

Northwest Commission on Colleges and Universities

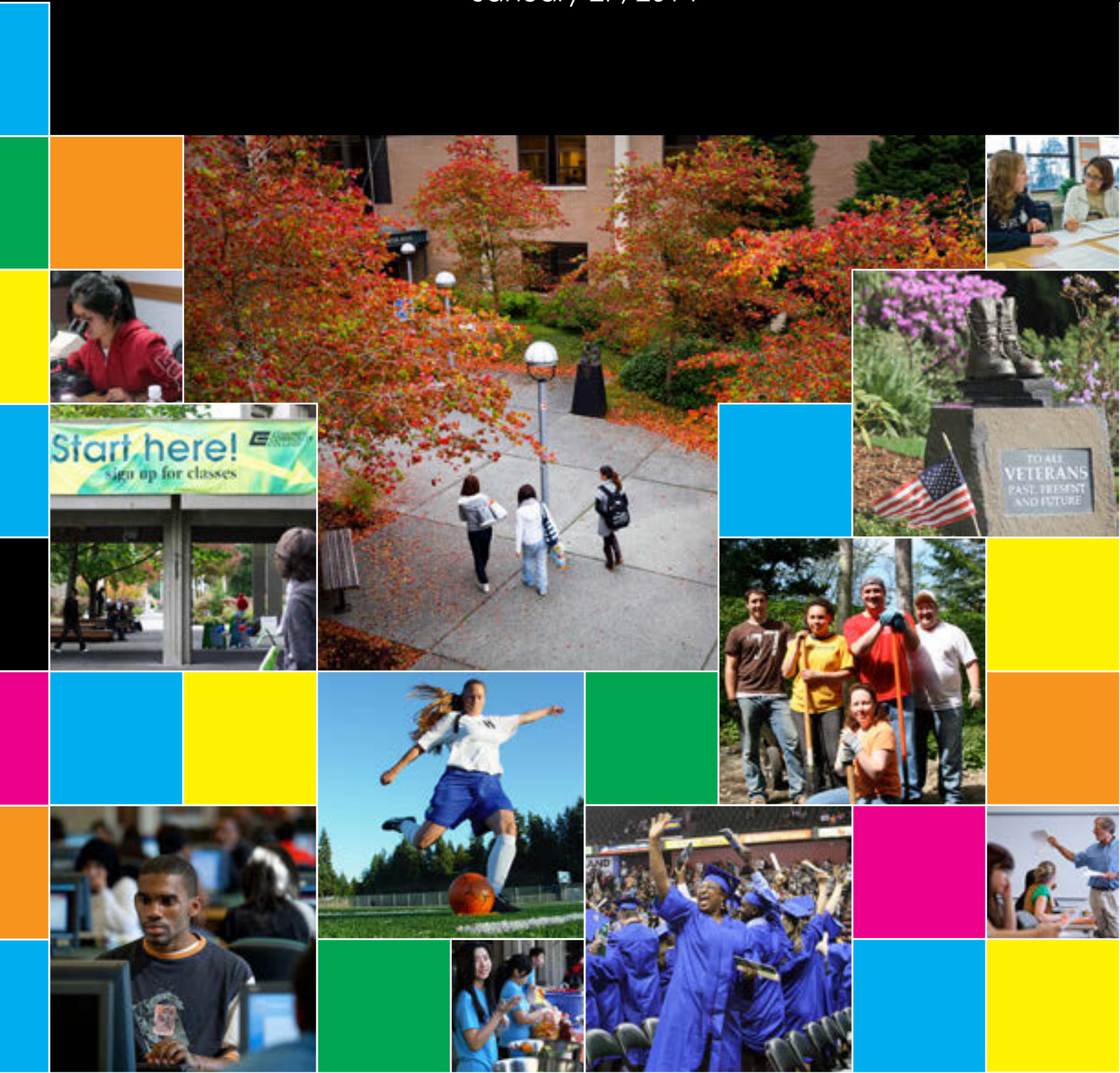
Year Three Self-Evaluation Report

with Addendum Regarding the College's Indicators of Achievement

in Preparation for the March 3-5, 2014 Visit

Edmonds Community College

January 27, 2014



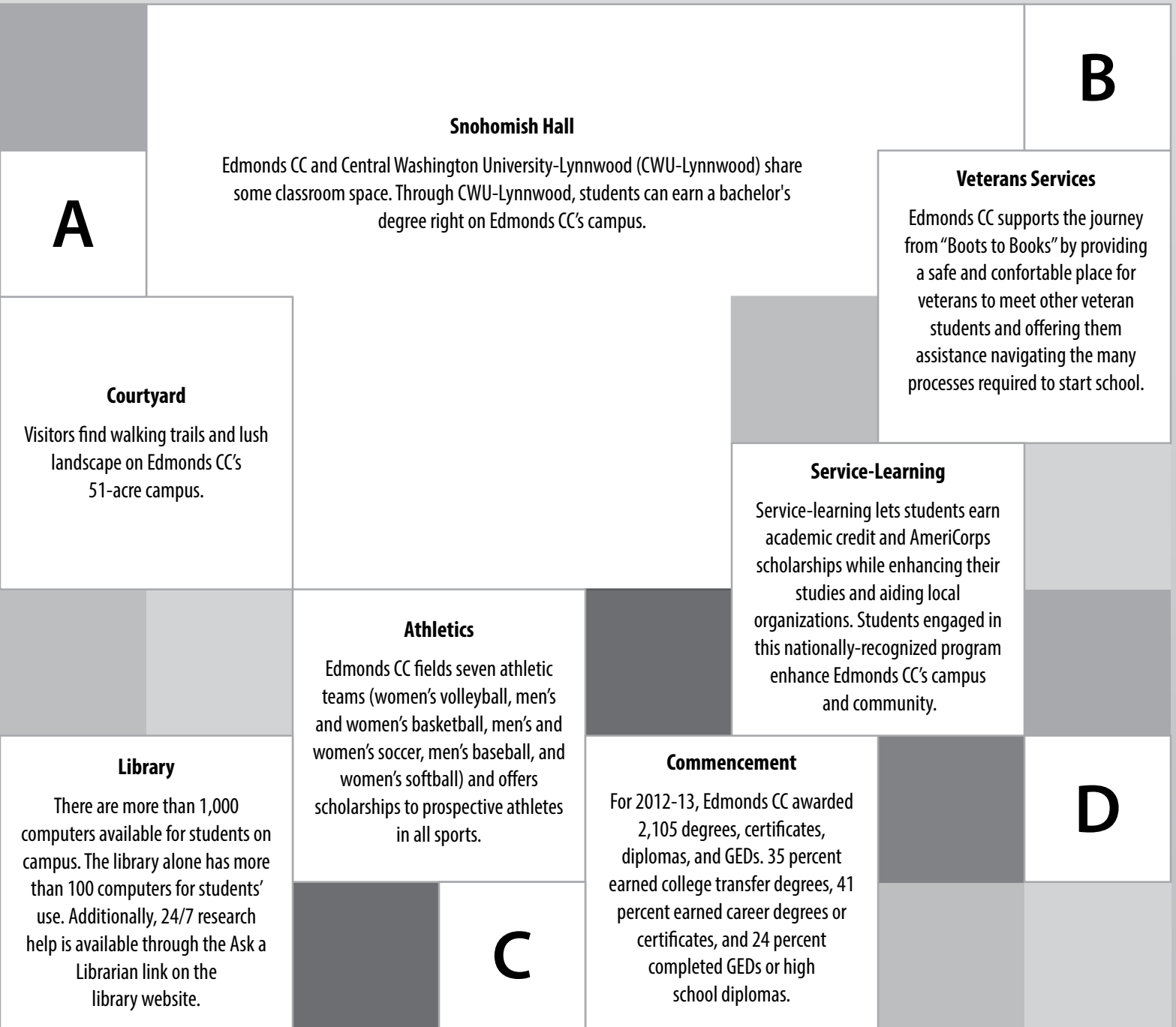
Guide to Cover Photos

A. STEM Education: A leader and innovator in math and science education, Edmonds CC is the recipient of 20 National Science Foundation grants.

B. Learning Support Center: Students get one-on-one tutoring in our Learning Support Center. Each year, the center helps more than 4,000 students strengthen their abilities in math, science, humanities, and social sciences.

C. Student Programs: Students find much to do on campus. Many services help students make decisions for their futures that fit their skills and talents as well as events, clubs, and activities so they can engage in and enjoy their college experience.

D. Classrooms: Students say they chose Edmonds Community College because they liked its flexible class schedule, smaller class sizes, high-quality instruction, diverse campus, in-demand training programs, and welcoming environment.



Certification of the Year Three Self-Evaluation Report

To: Northwest Commission on Colleges and Universities

From: Edmonds Community College

On behalf of the Board of Trustees and Edmonds Community College, we are pleased to submit this Year Three Self-Evaluation Report for the purpose of assisting in the determination of the institution's accreditation status.


We certify that there was broad participation by the campus community, and we believe that this Year Three Self-Evaluation Report accurately reflects the nature and substance of the institution.

Signed:



Diana Clay, Chair, Board of Trustees

1/23/14
Date



Dr. Jean Hernandez, President, Edmonds Community College

1/23/14
Date



James Mulik, Accreditation Liaison Officer

1/23/14
Date



Melissa Newell, Year Three Accreditation Report Faculty Coordinator

1/23/14
Date



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INSTITUTIONAL OVERVIEW



Institutional Overview

Edmonds Community College is a comprehensive, public two-year institution of higher education that provides Transfer; Professional Technical; Adult Basic Education/GED/English as a Second Language; and Continuing Education programs to approximately 20,000 unique students every year. Based on [fall 2012 enrollment numbers](#), it is the third largest community college in the state of Washington. In 2012, Edmonds CC celebrated 45 years of service on its 50-acre campus in Lynnwood, Washington.

On average the college serves more than 11,000 students each quarter, with approximately 40% enrolled in Transfer, 30% in Professional Technical, 25% in Pre-college/Developmental Education, and 5% in Continuing Education programs. Students range in age from 16 to 70+, with an average age of about 30. About 33% of the college's students are persons of color. Of new students at the college, about 45% work full or part-time and nearly 30% have children or other dependents in their care. More than 1,200 international students from approximately 74 countries attend the college; however, about 80% of all students live within an eight-mile radius of the campus. In addition, nearly 40% of all students take at least one online or hybrid class.

During the 2010-2011 academic year, the college began a process to formally review its Mission Statement. Employees across the college engaged in the process and contributed to the revised mission wording. In June 2012, Edmonds CC's Board of Trustees approved a [revised Mission Statement](#) for the college that reflects the college's value for strategic and data-informed work that aims to increase student success and retention: "Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning."

In addition, the trustees approved five revised Core Themes that are tied to specific quantitative performance measures and that directly align with the college's Mission Statement:

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

The college's revised Mission Statement and Core Themes reflect the college's work toward becoming a true learning college and organization. To further this work, a set of shared Values was adopted in June 2012, and a shared Vision Statement was [approved](#) in March of 2013: "Transforming lives through exemplary, nationally recognized educational and career pathways."

The college's Values include:

- Collaboration and Communication
- Responsibility and Accountability
- Innovation and Creativity
- Diversity, Respect, and Inclusion

The Mission Statement and Core Themes help define the college and who it serves. The Values

inform how all units of the college operate. The Vision Statement provides direction toward what the college would like to become. Collectively, these statements align directly with the previously developed College Wide Abilities (CWAs), which state that Edmonds CC provides its campus community with “opportunities to integrate knowledge and skills in order to reason clearly; communicate and interact respectfully; explore critically and creatively; and act responsibly.” The CWAs provide a consistent educational focus for students and employees and embed assessment of student learning into the college culture. All course-level learning objectives (CLOs) have been mapped to the CWAs.

In fulfilling its mission and moving toward its vision, the biggest challenge the college has faced has been the rapid decline in state funding. Between 2008 and 2012, the state cut the college’s permanent [operating budget](#) by \$10.5 million (more than 26%). During this same period, tuition increased by 12% two years in a row, and the number of international students attending Edmonds CC grew slightly.

While the college has been in a better budgetary position than many of its peer colleges due to its historically high enrollments and its aggressive pursuit of grants and contracts (it receives more money from grants and contracts than any other single community college in the state), the cuts have had a serious impact on the college’s resources as will be noted throughout this report. In addition, declining enrollments are a concern for the 2012-2013 and 2013-2014 academic years.

In this environment of cuts, the college has taken the opportunity to reorganize units and positions with input from across the college community. It has endeavored to streamline services as part of the state community and technical college system and as a consortium with its four closest neighboring colleges. College leaders have provided regular updates to the campus about the budget status. In addition, Edmonds CC has continued to foster an innovative, student-centered culture of continuous improvement. Due to these efforts, the college has been able to offer more opportunity to its students and its community even in a period of economic strife.

Over the past five years the college has

- Built on its commitment to its stated Values and student success--particularly by participating in the national Achieving the Dream initiative (see 2.A);
- Provided professional development opportunities for staff and faculty (see 2.B);
- Added programs in partnership with local employers to meet demand for skilled employees--particularly in the aerospace industry at the WATR Center (see 2.C);
- Established a nationally-recognized service learning program (see 2.C and 2.D);
- Offered 150 arts and cultural events on campus, featuring student and faculty performances as part of an Arts, Culture, and Civic Engagement initiative (see 2.D);
- Worked toward a Learning Commons model in the college library (see 2.E);
- Supported services for STEM students with its latest three (of 20 total) National Science Foundation grants of \$1.5 million over five years (see 2.F);
- Expanded space through renovations, new construction, and acquisitions (see 2.G); and
- Increased access to technology including operating a mostly wireless campus, adding network bandwidth, and equipping mediated classrooms (see 2.G).

[Institutional Overview Evidence List and Links](#)

DATA SHEET



Data Sheet

The completed “Basic Institutional Data Form” for the college can be found on the following pages.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Edmonds Community College

Address: 20000 68th Ave West

City, State, ZIP: Lynnwood, WA 98036

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Washington State Board for Community and Technical Colleges

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Construction Management	Associate	American Council for Construction Education	2012

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Credit Equivalent * Enrollment / 15)

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	8,193	8,287	8,824
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	8,193	8,287	8,824

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	12,773	12,177	11,637
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	12,773	12,177	11,637

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	136	437	2	5	22	86	4	17
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	54,666	16
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1st to June 30th

Reporting of income: Accrual Basis _____ x Accrual Basis _____
 Reporting of expenses: Accrual Basis _____ x Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 7/01/12 to 6/30-13	One Year Prior to Last Completed FY Dates: 7/01/11 to 6/30/12	Two Years Prior to Last Completed FY Dates: 7/01/10 to 6/30/11
CURRENT FUNDS			
Unrestricted			
Cash	369,413	322,276	243,984
Investments	12,842,869	9,709,140	11,451,766
Accounts receivable gross	104,990	99,663	93,574
Less allowance for bad debts	-6,690	-4,518	-4,922
Inventories	0.	603,791	921,332
Prepaid expenses and deferred charges	0.	112,083	237,161
Other (identify)	0.	0.	0.
Due from Inter-fund or agency	2,057,600	3,043,301	574,759
Total Unrestricted	15,368,182	13,885,736	13,517,654
Restricted			
Cash	427,914	424,199	172,008
Investments	14,854,712	12,745,182	7,715,443
Other (identify)Acct. Rec. net of bad debts	784,554	1,154,920	1,178,888
Due from Inter-fund or agency	2,224,381	2,381,789	3,508,387
Total Restricted	18,291,561	16,706,090	12,574,726
TOTAL CURRENT FUNDS	33,659,743	30,591,826	26,092,380
ENDOWMENT AND SIMILAR FUNDS			
Cash	0.	0.	0.
Investments	0.	0.	0.
Other (identify)	0.	0.	0.
Due from	0.	0.	0.
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.	0.	0.
PLANT FUND			
Unexpended			
Cash	480,738	594,605	384,881
Investments	0.	0.	0.
Other (identify)Due fr Inter-fund or agency	4,898	1,448	1,550,102
Total unexpended	485,636	596,053	1,934,983
Investment in Plant-Net of Depreciation			
Land	5,844,267	5,844,267	5,140,567
Infrastructure	6,155,252	6,628,181	5,173,155
Buildings	83,810,819	86,821,842	87,392,195
Equipment	2,787,346	1,222,137	1,289,043
Library resources	160,752	172,068	173,916
Other (identify) Construction In Progress	279,521	0.	0.
Total investments in plant	99,037,957	100,688,495	99,168,876
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS	99,523,593	101,284,548	101,103,859
OTHER ASSETS (IDENTIFY): LOAN FUNDS, LONG-TERM OBLIGATION, AND AGENCY FUNDS	11,398,973	11,702,901	12,349,724
TOTAL OTHER ASSETS	11,398,973	11,702,901	12,349,724
TOTAL ASSETS	144,582,309	143,579,275	139,545,963

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:7/01/12 to 6/30/13	One Year Prior to Last Completed FY Dates:7/01/11 to 6/30/12	Two Years Prior to Last Completed FY Dates:7/01/10 to 6/30/11
CURRENT FUNDS			
Unrestricted			
Accounts payable	72,661	81,058	70,660
Accrued liabilities	687,428	751,794	773,910
Students' deposits	0.	0.	0.
Deferred credits	1,256,910	1,341,886	951,193
Other liabilities (identify) Accrued Leave	56,905	67,420	68,466
Due to Inter fund or agency	2,450,352	1,414,890	354,353
Fund balance	10,843,926	10,228,688	11,299,072
Total Unrestricted	15,368,182	13,885,736	13,517,654
Restricted			
Accounts payable	161,077	188,951	823,570
Other: Deferred credits & Accrued liabilities	2,516,439	3,104,091	1,636,635
Due to Inter fund or agency	354,258	3,034,560	2,041,273
Fund balance	15,259,787	10,378,488	8,073,248
Total Restricted	18,291,561	16,706,090	12,574,726
TOTAL CURRENT FUNDS	33,659,743	30,591,826	26,092,380
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0.	0.	0.
Quasi-endowed	0.	0.	0.
Due to	0.	0.	0.
Fund balance	0.	0.	0.
TOTAL ENDOWMENT AND SIMILAR FUNDS	0.	0.	0.
PLANT FUND			
Unexpended			
Accounts payable	336,228	296,153	316,460
Notes payable	0.	0.	0.
Bonds payable-COP Short-term	1,075,031	1,027,741	991,943
Other liabilities-Deferred credits	139,691	150,895	90,551
Due to Inter fund or agency	109,866	62,285	372,068
Fund balance	86,358,770	87,168,436	85,711,059
Total unexpended	88,019,586	88,705,510	87,482,081
Investment in Plant			
Notes payable	0.	0.	0.
Bonds payable-COP Long-term	11,504,007	12,579,038	13,621,778
Mortgage payable	0.	0.	0.
Other liabilities (identify)	0.	0.	0.
Due to	0.	0.	0.
Other plant fund liabilities (identify)	0.	0.	0.
TOTAL INVESTMENTS IN PLANT FUND	99,523,593	101,284,548	101,103,859
OTHER LIABILITIES: LEAVE LIAB., LOAN FUNDS, AGENCY FUNDS	11,398,973	11,702,901	12,349,724
TOTAL OTHER LIABILITIES	11,398,973	11,702,901	12,349,724
TOTAL LIABILITIES	32,119,826	35,803,663	34,462,584
FUND BALANCE	112,462,483	107,775,612	105,083,379

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 7/01/12 to 6/30/13	One Year Prior to Last Completed FY Dates: 7/01/11 to 6/30/12	Two Years Prior to Last Completed FY Dates: 7/01/10 to 6/30/11
Tuition and fees	20,889,434	19,751,500	19,258,000
Federal appropriations	18,974,708	19,512,093	19,526,473
State appropriations	23,260,054	23,671,210	28,140,198
Local appropriations	0.	0.	0.
Grants and contracts	25,960,323	24,382,017	20,754,139
Endowment income	0.	0.	0.
Auxiliary enterprises	6,619,265	8,926,307	9,347,418
Other: Interest, Educ Sales, Non-Rev, Misc.	3,640,760	3,691,577	3,761,559
Total Revenues	99,344,544	99,934,704	100,787,787
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	58,437,424	59,467,950	58,480,568
Research	0.	0.	0.
Public services	0.	0.	0.
Academic support	4,861,515	4,253,960	4,427,484
Student services	5,660,186	5,686,892	6,124,102
Institutional support	7,559,510	6,403,159	6,396,659
Operation and maintenance of plant	5,569,946	5,529,925	6,356,368
Scholarships and fellowships	4,987,071	5,483,015	5,881,282
Other: Fin Aid Admin Allow, Misc.	676,838	701,363	655,192
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General	87,752,490	87,526,264	88,321,655
Auxiliary Enterprises			
Expenditures	8,741,510	9,870,213	9,961,087
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	8,741,510	9,870,213	9,961,087
TOTAL EXPENDITURE & MANDATORY TRANSFERS	96,494,000	97,396,477	98,282,742
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0.	0.	0.
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	2,850,544	2,538,227	2,505,045

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 7/01/12 to 6/30/13	One Year Prior to Last Completed FY Dates: 7/01/11 to 6/30/12	Two Years Prior to Last Completed FY Dates: 7/01/10 to 6/30/11
For Capital Outlay	12,579,038	13,606,779	14,613,721
For Operations	0.	0.	0.

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Monroe Correctional Complex, Twin Rivers Unit, PO Box 888 Monroe, WA 98272	Certificate, Interactive Media	12	85	1
Monroe Correctional Complex, Twin Rivers Unit, PO Box 888 Monroe, WA 98272	Certificate, Carpentry	6	59	1
Monroe Correctional Complex, Washington State Reformatory, PO Box 777 Monroe, WA 98272	Certificate, Sustainable Horticulture	14	48	1
Monroe Correctional Complex, Washington State Reformatory, PO Box 777 Monroe, WA 98272	Certificate, Carpentry	6	59	1
Edmonds Community College, Tulalip, 6406 Marine Dr. Tulalip, WA 98271	Certificate of Completion, Construction Industry Training - Work Ready	3	22	1
Edmonds Community College, Tulalip, 6406 Marine Dr. Tulalip, WA 98271	Certificate of Completion, Leadership	5	15	1
Edmonds Community College, Monroe Worksource, 17150 West Main St. Monroe WA 98272	Certificate of Completion, Construction Industry Training	2	27	1
Edmonds Community College, Washington Aerospace Training and Research Center, 3008 100 th Street SW Paine Field Everett, WA 98204	Certificate of Completion, Aerospace various	5 competency-based short certificates, ranging from 8 to 18.5 credits, each	1367	8

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
ICLC, P.O Box 609-4050, Alajuela, Costa Rica 20101	Associate of Arts/Science degrees	1	1	1
AIFS, Dilke House, Malet Street, London WC1E 7JN, England, UK	Associate of Arts/Science degrees	3	3	2
AIP, Calle el Bachiller, 5 46010 Valencia, Spain	Associate of Arts/Science degrees	1	1	1
Green River CC, 887 Swanston St Parkville VIC 3053	Associate of Arts/Science degrees	3	2	2
Green River CC, 1030 Shimoogino Atsugi, Kanagawa Prefecture 243-0292	Associate of Arts/Science degrees	3	3	3
ECLEE, 5 Residence Citeaux, Parc St-Maur, Avenue de Mormal, 59000 Lille	Associate of Arts/Science degrees	1	4	1
AIFS, Via Maggio, 11 50125 Florence, Italy	Associate of Arts/Science degrees	3	2	2

PREFACE



Preface

Brief update on institutional changes since the institution's last report

Since submission of the March 2011 Year One Report and receipt of the May 17, 2012 Action Letter, Edmonds Community College has used its Vision, Mission Statement, and Values to address state budget reductions with the least impact to students. Because the college has been able to take such actions as increasing tuition, increasing class sizes, reducing energy consumption, and securing grants, it has avoided having to make significant cuts in programs, services, and staffing. At an institutional level, the college is engaged in active discussions about student equity and success with the intent of making innovative changes that will more effectively support students and their goals.

Specific actions that the college has undertaken and/or continues to work on since 2011 include the following:

- Completion of a mission review process that resulted in a revised Mission Statement, a new set of Core Themes, and a list of shared Values for the college that were formally approved by the Board of Trustees in June 2012.
- Creation of a definition of mission fulfillment threshold.
- Establishment of a new set of Indicators of Achievement (which the college previously called "Key Performance Indicators").
- Articulation of a shared vision and creation of a new Strategic Plan.
- Development of a governance structure to implement and track progress of the college's new Strategic Plan, which is aligned with the Mission Statement, Core Themes, and Values.
- Development of a strategic planning template with Core Theme linkages including goals, timelines and progress. This document will be used for analysis of resources and capacities needed to facilitate the strategic plan.
- Continuation of work to improve the college's functional and operational planning structure (the SIMPLE Plan), which is integrated with resource allocation and aligned with the college's Core Themes.
- Continuation of work to implement an Operational Data Store (ODS) that will help inform and improve institutional efficiencies and effectiveness by providing faculty and administrators with the quantitative tools needed to evaluate the impact of college activities and programs.

Other significant changes since the 2011 Year One Report are described briefly below, organized by the college's five Core Themes. The items listed here represent highlights of the many accomplishments that have been reported in SIMPLE Plans by various areas of the college.

Core Theme 1: Strengthen Our Diverse Community

Over the past two years, the college has continued its commitment to providing supportive programs and services that promote diversity, respect, and inclusion. Examples include the following activities:

- Joining the national Achieving the Dream initiative to better focus college programs and services on student success.
- Hiring leaders who are committed to the needs of a learning college, including a newly created position, Special Assistant to the President for Equity and Inclusion, to strengthen its diverse communities; deepen its diversity, respect and inclusion value; and further support the college's student success efforts.
- Providing events and activities to engage and serve the local community in partnership with the Center for Student Engagement and Leadership, the Black Box Theatre, and Arts, Culture, and Civic Engagement.
- Holding monthly birthday breakfasts with the college's president that have drawn staff and faculty from all areas of the college together for conversation, recognition, and celebration.
- Hosting and participating on a three county Latino Leadership Planning Committee to address the needs of the Latino/a community.
- Establishing and holding the college's first Female Entrepreneur Networking event as part of Women's History month. The panel for the event consisted of representatives from Small Business Administration, Northwest Business Center, Community Capital Development, and Sno-Isle Lynnwood Library. Sixty-six people attended.
- Establishing the President's Advisory Committee in fall 2011. Quarterly meetings took place throughout the year involving representatives from area community organizations and leaders. Select program presentations were provided for the committee, who in turn advised the college's president on ways that students can become involved through internships and other career opportunities with their businesses and companies.

Core Themes 2 and 3: Provide Educational Opportunities and Help Students Access Career Opportunities

Actions listed below are representative of the many activities undertaken over the last two years that have reinforced the college's commitment to providing access to educational opportunities through academic and professional-technical programs:

- Many faculty participated in Quality Matters workshops, where they learned how to use a detailed rubric to evaluate peers' courses, as well as Getting Results workshops, in which they learned ways to improve their teaching.
- PreCollege/Developmental Education faculty took a leadership role in bringing the Reading Apprenticeship Program to Edmonds CC. This program continues to develop cross-divisional partnerships and workshops to share best practices that support student learning.
- The college held its second and third "[Making Learning Visible](#)" events where students showcased their work through a poster session with colleagues, faculty, and the community.
- The International Education Division created and implemented the college's Global

Engagement program that offers opportunities for faculty and staff to conduct projects here and abroad and that will directly increase our students' understanding of the world.

- The President's Office was heavily involved in a variety of Science, Technology, Engineering, and Math (STEM) activities. The participation of Edmonds CC's President on a White House STEM panel was a highlight of these efforts.
- A number of students in the Edmonds CC Physics Department were involved in the [Undergraduate Research](#) (UR) program at the University of Washington. As a result of their involvement in this program, Edmonds CC physics students have been awarded
 - four NASA Undergraduate Research Awards;
 - two Washington Space Grant (WSGC) Research Scholarships;
 - four National Science Foundation Student Research Internships;
 - twenty Edmonds CC Undergraduate Research Awards;
 - fifteen invitations to present research work at the annual University of Washington Undergraduate Research Symposium;
 - one invitation to present at the Western Washington Mathematics Students' Conference;
 - two professionally published, original scientific findings in the prestigious Journal of Quantum Electronics; and
 - two presentations at the prestigious Council on Undergraduate Research (CUR) Posters on the Hill event in Washington, DC.
- Edmonds CC students in the Anthropology Department have presented at the UW Undergraduate Symposium, regional conferences, and at the Community College Undergraduate Research Initiative (CCURI) National Conference. Projects include the I-5 Wildlife Tracking Project, local wildlife tracking projects in Snohomish County, the Japanese Gulch archaeological project, and various ethnographic projects with Native-American groups and Japanese-American survivors of the detentions during WWII.
- Students in classes in Political Science, Chemistry, and Biology are benefiting from participation in CCURI funded programs.
- The Project Management program at Edmonds CC has grown and improved alignment of its curriculum so that students can better succeed when taking [PMI certification exams](#) offered by the national organization.
- The Clinical Lab Assistant program at Edmonds CC was granted NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approval.
- The Alcohol and Chemical Dependency program has been approved by the National Addiction Studies Accreditation Commission (NASAC) and is approved as a preferred educational provider by the National Association of Alcohol and Drug Addiction Counselors (NAADAC).

Core Theme 4: Support Student Success

Student success continues to be at the heart of the college's mission. Notable accomplishments since the last report include the following:

- More than 1,200 program-level learning outcomes (PLOs) and 12,000+ course-level learning objectives (CLOs) were reviewed, updated, and published in order to make them accessible and transparent for students and faculty members. All of the college's

- courses and programs in the online catalog are now updated with measurable outcomes.
- The college has provided student technology assistance to hundreds of students through the creation of the Student Technology Advice and Resource Team (START).
 - EdCAP implemented a Student of the Month program that highlights a different successful student each month. EdCAP also developed a Dean's List for those students who earned 3.5 or higher in all of their classes. These students receive a congratulatory letter from the dean at the end of each quarter.
 - The college's Honors Program assisted three students through the application process for the USA Today/Coca Cola Scholars and the Jack Kent Cooke Scholarship. All three scholarship recipients ultimately transferred on to the University of Washington.
 - As part of the Achieving the Dream initiative, the college is in the process of implementing mandatory orientation and advising.
 - The President and Board of Trustees were engaged in the Governance Institute for Student Success (GISS), attending statewide and national conferences to gain better insight in support of our students' success.
 - In 2011-2012 and 2012-2013, the college hosted a student leadership conference for more than 150 students from Edmonds CC and Edmonds School District high schools. Attendees participated in sessions that covered the topics of time management, culturalism of disabilities, peer mentoring, sustainability, social stereotyping, and motivation.
 - The college held its 33rd and 34th annual International Night at the Edmonds Center for the Arts. The events highlighted numerous cultural performances, and each drew crowds of nearly 500 students, faculty and staff, and community members.
 - The Washington Aerospace Training & Research Center (WATR) programs have graduated more than 1,000 students in five different certification areas. Of the graduates who have applied for jobs, 77% are presently employed.

Core Theme 5: Encourage Innovation, Service, and Lifelong Learning

In addition to the college's attention to fiscal accountability through budget reductions and cost-cutting measures as described throughout this document, the college remains committed to innovation, service, and lifelong learning, as demonstrated by the following achievements:

- Rain gardens were installed by facilities personnel and horticulture classes to promote clean storm water.
- The Edmonds Conference Center co-organized and hosted a luncheon for Meeting Planners International that was attended by over 100 meeting professionals from the Puget Sound area.
- In 2012 the Edmonds CC Sustainability Initiative's Earth Month Celebration brought several speakers to campus to address a variety of environmental and social justice issues in addition to showing a powerful film about the life of Wangari Maathai, winner of the Nobel Prize for her Green Belt Movement which organizes the women of Kenya to plant trees. Also, the Edmonds CC Sustainability/Earth Month Celebration featured faculty who incorporate sustainability into their curricula--e.g., windmills, solar panels, and Leadership in Energy and Environmental Design (LEED) certified buildings.
- In 2012, in order to increase advocacy of quality family support programs throughout the state, the Family Support Studies program at Edmonds CC partnered with the Children's Trust Foundation to offer the first statewide conference in family support in many years.

Over 180 participants from around the state came to the college to hear keynote speakers and attend workshops on best practices.

- Several seminars at the college have been delivered to law enforcement personnel about advanced data recovery and data recovery and clean room capabilities. This effort has resulted in rental of the clean room (SNH 123) to law enforcement, as well as to development of a class on advanced data recovery for the Western Regional Counterdrug Training Center.
- In 2011, Edmonds CC received a Boeing Performance Excellence Award for superior performance by the Business Training Center (BTC) as a Boeing supplier. BTC performed at Boeing's Silver level for the entire year.
- Phase 2 and 3 of the Energy Services Contract (ESCO) energy savings projects were completed. These have already resulted in double-digit energy savings each fiscal year.
- Nearly \$30,000 in scholarship dollars was secured for Edmonds CC students through the Lynnwood Rotary.
- The Brier Grill (campus cafeteria) is now using 100% compostable plates, cups, napkins, to-go boxes, and cutlery, in addition to composting 100% of the food waste from its kitchen.

Response to topics previously requested by the Commission

After submission of the Year One Report in March 2011, the college received an Action Letter from the Northwest Commission on Colleges and Universities (NWCCU) dated August 8, 2011 that indicated that “the accreditation of Edmonds Community College has been reaffirmed on the basis of the Spring 2011 Year One Evaluation which was expanded to address Recommendation 1 of the Fall 2009 Focused Interim Evaluation Report.” However, three new recommendations were made based upon the Spring 2011, Year One Peer-Evaluation Report. These three new recommendations are listed below with the college responses.

2011 Recommendation 1: *“Edmonds Community College has a comprehensive set of key performance measures with individual performance targets, although it is not clear how these are collectively used to define mission fulfillment. The evaluation panel recommends that Edmonds Community College provide both a definition of mission fulfillment and a corresponding acceptable threshold of mission fulfillment (Standard 1.A.2).”*

Response to Recommendation 1: At its September 2013 meeting, the college’s Board of Trustees approved [Resolution No.13-9-2](#) regarding a definition of mission fulfillment. The mission fulfillment definition utilizes the college’s 16 Indicators of achievement and states that in order for mission fulfillment to occur, no more than two Indicators can be at the red light level. (See 1.A.2.)

2011 Recommendation 2: *“Edmonds Community College’s core themes should collectively encompass the mission statement. The core themes should also contain a stronger alignment to essential elements of the mission statement. (Standard 1.B.1).”*

Response to Recommendation 2: In June 2012, after a yearlong, inclusive process, the college’s Board of Trustees approved a revised Mission Statement and set of Core Themes for the institution. The Core Themes are essential elements of the college’s mission and collectively encompass the Mission Statement.

Edmonds CC’s Mission

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

Edmonds CC’s Core Themes

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

The revised Core Themes capture the intent of the college’s revised Mission Statement and provide the framework for the college’s strategic and SIMPLE plans. Each Core Theme has one

objective and multiple Indicators of Achievement, which are used to demonstrate mission fulfillment.

See the response to Standard 1.B.1 in Chapter 6 for more details.

2011 Recommendation 3: *“Edmonds Community College should revise objectives to represent the institutional level of accomplishment of an essential element of the Mission Statement rather than as supporting activities or processes. The performance indicators should then be revisited to determine which existing measures support the revised objectives and which measures should be altered or eliminated. (Standard 1.B.2).”*

Response to Recommendation 3: Since 2011, the college has worked to revise its Mission Statement and Core Themes; to develop a definition of mission fulfillment; to establish an acceptable threshold of mission fulfillment; and to create Objectives and corresponding Indicators of Achievement (i.e., performance indicators) that are tied to the Core Themes.

Each Core Theme has an objective, which defines the intention of each Core Theme. In addition, the college has established meaningful, assessable, and verifiable Indicators of Achievement that form the basis for evaluating accomplishment of its objectives. Rationale for each of the 16 Indicators of Achievement have been stated, and targets for meeting each indicator have been articulated. The targets were established after looking at multiple years of data. The targets represent minimal levels of acceptable performance for each indicator.

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

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

Meeting or exceeding the minimal target levels for each indicator of achievement form the basis for the college's definition of mission fulfillment.

(See 1.B.2 in Chapter 6 for more details.)

[Preface Evidence List and Links](#)

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UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS



Updated Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 1, 2, and 3

Eligibility Requirement 1: Operational Status - The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Edmonds CC was accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1973 and has maintained its accreditation status ever since. Edmonds CC has been in operation since July 1, 1967 when it was created as part of District 5 with Everett Community College. On July 1, 1981, Edmonds CC separated from District 5 and became its own District 23. In 2011–2012, the college enrolled an average of 12,000 students per quarter. The first (and only) graduate of 1968 graduated in June of that year. In June 2012 the college graduated over 2,000 students who were awarded degrees, certificates, high school diplomas, and GEDs. Over its 45 years, Edmonds CC has gone from graduating one student to graduating more than 2,000 students annually with awards for a wide variety of degrees, certificates, diplomas, and GEDs.

Eligibility Requirement 2: Authority - The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Edmonds CC is authorized to operate and award degrees as a higher education institution by the Washington state legislature and the Washington State Board for Community and Technical Colleges (SBCTC).

Eligibility Requirement 3: Mission and Core Themes - The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Edmonds CC's Mission Statement and Core Themes are clearly defined and have been adopted by the Board of Trustees. They embody the institution's purpose of serving students' educational needs. The college's principal programs lead to certificates and/or two-year associate degrees. All of the college's gross income is used to support its educational mission and goals.

The Edmonds CC Board of Trustees approved the college's current Mission Statement and Core Themes in June of 2012. Through its strategic planning process with defined Indicators of Achievement, the college ensures that its resources are devoted to fulfilling its Mission Statement and Core Themes.

[Eligibility Requirements 1-3 Evidence List and Links](#)

Standard 1

1.A – Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Institution's Mission Statement

In response to three NWCCU recommendations received from the 2011 Year One Report evaluation team, starting in Winter 2011 the college began a comprehensive review of its Mission Statement, Core Themes, Objectives, and Indicators of Achievement. These efforts included opportunities for input from all college employees and have resulted in a Mission Statement that articulates the college's purpose and provides direction for all educational activities and planning efforts.

Edmonds Community College's [Mission Statement](#) is reviewed and approved by the college's Board of Trustees. As per [Board Policy B 1.1](#) the Board will conduct an in-depth review of the Mission Statement at least once every seven years. The board last approved revisions to the Mission Statement in June 2012 as follows:

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

The college's Mission Statement is supported by five Core Themes. Each Core Theme has an Objective, and each Objective has multiple Indicators of Achievement. (See 1.B.1 and 1.B.2 for more details regarding Core Themes, Objectives, and Indicators of Achievement.)

The two-year process of reviewing the Mission Statement, Core Themes, Objectives, and Indicators demonstrates the ongoing dialogue at the college regarding the mission and its meaning to the college. The college's Mission Statement has been widely distributed and is published on its [website](#), in the past annual [Institutional Performance Reports](#), and in the [college's catalog](#).

Over the past few years, there has been an increased focus and awareness of how the college's planning activities align with its mission through implementation of both its [Strategic](#) and [SIMPLE](#) Plans. In addition, the trustees adopted Values to further guide the college's work. The new values address two items which were formerly core themes in the college's Year One Report and which the Year One evaluation team noted were not part of the mission statement.

College Values

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

Collaboration and Communication

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

Responsibility and Accountability

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

Innovation and Creativity

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

Diversity, Inclusion, and Respect

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

(See 2.A for more details of the college's mission review and planning processes.)

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Interpretation of Mission Fulfillment and Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Starting in winter 2011, the college began a comprehensive review of its Mission Statement, Core Themes, Objectives, and Indicators of Achievement. These efforts included opportunities for input from all college employees and have resulted in Core Themes, Objectives, and Indicators of Achievement that are used collectively to define mission fulfillment and a corresponding acceptable threshold of mission fulfillment.

Each Core Theme has an Objective, and each Objective has meaningful, assessable, and verifiable Indicators of Achievement that form the basis for evaluating accomplishment of each objective of its respective Core Theme. Throughout the year, indicator data, outcomes, activities, and accomplishments within the five Core Theme areas are tracked, summarized, and reported to the Board of Trustees. These reports include both qualitative information (as noted in the Preface for Chapter 5) and quantitative information (as noted in 1.B.2 below). (See 1.B.1 for more details about the college's Core Themes.)

At its September 2013 meeting, the college's Board of Trustees approved [Resolution No. 13-9-2](#) regarding a definition of mission fulfillment. The mission fulfillment definition utilizes the college's

six Indicators of Achievement and states that in order for mission fulfillment to occur, no more than two Indicators can be at the red light level (See 1.B.2.). The articulation of an acceptable threshold of mission fulfillment was developed after looking at multiple years of college data for all 16 Indicators. These are minimal levels of acceptable performance, and the college is actually above some of the targets. (See 1.B.2 for more details about the college's Indicators of Achievement.)

1.B – Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The process used to revise the Core Themes included [opportunities for input](#) from all college employees and have resulted in Core Themes that collectively encompass the Mission Statement. They were taken directly from the text of the Mission Statement so that it is aligned with its essential elements.

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

College Core Themes

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

The revised Core Themes capture the intent of the college's Mission Statement and provide the framework for the college's Strategic and SIMPLE Plans. Each Core Theme has one Objective and multiple Indicators of Achievement which are used to demonstrate mission fulfillment.

Throughout the year indicator data, activities, and accomplishments related to the five Core Theme areas are tracked, summarized, and reported to President's Cabinet and the Board of Trustees.

In addition, as they are derived directly from the college's Mission Statement, the Core Themes provide an organizing framework for planned activities and measurement of the college's Strategic and SIMPLE Plans. (See 2.A for more details.)

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the Objectives of its core themes.*

After the college's Board of Trustees approved the revised Mission Statement, Core Themes, and Objectives, work continued to identify meaningful, assessable, and [verifiable Indicators of Achievement](#) that form the basis for evaluating accomplishment of the objective of each Core Theme. The college's cross-representative Institutional Effectiveness Committee led these efforts and recommended a set of mission fulfillment Indicators of Achievement to the President's Cabinet and the Board of Trustees. Based upon the suggested 16 Indicators of Achievement, the board approved a definition of mission fulfillment at its September 2013 meeting. (See 1.A.2 for more details.)

Acceptable thresholds for each indicator of achievement were developed after looking at multiple years of college data. Since these thresholds are minimal levels of acceptable performance, the college is above some of the targets.

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

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

Before the current set of 16 Indicators was created, the college annually tracked 21 Key Performance Indicators (KPIs) that had been originally developed in 2005-2006 by an institutional effectiveness working group. In response to a recommendation from the 2011 Year One Report evaluation team, these original KPIs were revisited to determine which existing measures support the revised Mission Statement, Core Themes, and Objectives. As a result of this work, many of the former set of Indicators have been altered or eliminated.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of Corresponding Objectives of the Core Themes:

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

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

These resources provided insight into appropriate Indicators of Achievement for each Objective

of the Core Themes, and the college intentionally selected a balanced mix of the types of its Indicators of Achievement.

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

The following pages provide greater detail of the relationships among the Core Themes, Objectives, and Indicators of Achievement. In addition, the addendum to this document summarizes the college’s current and historical performance for each of the 16 Indicators of Achievement.

Core Theme 1: Strengthen our Diverse Community

Core Theme 1	Objective	Indicators of Achievement
Strengthen our diverse community	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.	1.1 Promoting diversity awareness
		1.2 Students of color persistence
		1.3 Serving the community

INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

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

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

Benchmark Type: Local comparison

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

INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

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

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

Benchmark Type: Local comparison

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

Core Theme 2: Provide Educational Opportunities

Core Theme 2	Objective	Indicators of Achievement			
Provide educational opportunities	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.	<table border="1"> <tr> <td>2.1 Access for students</td> </tr> <tr> <td>2.2 Student perception of quality</td> </tr> <tr> <td>2.3 Support for students receiving financial assistance</td> </tr> </table>	2.1 Access for students	2.2 Student perception of quality	2.3 Support for students receiving financial assistance
2.1 Access for students					
2.2 Student perception of quality					
2.3 Support for students receiving financial assistance					

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

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

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

Benchmark Type: Local comparison

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

Core Theme 3: Help Students Access Career Opportunities

Core Theme 3	Objective	Indicators of Achievement		
<p>Help students access career opportunities</p>	<p>Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.</p>	<table border="1"> <tr> <td data-bbox="1036 380 1409 478">3.1 Satisfaction with career counseling</td> </tr> <tr> <td data-bbox="1036 478 1409 548">3.2 Employment Rates</td> </tr> </table>	3.1 Satisfaction with career counseling	3.2 Employment Rates
3.1 Satisfaction with career counseling				
3.2 Employment Rates				

INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

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

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

Benchmark Type: State/regional comparison

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

Core Theme 4: Support Student Success

Core Theme 4	Objective	Indicators of Achievement					
Support student success	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.	<table border="1"> <tr> <td>4.1 Student progression</td> </tr> <tr> <td>4.2 Student retention</td> </tr> <tr> <td>4.3 Student graduation rate</td> </tr> <tr> <td>4.4 Student transfer-out rate</td> </tr> <tr> <td>4.5 Supportive learning environments</td> </tr> </table>	4.1 Student progression	4.2 Student retention	4.3 Student graduation rate	4.4 Student transfer-out rate	4.5 Supportive learning environments
4.1 Student progression							
4.2 Student retention							
4.3 Student graduation rate							
4.4 Student transfer-out rate							
4.5 Supportive learning environments							

INDICATOR OF ACHIEVEMENT 4.1: Student Progression

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.2: Student Retention

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

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

Benchmark Type: Local comparison

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

INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.4: Supportive Learning Environments

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

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

Benchmark Type: National comparison

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

Core Theme 5: Encourage innovation, Service, and Lifelong Learning

Core Theme 5	Objective	Indicators of Achievement			
Encourage innovation, service, and lifelong learning	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	<table border="1"> <tr> <td>5.1 Commitment to service</td> </tr> <tr> <td>5.2 Funding for initiatives, programs, and service</td> </tr> <tr> <td>5.3 Lifelong learning</td> </tr> </table>	5.1 Commitment to service	5.2 Funding for initiatives, programs, and service	5.3 Lifelong learning
5.1 Commitment to service					
5.2 Funding for initiatives, programs, and service					
5.3 Lifelong learning					

INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

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

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

Benchmark Type: Local Comparison

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

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

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

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

Benchmark Type: State/Regional Comparison

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

INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

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

Rationale: The college offers a mix of for credit and non-credit lifelong learning offerings. The number of students taking these offerings epitomize the value of lifelong learning that the college

strives to instill in its students.

Benchmark Type: Local Comparison

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

* **In-state [Peer Institutions](#):** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

See the addendum to this document for more information about the college's Indicators of Achievement.

[Standard 1 Evidence List and Links](#)

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CHAPTER TWO: RESOURCES AND CAPACITY AND EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21



THEN



NOW

Chapter Two: Resources and Capacity (Standard 2)

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirements 1- 3 are located in Standard 1, Chapter 6

Eligibility Requirement 4. Operational Focus & Independence - The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

In accordance with Edmonds CC's Mission Statement, the college "helps students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning." All of the college's 75 associate degrees and 51 professional certificates in 33 programs of study are designed to fulfill the mission of the college.

The college functions independently of any other organization and is governed by a six-member board of trustees.

Eligibility Requirement 5. Non-Discrimination - The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Through Board Policy [B 1.1](#) -- with its definition of the college's Mission Statement, Core Themes, Vision, Strategic Objectives, and Values -- Edmonds CC assures its students and employees that it holds to a strict standard of non-discrimination. Edmonds CC's anti-discrimination and anti-harassment standards are interjected throughout other policies as well, including the Civility and Student Conduct Codes, College Policy [C 6.3.105 R101](#) (Non-discrimination and Accommodation Regulations for Disabled Employees and Job Applicants), College Policy [C 6.3.101](#) (Affirmative Action and Equal Employment Opportunity), College Policy [C 6.5.500](#) (Workplace Violence), and College Policy [C 6.3.106](#) (Sexual Harassment).

Eligibility Requirement 6. Institutional Integrity - The institution establishes and adheres to ethical standards in all of its operations and relationships.

Edmonds CC has established policies and procedures that ensure it operates in an ethical manner that respects individuals and responds to the educational needs of its constituencies. Ethical standards and guidelines for trustees and all college employees are set forth in Board Policy [B 3.6](#), College Policy [C 6.3.104](#), and College Regulation [C 6.3.104 R101](#). All Edmonds CC employees are required to complete annual compliance training that consists of five courses related to the topics of State Ethics, Diversity Basics, Sexual Harassment Prevention, Family Educational Rights and Privacy Act (FERPA), and the Workplace Civility and Respect Policy. A new Cultural Competency course was developed in fall quarter 2012 and will be initiated in 2013-14. All six courses are web-based and available on the Organizational Development and

Employee Training (ODET) [website](#). Annual retraining is required, with reminders sent automatically by email from the college's new Training Tracker database. All employees are expected to know and uphold the standards covered in each course.

In addition to the compliance training, College Policies [C 5.1.501](#) and [C 5.1.500](#) address expectations for student conduct.

Eligibility Requirement 7. Governing Board - The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Edmonds CC's Board of Trustees is made up of six members, five of whom are appointed to five-year terms by the governor, and one [student representative](#) member who is appointed by the governor to serve for one year. None of the voting board members have contractual, employment, or personal financial interest in the college. All of the board members reside in the district and represent the interests of the community. The board sets policy for the operation of the institution.

Eligibility Requirement 8. Chief Executive Officer - The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The president of Edmonds CC, whose full-time responsibility is to the college, is appointed by the Board of Trustees. Each year the board elects a chair and vice chair from its membership. The president serves as secretary to the Board of Trustees.

Eligibility Requirement 9. Administration - In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The [President's Cabinet](#) (PC) is the president's executive policy group for campus operations. It is made up of one executive vice president, six vice presidents, and one special assistant. This group of senior administrators has extensive experience in higher education, and they hold appropriate degrees at the master's level or higher. They have a broad base of experience in the public and private sectors, which allows the college to successfully pursue entrepreneurial endeavors.

Edmonds CC provides administrative and support services to put its mission into action and achieve its Core Themes. Through President's Cabinet, the college's Strategic Planning Councils, and other leadership groups (such as Instructional Leadership and the Student Services Leadership Team), the college ensures open and collaborative communication and teamwork. In addition, the President has asked vice presidents to work with employees within their divisions so that disagreements that occur outside of their divisions can be resolved at the

lowest possible level.

Eligibility Requirement 10. Faculty - Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

All Edmonds CC faculty are professionally qualified to provide the educational opportunities called for in the college's mission. Faculty are evaluated following a formal process defined in the faculty collective bargaining agreement ([Faculty CBA](#)) in Article II, Section 2.8. In 2011, the full-time to part-time faculty ratio was 35% to 65% with regard to full-time equivalency of faculty (FTEF). Since 2011, the college has converted at least two part-time faculty FTEF to tenure track, full-time faculty positions each year and is making a concerted effort to increase the FT/PT ratio.

Eligibility Requirement 11. Educational Program - The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The college's catalog provides detailed information about all of the educational programs that the college offers. These details include the degree and certificate information, the expected student learning outcomes, required content, and grade attainment levels that students must earn in order to receive the degree or certificate.

Eligibility Requirement 12. General Education & Related Program - The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

At Edmonds CC, all degrees and Professional Technical certificates involving 45 or more credits have a general education component with identified outcomes and include components of the [College Wide Abilities](#) (CWAs). In addition to the CWAs, Professional Technical programs meet the general education and related instruction standard of the Northwest Commission on Colleges and Universities for communication, computation and quantitative skills, and human relations. Transfer degrees all comply with the State Board for Community and Technical Colleges guidelines, and other official bodies that define and adopt policy for transfer, including the general education component of each degree. These bodies include the Intercollege Relations Commission, the Joint Transfer Council, and the Articulation and Transfer Council.

Eligibility Requirement 13. Library & Information Resources - Consistent with its mission and

core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Edmonds CC's library provides resources, instruction, and reference assistance for students and faculty in all of the college's programs, including online components.

Eligibility Requirement 14. Physical & Technological Infrastructure - The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Edmonds CC provides and maintains a physical and technological infrastructure that supports and allows the college to achieve its Mission Statement and Core Themes.

The Facilities Operations and Capital Projects Division at Edmonds CC manages, maintains, and operates the college's facilities, infrastructure, grounds, and physical development. The division provides active and responsive planning for a secure physical campus infrastructure in support of the college's mission.

The Information Technology (IT) Department at Edmonds CC provides services and resources to help the faculty, students, and staff of the college to use technologies effectively in order to achieve excellence in teaching, learning, student support, and administrative functions. In order to accomplish this, the IT Department is organized around student support, instructional support, administrative support, and infrastructure. IT anticipates and provides solutions to ever-changing customer needs by engaging customers with consulting, collaboration, and the development of new approaches that better serve their clients.

Eligibility Requirement 15. Academic Freedom - The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Edmonds CC supports and maintains academic freedom and independence for faculty and students as outlined in Article III, Sections 3.1.1. and 3.1.2 of the [Faculty CBA](#), which states, in part, "A major purpose of community college education is to share with students the scholarly, imaginative, and scientific efforts that have been made toward understanding our human condition and our world. Informed and critical students will be more able to act responsibly as citizens, to make choices in their own lives, and to attempt solutions for problems of the future... The purpose of academic freedom is to ensure this intellectual development of students."

Students' rights with regard to intellectual freedom and independence are outlined in Section IV of the Student Handbook, as well as in the college's catalog, under the [Student Civility Code](#) (adopted by the Associated Students of Edmonds CC in February 2011), and under Student Rights, Freedoms and Responsibilities IV: [Protection of Freedom of Expression and Inquiry](#): "An atmosphere of learning and self-development is created by appropriate conditions in the college community. The rights and freedoms in this document are critical ingredients in the free, creative, and spirited educational environment to which the students, faculty, and staff of Edmonds Community College are committed."

Eligibility Requirement 16. Admissions - The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The institution publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions, procedures, and practices. The college's admissions policy (which is published in the college's annual catalog and available on the college's shared U-Drive) provides sections regarding general admissions, as well as admissions for underage students. The Vice President for Student Services and the Dean for Enrollment and Financial Services are tasked with implementing and enforcing this policy. All faculty and staff are expected to adhere to these admission procedures and practices.

Eligibility Requirement 17. Public Information - The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The Edmonds CC catalog is published in Acalog (software that hosts the college's online catalog) in order to keep current all information including: its Mission Statement and Core Themes; admission requirement and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Eligibility Requirement 18. Financial Resources - The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Edmonds CC depends on its allocation from the state legislature and tuition for its funding base, but it supplements its financial resources with shared funds from International Education and pursues grants and contracts vigorously in order to support its mission and goals. The college operates with a balanced operating budget and a manageable level of debt.

Eligibility Requirement 19. Financial Accountability - For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Edmonds CC's financial records meet the accounting and auditing requirements of the Office of Financial Management (per its [Generally Accepted Accounting Principles](#)), the State Auditor's

Office (SAO), the SBCTC, and other federal, state, and local agencies.

Per Article III, Section 20 of the state Constitution, the state Auditor has sole authority for performing audits of state agencies and institutions, and all municipalities (see also RCW 43.09). Two audits that are performed by the SAO on a statewide basis include all agencies and institutions: the Comprehensive Annual Financial Report (CAFR) and the state of Washington Single Audit Report (SWSAR).

Fieldwork for the CAFR is limited to agencies and institutions that have a significant effect on material balances. Annually, the SAO performs some transaction review of all agencies and institutions, looking for material transactions or specific issues.

The SWSAR audit fieldwork is limited to federal grants that go over certain established levels. The SAO also will choose a limited number of smaller grants based on criteria in Circular A-133 and its supplemental material. The SAO reviews all Schedule of Expenditures of Federal Awards (SEFA) submitted by agencies and institutions.

The SBCTC performs an analysis of college fiscal health each year. In addition, state and federal granting agencies periodically audit college financial and personnel systems which affect the scope and reporting of those grants.

All college-specific audit results, along with any findings and management letter recommendations are reviewed by the president, the vice presidents, and the Board of Trustees.

Eligibility Requirement 20. Disclosure - The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Edmonds CC understands the policies on disclosure of the Northwest Commission on Colleges and Universities and agrees to disclose any information the Commission may require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21. Relationship with the Accreditation Commission - The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information

Edmonds CC, by membership and through all subsequent reports required by the Commission, accepts the standards and related policies and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. In addition, the college agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

[**Eligibility Requirements 4-21 Evidence List and Links**](#)

INTRODUCTION TO STANDARD 2



A Balanced Budget

Operating Budget for Fiscal Year 2012-2013	
State Allocation	\$50,210,000
Tuition and Fees	\$18,800,000
Other Revenues to Support Operations	\$11,964,000
Total Revenue	\$80,974,000
Operating Expenditures	(\$80,974,000)
Balanced Budget	\$0



Introduction to Standard 2

Since the mid-1990s, the college has followed an integrated planning process by which areas of the college set annual goals, report their accomplishments, and request additional resources. However, 2008 Recommendation 1 received from the Northwest Commission on Colleges and Universities (NWCCU) noted that there was a need to more fully integrate the planning and evaluation processes. In 2010, the Strategic Informed Measurable Process Leading to Effectiveness (SIMPLE Plan) was adopted for planning and assessment and to ensure that programs and departments align their goals with the Mission Statement and Core Themes of the college. This process clarifies organization-level goals and strategic direction, enhances unit planning and evaluation processes, and, integrating them with the organizational calendar and strategic priorities, designs a system to access and analyze data to systematically inform decision-making.

It is through the SIMPLE Plan lens that the college divisions and departments examine their resources and capacities. Similar to most institutions, Edmonds CC defines “resources” as

- Human
- Financial
- Physical and Space
- Equipment and Technology

Although Edmonds CC has faced its fourth straight year of significant decline in state allocations, with state funding now accounting for just 32% of the college’s budget, the college has remained strong due to its careful use of local fund revenues. Dependence upon local revenue to sustain expenditures is not without risk, however. Beginning with the [2011-2012 fiscal year](#) and continuing to date, the college has seen tuition and “other revenue support” exceed state support in its operating budget. Consequently, budget planning has to leave room for contingencies, including fluctuations in enrollments. The college has adjusted its models accordingly to ensure that budgeted revenue stays within levels deemed sustainable by those models and projections. In this environment, the college must assess whether to fill every vacated position or reallocate the funds to another area of the college. The college also has reorganized units and positions to streamline budgets.

At no time does it seem more important to revisit Edmonds CC’s mission, Core Themes, Values and institutional approach to resources and capacities than as the college considers the information published in the 2011-2012 Field Guide to Washington State Community Colleges:

- For every state dollar invested in community colleges, \$1.70 in tax revenues is returned to the state.
- For every dollar students invest in community college in Washington state, they receive a cumulative \$5.90 in higher future income over the course of their working careers.
- At career midpoint, community college graduates earn an average \$49,000 annually (35% more than those with a high school diploma).

The statistics are even higher for residents of Snohomish County. According to a [fact sheet](#) in a [report by Economic Modeling Specialists, Inc. \(EMSI\)](#) that shows the economic contribution of

Edmonds Community College, the average return on investment in education at Edmonds CC is 22.5 percent for students and 8.8 percent for taxpayers. Compared with high school diploma graduates, Associate Degree graduates earn \$12,700 more per year on average over the course of a working lifetime. The March 2011 EMSI fact sheet also indicates that for every dollar state resident students invest in Edmonds CC education, they receive a cumulative \$6.70 in higher future income over their careers. This is notably higher than the previously reported state rate of \$5.90. The same study also reports that the Snohomish County economy annually gains about \$54 million in income due to Edmonds CC's operations. Students, the community, and Washington state benefit from the educational opportunities offered at Edmonds CC.

The college's [operational and strategic planning](#) processes are designed to demonstrate continuous improvement by developing goals and assessing performance. The new Resources and Capacity Strategic Planning Council reviews resource requests to discuss the merits of each request and to ensure the optimal use of limited resources. Such planning requires ongoing goal setting, analysis, and evaluation to make certain the college has adequate resources in order to build the capacity to fulfill its mission, accomplish its Core Themes, and achieve its program outcomes.

2.A. GOVERNANCE



2.A. Governance

Edmonds Community College's mission and vision statements help direct and inform the college's governance structures. For example, the college implements its Strategic Plan through a process that outlines its goals, strategies, and plans that relate to the college's Core Themes, Objectives, and Strategic Goals—all of which are mapped to the college's Mission Statement and definition of mission fulfillment. The implementation of the Strategic Plan and operational-level planning provide framework for the council and committee aspects of the college's governance structure, which flows across divisions with broad constituency groups participating in each of the college's Strategic Planning Councils.

In addition to [Strategic Plan](#) implementation, all college areas participate in annual, operational goal setting (the [SIMPLE Plan](#)), which is linked to the college's Core Themes. The products of the SIMPLE Plan processes provide fundamental information for college-wide decision-making and resource allocation.

Governance items discussed through councils and committees are recommended to the college's President's Cabinet for approval--and, if approved, are implemented through the college's lines of authority structure, which is demonstrated through the college's organizational charts.

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

External College Governance

Edmonds CC, one of 34 community and technical colleges in Washington established by the legislature ([RCW 28B.50.020](#)) and supervised by the State Board for Community and Technical Colleges ([RCW 28B.50.050](#)) is grounded in this legislation. Specific Washington Administrative Codes (WACs) and Revised Codes of Washington (RCWs) address the legislative rules that apply to the college.

Internal College Governance

Edmonds Community College has two main aspects to its governance structure: (1) lines of authority and (2) councils and committees. These two aspects form a governance structure that clearly defines governance relationships in matters of policy and administration.

LINES OF AUTHORITY

The college's governance rules derive from the [Washington Administrative Code](#) and the [college's policies](#); they are implicit in the college's [organizational charts](#), which depict lines of authority and job titles, as well as in the relationships of the board of trustees, administration, faculty, and staff. Relevant documents include [Board of Trustees' policies](#), the presidential contract, faculty and classified staff collective bargaining agreements, the administrative exempt

policy, and the [ASEdCC Constitution and Bylaws](#). These define the authority, responsibilities, and operating procedures, as well as the relationship between the SBCTC, the Edmonds CC Board of Trustees, the college president, and college constituencies in governance and administration of the college.

COUNCILS AND COMMITTEES

In addition to the lines of authority described above, the college's governance structure has councils and committees that flow across divisions and include broad, constituent-based participation. The recent (i.e., fall of 2013-14) adoption and implementation of the Strategic Plan and the [establishment of new Strategic Planning Councils](#) support and enhance the advisory roles of the councils and committees.

Board of Trustees' Governance Role

The college is governed by a board of trustees appointed by the governor of the state of Washington. Five trustees are appointed for five-year terms pursuant to [RCW 28B.50.100](#). A student trustee is appointed for a one-year term pursuant to [RCW 28B.50.102](#). Founded in 1967, the first Board of Trustees adopted a statement of its policies, powers, and by-laws that implemented the policies and powers granted by [WAC 132Y](#). Edmonds CC's Board of Trustees has the authority to establish and approve the college's Mission Statement and Strategic Plan, definition of mission fulfillment, and college policies; to monitor and approve the college's budget; and to hire and evaluate the president of the college, who is responsible for all college operations. The RCW and WAC documents clearly describe the relationships between the board of trustees and the president, faculty, staff, and students. Board Policy [B 3.3](#) indicates that the board's primary function is to establish policies by which the college will be administered, and that the primary function of the college's president and staff is to perform the administration of the college. To implement this policy, the board adopted Board Policy [B 2.2](#), which delegates the authority and responsibility to administer the college consistent with the board's policies to the college president. This board policy also gives the president authority to develop additional policies needed to operate the college.

Edmonds CC policies and powers permit the operation of a community college, the creation of comprehensive programs of community college education and training, and other actions to accomplish that purpose, including the hiring of a college president and granting tenure to faculty. The president hires all other employees including administrative officers and establishes their duties and compensation.

Much of the governance work of the college is based on the college's new Core Themes; its definition of mission fulfillment; and its implementation of the Strategic Plan, college policies, and regulations. The revised governance structure consists of Strategic Planning councils that are tasked with implementing the Strategic Plan. These councils provide opportunities for engagement of campus constituents including faculty, staff, administrators, and students. All of the councils make recommendations to the President's Cabinet, who either make the final decisions or make recommendations, as necessary, to the Board of Trustees.

In addition to the councils, the college has a number of standing committees and working groups. These groups also have a role in college governance by providing, among other things, data and guidance for administrative processes, and assurance of compliance with state and

federal requirements and accreditation.

Standing Committees are defined in the faculty [Collective Bargaining Agreement](#) (CBA). These include College Contract Administration Committee, College Curriculum Committee, College Academic Standards Committee, and Grade Change Committee.

Working groups throughout the college meet either on a regular or ad hoc basis. One example is [FAST](#), whose membership is composed of office and program assistants, division secretaries, executive assistants, and others from operational areas of the college who work closely with these groups. This group of lead administrative support staff meet regularly to share information regarding both individual instructional divisions and operational departments.

DIVISION OF AUTHORITY AND RESPONSIBILITY FOR THE BOARD OF TRUSTEES

Five members of the board of trustees are appointed to a five-year term by the governor, and a student trustee is appointed for a one year term by the governor. The college president serves as board secretary. Advisory representatives from the faculty union, student government, and classified staff union attend board meetings. The board acts only as a committee of the whole.

MEMBERSHIP AND ROLES OF THE BOARD OF TRUSTEES

Board Policy [B 3.2](#) details the officers and duties of the board. Its officers include a chair elected at the first meeting each fall and tasked with the duties imposed by statute. The chair has full voting rights. The vice-chair acts as chair in the absence of the chair and has full voting rights. The college president acts as secretary of the board. The president keeps the official seal of the board of trustees and maintains all records of meetings, official actions and correspondence and compiles the meeting agendas and distributes minutes and related reports. The president may act as chair without voting privilege in the absence of the chair and vice-chair. The board appoints a treasurer who acts as its financial officer per [RCW 28B.50.142](#). On November 1, 2012 the Board of Trustees voted on [Resolution Number 12-11-4](#) which added a student member to the Board of Trustees. Effective at the start of the 2013-2014 academic year, a student representative was appointed by the governor as the sixth trustee to the board.

RESPONSIBILITIES AND UNITY OF THE GOVERNING BOARD

The board is clear in its responsibility as governed by the laws of Washington state and regulations of the SBCTC. According to its philosophy of governance ([Board Policy B 3.1](#)), "The board will: (1) deliberate in many voices, but govern in one policy." Board Policy B.3.2 states, "legal authority is vested in the board of trustees and may be exercised only by formal action of the board taken in regular or special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by the action of the board." The Attorney General appoints a representative to provide legal advice and clarify legal issues at board meetings. (See 2.A.5.)

PUBLISHED BOARD POLICIES

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board of trustees are defined in [Board Policy B 3.2](#). In May 2001, the trustees approved [Policy B 3.6](#), *Board Members Code of Ethics*. They revised it in January 2007 to observe the provisions of the Washington Open Public Meetings Act. In addition, the board holds itself to the [Washington Ethics in Public Service Law](#) regarding conflict of interest, not exercising individual authority over the organization, and respecting confidentiality.

BOARD OF TRUSTEES EVALUATION AND REVISION OF POLICIES

[Board Policy B 3.5](#), approved in May 2001, establishes a process to evaluate and monitor the board. Self-evaluations are performed annually at the summer retreat. In addition, the trustees have asked the President to provide feedback annually. The board also annually reviews the college's Indicators of Achievement which have been published in the [Institutional Performance Report](#).

BOARD OVERSIGHT OF COLLEGE ADMINISTRATION

As the college's policy setting body, the board executes authority to ensure that the industry of the college is sufficient to serve its Mission Statement, Vision, Core Themes, Objectives, Values, and Strategic Goals. While the president manages the operations of the college, the board evaluates the president's performance and provides feedback using an assessment inventory completed by the board and the president, a campus wide evaluation, and in conversations during board retreats and discussions of major issues.

BOARD OVERSIGHT OF FINANCE

The board approves both the college annual operating budget after the SBCTC announces allocations, and the budget of the Associated Students of Edmonds CC, normally at the June meeting of the board. It receives presentations and regular updates on the status of revenue generating programs. The [board receives](#) a copy of the college's Annual Financial Report.

In September 2008, the board approved [Board Policy B 2.10](#) (Debt Management), and [Board Policy B 2.11](#) (Cash and Investment Management) to further define the board's role in oversight of institutional financial decisions defined in these board policies. These two policies were developed to address NWCCU 2008 Recommendations 5 and 6, respectively.

Faculty's Governance Role

In addition to being leaders in areas related to instruction, such as curricular decisions, faculty are involved in institutional governance at various levels within the organizational structure of the college including a variety of committees which inform institution-wide decisions.

The [Faculty CBA](#) indicates the role of faculty in governance, exercised primarily through the faculty union and department and division structures. Working with deans, faculty influence decision-making at division and department head meetings. In division meetings, faculty representatives report on committee work and ask for faculty response and direction. Department heads coordinate annual and quarterly schedules and curriculum and program development, initiate budget development, facilitate hiring of part-time faculty with division deans, and lead department meetings. In Professional Technical areas, department heads also work with technical advisory committees. They recruit members, set meeting agendas with the advisory committee chair, and schedule meetings. Department heads are elected annually by full- and part-time faculty through a balloting process per the Faculty CBA.

THE FACULTY UNION (FEDERATION)

The Edmonds CC Federation of Teachers (AFT Local 4254), which represents all faculty employees, is the exclusive bargaining agent for Edmonds CC faculty. The Federation performs a variety of roles in institutional governance: its president regularly reports at Board of Trustees'

meetings and speaks on behalf of the faculty on issues before the board; college administration and Federation teams jointly negotiate a contract covering hours, wages, and working conditions, review administration of the contract, and work to implement contract details through joint representation on the Contract Administration Committee (CAC); and the Federation appoints, conducts elections of, or negotiates the selection process for faculty representation on all contract and other committees.

ACADEMIC DEPARTMENTS

Article IX, 9.2.1 of the [Faculty CBA](#) provides for the organization of departments by academic discipline. All full-time faculty participate in governance at the department level. In collaboration with its dean, each department develops its curriculum, scheduling, staffing, budget, and program recommendations, as provided for in Article IX, 9.2.2. Article IX, 9.3.1 through 9.3.6 of the [Faculty CBA](#) list the procedures for the selection of department heads and department head responsibilities. Opportunity for part-time faculty participation in departmental governance varies. In some departments, part-time faculty lead departmental initiatives. In others, their participation may be limited to attendance at meetings.

ACADEMIC DIVISIONS

Article IX, 9.1.1 of the [Faculty CBA](#) states that, “divisions shall serve as administrative units for groups of academic employees.” In bimonthly division meetings, faculty help make decisions regarding proposals of new courses and programs and division processes and procedures. At the division level, faculty provide input on college-wide governance issues, such as budget development, realignment of organizational structure, and policy changes. Faculty also elect division representatives to the Curriculum Committee, the Academic Standards Committee (Article IX, 9.4.1, 9.4.2), and Appointment Review (tenure process) Committees (Article IV, of the [Faculty CBA](#)). Divisions recommend certificates of 20 or more credits and degrees for consideration by the Curriculum Committee, Instructional Leadership, President’s Cabinet, and the Board of Trustees ([RCW 28B.50.140](#)); at the same time, they are sent to the State Board for Community and Technical Colleges (SBCTC) for approval.

FACULTY RESPONSIBILITIES

Faculty at Edmonds CC develop high quality educational programs that are responsive and accessible to our community. They are engaged in academic planning, curriculum development, academic advising and institutional governance. They play a key role in academic planning and curriculum development through participation in standing committees as agreed to in the Faculty CBA. In addition, faculty participate in a wide range of other activities and committees as part of institutional governance; these are highlighted throughout this self study report.

Faculty participation in academic planning and curriculum development and review begins at the department level. Faculty develop degree and certificate programs which are presented in the divisions and reviewed and recommended for approval by the Curriculum Committee. Department heads, full-time faculty, and part-time faculty when applicable and available, develop the annual and quarterly schedules, and new programs and courses. They review existing courses at least once every three years and revise them as needed.

CONTRACTED COMMITTEES

The Academic Standards Committee recommends new academic procedures or changes in procedures to the Executive Vice President for Instruction (EVPI) in areas such as grading,

all-college credential requirements, and academic waivers. An administrator chairs this committee; membership consists of one faculty member elected from each division.

The Curriculum Committee recommends courses and instructional programs to the EVPI. An administrator chairs this committee; membership consists of one faculty member elected from each division.

The CAC, with representatives from the faculty union and college administration, meets monthly to address issues related to the implementation and interpretation of the [Faculty CBA](#). It approves yearly academic calendars for the college, Corrections Education, and the Intensive ESL program. In addition, the Federation appoints faculty to a number of other committees (see Faculty CBA). Both full- and part-time faculty serve on and in some cases lead other college-wide committees that are not contracted.

Students' Governance Role

STUDENT MEMBERSHIP ON BOARD OF TRUSTEES

Student involvement is essential to the college's governance. In the 2012 legislative session, substitute Senate Bill 5217 was passed amending [RCW 28B.50.100](#) allowing appointment of student members to community college boards of trustees. RCW 28B.50.100 (Notes) and [RCW 28B.50.102](#) outline the terms governing inclusion of voting student members on boards, including the stipulations that "The student member shall hold his or her office for a term of one year, beginning July 1st and ending June 30th..." and that "A student appointed under this section shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel or any other matters pertaining to collective bargaining agreements." On [November 1, 2012](#) the Board of Trustees voted on [Resolution Number 12-11-4](#) which approved appointment of a student representative as the sixth trustee to the board effective July 1, 2013.

Further evidence of the college's value for student involvement in governance is addressed in the [Student Handbook](#).

CURRENT ORGANIZATION

The Center for Student Engagement and Leadership (CSEL) is made up of eight executive officers who are selected after an intense application and interview process. The ASEdCC Constitution Article V states the following on Executive Board selections:

- Section 1: Executive Board members shall be selected through an application review process. The Selection Committee shall be comprised of: four student representatives, one faculty member appointed by the College Vice-President for Instruction, one administrator appointed by the College President and the Director for Student Programs.
- Section 2: The selection process shall take place during spring quarter.

Members of this board are set up to parallel college administrative positions; for example, the student Executive Officer for Academics is matched to the college's Executive Vice President for Instruction. Student officers meet with their administrative counterparts regularly and set annual goals together. The college administrators work with their counterparts to address both the ASEdCC's goals and the individual goals of the counterpart. In addition, there can be

administrative goals that ASEdCC helps meet.

Once chosen for the positions, the student leaders participate in a variety of professional development workshops as they learn to manage a more than \$1 million annual budget.

EXECUTIVE BOARD STRUCTURE, RATIONALE, AND SELECTION PROCEDURES

The student government's Executive Board operates under the ASEdCC Constitution and Financial Code as approved by the Board of Trustees. The board meets weekly during the academic year to consider issues of policy and budget that represent student needs and concerns. The title preface "Executive Officer for..." gives authority while maintaining a "horizontal" officer structure within the group. All executive officers are selected by a committee composed of students, faculty and staff. Advisors mentor the students throughout the year and hold quarterly evaluations to discuss job performance, including compliance with college policies and procedures.

The ASEdCC Executive Board participates in college governance. As a standing agenda item at the college's monthly Board of Trustees' meetings, a member of the student government's executive board reports on student government issues and represents students.

COLLEGE COMMITTEES AND CAMPUS PARTICIPATION

Students serve on several campus committees, including faculty Appointment Review Committees, Diversity Council, Service and Activity Fee, Technology Fee Management, Orientation, Commencement, Accreditation, Legislative Action, Instructional Leadership, Lecture Series, Student Success Council, Sustainability, and Housing. A student liaison also attends and reports at Edmonds CC Foundation board meetings.

Students often contribute to decisions about college services and policies. For example, when ASEdCC decided not to increase fees on students in 2012 as they felt the tuition increases were enough, they presented their case and decision to the board. The board supported their decision.

The college's Community College Survey of Student Engagement (CCSSE) results show increasing [satisfaction levels](#) of students who said they use student organizations (2009: 42%; 2011: 52%; 2013: 54%). However, in 2013, 33% of students (37% in 2009 and 2011) were unaware of the role and activities of student organizations. CESL has increased the visibility of student organizations by staffing occasional information booths in the college courtyard and by sponsoring [student events](#) each quarter.

Assessment of the College's Governance Structure

In the college's spring 2011 and spring 2013 climate surveys, 52.6% and 54.6% of respondents, respectively, indicated that they know their liaisons or representatives on college committees. The climate surveys also reveal that [68% of faculty respondents agreed](#) that, "Employee input is valued and utilized in decision making." In addition, at the spring 2013 Building Community Day (BCD), comments were received regarding the college's governance structure. During late spring quarter 2013, a committee was formed to assess the results and the overall governance at the college. During fall 2013, steps were taken to clarify the new governance structure on campus.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Edmonds CC is not part of a multi-unit governance system, but it is part of a state system, the State Board for Community and Technical Colleges (SBCTC) and adheres to [RCW 28B.50](#) and [RCW 28B.50.100](#).

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

The college's Accreditation Liaison Officer (ALO) and President attend NWCCU annual meetings and trainings and often bring faculty and staff as well. In addition to sharing information received at these meetings with President's Cabinet and the Board of Trustees, the administration conveys the importance of the accreditation process and new standards to the college community at the President's college-wide meetings (for example, [fall Kick-Off Week \(Convocation\)](#) and [spring Building Community Day](#)).

Edmonds CC continuously and consistently monitors its compliance with the NWCCU's Standards for Accreditation. In this regard, actions of the college are vetted by the appropriate governance groups in relation to the Standards of Accreditation. Examples of these actions include all collective bargaining agreements, legislative actions and mandates, and any external mandates.

The college has posted on an [internal website](#) all of its past and current accreditation reports, evaluation visit results, and action letters from the Commission.

2.A.4 *The institution has a functioning governing board - consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution.*

The [current board](#) consists of six voting members. All are active in the community. No board member has a contractual employment or financial interest in the institution.

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

[Board Policy 3.1](#) ensures that decisions are made by a majority vote and a quorum (of 3) present. (See 2.A.1)

2.A.6 *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

At its monthly meetings during the academic year 2009-2010, the college's Board of Trustees reviewed each section of its policies and considered revisions. During the August 2013 Board

Retreat, the Board members agreed to [review all policies](#) on an annual basis.

The board is clear in its responsibility as set by the laws of Washington state and regulations of the State Board for Community and Technical Colleges, and annual board self-assessments reflect discussions of this nature.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

[Board policies](#) establish the executive expectations and authority of the president. The first two policies ([B 2.1](#) and [B 2.2](#)), summarized below, delineate the authority of the college president to implement and administer board-approved policies related to the operation of the institution.

- The Board of Trustees of Community College District 23 delegates to the President the responsibility and authority to administer the district consistent with the laws of the state of Washington and policies adopted by the Board of Trustees.
- The President shall act on behalf of the Board of Trustees in any and all matters, which concern the administrative functions of the college, including serving as appointing authority for all faculty, classified and exempt employees of the college.

The college president's appraisal is based on performance goals established by the board. A 360 degree employee survey was distributed to faculty, staff, and student government officers in both [January 2012](#) and [January 2013](#). Over 400 faculty, staff, and student leaders participated (406 in 2012; 487 in 2013). Beginning with 2014, the 360 degree employee survey will be distributed every two years.

A formal evaluation, conducted annually in June, reviews board-established monitoring data and possibly additional goals: organizational accomplishments, organizational operation, performance duties identified in the president's contract, and other mutually agreed upon outcomes. At the end of the evaluation cycle, the board takes a formal vote on the president's evaluation.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

[Board Policy B 3.1](#) documents the board's philosophy on governance and mandates an annual review of the board's performance and strategic direction.

The Board of Trustees reviews its performance annually. Board members complete both individual and group assessments that are discussed at the annual board retreat. The president also provides board members with input through a 20 question survey based on her observations of their interactions with each other and with the community at large.

During the August 2012 board retreat, board members discussed several suggestions for improving their connections with the community and each other. One suggestion was to invite representatives from community organizations to attend the monthly board meetings to discuss connections with the college and other community issues. The college began those

presentations at their November 2012 meeting. Another result of board evaluation of its performance is that experienced trustees now mentor new trustees.

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The president's authority and responsibilities are described in Board Policies [B 2.1](#), [B 2.2](#) and [B 2.3](#). The college's organizational structure, its policies and procedures, and the president's contract ensure that the president takes a leadership role in its management.

The [President's Cabinet](#) (PC) is the president's executive policy group for campus operations. It is made up of one executive vice president; six vice presidents; and one special assistant. This group of senior administrators has extensive experience in higher education, and they hold appropriate degrees at the master's level or higher. They have a broad base of experience in the public and private sectors, which allows the college to successfully pursue entrepreneurial endeavors.

In 2012 and 2013, the President conducted a 360-degree assessment survey to receive feedback from the college community. In March 2013, all of the Vice Presidents asked 25 individuals to provide them with anonymous feedback through a survey of their leadership and management skills. In addition, the college administers a Climate Survey every two years. Overall, the feedback has been positive. However, on the [spring 2011 climate survey](#) a small number of employees provided feedback about a lack of effective communication from President's Cabinet; ethical concerns; a perception that some individuals were hired because of their relationship to someone already at the college; and feelings that the college vision was not clear.

In response to this feedback, the college adopted a [Vision Statement](#) and revised [Strategic Plan](#); requested increased communication by all members of President's Cabinet to the college community; initiated a comprehensive review of the college's governance structure, and continues its conversations regarding hiring practices and ethics. These discussions began in fall 2011; continued at Building Community Day in spring 2013; and will be informed by the implementation of the college's [Values](#) (approved in June 2012). Issues identified during spring 2011 either scored slightly better or were not identified themes on the spring 2013 campus climate survey. Beginning with 2013, the climate survey will be administered every two years.

All members of PC are voting members. Vice presidents oversee different divisions of the college, and each division is complemented by a staff of directors or deans. These college leaders are recognized for their expertise in their fields and operational work areas. Many members serve on state, regional or national boards; and most have taught in a college classroom.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

The current President has served the college full-time since January 2011. She participates in

business, community, youth, education, and legislative programs to engage the community in the college, and vice versa. Edmonds CC's President does not serve as the chair of the college's governing board. (See 2.A.7 for more information about the CEO's responsibility.)

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Qualifications and Evaluation of Administrators

The college's [administrators are well-qualified](#) and often exceed minimum qualifications for their positions, which are included in job announcements and position descriptions. A number hold leadership positions in state and national organizations.

Administrators are evaluated in accordance with [college policy C 6.3.102](#) and [guidelines](#) for the evaluation of administrators. The college president evaluates the vice presidents. The vice presidents evaluate their immediate subordinates. Evaluation processes help establish expectations that encourage employees to do their best work, contribute to good working relationships between employees and supervisors, and foster professional growth--all of which promote effective service to students and the college.

The college's [Organizational Development and Employee Training](#) (ODET) office also provides supervisor training in order to better equip college administrators with the supervisory aspects of their jobs.

Sufficient Number of Qualified Administrators

Over the last four years--during one of the most severe budget reductions the college has experienced--a number of administrative positions were eliminated to meet the reduced state budget. During these years, staffing levels at community colleges dropped statewide, but the [staffing levels](#) in each of the job types at Edmonds CC continued to generally parallel the state system model for allocation of staff resources in various types of positions and is comparable with the state system model per student FTE ([2011 Fall Enrollment and Staffing Report](#)). As seen in the [data table comparing student enrollments to employee headcount](#), over the past ten years the college's ratio of student enrollments to employee headcounts has consistently been around 17.5 to 19.5 students per employee. Over the past ten years, the number of grants and contracts awarded has affected the [number of exempt employees](#). (See 2.F.1 and 2.F.2 for more information about the college's grant culture.)

As grants and contracts end, the college may be challenged not only to institutionalize the programs supported by these initiatives, but also to retain employees hired under the auspices of the grants and contracts. During the annual staffing request process, the respective vice president keeps President's Cabinet informed about grants that are within two years of completing their cycle and makes a recommendation regarding continuation beyond the life of the grant.

Duties, Responsibilities and Ethical Requirements of Administrators

The Administrative and Exempt Employee Code of Personnel Policy and Procedures ([College Policy C 6.3.102](#)) defines two administrative employee groups, professional exempt and administrative exempt, and details their general duties, privileges, rights, and benefits. All college employees must follow Washington state employees' ethics law, and Edmonds CC requires that all employees complete training related to this law every year.

Administrators' performance evaluations are performed annually and are based on job descriptions (duties, responsibilities, and conduct requirements) on file in the Human Resources office.

Collaborative Work Environment

College administrators work together to achieve common goals. Councils, committees, and working groups often include representation from across the college to keep communication open and to provide diverse perspectives. This collaborative approach is aligned with the college's Mission Statement and Core Themes.

The college also supports cooperative relationships and goal attainment in its commitment to organizational development and employee training. Following a suggestion included in the Northwest Commission on Colleges and Universities' 1998 evaluation committee report, the ODET office was created. This unit within the Human Resources division makes a wide variety of training and development activities available to all employees.

The institution employs qualified administrators (see 2.B.1) to foster fulfillment of its Mission Statement and Core Themes (see 2.A.9). Administrators oversee operational goal setting in their areas, and these operational goals are linked to the college's Mission Statement and Core Themes. This practice keeps college areas focused on the institution's Mission Statement and Core Themes.

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The college provides employees and students access to academic policies by means of published electronic documents (such as the college catalog, faculty handbook, and student handbook), [new employee](#) and student orientations, and the [Faculty CBA](#). Policies are located on the college's website (mainly within the academic catalog) and in a shared folder on the campus U-Drive.

The Faculty CBA addresses ownership of materials developed by faculty. It stipulates access of academic employees to District 23 Board Policies and College Regulations, which address institutional policies and procedures about scholarship, research, and artistic creation. The college's copyright policy ([C 6.3.805](#)) ensures compliance with copyright law and is posted through the library website resources to faculty as a libguide.

A new [Academic Freedom policy](#) (B 1.3) was adopted at the September 2013 Board of Trustees meeting. This policy reaffirms the college's commitment to Academic Freedom for all employees

and students.

2.A.13 *Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

Edmonds CC's library policies (i.e., [guidelines](#) and [procedures](#)) are available 24/7 on the campus website. They are also posted on campus signs and on the college intranet.

Two library [manuals](#), "Circulation Services" and "Technical Processing," provide detailed procedures for daily operations in each area. These manuals are reviewed and updated (most recently in spring 2012), and are available to library staff on the intranet. The Technical Services Librarian keeps acquisitions and license information for all databases and maintains a Microsoft Access database of acquisitions and periodical subscription information. Access policies related to electronic databases are enforced by requiring all library users to authenticate as a current student or college employee when logging into a database.

The Edmonds CC library also has a variety of printed and online informational materials, such as "[Services for Faculty](#)" which describes library resources and services that are available to faculty.

The college library partners with Academic Computing Services on campus to develop and enforce policies regarding appropriate uses of technology, as well as the [computer lab guidelines](#).

Circulation policies are enforced by circulation staff or are encoded into the online, integrated library system, [Voyager](#). Edmonds CC's reference librarians ensure consistent enforcement of all policies throughout the library. Collection development policies are enforced by library staff. The library also endorses the American Library Association's Library [Bill of Rights](#) and provides materials representing multiple perspectives on many subjects.

2.A.14 *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

Transfer and Acceptance of Credit

The college works to ensure that transfer of credit is accurate, legitimate, and clearly articulated following policies that are stated in the [college catalog](#).

Edmonds CC accepts credits earned at accredited institutions of higher education in the United States or, in the case of international transcripts, from a recognized government. Transfer credits are accepted in compliance with Policy 2.5 of the (Transfer and Award of Academic Credit). The college follows the [Intercollege Relations Commission](#) (ICRC) guidelines and transferability requirements. The college catalog details the conditions and process for transferring credit from other institutions. Authority for the acceptance of credit is delegated to credentials evaluators, academic advisors, or appropriate faculty members, who verify that a transcript received by the college is official and has the appropriate seal and signature. Evaluators use Accredited Institutions of Postsecondary Education, published by the American

Council on Education, to verify that transfer credit is from a regionally accredited institution.

Credential evaluators use the online [Transfer Evaluation System](#) (TES) to compare other college courses to Edmonds CC courses, but because TES only supports course descriptions for about 10-12 years back, students may have to provide the course descriptions, class syllabus and cover of the college catalog before transfer credit is approved. Transfer of credits from institutions abroad requires official transcripts, accompanied by an evaluative interpretation, course descriptions, and English translation. Relevant services are available from local and international agencies. Credits from foreign colleges and universities are evaluated and accepted on an individual basis.

Once evaluated, the transferable credits are entered on the student's program requirement record, and a copy is sent to the student. By the time the college awards a degree or certificate, a notation of the number of transferable credits used for the degree or certificate has been entered into the student's permanent Edmonds CC transcript.

Evaluation of Credit toward Professional Technical and AAS-T Degrees

Full-time faculty advising within a program along with the appropriate instructional administrator authorize acceptance of credit from other institutions for Professional Technical and AAS-T degrees and certificates. Final decisions are based on the learning outcomes of the courses being evaluated and, in some cases, the length of time since the courses were taken. Evaluators also weigh some or all of the following information: accreditation status, course descriptions, course syllabi, course outcomes, required textbooks and assignments, and interviews with the students and the instructors. When evaluating high school courses for college credit, as in the case of technical preparation courses, faculty of the institutions involved have agreed in advance upon the learning outcomes required for college course equivalency.

Washington State Common Course Numbering

Edmonds Community College also adheres to the Washington State [Common Course Numbering](#) project, which the State Board for Community and Technical Colleges implemented in 2008.

Five-Star Consortium

Edmonds, Everett, Cascadia, and Shoreline Community Colleges, along with Lake Washington Institute of Technology, are among the first in the state to remove long-standing barriers among colleges and help students get the classes and training they need. Through an [MOU](#), these five colleges collaborate by sharing student records, and they have agreed to waive a residency requirement that had required that students attend their final quarter at the degree-granting college. Now any one of the five schools has the authority to grant a degree if 30 percent of the equivalent credits are taken at any consortium college.

2.A.15 Policies and procedures regarding students' rights and responsibilities— including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies regarding [students' rights, freedoms, and responsibilities](#) are clearly stated and are available on the college website. The Vice President for Student Services or his or her designee is responsible for administering students' rights and responsibilities in a fair and consistent manner.

Student discipline is in the purview of and coordinated by the Vice President for Student Services and the Dean for Student Success and Retention. Fundamental rights of due process are included in the student rights and responsibilities. A clear student code of conduct, procedures for disciplinary actions, procedures to preserve student rights and due process, and information on the jurisdiction of college personnel all contribute to the fair and consistent implementation of the student rights and responsibilities. In addition, the Consultation, Assessment, Response, and Education ([CARE](#)) team strives to direct students towards success by identifying and providing support to at-risk students.

The college and Services for Students with Disabilities (SSD) comply with the Americans with Disabilities Act, the Rehabilitation Act of 1973, and Washington state law. Information about SSD is provided in person, in class presentations, online, in the quarterly class schedule, in the college catalog, and in the Student Support Services section of the college's [Student Handbook](#). Instructors are required (per the [syllabus template](#) as approved by Instructional Leadership) to have a statement in their syllabus informing students of SSD. (See also the [Faculty Employment Handbook](#).)

2.A.16 *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

Admissions and Placement Policies

Edmonds CC's mission supports a general admission policy consistent with [WAC 131-12-010](#). (See 2.C.6.) The admissions process is outlined on the [Admissions page](#) of the college's website. All students complete an admission application. Most take a placement test ([Accuplacer](#)), and once results are available, they are encouraged to meet with an advisor to ensure that they are placed in appropriate English and mathematics courses.

Edmonds CC provides access to all students age 18 or older, and to students under the age of 18 who hold a high school diploma or GED. Admission under the age of 16 is allowed as part of dual credit programs through Running Start and College in the High School. Other students under the age of 18 may be considered on an individual basis by the Director of Admissions or designee. Admission requirements for high school completion students and some grant programs (e.g., [CATCH](#)) are documented in program admission materials. Admission requirements for Running Start and EdCAP students can be found in the application materials for these programs. Some grant and contract funded programs have special admissions requirements (e.g., the contracted Native American Career and Technical Education Program held on the Tulalip reservation gives first priority to students who are Native American).

In spring 2013, the Washington SBCTC passed a [student placement reciprocity agreement policy](#). Washington state community and technical colleges must now honor a student's placement into pre-college math, English, and reading courses as determined by the sending institution. This policy took effect fall quarter 2013.

Continuation, Termination, Appeals and Readmission Policies

Edmonds CC has two satisfactory academic progress (SAP) policies--[one SAP policy](#) specifies the expectations for progress and academic performance for all students receiving any type of financial aid, and [another \(second\) SAP policy](#) monitors the grade point average (GPA) of the general student population.

Financial aid students are excluded from the [general college SAP policy](#), as are Running Start and International Students, because these programs monitor the academic progress of their student participants independently. Under both policies, SAP is monitored on a quarterly basis. The general college policy is coordinated by the Dean for Student Success and Retention and one of the Credential Evaluators. The financial aid SAP policy is coordinated by the Dean for Enrollment and Financial Aid Services and the Financial Aid Director.

Under the general (college) SAP policy for admissions, students may be suspended for one year after three consecutive quarters of failing to achieve a minimum 2.0 GPA. The Satisfactory Academic Progress Committee reviews all appeals for students on Academic Suspension. The committee is comprised of the Director of Advising and the Director of Counseling and meets with all students in person. Decisions are made immediately after each meeting and success strategies are established as a condition of students' reinstatement. For the [2012-13 academic year](#), 24 of 125 (19%) students appealed their Academic Suspension, and all 24 appeals (100%) were approved. Students who fall under Academic Restriction are required to submit an Academic Success Plan to an Academic Advisor for review. For the 2012-13 academic year, 144 of 391 (37%) students appealed their Academic Restriction status, and 124 of the appeals (92%) were approved.

Terms for readmission are listed in the two SAP policies and are included in the letters that are sent to students. Copies of letters are included in student files. On a quarterly basis, academic advising personnel track which students have turned in their Academic Success Plans and when advisors have either approved or denied them. Student appeals related to SAP are handled in a timely manner, as outlined in the letters that students receive.

Under the financial aid SAP policy students are not generally suspended from the college for failing to make progress, but they may have their aid canceled. Additionally, a hold may be placed on their records, which prevents them from registering for classes. This is the case if students did not complete any credits and owe a repayment to the college for aid received. Students whose aid is canceled for failing to make SAP may [submit a petition](#) asking that their eligibility for aid be reinstated. It is also possible to appeal a repayment by providing documentation of an extenuating situation that prevented the student from successfully completing the quarter.

In the event that students are suspended or dismissed for disciplinary reasons, each student is considered on a case by case basis to determine the length of disciplinary suspension. A

recommendation is made by the Vice President for Student Services, and the final determination is made by the President.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Co-curricular programs, as defined in [College Regulation 5.2.100.R101](#), provide students with opportunities for learning outside the classroom and for applying what they have learned in their coursework. In many co-curricular programs, students gain experience in communication and leadership skills and further their personal development. Faculty advisors for the co-curricular programs are hired and supervised by the Dean for Student Life and Development.

As stated in the [Faculty CBA \(A.7.1 Co-curricular Activity Stipend\)](#), stipend activity, including those for co-curricular programs, consists of duties which are extra and separate from an academic employee's normal duties and which are exempt from tenure application.

According to Edmonds CC Student Responsibilities [Section IV. C.](#), student publications are devices for the communication of student views and concerns and are not to be subject to prior censorship or control from faculty, administration, student government, or advisors. Advisors are not responsible for content. Student government does not exert any editorial control over the media production. Staff who serve as advisors are aware of, and comply with, the [Publications Code](#) which was approved by the Board of Trustees in March 2012. The code exists to protect students' freedom to express opinions in student media without fear of censorship, as well as to provide advisory assistance to help student media achieve success in serving the students of Edmonds CC.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Policies: General Overview

New regulations, policies, and amendments are governed by [College Regulation C 6.1.101 R105](#). The vice president of the appropriate college division sponsors any new policy or regulation. In summer 2012, the Board of Trustees agreed to review all board policies annually, and a [review schedule was produced](#).

Minor Editing of Policies and Regulations

Periodically, or as needed, college policies and regulations are reviewed for minor editing by Human Resources. Such edits may include title changes, location changes, citations to RCW and WAC changes, or other non-substantive edits. These changes do not require the review and approval of President's Cabinet. The final edited document is placed on the U-Drive with the date of the minor edits cited at the bottom of the document. All substantive amendments, as well as those requiring minor editing only, are noted at the bottom of each policy or regulation as part of the permanent record. All changes are tracked in permanent files in Human Resources.

Policies: Human Resources

Hiring processes and procedures are summarized in Edmonds CC's [Regulations C 6.3.200 R101 through R105](#). There are separate processes for each employee category: [faculty](#), [part-time faculty](#), [exempt](#), [classified](#), and [part-time non-permanent](#).

All institutional policies and regulations related to human resources are maintained electronically and are available on the U-Drive. The Human Resources office oversees the recruiting, hiring, and performance evaluation of all college employees; the President's Cabinet members ensure that policies and collective bargaining contracts are followed in their divisions. Student employees (such as work study) are not hired or managed through Human Resources. All student employees are hired and managed through individual departments. International students who are employed have special requirements monitored through International Student Services (ISS). Work study students are funded through the Financial Aid office. Hourly students are hired as "at will" employees through individual departments. Faculty and classified employees are governed by the terms of negotiated collective bargaining agreements.

***2.A.19** Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Conditions of Employment, Work Assignments, Rights and Responsibilities

The three primary means provided to inform employees of their conditions of employment, work assignments, rights and responsibilities are New Employee Orientation (in person and online); online resource guides for employees; and performance and employee evaluation procedures for each employee classification.

In October 2009, Edmonds CC's Organizational Development and Training division (ODET) launched a comprehensive orientation for new full- and part-time employees (faculty, classified, and exempt) which has [online](#) and quarterly face-to-face components. It provides employees with an overview of the college and links to relevant employee resources.

Criteria and Procedures for Evaluation, Retention, Promotion, and Termination

The college's Board of Trustees formally evaluates the college president on an annual basis. A formal review was conducted in June 2011, August 2012, and June 2013. Each trustee evaluated the President individually, then as a group they discussed their ratings with the President. In addition, employees of the college responded to surveys about the President's performance in January 2012 and January 2013. After January 2013, the college will be asked to provide feedback on the President's performance to the Board of Trustees on a biannual basis.

During winter 2013, all the Vice Presidents conducted 360-degree evaluations where each Vice President asked 25 employees from across the campus for input. The President used the 360-degree information as part of her review of each Vice President.

There have been inconsistencies on how performance evaluation policies have been implemented and monitored for each Vice President's division or units. In particular, not all

exempt employees have been evaluated according to college procedures (i.e., on an informal and formal basis), and not all classified staff are being evaluated on an annual basis per their collective bargaining agreement.

Increased workloads and turnover in the supervisory ranks has been the primary reason for the lapse in following the performance evaluation processes in each of these employee categories. The President has asked each of the Vice Presidents to ensure that the performance evaluations are conducted as stated in the college's policies and to use that time to set measurable goals with each employee.

Classified and faculty contracts outline the process for evaluation, retention, promotion, and termination. Both groups have a step system for salary advancement. Promotions for classified, faculty, and exempt employees occur through reclassification or when new positions open.

(See 2.B.2 for a detailed description of Edmonds CC's evaluation processes for exempt, faculty, and classified employees.)

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

All official hard copy personnel files are stored in the Human Resources office in a locked, key-carded, fireproof vault with access allowed only to Human Resources (HR) employees. Supervisors' working files are expected to be kept in a locked file or desk drawer in the supervisor's office. Other employment-related materials such as resumes, shared leave requests, accommodation requests, and family medical leave requests are kept in locked file cabinets in locked offices. All members of screening committees sign confidentiality agreements before they can access employment applications and records. Other employees (e.g., supervisors) seeking information about another employee's personnel record must get authorization from an HR officer and must enter his or her signature and reason for accessing the file in a log that is attached to that file. Requested access to the file is provided only in the presence of an HR employee within the HR Office.

Access to the Payroll/Personnel Management System (PPMS), a database containing all confidential personnel, employment and salary data for every employee, is password-protected. Access is provided only to authorized Payroll and HR employees. All database access and password assignments are the responsibility of the IT Department which provides oversight of database security. Any supervisor requesting access for an employee's records must complete and sign a "[Request for Database Passwords](#)" (also signed by the employee) and a "[Request for Database Access](#)." The supervisor and employee are responsible for any misuse of the records to which they were granted access. The Vice President for Human Resources countersigns both forms as the PPMS Database Authority. Access to specific PPMS data entry screens is provided only as needed for the employee's prescribed job duties. All access is monitored as needed by IT staff to ensure there is no misuse of access or data.

The Washington State Office of the Chief Information Officer ([OCIO](#)) provides leadership and oversight of information and technology within state agencies. Edmonds CC follows the [IT security standards and policies](#) set forth by the OCIO. Edmonds CC has to certify annually that it is in compliance with these standards. The president of the college signs the annual statement,

thus signifying the college's compliance. In addition, every three years the college works with an independent contractor familiar with standards and policies to conduct an initial needs-gap analysis, and then to perform the actual audit. The OCIO standards contain enforcement procedures; by certifying that it has complied with the standards, the college enforced the standards de facto.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Communication of Accreditation, Mission, Core Themes, and Values

The college clearly states its accreditation status, Mission Statement, Core Themes, and Values on its [website](#) and its [catalog](#). These are also posted across campus and in classrooms.

Communication of Academic Intentions, Programs, and Services

The college clearly publishes course and program descriptions and intentions, learning outcomes, and program completion information on its [website](#) and in its [catalog](#). Course syllabi also list course descriptions, expectations, and learning outcomes. (See 2.C.2.) In addition, information about the [College-Wide Abilities](#) is online and posted across campus in classrooms.

Communication that Academic Programs can be Completed in a Timely Fashion

The college's projected annual schedule can be found on the [college website](#). Some individual programs also publish more detailed annual schedules on their college website pages.

Communications and Institutional Integrity

The Communications and Marketing team in the College Relations and Advancement division produces and edits the college's key communications tools: the annual catalog, quarterly class schedules, and the college website. Materials such as the [Student Resource Guide](#), the [About Our College](#) website and related Quick Look brochure, and a legislative guide are revised to provide the public with accurate information.

The team works closely with campus departments to vet information and ensure accuracy and consistency across platforms. The Communications and Marketing Director attends Instructional Leadership meetings and New Employee Orientations as needed. Communications and Marketing staff attend department and division meetings and meet, as requested, with representatives from programs across the college to talk about promotion including outreach by means of print, web, and social media. All materials are regularly reviewed by relevant departments and the Communications and Marketing team.

[Standards and public relations tools for communication](#) are shared with the campus on its internal website.

The college sends key [news releases](#) about programs, degrees, courses, grants, campus events, and student stories to local news outlets. These are reviewed by stakeholders before they are distributed. In addition, the college has an active online presence on social media sites such as [Facebook \(/EdmondsCC\)](#) and [Twitter \(@EdmondsCC\)](#) where it shares information and answers questions. College Relations takes the initiative to provide or correct information about the college where it appears online at sites such as Wikipedia, E-How, Yahoo, and on blogs. The college is developing formal social media guidelines.

The college published its first [online catalog](#) in 2010-2011 using a fit-for-purpose content management system with a relational database (which can also be printed on demand). This technology allowed the college to move to an annual format so that published information is accurate and timely for students. It also allowed the college to include more complete curriculum information as space is less of an issue. For instance, rather than just providing an overview of the college's degrees and certificates, the catalog includes detailed program information with interactive courses that open when clicked (including prerequisites). Additionally, the course and program descriptions include student learning outcomes.

The online catalog includes a [My Portfolio](#) feature, which enables students to record and track degrees, certificates, and courses that are of interest to them. The catalog also generates online program requirement sheets (previously available only as PDFs), which provide students and their advisors with online tools to plan their courses of study and track their progress.

The online catalog has streamlined the way College Relations works with college divisions to gather and edit content. Academic division staff update the college's degrees and certificates directly in the catalog from which program requirement sheets are generated. This system enhances efficiency and ensures greater accuracy in academic program publications. College Relations and Instruction worked together to develop this tool with input from Advising and Student Services. The catalog is also available by means of smart mobile devices.

Programs with self-support funding, such as grants or contracted services, have the flexibility to develop their own marketing materials and set their own timelines; however, College Relations meets with these program directors to discuss promotion and college processes to ensure consistency and accuracy with the college's mission. The Director of Communications and Marketing reviews materials produced off campus before they are distributed.

Keeping the college website's numerous web pages up-to-date has been a challenge. During fall 2013, the college began implementation of a new content management system for the college website. The new system will allow greater oversight, streamline updating of the web pages, and help ensure accuracy of content throughout the site.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

In June of 2012 the Board of Trustees adopted a set of [Values](#) along with a new Mission Statement and Core Themes. These serve to inform decision making, guide interactions, and

include references to actions that exemplify high ethical standards. [College Policy C 6.3.104](#) outlines conflict of interest and standards of ethical conduct. In addition, guidelines for and procedures related to conflict of interest and standards of ethical conduct are detailed in [College Regulation C 6.3.104 R101](#).

Ethical Standards and the Board of Trustees

The board has adopted policies for its operation and performance including a Code of Ethics ([Board Policy B 3.6](#)) and General Executive Expectations ([Board Policy B 2.1](#)). These policies set responsibilities delegated to the president. Ongoing training for the trustees is provided in study sessions and at a summer retreat. The board chair and president conduct an orientation for new trustees which current trustees may also attend. In addition, the State Board for Community and Technical Colleges (SBCTC) and the Association of Community College Trustees (ACCT) hold orientations for new trustees. In [February 2012](#), the Assistant Attorney General for Edmonds CC held a study session for all the college's trustees on state ethics code laws. Trustees are informed of emerging issues including sensitive personnel situations, labor concerns, and college initiatives such as Achieving the Dream and Strategic Planning. (See 2.A.19.)

Ethical Standards with Regard to Students

The [Student Handbook](#) in the college catalog explains how [student complaints](#) are addressed. The student complaint process is clearly spelled out and includes the process and timeline for responses, in writing, by the student, the faculty member, and the EVPI.

Ethical Standards and Administrators, Faculty, and Classified Employees

The [Administrative Exempt Employee Code of Personnel Policy and Procedures](#) sets expectations for performance and conduct, and it specifies procedures for addressing shortcomings. Administrators and supervisors are accountable for ensuring that their units adhere to college policies with regard to conflict of interest, equitable employment and compensation practices, non-discrimination, appropriate use of technology, copyright infringement, academic freedom, and other ethics regulations and procedures.

Expectations for performance and ethical standards, as well as mechanisms for resolution of problems in these areas, are indicated in the faculty and classified employees' collective bargaining agreements. The grievance process for faculty discussions with administration is clearly delineated in the [Faculty CBA](#). The classified staff grievance procedure is clearly delineated under Article X (Grievance and Arbitration) in the [WPEA contract](#).

As specified in its Values, Edmonds CC embraces a culture of institutional integrity. The Organizational Development and Training (ODET) office provides training to inform employees of policies and procedures and raises awareness of ethical standards and expectations. This [training](#) is available online and, as of 2011 all employees are required to complete the online ethics training module annually.

Addressing Complaints and Grievances in a Fair and Timely Manner

The college makes concerted efforts to ensure that complaints and grievances are addressed in a fair and timely manner. Ethics complaints are routed to the campus Ethics Officer (the Vice President of Finance and Operations). All complaints are investigated and documented in accordance with state policies and law, including [RCW 42.52 Ethics in Public Service Act](#); [WAC 292-100 Procedural Rules](#); [WAC 292-110 Substantive Rules](#); [WAC 292-120 Penalty Rules](#); and [WAC 292-130 Public Record & Agency Organization Rules](#).

Complaints received by means of the state's Ethics Board Hotline require a formal response in writing to the Ethics Board, which determines if subsequent actions are required.

Not all complaints brought to the attention of the State Ethics Board or College Ethics Officer are, in fact, ethics matters. In those cases the appropriate individuals are notified and the concerns or complaints raised are addressed through the appropriate process.

Edmonds CC Benchmarked

[On surveys](#) conducted by the [Washington State Ethics Board](#) in 2011 and 2012, 82% (2011) and 91% (2012) of Edmonds CC respondents agreed with the statement that college leadership cares about ethics and follows-up on ethical concerns that are reported. These rates are higher than all state agency (combined) levels (75% agreement in 2011; 80% agreement in 2012).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Practice and Policy on Conflict of Interest

The college upholds policy statements about Conflict of Interest ([C 6.3.104](#)) and Ethical Conduct and Regulation ([C 6.3.104 R101](#)). When confronted with possible conflict of interest scenarios, employees must work with their supervisors to review these documents and jointly decide upon action that the employees can and should take.

All new employees learn about the various policies that prohibit a conflict of interest or unethical behavior as part of the [new employee orientation](#) process.

Education as Primary Purpose

As a state agency, the college and its employees are barred from using their positions to directly support, advocate for, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes, as noted in the above referenced Conflict of Interest and Ethical Conduct College policy and the related [RCW 42.52](#).

[College Policy C 6.3.107](#) identifies the procedures for reporting state employee misconduct (whistleblowers). The Human Resources office provides a summary of the statute and provides

employees a copy of the [Ethics Complaint form](#). Additional information is available on the U-Drive for employees on their rights and protection from retaliation when reporting any alleged illegal or unethical behavior.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The college maintains clearly defined policies with respect to the protection of intellectual property. [College Policy C 6.3.805](#) states that Edmonds CC recognizes that United States copyright law exists for the public good and balances the intellectual property rights of authors, publishers, and copyright owners with the educational community's need for the free exchange of ideas. The college intends to abide by United States copyright law, patent law, and off-air recording guidelines.

The rights to copyrights and patents are negotiated in the [Faculty Collective Bargaining Agreement](#) (CBA). Rights to residuals are included.

Any work created by college employees as part of their assigned job responsibilities or completed using college or state resources (e.g., space, equipment, network) is considered work-for-hire and, as such, becomes the property of the college. This includes, but is not limited to, curricula developed by faculty and presentations developed by staff. The standard applied for all employees is the same as that described in the [Faculty CBA](#) (which reflects [RCW 42.52](#) Ethics in States Government).

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Accreditation is described in the catalog and on the college's website. The [Accreditation page](#) on the college's website links to the [Northwest Commission on Colleges and Universities](#), which confirms the college's accreditation status. The college's [internal website](#) links to past accreditation reports, visiting team evaluations, and commission action letters.

Two academic programs at Edmonds CC are accredited or approved by their appropriate agency or professional organization: [Paralegal](#) and [Construction Management](#).

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

The college enters into various contractual agreements with external entities for products or services. In those instances, the college and these external entities execute written agreements

with clearly delineated responsibilities for each party. In general, the college has distributed contracting authority, and such agreements are to be reviewed by the college's business office and/or President's Cabinet prior to execution.

When contracting with vendors, the college does not enter into agreements that are outside the scope of its educational mission, values, and goals. For example, some areas of the college contract with vendors or external groups (such as clinical agreements with local hospitals) to support its educational programs. Other times, the college uses vendors to provide food items, computer services, or online training needs. In addition, Edmonds CC has a number of contracts with agents in other countries to assist the college in the recruitment of international students. Each division of the college maintains copies of contracts that affect its respective area. Contracts for specific products or services on a one-time basis may be handled by the specific department. Copies of contracts are also kept in the business office.

Edmonds CC follows the Washington state governor's "Performance Based" contract directive which requires all contracts to specify deliverables in terms of quality, quantity, timing, and controlled costs. The college uses the [Washington State Administrative and Accounting Manual \(SAAM\)](#) in all Personal Service and Client Service contracts and the Washington State General Administration Purchasing Manual for all other services and deliverables. The college's Purchasing Express system provides checks and balances in ordering services and products to ensure review of budget issues, product appropriateness for purpose, cost versus market, receipt, and payment.

In conjunction with state law, President's Cabinet establishes the purchase approval process and delegates signature authority based on total costs. The Finance Department reviews all purchases to ensure that SAAM and the [State Purchasing Manual guidelines](#) are followed.

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Edmonds CC's Board of Trustees approved a new Academic Freedom policy at the September 2013 meeting. In addition, whenever the Board of Trustees approves the [Faculty CBA](#), it confirms the college's adherence and commitment to academic freedom. Article 3.1 of the CBA makes clear that the college will protect its constituencies from inappropriate internal or external influences, pressures, or harassment.

As outlined in the [Faculty CBA](#), faculty are accorded academic freedom consistent with Article 3: Working Conditions and the College Mission. Article 3.1.1 makes explicit the nature and intent of academic freedom:

- Faculty are free to exercise all their constitutional rights without institutional censorship, discipline, or other interference.
- As scholars and specialists, faculty are free to conduct research and to publish its results.
- As professionals in their respective disciplines, faculty are free to select the content and methods through which they discharge their responsibilities, consistent with departmental and reasonable financial standards.

Edmonds CC's policy section of the [Student Handbook](#) outlines the students' right to academic freedom in Section IV (Protection of Freedom of Expression and Inquiry): "In the classroom, the student is free to take exception to the information or views offered in the course of study and to reserve judgment about matters of opinion, but he or she is responsible for learning the content of the course." The college's support of freedom of inquiry and expression is also ensured in [Section IV of Student Freedoms](#) of the [Student Rights, Freedoms and Responsibilities policy](#), which includes [content that applies to printed materials](#).

The college expects that the exercise of faculty academic freedom and all staff and student rights of free speech shall be [civil and respectful](#) in accordance with college policy and values.

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

The college's commitment to independent thought is implicit in its [Mission Statement, Core Themes, and Values](#). Through its Values statement, the college attests to the community it will act with integrity, provide educational programs that demonstrate high standards of academic inquiry, and allow for the active exchange of ideas to help prepare students for future success.

Beyond the new [Academic Freedom policy](#) (B 1.3), intellectual freedom is covered in the [College Wide Abilities](#) (CWAs) which state that "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." Emphasis on the CWAs throughout the college's curricula provides a consistent educational focus that supports independent thought by encouraging students and members of the college community to develop knowledge, habits and skills for lifelong learning.

Over the past four years (2009 to 2013), the college has shown [positive growth](#) in its students' perceptions of independent thought and critical thinking as measured by questions on the Community College Survey of Student Engagement (CCSSE).

Furthermore, Edmonds CC embraces a culture that encourages pluralistic perspectives, insists individuals interact in a respectful and civil manner, and holds academic freedom and free speech in high regard. The Center for Student Engagement and Leadership [Lecture](#) series, [Arts Culture and Civic Engagement](#), [Diversity Student Center](#), and [Edmonds CC Black Box Theatre](#) demonstrate programming that is reflective of intellectual freedom.

Employees and students are guaranteed rights of freedom of speech to address any matter of institutional policy or action without fear of institutional discipline or restraint. Members of the broader college community, as citizens, are also guaranteed the protections of freedom of speech to address the larger community with regard to any matter, so long as it is clear that they are not acting or speaking for Edmonds Community College. For example, in the last few years

the college has offered events, lectures, and debates that have been considered controversial to some, including [Dr. Angela Davis](#) as the keynote speaker for the annual MLK Jr. event, and a [workshop on Immigration Reform](#) that was co-sponsored by the college.

2.A.29 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

In accordance with Article 2.8 of the [Faculty CBA](#), faculty members (academic employees) are evaluated by their supervisors on the basis of their skill and effectiveness in preparation, classroom strategies, and presentation of course material. Faculty members are held to the terms and intellectual integrity of their [syllabi](#). Faculty and copyright library resource guides provide information on copyright that supplements the college's [copyright policy](#). If students have issues with faculty scholarship or presentation, they may address their concern to the instructor or division administrator as outlined by the [Student Handbook, Article V:D; Policy C 5.1.501 and Resolution R101](#). (See also 2.B.4 for faculty oversight.)

To ensure that all syllabi are complete, faculty are provided with a syllabus template that includes both required and optional elements. Faculty members are required to submit their syllabi each quarter that they teach. Academic deans review syllabi on a periodic basis (particularly during performance evaluations) to ensure that required elements are included. Some departments also review their syllabi to ensure compliance with department guidelines for both content and format.

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

With regard to the oversight and management of financial resources, the college is governed by clearly defined policies that were approved by the Board of Trustees. College fiscal policies include those related to [budgeting and reserves](#), [cash and investment management](#), [debt management](#), and [fiscal accountability](#) (which were developed to address NWCCU 2008 Recommendations 4, 5, and 6). The Board of Trustees approve the operating budget, the AEdCC (i.e., student government) budget, new fees and fee increases, changes to waivers, the international program contract, and facility acquisitions. In 2012, the college needed to expand its classroom and office space. Analysis of its financial resources and the real estate market indicated that the college could act without increasing its debt burden. As a result, the trustees approved and oversaw the 2012 acquisition of the Gateway building with local funds.

Although not required, it has been the practice for the trustees to approve interfund transfers and loans. The Debt Service Reserve (DSR), started in 2009-2010, is an example of interfund governance for the management of financial resources. Interfund transfers were required to finance the reserve, and the board approved interfund borrowing from that reserve. Additionally, the board felt it was prudent to maintain a minimum level of reserves, which it also transferred to the DSR.

Throughout the year, the Vice President of Finance and Operations provides the trustees with

financial analysis to assist in its oversight of the operating budget, the reserves ([fund balance](#)), and resource management.

The [Edmonds CC Foundation](#) is a separate, non-profit organization whose board of directors approves and monitors all policies with respect to major fundraising activities.

[2.A. Governance Evidence List and Links](#)

2.B. HUMAN RESOURCES



2.B. Human Resources

Employees are the most significant resource at Edmonds CC. Each year the college employs approximately 1,750 employees, including about 130 full-time instructors; 420 part-time instructors; 300 classified employees; 200 exempt employees; 350 hourly employees; and 350 student employees.

The college's 2011 and 2013 climate surveys revealed that 80% and 78% of employees, respectively, rated Edmonds CC as a good or excellent place to work; however, they also indicated employees were feeling the effects of change in economic, leadership, and educational areas. A concern was expressed about the level of staffing, which had been frozen by state mandate due to declining state revenues (though some faculty and student services positions were still able to be filled during this time). As of July 1, 2011, [the hiring freeze](#) was lifted, and the college was able to fill job vacancies without permission from the Office of Financial Management, thereby returning it to its regular hiring practices. In June 2012, each vice president brought forward [staffing requests](#) for consideration by President's Cabinet. Examples of the type of positions that were approved included replacement security officers, an additional Institutional Researcher, and a replacement Director of Human Resources. Requests for full-time, tenure-track faculty positions were handled by the Executive Vice President for Instruction.

In December, 2012, the President announced that the new position of [Special Assistant](#) to the President for Equity and Inclusion had been filled after a full search had been conducted. The Special Assistant to the President for Equity and Inclusion chairs the Diversity Council and oversees the college's compliance with [Title IX](#) regulation, which holds the college responsible for ensuring all students, regardless of gender, are protected from violence or sexual harassment. The college continues to emphasize its value for diversity, respect, and inclusion and to develop and enforce policies that support and protect an equitable environment for all employees. For example, in June of 2012, the Board of Trustees adopted a [new Mission Statement, Core Themes, and Values](#), all of which reflect the college's ongoing commitment to equity and inclusion. In addition, for seven years (from 2005-2006 to 2011-2012) the [college monitored a target](#) for recruiting and hiring for diversity--meeting this target for the [first time in 2010-2011](#).

In August 2013, an on-site campus-wide Civil Rights compliance review was conducted by the State Board for Community and Technical Colleges' auditors. The college is awaiting the final report and will develop a voluntary compliance plan to address any findings and recommendations.

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Sufficient Number of Qualified Personnel

Staffing levels at community colleges have dropped statewide, but the [staffing levels](#) in each of the job types at Edmonds CC generally parallel the state system model for allocation of staff

resources in various types of positions and are comparable with levels in the state system model for student FTE ([2012 Fall Enrollment and Staffing Report](#)).

As seen in the [data table comparing student enrollments to employee headcount](#), over the past ten years the college's ratio of student enrollments to employee headcounts has remained consistently between 17.5 to 19.5 students per employee.

With regard to the approximate total of 550 faculty employed by the college each year, in 2012-13 this equated to 812 full-time equivalent faculty (FTEF). Of these [812 FTEF](#), 34% were full-time faculty and 66% were part-time faculty. In light of this information, the college's president has made a commitment to hire more full time faculty. (See 2.B.4.)

The total number of classified employees and full-time faculty has not increased at a pace similar to exempt employees, which have increased as new grants have required administrative staff and coordination. (See 2.A.11, 2.F.1, and 2.F.2 for more information about the college's grant culture.)

Although the college is adequately staffed, both the spring 2011 and spring 2013 campus climate surveys revealed that employees who work in areas where departed colleagues have not been replaced have felt the [stress and burden of increased duties and responsibilities](#). To help mitigate this situation, over the past three years the college has reallocated 52 classified employees, provided salary increases or job promotions for 43 exempt employees, and is currently working to adjust faculty salaries.

Since spring 2012, the college has begun rebuilding its [staff positions](#) by asking each vice president to present her/his staff requests to the President's Cabinet to discuss how funding for the position aligns with the college's mission fulfillment (see 2.B.1). President's Cabinet makes its recommendation to the president, who determines (contingent on available funding) which positions to approve.

Selection of Qualified Personnel

All personnel at Edmonds CC are qualified for the positions for which they are hired. All new and replacement personnel positions, whether due to retirements, recent hiring freezes, or the changing structure and needs of the college, are required to go through a process of review. This process of review varies depending on whether the position is new or a replacement and whether the position is for a faculty or non-faculty position. The president and respective vice president review and prioritize requests before a decision is made to post a job. The minimum required and desired qualifications for every job description are screened by Human Resources and the search committee.

Criteria, qualifications, and procedures for selection of personnel are posted on the [Human Resources](#) and the [NEOGOV](#) websites. The use of NEOGOV (a technology solution that tracks applications and automates the entire screening and hiring process) has allowed for increases in applicant pools, measurement of traffic and advertising sources, and the elimination of some time and effort related to posting jobs and processing applicants.

College Processes Regarding Filling of Positions

In response to the staffing level data and the climate survey results, President's Cabinet (PC) has begun a formal, annual [staffing request](#) process to review new staff requests prior to the start of each new fiscal year. Each vice president is asked to bring forward a prioritized list of staffing requests to discuss with PC and make recommendations to the president for review and approval. PC selects positions to fill based on their relation to mission critical functions, strategic plans, and fiscal impacts. During this annual staffing request process, the respective vice presidents keep PC informed about grants that are within two years of completing their cycle and make recommendations regarding retention of employees hired under the college's various grants and contracts.

Approval for all permanent and full-time state and non-state funded positions must be approved by the president. The college's [Strategic Plan](#) provides further goals for determining staffing priorities.

EEO/Affirmative Action

Edmonds CC complies with Equal Employment Opportunities (EEO) laws and Affirmative Action policies. Section 2.3 of the college's [Faculty CBA](#) states that academic employee vacancies shall "be filled in accordance with the college's Affirmative Action Policy and Plan, the nondiscrimination provision of this Agreement, and appropriate college regulations." Classified and exempt hiring processes also follow the college's Affirmative Action Policy and Plan and Article 2 of the [WPEA contract](#) addresses non-discrimination.

Edmonds CC has [historically reviewed](#) the percentage of employees of color by comparing it to data on demographic availability. The college has successfully retained and recruited employees of color at increasing levels over the past seven years (from 2005-2006 to 2011-2012) and is now slightly above the average demographic availability. The baseline data for this measure has come from state-provided information regarding the percentage of individuals (in the area from which the college may locally recruit employees) who have the basic credentials that would make them available for a job. This information is used to calculate "average demographic availability."

Existing Personnel Qualifications

Credentials of Edmonds CC's faculty and vice presidents, deans, and executive directors (administration) are published in the [college catalog](#). Transcripts, resumes, references, and other application materials for all employees are on file with Human Resources.

Position Descriptions

In 2011 the college revised the general [faculty position description](#) in order to ensure that it would more accurately reflect what faculty do, as well as to ensure that all responsibilities in the position descriptions are aligned with one another and are assessable. Particular faculty job descriptions vary according to the associated departments.

[Position descriptions for classified employees](#) are guided by appropriate job classes as outlined in the [Classified Job Classes](#) from the Washington State Human Resources Office. Position

descriptions for individual college employees are customized to reflect the skills, abilities, and duties specific to the position and to align with the college's mission. Employees undergo work performance assessment based on the required performance outcomes for the position.

For exempt employees, the college determines and assesses the skills, abilities, and levels of responsibility necessary for employees to perform the duties of specific positions in accordance with [position descriptions](#) that are written using standardized formats developed by the college and aligned with the college's mission.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Edmonds CC has defined policies for employee evaluations at every level. Evaluations are used to initiate personnel actions such as transfer or promotion. All supervisors at the college are required to complete a [20-hour supervisor training course](#) that includes performance evaluation expectations. The college also maintains an [internal website](#) that provides supervisor tools and resources which can assist with completing performance evaluations.

Exempt Employee Performance Evaluations

In accordance with College Policy [C.6.3.102](#) (page 7), exempt employees' performance evaluations are conducted through a prescribed process which includes a formal evaluation every three years and an informal evaluation in each of the intervening two years. The formal evaluation can be completed using the supervisor's choice of [two format styles](#). The informal evaluation includes goal setting, a review of the job description (if any major changes have occurred), an oral review with the supervisor, and a written memorandum from the supervisor. In both formal and informal cases, the supervisor's written evaluation materials are placed in the employee's personnel file in the Human Resources office. The evaluation process should ensure that the employee's performance of duties furthers the college's mission.

Classified Employees Performance Evaluations

As directed by Article 6 of the [Classified Collective Bargaining Agreement \(Classified CBA\)](#), supervisors and employees discuss and record performance expectations, provide feedback, and review outcomes. They also discuss how the employee's position aligns with the college's mission. Classified employee performance evaluations take place annually--as well as during probationary, trial and transition periods. As stipulated in the Classified CBA, the college uses the Performance and Development Plan (PDP) from the Washington State Human Resources office for all classified employee evaluations. The [Classified Performance Expectations](#) and [Classified Performance Evaluation](#) documents comprise the entire evaluation form.

Full and Part-Time Faculty Evaluations

As indicated in Article II, Section 2.8 of the [Faculty CBA](#), [faculty performance evaluations](#) are conducted every three years for full-time faculty and annually for part-time faculty (in response to NWCCU 2008 Recommendation 7). Full- and part-time faculty are evaluated primarily on the basis of their skill and effectiveness in preparation, classroom teaching and management, and their assessment of and feedback for students. Full-time faculty are also [evaluated](#) in the areas

of advising with students, communication, and teamwork skills that include participation in department, division and institutional responsibilities. (See 2.B.6.)

2.B.3 *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Professional Development for All Employee Groups

The college provides professional growth and development opportunities to enhance the effectiveness of all employees through its [Organizational Development and Employee Training](#) (ODET) department. General professional development activities in recent years have included workshops on classroom management, brain-based learning, cultural competence, and employee wellness.

In 2011 the college developed and implemented a [mandatory supervisory training program](#). This training program includes topics that are necessary for an efficient workforce to successfully fulfill the college's Mission Statement and Core Themes.

Employees may also use [tuition fee waivers](#) in accordance with [college policy C.6.2.307](#). Staff have also been able to take advantage of training through [Skillsoft](#), which provides cloud-based learning opportunities. In fall 2012, the college negotiated a 12-month pilot contract with Skillsoft to provide IT, Business Skills, and Compliance training to all faculty, exempt, and classified employees. For full-time classified employees, the opportunity included up to 40 hours of online training outside their regular work schedule with 1 ½ times their hourly rate as overtime compensation available during the first five months of 2013. This was intended to help mitigate the effects of the [3% salary reduction for classified employees](#), which was mandated by the state for 2012-13. (The 3% salary reduction was fully restored for 2013-14.)

Because the Skillsoft training materials were well received and sufficiently utilized, this has warranted continuing this contract moving forward.

In addition, the college makes reasonable attempts to schedule employer-required training during an employee's regular work schedule. Attendance at employer-required training is considered time worked, and the college pays any registration costs. Employees are also encouraged to attend lectures, conferences, and other non-college sponsored events that will enhance their job performance.

Professional Development for Exempt Employees

All exempt employees may incorporate professional development opportunities (conferences, presentations, or trainings) into their work schedules. They may also take educational leave and/or leave without pay for professional development and research. (See College Policy [C 6.3.102](#).)

In addition, full-time exempt employees who have been employed by the college continuously for six years may take up to three quarters of professional leave as opportunities for study, research, and creative activities to enhance college operations. The Board of Trustees may

consider funding for professional leave activities by request. Recipients of professional leave submit a written report about their leave activities to the trustees at the conclusion of their leaves.

Professional Development for Faculty

Faculty professional development opportunities for full- and part-time faculty, governed under Articles 2.12.2-2.12.4 and 6.20 of the [Faculty CBA](#), include the following:

- Full-time faculty receive \$850 per year for professional development (2.12.2), and have access to additional funds. Part-time faculty receive funds through their divisions.
- Through the Full-Time Pooled Allocation (2.12.3), the college will provide \$15,000 for each year of the Faculty CBA for full-time academic employees to participate in professional development activities related to the college's Strategic Goals. The Chief Academic Officer is responsible for the promotion and allocation of these funds.
- Regarding Part-time Academic Employee Professional Development (2.12.4), the college will provide \$25,000 for each year of the Faculty CBA for part-time academic employees to participate in professional development and division and department activities.

In accordance with Article 6.20.1.3 of the [Faculty CBA](#), full time tenured and permanent-status faculty may initiate requests for professional leave. Requests for professional leave are submitted to a committee (six tenured and two permanent-status faculty—one each from ESL and Corrections Education) that makes recommendations to the college's president. The Board of Trustees decides whether to grant and fund (if applicable) the leave requests. The criteria for selection is part of the Faculty CBA and include the merit of the project and the applicant's contributions to the college community. Seniority and past professional leave may also be considered. Recipients of professional leave submit written reports about their activities to the trustees. The Executive Vice President for Instruction makes these reports available to the college.

Professional Development for Classified Employees

Under Article 9 of the classified staff's [Classified Collective Bargaining Agreement](#), training and employee development opportunities are provided in accordance with current institution policies and available resources. The college provides release time to each employee to participate in training and development activities as specified in [WAC 357-34](#). Employees may communicate their education and skill development training desires annually through the Performance Development Plan process. As indicated on the ODET website, classified staff have SBCTC Conferences and [Professional Development](#) (through Individual Development Plans, or IDPs) opportunities.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Appropriately Qualified Faculty

Consistent with the general faculty [job description](#), college faculty demonstrate qualifications to

achieve educational objectives which align with the college's Mission Statement, Core Themes, programs, and services. The academic qualifications of all full-time faculty are listed in the [college's catalog](#). The [academic qualifications](#) of all full-time and part-time faculty are evaluated during the hiring process.

With regard to the [composition of full-time faculty](#), the college's full-time faculty are appropriately qualified and have sufficient years of experience at the institution.

Faculty Oversight of Academic Policies and Achievement of Educational Objectives

Faculty responsibility for development and maintenance of program content and integrity is described in the [Faculty CBA](#) (7.3.2). In particular, the mission and structure of the Curriculum Committee ([Faculty CBA](#) 9.4.1) ensures faculty responsibility for curriculum integrity, including development and implementation of course-level learning objectives and program-level learning outcomes (CLOs and PLOs). Faculty also serve on the Academic Standards Committee in order to make recommendations on new academic procedures or changes in procedures to the Chief Academic Officer. Professional Technical faculty work with advisory committees to examine their program curricula. ([Faculty CBA](#) 9.4.2)

Faculty are Sufficient in Number

[Edmonds CC's faculty staffing levels](#) generally parallel the state's system model for allocation of staff resources and are comparable to the system model per student FTE according to SBCTC's [2011 Fall Enrollment and Staffing Report](#).

As seen in the [data table comparing student enrollments to employee headcount](#), over the past ten years the college's ratio of student enrollments to faculty headcounts has been consistent. The student to faculty ratio has remained fairly consistent and has exceeded the state system average over the past five years.

While the overall number of faculty has remained consistent over the last seven years, the [ratio of FT to PT faculty has shifted](#) toward more PT faculty (from 41% FT/59% PT in 2006-2007 to 34% FT/66% PT in 2012-2013). The college's intent is to convert the equivalent of two full-time faculty positions (FTEF) from the part-time faculty ranks to two, new tenure-track, full-time faculty positions per year until the college has reached a 60%/FT to 40%/PT faculty ratio, as [research has shown](#) that higher percentages of FT faculty provide a better overall learning environment for students.

Five tenure-track positions were replaced for faculty members who retired or resigned for 2011-2012. Eight tenure-track positions (two of which were "conversion" positions, and one permanent status-track position, i.e., self support) were granted for 2012-2013. Six tenure-track positions (two of which are "conversion" positions, and one permanent status-track position, i.e., self support) have been granted for 2013-2014.

Faculty conversions and filling additional full-time, tenure-track positions that have resulted from separations from the college are decisions that align with the college's Mission Statement, Core Themes, Values, and Strategic Plan efforts.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The [Faculty CBA](#) covers the negotiated wages, hours, and conditions of employment for academic employees and details the different types of academic appointments, including job expectations and responsibilities. Full-time tenured and permanent status and probationary faculty are expected to teach, advise, and provide service to the college according to Section 7.3.2, 7.3.3 and 7.3.4 of the [Faculty CBA](#). Administration meets with union representatives to define and mutually agree on implementation of faculty work loads as defined by the contract. Part-time faculty are expected to teach unless hired under special assignment contracts. (See Section 7.4.3 of the Faculty CBA.) Faculty evaluations and job descriptions provide evidence that faculty are fulfilling their contract obligations. (See 2.B.4 and 2.B.6.)

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

To support continued academic excellence, the college evaluates the performance of its academic employees in a regular and consistent manner. This process, which is linked to the faculty job descriptions, is detailed in Section 2.8.1- 2.8.2 of the [Faculty CBA](#).

Evaluation Process for Full-time Faculty

[Full-time tenured and permanent-status](#) academic employees are evaluated at least once every three years. Multiple indices are used, such as classroom observation, student evaluations, syllabus review, and course outcomes review. The [Faculty CBA](#) outlines the evaluation process (sections 2.8.1 - 2.8.3), including the multiple indices and criteria to be used, performance appraisal ratings, faculty response to the appraisal, grievability, and confidentiality.

Faculty seeking tenure go through a formal three year review process which protects academic employee rights and sets forth an orderly process for the appointment of academic employees to tenure and for the non-renewal of probationary academic employees. The [Faculty CBA](#) adopts conditions and sets forth definitions for tenure as established through [Washington State Legislature](#) statute [RCW 28B.50.850](#) through [RCW 28B.50.870](#). (See 2.A.29.)

Probationary faculty (i.e., seeking tenure) are evaluated by a committee comprised of faculty, a student, and the unit administrator. Criteria to be used in the evaluation process are limited to professional skills, knowledge of subject matter, general college service, faculty-staff relationships, and responsibilities set out in the position description. Multiple indices that are used include self evaluation, classroom observation, student evaluations, syllabus review, and

course outcomes review.

During the first two years of probation, the Appointment Review Committee is responsible for making a recommendation to the Board of Trustees to renew or not renew the candidate's contract for another year. During the third year, the committee recommends to the board whether the candidate should be granted tenure, extended for an additional probationary year, or terminated by non-renewal of his or her contract. These procedures are set forth in the [Faculty CBA](#) (sections 4.2.11 and 4.3.2).

The [Faculty CBA](#) (section 4.2.11) requires a written recommendation regarding the renewal or nonrenewal of the probationer's contract for the ensuing second and third regular college years on or before March 1; or, a written recommendation for granting or denying of tenure with accompanying supporting material or continued probationary status on or before the midpoint of the eighth probationary quarter.

Post tenure deficiencies or areas of concern are addressed through a professional improvement plan as outlined in the [Faculty CBA](#) (sections 2.8.3.6 through 2.8.3.11).

Part-time Faculty Evaluations

Section 2.8.2 of the [Faculty CBA](#) states the following: "Part-time instructors, including part-time counselors and librarians, will be evaluated using multiple indices of performance as approved by Contract Administration Committee (CAC). Student evaluations will be administered during the first quarter of teaching and at least once annually thereafter."

In August 2009 (and in response to 2008 self study recommendation #7), the college worked with the CAC and adopted a new process for part-time faculty evaluations:

NEW PART-TIME FACULTY:

- 1) First Quarter Evaluation
 - A) Student written comment forms (5th week of the quarter)
 - B) Division Administrator Observation
 - C) Evaluation checklist and meeting with Division Administrator
- 2) Second Quarter Evaluation
 - A) Student evaluation: Normative forms with written comments forms

CONTINUING PART-TIME FACULTY:

Beginning with the 2009-2010 academic year, part-time faculty were phased into a three-year cycle. Each division will identify and split their current continuing part-time faculty population into thirds and evaluate each third on a three-year evaluation cycle.

THREE YEAR (9 QUARTER) EVALUATION CYCLE:

- 1) Student evaluations annually per the current process
- 2) Evaluation checklist and meeting with dean once every 9th quarter of teaching

(excluding summer quarter.)

Deficiencies or areas of concern with part-time faculty are addressed through a professional improvement plan as outlined in sections 2.8.3.6 - 2.8.3.11 of the [Faculty CBA](#). Division offices schedule PT faculty evaluations and store the subsequent reports.

[2.B. Human Resources Evidence List and Links](#)

2.C. EDUCATIONAL RESOURCES



2.C. Educational Resources

Support for student success, a Core Theme of the college, has been and continues to be the primary focus for all units of the college. High-quality educational resources and instructional programs ensure that students have the means to achieve their educational and professional goals. Since the college's last self study in 2008, a primary focus has been the assessment and improvement of existing programs and services. To assist with these efforts, the college secured two substantial grants: a five-year Title III grant in [2008](#) and a four-year Achieving the Dream grant in [2011](#). Through these grants, the college has reviewed, revised, and aligned all of its learning outcomes (at the course, program, and college-wide levels) and has published and advocated for the use of these outcomes by students and advisors. As a result, the college has better systems for curricular development and management; has identified and addressed communication inefficiencies; and has incorporated unified practices for managing assessment, planning, and resource allocation.

Beyond the identification of learning objectives and outcomes, [assessment](#) efforts now focus on developing rubrics that map to successful program completion. Alignments among course objectives, program level outcomes, and four [College-Wide Abilities](#) (CWAs) have been created and are published in the college's [catalog](#). Program assessment is also tied to annual planning, which is aligned with the [college's Mission Statement, Core Themes, and Values](#) in order to make better informed decisions regarding educational resources.

The drive to enhance instructional programs is part of the college's culture and is supported by initiatives such as [Arts, Culture, and Civic Engagement](#); becoming a hub for [STEM](#); and grant-funded projects that aim to increase student success (e.g., [RISE](#), [CATCH](#), and [Achieving the Dream](#)). All of these initiatives have components to reduce barriers for students and hold them accountable for their success.

Edmonds CC demonstrates its commitment to its mission by providing human, physical, technological, and financial resources to support its educational programs that enable student achievement. These resources are evaluated through a systematic and continuous process documented in the college's strategic and operational plans (as require to address the NWCCU 2008 Recommendation 1).

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Edmonds CC provides courses that result in approximately 65 types of associate degrees and 60 types of professional certificates. Program and degree requirements, electives, and outcomes are carefully laid out in unique planning sheets for each kind of degree and certificate.

Those involved with designing curricula work through the [Curriculum Committee's program approval process](#), which meets SBCTC recommendations for articulated degree titles. Degree and certificate outcomes have been developed for all programs and are published in the college

catalog. Degrees and certificates are reviewed each year during the annual scheduling process, when adjustments relating to intellectual skills, creative capabilities, and methods of inquiry are considered. Course objectives are reviewed by departments in a three year cycle; every fall one third of all departmental courses are reviewed and updated (if needed).

Course content and rigor at Edmonds CC are defined in each course proposal form and in each course syllabus. (See 2.C.3.) The college's mission, the [College-Wide Abilities \(CWAs\)](#), the [program-level learning outcomes \(PLOs\)](#), and the [course-level learning objectives \(CLOs\)](#), are the backbone of the college's work and direction with students. Since 2008 (as required in NWCCU 2008 Recommendations 2 and 3 and in NWCCU 2010 Recommendation 1), the college has reviewed all 14,000+ CLOs and 1,400+ PLOs; created rubrics for assessment and has aligned all CLOs with CWAs. The college's (a) Transfer and (b) Professional Technical program degrees and certificates are [in alignment with the requirements](#) of both the State Board for Community and Technical Colleges (SBCTC) and the Intercollege Relations Commission (ICRC).

In Professional Technical programs, [advisory committees](#), along with the program faculty and deans, align the content and sequence of course offerings with industry standards and trends. In Transfer degree divisions, the deans work with the department faculty and the state Articulation and Transfer Council (ATC) to update courses (e.g., the statewide initiative to create common course numbers), as well as the general Transfer degree requirements. Updates to program content in specific fields of study are also made through an [annual set of activities](#) in which Edmonds CC faculty participate.

Newly hired faculty attend a [New Employee Orientation session](#), at which point the [Faculty Employment Handbook](#) is distributed and reviewed. The handbook provides information regarding course content, rigor, and teaching. During the first quarter when faculty are evaluated, deans review this information again by way of course syllabi, assessments, and assignments. In addition, each September the SBCTC provides a one and a half day [training session](#) for new full-time tenure and permanent status track faculty members.

During 2011-2012, Edmonds CC became part of the national [Achieving the Dream \(ATD\)](#) initiative with the goal of improving college success and degree completion rates for its students. As a direct result of its ATD involvement, instructional units have been reviewing student completion rates. Departments and divisions are accounting for the variables (quarter, mode, time of day, section, and even instructor) that affect completion rates. In addition, faculty members are examining and testing strategies for improving student learning, completion, and persistence. Best practices from other ATD colleges have been reviewed for consideration and fit. Edmonds CC's course-level objectives and program-level (i.e., degree and certificate) outcomes are central to all student success efforts, including ATD.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

The college's Instructional Leadership Team (IL), [assessment](#) team, and faculty have been involved in defining, writing, and revising student learning outcomes, which are published in the college's online catalog to ensure that they are broadly and accurately distributed. Posters for the

CWAs are displayed in classrooms, public areas, and offices.

Student learning outcomes are listed (or linked to) on individual course syllabi. Faculty are required to use a [syllabus template](#) that was designed and approved by IL for creating course syllabi. Required syllabus items include CLOs, a link to the PLOs, course texts, applicable CWAs, and grading criteria. Course syllabi are required for all classes and are either posted on Canvas (the campus learning management system), distributed in classes, or uploaded to an [electronic file](#) each quarter.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Awarding Credit

When awarding credit, the college adheres to the State Board for Community and Technical College's Policy Manual, Chapter 4, Appendix B, Credits Hours/Credit Equivalence by Type of Instruction. More specifically, at the course level, faculty evaluate student learning in accordance with requirements published in course syllabi. The college-wide decimal grading system (0.0 - 4.0) can be found in the college catalog (under [Academic Information and Requirements](#)). Two standing committees guide and govern the evaluative process for student performance and achievement:

- The [Curriculum Committee](#) ensures that criteria used for evaluating student achievement are appropriate to department and division objectives. In its processes for reviewing proposed new courses, this body reviews degree and certificate outcomes, course-level learning objectives and program-level learning outcomes.
- The [Academic Standards Committee](#) makes recommendations to the Executive Vice President for Instruction (EVPI) regarding new academic procedures or changes in existing procedures in the following areas: grading, all-college credential requirements, academic waivers, and other subjects directly affecting the academic standards of the college.

The [college catalog](#) highlights the general requirements for each degree and certificate; delineates ways in which credit can be earned; and shows how these credits can be applied to degrees, certificates, or a high school diploma. [Credit courses](#) are clearly designated as such in the college catalog and the online [quarterly schedule](#). In the printed quarterly schedule, credit courses are shown in the class listings section, while non-credit offerings are shown in the continuing education section.

Faculty oversee and document students' work and performance. [Course syllabi](#) include grading criteria and outcomes that must be mastered for each course. These elements define to students what is required to earn credit for that class and at which level they must complete their work.

Assessment of Student Achievement

For the past three years faculty at the departmental level have been focused on the development

and implementation of course-level learning objectives and rubrics for assessment of student learning. At the division level, faculty work has been focused on [program-level learning outcomes and rubrics for the assessment of student learning](#). Program-level learning outcomes (PLOs) are assessed in a variety of ways, including portfolios and rubrics. PLOs were completed for all programs in 2011- 2012.

For programs, instructors work across departments and divisions to assess how the students' classroom-level learning "aggregates up" to the program level by examining students' course work in light of the college's program-level learning outcomes (PLOs). For example, in 2012-2013, [nine faculty teams](#) worked to create rubrics for assessing specific program level aspects of student learning by means of course level assignments. Those teams used the assessment data to plan and implement strategies for continuous teaching and learning improvements in both courses and programs, to expand the program assessment model to the college's specialized degrees and certificates, and to improve the entire program-assessment cycle. Similar assessment work has also been undertaken by faculty who teach pre-college and college-level writing through funding from the college's [Student Success Council](#).

In addition, several programs (especially in professional and technical areas) incorporate additional assessment measures through internships, practica, exit exams, certification exams, capstone courses and projects, competency-based learning assessments, and employment tracking. The college also uses standardized, nationally-normed faculty and student surveys (such as CCSSE and CFSSE), which measure faculty and student experiences and perspectives with various aspects of the college, including teaching and learning assessment.

Documentation of Student Achievement

On student transcripts, courses numbered 100-level or above are considered to be college-level. Course requirements for each degree and certificate offered by the college are entered in Acalog, a management system that ensures one authoritative source for this information and allows students, faculty and advisors access to [program requirement sheets](#). Also, [Degree Audit](#) provides students, faculty and advisors with a tool that shows what students have already completed as well as what students will still need to complete to attain their degree. During the graduation application process, which may involve use of Degree Audit and the [Graduation Application and Transcript Evaluation process \(GATE\)](#), credential evaluators determine whether students have met all of the requirements for a degree or certificate based on evaluation of their Edmonds CC transcripts and the program requirement sheets.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The college follows guidelines set by the State Board for Community and Technical Colleges (SBCTC) for [direct transfer degrees](#) and [professional technical degrees](#). Using these guidelines, college divisions and departments routinely evaluate courses for appropriate breadth, depth, and sequencing. In addition, the college follows the program approval request as set by the SBCTC.

Annually-approved [program requirement sheets](#) are used directly with students in advising sessions and are widely published and distributed. The front page of program requirement

sheets list the credit/grade, completion, and graduation requirements for each program of study (i.e., certificate and degree).

Courses and degree programs are peer-reviewed through the college's [Curriculum Committee](#), which has procedure manuals and processes to guide this work. The Executive Vice President for Instruction (EVPI) office and division staff use a [quarterly development site](#) in order to provide departments with information and data as part of an annual and quarterly review of courses and program requirement sheets (and update, as needed) for all certificates and degrees. Division offices and the EVPI office keep records that document all course and program changes and developments. In addition, training and further peer review have been made available through [Quality Matters](#) and [Getting Results](#).

The process for approval of programs of study (i.e., programs and certificates) starts with the Curriculum Committee's recommendation for approval to the EVPI, who recommends approval to the President's Cabinet and the board. Board Policy [B 3.3](#) stipulates board approval of programs and certificates of 20 or more credits, and which require approval by the State.

The college's [admissions](#) and [graduation](#) applications define the relevant processes for entry into the college and graduation from the college. Graduation requirement information is presented in advising sessions, online, in college success skills classes, and during the numerous orientation sessions that are performed each year with cohort student groups. A full transcript review is completed once a graduation application has been submitted, and the student is informed of any missing degree requirements.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty Authority and Responsibility for the Curriculum

Faculty at Edmonds CC have the clearly defined authority and responsibility for development of high quality educational programs and courses that align with the college's Mission Statement and Core Themes ([Faculty CBA](#), Article 7.3.2). The faculty [job descriptions and position announcements](#) reflect this expectation and role. Faculty meet this responsibility through an annual review of courses, degrees, and certificates (see 2.C.4); by contributing to an annual schedule development process; and by serving on the [Curriculum Committee](#) as part of the oversight process for approval of new courses (See College Policies [C 4.7.100 R102](#), [C 4.7.100 R104](#).)

Faculty design, update, modify, and implement curricula based on a variety of factors, including: course content; related teaching activities; assessment considerations; number of credits; mode of instruction (e.g., lecture, lab); and specific departmental and institutional considerations--such as course sequencing, general educational requirements, and industry-specific requirements.

Faculty present new courses to the Curriculum Committee and address questions about language, intent, descriptions, course duplication, and campus and industry purpose or need.

The committee can recommend approval of the courses as presented, recommend changes to the course prior to sending to the Executive Vice President for Instruction, or make a recommendation for further review.

New degrees and certificates are also reviewed by the Curriculum Committee as part of an intensive internal review that is concurrent with the required Program Approval Request process with the State Board for Community and Technical Colleges.

Faculty assure curricular integrity by working with the college's assessment team; developing and using rubrics and matrices; developing and analyzing certificate and degree outcomes; and (in Professional Technical areas) by working with technical advisory committees. Division deans review syllabi, course objectives, and certificate and degree templates; they also provide feedback to faculty and departments.

Faculty Role in Selection of New Faculty

The faculty have an active role in the recruitment and selection of new faculty through development of job descriptions; service on screening and search committees; and election to serve on tenure review committees for new tenure-track faculty. Selection of highly-qualified faculty is essential to meeting the responsibilities of faculty to teach, design, develop, approve, implement, and update curricula--as well as for fostering and assessing student achievement. (See [Faculty CBA](#) articles 2.3.2, 4.1-4.4; see also [6.3.200 R101](#) "Hiring Regulation--Full-Time Academic Employees.")

Information about hiring procedures is available to all faculty on the college's U-Drive, the [Faculty Employment Handbook](#), and in the [Faculty CBA](#).

Faculty Role Fostering and Assessing Student Achievement

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. This expectation is included in full-time faculty position descriptions, faculty position announcements, and faculty performance appraisals.

The college's online resources and Getting Results training have facilitated the development and assessment of learning outcomes. The initial efforts toward assessment of learning outcomes were supported by a [Title III grant](#) (from 2009-2013). The college institutionalized its assessment model and program when the grant ended. In addition, the college's Assessment Mentors, who are faculty on reassigned time, work with faculty and departments to identify and hone course-level learning objectives and program-level (i.e., degree and certificate) learning outcomes.

Edmonds CC's [data-informed, comprehensive assessment plan](#) is integrated into institutional reporting and planning. Title III funds were used to sponsor workshops on assessment topics (such as *Creating a Culture of Engagement in the Classroom*, *Using What We Know About Student Motivation*, and *Appreciating Our Accomplishments and Creating More of Them*), as well as for faculty professional development activities related to assessment topics (including the various projects that were undertaken in [summer 2013](#)).

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

At Edmonds CC, librarians and teaching faculty [work together](#) to embed [information literacy skills](#) into course-level learning objectives (CLOs) across the curriculum. As part of this endeavor, librarians teach approximately 45 course-specific library instruction sessions each quarter to foster students' library, information-seeking, and critical thinking skills. Also, in conjunction with two statewide information literacy grants, Edmonds CC librarians partner with faculty from various departments (including Art, EdCAP, English, IESL, Business Information Technology, and Biology) to develop activities and rubrics for information literacy, in addition to course-specific online resource guides. These partnerships are available to all faculty and departments.

Faculty keep abreast of current library information and resources by working directly with the librarians and by utilizing the library's [online guide](#) to its resources, which includes Association of College & Research Libraries [information literacy](#) concepts, standards, and outcomes--as well as sample assignments and assessments. Several faculty have also attended a library-hosted faculty workshop titled, "Incorporating Information Literacy into Your Discipline," which introduces information literacy concepts and supports integration of these concepts into curricula.

As a result of partnerships between librarians and faculty, some faculty members have embedded information literacy into their courses by including assessable information literacy activities in their library sessions and directing their students to online citation and resource guides. To further these collaborative efforts, librarians will be expanding on existing partnerships with faculty and reaching out to other departments such as Culinary Arts, Music, History, Early Childhood Education, Allied Health Education (AHE), CATCH, and Horticulture.

Other means by which faculty integrate library resources and services into their curricula and student learning processes include the following:

- Development of [course-specific online resource guides](#) to provide students in face-to-face and online classes direct access to library tools and resources for their coursework;
- Face-to-face and [24/7 virtual reference](#) (Ask a Librarian) access to ensure students have point-of-need research assistance;
- Workshops in which faculty are introduced to new online tools and resources; and
- Collaborations between faculty librarians and discipline faculty to develop library online and print collections that are both current and relevant to students' coursework and studies.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students'

transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The college's [Prior Learning Assessment](#) (PLA) provides an opportunity for currently admitted students to earn college credit for knowledge and skills that they bring with them. The process meets NWCCU criteria, including the restriction that no more than 25% of any degree or certificate can be earned through PLA. Credit granted for prior experiential learning is identified on students' transcripts [per established procedures](#).

The PLA process was instituted nearly fifteen years ago, at which point Edmonds CC made a commitment to conduct PLA through a course equivalency model using a course challenge process, or, if the college level-learning did not have an equivalent course but the prior experience was relevant to department coursework, through a special project. A successful course challenge or special project is awarded either an "S" grade for satisfactory or a decimal grade. Annotation is made on the student transcript whenever credits are earned through PLA. Credits earned through the PLA count toward the college residency requirement. The [PLA web page](#) includes the college's procedures, as well as additional information to support students who are interested in pursuing this option.

Typically, a student initiates the PLA process by outlining her or his reasons or qualifications for successfully challenging the course. Students are encouraged to review the learning objectives for the course and to give adequate background as to how those objectives have been met and can be demonstrated. Some departments have pre-determined what courses can be challenged, as well as the method of assessment. With the approval of the appropriate division dean, assessment is conducted by the faculty who teach the courses.

The PLA Director is the college's lead and key contact person for students, staff, and faculty. The director's responsibilities include training other college staff, marketing, student advising, process monitoring, and tracking.

The electronic forms required for course challenges or special projects are located within the college's [GATE credential evaluation system](#) where they can be accessed by faculty and currently enrolled students. The GATE system also provides current and historical statistics regarding the number of course challenges and special project requests by department or course number; approvals and denials of the challenges or requests; completions or non-action on the part of students; grade or credits awarded; and final processing of faculty personnel action forms to Human Resources. There is also ample room within the system for faculty and administrative notes regarding the process for a specific student.

2.C.8 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

The college's policies for the transfer and acceptance of academic credit are clearly stated in the [Credentials and Evaluation](#) description on the college website as well as in the college's [catalog](#).

Edmonds Community College Receiving Transfer Credits from Other Institutions

The college works to ensure that transfer of credit is accurate, legitimate, and clearly articulated. Once evaluated, the transferable credits are entered on the student's program requirement sheet, and a copy is sent to the student. By the time the college awards a degree or certificate, a notation of the number of transferable credits used for the degree or certificate has been entered into the student's permanent Edmonds CC transcript.

The college accepts [prior learning credits](#) through examinations such as Advanced Placement and International Baccalaureate. Though the College Level Exam Program (CLEP) is rarely employed, it is included in the [catalog](#) as a way to earn credit. Edmonds CC accepts credits earned at institutions of higher education in the United States, or, in the case of [international transcripts](#), from a recognized government body.

Evaluation of Credit toward Associate of Arts (AA) and Associate of Science (AS) Degrees

In evaluating transfer credits for the AA and AS degrees, the college ensures that the credits meet the ICRC Guidelines. In addition, Washington's community and technical colleges offer reciprocity to students who are pursuing an AA or AS degree and who transfer within the state's community college system.

Evaluation of Credit toward Professional Technical and AAS-T Degrees

Full-time faculty advisors within a program and the appropriate instructional administrator authorize acceptance of credit from other institutions for Professional Technical and AAS-T degrees and certificates. The final decision is based on the learning objectives of the courses being evaluated and, in some cases, the length of time since the courses were taken. Evaluators also weigh some or all of the following information: accreditation status, course descriptions, course syllabi, required textbooks and assignments, and interviews with the students and the instructors. When evaluating [high school courses for college credit](#), as in the case of [technical-preparatory](#) courses, faculty of the institutions involved have agreed in advance upon the learning objectives required for college course equivalency.

Edmonds Community College Sending Transfer Credits to Other Institutions

As indicated on the [transfer section](#) of the website for the Washington State Board for Community and Technical Colleges (SBCTC), there are various ways that credits transfer within the community and technical college system and to the baccalaureate institutions of Washington state. All community colleges in the state use [Direct Transfer Agreements](#) (DTAs) and [Major Ready Pathways](#) (MRPs). Degrees across the state are being streamlined to facilitate transfer from one community college to another and to four-year colleges. In addition, AAS-T degrees allow Professional Technical students to complete degrees on this campus, and then transfer to a four-year institution to finish general education requirements.

Edmonds CC offers Associate of Arts (AA) and Associate of Science (AS) degrees recognized by all Washington state public four-year institutions. Under the Direct Transfer Agreement (DTA), degrees that fulfill the ICRC guidelines are accepted as satisfying general education requirements for the baccalaureate degree at all the state's public four-year institutions and most of the private institutions.

In cases where patterns of transfer to specific majors and institutions have been identified, the college has developed formal [articulation](#) agreements. To assist with advising for some of these institutions, the college has developed specialized [program requirement sheets](#) to guide students in preparing for transfer to these institutions. These program sheets are reviewed annually and updated as needed. Because transfer agreements are changed frequently and typically vary from one baccalaureate institution to another (or even from campus to campus of the same institution), the use of program requirement sheets provides a flexible, timely, and accurate format for disseminating transfer agreement and degree information to students.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Edmonds' General Education Core

The college's programs of study have distinct sections that are shown on each degree and certificate requirement sheet. These sections include "general education," "distribution requirements," "program requirements," "and electives." All degrees and Professional Technical certificates involving one academic year or more (45 or more credits) have a general education component, and the college offers a range of courses that provide students with choices for fulfilling these requirements. Applied Professional Technical degrees (i.e., ATAs) meet the NWCCU general education and related instruction standard for communication, computation and quantitative skills, and human relations.

Together the college's "general education" and "distribution requirements" sections form the recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. The college's "general education" sections include Communication Skills; Quantitative Analysis/Symbolic Reasoning/Quantitative Skills; Health and Physical Education (for transfer degrees); Cultural Diversity; and Human Relations/Group Interaction (for applied degrees). The college's "distribution requirements" sections include Humanities, Natural Sciences and Mathematics, and Social Sciences.

Students take courses within each section, thus ensuring a strong foundation of multi-disciplinary coursework and compliance with Washington state's DTA (Direct Transfer Agreement). Through faculty assessment of the respective [course-level learning objectives \(CLOs\)](#) and [program-level learning outcomes \(PLOs\)](#), the college can document that students are gaining a strong general education.

In addition to the general education core, the college's academic programs embed opportunities for students to integrate knowledge and skills in order to communicate and interact respectfully; act responsibly; reason clearly; and explore critically and creatively. Emphasizing the [College-Wide Abilities \(CWAs\)](#) provides a consistent educational focus that encourages students and members of the college community to develop knowledge, habits, and skills for lifelong learning.

Since all course-level learning objectives are aligned with the CWAs, students who earn any of Edmonds CC's two-year degrees or shorter-term certificates have opportunities across the curriculum to develop and apply the College-Wide Abilities in preparation for their roles in an increasingly diverse, information-driven society.

Approval of the College's General Education Core

The rationale for the general education requirements of the Transfer degree programs is based on the [Guidelines](#) of the Intercollege Relations Commission (ICRC), a permanent statewide committee for articulation and transfer. Transfer degrees are reviewed by the [Joint Transfer Council](#) and the [Articulation and Transfer Council](#) of the State Board for Community and Technical Colleges.

Edmonds CC offers [Associate of Arts \(AA\)](#) and [Associate of Science \(AS\)](#) degrees that are recognized by all state-supported four-year institutions in Washington state. As mentioned above, the general education requirements of these transfer degrees are based on the guidelines developed by the ICRC. Under the Direct Transfer Agreement (DTA), degrees that fulfill the ICRC guidelines are accepted as satisfying general education requirements for the baccalaureate degree at all the state's public four-year institutions and most of the private institutions.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

General Education Learning Outcomes

All programs of study (i.e., certificates and degrees) at the college have identified [program-level learning outcomes \(PLOs\)](#) that have been written by and are assessed by faculty members. The PLOs correspond to various sections that include general education, distribution requirements, program requirements, and electives. The PLOs were developed over a two-year process in (2010-2011 and 2011-2012), during which faculty members examined all of the course-level learning objectives (CLOs) for courses in each program section and abstracted higher-level learning outcomes from those sets of CLOs. Through this process, the PLOs are linked to the

courses (and their CLOs) for each section.

General Education Learning Outcomes Linked to the College's Mission

When the college revised its Mission Statement in 2012, the phrase “educational and career opportunities” was included to describe key foci of the college’s mission. Reflective of its Mission Statement, Edmonds CC provides a variety of transfer degrees and workforce certificates and degrees.

The College-Wide Abilities (CWAs) emphasize learning outcomes that provide students with strong communication, reasoning, and critical thinking skills. All CLOs are aligned with the CWAs, and all CLOs are aligned with PLOs. Through these intentional alignments of learning outcomes, the college ensures that all learning outcomes are also aligned with the recently approved Mission Statement.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Identifiable and Assessable Related Instruction

Following [guidelines for applied certificates with 45+ credits](#) set by the State Board for Community and Technical Colleges, [all Edmonds CC applied degrees and certificates](#) with 45 credits or more include related instruction with explicitly stated learning outcomes. All program related courses are required to have clearly identifiable content and assessable [course-level learning objectives \(CLOs\)](#) that support intended certificate or [degree program-level learning outcomes \(PLOs\)](#). The college requires that program requirement/planning sheets include 15 credits of related instruction in computation (5), communication (5) and human relations (5).

Monitoring of Related Instruction

Program related courses are monitored through the college’s cyclical program assessment process (discussed in 2.C.5) to ensure alignment with intended program goals and outcomes. As covered in 2.C.5., 2.C.9, and 2.C.10, Edmonds CC has a continual review process of CLOs and PLOs.

Faculty teaching courses with program related content are appropriately qualified through the hiring process. (See 2.B.1.)

2.C.12- 2.C.15 Graduate Programs: Not Applicable

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

Credit and Non-credit Continuing Education Programs

As noted in 2.C.10, when the college revised its Mission Statement in 2012, the phrase “educational and career opportunities” was included to indicate key foci of the college’s mission. The primary purpose of Edmonds CC is to provide pre-college courses, transfer degrees, workforce certificates and degrees, and continuing education--all of which speak to the college’s support of student success and lifelong learning.

The college offers credit and non-credit [continuing education](#) classes and programs in both work-related and personal enrichment fields of interest. All reflect the college’s mission and goals. Classes are market-driven and can vary from year to year based on community and business demand and interest. Recent courses and programs have included art, music, photography, writing, wellness, and job-related skills training--as well as corporate interest in computer courses, management, and aerospace.

Continuing education classes are self support and are taught by instructors with specific expertise and experience. Continuing education courses are offered through the college’s workforce development and training division. Courses taught for credit follow the same approval process and structure as academic courses.

Continuing Education programs include the following:

- [Business Training Center](#), which provides corporate and small business training as well as job-related skills courses. Classes are a mix of credit and noncredit and range from welding and composite classes to Six Sigma, Computer Aided Design (CAD), and a number of courses that prepare students for professional certificates. Classes are offered in person and online.
- [Washington Aerospace Training and Research \(WATR\) Center](#) located at Paine Field in Everett, WA. Through an operating agreement with the Aerospace Futures Alliance (AFA), the college hires experienced manufacturing instructors and delivers a comprehensive, industry-based curriculum and assessment. Students can earn college credit and certificates of completion. A Basic Aviation Manufacturing certificate can be earned in approximately twelve weeks.
- [Creative Retirement Institute \(CRI\)](#), a non-credit program which, for a modest cost, provides college-level academic experiences for all of its members, regardless of previous educational background. Any older adult who subscribes to the spirit and purposes of CRI is welcome to become a member. CRI offers short college-level courses in a wide variety of subjects: art and music, literature (classic and contemporary), history (ancient to recent, local to world), philosophy and religion, the sciences, politics, and issues current both to Puget Sound and across the globe.
- [ArtsNow/uLearn](#), which provides non-credit programs for individuals seeking diverse learning opportunities. It includes advanced classes in visual, performing, and literary arts; business workshops (ArtsNow); and lifelong learning and personal enrichment classes to help individuals acquire skills and knowledge to pursue their interests (uLearn).

- [WorkFirst/TANF](#), a grant program that pays for tuition, books, and fees for classes for short term trainings. Students must be receiving Temporary Assistance for Needy Families (TANF) in order to participate.

Other Special Programs

As part of its instructional division, the college offers credit-bearing, pre-college courses (e.g., adult basic education, English as a Second Language); some contracted programs (e.g., international high school, corrections education); and a community-based Family Life Education program focused on parent education. These programs support the “helping students access educational and career opportunities” aspect of the college’s mission by enabling adults to obtain the knowledge and skills necessary for work; to gain further education that leads to high school completion and certificates and degrees with meaning in the workforce; to attain family self-sufficiency; and to become involved in their communities. These educational opportunities are also part of the mission of the Washington State Community College system in general ([RCW 28B.50.020](#)), of which Edmonds CC is a part.

For the purposes of this Year Three Report, these are considered “other special programs,” so discussion about them is included in the response to this criterion.

[The Lynnwood Community Profile: A Demographic Profile of the City of Lynnwood, Washington, June 2012](#) (page 13) identifies Lynnwood as an immigrant magnet community with 27.4% of Lynnwood residents born in another country and 35.2% of residents speaking a language other than English at home. Those statistics, in conjunction with [reports](#) from the Office of the Superintendent of Public Instruction (OSPI) that Snohomish County Schools have an average of 17.6% drop-out rate for all students and much higher rates for certain ethnic populations, help demonstrate the need for Edmonds CC to provide opportunities for access to education for these diverse groups.

The college’s other special programs offered through the Pre-College Education Division and International Education include:

- [Adult Basic Education \(ABE\)](#): The Adult Basic Education program at Edmonds CC is designed to transition adults into the workplace, post secondary education, or 21st century real world skills as a way to encourage lifelong learning. Theme based courses prepare students for GED®, bilingual GED®, high school equivalency, High School 21+, I-BEST, Family Literacy, or college level courses. During spring quarter 2013, the college piloted a new state program, High School 21+, that was developed in response to recent financial aid changes regarding “the ability to benefit” and the privatization of the GED® for adult learners aged 21 and older who do not have a GED®/high school equivalency or high school (HS) diploma. An ABE case management team assists students in developing pathway and goal plans that are introduced in orientation and continually assessed each quarter thereafter. Partnerships with community agencies such as Lutheran Community Services Northwest, Familias Unidas, the Latino Education and Training Institute (LETI), and the Refugee and Immigrant Forum of Snohomish County ensure student access.
- [Adult Basic Education ESL](#): Edmonds CC’s ABE ESL department provides a

sequence of courses that move students toward transitioning to college programs. Students in the ABE ESL program are placed in the appropriate classes following an orientation, goals identification, and skills assessment. Students also have ongoing access to advisors (three full-time and one part-time). ABE ESL programs include On-Ramp to I-BEST, and theme based contextualized ESL with college and career focus.

- **[High School Completion Programs: Adult High School, EdCAP, International High School](#)**: In addition to the HS 21+ program described above, the college offers an [Adult High School](#) for students 19 and older who can receive a tuition waiver to complete classes for their diploma. The Edmonds Career Access Program (EdCAP) is available for students 21 and younger in a contracted program in partnership with the Edmonds School District (legislated through [HB 1418](#)). [International High School](#) provides high school completion for students with F-1 visas who are college degree bound.
- **[Bridge: Pre-college Reading, Writing, Study Skills](#)**: Edmonds CC's Bridge Department offers instruction in reading, writing, and study skills, both to prepare students to succeed in college-level coursework and to support their success once in college-level courses. Bridge courses may also serve as English courses for high school completion requirements, and Bridge courses at the 100-level may serve as electives in college degree requirements and transfer agreements.
- **[English for Academic Purposes \(EAP\)](#)**: EAP provides further English as a Second Language study for immigrant students beyond ABE ESL and also for international students enrolled in college programs. The courses concentrate on preparing students for success with college work and emphasize skills needed in that effort, such as listening, reading, writing for college, and note-taking.
- **[Intensive English as a Second Language \(IESL\)](#)**: The college provides intensive ESL instruction for international F-1 visa students who require additional English before entering college. The program is designed to align with the English for Academic Purposes program and the English Department so that students who complete Level 5 are able to enter college and take college credit toward their Associate's degree. The program is self-support and is funded through international student fees with no operating budget support.
- The **Corrections Education Division** of Edmonds CC is responsible for multiple educational programs at the Monroe Correctional Complex (MCC) in Monroe, WA. MCC is comprised of five separate institutions, ranging in custody level from minimum to close custody. Multiple, contracted, for-credit educational programs are offered throughout the institutions. These include: Adult Basic Education; General Education Diploma; Job Seeking Skills; Stress and Anger Management; Computer Basics; Sustainable Horticulture vocational program; Carpentry vocational program; Building Maintenance Technology vocational program; Interactive Media vocational program; and Basic Bookkeeping vocational program.
- **[Family Life Education Department \(FLED\)](#)**: The parent education program fosters the growth and development of parents and children with hands-on learning. The Family Life

Education department helps enhance parenting skills and connects families with a network of other parents and professionals. Many classes are offered at cooperative preschools in the community, including at the college's Center for Families. The cooperative preschools offer parent-infant, parent-toddler, and parent-preschool classes. Department faculty also meet with parents participating in Head Start and Family Literacy classes. Partnerships with school districts and the county early learning coalition assure alignment with current research.

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

All Continuing Education courses and special learning programs (as defined in 2.C.16) are brought forward for review and discussion by the Curriculum Committee.

Continuing Education courses and special learning programs that are offered for credit follow the same approval procedure as academic courses. The [course proposal form](#) that the Curriculum Committee requires and reviews includes statements about how student achievement will be assessed. Since the Curriculum Committee is comprised of faculty liaisons from all academic divisions, the college has ensured that faculty are involved in the evaluation of the institution's continuing education and special learning activities.

If the college offers non-credit Continuing Education courses in partnership with another organization (such as Ed2Go or UGotClass), the college maintains a formal, written contract for offerings from each organization.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

Continuing education classes at Edmonds CC support the college mission by encouraging success, innovation, service, and lifelong learning. Continuing education programs at the college offer regular (Curriculum Committee approved) credit, CEUs, or non-credit classes.

Offering Credit: All continuing education programs at Edmonds CC that offer credit use the same Curriculum Committee approval processes as academic courses. (See 2.C.17 for more information.)

Offering CEUs: Continuing Education Units (CEUs) are available and may be awarded at Edmonds CC for non-credit classes that are at least 10 hours in length; one-tenth of a CEU is awarded for each clock hour (50-60 minutes) of actual instruction.

CEUs are awarded for courses with clearly stated objectives and evidence of student achievement, such as a project or paper that demonstrates achievement of the learning objectives. After the course is complete and the instructor certifies that the student achieved the learning objectives, the CEUs are awarded and a certificate is provided to the student and to the sponsoring organization or employer.

CEU Awarding Process

The process starts when a student requests CEUs for a particular course.

- The program manager (for each of the programs listed above in 2.C.16) determines if the class is eligible (i.e., that it meets the minimum of 10 hours and has clear objectives and measurable outcomes).
- A \$20 CEU credit fee (per class) is added to the class tuition fee.
- When a student registers for CEUs for a specific class, the program manager completes a [CEU Approval form](#), working with the instructor to get additional information, if necessary.
- When the CEU Approval Form is complete, a [CEU Reporting form](#) is filled out and sent to the instructor to certify and return to the program manager after the course is complete.
- When the CEU Reporting form is received back from the instructor showing the student attended and satisfactorily met the course learning objective, the program manager creates a CEU certificate and mails it, along with a copy of the signed CEU Reporting form, to the student and sponsoring organization.
- Copies of the CEU Approval form, the CEU Reporting form, and the CEU certificate are to be kept on file in the various program offices by student name.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

The college maintains records of all students who take non-credit classes including course titles, dates and times of courses, instructors, and descriptions of the courses. Student and class information for all credit and noncredit classes is entered into the college course database as part of the overall records management system.

[2.C. Educational Resources Evidence List and Links](#)

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2.D. STUDENT SUPPORT RESOURCES



2.D. Student Support Resources

Student Services supports the college's Mission Statement and Core Themes by providing programs and services that help students achieve their educational, professional, and personal goals in an inclusive student-centered environment. Many Edmonds CC students need assistance to make a smooth transition into college and to gain access to all the support services available to them as they work to achieve their educational goals. In order to provide information to students regarding all the various support services available to them, the college publishes a [Student Resource Guide](#) and offers opportunities for one-on-one meetings with students to connect them to appropriate college resources.

The college maintains several [programs](#) that are designed to support various subpopulations. These programs include TRiO; Opportunity Grant; Veterans Retraining Assistance Program (VRAP); Science, Technology, Engineering, and Math (STEM); Relationships In Science Education (RISE); and Mathematics, Engineering, Science Achievement (MESA). The college recognizes that much more work must be done in order to better focus on student success throughout all of its programs and services.

In 2011 the college was awarded a four-year [Achieving the Dream](#) (ATD) grant, and initiatives started under the auspices of ATD have helped provide a catalyst for systemic analysis focused on student success, advocacy, equity, and overall improvement. While the college has always had advising services and an orientation program, students have not been required to participate. As part of the ATD process, the college researched "leakage points" in its continuum of pre-entry through graduation and discovered more than 3,500 students never made it from initial placement assessment testing into enrolled classes. In addition, thousands more never sought advising.

Utilizing CCSSE results, institutional data, surveys, and qualitative data from student focus groups, it became apparent that some students at the college did not participate in orientation, advising, and other programs designed to assist them unless they were required to attend. More specifically, students who are most at risk (those in developmental-level English and math) were the least likely to seek advising and most likely to exit the college before earning a degree or certificate. With this information, it was determined the college's first priority area for ATD would be to "Improve the First Time in College (FTIC) Student Experience."

Throughout the 2012-2013 academic year, the college implemented a pilot program for required advising for students who placed into pre-college/developmental education level reading, writing, and math classes. These students also received an in-class orientation presented by advisors. As a result of the piloted efforts during the summer of 2013, the college inaugurated a new advising model and student orientation program for students new to the college for fall quarter.

Operating under the rationale that relationships equal retention, and to increase advising for developmental education level students, the college implemented a pilot "Faculty Ambassador" process for students who register for classes after they test and learn where they have placed. Immediately after a student completes the initial placement testing, a Faculty Ambassador meets with the student to provide a brief overview of the student's scores, to help the student register for orientation, and to take the student to the Advising Resource Center for post-test

advising with an academic advisor--who then provides advising tied to students' educational and career goals.

In an effort to reduce and standardize the wait time for students seeking post-test advising, the college also initiated a pilot for group post-test advising and registration to all developmental education students during the month of August. These groups participated in a presentation, registered for appropriate classes, and received personalized guidance from a faculty or academic advisor.

On September 12, 2013, the college initiated a pilot orientation process titled Triton Jumpstart New Student Experience and Orientation for students. The orientation was facilitated by 16 faculty members and was based on a dependable strengths approach and on efficacy and resiliency research.

As a result of the work accomplished so far through ATD, Edmonds CC has identified strategies to improve student success; close achievement gaps; and increase student retention, persistence, and completion rates. All these efforts are intended to help more students earn postsecondary credentials, including occupational certificates and degrees.

The college will continue to monitor these pilot programs in an ongoing effort to best support students and their success with the goal of scaling up in an effort to move toward mandatory advising for all students. In addition, the college will continue to regularly review its student support programs services (by means of the Strategic Plan) to ensure that they are efficient, effective, and appropriately resourced.

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Edmonds CC's educational programs employ a variety of methods of delivery that involve different environments, including face-to-face mode in classrooms; online mode with Canvas or other online learning platforms; and hybrid mode with a combination of face-to-face and online instruction. Other venues for delivery of educational support programs include athletic fields and courts; art studios and gallery; student study spaces; computer labs; the library; Culinary Arts spaces; meeting spaces; conference facilities and banquet rooms; childcare space; outdoor classrooms (i.e., field excursions); and the Black Box Theatre.

Formal Instructional Learning Environments

Classrooms and computer labs, art studios, and science labs are designed, organized, and furnished to support student learning. (See also 2.G.1.) Faculty establish learning outcomes for formal instructional learning environments. These may be stated on course syllabi or during the first week of classes. Faculty use a variety of pedagogical strategies to provide a conducive learning environment including group projects, class discussions, presentations, online discussions, field trips, campus events, campus lecture series, and service learning opportunities.

Informal Learning Environments

Recognizing that different kinds of learners may prefer different learning environments and that different kinds of learning experiences can significantly influence student success, in 2011 the college conducted a [survey of informal learning environments](#) to gain better understanding of the learning environments represented in student support programs on campus. The survey utilized three categories to classify informal learning environments: “loosely structured,” “semi-structured,” and “structured” (as described in research completed by [The Training Place](#)). Each of these categories describe the nature of the programs and services provided.

Loosely structured learning environments are defined as flexible mentoring environments that promote challenging goals, discovery, strategies, problem solving, and self-managed learning.

Semi-structured learning environments are defined as environments that “stimulate personal value and provide details, tasks, processes, and creative hands-on interaction.

Structured learning environments are defined as environments that help learners achieve comfortable, low-risk learning goals in a linear fashion.

Most of the college’s student support programs and services reported that they host learning environments that serve the college’s diverse student population with a combination of all three types of the defined learning environments described above. Several programs (such as [Services for Students with Disabilities](#), [TRiO](#), [technology support programs](#), and the [Learning Support Center](#)) oversee learning environment spaces that are designed to provide individualized support to accommodate different student learning styles.

The [survey results](#) provide more detailed information about the informal learning environments for the following services:

- [Library](#) (See 2.E)
- [Computer labs](#)
- [Diversity Student Center](#)
- [Center for Service Learning](#)
- [Center for Families](#)
- [Counseling and Resource Center](#)
- [Career Action Center](#)
- [WorkFirst Program](#)
- [Services for Students with Disabilities](#)
- [TRiO](#)
- [Technology support programs](#)
- [Learning Support Center](#)
- [Opportunity Grant](#)
- [BFET](#)
- [Worker Retraining](#)

Resources and Capacities Related to the College’s Learning Environments

The college regularly monitors the resources and capacities that are allocated to each of the learning environments. Some areas (such as Services for Students with Disabilities and the

Center for Families) continually face more demand than their allocated resources reflect. Needs of departments and programs are directed to supervisors and recorded in operational [SIMPLE Plans](#).

The [college's CCSSE results](#) indicate that more than 70% of students believe that the college adequately (i.e., "quite a bit" and "very much" responses) emphasizes providing the support they need to help them succeed at Edmonds CC. While the CCSSE results show that only about 5% of students indicate that the college is not providing support (i.e., "very little" respondents) to help them succeed, the college continues to examine and evaluate the learning environments that it provides to its students.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Because the security of students and employees of Edmonds Community College is of primary importance, the college has put in place several security measures that are described below.

Consultation, Assessment, Response, and Education ([CARE](#))

While many advances have been made over the years to reduce risks of violence on campus through environmental and protective measures, the college recognizes that a variety of risk factors contribute to an increased prevalence of incidents of violence on college campuses nationwide. The college is in the process of developing a [Consultation Assessment Response and Education](#) (CARE) Team whose purpose, as the name suggests, is to provide proactive leadership on prevention and intervention programs, protocols, and guidance to identify and address situations of concern which may lead to campus violence. The CARE Team is particularly focused on responses toward the following issues:

- Situations of Concern
- Threat and Suicide Assessment
- Behavioral Intervention
- [Title IX](#) and Violence Against Women
- Bias related incidents and responses
- Student Conduct

Emergency Management Action Team ([EMAT](#))

While the main foci of the CARE Team is at-risk students and violence prevention, the [Emergency Management Action Team](#) (EMAT), with representatives from across campus, meets bi-weekly to work on all aspects of the college's emergency planning activities. These include [campus emergency preparedness](#) and [HazMat response](#).

Well-trained campus security personnel are on duty 24/7. Eight yellow call boxes that connect directly to the officer on duty are located across campus. The locations of these call boxes are clearly noted on the "Welcome to Our Campus" map distributed to all new students and available in offices across campus. Of the students who responded to the [2011 and 2013](#)

[CCSSE Student Survey](#), 95% said they feel safe at Edmonds CC.

Emergency procedures, which are posted on flip charts in each classroom, in meeting rooms, and in administrative areas, were last updated for fall 2012. Designated evacuation assembly areas are posted in classrooms, administrative areas, and other prominent locations, with signs indicating the specified areas in nearby parking lots.

The campus maintains an [Emergency Response Plan](#) as well as space identified for use as an Emergency Operations Center. In June 2011, college administrators and other designated staff participated in a "[Multi-Hazard Emergency Planning for Higher Education](#)" FEMA training program. The college has purchased and is working to implement a campus-wide comprehensive emergency communication system to communicate within buildings, classrooms, and public areas by January 2014. A hosted digital alert that was purchased in order to send messages in a variety of formats to campus employees and students has been successfully employed with test data.

The campus has identified Protective Action Coordination Teams (PACTs) for each building and provided equipment for use in an emergency. Initial training of these teams was completed in 2012, and work in this area is ongoing. The college has hired a part-time project manager to provide coordination and further implementation and training. Campus emergency preparedness information as well as PACT materials are readily available to the campus community on the [Campus Emergency Preparedness](#) site and in quarterly reminder emails to employees and students.

[Portable defibrillators \(AEDs\)](#) are located in the Safety and Security Office, Safety and Security vehicles, as well as all major building on campus. More than 50 First Aid kits are located across campus in offices, classrooms, and labs. Safety and Security personnel conduct nightly checks of the emergency exits, call boxes, fire extinguishers, interiors of all campus facilities, and exterior lighting.

Safety and Security Office

This office safeguards students, faculty, staff, and visitors to the college by providing 24/7 services. The Safety and Security Office informs the college community about matters related to campus safety and security. [Crime statistics](#) are posted on the college's website, and safety resources and campus procedures are available on the campus internal U-Drive. An [online safety video](#) that covers essential information about what to do in case of an emergency has been provided for all to view. The office distributes a monthly campus activity report and holds quarterly orientations for international students as well as for new campus employees. The monthly reports are also posted on the [Campus Safety and Security](#) page on the college website. Campus Safety and Security officers are available upon request to speak to college clubs, organizations, or classes concerning campus safety. (See 2.G.1 for more on emergency preparedness efforts.)

When fully staffed, the security team includes an associate director, two sergeants, five full-time officers, seven part-time weekend officers, a program manager, and two student assistants. Each security officer on campus is certified in First Aid, CPR and portable defibrillators (AEDs). Security officers carry a radio and a duty cell phone. They receive training from the college's

Organizational Development and Employee Training (ODET), from the Western Association of Campus Law Enforcement Administrators (WACLEA), and from in-house certified instructors.

Security in Specific Campus Areas

All areas of the college follow protocols set up by CARE, EMAT, and Campus Safety and Security. In addition, the following areas include additional safety measures:

- **Student Housing Program Safety Measures**

Housing emphasizes safety for its residents 24/7 (campus security) and ensures that its employees (both student workers and staff) are always available to respond to issues, make regular rounds to note potential issues, see that designated access doors are always locked, and maintain a reliable connection with the Lynnwood Police Department.

- **Seaview Gym Safety Measures**

Student safety in Seaview Gym is a high priority. The building has 17 surveillance cameras that monitor the outside entrance, entrance hallway, and the main gym. Each door has an alarm and personal lock. The gym also utilizes an EdPASS reader that tracks individuals who enter the gym for classes or open gym hours. Seaview is staffed from 6 a.m. to 7 p.m. weekdays by a full-time staff member. Lockers are available to students, staff, and faculty. In 2012 it was discovered after several theft incidents that the lockers could be opened very easily, so the college secured funding to replace the lockers. The lockers were updated and replaced in June 2013 with art metal, angle-framed, welded lockers (the most durable and secure type of locker available on the market).

- **Center for Families (CFF) Safety Measures**

The Center for Families has specific policies for fire drills, lockdowns, and earthquakes. Fire drills are practiced monthly, earthquake drills are practiced quarterly, and lockdown drills are practiced bi-annually. Individual lockers are provided for employees to secure personal items. EdPASS with CFF special entry coding is required for entry into the children's area. The CFF communicates frequently with campus security officers to receive and send early alerts regarding safety and security concerns. The director receives notifications of local emergency events from the local police department and Edmonds CC Security staff.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

In fulfilling its mission to provide access to educational and career opportunities, thus strengthening its diverse community, Edmonds CC actively uses information (such as that referred to in 2.C.16) to recruit students who will benefit from its educational offerings, then promotes student success throughout a range of student experiences at the college. Student success, one of the college's Core Themes, is actively supported in all the processes described below.

Recruitment and Outreach

Edmonds CC conducts [outreach](#) throughout its service area. Several departments and divisions throughout the college conduct their own outreach efforts to prospective students. In addition, the college's Student Services division includes a Director of Admissions and Recruitment who works directly with local high schools and other community groups and organizations to provide information about the programs offered by the college. Some of the many outreach efforts of the college involve the following:

- Attending the fall National College Fair (attended by more than 20,000 Puget Sound community members);
- Conducting Accuplacer placement testing in the high schools;
- Maintaining an outreach program called "Expanding Your Horizons" for girls in 8th-12th grade who are interested in Science, Technology, Engineering and Math careers;
- Offering "Acing College" (targeted and off site, high touch monthly pre-admission assistance from January - June for marginalized and vulnerable populations at Mariner, Kamiak, Edmonds-Woodway, Mountlake Terrace, Lynnwood, Cascade, and Jackson high schools);
- Hosting a variety of activities including college recruitment fairs (such as the Taste of Edmonds and on-campus science camps); an annual Open House; and an annual spring High School Staff Appreciation Breakfast.

Admissions

The college's [admissions policy](#) was updated and approved at the April 9, 2012 President's Cabinet meeting and is in accordance with [WAC 131-12-010](#). Applicants applying for admission to Edmonds CC are admitted when they meet the conditions of the policy.

Exceptions to this policy require a meeting with the Director of Admissions and Recruitment, or designee. In an interview with the applicant and the applicant's parent or guardian, the director determines if an underage student is competent to benefit from college classes. Since these determinations are made on a case-by-case basis, additional documentation may be required--which may include a letter of recommendation from a counselor or other professional at the applicant's home school, and placement test scores.

As noted in WAC 131-12-010 above, students may also be admitted as an exception to the policy through Running Start and the EdCAP high school completion programs. Students must apply and be approved for participation based on the established criteria for these programs.

The admission process, which involves testing for placement into math and English courses, allows all students the opportunity to be assessed academically, then to meet with a post test advisor to go over assessment scores and discuss degree options and appropriate classes to take.

Advising and Orientation

In line with the college mission to provide students with access to educational opportunities in a

supportive environment and as part of ongoing efforts through the Achieving the Dream initiative (see 2.D. Intro), Edmonds CC provides all [new students with an option for a first year orientation and academic advising experience](#) to support student success and persistence. Advising sessions for new students focus on relevant academic requirements, whereas advising sessions for students near completion tend to focus on graduation and transfer policies.

New student orientation (NSO) is a result of partnerships among academic, student support services, and advising units; is informed by purposeful recognition of the population it serves; and is intentionally designed to develop the whole student. The college has set a goal of required orientation and advising for all first time, degree or certificate-seeking students. To attain this goal, the college has begun assessing current practices and reallocating resources with the goal of scaling up efforts so that more students can benefit from orientation and advising.

In addition to the NSO, the college's advising center provides [orientation sessions](#) to students during registration periods. Orientations are often followed by student-led campus tours. The college also offers support classes, which includes some orientation aspects, through the Pre-College/Developmental Education division.

To assist with retention and persistence, the college has established an [Early Alert](#) system and has begun to offer college success courses that are linked with content courses. [Initial results](#) show that the persistence rates of students who participate in these linked college success courses are higher than the general college student persistence rate. In addition, some individual departments provide orientation for their students (for example, for international students).

Accurate and Relevant Academic Requirements

Program requirement sheets for each degree and certificate are readily available in print (in carousels throughout the campus) and [online](#). These sheets not only provide a list of the courses and credits required for each program, but also information about campus resources, advising contacts, program level outcomes, and university transfer information. The college's credentials evaluators also use them for transcript evaluations and graduation verification. The college's [graduation requirements](#) are included in the catalog, which is referenced during advising and orientation sessions.

Program requirement sheets are updated annually and are valid for six years. Financial Aid requires each student to submit a copy of her/his program requirement sheet as part of the application process. In addition, the online degree audit system allows students, advisors, and faculty to see direct transfer and professional technical degree program requirements and to see exactly how students are progressing in their program of study.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

When a program is being considered for inactivation or elimination, the owning department follows a [careful review process](#) and [teach out procedure](#).

For all eliminated programs, required courses are offered for one year, thus allowing for all

students to complete their degrees and certificates. Teach out procedures are completed to ensure that students can complete degree programs or certificates with the least amount of disruption. Students are assigned instructional faculty advisors or counselors to assist with academic planning, possible course substitutions, and a timeline for completion.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.*

A combination of cost-saving and sustainability measures moved the catalog to an online format in 2010-2011. Since then, a limited number of catalogs are printed each year, and these are available upon request. The college's online catalog includes the following aspects:

a) Institutional mission and Core Themes

The college's Mission Statement and Core Themes are published on the [website](#), in the [catalog](#), and throughout the year on additional brochures. Posters that highlight the Mission Statement and Core Themes are on display around campus.

b) Entrance requirements and procedures

Edmonds CC's [Enrollment Services Admission Information webpage](#) outlines the requirements and the procedures for admission to the college, and admissions policy language is also included in the college catalog under the [College Policies](#) section.

c) Grading policy

The college's grading policy can be found in the catalog in the Student Grades section under [Academic Requirements and Information](#). Additionally, the catalog describes the college's Satisfactory Academic Progress policy in this same section.

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings

The college's [catalog](#) includes all of the college's courses and information about each program of study (i.e., degrees and certificates). The interactive online catalog includes detailed degree and certificate information, and the interactive format expands and collapses as viewers navigate and explore the catalog's contents.

In addition, each of the course-level learning objectives (CLOs) has been linked to one of the college's College-Wide Abilities so as to demonstrate a [direct linkage](#) between course level learning and higher level learning outcomes. Also, the program-level learning outcomes (PLOs)

for each program of study have been strategically placed under their respective sections of the program (e.g., general education outcomes are listed under general education). (See 2.D.3 for information about the program requirements and sheets for each degree and certificate.)

To provide additional data and analysis of time to degree, a [timeline](#) of when courses are offered is available. The timeline shows each class the college plans to offer; the quarter(s) the class is planned to be offered; and the mode by which the course is planned to be delivered. Each department's website also has a mini version of this timeline available so that students and advisors can more readily have access to the information at a department level. Students and advisors can use the timeline information, a [degree audit system](#) (which shows courses students have already completed), and the program requirement sheets to project completion of a student's program of study.

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

The [Administration and Faculty section](#) of the college catalog contains the names, titles, degrees held, and conferring institutions for administrators and full-time faculty.

f) Rules, regulations for conduct, rights, and responsibilities

Student Rights and Responsibilities and discipline regulations are in the college [catalog](#) and the [student handbook](#).

g) Tuition, fees, and other program costs

Information about college tuition, fees, and other program costs is on the college [website](#), in the printed quarterly class schedules, and linked in the [catalog](#).

h) Refund policies and procedures for students who withdraw from enrollment

Information about refund policies and procedures is on the college [website](#), in the printed quarterly schedule, and in the [catalog](#).

i) Opportunities and requirements for financial aid

Financial aid information (such as the application process, deadlines, and other requirements) is located on the [college website](#) and are incorporated in the application process. Student Financial Services requires all students to complete an online financial aid information session before aid is offered. All [financial aid programs](#) are listed on the website, along with information about eligibility and additional application processes, if required.

The college [Foundation](#) provides application materials and scholarship information on the college website. Also, [Financial Aid Services](#) identifies externally available scholarship opportunities on its website and on annually updated information sheets.

j) Academic calendar

Student Services employees, instructional staff, administrators, and faculty all collaborate to develop the Academic Calendar, which is available on the [college website](#) and in the [catalog](#).

2.D.6. Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements

for employment and advancement in the occupation or profession.

When applicable, state or national eligibility requirements for licensure and unique requirements for employment or advancement in related occupations or professions are published on the college's website under the respective departments' web pages and on the related program requirement sheets.

Specific examples of programs where this criterion is applicable include the following:

- All students entering [Allied Health programs](#) are required to provide a criminal background check and proof that they have undergone the immunizations and TB testing required by Washington state law to participate in onsite training in a clinical facility.
- The [Pharmacy Technician](#) and [Practical Nursing](#) programs have licensure requirements for practice in Washington state that require testing outside of the college environment. This information is provided to students on the program requirement sheets. On completion of the college courses, Edmonds CC program directors sign off on graduates' applications to the state licensing board.
- The [Phlebotomy Technician](#) and [Health Unit Coordinator](#) programs are aligned with national certifying bodies that offer certifying exams on a voluntary basis to allow graduates to demonstrate competency to a potential employer. Testing is conducted outside of the college environment. All certification and/or licensure information is published on the respective program's requirement sheet.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Secure Retention of Student Records

The college abides by [RCW 40.14](#) and [WAC 434-600 through 690](#), which outline a general retention schedule that all Washington state community and technical colleges are to follow.

Primary responsibility for administrative policies and procedures pertaining to all student records is provided by the Dean for Enrollment and Financial Aid Services. Staff who supervise and coordinate record retention receive training in archive processing and management, such as through the state's [Lessons Learned](#) training for Records Officers.

Confidentiality and Release of Student Records

Student rights under the Family Educational Rights and Privacy Act (FERPA) are clearly articulated in the Student Records policy in the [college catalog](#). To assure student rights are maintained, the college provides yearly training of all faculty and staff through an [online FERPA tutorial](#), as well as through periodic updates for all college personnel when new FERPA guidelines become available.

In addition, all staff requesting access to the college's student management system (SMS) are required to complete FERPA training before access is granted. Supervisors must sign a [request](#)

[for database access form](#) indicating that the training was completed. This form is then sent to the Dean of Enrollment and Financial Aid Services for review and approval. If needed, clarification is obtained regarding job requirements that would require a certain level of access to the records database. Once approved, the form is sent to Instructional Technology (IT) for implementation of the access and there it is kept on file.

Before student information is released, two FERPA-related forms on the Enrollment Services website must be completed. One is for [parents](#) wishing to access their dependent student's records, and the other allows [students](#) to give permission for the release of their records.

An Enrollment Services staff member is assigned to track FERPA permissions and to communicate the information to faculty members.

In addition to FERPA protected information, a form on the Enrollment Services website can be used to allow students to withdraw permission for the college to share [Directory information](#), a practice which is normally allowed under FERPA guidelines.

Reliable and Retrievable Backups of Student Records

The college's Student Management System (SMS) is part of a statewide computer network that is located in Olympia, Washington. The data is regularly backed up so that secure copies of the information can be retrieved and restored should the need arise. The college also submits student records to the state on a quarterly basis, thus creating another safeguard against irretrievable information.

***2.D.8** The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The Financial Aid Office supports the mission of the college by providing access to financial aid opportunities to students who would otherwise be unable to afford a college education. Student "need" is based on a federal formula and is determined from information provided on the FAFSA, which is downloaded from the Department of Education federal processor twice each week. Information about how "need" is calculated can be found on the [Financial Aid Services website](#).

Demonstrating Program Accountability

The Dean for Enrollment and Financial Services and the Financial Aid Director are required to attend at least one national training each year. The director must attend the state Financial Aid Conference each year and all four State Board for Community and Technical Colleges (SBCTC) Financial Aid Council sessions each year. Training for other staff occurs on campus and is conducted by the director through online training modules provided by the Department of Education and through attendance at Department of Education training sessions, SBCTC IT training sessions, and conferences (as appropriate). The [Federal Student Aid Handbook](#) is accessed online, and updates are discussed in staff meetings. Processing of student files is monitored for accuracy by spot checking. Errors are evaluated to address training needs and to ensure compliance with federal and state regulations.

Employees in the Financial Aid Office are assigned to areas that require federal and/or state compliance. For example, one of the Assistant Directors is responsible for the fiscal management of financial aid funds, which includes reconciliation; reporting to federal and state agencies; handling cash management functions; and coordinating expenditures and revenues with the college's Business Office. In addition, all financial aid staff are cross-trained to maximize efficiency and minimize processing when staff are away from the office. The office also has hired additional personnel to address the increased workload that resulted when additional reporting requirements and monitoring activities were implemented by the Department of Education.

To further address increased workloads due to regulatory changes--as well as the increase in the number of financial aid applicants--in 2009, the college merged Financial Aid Services and Enrollment Services so that basic information can be provided to students at one location. The director oversees all functions within the office and resolves student issues, reporting and expenditure compliance requirements, and any issues that come up with general processing or operations.

Demonstrating Program Effectiveness

Detailed information about how students apply for financial aid; information regarding federal, state, and institutional grant and loan programs; and information about scholarships can be found on the college's [Financial Aid Services](#) website. Financial aid information is also displayed on electronic signage in the area of Enrollment Services; included on new student checklists; and provided during intake sessions within special assistance programs, such as for [Worker Retraining](#), [BFET](#), [Workfirst](#), and [Opportunity Grant](#). Financial Aid Services staff are also asked to conduct information sessions to local high school students and their parents.

In response to the federal requirement that all Pell grant recipients who applied for aid by the college's published deadlines receive funds for textbooks within a week of the start of the quarter, in 2011 the Financial Aid Services Office established earlier quarterly deadlines for students to complete their files. Lists are run on a weekly basis to track students who completed their files by the deadlines. Files are assigned to staff for processing and reports are run frequently to monitor which files still need to be processed. The director monitors these reports and holds staff accountable for completion by the start of each quarter.

Since establishing these earlier deadlines, all files have been processed by the start of each quarter. If a backlog should occur in the future, the lists of students who completed their files by the deadline would be used to determine the issuance of book vouchers--so that the college remains in compliance with federal regulations.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Informing Students of Repayment Obligations

As students complete their financial aid files, they sign a [financial aid information sheet](#) that informs them of the requirements for maintaining Satisfactory Academic Progress and about

repayment obligations should they fail to complete any credits. In addition, students complete a federally mandated entrance interview prior to taking out a loan, as well as an exit interview (online at the [Department of Education website](#)). These interviews advise students of their repayment obligations and options. This exit requirement is monitored quarterly by the college, and a hold is placed on the records of students who fail to complete it.

Monitoring Student Loan Programs and the Default Rate

Enrollment of financial aid students is monitored weekly until 60% of the quarter has passed. For those students who officially withdraw from all classes prior to the 60% mark, repayment is calculated in accordance with the federal Return of Title IV Funds requirement. Students are notified by mail of any repayment obligation, and a hold is placed on a student's records until repayment has been made.

At the end of each quarter, repayment is also calculated for students who did not complete any credits, but who did not officially withdraw. Students are notified by mail of any [repayment obligation](#).

All financial aid staff are trained to determine loan eligibility and to certify loans as part of the awarding process. Individual staff have been specifically identified to monitor loan eligibility, disbursement and return of funds, and reporting requirements.

Enrollment and awarding of Title IV funds (Pell grants and loans) is reported quarterly to The National Student Loan Database System (NSLDS), and the Department of Education. Financial aid staff access information in the NSLDS and through the Department of Education's Alert System in order to keep track of student eligibility, loan limits, and to determine whether students are attempting to access aid at a second school or will exceed maximum amount of aid allowed during a single academic year.

The college receives a default rate report from the Department of Education each year, which the college closely monitors. Appropriate changes are made in the disbursement of federal loans based on the default rate. The default rate is also publicly available through [National Center for Education Statistics](#).

In addition, in fall 2013, the college [partnered](#) with the Association of Community College Trustees (ACCT) and The Institute for College Access & Success (TICAS) on a project and report examining community college students who borrow and subsequently default on federal student loans.

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Program of Academic Advisement to Support Student Development and Success

The Advising Resource Center (ARC) in Lynnwood Hall provides oversight of advising for the

college's transfer and professional technical programs. In addition to ARC, other areas such as the Career Action Center, Workforce Retraining, International Programs, Running Start, and Pre-College/Developmental Education programs, conduct their own advising processes for students within their programs. The lack of a cohesive advising structure at the college was highlighted in 2011 as part of the college's Achieving the Dream work. Now, the college is moving toward a more coordinated approach to advising across the campus, as the college believes that academic advising represents a critical retention and success strategy for students.

Advising sessions for new students focus on relevant academic requirements, whereas advising sessions for students near completion tend to focus on graduation and transfer policies. During advising sessions, various tools are utilized to assist students including the college's online catalog, program requirement sheets, degree audit, and other program-specific related materials. The tools utilized depend upon the needs of the students being advised. (See 2.D.5 for more details.)

- **New Student Advising:** During the quarterly registration process, students have the opportunity to meet with an advisor to establish their educational goals and choose suitable classes. Immediately after taking the placement test students are encouraged to meet with an advisor to review and interpret placement test results, as well as choose classes consistent with their math and English abilities. The college has also provided an online [advising](#) resource page for new students.
- **Continuing Student Advising:** Continuing students are advised to meet with a faculty member in their discipline. Students in programs such as International Student Services (ISS), Running Start, ESL/ABE/GED, EdCAP, MESA (Mathematics, Engineering, Science Achievement) and RiSE (Relationships in Science Education) and High School Completion receive tailored advising for their programs. Continuing Running Start and ISS students also have the opportunity to meet with an academic or faculty advisor. Faculty advisors for Professional Technical programs are listed on the front of each program requirement sheet.

Advising Personnel

- **Full-time academic advisors:** The ARC has five full-time academic advisors, all of whom have access to resources from the [National Academic Advising Association](#) (NACADA) and all of whom use a variety of technologies (live chat, email, and the iAdvise electronic newsletter) when reaching out to students. In addition to advising individual students, academic advisors also conduct quarterly new student orientations; hold information sessions about the college's degrees and certificates; coordinate university transfer workshops and field trips; offer drop-in advising at locations across campus (such as the residence hall); and conduct workshops in classrooms.
- **Full-time faculty advisors:** Full-time faculty members are also under contract to advise 30 hours per academic year. Humanities, social science, and mathematics faculty advise students in the Advising Resource Center in Lynnwood Hall. Being in close proximity to each other allows them to answer course content and discipline related questions and to consult with the academic advisors. Professional technical, computer

science, and science and engineering faculty advise students by appointment in their offices and in groups.

- **Advisor Training:** All advisors are trained for the various types of advising that the college offers. For example, faculty that provide post test advising receive training to interpret test scores and help students select courses. New faculty members are also trained as part of their orientation process, and they receive additional training when or if advising processes or advising responsibilities change.

Advising Requirements and Responsibilities Defined and Published

[Advising](#) opportunities are discussed with students during orientation after completion of placement tests by means of a [new student checklist](#), through use of statements on program requirement sheets, and through resources on the college's website.

As an Achieving the Dream college, Edmonds CC is adopting several data informed processes and evaluating its advising processes. The college has set a goal of required orientation and advising for all first time, degree and certificate-seeking students. Efforts are being pilot tested at this time.

***2.D.11** Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Co-curricular and extra-curricular programs and activities at Edmonds CC fulfill the college's mission in distinct ways. They strengthen the diversity of our student population by providing educational opportunities for those with special skills and talents. They provide a supportive environment where students are given the opportunity to explore their abilities through the classroom curriculum and through performances and publications. They also provide opportunities for students to connect with careers in their fields of interest.

[Student Activity fees](#) are collected as part of the tuition of each student and allocated to the Associated Students of Edmonds Community College (ASEdCC) for distribution to over 60 programs and services that enhance the quality of the learning environment for enrolled students. Intellectual opportunities for students are offered through activities such as the [Lecture Series](#), [diversity events](#), and leadership development (e.g., [Leadership is You](#)). Starting or joining an [interest club](#) is actively encouraged and supported at Edmonds CC. [The Center for Student Engagement & Leadership](#) (CSEL) supports 40-60 active clubs in any one quarter--making this one of the largest club systems among Washington state community colleges. CSEL is also home to a vibrant [Center for Service Learning](#), which provides an abundance of opportunities for students to engage in service learning projects focused on the environment, sustainability, and social justice.

Although Edmonds CC distinguishes between co- and extra-curricular programs and activities, both categories are regarded as relating to this criterion for the purposes of this report.

Co-curricular Programs and Activities

Co-curricular programs, as defined in College Regulation [5.2.100.R101](#), provide Edmonds CC

students with opportunities to learn and to apply what they have learned outside the classroom. All co-curricular programs, such as athletics, journalism, and music, are linked to academic classes. Students gain experience in professional performance and leadership and enjoy opportunities for social and personal development.

Extra-curricular Programs and Activities

At Edmonds CC, extra-curricular programs (such as clubs or intramural sports) provide educational, cultural, recreational, and social learning opportunities that are not directly linked to classroom learning. They are supported by student programs and adhere to college policies. Student leaders, club advisors and officers are trained to follow procedures for the use of space and resources, expenditure of funds, and the use of advertising and communications.

Governance of Co- and Extra-curricular Programs and Activities

Governance of co- and extra-curricular programs and activities is handled through [The Center for Student Engagement & Leadership](#) (CSEL). The mission of CSEL is “to provide educational, cultural, recreational and social learning opportunities that will enhance campus community and student success in the Core Themes by providing activities and programs that allow students to experience intellectual and personal development.”

CSEL offers

- Lectures and performances
- Clubs
- Intramural sports
- Performance opportunities
- Social events
- Student leadership positions
- Student publications (a newspaper and literary journal)
- Recognition events and awards

CSEL advertises programs on campus through

- Flyers
- Posters
- Banners
- Table tents
- The college’s digital signage system

CSEL administers and distributes

- A Facebook page
- A weekly e-newsletter that highlights extra- and co-curricular activities

Students on CSEL’s Triton Leadership Team are responsible for planning, implementing, and evaluating campus extra- and co-curricular events and activities, while the Associated Students of Edmonds CC (ASEdCC), as the official student government of the college, has other related

governance responsibilities including the following:

- Fiscal oversight for all extra- and co-curricular activities;
- Oversight for governing all of these activities and has established procedures and structures in place;
- Administering the ASEdCC Constitution and Financial Code, found in the student handbook on the [CSEL website](#);
- Governing the responsibilities of the student officers and their fiscal decisions and actions; and
- Making policy decisions about the allocation of Services and Activities (S&A) fees that support programs across campus.

Prior to the start of every fall quarter, the Triton Leadership Team (student programs) and the ASEdCC Executive Board (student government) participate in a four-week training program which includes information specific to their positions, as well as an overview of college policies and procedures. A [training manual](#) is provided to all club officers and advisors, who are also required to attend a training session before a club is chartered.

Student planners and staff strive to provide a wide variety of opportunities while mindful of the diversity of the student population. In the past, ASEdCC has provided funding for the new student union building (Brier Hall); financial and operational support for the Black Box Theatre; and funding for the multi-use field by allocating a portion of the [ASEdCC budget](#) and assessing student fees.

Advisors to the Triton Leadership Team and the ASEdCC Executive Board mentor the students throughout the year and hold quarterly evaluations to discuss job performance, including compliance with policies and procedures. Student clubs are also monitored for compliance by the Assistant Director for Student Engagement & Triton Student Center.

While students determine the themes and topics to be explored in student program activities, faculty members are asked to provide input into the selection process for speakers and activities.

One Edmonds CC faculty member receives a stipend to participate on the lecture series committee. Students and staff participate on the following committees: [Technology Investment Management](#), Services and Activities (S&A) Fee Budget, and [Campus Green Fund Grant](#). Faculty advisors for the co-curricular programs are selected on the basis of the classes they teach and carry out their duties in accordance with the [Faculty CBA](#). Oversight is provided by the Dean for Student Life and Development.

Facilities for Extra- and Co-curricular Programs

Campus facilities provide students with opportunities to participate in co- and extra-curricular activities. After the music building (Mill Creek) was completed in 2000, the music department added a co-curricular [Jazz Band](#) and [Jazz Choir](#). The [Black Box Theatre](#), which opened in 2007, provides space for co-curricular activities for Visual Arts, Music, English, and Humanities classes. The Triton Student Center (completed in 2008) has enabled Edmonds CC's student programs, activities, and leadership opportunities to expand. A multi-use turf field (opened in

winter 2012) provides space for intramural sports, athletics teams--soccer, softball, and baseball--and physical education classes.

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The college operates a number of auxiliary services that support the college's mission by providing resources that promote student access to educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning. The college's housing, food service, bookstore, the Black Box Theater, and the Edmonds Conference Center all contribute to the intellectual climate of the campus community and enhance the quality of the learning environment.

Housing and Residence Life

The college's [residence halls](#) (Rainier Place, Sophie Court, and Spencer Court) support the college mission of providing student access to educational opportunities in supportive environments that encourage success. Residence life at the three residence halls contributes directly to the campus' intellectual climate by offering the following features:

- A safe and clean living environment with Student Resident Assistants (RAs) who live on campus, plan activities, and enforce residence hall policies to foster a safe and healthy community where students can study, relax, and make friends;
- A strong community living experience;
- Co-curricular experiences to augment student learning;
- Growth opportunities in the areas of personal wellness, integrity, and global citizenship;
- Education on intercultural communication and understanding; and
- Onsite academic advising.

A primary focus of residential life at Edmonds Community College is promoting intercultural understanding. To this end,

- Each apartment unit has an equal number of international and U.S. students.
- Students participate in an orientation that provides tools for intercultural communication.
- Housing staff work closely with International Student Services (ISS) to assure placement, support, and safe cultural adjustment of international students.
- Student advisors are trained to help students build cross-cultural understanding.
- Academic advisors host advising sessions at the on-campus residence hall.

Other members of the Housing Office staff include

- The Housing Director;
- Two live-in Coordinators for Residential Education (CREs);
- A Homestay coordinator;
- A finance coordinator; and
- An office coordinator who helps with student payments, applications, placements, and

airport pick-ups.

One CRE supervises the student Resident Assistants (RAs), while the other CRE focuses on the Homestay program and supervises International Peer Advisors (IPAs), who provide support for groups of 10 to 15 international students who live in Homestay.

The residence life programs follow health and safety standards as specified by the [Association for Colleges and University Housing Officers- International](#) (ACUHO-I). Services are available all year long and staff are on call around the clock to assist with cultural differences, emergencies, or safety concerns.

Food Services

Food Services is an auxiliary service to the college that provides a supportive environment for students. Food Services includes the following sites:

- Brier Grill, with breakfast until 10 a.m., homemade pastries, wood-fired pizzas, pastas, burgers, fresh fruit, salads, sandwiches, sushi, coffee, energy drinks, candy, and various grab-and-go items;
- College Café, a full service restaurant with new entrees each week prepared by Culinary Arts students;
- Two espresso stands with grab-and-go pastries, cookies, soups, and sandwiches; and
- A catering program available for campus events and meetings, as well as to community members renting Edmonds CC facilities.

Food Services seeks to meet student demand by

- Moving in an increasingly sustainable and nutrition-oriented direction; and
- Ensuring at least one food venue is open from 7:00 am until 7:00 pm during each academic quarter.

Food services contribute to the intellectual climate of the campus by

- Ensuring students have several areas on campus where they can both eat and study;
- Including a large dining room where students can study or meet;
- Offering espresso locations that have several tables and chairs for students to use to study or meet with other students;
- Partnering with the Culinary Arts academic program and the college's Green Team; and
- [Facilitating education](#) about sustainability efforts on campus.

Food Services solicits feedback in numerous ways including

- Working directly with student government on various projects such as by getting feedback from students and developing common goals;
- Asking questions about new products; and
- Adding new products or deleting products based on staff and student feedback.

As a market driven program, feedback is often based on the monitoring of purchasing trends and patterns. Food service responds to these trends to ensure it is best meeting the needs of the

college.

The College Store

The College Store promotes the college's mission of providing student access to educational and career opportunities and contributes to the intellectual climate of the campus community by

- Selling textbooks and a variety of office supplies;
- Maintaining a clean, well-organized marketplace that is staffed with trained employees; and
- Offering extended hours during peak rush periods.

Starting in December 2012, a five-year contract was signed by the college with Barnes and Noble to operate the [College Store](#). Prior to December 2012, the College Store was a self-support auxiliary department with a financial responsibility to the college to generate a positive fiscal position.

The bookstore is now operated by contract with Barnes & Noble such that a percentage of store revenue comes to the college, with a minimum revenue threshold based on the prior year's sales. This is the first year of operations under the new contract, but it is anticipated that revenue to the college should be greater than under the previous operation.

The Black Box Theatre

[The Black Box Theatre](#) (BBT) supports the college's Mission Statement and Core Themes by

- Providing diverse and innovative educational opportunities which contribute to Edmonds CC students' success and lifelong learning;
- Closely aligning with the college's [Arts, Culture and Civic Engagement Initiative](#) (ACCE) to create, support, coordinate, and promote a diverse range of arts, culture, and civic engagement experiences that enrich the lives of our students and community;
- Partnering with the Center for Student Engagement and Leadership (CSEL) on the [Lecture Series](#) providing lectures and presentations by influential scholars, artists, activists, and leaders to complement instructional curricula and to spark discussion and reflection;
- Partnering with the college's [music](#) and [visual arts](#) departments to annually showcase Edmonds CC students and faculty in a variety of concerts, recitals, and musicals;
- Partnering with Workforce Training and Development; and
- Renting its facility to the community, the BBT promotes the college and grows its audience base by increasing the number of people who are exposed to Edmonds CC and the theater.

The community, Edmonds CC students, and the college benefit from this partnership. In 2011-2012, music events held at the theater raised approximately \$1,000.00 for Edmonds CC Foundation and Music Department scholarships. Because each theater event is promoted to the community as well as to the campus, students are provided opportunities for professional development through work and volunteer experiences in event planning, show management, and community marketing. The partnership also benefits the BBT in that each year ACCE has

granted the BBT \$19,000-\$24,000 to help produce and promote a variety of BBT events.

Edmonds Conference Center

The [Edmonds Conference Center](#), located in downtown Edmonds approximately three miles from campus, is managed as a self-support multi-use facility for educational, cultural, business, and community purposes by the [Workforce Development and Training Division](#) of the college. It supports the college's mission by addressing the Core Themes of "encouraging lifelong learning" and "strengthening our diverse community."

The conference center supports lifelong learning and strengthens South Snohomish County's diverse community by offering the following resources:

- Administrative offices and classroom space for the [Creative Retirement Institute](#) (CRI) and [ArtsNow/uLearn](#), thus providing easy access to educational opportunities for community members;
- The [ArtsNow Gallery](#), which features a roster of rotating exhibits of community, student, and faculty art;
- Facility rental to professional associations, government entities, social service agencies, and businesses to provide training to their members, employees, or clients;
- Facility rental to organizations and individuals from a wide range of ethnicities and cultural traditions for a variety of celebrations and events; and
- Support to the monthly [Art Walk](#), one of many community events the Center participates in that is designed to enhance community life and foster economic growth in the City of Edmonds.

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Alignment of Co-curricular Programs and the College's Mission

The outcomes of the college's co-curricular programs align with the college's mission to strengthen its diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

[The goals for all co-curricular programs](#) (journalism, music, publications, and athletics) are to provide students with opportunities to

- Learn outside of the classroom;
- Apply and test what they have learned in their coursework;
- Learn and gain experience in professional performance techniques and leadership skills; and
- Further their social and personal development.

In addition, the athletic department has adopted the following goals for its programs:

- To provide opportunities for student-athletes to participate in a well-administered, successful intercollegiate program;
- To strictly adhere to [Northwest Athletic Association of Community Colleges](#) (NWAACC) rules and regulations;
- To provide the student body and employees at Edmonds Community College with opportunities to attend intercollegiate athletic contests;
- To provide college publicity through marketing and success of the sports program; and
- To give students academic and personal development experiences that significantly contribute to their successful movement into productive careers or continuation of their education at a four-year institution.

Institutional Oversight and Accountability for Co-curricular Programs

Section 2.D.11 discusses the oversight of extra- and co-curricular programs. The needs and concerns related to facilities, budgets, personnel, and programs are addressed at appropriate administrative levels in conjunction with [Internal Controls](#) documents for extra- and co-curricular programs. Examples of oversight include

- Impromptu internal audit reviews by the business office of the athletics department (at least once a year);
- Approval for the Triton Field in 2011; and
- Approval of increasing the tuition waiver program to cover up to 50 students for all co-curricular activities in 2013.

The journalism, publications, and music co-curricular programs are jointly managed by the dean of Humanities and Social Sciences and the dean for Student Life and Development. Faculty advisors for these programs have [job descriptions](#), are hired and supervised in accordance with the Faculty CBA, and receive stipends that are funded by the institution. Funding for performance, publications, travel, and equipment costs come from the Services and Activities Fee Budget (S&A fee) that is maintained by the Associated Students of Edmonds CC ([ASEdCC](#)).

Determination of funding for extra- and co-curricular programs follows guiding principles that were developed by the S&A Fee Budget Committee and reviewed by the ASEdCC Executive Board. The annual funding process for all co-curricular programs begins with a campus-wide email to solicit funding requests. Funding for the various requests are determined by the S&A Fee budget subcommittee in line with the [Services and Activities Fee Budget Committee Guiding Principles](#). This committee is reassembled every year once a new ASEdCC leadership team is in place. The committee is comprised of students and staff, with students having the majority vote.

As a member of the NWAACC, Edmonds CC's athletic program subscribes to the association's [codebook](#) regarding rules and compliance. The college's plan for intercollegiate comprehensive athletics is published in its [Student Athletic Handbook](#). Within the college, oversight of athletics is the responsibility of the vice president for Student Services. The athletic director meets regularly with the dean of Student Life and Development and vice president for Student Services to ensure

that the athletics department is meeting its goals, expectations, and institutional responsibilities.

Admission Standards and Academic Requirements Co-curricular Programs

All Edmonds CC students who participate in co-curricular programs are held to the same academic standards outlined in the college's general [Satisfactory Academic Progress](#) policy (SAP), and all have access to the [instructional and student support services](#) that all Edmonds CC students have. Some students involved in co-curricular programs are recruited for skill and talent, but their academic progress is always treated as having utmost importance.

In addition to adhering to SAP, athletes are held to appropriate academic standards as described in the NWAACC codebook in order to maintain their eligibility--defined as maintaining a quarterly GPA of 2.0 or higher, while completing a minimum of 12 credits. To assist student athletes, some coaches arrange study hall time that is coordinated with the college's Learning Support Center.

Fair and Equitable Treatment of Students Who Participate in Co-Curricular Programs

The institution is committed to fair and equitable treatment, with regard to both financial commitments and participation in co- and extra-curricular programs.

As described above (under Institutional Oversight and Accountability for Co-curricular Programs), all co- and extra-curricular programs at Edmonds CC go through the same process for budget requests and allotments. Each program submits a standard budget request form that explains the program's financial needs. AEdCC officers allot dollars on the basis of the needs described in the forms submitted following guiding principles. Stipends for staff advisors and coaches for each of the co-curricular programs are established through contract negotiations with Human Resources and union representatives.

Facilities and equipment for all co- and extra-curricular programs are provided or funded per specific requests made during the budget request process. Scheduling of activities for each program is handled by coaches and advisors, in conjunction with relevant organizations such as NWAACC and the AEdCC (i.e., student government).

Edmonds CC has four women's and three men's [sports](#). Men's (soccer, basketball and baseball) and women's (volleyball, soccer, basketball, and softball) teams are funded at the same levels in compliance with [Title IX](#). Basketball, volleyball, soccer, softball, and baseball teams all practice and play their home games on campus. The college also maintains an interlocal agreement with the Edmonds School District for use of one of the high school fields for soccer games and practices.

Financial Operations for the Athletics Program at Edmonds CC

The budget for the Athletics Department is a joint responsibility of the college and the AEdCC. The college's institutional and Athletic Fee & Gym Rental accounts provide funding for all coach stipends and the salaries of the Assistant Athletic Director, up to three event managers, and eight to ten security employees to check ID cards. The AEdCC funds the operational costs of the intercollegiate athletic program and each of the team's operational costs (uniforms, travel,

referees, etc.). The student [budget](#) development process is conducted annually through the budgeting processes of the institution and the ASEdCC. The Athletic Director is responsible for preparing athletic budget requests, and, as the budget authority for all athletic accounts, is guided by the Internal Controls Handbook.

Budget accountability is monitored by the college's internal auditor, the ASEdCC Officer for Budget and Finance, and Washington state's Auditor's Office. Each of the team sports has the ability to raise funds and has an account with the college to hold these funds. These funds can only be expended with the approval of the Athletic Director under college and state financial guidelines.

Adequate funding to maintain athletic facilities and the operation of team sports is an ongoing challenge. Through ASEdCC funds and critical needs requests, however, the athletic facilities have been upgraded over the past three years: the gym gained new bleachers; the weight room was upgraded with new equipment and flooring; and, the locker rooms have been updated with new flooring, lockers, and paint. One gym classroom has also been installed with new instructional media technologies. In addition, the ASEdCC funded a new multi-use turf field which includes field space for baseball, softball, and soccer; new press boxes; dugouts; storage; fencing; sound; and bleachers. New lights were installed on the turf field so that the field can be used until 10:00 p.m.

Cameras and alarms have been installed to enhance the security of the athletic facility. Staff have been hired to monitor entrance into the gym, and the weight room is staffed to provide supervision and direction to staff and students who wish to build a workout into their day. These upgrades have addressed a concern and plan that was included in the college's 2008 self study accreditation report. (See also 2.G.1.)

The Athletics Department works with ASEdCC on an annual basis to determine travel allocations. NWAACC also manages travel expenses through the game scheduling process and the number of games in which programs can participate. Administration costs such as insurance, athletic training, and game day costs also continue to rise. Gate revenue and facility rental income are used to close the expense gap for game day costs. Possible strategies to help offset some of these costs may include student athletes covering their own insurance; working to utilize interns; or scheduling competitive games within lower travel cost areas.

The [athletic facility rental program](#) is expected to grow and support the funding and maintenance of the college's newly renovated athletic facilities.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Online courses at Edmonds CC are currently administered through the [Canvas](#) course management software. For students to gain access to online courses, they must register for and use their Edmonds CC account information for authentication into the Canvas-based course.

This process involves utilizing a unique username and password to access the system. Canvas and online instruction, as well as any administrative processes involving student information or communications, abide by all FERPA regulations and protections enforced at Edmonds CC.

In addition to the safeguards outlined above, some academic areas require additional identity verification processes; for example, all eLearning mathematics courses require a proctor for exams. In order to take the exam, students in these courses have the choice of either coming to the college's Testing Center or of going to any area library, college, or university that allows proctoring. Students who utilize this service must present a form of identification before taking the exam.

[2.D. Student Support Resources Evidence List and Links](#)

2.E. LIBRARY AND INFORMATION RESOURCES



2.E. Library and Information Resources

Edmonds CC provides “information resources” through its library and through a collection of college-wide databases (institutional research, information technology, student services, and other locations) that supply college-related information to support decision-making. These databases contain student and employee information, survey results, and focus group reports. In October 2008, the college was awarded a five year, \$1.9 million Title III grant by the U.S. Department of Education to accomplish three main goals:

- Improve classroom assessment and instructional effectiveness by developing and implementing a data-driven comprehensive assessment plan that is integrated into institutional reporting and strategic planning.
- Improve student tracking, advising, and assessment methods by providing professional development opportunities to full-time and part-time faculty.
- Improve institutional efficiency and effectiveness by providing faculty and administrators with the quantitative tools needed to determine how students are performing at the course and program level and evaluate the impact of college activities and programs.

Evidence of the results of this grant are demonstrated throughout this report. The discussion about information resources in this section will focus on the resources that are provided by the library.

The [library's mission, vision, and goals](#) reflect its staff's role as academic leaders who possess a deep understanding of the academic needs of Edmonds CC's students, faculty, staff, and community, and who are committed to the college's Mission Statement and Core Themes.

The library considers itself to be a progressive facility that anticipates innovations and responds to current needs of a diverse community. Through utilization of the [library's SIMPLE Plan](#), a theme of a continuously evolving library has emerged to guide the library's decision-making and operations. With limited resources, the process of prioritizing how best to meet the changing needs of students, faculty, and staff remains a challenge.

The library adequately provides core services, but human, financial, physical, and technological resources are not always sufficient to meet demand. For example, additional library classroom and collaborative workspaces are needed. Since 2008, the library has converted staff space to provide 6,000 square feet of additional student space; has constructed six additional group study spaces; and has implemented an online reservation system for the most heavily used rooms. Even with these changes, however, the demand for the group study rooms and the library classroom exceed the current capacities. In addition, the computer area of the library is too crowded, which has created some noise and stress issues for studying students. Reference librarians then spend valuable time on policy enforcement, noise and crowd control, and in helping students find computers or quiet spaces where they can work. Despite the insufficient room to create needed, collaborative areas, the library staff continue to collect data, reorganize spaces, and develop new materials in an ongoing effort to efficiently meet needs.

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to

support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Access to the Library's Resources

The library's hours, services for students, and support for instruction effectively support each Core Theme of the college's Mission Statement, emphasizing in particular the Core Themes of providing educational opportunities and supporting student success.

HOURS

The library provides 24/7 access to many resources. These resources are accessed through the library's website, which include thousands of articles from [full text databases](#), as well as [chat reference services](#).

In addition, the library facilities are open 68.5 hours per week (including weekends) during fall, winter and spring quarters. The library is open 52 hours per week during summer quarter. Edmonds CC's library is one of the few college campus services open on Sundays and evenings and is the site of the only student computer lab available to all students that is open on weekends. [Gate counts](#) are tracked as an indicator of library hours, staffing, and usage.

SERVICES FOR STUDENTS

The [Library Learning Commons](#) is a one-stop study-shop that combines research and technology support services under one roof to enhance the student experience. It provides the following services in a single location during all open hours: access to print, media, and digital library resources; access to Wi-Fi and computers; research assistance by faculty librarians; and basic technology support from lab assistants. Advanced technology support by the Student Technology Advice and Resource Team ([START](#)) is available for students during peak use hours on Mondays through Saturdays.

The library's physical resources provide wireless connections; a computerized network consisting of 118 desktop computers and eight laptop computers (to check out for in-library use); a silent computer lab; and a mediated classroom with 30 computers. The library also contains well lit study tables; individual study carrels; media carrels equipped with audio and video players; 11 group study rooms; a student video lab; a faculty-student tutoring room; an entire floor designated as a quiet zone that also includes a separate silent study room; casual seating; and a [Faculty Resource Center](#). Faculty librarians provide management and support to students in all of these areas.

A variety of service points, offered through cooperative agreements with the college's Academic Computing Services (ACS) and Student Technology Advice and Resource Team (START), help the library meet technology support needs of students.

The library supports students with disabilities by providing ADA-accessible study tables, computer workstation tables, and elevator access. In addition, the library enables students to take non-circulating library materials to Services for Students with Disabilities (SSD) to use with assistive technology or to work with SSD staff.

Responsibility for [library resources and services that support Central Washington University](#)

(CWU) Lynnwood Center students is shared by CWU and Edmonds CC; therefore, Edmonds CC faculty librarians assist CWU students in addition to Edmonds CC students.

SUPPORT FOR INSTRUCTORS, DEPARTMENTS, AND DIVISIONS

To help faculty and students get the best service possible, each division is assigned a [faculty library liaison](#) who works with instructors to make sure appropriate library materials are purchased to support their classes. The faculty librarian liaisons work with the faculty members of their assigned departments and may attend department or division meetings.

In addition, a full time faculty librarian serves on the Curriculum Committee. The course approval process requires that faculty who are proposing new courses describe the library resources and library instruction needed to support a new course or program. The librarian's presence on the Curriculum Committee ensures that new courses can be adequately supported with existing library resources and that the library will be apprised of the need for new resources related to new courses.

Depth and Breadth of the Library's Collection

[A general overview of the library's collections](#) demonstrates how the library provides a balanced collection to support all of Edmonds CC's academic programs. The library's collection includes print books; eBooks; periodicals and newspapers; media materials; and full-text databases in a variety of disciplines. From the library's web site, students can access the Edmonds CC Library catalog and research databases, as well as gain online access to the WorldCat database of library holdings worldwide. Access to the online resources provide 24/7 access to students both on-campus and off-campus.

To supplement the library's collections, students, and faculty may request books or periodical articles not owned by the Edmonds CC Library. This is accomplished through the [Interlibrary Loan service](#), whose [usage statistics](#) are tracked. The library also participates in the [Reciprocal Borrowing Agreement](#) with the other community and technical college libraries in Washington state. Edmonds CC students may borrow materials from the collections of any Washington community or technical college library by showing a valid Edmonds CC ID. High school students in the Edmonds School District may also borrow materials from the Edmonds CC Library by showing a valid high school ID.

Approximately 50% of the library collection consists of digital resources. The library has increased its full-text digital format resources to provide 24/7 access to these digital resources. [Usage statistics](#) for digital resources are tracked. Shifting to eBooks and [full text databases](#) over the last few years has allowed the library to purchase more titles than if they had been purchased only in print. For example, the library previously spent \$40,000 annually on approximately 400 print periodical subscriptions. Currently, the library spends \$3,000 per year for approximately 90 print subscriptions, freeing up money for \$37,000 worth of databases that provide students and faculty 24/7 remote access to thousands of periodical articles. Furthermore, by working with the [Washington State Library](#) through the [Statewide Database Licensing Project](#), the library is able to provide access to a major periodical database that would not otherwise be affordable.

Currency of the Library's Collection

An annual review of the library's collection data--including [circulation, acquisition, collection analysis, database usage statistics](#), and the Online Computer Library Center ([OCLC](#)) [Collection Analysis](#) data--assists faculty librarians in making decisions about developing the collection. Faculty librarians regularly review collections considering usage or need for additional instructional materials. They work with classroom faculty in reviewing the collections in their respective disciplines. An on-going collection inventory also helps the faculty librarians review the print and media collections.

Capacities Related to the Library's Resources

The library has an annual budget of approximately \$100,000 to maintain its collections. In addition to this annual budget, an endowment that was developed in 1998 as part of a major Edmonds CC library fundraising campaign earned sufficient interest in 2012 to provide funds to purchase materials for the general collection. Instructional departments also have contributed to collaborative funding of research databases. Edmonds CC's Library seeks out partnerships with academic departments to co-fund full text databases supporting their programs. For example, the Computer Information Services (CIS), Computer Science (CS), and Computers, Electronics and Networks (CEN) departments each pay \$1,000 per year towards the annual licensing for the database called Books 24/7. The Visual Arts Department also funds the licensing for the ArtStor database, while the library maintains the site connection and works with faculty, students, and staff to support access and use.

The library has a director and three tenured, full-time faculty members. These individuals, along with additional library staff, fulfill the numerous functions of the library. However, there is a demonstrated need for additional library staffing. In early 2012, steps were taken to hire additional employees in order to continue the current and expected levels of library services. The library used salary savings from a vacant classified staff position to create two part-time hourly circulation assistants to address staffing shortages in circulation and to create a temporary 0.666 faculty librarian position for the 2012-2013 academic year. For 2013-14 the library is continuing to fund two part-time hourly staff positions as well as funding a one-year, full-time temporary faculty librarian position to meet this ongoing need.

The library routinely updates the formats of its collections and works to re-negotiate the annual cost to acquire required materials. For example, the cost to acquire materials required to support the Paralegal Program has escalated. A detailed analysis of paralegal expenditures over the past 15 years led to a permanent increase of \$10,000 to the library's budget allocation for these materials. Working with the publisher, WEST Company, the library was able to provide Edmonds CC paralegal students with a major legal database resource while also benefiting from a discount in the cost of the legal print subscriptions.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Use of Data and Feedback from Users in Strategic Planning for Library Resources

The library provides a variety of opportunities for the college community and library staff to be

involved in the planning and development of library resources, services, and physical spaces. Faculty librarian liaisons regularly work with individual instructors to make sure appropriate library materials are purchased to support their classes and regularly communicate with division faculty about changes or future directions regarding the academic programs. Library faculty collaborate with instructional faculty to design information literacy, curriculum, and activities that are customized for particular classes. Instructional faculty also participate in collection development by requesting specific materials related to courses they are teaching. Before research databases or periodical subscriptions are discontinued, discipline faculty are consulted and circulation statistics and database usage statistics are analyzed.

Faculty librarians, in consultation with course instructors, continue to develop course-specific online [resource guides](#) to provide students with direct access to library tools and resources for their coursework.

The library collects, compiles, and analyzes a wide range of input and [statistical data](#) to support decision-making and strategic planning. Some examples include monthly and quarterly reviews of statistics on usage of various library resources, services, and facilities; regular reports from contracted services such as OCLC Collection Analysis (which identifies the library collection's subject-matter strengths, gaps, and overlaps); and annual, formal student evaluations of information literacy instruction by the faculty librarians.

The library website includes an electronic form titled [Comments, Questions, Concerns?](#) where library users can post their questions or provide feedback. Periodic library user surveys and faculty surveys provide information on frequency of library use, purpose of library use, and degree of satisfaction with library resources and services. Survey results provide helpful information to identify service enhancements or new services that are needed by students and faculty. During the first [Library Snapshot Day in 2011](#), the library conducted a user survey and had 761 responses.

Continuous Improvement

Some examples of recent library enhancements in response to student and faculty feedback and analysis of data include creation of silent study areas and expansion of the silent computer lab; opening of the library classroom as an overflow computer lab when not used for classes; provision of scanners; addition of Mac computers as well as PCs; implementation of a laptop lending program in cooperation with Student Government and Diversity Student Services; construction of three additional group study rooms; provision of open shelf access to the media collection; and creation of a separate Fiction collection.

In the library's continuing efforts to be responsive to students' changing needs, it is currently exploring options for providing students with much needed collaborative computing spaces, relieving overcrowding in the Learning Commons, and expanding quiet study areas in the library.

Edmonds CC's library management team realizes that a static design of the library space will not meet students' changing needs due to the changes in the ways information is now available, new developments in instructional technology, and new ways that students and faculty interact with information. Future enhancements to library resources, services, or spaces will need to be modular and flexible in order to provide access whenever and wherever they are needed.

With a culture of assessment in place (as part of the successful implementation of the college's strategic planning process and departmental SIMPLE Plans), the library seeks to identify other areas of library resources or services where assessment may be needed. The library management team's plan includes conducting student focus groups and consulting with student groups, faculty, and campus departments (such as Services for Students with Disabilities and Distance/E-Learning) to ensure that the library's resources, physical space, services, and policies are responsive to faculty and student needs. To assist with these efforts, a "[Recognition for Subsidy](#)" was approved by the [ASEdCC](#) to fund a student programmer to assist with gathering student feedback about the library during winter quarter 2013.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Library Instruction and Support for Students

Faculty librarians develop and provide learning tools and [resources](#) to help students, faculty, staff, and administrators enhance their ability to use and evaluate library and information resources. These efforts include course-specific library instruction sessions in collaboration with the course instructors in order to foster students' information literacy and critical thinking skills.

Faculty librarians continually develop the library's collections in support of student learning and success in individual classes by reviewing and weeding the collection to remove outdated materials, acquiring updated editions or new materials, identifying gaps in the collection, and acquiring new materials to support those areas. Part of this continual development process involves organizing the collection in ways that enable students to most effectively access materials. The reserve collection that consists of textbooks and other required materials for specific courses is very heavily used and comprises [over 30% of all library circulation](#). The media collection was moved to open stacks for easy browsing. In 2010 the library created a test collection for students needing resources for a variety of tests they take (e.g., TOEFL, ACT, SAT, and GED). Over the past five years, the faculty librarians have developed an enhanced library experience for ESL students.

The library ensures that all students receive point-of-need research assistance and access to information tools and resources by developing [subject or course-specific online resource guides](#) and [video tutorials](#). In 2011, the library's website was significantly redesigned to provide improved access to these learning tools and resources as well as to the library catalog, research databases, interlibrary loan request forms, and to news and information about the library. Today, the library provides [face-to-face](#) and 24/7 virtual reference services ([Ask WA](#)) for in-depth research assistance.

In response to feedback from reference librarians about what was or was not working well with the reference desk, in 2010 the library purposefully reconfigured the reference desk to facilitate a teaching and learning environment where students and librarians are able to sit next to each other to view the computer or research resources over an extended period of time as they

address the relevant information needs. In summer 2012, the reference desk was replaced with a round consultation table, thus creating a more welcoming space that is conducive for one-on-one consultation and collaboration between the student and the librarian.

Library Support for Faculty

The library [supports faculty](#) learning through on-demand consultation and annual workshops in which new online databases and resources are introduced and explored. The library's efforts provide faculty with opportunities to effectively incorporate library resources and services into their instruction.

Library Support for College Programs and Services

Through their participation on campus committees, the faculty librarians have worked to ensure that [information literacy learning outcomes](#) are considered and integrated into the adoption and implementation of college policies and practices. Examples of this effort include

- A review of available library resources to support new courses as part of the Curriculum Committee's course proposal process;
- Observations of students' understanding and use of bibliographic citations as part of the Academic Standards Committee's consideration of the college's Academic Dishonesty Guidelines for faculty; and
- Investigation into the feasibility of linking courses with information literacy learning outcomes in an effort to explore Learning Community opportunities with faculty.

[The library](#) also provides learning opportunities for the entire college community through its participation in numerous initiatives such as the [Edmonds CC Reads](#) program, the College Sustainability Initiative, exhibits in the [Art Gallery](#), and by hosting campus events such as Heart and Grace (an annual reception celebrating women's history). Through its book displays and online resource guides, the library provides students, faculty, and staff with information and access to books, films, music, websites, and other sources on the many issues and topics raised by the campus initiatives.

Library Support for E-Learning

Edmonds CC's library continues to explore ways to increase its support for student learning in online classes. Currently, the library does not have a strong presence in the college's Canvas learning management system, unless an instructor intentionally promotes the library resources and services to students and [embeds](#) them in a course. Based on feedback from faculty, the library recognized a need to expand its efforts to publicize and to provide training for faculty with regard to its collection of digital scholarly resources, such as eBooks and full-text research databases--resources that are available through the library to support classes. The library has responded to the faculty feedback by sharing information about discipline specific databases with their liaison division faculty; by alerting faculty to relevant resources; and by supporting curriculum by developing class specific resource guides that promote greater awareness of relevant databases as well as include tips for effective searching of these databases.

(See 2.A.13 and 2.C.6 for more details of the library's work.)

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

Quality, Adequacy and Utilization of Library Resources

Library staff continually evaluate the effectiveness, quality, and adequacy of resources and services to ensure that library users' information needs are being met. The library solicits, collects, compiles, and analyzes a wide range of feedback from library users as well as statistical data to inform decision making and strategic planning (as described in 2.E.2).

Student evaluations of the information literacy instruction provided by each full-time faculty librarian are conducted during a designated quarter each year. This student feedback helps in developing future information literacy instruction to more effectively address students' needs as well as the information literacy learning objectives.

Faculty librarians, in collaboration with course instructors, develop a variety of other evaluation and assessment tools. For example, in winter quarter 2011, faculty librarians collaborated with an art instructor to develop information literacy activities and a rubric for an online, ART 100 (Art Appreciation) class. The activity was designed to support the students' assignment to research specific artists, with each student using a different search tool to locate a source and evaluate its content for credibility and authority. Faculty librarians created a resource guide to ensure easy access to the various tools the students needed to use and also developed a series of short video tutorials to help them through the search process. The guide and rubric were so successful that several art instructors have continued to use the activity, rubric, and resource guide in their [Art Appreciation](#) courses, and an additional general Visual Arts Resource Guide is currently being developed .

The college's [2011 CCSSE results](#) indicated that 91% of students who use the library are satisfied with its resources (compared to 88% at other community and technical colleges in Washington). However, 26% of CCSSE respondents indicated that they do not use the library. Edmonds CC faculty librarians, like faculty in other college programs, are investigating tools that will enable them to conduct a more in-depth assessment of the quality of the library's public services. Future library surveys and focus groups will include specific questions about evaluating the quality of all of the library's services. The library is also exploring ways to assess the quality of the one-on-one reference assistance provided. One possible assessment tool being considered is the [READ Scale](#), a six-point scale tool for recording vital supplemental qualitative statistics gathered when faculty librarians assist users with their inquiries or research-related activities by placing an emphasis on recording the effort, skills, knowledge, teaching moment, techniques and tools utilized by the librarian during a reference transaction.

Security of Library Resources

The library takes responsibility for providing suitable security for its collection and equipment, and for the privacy of its users. Security measures provided by the library include the following:

- Library security gate and maintenance agreements;

- Alarms on all exits to reduce the possibility of theft;
- Installation of a new, RFID library security system in summer 2012;
- Security tags on books and media in the library collection;
- Implementation of the Voyager integrated library system to ensure all library materials are checked out;
- Regular follow up by library staff on overdue materials to ensure that all items are returned;
- Regular purging of library users' personal information in the Voyager integrated library system to protect library users' privacy;
- Required authentication to access the library's licensed digital research resources
- Required authentication to use the library research computers;
- Upkeep of inventories of library collections and equipment;
- Regular shelf reading of library collections;
- Development and enforcement of policies to ensure the safety and security of library users and staff;
- Assigned library staff responsibilities as part of the college's [emergency preparedness plans](#); and
- Periodic patrols of the library throughout the day by Campus Security personnel (who also assist with opening and closing the library).

Cooperative Arrangements

The library director is active in Washington's community and technical colleges system's [Library and Media Directors' Council](#) (a council reporting to the statewide Instruction Commission) and in [ORCA](#) (a consortium of 16 community and technical college libraries in Washington state that coordinates services and activities in support of a shared implementation of the [Ex Libris Voyager](#) integrated library system). The full time faculty librarians are active in [College Library and Media Specialists](#), which is a non-profit association formed to promote idea sharing and inter-library cooperation among the library employees of the 34 Washington state community and technical colleges.

The library director and full-time faculty librarians also maintain close contact with the [Washington State Library](#) regarding the library's participation in [statewide cooperative initiatives](#) in particular:

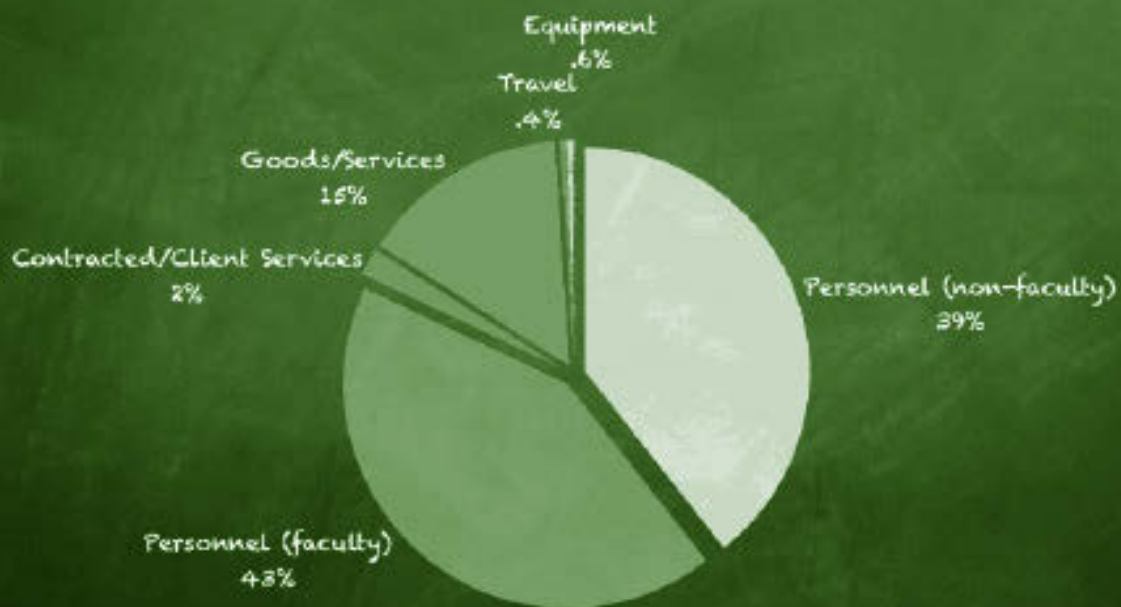
- *Ask-WA*, a cooperative of more than sixty libraries throughout Washington state, both public and academic, providing online reference services through chat, email, and instant messaging (IM) technologies. This statewide network is tied into a global network allowing access to 24/7 live online reference services for every participating library and its users.
- Statewide Database Licensing project which coordinates the efforts of nearly 2,000 libraries to purchase a statewide license for online, full-text, periodical and newspaper databases and facilitates group purchases of other electronic resources.

[2.E. Library and Information Resources Evidence List and Links](#)

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2.F. FINANCIAL RESOURCES

Composition of Operating Budget



2.F. Financial Resources

In 2008, the state's economy greatly weakened. As a result, Edmonds CC experienced significant, legislature-mandated budget cuts throughout the 2012-13 academic year. The college was able to mitigate the worst of the state budget cuts due to several factors: its revenue sources through grants and contracts; its large international programs; and its consistent practice of serving more students than it has traditionally been funded to serve (generating excess enrollment revenue). Careful financial planning, management of debt and fund balances, and targeted program revenue growth have kept the college in a better financial position than many of its peer community and technical colleges. However, the statewide budget shortfalls still strained the college's human, financial, physical, and technological resources. Tough budgetary decisions were made through the consistent application of a core set of guiding principles set forth by President's Cabinet and linked to the college's Mission Statement and Core Themes. (See 2.F.1.)

One of the college's values is the management of college resources with efficiency and integrity to ensure the long-term health of the college. In spring 2011, the President integrated the college's critical needs process with its [SIMPLE Plan](#) to assist in considering what resources are needed.

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The economic recession that began in 2008 has resulted in a series of reductions in state support to the college. As mentioned above, during the fiscal year 2008-2009, faced with the first phase of decline in state support, the college developed a set of guiding principles that align with the college mission to evaluate and manage budgetary options to sustain and support programs and staff:

- Remember who we are and who we serve
- Minimize impact on student access and support
- Minimize impact on employees
- Ensure open communication and feedback (transparent process)
- Generate additional revenue as a first resort
- Look at all funds

Employing these budget principles, the college has maintained sufficient cash flow and reserves to support its programs and services by reducing expenditures and increasing the usage of other revenue sources for its [operating budget](#). Dependence upon local revenue (in particular, shared funding from the International program) to sustain operating budget expenditures is not without risk, but this strategy of leveraging resources has allowed the college to remain fiscally strong.

The college's state allocation has decreased \$10.5 million since fall 2008, and tuition has increased between 7% and 12% per year over two biennia. "Other support" accounts for

international and contract program services (e.g., Running Start) have remained stable.

The college mitigates the risk of increasing dependence upon local revenue sources by maintaining and updating conservative projections of revenue (see 2.F.2), expanding grants and contracts, and continuing enrollment management of full-time equivalent (FTE) students. All uncommitted revenue sources are considered during the operating budget's planning and development process. The college also maintains a board of trustee-approved minimum level of operating reserves at \$3.2 million.

A major fiscal change since Edmonds CC's last review has been the establishment of a [debt management](#) policy and a [cash and investment management policy](#) (which were developed to address NWCCU 2008 Recommendations 5 and 6, respectively). The college experienced tremendous enrollment growth in 2009-2011 primarily as a result of the number of displaced workers who returned to education as the economy worsened. The increased enrollment allowed the college to use the excess from non-budgeted revenues to finance a reserve with the purpose of covering long-term debt obligations. This action has saved the operating budget approximately \$500,000 per year. New debt obligations are controlled by the vice president of Finance and Operations, and do not exceed 7% of the three-year average operating budget revenues, as required by the college's debt management policy.

The college takes pride in its ability to manage revenue from excess enrollment, international programs, and grants and contracts as a way to augment the operating budget. It has been able to sustain and even increase educational programs for students, while neighboring colleges have had to [make cuts](#).

As of March 2013, with the board approval of a new college Strategic Plan, a new set of strategic planning councils was established with responsibility to carry out the goals associated with each of the college's Core Themes. Resource requests that come out of the work of these councils, along with resource requests coming from college operational units (for example, by means of the SIMPLE Plan template), will be passed through a new Resource and Capacity Strategic Planning Council for prioritization of available resources based on mission and core theme alignment.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Decline in state support continues to be the largest challenge to strategic financial planning. To offset this decline, the college strategically reduces selected expenditures and increases local revenues.

To date, almost all expenditure reduction has been accomplished through the filter of the budget guiding principles (see section 2.F.1). As positions were vacated through attrition, jobs and departments were reviewed for possible reorganization, reassignment, or acceptable changes in service levels in order to maximize savings. Other examples of expenditure reduction have included

- Vacating leased space and making better use of existing campus buildings;

- Curtailing non-essential travel;
- Extending equipment life cycles beyond industry best practice;
- Reducing or eliminating support contracts;
- Outsourcing some core services to reduce workloads where staffing levels decreased;
- Cutting back on association memberships and subscriptions;
- Closing the college for two days to one week each December between quarters; and
- Reducing some employee hours to avoid eliminating whole positions.

Savings have also been realized through strategic application of existing unallocated revenue that accumulated due to the record enrollment experienced during 2009 - 2011. For example, the college invested in three energy efficiency projects which garnered over \$1 million in Washington State Department of Commerce matching funds. The college was able to significantly upgrade campus energy systems and save thousands of dollars annually on energy bills (see 2.G.4). The college also applied unallocated fund balance reserves to create the previously mentioned debt service reserve.

The college is now implementing a new strategic plan and is in the fourth year of implementing operational planning (using the [SIMPLE Plan](#) framework), both of which link department and program level resource requests to the college's Mission Statement and Core Themes. While resource allocation has traditionally been handled through a centrally managed and President's Cabinet-directed process, the strategic and operational plans better align requests for additional resources with the college's mission, thus creating a more aligned decision-making framework.

A key goal of the college's financial resource plan is to acquire the local revenue sources needed to offset declining state support, expand programs, and purchase equipment. President's Cabinet reviews the college's financial resource projections as well as financial and enrollment trends from current and past years, then adjusts budget estimates, using funds obtained from other local sources to augment the state-funded budget.

Because tuition has historically been the major local funding resource for the operating budget, the college has recently developed a new method for projecting the tuition revenue impact in current and future years based upon estimated student enrollment, state required FTE targets, and tuition rate increases. The [tuition projection model](#), updated on a regular basis, is an efficient management tool that helps inform the college's three-year financial planning model for major sources of income and expenses (as required by the NWCCU 2008 Recommendation 4).

[Grants and contracts](#) are the fastest growing local funding resources for the operating budget. The college seeks these sources of funds in an effort to support and build its programs and services. Historically, Edmonds CC has processed more grants and contracts than any other single college district in Washington State. This funding source has enabled the college to address emerging needs in a timely and innovative manner and to provide operating budget revenue.

Grant contracts are developed and written with the support of the Executive Director of Grants and Strategic Initiatives and the Director of Grants and Special Projects. The college has a process that requires all grant contracts to be reviewed by the Business Office for both contractual language and budget development. Grants must address operational impacts and ensure sufficient funding to cover college costs associated with delivery of the grant. Should an

issue arise during a grant process, the appropriate vice president is brought into the conversation for resolution and the document is reviewed by the business office for possible necessary revisions.

Grant opportunities that the college pursues must allow the college to provide learning opportunities and/or services to students and the community that are in alignment with the college's Mission Statement and Core Themes. These criteria are addressed in each individual grant application. Grants are pursued with the consent of the president and the respective vice president. Special consideration is given to the sustainability of the grants' programs and services, as sustainability of grant-funded initiatives can be a challenge in an era of eroding state funding for higher education.

Although college resource needs are a part of the Foundation's resource planning, the Foundation is not a part of the college's resource development. The Foundation provides financial support for student scholarships, student emergency funds, and program grants. Foundation resources do not typically support the operating budget. Past capital activities of the Foundation include major improvement to the campus library, building the Center for Families, and donating the downtown Edmonds Conference Center to the college.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The college's annual budget development process has followed a series of regularly scheduled planning and budgeting activities for the campus from February to June. Incremental budgeting is used, so the new budget begins with an assumption of continuation from the prior year's budget (including updated salary and benefit projections). Resource requests are gathered from each campus division, prioritized by division staff and managers, and presented to President's Cabinet by each respective vice president. Any funds available for either one-time (critical needs) or permanent budget increases (e.g., new positions) are then distributed across those needs as prioritized by division staff and vice presidents. This process was re-initiated each new budget cycle; it was not an incremental process from year to year.

The operating budget is presented to the board of trustees at its May board meeting, which is an open public meeting for first consideration. Upon completion, the operating budget is approved by the board of trustees at the June meeting, which also is an open public meeting. A detailed electronic copy of the entire budget is placed on the college's internal U-Drive, accessible to all employees on campus. The approved budget becomes a dynamic document, which is revised and updated by the Budget Office as needed.

This process culminates in a balanced (against the state allocation for that year and other known sources of revenue in support of the operating budget) budget that is approved by the board of trustees. The college president is held accountable for ensuring that the [budget is fiscally sound, credible, and maintains reserves](#).

With the implementation of the college's new Strategic Plan, the broadly representative strategic planning councils and, in particular, the Resource and Capacity Strategic Planning Council, the college intends to use this structure to facilitate much of this process (see 2.F.1 above).

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The college ensures timely and accurate financial information through its use of a state developed computerized [financial management system](#) (FMS) and in conjunction with its internal control procedures. The FMS records all financial activities in accordance with generally accepted accounting principles in accordance with the basic accounting structure and procedures set up for all state agencies by the [Office of Financial Management](#) (OFM).

Internal controls include review of all documents by the campus business office personnel for appropriate signatures, coding, appropriateness of expenditure, and availability of funds. Internal controls for the safeguarding of assets follow OFM guidelines including an annual risk assessment. The college also has an internal auditor available for optional risk assessments.

All staff can review real-time financial transactions by means of a SBCTC system-wide application called FMS Query. While this system works adequately for this purpose, the entire state financial management system (of which FMS Query is a part) is old and out of date. Consequently, the SBCTC is in the process of migrating all colleges in the system to a PeopleSoft suite of applications.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

In coordination with the capital planning process of the State Board for Community and Technical Colleges, the college carefully prepares phases and stages of building developments and capital projects to meet its institutional goals. Edmonds CC's Mission Statement and Core Themes serve as the foundation of the [Facilities Master Plan](#) (FMP).

Capital budgets are used for repairs, equipment purchases, minor improvements, major renovations, and construction of the campus infrastructure and buildings. The state's capital budgets, like its operating budgets, are supported through the issuance of construction bonds controlled by the State Treasurer's Office. As with the situation for operating funds, the state's ability to issue capital bonds has also decreased during the recent period of economic recession.

While most campus buildings have been funded by the state, the college has also exercised its financial flexibility to use local revenue sources to achieve the Facilities Master Plan directions. Local revenue sources can be used for acquisition, construction, or support of capital debt on buildings or major equipment. When local revenue is designated as the debt service funding stream for a capital project, the funds are acquired through the State Treasurer's Debt Management Division in the form of a [Certificate of Participation](#) (COP), which utilizes the State Agency Lease/Purchase Program.

The college used a COP for the new Student Union/College Bookstore building (Brier Hall). Local funding supporting Brier Hall included a student fee and bookstore revenues. The college acquired a warehouse and the Gateway Building (formerly known as Beresford) with local funds. These purchases, both identified in the Facilities Master Plan, assisted the college with city required parking mitigation and provided space for Edmonds CC's Allied Health programs. A temporary student fee financed construction of the multi-use turf athletic field. The college's ability to use local alternative funding sources allows it to respond to the space needs of growing programs.

All debt for major capital outlay purposes at Edmonds CC must be justified and approved by the college's Board of Trustees, and the college's overall debt must not exceed seven percent (7%) of the three-year average general operating revenues. Capital debt is reviewed annually by the Board of Trustees and is reported in the college's [Annual Financial Report](#).

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's [auxiliary enterprises](#) are self-supporting and, when subsidies have been needed, state funds have not been used. Auxiliary enterprises exist to benefit students and staff by providing a needed service or activity. These units are managed and internally reviewed to ensure unit expenses remain aligned with generated unit revenue.

(See 2.D.12 for more information about auxiliary services.)

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The [State Auditor's Office](#) (SAO) reviews the college's financial data annually and conducts a risk assessment. The college is included in the [SAO's Single Audit \(A-133\) report](#) and, as a state agency, is subject to the state's Accountability and Materiality Consolidated Agency Financial Report audits. Along with these state reviews, federal or local auditors periodically audit the college at the programmatic or contract level.

Until recently, the SAO single audit was considered sufficient external financial review by the colleges in the SBCTC system. In response to recent recommendations by the NWCCU to colleges in our system, the SBCTC [has established a program](#) to ensure a formal annual external audit of college finances to meet GASB 34 requirements. The process will roll each college in the system into a new annual schedule. The college is scheduled for its first external audit through this schedule in July 2016.

SAO audits may include a finding or management letter. A committee of college representatives (including the college's president, vice president of Finance and Operations, director of Finance, and a member of the board of trustees) attends the exit conference with the state auditor to

review the report. Audit results are presented to the entire board and are part of the open public record of the college. [Audit results](#) are posted and available at [Washington State Auditor's Office](#) website. Any findings are followed up with a Corrective Action Plan, which is recorded and filed with the [Office of Financial Management](#) in Olympia.

[The State Board for Community and Technical Colleges](#) (SBCTC) has the authority to conduct an annual operations review of the college to ensure consistency in recordkeeping, reporting, and adherence to SBCTC policies, as well as to ensure compliance with federal and state laws, regulations, and grant provisions.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Created in 1982, the [Edmonds CC Foundation](#) supports access, success, and excellence for students, faculty, and staff at Edmonds CC. It is a separate 501(c)3 nonprofit governed by its board of directors (often referred to as the "Foundation board"). The Foundation files an IRS Form 990 annually to maintain its nonprofit status and is registered with the Office of the Secretary of State of Washington in order to solicit charitable gifts from the general public. A local CPA firm experienced with nonprofits audits the Edmonds CC Foundation, and the Foundation reports the results to the Foundation board.

Foundation fundraising activities are consistent with college policies. The Foundation follows the accounting requirements of the [Financial Accounting Standards Board](#), as well as the fundraising principles established by the [Association of Fundraising Professionals](#), a national professional organization.

The Foundation's board approves and monitors all policies with respect to fundraising activities to ensure that the organization is conducted in a professional and ethical manner.

The Foundation maintains a [quid pro quo agreement](#) with Edmonds CC and the State of Washington. In return for the Foundation's fundraising efforts, the college provides salary support, office space, utilities, and access to college-wide services and support for its annual operations.

[2.F. Financial Resources Evidence List and Links](#)

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2.G. PHYSICAL INFRASTRUCTURE



2.G – Physical and Technological Infrastructure

Physical Infrastructure

The Facilities Operations and Capital Projects Division at Edmonds CC manages, maintains, and operates the college's facilities, infrastructure, grounds, and physical development. The division provides active and responsive planning for a secure physical campus infrastructure in support of the college's mission.

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Physical Facilities: Buildings

Overall, facilities at Edmonds CC are well maintained and in very good condition. The oldest buildings were built in 1930; the newest building was completed in 2007. The [college's 27 buildings](#) contain 150 classrooms, 48 science and computer labs, 17 art and music studios, and 67 lecture rooms.

The college uses the State Board for Community and Technical College's (SBCTC's) biennial [Facilities Condition Survey](#) (FCS) to seek funds for improvements to campus. The survey informs the state of the condition of all its community colleges and identifies capital repair projects for funding priority in the biennial budget. Once funding has been acquired through the legislative process, the Facilities Maintenance Department follows state regulations to complete the approved projects.

The campus is in better condition now than it was in the previous biennium, according to its 2011 FCS score of 221 (down from 235 in 2009, where lower is better). This is due in part to the Meadowdale Hall renovation which was completed in March 2010. The FCS [rated](#) 16 of the college's 27 buildings as "superior" or "adequate."

At the time of purchase, some newly acquired facilities were in need of renovation, including the North Campus building (purchased in 2011) and the Beresford Building (which was renamed Gateway Hall by the Board of Trustees in August 2012 after acquisition of the building). Renovation of Gateway Hall has already begun.

Corresponding with the state's decrease in revenue since 2008, the funding for a new Science, Engineering and Technology (SET) building--placed on the capital list for funding with the SBCTC in the 2009-2011 biennium. The college completed and submitted a formal building pre-design to increase the college's competitiveness for the design dollars, and building has been funded in the 2013-2015 biennium at 94% of the estimated cost (rather than 100%). Construction should be completed in 2017. As funding becomes available, the college plans to replace relocatable Building H and the two duplexes, both of which were original structures on the campus when it opened in 1967.

Physical Facilities: Personnel

The Facilities Maintenance Department is under the purview of the Facilities Operations, Safety, Security and Capital Department (comprised of the Security, Maintenance, Grounds, and Custodial Departments). All units work to ensure that campus facilities are healthy, accessible, safe, secure, and adequate for their intended use.

For all staff in the Security, Maintenance, Grounds, and Custodial Departments, campus safety and health issues are a priority. In addition to a regular cleaning routine for all facilities according to program needs, staff are available on two-way radios to respond to emergency calls for service during day and evening classes. Urgent requests receive a quick response. The campus community can also report issues through means of an online work request system used to coordinate the routine maintenance. The response time for these requests is typically five days or less.

The Custodial Department provides basic cleaning service for the campus. Some programs, such as the Art Department and science labs, provide staffing for additional support such as cleaning the pottery studio and cleaning glassware.

The Grounds Department uses sustainable maintenance plans and best management practices to ensure a safe, clean, and healthy campus environment--while [meeting or exceeding water and air quality standards](#) set by the Department of Ecology. Outdoor learning and teaching areas which enhance the horticulture, art, engineering, construction, biology, and environmental programs are supported by the facilities departments.

The Maintenance Department provides corrective and preventative maintenance for all Edmonds CC facilities, infrastructure, and equipment as well as for minor construction and remodeling projects. Like most colleges, Edmonds CC maintains a facilities maintenance staff but not a full time construction crew. Construction projects are generally more cost effective to contract out on an as-needed basis.

Healthful Learning and Working Environments: Accessibility

Edmonds CC's Facilities Operations, Safety, Security, and Capital Department (or Facilities Department) works to ensure that the college's facilities are accessible (as appropriate) to all employees, students, and visitors. All facility improvements are designed and constructed in compliance with ADA guidelines and meet all state and local codes and requirements. For example, buildings with second floors have working elevators--with the exception of three small, older two-story buildings that house staff offices upstairs (the Olympic, Glacier, and Pilchuk buildings). These buildings would require major modifications to meet today's accessibility standards, and the college plans to replace two of the buildings with a more cost effective alternative.

Healthful Learning and Working Environments: Quantity & Quality of Space

The college maintains classroom space and provides access to facilities for a variety of educational programs, student organizations, and community and civic engagement activities.

Instructional programs are the priority. Campus facilities are designed and maintained to meet the diverse needs of employees, instruction, and athletic events. These facilities include classrooms; studios and an art gallery for the art program; student study spaces; computer labs; the library; meeting spaces; conference facilities and banquet rooms; child care space; and the Black Box Theatre.

Many departments and programs on campus have requested additional space. The college addresses needs as appropriate. For example, for a new grant-funded program called Creating Access to Careers in Healthcare (CATCH), in 2011 the college leased space in the nearby Beresford Building (subsequently purchased by the college and renamed Gateway Hall). Maintenance staff modified and constructed labs to accommodate the program.

To resolve some space needs and in accordance with the [Facilities Master Plan](#), in 2011 the college purchased the Beresford Building (32,937 square feet) and the North Campus warehouse with two small neighboring buildings (a total of 35,301 square feet). These buildings were initially purchased to provide the college with expansion capacity and to reduce lease costs at a time when real estate prices were lower. Despite these purchases and discussions by President's Cabinet regarding space concerns, space needs remain greater than the available space. Some of the newly purchased space will be used to house the new practical nursing program and expansion needs in Allied Health (which lack sufficient lab space); while other space will be used by the International Education program when it vacates Glacier and Pilchuk buildings (i.e., the duplexes) to open up parking spaces in preparation for the new SET building and to meet City codes. President's Cabinet still needs to establish a set of guiding principles for space reallocation, as well as to determine what services or instructional programs need to be realigned to decrease space needs.

The college uses alternative financing for some projects and improvements. For example, the college built campus student housing at Rainier Place in a partnership with the National Development Council, a nonprofit organization that paid for the construction. Also, the [ASEdCC](#) funded two projects (Triton Student Center and Triton Field) with student fees. The purposes of these projects were to ensure that the facility met accessibility requirements per [Title IX](#) and, with joint access to the multi-sport field, to build community with the athletic department. New lighting allows use of the field to extend into late afternoon and evening, something not available to the college with the previous field. It also has resulted in increased rentals. (See 2.D.13)

Office space is provided to all full- and part-time faculty who desire it. All major renovations and growth projects since 2005 have included [part-time faculty offices](#) and each division has been asked to ensure adequate office space for part-time faculty. In early 2012, the college surveyed its 315 part-time faculty about the availability and adequacy of their offices. Of the [72 faculty who responded](#), 72% said they had office space that met their needs. Six percent asked for more small, private rooms in order to meet with students.

Project Approval Process

Proposals for facilities modifications, remodels, growth projects, and other space needs may be made through the State Board for Community and Technical Colleges (SBCTC) or as part of the Facilities Master Plan (FMP), through the facilities condition survey. In addition, the college may receive capital funds through various grants (e.g., [Community Economic Revitalization Board](#)

[grant](#) at the state of Washington or federal level); student government initiatives (e.g., [new turf athletic field](#)); and through alternative one-time programs such as State Department of Commerce [ESCO funding](#) for facilities improvement.

All requests for capital funding are approved at the college level and by the SBCTC. SBCTC staff can approve projects that cost less than \$400,000. Edmonds CC's Board of Trustees must first approve projects over that amount.

Most small, locally funded projects at Edmonds CC are reviewed by the Space Review and Advisory Committee (SPRAC), which is a cross-campus representative group that reviews space requests and advises President's Cabinet, which makes the final decisions. The SPRAC review process identifies how the project fits into the FMP; how it aligns with the college's Mission Statement, goals, and Core Themes; and how it affects the college community. It also identifies alternative possibilities and funding sources.

The guidelines for decisions regarding space allocation have been discussed at President's Cabinet. Large program or building projects are brought to President's Cabinet first, and individual faculty or staff requests are brought through SPRAC. While there is a centralized room scheduling system, many programs have prioritized space, which makes many spaces difficult to track.

In addition, it has occasionally been determined that a campus space request can be researched and implemented without SPRAC's approval. An example of this is the gender-neutral restroom request for Brier North that did not come before SPRAC for consideration. The college is working to eliminate these types of situations.

Healthful Learning and Working Environments: Safety & Security

Safety is a priority on our campus. Students feel very safe at Edmonds CC. Of the students who responded to the [2011 and 2013 CCSSE Student Survey](#), 95% feel safe on campus.

The Facilities Maintenance Department works diligently to ensure that all campus sites are accessible, safe, and secure. Campus Security has eight full-time officers and adequate part-time staff to ensure that officers are on campus and available 24/7. (See 2.D.2.)

The campus safety committee meets monthly to resolve safety concerns. The Associate Director of the Facilities, Grounds and Environmental Health and Safety department leads the committee which includes the risk management coordinator and representatives from human resources, maintenance, faculty, classified staff, Central Washington University, the Security Department, and student government. Information is placed on the [Environmental Health and Safety](#) website and updated monthly.

In 2011, the college installed new parking lot lighting in response to a concern that had been raised by the safety committee. The installation was addressed in line with the college's energy efficiency measures. All parking, sidewalk, and soffit lights were replaced by lights that are twice as bright and which cost less. Within each array, two lights stay on throughout the evening. Motion sensors trigger two other lamps as needed. Sidewalk lights have been replaced with brighter compact fluorescent bulbs controlled through the facilities system. While the [new](#)

[lighting](#) has created a safer environment for students and staff on campus for evening classes, there are some areas of the campus that are not as well lit as necessary, so the facilities and security staff double check the quality of the lights on a regular basis. Security staff also provide escort services to staff and students who would like someone to walk with them to their car after their evening classes.

Ongoing campus emergency preparedness efforts are working to improve safety in the event of a disaster or emergency situation. In the spring of 2012 the college hired a full time Emergency Planning Coordinator position that is shared between Edmonds Community College (50%) and the Cascadia Community College/University of Washington Bothell campus (50%). This position oversees emergency planning activities for the College and coordinates a campus [Emergency Management Action Team](#). An updated, basic Emergency Operations Plan has been created. New emergency procedure guides and assembly area signs are posted in each classroom and in all main administrative areas. The college has purchased and is implementing two mass notification tools. One provides electronic notification to staff and students, on and off campus, through the use of email, text messages, social media, and voicemail (for those who opt-in). The second provides an audible and visual notification system on campus that will be fully implemented by spring 2014. This system will be installed in classrooms, public areas, and some outdoor locations to provide emergency alerts across campus, with the option to provide messaging to specific buildings, rooms, or campus areas as needed.

The identification and training of Protective Action Teams for each building began in 2012. Building occupants on each team have been provided with emergency preparedness kits (walkie talkies, flashlights, first aid kits). They will assist with planning activities, training, drills, exercises, and actual emergencies in their buildings. (See 2.D.2.)

The college also has a [mitigation plan](#) for natural disasters in North King County and South Snohomish County in conjunction with the [Emergency Services Coordinating Agency](#) (ESCA) for the [Federal Emergency Management Agency](#) (FEMA). The plan involved seismology construction upgrades for Mountlake Terrace, Meadowdale, and Brier halls. Also, low impact (LID) development rain gardens have been installed in college parking lots to help control floods and promote clean water. Other plans to control storm water include future irrigation controls to avoid costly water line breaks and a storm water management program. Another aspect of the plan is the primary electrical loop project, discussed below, which has resulted in a secure primary power system.

Over the past several years, the Facilities Department has made improvements and addressed the quality of the campus space inventory. The department has also addressed health and safety issues, including the addition of eyewash stations in janitorial closets, sprinkler systems, and alarm upgrades in Lynwood Hall, Woodway Hall, North Campus Complex (consisting of the Clearview, Maltby, and Olympic buildings), Snoqualmie Hall, and the Cedar (warehouse) building. Improvements have included the addition of walkway repairs and HVAC upgrades all over campus, the replacement of the Edmonds Conference Center roof, and the addition of an air conditioning unit at the childcare center to meet licensing standards.

The Facilities Department recently completed a four-phase electrical infrastructure project that addressed safety issues related to outdated power lines, transformers, and switchboards and that improved stability of our primary electrical system by creating an electrical power loop. This

project ensures that the campus has a back-up primary power source in case the main one is damaged or inoperable. Edmonds CC [purchased three 70KW mobile generators](#) to be used in Woodway Hall if both campus primary units fail. With these three generators, Facilities Department staff will be able to power up one building for emergency purposes.

By removing old and unwanted power lines that were in tunnel systems and dangerous areas, the Facilities Department has increased safety on campus while removing obstacles for future buildings. Other safety and security improvements have included installation of electronic access control to the Gateway Building, the placement of additional security cameras (particularly in Meadowdale Hall and Seaview Hall) to deter criminal activities, and the use of [EdPass](#) for access to Seaview gym.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Toxic materials are safely stored by departments in lockable locations, all of which meet OSHA standards. [Material Safety Data Sheets](#) (MSDS) are maintained in their appropriate areas along with an MSDS online database for quick and easy access. Staff who handle these chemicals are provided with personal protective equipment, access to eyewash stations, and personal safety training.

Hazardous and universal waste streams are picked up at the source by trained staff; transported to the safe collection sites; then inventoried, labeled, and safely stored following the college's [Hazardous Waste Management Procedure](#). A certified contractor packs, transports, disposes of, or recycles all Edmonds CC hazardous or recyclable waste streams.

[Hazardous material spill response procedures](#) have been developed, and selected college personnel have been trained. Emergency procedures for students, staff, and visitors are outlined in emergency flip charts that are hung in rooms throughout the campus. [Spill response materials](#) and kits have been purchased and are stored and maintained so that they will be immediately available to trained Edmonds CC personnel in cases of non-life-threatening or minor environmental threats. Major incidents will be handled by the City of Lynnwood Fire Department or Department of Ecology.

The college provides educational materials about waste management procedures and policies to ensure a safe environment for our students, staff, and community. These are available on the campus [Environmental Health and Safety](#) website; by means of campus emails; in Environmental, Horticulture, and Construction classes; and at Earth Month demonstrations. Staff are trained in these areas through Mastery Safety Training (which includes online training courses; OSHA and Department of Ecology seminar and training sessions; in-house training sessions and practices; and pesticide classes from Washington State Department of Agriculture). Safety is a priority at Edmonds CC, and employees take steps to create a safe environment.

(See 2.D.2 for additional information on safety training for Edmonds CC staff and faculty.)

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical

development that is consistent with its mission, core themes, and long-range educational and financial plans.

The campus continues to review and work to implement its [Facilities Master Plan](#) (FMP), which was created in 2005, updated in 2007, reviewed during the 2010-2011 fiscal year, and is valid through 2015. Since the last self study in 2008, the college has received funding to complete most of the projects identified in the FMP, including Mukilteo Hall (instructional labs, classrooms and the Black Box Theatre); the Brier Hall addition and renovation (student union and bookstore); a renovation of Meadowdale Hall (instructional art studios, classrooms and labs for Engineering and Construction Management; and upgraded space for Visual Communications). Additional projects identified in the FMP are outdoor learning areas, signage, and vehicular/pedestrian corridors.

Examples of outdoor learning, demonstration, and educational areas on campus which require low levels of maintenance and funding include the following:

- The Memorial Garden,
- The Veterans' Monument,
- A native walkway garden,
- Vegetable and demonstration gardens for the Horticulture Department,
- Construction demonstration areas,
- A bee hive experimental area,
- Grounds composting sections,
- Art exhibits,
- Solar arrays,
- Wind turbines, and
- Rain gardens.

The signage committee developed a [manual](#) to standardize indoor and outdoor signage for capital buildings and renovation projects. All campus signage is evaluated and updated annually for accuracy with input from security, a parking committee, and facilities as well as cross-campus requests.

Parking issues, as well as vehicular and pedestrian flow, are evaluated and updated yearly with the assistance of facilities and security staff, students, faculty, and departments (submitted as work orders). Changes may include striping walkways, vehicular directional arrows, lane identifications, curbs, sidewalks, pavement renovations, directional signage, campus directories, secondary department program signage, and directional and informational building signage.

In support of the college's Values, as well as [FMP Goals #2 and #4](#), the Facilities Maintenance Department has worked to lower Edmonds CC's carbon footprint and to reduce utility costs. With that said, students continue to express desire for more campus parking spaces. Over the last few years ASEdCC leaders have had conversations about creating a parking fee for students and employees to further discourage the use of vehicles on campus.

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme*

objectives, and achievement of goals or intended outcomes of its programs and services.

Sufficient Quality, Quantity, Management, and Maintenance of Equipment

Facilities has an adequate supply of equipment to ensure that all buildings are running properly. Most older building equipment was updated through capital funding and the 2011-2012 ESCO project. The college now has upgraded to more energy efficient boilers, chillers, HVAC controllers, facilities controls, and servers. The college also has improved parking lot lighting (see 2.G.1). The Maintenance Department fulfills [work orders](#) in a timely manner and has access to sufficient tools to maintain buildings.

Small landscaping renovation, sustainable student projects, and capital landscaping projects have been funded through the capital projects budget. To maximize this funding and provide educational opportunities for students, the Grounds Department usually uses grounds staff, students, and construction and horticulture classes for installation and maintenance.

Expensive service equipment needed by the Grounds Department and Horticulture Program (such as Bobcat loaders, sweepers, carts, backhoes, and lawn mowers) are rented or obtained by certificates of participation (COPs) through the state treasurer. COPs allow the college to purchase such equipment outright and then pay back the low interest loans over five years. Obtaining COPs allows the college to stay within its yearly operating budget while ensuring that maintenance equipment is current, safe, and functional.

Management of Equipment to Support Instruction, Student, and Community Functions

Facilities staff work with the room scheduling coordinator and the EVPI's office to ensure classroom furnishings and arrangements meet instructional needs and [published standards](#). Facilities and instructional staff cooperate to identify needs for classroom furnishing as the room scheduling coordinator has a small budget (approximately \$5,000) to purchase equipment and furniture as needed throughout the year. Custodial department staff monitor classroom space for missing and broken furniture during each quarter break. Regarding office space needs, part-time faculty surveyed in April 2012 by the EVPI's office indicated the equipment provided is adequate; however, the survey also indicated some computers are outdated (17% of respondents); additional storage space for files and books would be helpful (7% respondents); and additional computers would be appreciated (6% of respondents). The college's room scheduling coordinator is [notified of needs or deficiencies](#), and work orders are created so that furnishings can be repaired or replaced as needed.

In addition to formal instructional equipment and space, the college also provides and maintains computer labs, study areas, and athletic facilities for student use.

The college provides space and some equipment for community use. These requests are handled through the EVPI's office (for campus) and by the Workforce Development office (for the Edmonds Conference Center).

Management of Equipment to Support General Campus Functions

Management of equipment is provided at departmental levels with [published standards](#) provided by purchasing.

Facilities maintains all the physical plant use and associated equipment. For repairs, both the Maintenance and the Custodial departments have electronic systems for submitting and tracking work orders. The departments' records of fulfilling work orders in a timely manner indicates that there is adequate equipment inventory to meet departmental needs in maintaining a clean, healthy work and learning environment. In addition, in the event of college-wide purchases, the college quantifies the need and purchases the equipment in a bulk to save funds and increase efficiencies.

Facilities supplied the initial equipment associated with the college's Emergency Preparedness initiative, but beyond this equipment safety is handled at the departmental level.

Processes for Evaluating Equipment Needs and Acquisitions

The processes for evaluating equipment vary depending on whether equipment is related to a capital budget or state allocation. Unplanned situations are handled on a case-by-case basis. For example, when a small fire resulted from the use of an inappropriate plastic style power strip, a campus-wide inventory was made to identify all similar devices on campus and special funding was authorized through President's Cabinet to purchase appropriate equipment and distribute it across campus.

State Allocation and Other Funding Sources

Other funding options (aside from operating budgets and critical needs) include grants and contracts and periodic funds, such as Perkins funds, which may provide for equipment purchases or repairs. That all equipment requests support the Mission Statement and Core Themes of the college is ensured through operational and strategic planning processes. The president and vice presidents set their short-term goals under the college's Core Themes with long term strategic planning and directions in mind. Decisions regarding equipment needs are expected to roll up from departments with the understanding that these equipment requests clearly support the college mission. These processes which were initiated at the college in 2011 are evaluated and refined, as needed, to accomplish the college's mission and goals.

Capital Budget

The State Board for Community and Technical Colleges maintains a list of capital budget projects. The college presidents prioritize projects on the list.

Campus furnishings and equipment are identified, purchased, and installed as capital projects are funded or completed. For example, renovated Meadowdale Hall received new furnishings and equipment as [requested by programs and occupants of the building](#).

[2.G. Physical Infrastructure Resources Evidence List and Links](#)

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2.G. TECHNOLOGICAL INFRASTRUCTURE



Technological Infrastructure

The Information Technology (IT) Department provides the college community with technology solutions and services that promote and enhance productivity and opportunities for learning.

To support the needs of the college, the IT Department is organized around student support, instructional support, administrative support, and infrastructure. [IT's mission statement](#) is “to support the college's mission by providing our college community with exceptional technology solutions and services which promote and enhance productivity and opportunities for learning.” IT's main function is to “provide industry best-practice services, support, security, and reliability, proving to be a benchmark IT Department in the state higher education system.”

The IT Department manages and provides robust services. The [Help Desk](#) is staffed to respond to any employee's needs during college operating hours (7:30 a.m. - 5 p.m.). In-person technology support is available for students up to 15 hours per day weekdays and four hours weekends (through a combination of the Student Technology Advice and Resource Team, the Academic Computer Services lab assistants, and full-time staff). Online and phone support is provided during normal business hours. In addition, there is self-service online support available 24/7 through tutorials and a knowledge base for frequently asked questions.

A reliable network and computing infrastructure empower the technology-rich nature of teaching and learning and allow Edmonds CC to expand technologies to facilitate enhanced communication and learning. Edmonds CC's wireless network covers most of the main campus. It provides students, faculty, and staff with campus-wide mobile network access, in response to a rapid migration to the use of mobile devices on the part of students and employees. Staying ahead of demands for bandwidth remains a challenge, though the use of network packet-shaping technologies helps prioritize the use of campus bandwidth for critical functions.

Human Resources for IT

In a [July 2011 survey](#) by the State Board for Community and Technical Colleges (SBCTC), Edmonds CC's IT department reported higher staffing levels compared with other state community colleges. This level of staffing is due to a centralized approach to IT management and the college's commitment to leveraging technology as a means of achieving its mission and institutional goals.

Organization of Edmonds CC's IT Department

IT consists of 32 full-time and a varying number of part-time hourly and student positions. It is organized into six reporting units (see 2.G.5):

- Networks and Telecom Support (NTS),
- Server and Desktop Support (SDS),
- Academic Computing Services (ACS),
- Application Development Services (ADS),

- Instructional Technology Support (ITS), and
- Client and Classroom Support (CCS).

CCS and NTS report to the same manager. All other units report to individual managers. Each [IT manager](#) reports to the Director of Information Technology and e-Learning. The IT Director has overall responsibility for IT strategy and planning and provides input into most college-level decisions through the Vice President of Finance and Operations, as well as through participation in President's Cabinet on an as-needed basis. President's Cabinet deliberates on IT issues which may affect the overall direction of the college or which have significant budgetary implications. The IT Director attends President's Cabinet meetings, when appropriate, to apprise the members of technological trends, issues, and needs. The IT Director and IT managers participate in committees across the college. The IT Director represents the college in statewide, IT-related activities and serves as a voting member on the SBCTC IT Commission, which reports to the statewide community and technical colleges presidents' group.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Through a comprehensive suite of technologies that are provided to students and employees, the IT department at Edmonds CC demonstrates appropriate and adequate technology systems and infrastructure in support of the college's mission and consistent with its Core Themes and Values.

Support for Management and Operational Functions

Over 700 computers are provided and maintained for campus employees, all of which run currently supported operating system software. Both MS Windows and Apple's OSX operating systems are supported, providing campus employees with the choice of whichever operating system is most comfortable and productive for them. Mobile computing platforms, the use of which is rapidly expanding across campus, are supported. The college also provides standard technology resources such as Microsoft Office, email, and Internet access.

Two years ago the decision was made to migrate administrative (as well as student) email and calendaring functions from a locally maintained Exchange/Outlook environment to Google Apps for Education. In addition to cost savings of \$38,511, Google Apps offers collaboration tools which have begun to reshape the way information is managed across campus. These tools have increased the efficiency of document collaboration and the management of meeting agendas, notes, and action-items. They have also given rise to a new, user-driven, dynamic intranet of Google sites that offers more granular document management.

Beginning in fall 2013, Edmonds CC switched from Blackboard to [Canvas](#) for its online education platform. After much input and involvement from faculty, the college decided to make the switch and join almost all of the other 34 community and technical colleges in the state to create a consortium that could negotiate software license fees as a group.

The Networks and Telecommunications Services unit ([NTS](#))

This unit manages the campus networks and telecommunications systems, which include over 700 computers for employees and about 1,300 computers for students that are located on campus and in remote locations. NTS coordinates with the State Board for Community and Technical College's Center for Information Systems department and the [K-20 project](#) (Washington state's centrally managed primary Internet service provider for education) to deliver the necessary services to the campus community.

The data network and telecommunications infrastructure is also an intricate part of the IT Department. IT supports 1,200 phone mail accounts and over 800 telephones on campus--with another 75 at remote sites such as the Washington Aerospace Training and Research Center at Paine Field and the Edmonds Conference Center. The Corrections Education program has its own IT staff person due to the strict regulations of the Department of Corrections. The telecommunications area includes four communications servers (switches) and two nodes of phone mail to accommodate the number of users. All these technology services are supported by 3.5 full-time employees.

Because NTS is a core enterprise service in Edmonds CC's infrastructure, NTS staff routinely participate in planning meetings for a wide range of campus projects, such as server virtualization, implementation of new instructional computer labs, Emergency Management System planning, security systems, digital signage, and card services (EdPass).

The Servers and Desktop Support Services Department ([SDS](#))

This department manages the servers and administrative desktops. Faced with an aging server farm and insufficient funding from the operations budget for replacements, IT took an unconventional approach and was able to secure funding through a Washington State Commerce Department grant, i.e., Energy Services Company (ESCO) initiative, to replace 75 older and aging servers with state of the art, energy efficient, virtual server technology running on only 12 physical servers. Not only did this project replace the majority of the outdated servers with newer technology, but the college also benefited from the reduced carbon footprint--as a result of the more energy efficient physical servers and as a result of the lowered amount of cooling needed for the servers (thus saving the college \$5900 annually).

Support for Academic Programs and Services

Among the nearly 1,300 student computers that the college provides, 1,125 computer workstations are distributed across 46 computer labs throughout the college and 150 computer workstations are in the library. Secure campus-wide wireless network access is available for students and employees. Also, with 122 fully mediated classrooms (out of 129 total classrooms), the college is close to achieving a goal of mediating 100% of its classrooms.

A comprehensive suite consisting of the Canvas learning management system and other online tools is available for instruction. The online instructional tools include [Blackboard Collaborate](#) and [Tegrity](#) for synchronous online instruction, as well as wiki and podcasting solutions that have been designed to integrate with the Canvas learning management system. The college provides 24-hour online access to its learning management system, and telephone and email support for students and staff during regular business hours.

Wherever Offered and However Delivered

Edmonds CC's IT Department supports the delivery of instruction through several avenues including the following:

- Secure remote computing,
- eLearning,
- On-site computer labs,
- In-house application development, and
- On-site technical support.

The college provides enterprise-level solutions and services such as support for Virtual Private Network (VPN) connections and CITRIX working environments that enable secure, off-campus access to campus resources for employees. The college stays abreast of new and emerging technologies. A new cloud-based email solution for employee and student use (via GoogleApps) was implemented over the past two years. These tools have made new collaboration capabilities available on and off-campus.

Academic Computing Services ([ACS](#))

ACS manages campus computer labs and provides support for the use of the student wireless network, including account management for students using computer labs, the wireless network, and Canvas--the platform for eLearning at Edmonds CC. ACS coordinates with faculty before each quarter to identify software to be installed in each lab and schedules class time in the labs. ACS also provides the maintenance and support for the library's 150 student workstations and for smaller specialized labs, such as Services for Students with Disabilities and the [Learning Support Center](#).

In the fall of 2009, ACS implemented a print management system and began charging students 5 cents per printed page (with 25 free pages per quarter for EdPass users). This system supports the college's [Sustainability Initiative](#). Even while the college's enrollment numbers increased, the number of pages printed in the computer labs was reduced by 60% from 1,342,340 in 2008-2009 to 526,873 in 2010-2011.

Over the past few years there has been an increase in computer lab needs as instructional methods have become more reliant on multimedia content and technology. The college has added four new labs for math instruction, an additional Visual Communications lab, a mobile science lab with 24 laptops, and 35 computers for student use in open lab settings. Some classes that are not scheduled to meet regularly in computer labs often schedule up to three sessions per quarter in a computer lab.

Application and Data Services ([ADS](#))

ADS is responsible for all application development, commercial application review, and database services management. ADS creates the development and testing plans, schedules and manages application business requirements sessions with campus users, and maintains all completed applications. ADS also manages the operation and security of the campus administrative data systems, including the student management system, financial aid, degree

audit, payroll, human resources, and cashiering systems.

An increasing focus on data has led to the development of an integrated [operational data store](#) (ODS) to bring together disparate data from the administrative system and other sources into a common repository for reporting and use by multiple applications. The ODS provides new drill-down data views and reports for faculty and administrators. The increased focus on data has also increased the demand for business systems analysis and data development skills within the department, and is changing the nature of the work within ADS. A Title III grant awarded in 2008 has helped to fund this data work (see 2.E. Library and Information Resources).

Client and Classroom Support Services (CCS)

CCS includes the Help Desk and [Mediated Classroom Design and Support](#).

The first line of support for campus technology is the Help Desk. The Help Desk supports staff through the use of phone and in-person consultations, email, and online ticket submissions. As of winter 2012, the Help Desk was processing an average of 1,110 phone calls and 1,156 email messages per month. The Help Desk is open 7:30 a.m.-5 p.m. on weekdays.

Design, maintenance, and support for the college's mediated classrooms is another major responsibility of the CCS. Since winter 2012, 95% (122 of 129) of Edmonds CC's classrooms have been mediated. Each year, the college invests approximately \$20,000 in maintaining mediation equipment, which is performed by two full-time and three part-time staff members. This unit also oversees mediation in conference rooms and large spaces such as Snohomish Hall 304 and Woodway Hall 202. Mediated classroom support is available from 7:30 a.m. - 8 p.m. Monday-Thursday, and 7:30 a.m. - 4 p.m. on Fridays.

CCS works with other areas within IT to manage campus-wide software agreements (Microsoft Campus Agreement) to assure that employees and students have access to the most current software and tools.

eLearning Resources

Nearly [40% of the college's students](#) take at least one distance education class each quarter. The college's IT department provides eLearning support for all forms of electronically supported teaching and learning, including web-based learning, computer-based instruction, virtual education, digital collaboration, and multimedia content for courses. The IT department supports the [eLearning](#) infrastructure and faculty in the use of eLearning technologies primarily through the [Technology Resource Center](#) (drop-in, training materials and workshops, support lab) and the campus Help Desk (phone, email, and dispatch support). The college regularly [collects information](#) to assess its eLearning support.

Instructional Technology Support (ITS)

ITS includes oversight of the Technology Resource Center (TRC) and the [Student Technology Advice and Resource Team](#) (START). ITS also oversees and manages the college's [eLearning programs](#) in coordination with the office of the Executive Vice President for Instruction and the academic divisions. The TRC is a drop-in support lab for faculty and employees, with a focus on

instructional technology training and support. ITS also manages the college Learning Management System environment and contract, as well as the START department that provides student technology support Monday–Thursday, 9:00 am–5:00 pm, Friday 9:00 am-12:00 pm.

In 2012, the TRC began to oversee a new student-to-student drop-in support service (START), which is staffed by student volunteers from the Computer Information Systems (CIS) and Computer Science (CS) Departments. START provides training and support for students in the use of technology such as the college’s email, learning management system, word processors, spreadsheets, presentation tools, collaborative technologies, and other tools necessary to complete coursework. Each quarter, START provides training and support for [more than 500 unique students](#). (See 2.G.6.)

IT Department Workload Tracking

The IT Department tracks customer service requests, projects, and workload throughout the department. When calls are closed, a customer satisfaction survey is automatically emailed to the user. Those results are monitored by each of the unit managers, and low-scoring surveys require the appropriate manager to contact the user for specific follow up.

IT also periodically reorganizes staffing to serve the campus more effectively. Changes in campus needs (such as growing student and faculty computing needs, and the creation of a new type of instructional lab environment for Computer Information Systems courses) increase the demands on IT staff. At the same time, the increased use of technologies such as the equipment inventory and update tools in Spiceworks (a free helpdesk ticketing and inventory software package), has resulted in increased efficiency from existing staff.

Each of the units within IT tracks workload and projects through [weekly managers meetings](#) and ongoing project updates. In the Application Development Support (ADS) unit, all projects are tracked through project websites. Weekly updates are part of the process of tracking development projects as they move from analysis, through development, into maintenance mode. Responsibility for these updates is assigned to specific individual ADS employees as a portion of their regular workload. This process provides President’s Cabinet and the college community with information about IT development capacity; allows for workload prioritization; and, when necessary, supports planning for additional staffing. For example, if President’s Cabinet decides a project is critical, then it becomes a high priority for IT. If the staffing level is not adequate to complete the project in the necessary timeframe, other ADS staff may be reassigned to the project or contract staff may be hired.

Funding for the IT Department

[IT](#) is largely funded out of the college’s general operating budget. As part of the college’s annual budgeting process, IT’s needs are assessed and its budget for the year is established. The budget for contingencies, growth, and emergency requests has been insufficient and often must be supplemented by other sources such as grants or contracts or critical needs funding (approved on an as-needed basis by President’s Cabinet).

Two units of IT rely on class fees for funding: ITS and ACS. ITS is largely funded by class fees with partial salary contribution for the three full-time staff from the college operating fund. The ITS

budget also funds two student interns and faculty for special projects.

ACS is largely funded through class fees applied to lab-based courses, funds received annually from the Student Technology Fee, and some salary compensation from the college general budget. As a result, the college's eLearning infrastructure and support services rely on strong class enrollment.

The college is beginning to collect IT infrastructure requests through its strategic planning process. Not all such needs are currently captured through this process, but the college has made steady progress toward having this be the primary path to funding for such needs.

2.G.6 *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

The college provides a variety of services for instruction and support for all employees and students. These include the following:

- **Technology Resource Center (TRC):** This drop-in center for faculty and staff provides software and computers for use as needed with one-on-one assistance and training. It offers classes on learning management systems, instructional technologies, and other technologies that are in use on campus as well as online multimedia training and resources for assistance with development of online classes. (See 2.G.5.)
- **Academic Computing Services (ACS):** ACS ensures that quality technology and support is available so Edmonds CC can provide students with quality opportunities for learning. ACS has 6 full-time staff and more than 10 part-time lab assistants. The primary support is provided by lab assistants stationed in the main lab areas: Alderwood Hall and the Library Learning Commons.
- **Student Technology Advice & Resource Team (START):** START provides training and support for students in the use of technology such as the college's email, learning management system, word processors, spreadsheets. (See 2.G.5, Instructional Technology Support.)
- **Technology for Students at the College Library:** The [library and ACS](#) created and are supporting a Learning Commons area--a one-stop study-shop that combines research, IT, and learning support services to enhance student learning. It includes 150 computers for student use. Help for students is available in the Commons from START student-to-student, ACS lab assistants, and reference librarians. (See 2.E.1.)
- **General Technological Services for Students at the Learning Support Center (LSC):** The LSC provides tutoring assistance for students with their classes. Tutors also help students solve related technological issues such as finding and saving documents, downloading course files, web research, use of Canvas, and management of email tasks. The LSC provides Canvas orientation sessions. Tutors show students how to log into and navigate their courses as well as submit assignments. They also explain the

differences between online, hybrid, and traditional classes.

- **Technology for the Services for Students with Disabilities Office (SSD):** SSD provides [basic computer and keyboarding skills training](#). It offers workshops which give an overview of working with computer files. IT helps SSD review campus technologies for accessibility.

2.G.7 *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

The IT Department operates from an annual [IT strategic plan](#), by which it identifies its objectives, goals, and projects. This plan, with input from Instructional Leadership and President's Cabinet, helps ensure that IT activities and resources are aligned with the college Mission Statement, Core Themes, and the college's Strategic Plan. Annual assessment of campus computing resources and user needs is part of the planning process.

Implementation of the college's new strategic plan should provide a framework for IT operational planning. Thorough, timely, and mandatory operational impact analysis will be a part of all new institutional ventures. The resource allocation process of the college strategic plan is designed to ensure that IT, among other stakeholders, is brought into that analysis process early on, thus resulting in the appropriate review of technology needs and ensuring that support planning has taken place. Emphasizing this open and timely communication will assure that the technology needs of the college can be met, while also including adequate provisions for ongoing support.

Value of Communication in Providing Technology for Institutional Operations, Programs, and Services

The IT department places a high value on communication and coordination with other units, both instructional and administrative. The IT Director participates actively in college strategic planning activities and meets as needed with President's Cabinet and Instructional Leadership to share project and system updates, answer questions and concerns, and collect feedback to inform IT operations and planning.

The IT Director, along with the ASEdCC Officer for Technology, also co-chairs the [Technology Investment Management Committee](#) (TIMC), and IT is thoroughly involved in analyzing and vetting all resource requests made through that committee.

2.G.8 *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The college is developing and implementing a new, formal technology review and [refresh plan](#). Formal approval and adoption of this plan is scheduled for winter 2014. Prior to the implementation of a formal technology replacement plan and despite budget challenges, the college has regularly reviewed its technology infrastructure to ensure adequate support for its operations, programs, and services. Working with ad hoc funding sources, the college has consistently covered most of its critical needs. Computers in student computer labs, for

example, are generally replaced after four to six years, as necessitated by software requirements. The student-managed Technology Fee generally funds replacement of one or two computer labs per year. Some recent technology updates include the following:

- Classroom Technology Replacements and Updates: The college has mediated nearly all classrooms with document cameras, high quality projectors, and audio visual equipment. Funding for classroom mediation has been made possible through requests for annual one-time critical needs funds or other funding mechanisms such as student technology fees.
- Computer Labs Replacements and Updates: In 2010, the college set aside funds to upgrade the network infrastructure for the labs in Alderwood Hall. Infrastructure upgrades and expansions are generally funded as a critical need or when a department has acquired funds to expand (e.g., the expansion of the Math Department labs in 2010 and 2011).
- Server Replacements and Updates: In 2010 and 2011, the college restructured its server infrastructure from multiple physical servers to a virtual server environment. This has allowed for more efficient management of the server environment and has also provided energy savings for the college, as previously noted. (See 2.G.5)

[2.G. Technology Infrastructure Resources Evidence List and Links](#)

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CONCLUSION



Conclusion

As demonstrated in this Year Three Report, the college has learned much about itself during this period of self study. While Edmonds CC considers the NWCCU's standards to represent minimum acceptable levels, the responses to Standards 1 and 2 demonstrate that, in many instances, the college has gone beyond these minimal levels and now exceeds them.

Over the past three years (since the start of work on the Year Three Report), the college has not only revised its Mission Statement, identified Core Themes that comprise essential elements of that mission, and identified an acceptable threshold of mission fulfillment, but also has created a shared Vision, a set of Values, and a Strategic Plan.

The process of self study is not new to the college. Edmonds CC has aligned annual goals with mission-related objectives since 1999 and has tracked its progress on a series of mission-related indicators since 2005. As a result of the revised NWCCU accreditation standards and process, the college has extended institutional effectiveness practices beyond reporting its annual accomplishments. As outlined in Standard Two, the alignment of resources and capacities with the college's Mission Statement and Core Themes has provided a new and important lens to demonstrate mission fulfillment. By documenting the adequacy of its resources and capacity in this Year Three Report, Edmonds CC has demonstrated effectiveness in fulfilling its Mission Statement, accomplishing its Core Theme objectives, and achieving the intended outcomes of its programs and services.

The innovative and entrepreneurial spirit of the college is a deeply held value. It is through this creative and flexible spirit that the college has been able to address unexpected circumstances. Although all areas of the college have faced challenges with regard to the resources and capacities required to fulfill the college's mission, with few exceptions, the college has met the needs of its students and community. At the same time, campus-wide strategic planning has better focused college efforts on providing outstanding support and service.

In reviewing its resources and capacity, the college has carefully considered how it assesses and documents the effectiveness of its programs and services. Its operational planning structure (i.e., the SIMPLE Plan) allows every area to identify goals that support the Core Themes and to identify resources needed to support these efforts. Therefore, the very nature of the college's self study and planning process reaffirms what the college knows to be its strengths and deepens the college's commitment to put students at the heart of all it does. For example, programs such as the Achieving the Dream initiative, I-BEST, and STEM have provided resources that have resulted in a focus on continuous improvement and identification of barriers to student achievement. The college's new Strategic Plan allows for additional, significant progress in supporting student success--work that will yield a great deal to report in the college's Year Seven Report, when the college addresses Standards Three, Four, and Five, which report how planning, effectiveness, and improvement are interlinked.

Providing educational opportunities and supporting student success are at the core of Edmonds CC's mission. The college's educational programs, with their clearly defined learning outcomes, are appropriate to its purpose as a comprehensive community college in that they lead to degrees and certificates that prepare students for further education and employment. They are

connected to the community through active advisory boards, and each program continually seeks information to better evaluate workforce and economic needs. Student success is supported through and across various service areas including instruction, advising, financial aid, and counseling. These programs and services help students successfully manage their educational goals. Co-curricular and extra-curricular activities enrich the college experience for students and extend learning opportunities beyond the classroom setting. Library and information resources are current and are accessible to students. In addition, information literacy is integrated with the curriculum in support of student learning. Financial resources, physical facilities, and technical infrastructure provide and expand appropriate environments for learning. These aspects are covered in the responses to Standard Two.

As Edmonds Community College looks to the future, it is clear that with its strategic and operational planning (by means of SIMPLE Plans) and its collegial governance structure (by means of representative, advisory Strategic Planning Councils), it is well positioned to adapt to the ever-changing needs of its students and community. These structures have facilitated a process of institutional self-reflection that are reinforcing the connections among programs and services as they strive to fulfill the college's mission. Furthermore, all plans of the college are informed by data as assessment results are disseminated to all areas of the college so that constituents can use the results for continuous quality improvement. This ongoing, participatory planning is one of the hallmarks of a learning college and organization (as discussed in the Institutional Overview); it provides direction for the institution and leads to the achievement of the intended outcomes of the college's programs and services, accomplishment of the college's Core Themes, and fulfillment of the college's Mission Statement. In sum, as a learning organization, the college is in the position to systematically revise and adopt outstanding practices that deepen and sustain its efforts to support student success and meet the needs of its diverse community.

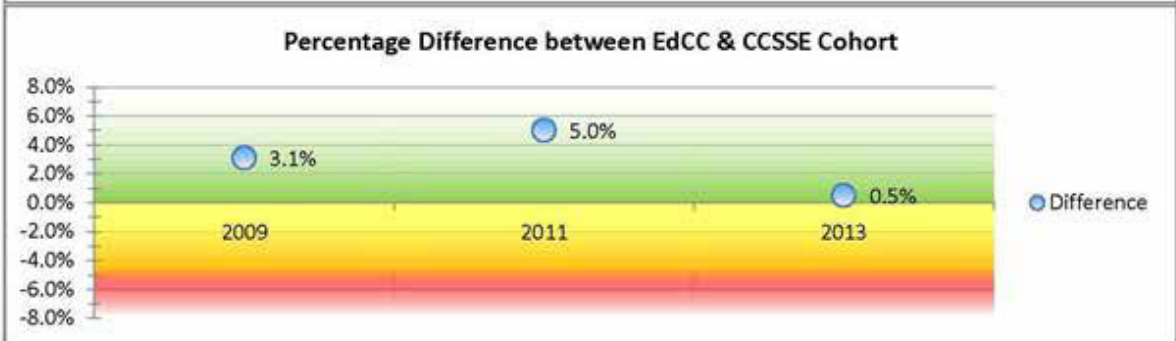
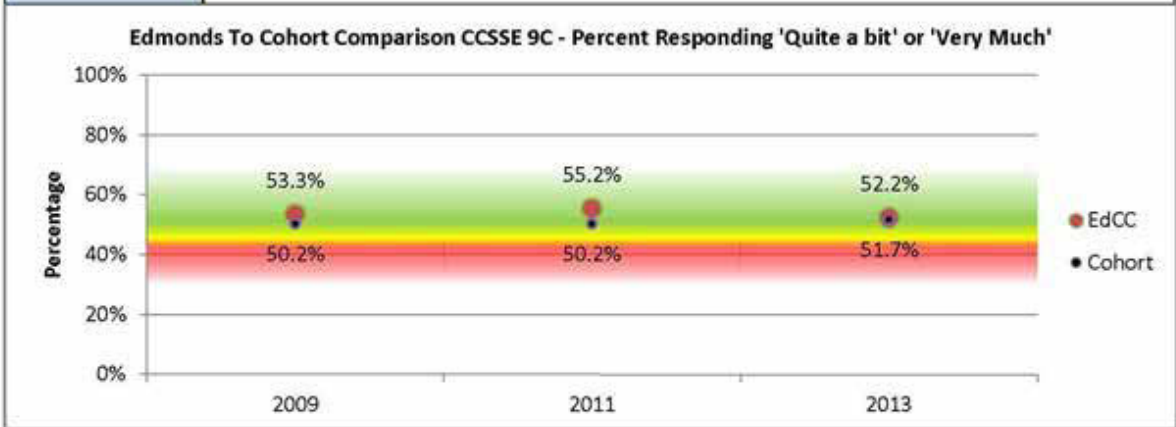
ADDENDUM - DETAILS OF THE COLLEGE'S 16 INDICATORS OF ACHIEVEMENT



Addendum - Details of the college's 16 Indicators of Achievement

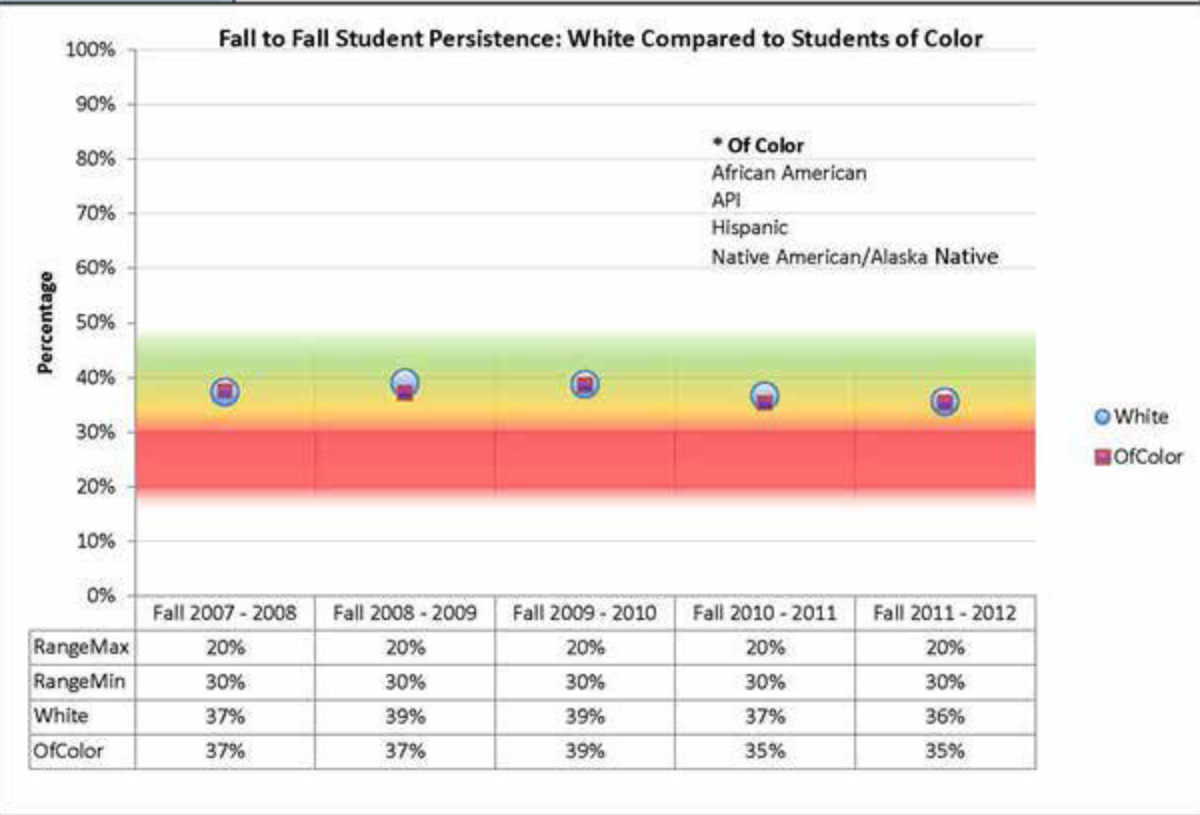
The college's 16 Indicators of Achievement are detailed on the following pages.

Indicator 1.1: Promoting diversity awareness	
Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Promoting diversity awareness
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"
Rationale	Diversity is fundamental to our college and community. The college has a history of promoting cultural diversity and awareness through its various programs and services. Students need to be aware of different cultures and viewpoints in order to integrate in today's global workplace.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 52.2% 51.7% 0.5%
Threshold Level	yellow: 45%-49% and/or -5% to 0% difference; green: 50%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE 9c

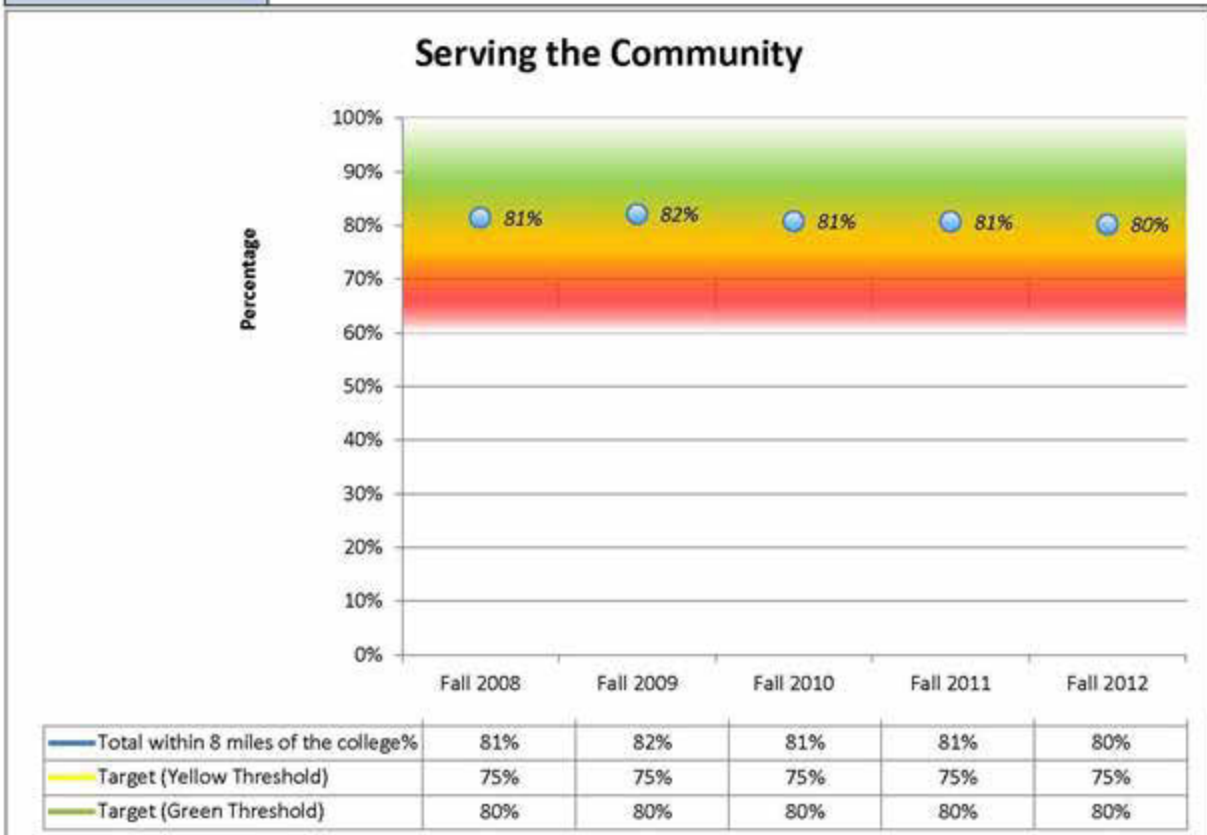


Indicator1.2: Students of Color Persistence

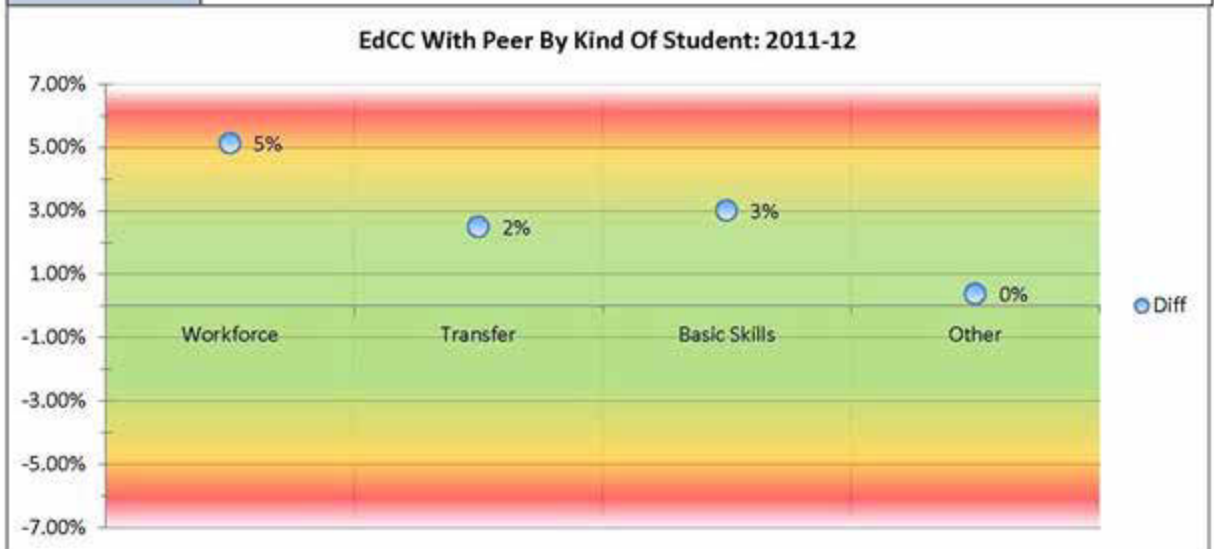
Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Students of Color Persistence
Measurement	The fall to fall persistence rate of new students of color will be at least 33%.
Rationale	The college would like new students from various ethnic groups to persist at comparable rates from one year to the next. This will ensure that the college will continue to have a diverse student composition.
Baseline	Fall 2011 to Fall 2012: 33%
Threshold Level	yellow: 33%-38%; green: 39%+ (which is the 5-yr average for white students)
Type	Local Comparison
Source	ReturnsByEthnicity



Indicator 1.3: Serving the Community	
Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Serving the Community
Measurement	At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.
Rationale	As one of 34 community and technical colleges in the state, the college has been given a specific service district to serve. The college must ensure that it is adequately serving students within this service area.
Baseline	Fall 2012: 80%
Threshold Level	yellow: 75%-79%; green: 80%+
Type	Local Comparison
Source	College Data



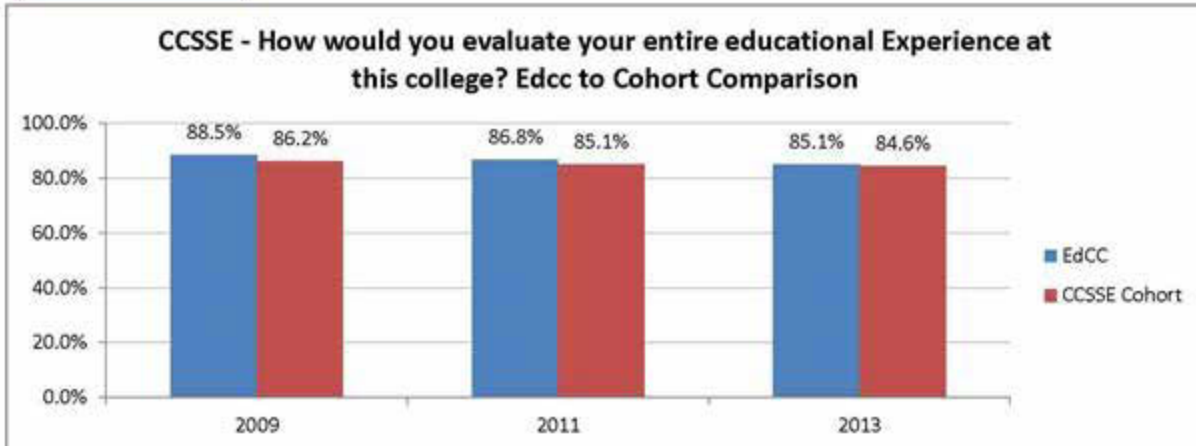
Indicator2.1: Access for students																					
Core Theme	Provide educational opportunities																				
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.																				
Indicator	Access for students																				
Measurement	The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.																				
Rationale	The college needs to ensure a balance of educational offerings. The existence of Full Time Equivalent Students (FTES) enrollments in each area indicates the extent to which we are providing access for various student needs. Comparing the college's FTES to those of in-state peer* institutions allows the college to monitor its offerings with respect to state performance.																				
Baseline	2011-2012 <table border="1"> <thead> <tr> <th>Area</th> <th>EdCC</th> <th>Peers</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Workforce</td> <td>42%</td> <td>37%</td> <td>5%</td> </tr> <tr> <td>Transfer</td> <td>46%</td> <td>49%</td> <td>-3%</td> </tr> <tr> <td>Basic Skills</td> <td>8%</td> <td>11%</td> <td>-3%</td> </tr> <tr> <td>Other</td> <td>3%</td> <td>3%</td> <td>0%</td> </tr> </tbody> </table>	Area	EdCC	Peers	Difference	Workforce	42%	37%	5%	Transfer	46%	49%	-3%	Basic Skills	8%	11%	-3%	Other	3%	3%	0%
Area	EdCC	Peers	Difference																		
Workforce	42%	37%	5%																		
Transfer	46%	49%	-3%																		
Basic Skills	8%	11%	-3%																		
Other	3%	3%	0%																		
Threshold Level	yellow: -5% to -3% difference and/or 3% to 5% difference; green: -2% to 2% difference																				
Type	State / Regional Comparison																				
Source	State Report Summary																				



2011/12

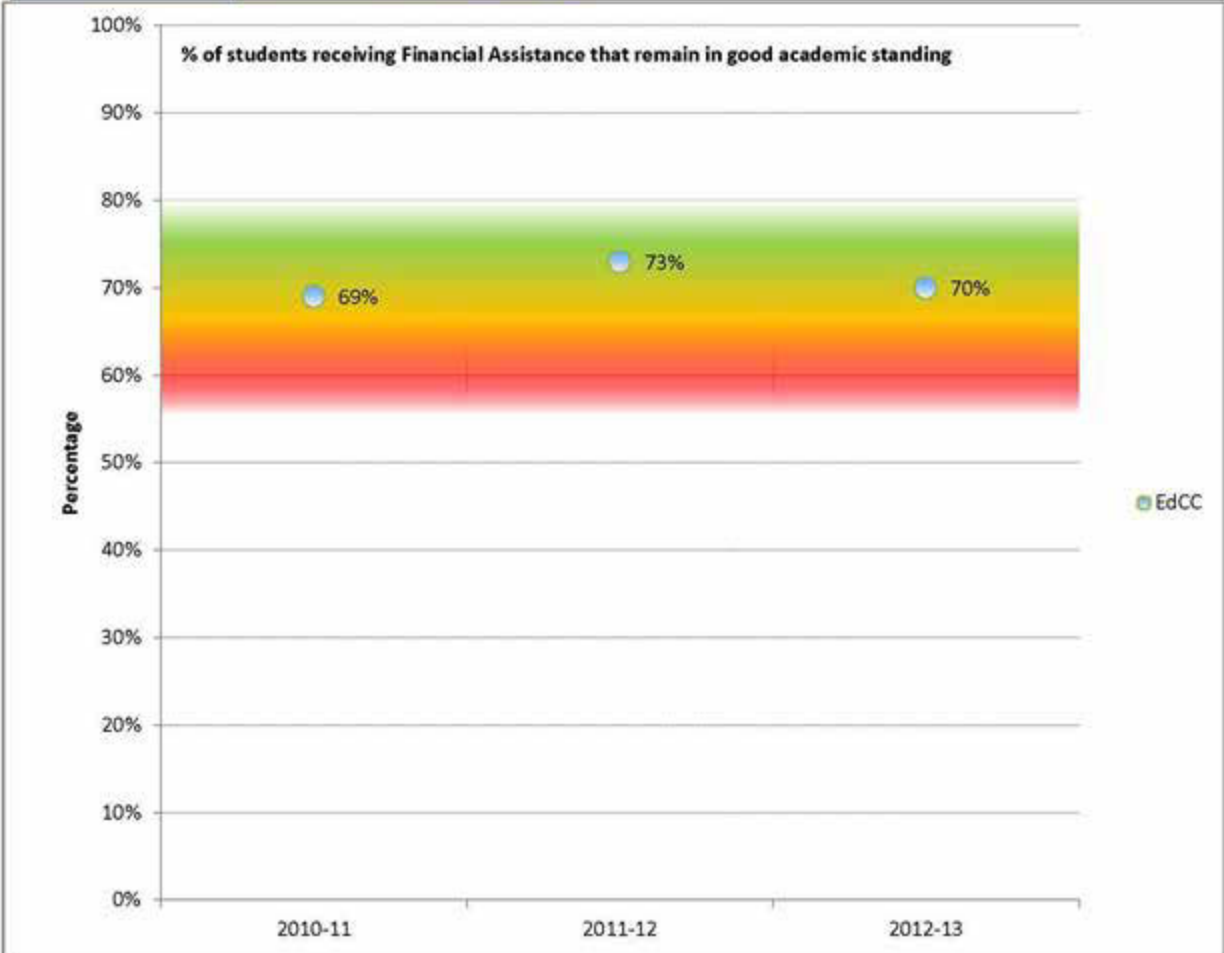
	EdCC	Peer	Diff
Workforce Education	42%	37%	5.13%
Transfer	46%	49%	2.49%
Basic Skills as Immediate Goal	8%	11%	3.00%
Other	3%	3%	0.38%

Indicator2.2: Student perception of quality	
Core Theme	Provide educational opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.
Indicator	Student perception of quality
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"
Rationale	The college offers programs and services to help students achieve their goals. This question is a reflection of how well our efforts match with student goals.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 85.1% 84.6% 0.5%
Threshold Level	yellow: 80%-84% and/or -5% to 0% difference; green: 85%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE Summary

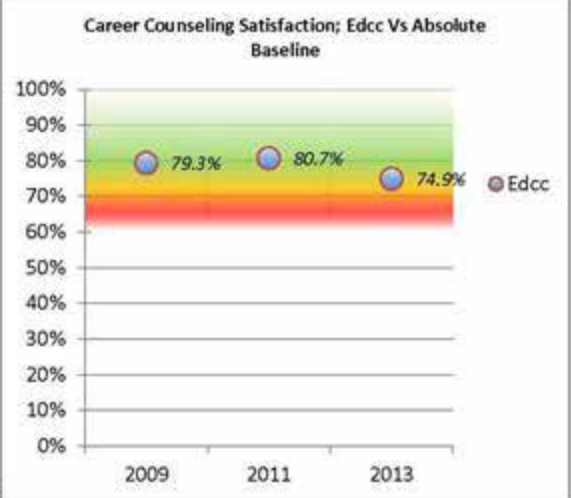
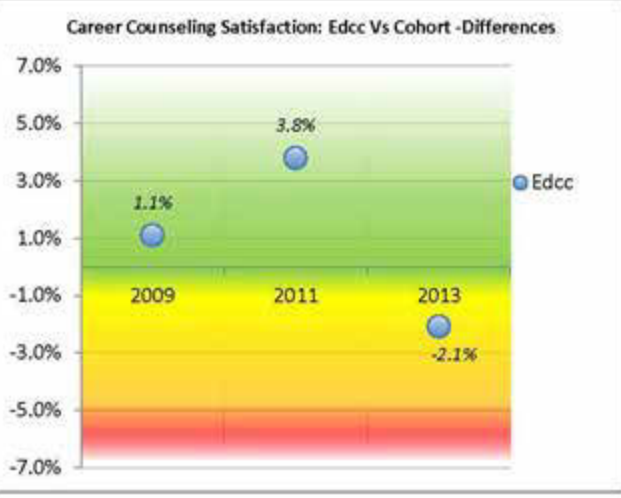
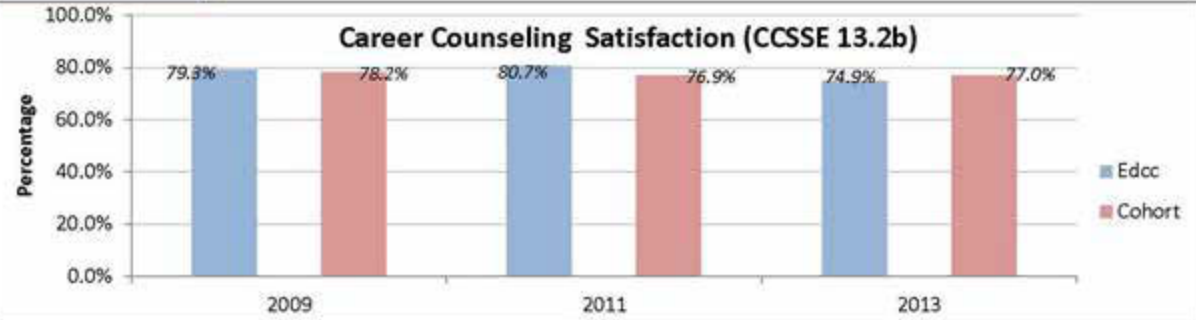


Indicator 2.3: Support for students receiving Financial Assistance

Core Theme	Provide educational opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.
Indicator	Support for students receiving Financial Assistance
Measurement	Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).
Rationale	The college believes that it must help provide access for students who require financial assistance to attend the college and then work to retain those students. The college offers access to programs and services that enable students who receive financial assistance to maintain access to educational opportunities.
Baseline	2012-2013: 70%
Threshold Level	yellow: 65%-69%; green: 70%+
Type	Local Comparison
Source	Financial Aid Terminations By Year

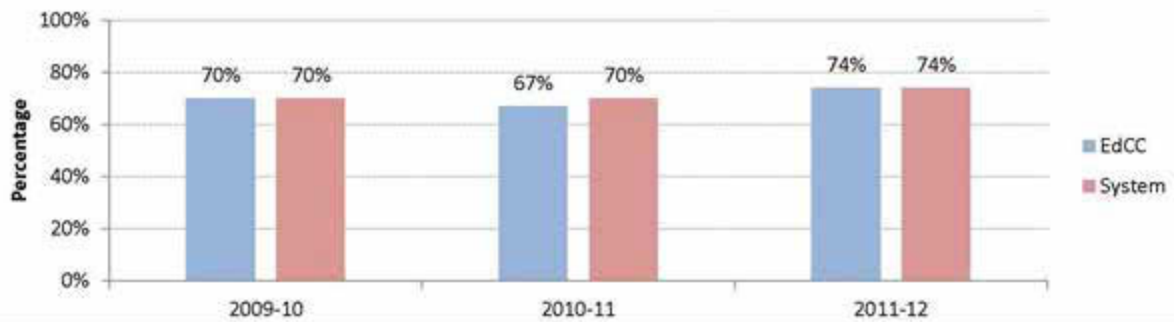


Indicator3.1: Satisfaction with career counseling	
Core Theme	Help students access career opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.
Indicator	Satisfaction with career counseling
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counseling?"
Rationale	The Revised Code of Washington (RCW) requires that the college "provide for ... occupational education and technical training in order to prepare students for careers in a competitive workforce." The college offers programs and services to assist students in transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 74.9% 77.0% -2.1%
Threshold Level	yellow: 70%-74% and/or -5% to 0% difference; green: 75%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE13.2



Indicator3.2: Employment Rates	
Core Theme	Help students access career opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.
Indicator	Employment Rates
Measurement	Students completing or leaving professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.
Rationale	The extent to which students are employed is an indication of how well the college is preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.
Baseline	2010-11 (employed by end of 2011-12) EdCC 2013 WA CTCs Difference 76.3% 76.7% -0.4%
Threshold Level	yellow: -5% to 0% difference; green: 0%+ difference
Type	State / Regional Comparison
Source	CCSSE Summary

Employment Rates: Edcc Vs System

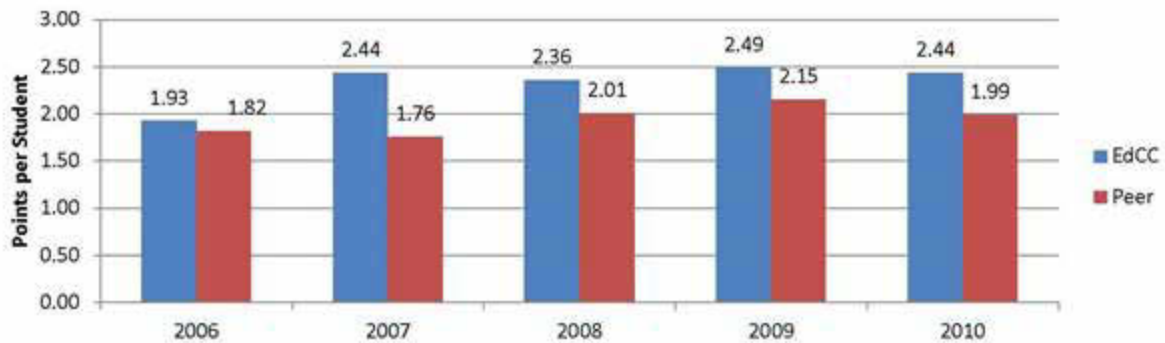


Employment Rates: EdCC variance from System

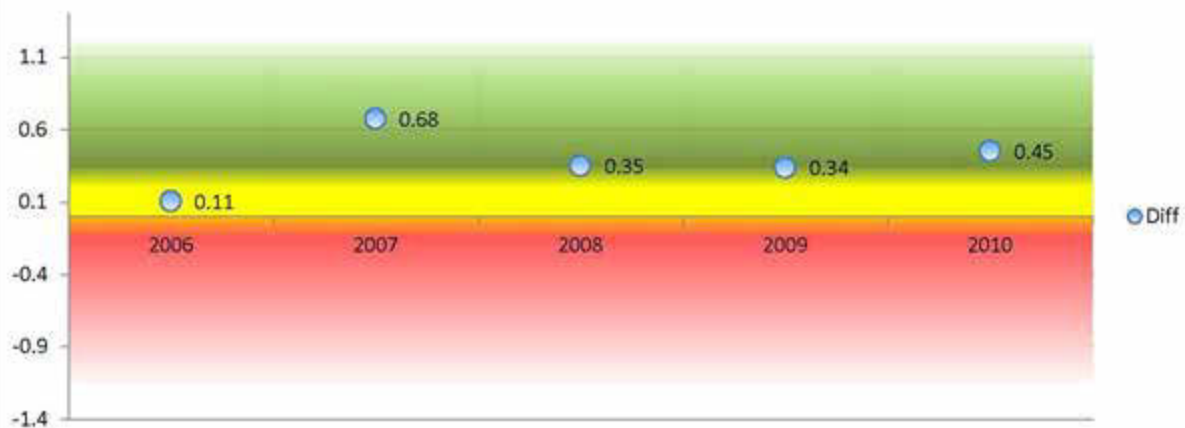


Indicator4.1: Student Progression	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Progression
Measurement	As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.
Rationale	The college offers programs and services that assist pre-college level students progress to college level studies. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	2010 SAI Cohorts Data EdCC 2013 Peers* Difference 2.44 1.99 0.45
Threshold Level	yellow: 0.00 to 0.25 difference; green: 0.26+ difference
Type	State / Regional Comparison
Source	ATD/SA Data

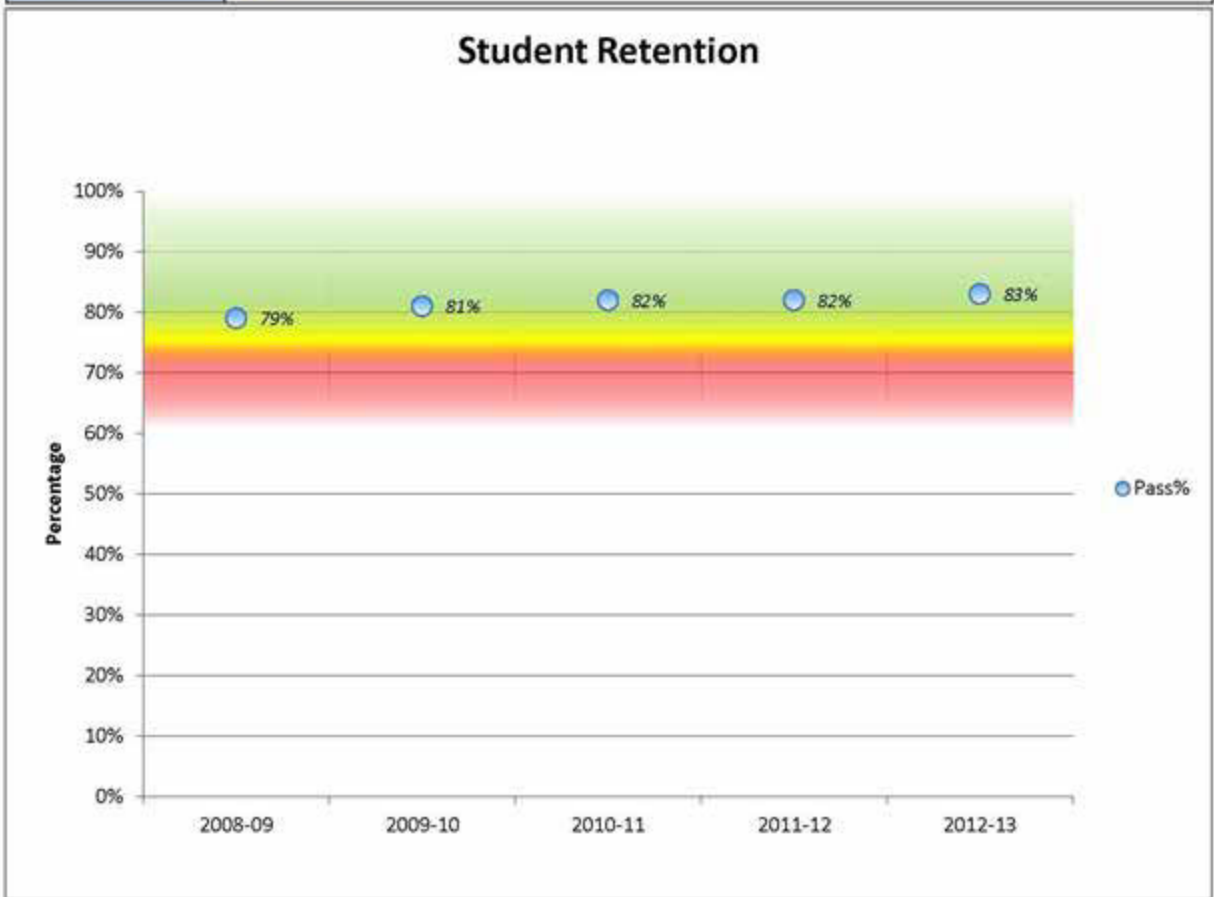
ATD Points Per Student: Edcc Vs Peer



ATD Points Per student Difference: EdCC VsPeer

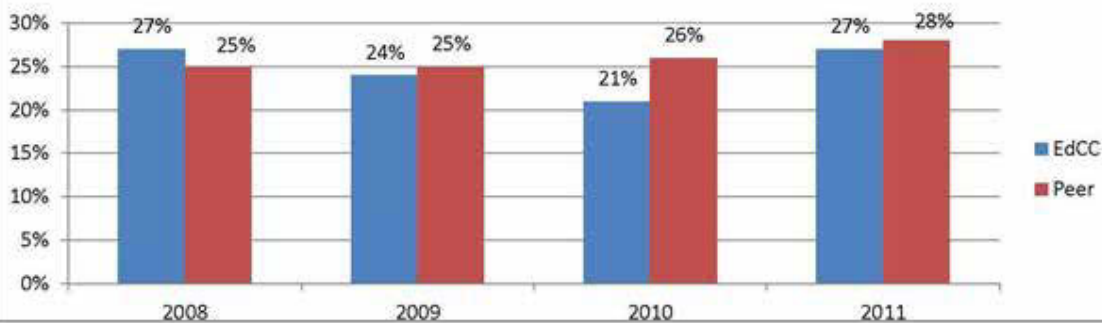


Indicator4.2: Student Retention	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Retention
Measurement	The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%.
Rationale	The retention of students from the beginning to end of a quarter is a fundamental measure of student success. In addition, retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses.
Baseline	2012-2013: 82.6%
Threshold Level	yellow: 75%-79%; green: 80%+
Type	Local Comparison
Source	Grade Summary

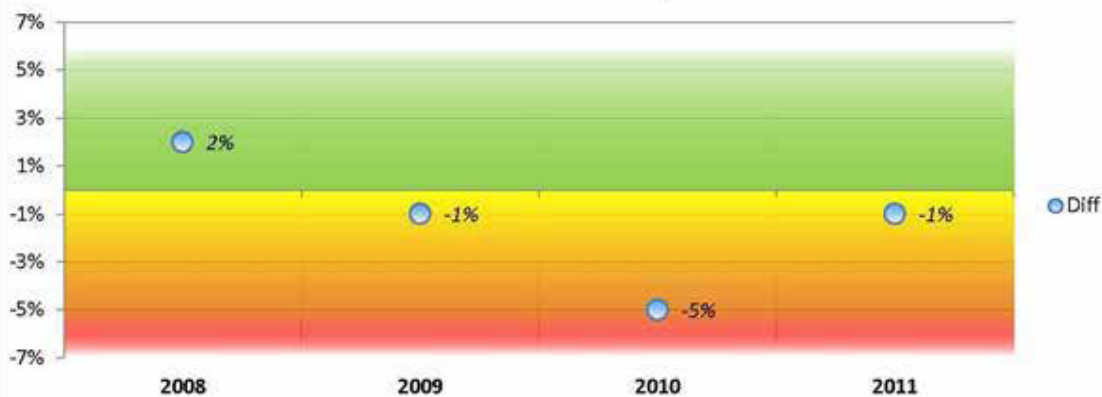


Indicator4.3: Student Graduation Rate	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Graduation Rate
Measurement	The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.
Rationale	The IPEDS Graduation Rate is for first-time, full-time degree-seeking students. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	IPEDS 2012 Data EdCC 2013 Peers* Difference 27% 28% -1%
Threshold Level	yellow: -5% to 0% difference; green: 0%+ difference
Type	State / Regional Comparison
Source	IPEDS Data

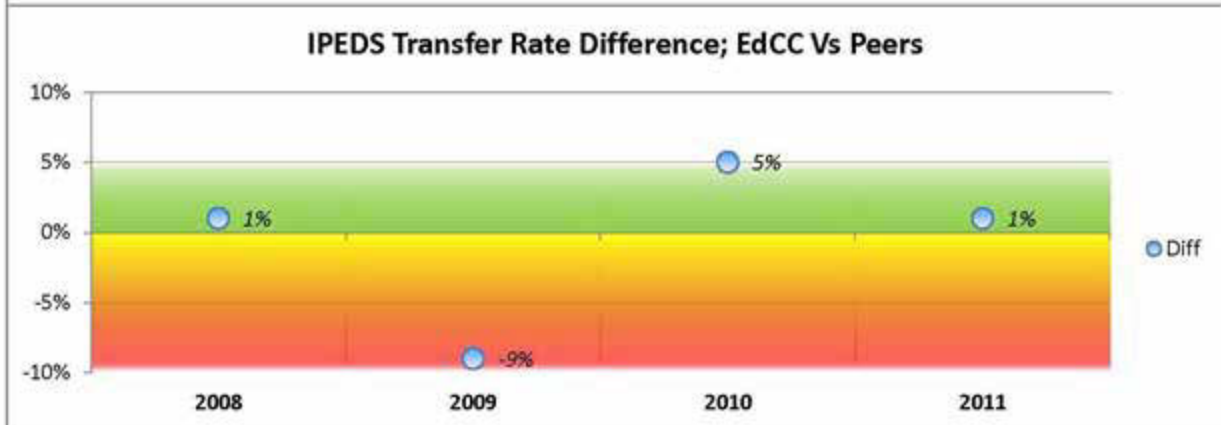
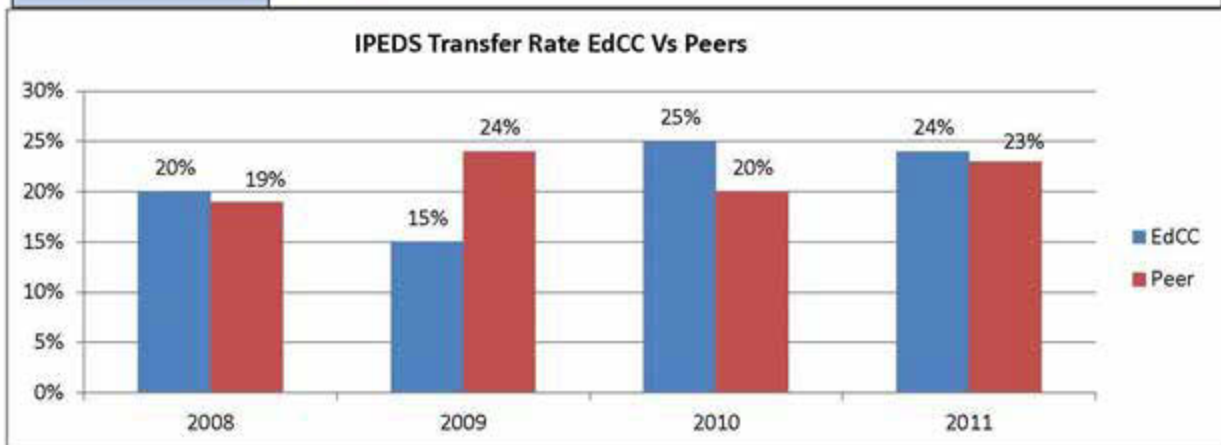
IPEDS Grad Rate EdCC Vs Peers



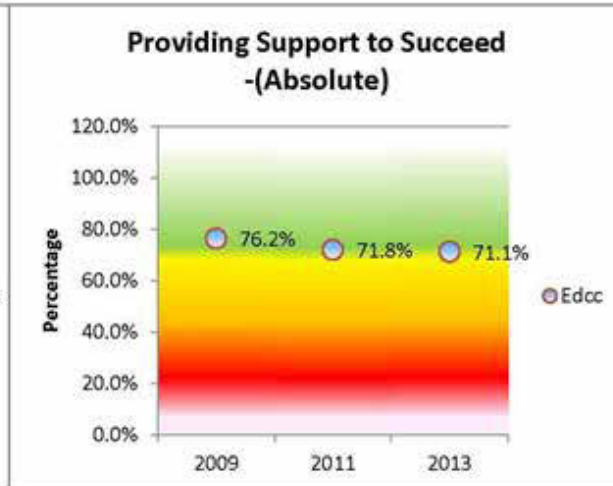
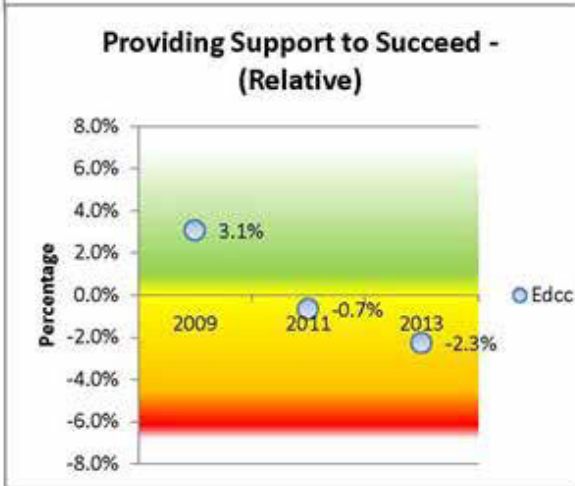
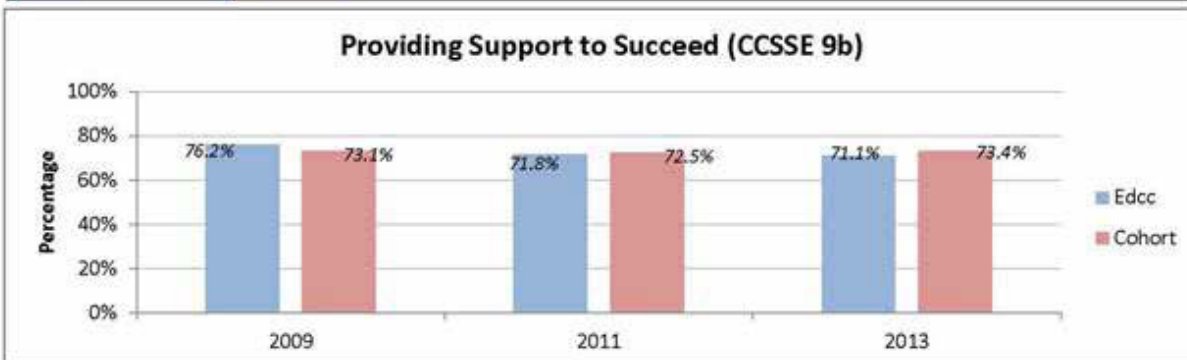
IPEDS Grad Rate Difference; EdCC Vs Peers



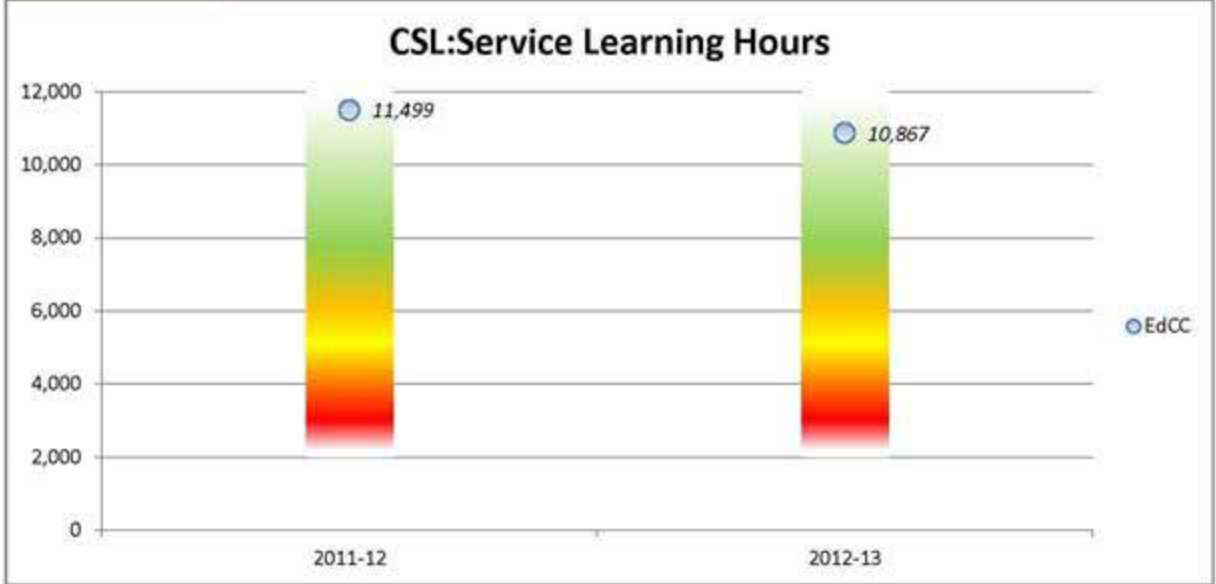
Indicator4.4: Student Transfer-out Rate	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Transfer-out Rate
Measurement	The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.
Rationale	The IPEDS Transfer-out rate is the total number of students from the first-time, full-time degree-seeking cohort who are known to have transferred out of the college. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	IPEDS 2012 Data EdCC 2013 Peers* Difference 24% 23% 1%
Threshold Level	yellow: -5% to 0%; green: 0%+
Type	State / Regional Comparison
Source	IPEDS Data



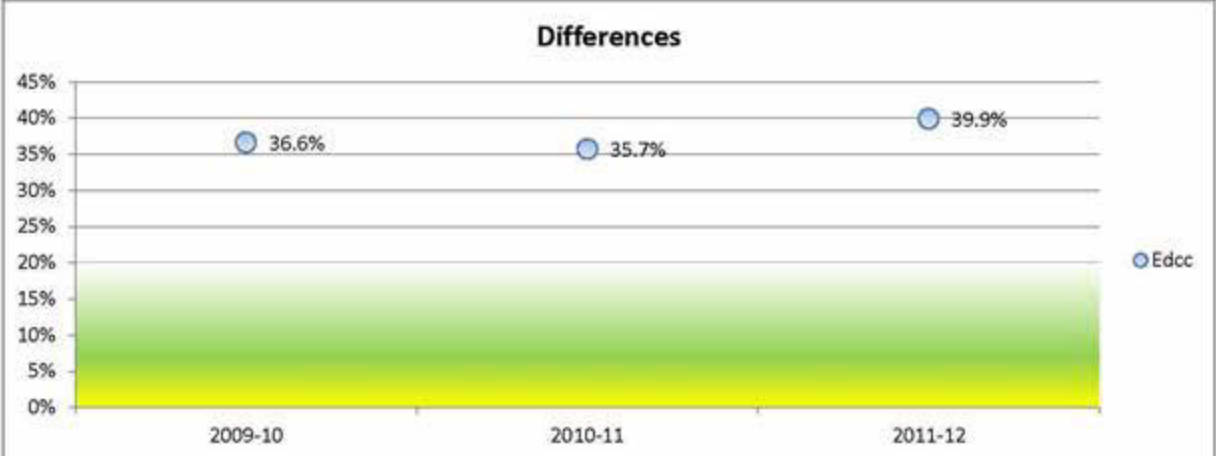
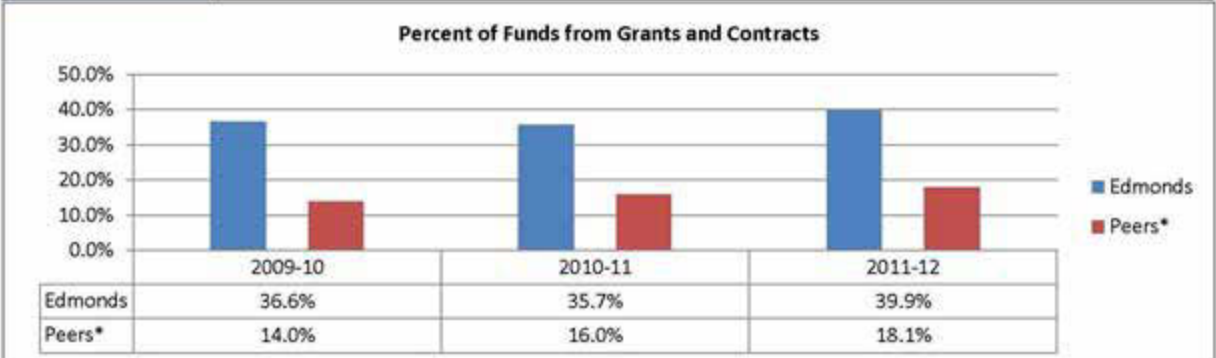
Indicator4.5: Supportive Learning Environments	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Supportive Learning Environments
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"
Rationale	The college offers program and services designed to help students succeed. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.
Baseline	EdCC 2013: CCSSE Cohort 2013: Difference: 71.1% 73.4% -2.3%
Threshold Level	yellow: 70%-74% and/or -5% to 0% difference; green: 75%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE Q9



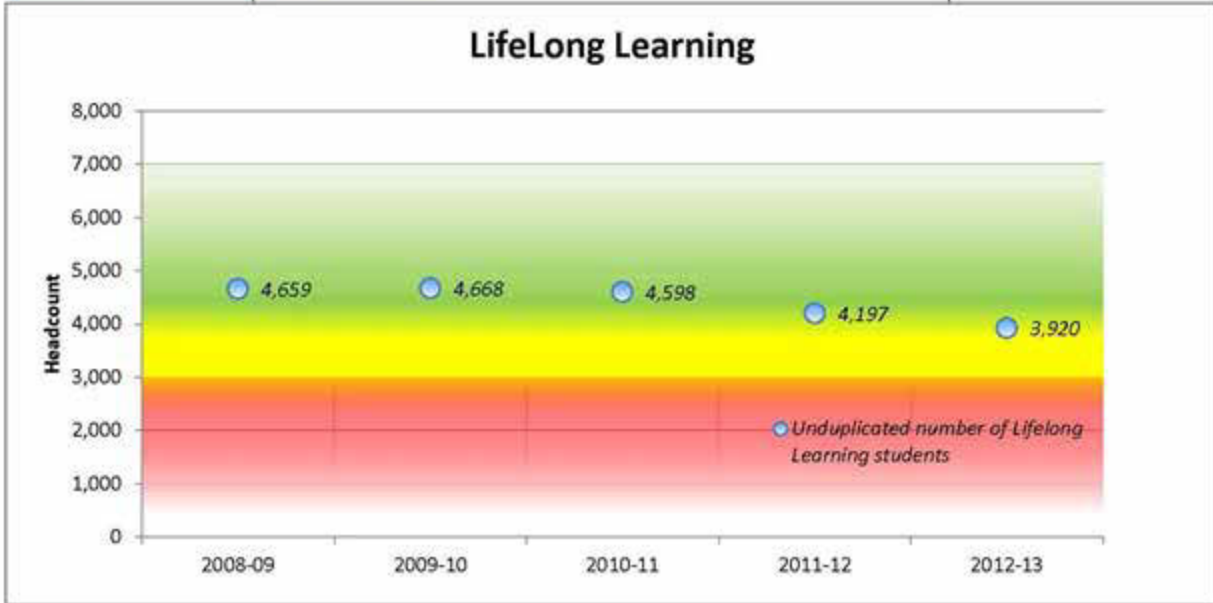
Indicator5.1: Commitment to Service	
Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Commitment to Service
Measurement	The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).
Rationale	The college offers students community service opportunities. The measure directly addresses the Core Theme in that it shows a level of service to the community.
Baseline	2013 Center for Service-Learning (CSL): 10,867 hours
Threshold Level	yellow: 5,000-7,499 hours; green: 7,500+ hours
Type	Local Comparison
Source	Community Service Data



Indicator5.2: Funding for Initiatives, Programs, and Services	
Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Funding for Initiatives, Programs, and Services
Measurement	The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.
Rationale	The college measures its grants and contracts funding as an indicator of its innovative nature. Much of the college's funding comes from grants and contracts, and this reflects the college's entrepreneurialism.
Baseline	2011-2012 Data EdCC 2013 Peers* Difference 39.9% 18.1% 21.8%
Threshold Level	yellow: 0% to 5% difference; green: 5%+ difference
Type	State / Regional Comparison
Source	Funding Data



Indicator5.3: Lifelong Learning	
Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Lifelong Learning
Measurement	The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.
Rationale	The college offers a mix of for credit and non-credit lifelong learning offerings. The number of students taking these offerings epitomize the value of lifelong learning that the college strives to instill in its students.
Baseline	Unduplicated Number of Lifelong Learning Students for 2012-2013: 3,920
Threshold Level	yellow: 3,000-3,999 students; green: 4,000 students
Type	Local Comparison
Source	Grade Summary



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APPENDICES



Appendix A - List of All Recommendations Since Spring 2008 Comprehensive Evaluation

Below is a comprehensive list of all recommendations received by Edmonds CC since the Spring 2008 Comprehensive Evaluation:

Past Recommendations

2008 Recommendation 1. *“The committee recommends that the college a) more fully integrate its evaluation and planning processes to identify institutional priorities for improvement, and b) more clearly use the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities. (Standard 1.B.4, 1.B.5)”*

The college addressed 2008 Recommendation 1 in the [2009 Focused Interim Report \(October 9, 2009\)](#). The NWCCU considered this recommendation resolved in the [2010 Commission Action Letter \(February 22, 2010\)](#). This recommendation is referenced in the Introduction to Standard 2 and the Introduction to Educational Resources, 2.C.

2008 Recommendation 2. *“The committee recommends that the college more clearly identify and make more readily available to its constituents, expected learning outcomes in all educational programs and degrees. (Policy 2.2; Standard 2.B.2, 2.B.3)”*

The college addressed 2008 Recommendation 2 in the [2009 Focused Interim Report \(October 9, 2009\)](#). The NWCCU considered this recommendation resolved in the [2010 Commission Action Letter \(February 22, 2010\)](#). This recommendation is referenced in Educational Resources, 2.C.1.

2008 Recommendation 3. *“The committee recommends that the college provide evidence that it regularly and systematically evaluates student achievement of all program-level learning outcomes and uses those results to improve instruction. (Policy 2.2; Standard 2.B.2, 2.B.3)”*

The college addressed 2008 Recommendation 3 in the [2009 Focused Interim Report \(October 9, 2009\)](#). The NWCCU considered this recommendation resolved in the [2010 Commission Action Letter \(February 22, 2010\)](#). This recommendation is referenced in Educational Resources, 2.C.1.

2008 Recommendation 4. *“The committee recommends that the college develop a three year financial planning model for major sources of income and expenses. (Standard 7.A.2)”*

The college addressed 2008 Recommendation 4 in the [2008 Progress Report \(October 10, 2008\)](#). The NWCCU considered this recommendation resolved in the [2009 Commission Action Letter \(February 17, 2009\)](#), This recommendation is referenced in Governance 2.A.30 and in Financial Resources, 2.F.2.

2008 Recommendation 5. *“The committee recommends that the college develop a policy,*

adopted by its Board of Trustees, which identifies the uses and limits of debt. (Standard 7.A.4)”

The college addressed 2008 Recommendation 5 in the [2008 Progress Report \(October 10, 2008\)](#). The NWCCU considered this recommendation resolved in the [2009 Commission Action Letter \(February 17, 2009\)](#), This recommendation is referenced in Governance 2.A.30 and in Financial Resources, 2.F.1.

2008 Recommendation 6. *“The committee recommends that the college develop a policy, adopted by its Board of Trustees, which identifies cash management and investment procedures. (Standard 7.C.4)”*

The college addressed 2008 Recommendation 6 in the [2008 Progress Report \(October 10, 2008\)](#). The NWCCU considered this recommendation resolved in the [2009 Commission Action Letter \(February 17, 2009\)](#), This recommendation is referenced in Governance 2.A.30 and in Financial Resources, 2.F.1.

2008 Recommendation 7. *“The committee recommends that the college provide regular and systematic evaluation of part-time faculty. (Standard 4.A.5 and Policy 4.1)”*

The college addressed 2008 Recommendation 7 in the and the [2009 Focused Interim Report \(October 9, 2009\)](#). The NWCCU considered this recommendation resolved in the [2010 Commission Action Letter \(February 22 2010\)](#). This recommendation is referenced in Human Resources, 2.B.2.

2010 Recommendation 1. *“It is recommended that the College continue its efforts to refine and expand its processes for the regular and systematic evaluation of student achievement of all program-level student learning outcomes and use of the results of that evaluation to improve instruction. (Policy 2.2; Standard 2.B.2, 2.B.3)”*

The college addressed the one 2010 recommendation in the [2011 EdCC Year One Report with Addendum \(February 28, 2011\)](#). The NWCCU considered this recommendation resolved in the [2011 Commission Action Letter \(August 8, 2011\)](#), This recommendation is referenced in Educational Resources, 2.C.1.

Current Recommendations

2011 Recommendation 1. *“Edmonds Community College has a comprehensive set of key performance measures with individual performance targets, although it is not clear how these are collectively used to define mission fulfillment. The evaluation panel recommends that Edmonds Community College provide both a definition of mission fulfillment and a corresponding acceptable threshold of mission fulfillment (Standard 1.A.2).”*

As directed by the [2011 Commission Action Letter \(August 8, 2011\)](#), the college has addressed 2011 Recommendation 1 in the Preface and referenced it in 1.A. Mission.

2011 Recommendation 2. *“Edmonds Community College’s core themes should collectively encompass the mission statement. The core themes should also contain a stronger alignment*

to essential elements of the mission statement. (Standard 1.B.1).”

As directed by the [2011 Commission Action Letter \(August 8, 2011\)](#), the college has addressed 2011 Recommendation 3 in the Preface and referenced it in 1.A. Mission.

2011 Recommendation 3. *“Edmonds Community College should revise objectives to represent the institutional level of accomplishment of an essential element of the mission statement rather than as supporting activities or processes. The performance indicators should then be revisited to determine which existing measures support the revised objectives and which measures should be altered or eliminated. (Standard 1.B.2).”*

As directed by the [2011 Commission Action Letter \(August 8, 2011\)](#), the college has addressed 2011 Recommendation 3 in the Preface and referenced it in 1.A. Mission.

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Appendix B - Acronyms and Glossary

The college's list of [acronyms and glossary](#) is a dynamic spreadsheet which is reviewed and updated as needed.

E

Physical Education

Edmonds CC's students can choose from more than 50 physical education classes. Edmonds CC is one of the few colleges in the state system to require PE credits in its transfer degrees.

Classroom Innovation

Choir groups in the Music department learn with the aid of 40 computer tablets and music apps that were funded by a grant from the college's Technology Investment Management Committee. The committee determines allocations of the students' one-time technology investment fund.

Campus Environment

Horticulture faculty and students work with the college's grounds crew to design and maintain the campus landscaping.

F

Rainier Place

The college opened a four-story residence hall in 2009 that has room for 180 students who want to live in a community focused on student living.

Teaching Sustainability

As part of a sustainable business course, students toured the new Brightwater Treatment Plant, which treats wastewater for portions of Snohomish and King counties.

Baking Program

Students can earn a baking degree with an emphasis on specialty baking, a progression of decorating skills, and bakery management. Upon completion, students are prepared for entry-level work as bakers for high volume bakeries, as well as smaller independent businesses.

Effective Study Environment

The Library and Learning Commons provides something for everyone: casual seating, individual study carrels, large well lit study tables, group study rooms, and silent study space. On a busy day, up to 3,000 students visit the library.

G

E. Active Student Life: Employees and student programmers ensure that there is an active student life on campus with events like the annual Springfest where there's a BBQ, student activities, and local bands performing in the courtyard.

F. Diverse Student Population: About 33 percent of Edmonds CC's students are persons of color, and through an active International Education program, more than 1,200 students from 74 different countries are served.

G. Student Clubs: Students are encouraged to join one of more than 40 student clubs on campus. And if they can't find one that interests them, they can work with the Center for Student Engagement and Leadership to start their own.



Edmonds Community College

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