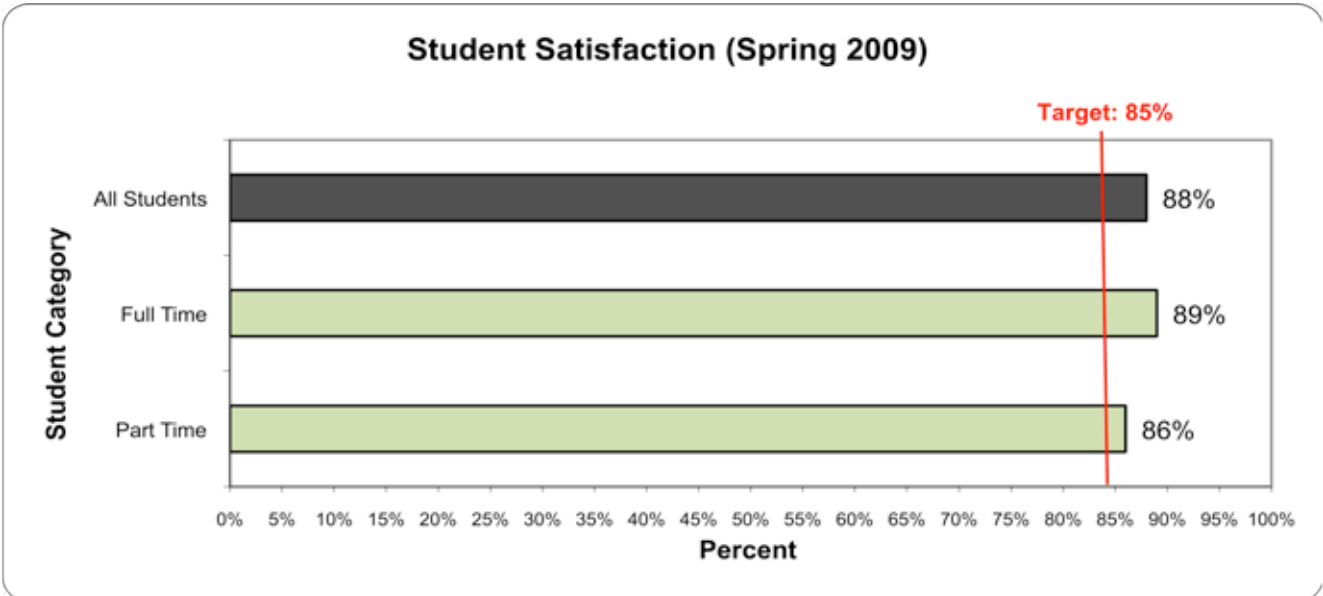
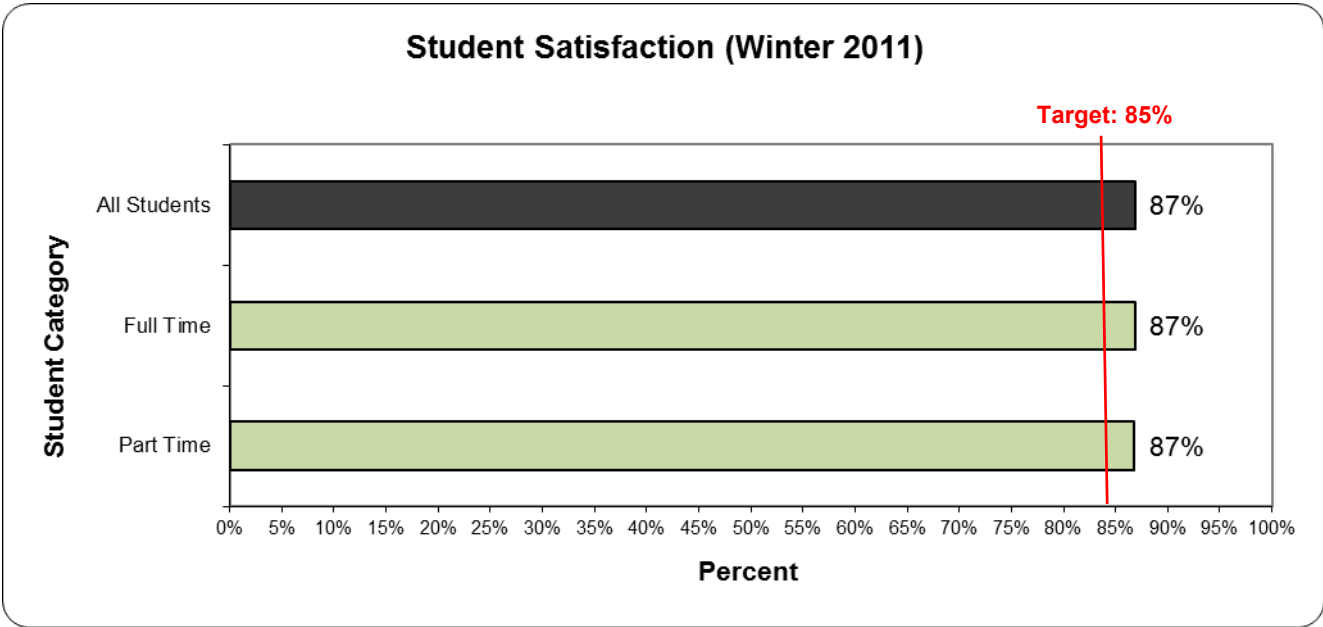
- Faculty and staff attended four webinars on data display and analysis tools to inform the college of the variety of tools and methods that are available allowing the college to move forward with creating online data tools for college administrators and faculty to use from their computers. In addition, three staff attended a data warehouse training at Cascadia Community College (funded by the college). The information learned will assist with the online data tools.
- Successfully trained 83 students in 4 energy management short programs and are currently assisting students with job search support and activities, including offering regular workshops as well as drop-in assistance relating to job search.
- The Center for Families (CFF) childcare and CFF Head Start were awarded accreditation with NAEYC as of Feb. 1, 2011. The accreditation is valid through Feb, 1, 2016.
- Student Services members participated in VRS (Video Relay Service) training, which provides interpreted phone calls between deaf and hearing people.
- Student Services purchased and/or updated several technologies in SSD to support student access and retention. These included Dragon Naturally Speaking, Kurzweil 3000, closed circuit televisions, and Zoom Text.
- A graduating student survey was linked with the online graduation application process (GATE) and feedback from more than 500 graduating students was captured.
- Tech Prep students have a higher college certificate and degree completion rate, with preliminary results showing a 10% increase (over 2009-10 data) in the number of 2010-11 high school students who earned Edmonds CC credit.

CORE THEME 4: PROVIDE A POSITIVE PLACE TO WORK AND LEARN

Performance Indicator 4.1: Student and Employee Satisfaction

Target 4.1a. Student Satisfaction: At least 85% of students will evaluate their experience at the College to be good or excellent.

This target was met. The College tracks this information biennially via the CCSSE. The winter 2011 CCSSE results showed that 87% of students evaluated their entire educational experience at Edmonds CC to be good or excellent. This result is consistent with the spring 2009 survey results.



Additional comments:

It should be noted that at 86.9%, Edmonds CC had a higher percentage of satisfied students compared to the following groups:

- All large institutions (i.e., enrollments between 8,000-14,999 students) who used the CCSSE between 2009-11: 84.7%
- All institutions (regardless of size or location) who used the CCSSE between 2009-11: 85.1%

In addition, Edmond CC's student satisfaction rate of 86.9% was slightly lower than, but compared to, the rate of:

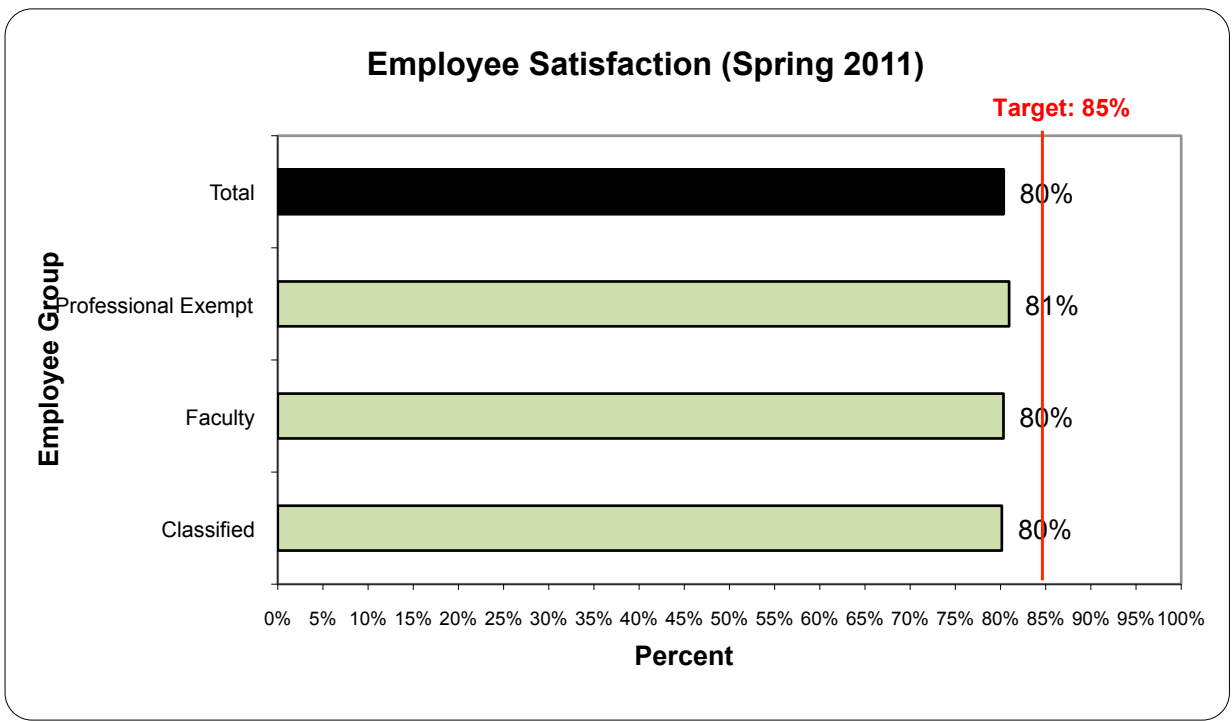
- All Northwest Commission on Colleges and Universities (NWCCU) accredited institutions who used the CCSSE between 2009-11: 87.1%
- Washington State CTCs who administered the CCSSE between 2010-11: 87.4%

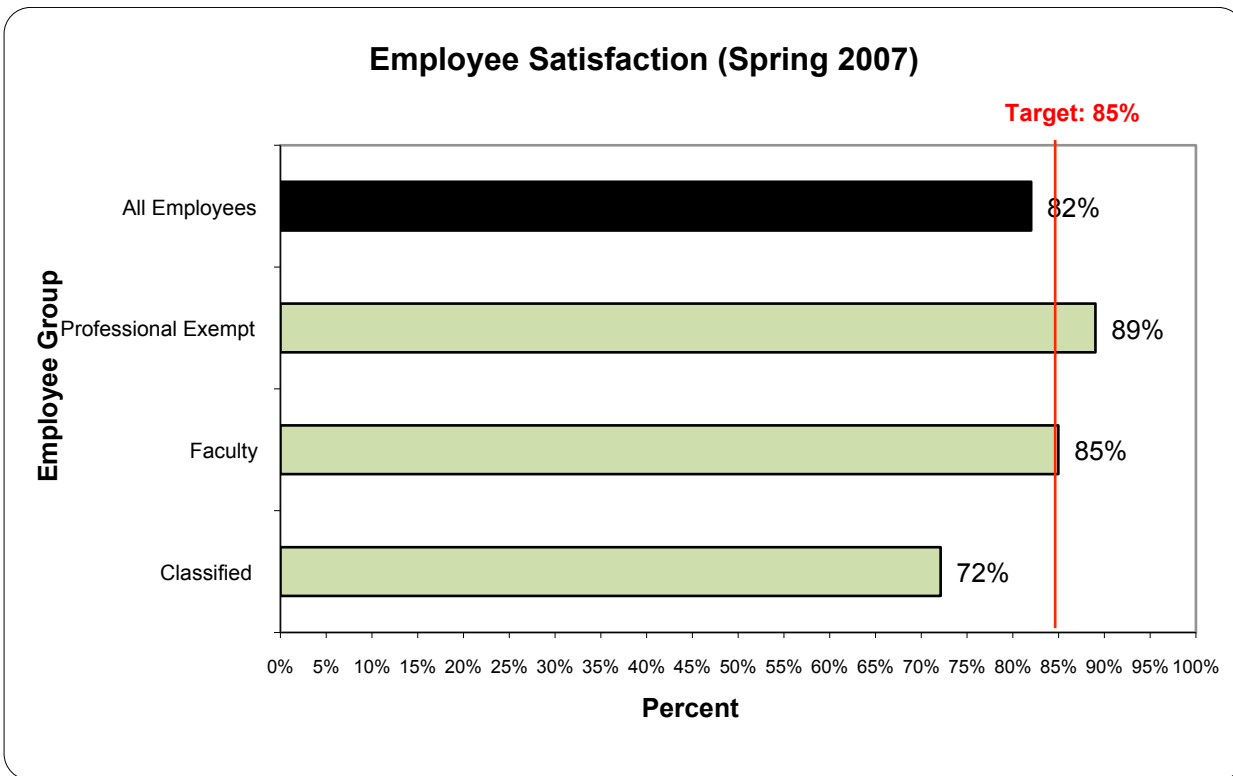
The College's \$1,913,250, 5-year, Title III grant from the U.S. Dept. of Education, which began on October 1, 2008, includes an objective to improve student success and college efficiency through collection, analysis, and use of data and integrated evaluation processes. The budget includes funding for a variety of evaluation tools, including survey instruments, and these funds are being used to support the administration of the CCSSE.

Target 4.1b. Employee Satisfaction: At least 85% of employees will rate the College as a good or excellent place to work.

This target was not met. Between 2007 and 2011, the employee satisfaction rate dropped 2 percentage points. While the satisfaction of faculty and professional exempt employees has decreased over the past four years, the satisfaction of classified employees has increased 8 percentage points.

The college tracks this information periodically via in-house developed climate surveys. This target is monitored via a survey question that asks, "Overall, how do you rate Edmonds CC as a place to work?"





Additional comments

This indicator is sensitive to climate issues in that the percentage is likely to fluctuate depending on the college climate, the state’s economic environment, and any recent events that have positively or negatively impacted the college and its employees. Therefore these factors must be taken into consideration when interpreting the data.

Performance Indicator 4.2: College Employee Ethnic/Racial Diversity

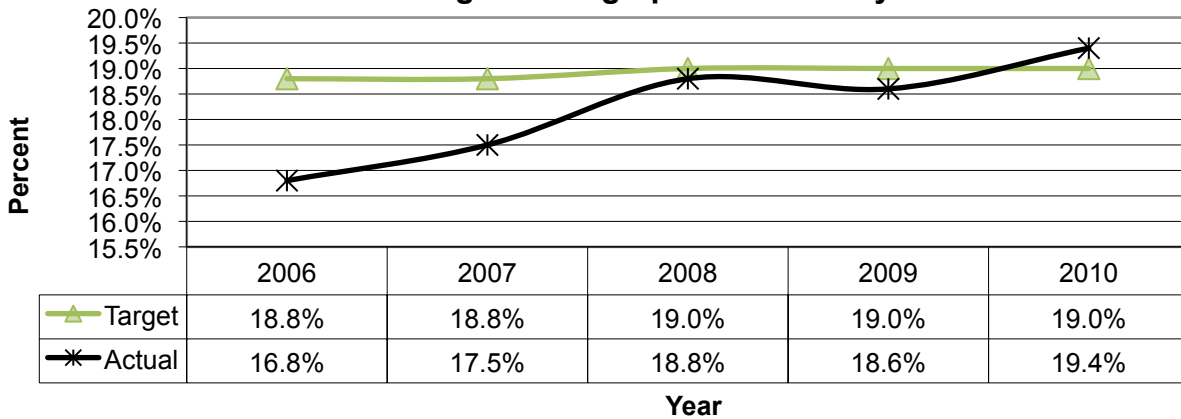
Target 4.2. The percentage of employees of color will match demographic availability.

The State provides data on the percentage of individuals in the area from which we recruit employees who have the basic credentials that would make them available for a job. This information is used to calculate “average availability.”

This target was met. Between 2009 and 2010, Edmonds CC made commendable progress toward having the college’s ethnic/racial diversity of its employees match the demographic availability.

The college has successfully retained and/or recruited employees of color and is now slightly less than one half of a percentage point above the target. This is the first time since 2005 when this data has been included in this report that the college has exceeded this goal.

Edmonds' Percentage of Faculty and Staff of Color Compared to the Target Demographic Availability



	2006	2007	2008	2009	2010
Employees of color	16.8%	17.5%	18.8%	18.6%	19.4%
Average availability	18.8%	18.8%	19.0%	19.0%	19.0%

Highlighted 2010-11 Accomplishments

The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 4. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 4: Provide a Positive Place to Work and Learn

- The Data Information Request Tracking (DIRT) system was launched, and more than 70 requests were submitted.
- The SIMPLE Plan was launched and trainings were held with all college areas. Data extracts were taken and sent to President's Cabinet to inform resource allocation decisions and annual accomplishment reports for the Board of Trustees. The SIMPLE Plan was also presented at three conferences: one state, one regional, and one national.
- A secure, electronic storage location for research-related data and analyses was established, and copies of important, historical information has been moved to the location.
- The Office of Planning, Research, and Assessment worked with IT to automate the generation of persistence data, grade analysis reports, and graduating student survey feedback.
- The college's new Safety Committee met monthly to continue development of an emergency management and business continuity plan for the college.
- The Executive Vice President for Instruction and the Vice President for Student Services held a series of short, professional development sessions with the instructional areas of the college to cover student behavior issues and student complaints. The meeting was held at the beginning of the academic year in an effort to empower the faculty to make decisions that will keep students engaged and keep their classes on track.
- The college evaluated the two modes of student evaluations (SIR II for on-ground classes and E-SIR for online classes) in an effort to increase response rates. The evaluation led to a decision to return to paper and pencil administration of the instrument in on-ground class sections so that ample sample sizes are collected for each faculty member's use.

- Various areas of the college continued to host diversity trainings and/or workshops, and the college created an on-line diversity training module.
- During the 2010-11 year, the college changed its procedure and now requires that all compliance trainings (that were on a three-year cycle) be completed annually.
- HR held more 177 workplace conflict and/or performance management sessions with members of the college community. The outcomes of the sessions included reaching an appropriate resolution of identified issues; designing and providing appropriate, additional training; and putting Performance Improvement Plans in place;.
- The Athletics Department decreased the college's liability and risks associated with non-students using its facilities.
- The launching of Google Apps has led to the creation of many internal (intranet-like) websites developed by various college areas, committees, and divisions in order to better track their work and share information with others.
- All exterior glass on all buildings was cleaned in June and July 2011.
- The college offered a variety of wellness opportunities to employees in 2010-11, including the following: comprehensive retirement seminar, annual health fair, WA State Governor's Bowl, Fit Friendly Company status, speakers series, Success Over Stress Series, and many more. Over 800 seats were filled in these wellness class offerings.
- The college installed security cameras in Meadowdale, Brier, and Seaview.
- The Diversity Council's plan was updated and implemented for 2010 - 2011. Large attendance of both staff and students for campus diversity programming to enhance cultural awareness.
- The college continued its green initiatives in various areas of its operations, including the following: investigated hand soap options and found a green seal certified product that would meet the college's needs; changed specifications for seat covers to include 100% recycled paper content; identified a machine to wax floors without the use of harsh chemical strippers and that only uses water or green seal certified cleaner.
- Most of the standard, most-used HR forms were modified and made available via the college's HR website. This established one point of contact/liaison from HR and avoids duplication of effort.
- Faculty continued to participate in the ongoing Getting Results and Quality Matters workshops, which are designed to assist with improving curriculum delivery to improve student success.
- Security's website was upgraded and links to essential college safety and security procedures are now available.
- HR successfully launched a new job opportunities web page powered by NEOGOV. This has streamlined the way the college receives and processes employment application materials.
- Washington Aerospace Training and Research (WATR) Center policies were developed, and a WATR Advisory Board was established.
- The college administered an employee climate and job satisfaction survey that was completed by 551 employees.

CORE THEME 5: SUPPORT COMMUNITY AND CIVIC ENGAGEMENT

During the 2009-10 academic year, a committee was formed to recommend indicators for Core Theme 5. The recommended indicators included the following:

- The committee recommended that the college use the six strategic directions for this core theme as headings under which community and civic engagement activities and events are listed. After listing events, the impact (measured by whatever means deemed suitable for each event) will be included. This indicator would include both qualitative and quantitative aspects and would not necessarily require a stated target.
- The College is developing a rubric for measuring the "art, culture, civic engagement program/initiative," and this rubric could be an additional way to measure part of this core theme.
- Compare the growth rate in college enrollments over time to the growth rate in the service area population over the same time period. A comparison of the two rates would provide a surrogate measure of whether students in the community are utilizing the college at a consistent rate.
- Community and civic partners can be surveyed to obtain feedback on how well the College is working to engage them.

The college is now collecting baseline information for these indicators so that targets for each can be set.

Highlighted 2010-11 Accomplishments

The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 5. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 5: Support Community and Civic Engagement

- Opened membership of Nonprofit Staff Development Coalition Project (NPSDC) to community wide non-profit organizations (in previous years, membership was limited to only human services organizations).
- Joined membership of 501 Commons and the Statewide Non Profit Resource Directory. Currently member of the Non-Profit Capacity Building group.
- Developed and filmed seven scenarios for Employment Security Department WorkFirst program
- Members of the Workforce Development Division presented at the Defenders/Offenders Workforce Development conference in San Francisco.
- Members of the Workforce Development Division interviewed Vet Corps representative at WSU Tri-Cities and two veteran counselors from the Employment Security Department to determine needs of veterans.
- The college's Prior Learning Assessment (PLA) Coordinator increased the college's PLA visibility by invitational presentations at the WEC meeting and the statewide PLA Work Group, as well as ongoing invited participation on the PLA Work Group.
- The Athletics Department held successful volleyball camps; and four (4) of the athletic teams worked with Staff Pro to provide security at Seahawk football games.
- 150 education and cultural events were held at the Edmonds Conference Center this past year

- The Family Support Services (FSS) department chair serves on the board of the WA Children's Trust Foundation.
- All eight (8) of the college's cooperative preschool programs provided parenting education and have active boards. This year Snohomish Cooperative Preschool was added to the program after it was eliminated by Everett CC.
- The FLED program coordinator attended meetings of the Snohomish County Early Learning Coalition, the Snohomish County Children's Commission, Edmonds School District Early Learning Partners, and the state-wide Organization of Parent Education Program.
- Edmonds Community College became a registered Community Emergency Response Team program. In addition, the college sponsored the King County Sheriffs' Search & Rescue Training Academy and the Snohomish County Medical Reserve Corps in April and May 2011.
- FEMA Course L363: Multi-hazards Emergency Planning for Higher Education was hosted by the college (June 28-30, 2011) and was attended by the other 5 Star Consortium members, along with several other institutions of higher education
- The college held the First Snohomish County Latino Business Forum event, which was attended by more than 110 people. 50% were small business owners; 30% attended to explore how to start a business and 20% attended to meet other business owners.
- The college organized and held the 7th annual Latino Business & Family Fair and partnered with Latino Educational Training Institute for a Community event, which drew 300+ students, families from local neighborhoods, and Latino business owners.
- The college created and held its first People Town Hall forum focusing on the City of Lynnwood budget.
- The college facilitated a dialogue at the Interfaith Muslim Women Conference, which 37 women attended.
- The college worked with representatives from Central Washington University, Edmonds School District and the City of Lynnwood to hold a city-wide M. L. King campus and community celebration. 235 individuals attended.
- The college worked with the Office of Student Life, Diversity Student Center, Visual Arts and the Office of Diversity Affairs to organize the Heart & Grace Reception featuring an art display in recognition of Women's History month. Over 110 people attended, including community members.
- The Energy Management Department established the Energy Educators Association with an inaugural 13 members from eight educational institutions to further collaboration, particularly within the Puget Sound region.
- The Business Management Department participated in a one-day strategic planning retreat with PeaceTrees Vietnam (PTVN). This work included facilitating interviews with three stakeholders to get feedback on SWOT (strengths, weaknesses, opportunities, and threats) of the nonprofit organization.
- A member of the Business Management Department served on the board for PTVN and served as interpreter at PTVN's 15th Anniversary Fundraising event. The fundraising efforts resulted in a total of \$165,000 raised for PTVN.
- The Business Management Department incorporated pen pal and fundraising projects for the children at Vinh Son Orphanage (VSO) in Kontum, Vietnam into the MGMT 100 (Human relations class). During Fall quarter 2010, students raised \$1,185.09 and during spring quarter 2011, students raised \$2,240. Money goes directly toward securing food, providing education, and improving health care for the children of the six orphanages in one of the poorest areas of Vietnam. In addition, students wrote 300 letters to the children. During fall quarter 2010, a member of the Business Management Department was able to deliver the letters to the children along with noodles (major staple in VN), which lasted for six months. Photos were taken and students were able to see the result of their work before the end of the quarter.
- This year the Creative Retirement Institute had 77+ active leaders and volunteers.
- The Hospitality/Tourism Department routinely disseminated current industry trends from online newsletters and print magazines to its students. In addition, the Hospitality/Tourism Department is listed as an educational organization with all of its member organizations, and this recognition helps the department gain national and international recognition for its programs.

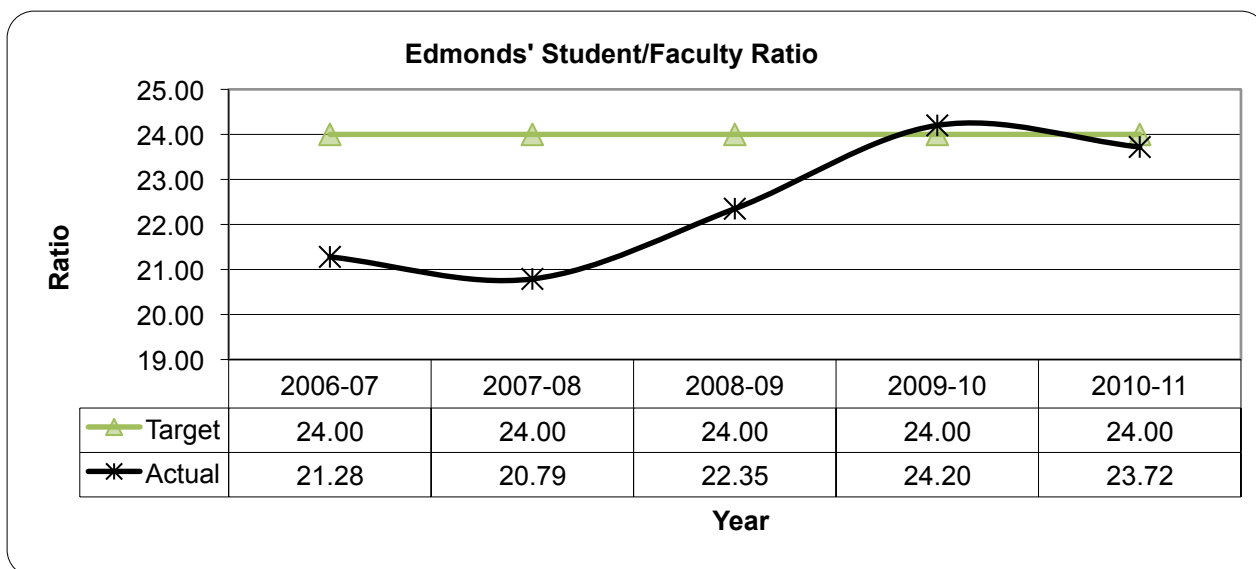
CORE THEME 6: BE FISCALLY ACCOUNTABLE

Performance Indicator 6.1: Student/Faculty Ratio

Target 6.1. The student/faculty ratio will increase each year until the ratio of 24:1 is achieved.

This target was not met. The college has only met this target once in the past five years. During this time, however, the College's student/faculty ratio has consistently been above that of the system average.

Achieving and maintaining the target ratio of 24:1 full-time equivalent students/full-time equivalent faculty is ambitious, but an increase of one (1) in this ratio equates to approximately an extra \$100,000 in tuition dollars.



NOTE: All numbers in the chart above and table below are ratios (i.e., 24.20 means a 24.20:1 ratio, and 24.20 full-time equivalent students for every 1 full-time equivalent faculty).

Annualized student/faculty ratios					
	2006-07	2007-08	2008-09	2009-10	2010-11
Edmonds	21.28	20.79	22.35	24.20	23.72
Bellevue	22.34	22.02	23.09	23.98	24.39
Cascadia	20.58	20.08	20.80	24.54	24.38
Clark	20.03	19.91	20.90	21.52	21.03
Everett	19.60	19.71	20.88	22.53	22.50
Highline	25.62	26.06	27.68	28.92	26.17
Shoreline	19.81	20.19	20.25	21.01	20.72
All WA CTCs	20.59	20.42	21.72	23.40	22.94

Additional comments: This indicator is almost exclusively influenced by class capacities, which a) vary by academic discipline and b) can be constrained by classroom space/seating limitations and enrollment patterns.

Note: The SBCTC uses a different full-time equivalent faculty calculation than Edmonds CC does when determining and publishing statewide and individual college’s student/faculty ratios. Therefore, internally calculated and used student/faculty ratios at Edmonds CC will be slightly different than those published by the SBCTC.

Performance Indicator 6.2: Efficiency of College Operations per FTES

Target 6.2. State-funded cost per FTE student will be no more than 5% different from the Washington state CTC system average.

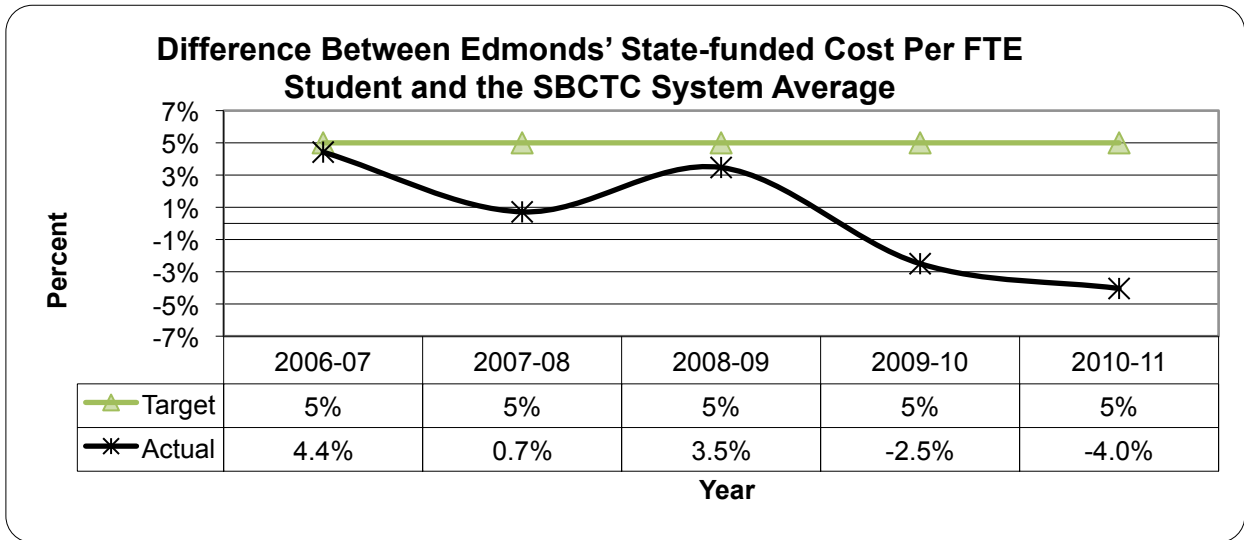
This target was met. Every year the College receives a set allocation for a target number of state funded enrollments. Typically, Edmonds CC has served more FTES than the number for which the College was funded.

This indicator is tied directly to the amount of student enrollment FTES at the College.

In years where the College has experienced high excess enrollment FTES, the cost per FTE decreases. This is because the College has the infrastructure in place to handle increased enrollments. Since the College’s infrastructure did not increase or significantly decrease in the last two years, so the cost went down.

In addition, the variance difference between our college and the WA CTC average depends greatly upon the amount of excess enrollment being recognized at other colleges in the state. If Edmonds experiences a greater amount of excess enrollment FTES than most other colleges, then Edmonds’ variance from the SBCTC will decrease.

	2006-07	2007-08	2008-09	2009-10	2010-11
Edmonds CC’s state-funded cost per FTES	\$ 6,555	\$ 6,847	\$ 6,629	\$5,720	\$5,620
WA CTC state-funded average cost per FTES	\$ 6,265	\$ 6,798	\$6,399	\$5,863	\$5,847
Difference	\$ 290	\$ 49	\$230	(\$143)	(\$227)
Percent difference	4.4%	0.7%	3.5%	-2.5%	-4.0%

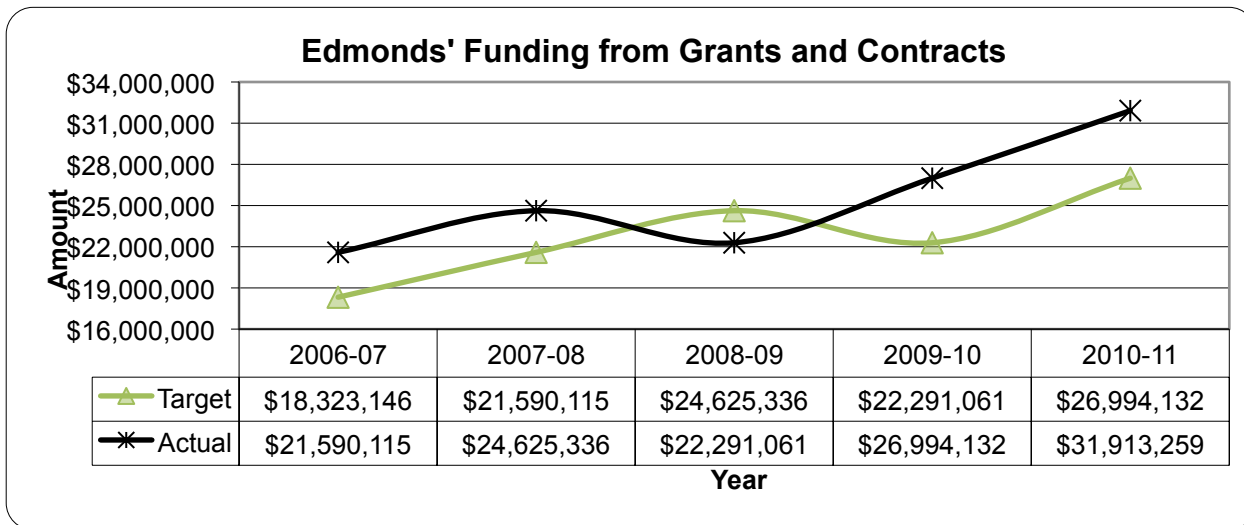


Performance Indicator 6.3: Revenue

Target 6.3. Increase funding from grants and contracts annually.

This target was met. Edmonds Community College continues to lead the Washington State Community College system in public and private funding. In FY 10/11, the college received \$31,913,259 in grants and contracts, representing nearly 42% of total college funding and an 18% increase in grants and contract funding from the previous year. A majority of the new funding for the year was designated for preparing students for jobs and careers, both regionally and globally. Several major grants contributed to this unprecedented increase. In addition, the college experienced an increase in financial assistance to students, which is included in this data.

The College continues to be in the top percent of community colleges nationwide for the number of grants it has received from the National Science Foundation to provide Science, Technology, Engineering and Math (STEM) education. Both the Business Training Center and the Washington Aerospace Training and Research (WATR) Center, which opened its doors in June of 2010, were highly successful at generating state and federal funds to train students in manufacturing, avionics, and composites to meet the needs of the aerospace industry. Grants from the U.S. Department of Health and Human Services and the U.S. Department of Labor supported training for the health care sector, particularly for low-income adults. Two grants from the U.S. Department of State offered professional training and degree programs to students from South Asia, Africa, Latin America and the Near East. It should be noted that the endowment portion of the U.S. Department of Education Title III grant was matched by the College Foundation for a total of \$378,000 and the college saw a significant increase in international students, which is included in the grants and contract total funding.



	2006-07	2007-08	2008-09	2009-10	2010-11
State and DOC Operating Fund 001	\$23,712,604	\$26,691,160	\$28,454,692	\$27,183,952	\$25,920,612
Tuition (Operating Fees) Fund 149	8,725,154	9,668,097	9,429,723	10,063,728	10,265,236
Total General Operating Funds	\$32,437,758	\$36,359,257	\$37,884,415	\$37,247,680	\$36,185,848
Dedicated Local Fund 148	3,442,871	5,352,573	6,383,083	5,235,920	8,147,304
Grants and Contracts Funds 001 and 145	21,590,115	24,625,336	22,291,061	26,994,132	31,913,259
Total Funds	\$57,470,744	\$66,337,166	\$66,558,559	\$69,477,732	\$76,246,411
Grants and Contracts as a Percent of Total Funds	37.6%	37.1%	33.5%	38.90%	41.90%

Highlighted 2010-11 Accomplishments

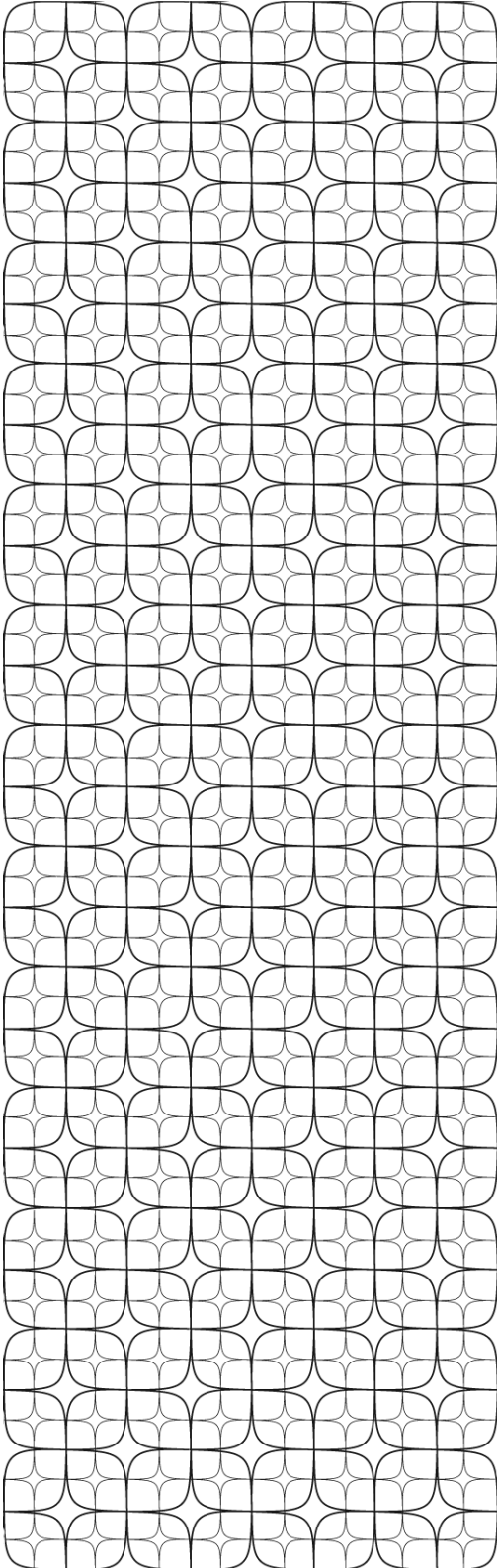
The following list provides accomplishments of the 2010-11 year that have been linked to Core Theme 6. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 6: Be Fiscally Accountable

Efficiency and Budget Saving Efforts:

- IT successfully transitioned the college from an expensive anti-virus solution to an anti-virus solution that is covered under an existing Microsoft Campus Agreement.
- The Maintenance Department experienced energy savings of over 10%.
- College in the High School enrollment increased 18% (2009-2010 = 308 students; 2010-2011 = 364 students).
- Eight instructional programs were asked to complete strategic plans in order to increase enrollments and make their programs more sustainable
- The Liquid Office Committee regularly met to design the format and functionality of the Special Assignment PAF form. By spring quarter 2011, approximately 75% of special assignment PAFs were successfully being produced, reviewed, and circulated electronically without problems.
- The Foundation developed and implemented a strategy for creating the Jack and Elaine Oharah Title III Endowed Scholarship. Actions included: soliciting 100% participation from the Foundation board and Board of Trustees; holding a retirement party and requesting contributions for the scholarship at event; securing contributions from key donors, including major gifts from Boeing and Premera; securing an anonymous donor who agreed to provide a \$75,000 challenge gift to match community contributions, effectively creating a "double match" for the community by allowing their gifts to be matched once with the anonymous donor's gift and again with Title III funds.
- In addition to the Oharah scholarship, two additional endowed scholarships were created: the Mary Pat Dennis Andre Scholarship and the Walt Bubelis Scholarship.
- More outreach was conducted in 2010-11 for the campus giving campaign, with Foundation staff making presentations in front of more divisions and departments than in previous years. A fact sheet demonstrating the impact of Foundation programs provided staff with a greater level of knowledge and understanding about how their gifts to the campaign are used by the Foundation for the good of the college and its students.
- More than half of the goals and objectives from the Foundation's 2009 strategic plan have been accomplished, and active work is being done on 75% of the objectives set forth in this 3-5 year plan.
- A presentation was made to the campus and at the National CRD conference on grants awarded to the college to assist it in becoming a hub of math and science. Grants awarded in the following: U.S. Dept. of Health and Human Services- CATCH grant for \$7.8 million; NSF/ University of Washington – Washington Mathematics, Engineering, Science Achievement (MESA) Project for \$55,000; College Spark - Achieving the Dream for \$250,000; NSF – TUES – Defining and Assessing Core Principles for undergraduate Physiology for \$225,000; Department of Labor – Community Based Job Training grant - -with WDC and Everett CC – health care for \$250,000; NSF – New Workshops NSF – STEP – Relationships in Science Education for \$1 million; NSF – STEM Scholarships - \$593,000. The total of these grants is \$10,173,000
- Rainier Place was at 100% occupancy for the academic year 2010 - 2011. Hired full time Housing Coordinator, which contributed to maintaining 100% occupancy.
- Washington Aerospace Training and Research Center's expenses were covered last year and it is projected that the center will generate considerable revenue during 2011-2012.
- A fee structure was established that could generate revenue from the use of Monroe Hall that would provide funding for equipment maintenance and technology upgrades.

Prepared by: Office of Planning, Research, and Assessment (OPRA),
College Relations and Advancement Division



Edmonds Community College
is accredited by the Northwest Commission on
Colleges and Universities and governed by the
Washington State Board for Community and
Technical Colleges.



Edmonds Community College
20000 68th Ave. W
Lynnwood, WA 98036
425.640.1002
www.edcc.edu