

Institutional Performance Report

Comprehensive Planning
and
Measuring Mission Fulfillment



EDMONDS
COLLEGE

TEACHING | LEARNING | COMMUNITY

2023-24
Benchmark Report

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Comprehensive Planning

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

Comprehensive Planning



Edmonds College's comprehensive planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess short-term and long-term outcomes for programs and services. The planning model's mechanisms for data analyses and stakeholder discussions inform decision-making processes for resource allocations and for institutional changes that promote continuous improvement.

This Institutional Performance Report outlines the college's planning process; provides updates on the college's key performance indicators (known as lagging indicators); and states the mission fulfillment determination that was completed during the 2023-24 academic year.

Operational Planning

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

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

Innovation Planning

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

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



Defining and Measuring Mission Fulfillment

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

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

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

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

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

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

Lagging Indicators

In developing the lagging indicators, the college took several steps, including the following:

- collection of input and feedback from constituents
- examination of historical trends
- completion of an environmental scan and SWOT analysis
- review of higher education resources, such as *Core Indicators of Effectiveness for Community Colleges, 3rd Edition*; *From Strategy to Change: Implementing the Plan in Higher Education*; and *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*
- dialogue with other institutions about indicators that they have considered.

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

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

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

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

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

Rationales for each lagging indicator have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators, organized under goals in the college's 2023-2024 comprehensive plan, are provided in Appendix A to this

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

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

Mission Fulfillment Determination

The following five (5) accreditation-related lagging indicators exceeded the established minimum Mission Fulfillment Threshold level in 2023-24, therefore the college successfully fulfilled its mission as defined the Board of Trustee's Monitoring and Planning Policy.

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

Summary of Lagging Indicators

	Lagging Indicators	Minimum Threshold for mission fulfillment	2022-23 Actuals	2023-24 Actuals	2026-27 Strategic Target
1	Quality Academic Programs				
	Percentage Reviewed	33%	100%	100%	100%
2	Enrollment Targets				
	State FTES	--	3305	3597	4164
	Contract FTES	--	2035	2471	2860
	Annual Headcount	--	13117	15463	17900
3	Successful Class Completion				
	Class Pass Rates	50%	81%	83%	85%
4	Quarterly Student Persistence				
	Fall-to-Winter	--	76%	77%	84%
	Fall-to-Spring	--	66%	69%	75%
	Fall-to-Fall	--	47%	48%	55%
	Winter-to-Spring	--	53%	52%	69%
	Spring-to-Fall	--	38%	47%	50%
5	Degree-Seeking, Fall-to-Fall Student Persistence by Enrollment Level				
	Full-Time	--	65%	56%	73%
	Part-Time	--	42%	43%	56%
6	Student Academic Progress				
	SAI Points per Student	0.50	1.25	1.32	1.60
7	Combined Student Graduation and Transfer Rates				
	Graduation Rate	15%	23%	30%	35%
	Transfer Rate	15%	20%	26%	25%
	Combined Rates	30%	43%	56%	60%
8	Program Completions				
	4-yr Degrees	--	<10	14	28
	2-yr Degrees	--	639	707	818
	Certificates (all levels)	--	568	589	682
	High School Diplomas	--	204	206	238
	Total Awards	--	1420	1516	1767
9	Student Job Placement Percentage				
	Completers	--	74%	77%	85%
	Leavers	--	71%	77%	75%
10	Students Served through Industry and Community Education Partnerships				
	Total	1500	2560	3225	5000

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

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

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

College Goal 1: Access

(Core Theme 1: Academic Excellence)

Lagging Indicators Related to Access

- Quality Academic Programs*
- Enrollment Targets

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

Lagging Indicator: Quality Academic Programs

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

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

Comparison Type: Local comparison

Threshold Level: Minimum Mission Fulfillment Threshold: 33%

2018-19 Review for 2019-20 Catalog n=188	2019-20 Review for 2020-21 Catalog n=184	2020-21 Review for 2021-22 Catalog n=N/A	2021-22 Review for 2022-23 Catalog n=193	2022-23 Review for 2023-24 Catalog n=187	2023-24 Review for 2024-25 Catalog n=191	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
100%	100%	N/A	100%	100%	100%	100%	33%

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

Lagging Indicator: Enrollment Targets

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

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

Comparison Type: Local comparison

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

Targets: 5% annual increase from 2023-24 numbers

Funding Category	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
State FTES	4303	4239	3913	3187	3305	3597	3777	3966	4164
Contract FTES	2907	2605	2178	1924	2035	2471	2595	2724	2858
Annual Headcount	16843	16487	13397	12589	13117	15463	16236	17048	17900

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

Disaggregated Enrollment Information

Headcounts

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
African American	Count	1380	1301	1159	1102	1147	1240	1302	1367	1435
Asian	Count	3816	3527	2594	2292	2273	2789	2928	3075	3229
Indigenous	Count	232	235	164	145	139	160	168	176	185
Latinx	Count	1628	1522	1407	1329	1418	1803	1893	1988	2087
Multi-Racial	Count	1262	1343	1287	1547	1557	1857	1950	2047	2150
White	Count	6798	6340	5116	4858	5141	5782	6071	6375	6693
Female	Count	8680	8508	7245	6381	6532	7342			
Male	Count	7935	7537	5704	5054	5278	6084			
Received Need Based Aid	Count	2235	2220	2422	2557	3472	3735			
Under 20	Count	4988	5275	4199	3889	3970	5562			
Age 20-24	Count	3238	3040	2522	2500	2565	2706			
Age 25-29	Count	1955	1787	1452	1291	1333	1351			
Age 30-39	Count	3074	2805	2485	2315	2344	2456			
Age 40 or above	Count	3460	3368	2708	2591	2905	3388			

State FTES

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	421	410	370	315	349	363
Asian	Count	799	806	727	538	556	579
Indigenous	Count	57	60	43	33	35	33
Latinx	Count	438	428	404	338	390	478
Multi-Racial	Count	411	403	442	447	426	483
White	Count	1896	1839	1658	1366	1446	1566
Female	Count	2469	2436	2325	1795	1801	1999
Male	Count	1831	1798	1565	134	1295	1413
Received Need Based Aid	Count	1475	1437	856	1074	1349	1511
Under 20	Count	925	908	635	440	486	497
Age 20-24	Count	1103	1134	1183	988	1038	1145
Age 25-29	Count	574	575	540	431	441	449
Age 30-39	Count	830	809	797	698	667	759
Age 40 or above	Count	870	813	757	631	673	746

Contract FTES

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	177	142	149	141	142	202
Asian	Count	1285	1094	727	575	548	668
Indigenous	Count	41	28	20	22	17	28
Latinx	Count	128	112	116	117	114	176
Multi-Racial	Count	200	198	185	210	233	285
White	Count	889	753	619	557	614	738
Female							
Female	Count	1272	1185	998	810	885	1033
Male							
Male	Count	1625	1377	1156	974	1003	1182
Received Need Based Aid							
Received Need Based Aid	Count	24	14	149	228	322	395
Under 20							
Under 20	Count	1738	1722	1358	1226	1274	1668
Age 20-24							
Age 20-24	Count	541	410	374	368	373	390
Age 25-29							
Age 25-29	Count	190	127	116	102	99	110
Age 30-39							
Age 30-39	Count	244	158	160	123	157	147
Age 40 or above							
Age 40 or above	Count	192	145	154	104	132	156

College Goal 2: Student Success

(Core Theme 2: Student Success)

Lagging Indicators Related to Student Success

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

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

Lagging Indicator: Successful Class Completion

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

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

Comparison Type: Local comparison

Threshold Level: Minimum Mission Fulfillment Threshold: 50%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
82% n=74,922	82% n=71,491	80% n=62,603	80% n=54,876	81% n=54,166	83% n=59,832	85%	50%

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

Disaggregated Class Pass Rate Information

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
African American	Percentage	77%	78%	78%	74%	74%	77%	80%	82%	85%
Asian	Percentage	87%	87%	86%	85%	85%	86%	85%	85%	85%
Indigenous	Percentage	74%	73%	75%	65%	74%	78%	80%	82%	85%
Latinx	Percentage	74%	75%	73%	72%	73%	75%	80%	82%	85%
Multi-Racial	Percentage	78%	78%	78%	76%	77%	81%	80%	82%	85%
White	Percentage	83%	83%	84%	83%	83%	85%	85%	85%	85%
Female	Percentage	84%	84%	83%	81%	82%	84%			
Male	Percentage	80%	80%	81%	79%	80%	81%			
1st Generation	Percentage					78%	80%			
Low Income	Percentage			82%	77%	77%	80%			
Age Under 20	Percentage	81%	82%	82%	82%	81%	82%			
Age 20-24	Percentage	80%	80%	77%	75%	78%	77%			
Age 25-29	Percentage	82%	82%	83%	80%	81%	84%			
Age 30-39	Percentage	86%	86%	85%	83%	84%	87%			
Age 40-49	Percentage	84%	85%	87%	85%	85%	88%			
Age 50-59	Percentage	85%	83%	85%	87%	85%	89%			
Age 60+	Percentage	78%	83%	88%	82%	83%	89%			
In-Person	Percentage	83%	83%	88%	89%	86%	90%			
Hybrid	Percentage	83%	83%	82%	78%	78%	79%			
Online	Percentage	81%	82%	81%	79%	80%	82%			

Disaggregated Total Class Grades Information

Disaggregated Student Group	Measure	2016-17 (83% overall)	2017-18 (83% overall)	2018-19 (82% overall)	2019-20 (82% overall)	2020-21 (80% overall)	2021-22 (80% overall)	2022-23 (81% overall)	2023-24 (83% overall)
African American	Count	5339	6020	5983	5852	5420	4904	4935	5708
Asian	Count	25690	24339	22183	19862	14438	11118	10951	11838
Indigenous	Count	1020	1007	812	833	636	641	548	623
Latinx	Count	5138	5526	5650	5473	5183	4846	4993	6228
Multi-Racial	Count	7241	8082	8356	8317	8199	7299	6897	7772
White	Count	32120	29939	28633	27238	24297	20896	20814	22913
Female	Count	40954	41274	40054	38314	34492	28356	27944	30130
Male	Count	38472	36503	34553	32719	27494	22948	23454	25417
1st Generation	Count							15847	21426
Low Income	Count					10944	11882	11602	12353
Age Under 20	Count	28598	28131	27736	27836	23285	20650	21194	24728
Age 20-24	Count	19894	18798	16814	15460	13374	12191	11594	12473
Age 25-29	Count	8264	8244	7659	7186	6606	5474	5150	5056
Age 30-39	Count	11258	11452	11354	10564	9990	9072	8446	8931
Age 40-49	Count	6716	6532	6782	6168	5769	4823	4862	5456
Age 50-59	Count	3725	3520	3193	3014	2663	2279	2231	2400
Age 60+	Count	1298	1363	1361	1109	855	687	719	834
In-Person	Count	50301	47434	41829	37237	9335	8893	13259	15726
Hybrid	Count	13317	13742	14782	16012	7524	11767	15152	17694
Online	Count	14220	14728	15044	15753	44903	34527	25500	25131

Lagging Indicator: Quarterly Student Persistence

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

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

Comparison Type: Local comparison

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

Quarter-to-Quarter Period	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2026-27 Strategic Target
Fall-to-Winter	66% n=1801	71% n=1787	75% n=1926	79% n=1225	75% n=1455	76% n=1816	77% n=2022	84%
Fall-to-Spring	67%	63%	63%	72%	68%	66%	69%	72%
Fall-to-Fall	46%	47%	49%	55%	47%	48%	TBD	55%
Winter-to-Spring	60% n=538	61% n=840	47% n=1076	65% n=961	69% n=1123	53% n=1500	52% n=2075	69%
Spring-to-Fall	39% n=717	43% n=773	39% n=427	35% n=658	38% n=1161	47% n=854	TBD	50%

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

Disaggregated Quarterly Persistence Rate Information

Fall-to-Winter Persistence Rates

Disaggregated Student Group	Measure	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2023-24 Cohort	2024-25 Cohort Target	2025-26 Cohort Target	2026-27 Strategic Target
African American	Percentage	69%	72%	80%	71%	69%	79%	80%	82%	84%
Asian	Percentage	81%	83%	87%	80%	85%	82%	84%	84%	84%
Indigenous	Percentage	47%	75%	25%	62%	58%	54%	70%	75%	84%
Latinx	Percentage	64%	71%	67%	56%	64%	68%	75%	80%	84%
Multi-Racial	Percentage	73%	79%	78%	75%	79%	79%	80%	82%	84%
White	Percentage	69%	72%	81%	77%	76%	78%	80%	82%	84%
Female	Percentage	78%	79%	83%	77%	78%	81%			
Male	Percentage	65%	71%	77%	73%	75%	75%			
1st Generation	Percentage				73%	72%	72%			
Low Income	Percentage				79%	80%	84%			
Age Under 20	Percentage				83%	83%	89%			
Age 20-29	Percentage				59%	70%	61%			
Age 30-39	Percentage				72%	69%	69%			
Age 40+	Percentage				61%	67%	61%			

Fall-to-Winter Cohort Sizes

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Fall Cohort Size	128	148	103	114	156	181
Asian	Fall Cohort Size	408	460	252	286	360	352
Indigenous	Fall Cohort Size	15	16	<10	13	19	24
Latinx	Fall Cohort Size	170	143	94	155	189	296
Multi-Racial	Fall Cohort Size	222	223	174	193	219	232
White	Fall Cohort Size	719	774	476	588	745	788
Female	Fall Cohort Size	873	961	679	662	852	894
Male	Fall Cohort Size	900	944	529	552	681	806
1st Generation	Fall Cohort Size				591	761	939
Low Income	Fall Cohort Size				290	548	604
Age Under 20	Fall Cohort Size				178	223	213
Age 20-29	Fall Cohort Size				38	58	52
Age 30-39	Fall Cohort Size				21	35	26
Age 40+	Fall Cohort Size				37	31	45

Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2024-25 Cohort Target	2025-26 Cohort Target	2026-27 Strategic Target
African American	Percentage	45%	50%	44%	56%	56%	49%	50%	52%	55%
Asian	Percentage	56%	60%	62%	67%	51%	64%	55%	55%	55%
Indigenous	Percentage	38%	13%	31%	0%	38%	26%	35%	45%	55%
Latinx	Percentage	37%	30%	33%	39%	34%	35%	40%	47%	55%
Multi-Racial	Percentage	46%	51%	52%	55%	47%	47%	50%	52%	55%
White	Percentage	47%	44%	46%	54%	47%	45%	50%	52%	55%
Female	Percentage	47%	53%	51%	55%	45%	49%			
Male	Percentage	46%	43%	47%	56%	53%	50%			
1st Generation	Percentage					42%	42%			
Low Income	Percentage					55%	48%			
Age Under 20	Percentage					62%	60%			
Age 20-29	Percentage					29%	33%			
Age 30-39	Percentage					26%	35%			
Age 40+	Percentage					23%	36%			

Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort
African American	Fall Cohort Size	128	148	103	114	156
Asian	Fall Cohort Size	408	460	252	286	360
Indigenous	Fall Cohort Size	15	16	<10	13	19
Latinx	Fall Cohort Size	170	143	94	155	188
Multi-Racial	Fall Cohort Size	222	223	174	193	219
White	Fall Cohort Size	719	774	476	588	745
Female	Fall Cohort Size	873	961	679	662	852
Male	Fall Cohort Size	900	944	529	552	681
1st Generation	Fall Cohort Size				591	761
Low Income	Fall Cohort Size				290	548
Age Under 20	Fall Cohort Size				178	223
Age 20-29	Fall Cohort Size				38	58
Age 30-39	Fall Cohort Size				21	35
Age 40+	Fall Cohort Size				37	31

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

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

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

Comparison Type: National comparison

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

Persistence Measure	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2022-23)	2026-27 Strategic Target
Full-Time	67% n=303	66% n=370	63% n=339	65% n=350	56% n=474	73%
Part-Time	53% n=186	50% n=276	61% n=203	42% n=209	43% n=244	56%

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

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

Full-Time, Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)
African American	Percentage	69%	52%	58%	61%	47%
Asian	Percentage	81%	69%	75%	71%	75%
Indigenous	Percentage	67%	0%	0%	33%	20%
Latinx	Percentage	77%	45%	65%	63%	42%
Multi-Racial	Percentage	58%	64%	68%	64%	57%
White	Percentage	63%	71%	60%	64%	56%
Female	Percentage	67%	70%	63%	59%	54%
Male	Percentage	66%	63%	62%	68%	58%
1st Generation	Percentage				60%	47%
Low Income	Percentage				61%	53%
Age Under 20	Percentage				71%	65%
Age 20-29	Percentage				42%	40%
Age 30-39	Percentage				58%	38%
Age 40+	Percentage				36%	28%

Full-Time, Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)
African American	Fall Cohort Size	16	25	31	31	51
Asian	Fall Cohort Size	53	75	69	73	103
Indigenous	Fall Cohort Size	<10	<10	<10	<10	<10
Latinx	Fall Cohort Size	13	22	17	27	38
Multi-Racial	Fall Cohort Size	60	67	53	42	70
White	Fall Cohort Size	131	160	148	143	149
Female	Fall Cohort Size	159	157	172	140	206
Male	Fall Cohort Size	144	213	167	174	234
1st Generation	Fall Cohort Size				121	181
Low Income	Fall Cohort Size				93	153
Age Under 20	Fall Cohort Size				268	313
Age 20-29	Fall Cohort Size				52	107
Age 30-39	Fall Cohort Size				19	29
Age 40+	Fall Cohort Size				11	25

Part-Time, Fall-to-Fall Persistence Rates

Disaggregated Student Group	Measure	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)
African American	Percentage	58%	25%	71%	65%	43%
Asian	Percentage	62%	59%	65%	38%	50%
Indigenous	Percentage	N/A	50%	N/A	25%	33%
Latinx	Percentage	33%	50%	50%	47%	45%
Multi-Racial	Percentage	56%	38%	55%	35%	42%
White	Percentage	50%	56%	60%	41%	39%
Female	Percentage	57%	49%	66%	40%	44%
Male	Percentage	49%	52%	55%	48%	42%
1st Generation	Percentage				42%	38%
Low Income	Percentage				54%	46%
Age Under 20	Percentage				53%	48%
Age 20-29	Percentage				31%	34%
Age 30-39	Percentage				27%	48%
Age 40+	Percentage				7%	34%

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

Part-Time, Fall-to-Fall Cohort Sizes

Disaggregated Student Group	Measure	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)	Fall 2022-23 Cohort (returned in Fall 2023-24)
African American	Fall Cohort Size	12	28	17	23	28
Asian	Fall Cohort Size	29	64	43	42	42
Indigenous	Fall Cohort Size	0	<10	0	<10	<10
Latinx	Fall Cohort Size	12	14	12	15	29
Multi-Racial	Fall Cohort Size	34	42	33	37	33
White	Fall Cohort Size	88	109	75	83	106
Female	Fall Cohort Size	91	146	109	88	118
Male	Fall Cohort Size	94	130	94	89	102
1st Generation	Fall Cohort Size				90	138
Low Income	Fall Cohort Size				54	93
Age Under 20	Fall Cohort Size				123	128
Age 20-29	Fall Cohort Size				49	59
Age 30-39	Fall Cohort Size				22	25
Age 40+	Fall Cohort Size				15	32

Full-Time IPEDS Persistence Rates	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)
Amarillo College	67%	62%	67%	66%
CUNY Hostos Community College	58%	60%	52%	53%
Georgia Highlands College	N/A	N/A	N/A	N/A
Imperial Valley College	77%	72%	77%	76%
Northwest Iowa Community College	73%	78%	67%	69%
Odessa College	58%	60%	58%	N/A
Union County College	68%	64%	68%	67%
Everett Community College	64%	63%	61%	60%
Green River College	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A
Shoreline Community College	59%	57%	63%	54%
South Puget Sound Community College	67%	64%	63%	60%
Tacoma Community College	N/A	N/A	N/A	N/A

Part-Time IPEDS Persistence Rates	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	Fall 2021-22 Cohort (returned in Fall 2022-23)
Amarillo College	55%	43%	41%	48%
CUNY Hostos Community College	44%	39%	34%	41%
Georgia Highlands College	N/A	N/A	N/A	N/A
Imperial Valley College	61%	55%	59%	55%
Northwest Iowa Community College	35%	40%	32%	29%
Odessa College	37%	37%	38%	N/A
Union County College	47%	40%	41%	50%
Everett Community College	57%	50%	49%	42%
Green River College	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A
Shoreline Community College	44%	40%	43%	40%
South Puget Sound Community College	47%	41%	47%	41%
Tacoma Community College	N/A	N/A	N/A	N/A

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

Lagging Indicator: Academic Progress*

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

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

Comparison Type: State/Regional comparison

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

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
1.48	1.37	1.31	1.25	1.32	N/A	1.60	0.50

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

Disaggregated Points per SAI Category Information

SAI Category	2018-19	2019-20	2020-21	2021-22	2022-23
Basic Skills	1812	1022	287	215	890
Precollege English	222	192	173	121	104
Precollege Math	369	382	349	266	243
College English / Communications	1058	1048	935	754	772
1st 15 Credits	2195	1987	1883	1556	1589
1st 30 Credits	1416	1340	1214	987	934
45 Transfer or Workforce Credits	995	1031	926	807	744
Quantitative / Computation	969	982	857	662	612
Retention	2523	2495	2184	1873	1689
Completion	1020	1100	1065	923	665
Total Points	12579	11579	9873	8164	8242

Disaggregated Percentage of Points per SAI Category Information

SAI Category	2018-19	2019-20	2020-21	2021-22	2022-23
Basic Skills	14%	9%	3%	3%	11%
Precollege English	2%	2%	2%	1%	1%
Precollege Math	3%	3%	4%	3%	3%
College English / Communications	8%	9%	9%	9%	9%
1st 15 Credits	17%	17%	19%	19%	19%
1st 30 Credits	11%	12%	12%	12%	11%
45 Transfer or Workforce Credits	8%	9%	9%	10%	9%
Quantitative / Computation	8%	8%	9%	8%	7%
Retention	20%	22%	22%	23%	20%
Completion	8%	9%	11%	11%	8%

SAI Point by Peer and Aspirant Institutions

Points per Student	2018-19	2019-20	2020-21	2021-22	2022-23
Everett Community College	1.45	1.43	1.48	1.29	1.34
Green River College	1.56	1.45	1.49	1.33	1.54
Highline College	1.34	1.29	1.18	1.13	1.19
Pierce College District	1.71	1.67	1.68	1.77	1.8
Shoreline Community College	1.53	1.5	1.48	1.31	1.42
South Puget Sound Community College	1.97	1.88	1.86	1.82	1.75
Tacoma Community College	1.71	1.99	1.65	1.62	1.91

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

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

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

Comparison Type: National comparison

Threshold Level: Minimum Mission Fulfillment Threshold: 30%

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

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

IPEDS Graduation Rates by Peer and Aspirant Institutions

Grad Rate	2014 Cohort (grad or transfer by 2017)	2015 Cohort (grad or transfer by 2018)	2016 Cohort (grad or transfer by 2019)	2017 Cohort (grad or transfer by 2020)	2018 Cohort (grad or transfer by 2021)	2019 Cohort (grad or transfer by 2022)
Amarillo College	26%	31%	32%	32%	28%	28%
CUNY Hostos Community College	20%	27%	23%	23%	21%	20%
Georgia Highlands College	N/A	N/A	N/A	N/A	N/A	N/A
Imperial Valley College	27%	32%	35%	37%	36%	37%
Northwest Iowa Community College	65%	65%	69%	61%	62%	64%
Odessa College	25%	30%	23%	25%	N/A	N/A
Union County College	24%	30%	33%	35%	34%	35%
Everett Community College	35%	36%	35%	38%	37%	35%
Green River College	N/A	N/A	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A	N/A	N/A
Shoreline Community College	31%	35%	33%	35%	29%	29%
South Puget Sound Community College	38%	41%	39%	40%	44%	44%
Tacoma Community College	N/A	N/A	N/A	N/A	N/A	N/A

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

IPEDS Transfer Rates by Peer and Aspirant Institutions

Transfer Rate	2014 Cohort (grad or transfer by 2017)	2015 Cohort (grad or transfer by 2018)	2016 Cohort (grad or transfer by 2019)	2017 Cohort (grad or transfer by 2020)	2018 Cohort (grad or transfer by 2021)	2019 Cohort (grad or transfer by 2022)
Amarillo College	12%	14%	13%	15%	11%	11%
CUNY Hostos Community College	13%	12%	11%	13%	13%	11%
Georgia Highlands College	N/A	N/A	N/A	N/A	N/A	N/A
Imperial Valley College	6%	6%	7%	5%	5%	4%
Northwest Iowa Community College	8%	6%	10%	9%	9%	6%
Odessa College	17%	21%	19%	17%	N/A	N/A
Union County College	8%	12%	10%	10%	8%	8%
Everett Community College	17%	15%	18%	15%	16%	13%
Green River College	N/A	N/A	N/A	N/A	N/A	N/A
Highline College	N/A	N/A	N/A	N/A	N/A	N/A
Pierce College District	N/A	N/A	N/A	N/A	N/A	N/A
Shoreline Community College	20%	17%	20%	20%	15%	18%
South Puget Sound Community College	17%	16%	17%	12%	16%	12%
Tacoma Community College	N/A	N/A	N/A	N/A	N/A	N/A

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

Lagging Indicator: Program Completions

Measurement: The number of awards that the college confers.

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

Comparison Type: Local comparison

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

Category	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
4-yr Degrees	13	14	17	19	<10	14	15	15	28
2-yr Degrees	1082	960	996	813	639	707	742	779	818
Certificates (all levels)	1648	1486	1134	764	568	589	618	649	682
High School Diploma	277	286	172	129	204	206	216	227	238
Total Awards	3020	2746	2319	1725	1420	1516	1592	1671	1767

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

Disaggregated Completions Information

Total Awards

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
African American	Count	203	198	217	124	106	114	120	126	132
Asian	Count	932	805	574	450	300	379	398	418	439
Indigenous	Count	29	42	16	10	20	11	12	12	13
Latinx	Count	118	111	127	93	84	127	133	140	147
Multi-Racial	Count	344	265	290	212	200	159	167	175	184
White	Count	1287	1174	929	698	589	610	641	673	706
Female	Count	1430	1352	1206	842	718	708			
Male	Count	1579	1380	1102	856	652	755			
1st Generation	Count				539	504	498			
Low Income	Count			396	345	319	402			
Age Under 20	Count	634	628	475	398	364	391			
Age 20-24	Count	730	594	533	432	312	387			
Age 25-29	Count	418	347	303	213	175	186			
Age 30-39	Count	604	574	494	359	266	252			
Age 40-49	Count	388	357	306	204	179	183			
Age 50-59	Count	176	170	151	101	96	104			
Age 60+	Count	67	68	49	15	28	13			

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

Percentage of Total Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Percentage	7%	7%	9%	7%	7%	8%
Asian	Percentage	31%	29%	25%	26%	21%	25%
Indigenous	Percentage	1%	2%	1%	1%	1%	1%
Latinx	Percentage	4%	4%	5%	5%	6%	8%
Multi-Racial	Percentage	11%	10%	13%	12%	14%	10%
White	Percentage	43%	43%	40%	40%	41%	40%
Female	Percentage	47%	49%	52%	49%	51%	47%
Male	Percentage	52%	50%	48%	50%	46%	50%
1st Generation	Percentage				31%	35%	33%
Low Income	Percentage			17%	20%	22%	27%
Age Under 20	Percentage	21%	23%	20%	23%	26%	26%
Age 20-24	Percentage	24%	22%	23%	25%	22%	26%
Age 25-29	Percentage	14%	13%	13%	12%	12%	12%
Age 30-39	Percentage	20%	21%	21%	21%	19%	17%
Age 40-49	Percentage	13%	13%	13%	12%	13%	12%
Age 50-59	Percentage	6%	6%	7%	6%	7%	7%
Age 60+	Percentage	2%	2%	2%	1%	2%	1%

4-year Degree Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	<10	<10	0	<10	<10	<10
Asian	Count	<10	0	<10	<10	<10	<10
Indigenous	Count	0	0	<10	0	<10	<10
Latinx	Count	0	<10	<10	<10	0	<10
Multi-Racial	Count	<10	<10	<10	<10	0	0
White	Count	<10	<10	11	<10	<10	<10
Female	Count	10	10	16	14	<10	<10
Male	Count	<10	<10	<10	<10	0	10
1st Generation	Count				<10	<10	<10
Low Income	Count			<10	11	<10	<10
Age Under 20	Count	0	0	0	0	0	0
Age 20-24	Count	<10	<10	<10	<10	<10	<10
Age 25-29	Count	<10	0	<10	<10	0	<10
Age 30-39	Count	<10	<10	<10	<10	<10	<10
Age 40-49	Count	<10	<10	<10	<10	<10	0
Age 50-59	Count	<10	<10	<10	<10	<10	0
Age 60+	Count	0	0	<10	0	<10	0

Percentage of 4-Year Degrees

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Percentage	8%	21%	0%	21%	11%	7%
Asian	Percentage	8%	0%	6%	16%	11%	14%
Indigenous	Percentage	0	0%	6%	0%	11%	7%
Latinx	Percentage	0	7%	6%	11%	0%	14%
Multi-Racial	Percentage	15%	14%	18%	5%	0%	0%
White	Percentage	69%	57%	65%	47%	67%	57%
Female	Percentage	77%	71%	94%	74%	100%	29%
Male	Percentage	23%	29%	6%	26%	0%	71%
1st Generation	Percentage				32%	56%	7%
Low Income	Percentage			35%	58%	44%	43%
Age Under 20	Percentage	0%	0%	0%	0%	0%	0%
Age 20-24	Percentage	8%	21%	18%	21%	11%	50%
Age 25-29	Percentage	8%	0%	12%	5%	0%	29%
Age 30-39	Percentage	23%	14%	24%	32%	11%	21%
Age 40-49	Percentage	31%	36%	29%	32%	56%	0%
Age 50-59	Percentage	31%	29%	12%	11%	11%	0%
Age 60+	Percentage	0%	0%	6%	0%	11%	0%

2-year Degree Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	45	49	67	46	39	47
Asian	Count	403	335	329	242	148	177
Indigenous	Count	11	10	<10	<10	<10	<10
Latinx	Count	34	27	45	30	35	45
Multi-Racial	Count	111	99	120	104	84	79
White	Count	448	396	384	330	280	310
Female							
	Count	595	541	566	422	334	368
Male							
	Count	483	415	428	390	287	321
1st Generation							
	Count				225	215	192
Low Income							
	Count			132	149	139	192
Age Under 20							
	Count	348	335	339	287	240	254
Age 20-24							
	Count	382	289	313	282	195	229
Age 25-29							
	Count	116	97	104	81	67	79
Age 30-39							
	Count	125	125	129	102	65	70
Age 40-49							
	Count	68	68	77	33	40	50
Age 50-59							
	Count	27	32	25	26	25	23
Age 60+							
	Count	16	14	<10	<10	<10	<10

Percentage of 2-Year Degrees

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Percentage	4%	5%	7%	6%	6%	7%
Asian	Percentage	37%	35%	33%	30%	23%	25%
Indigenous	Percentage	1%	1%	1%	0.5%	1%	1%
Latinx	Percentage	3%	3%	5%	4%	5%	6%
Multi-Racial	Percentage	10%	10%	12%	13%	13%	11%
White	Percentage	41%	41%	39%	41%	44%	44%
Female							
	Percentage	55%	56%	57%	52%	52%	52%
Male							
	Percentage	45%	43%	43%	48%	45%	45%
1st Generation							
	Percentage				28%	34%	27%
Low Income							
	Percentage			13%	18%	22%	27%
Age Under 20							
	Percentage	32%	35%	34%	35%	38%	36%
Age 20-24							
	Percentage	35%	30%	31%	35%	31%	32%
Age 25-29							
	Percentage	11%	10%	10%	10%	10%	11%
Age 30-39							
	Percentage	12%	13%	13%	13%	10%	10%
Age 40-49							
	Percentage	6%	7%	8%	4%	6%	7%
Age 50-59							
	Percentage	2%	3%	3%	3%	4%	3%
Age 60+							
	Percentage	1%	1%	1%	0%	1%	0%

Certificate Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	143	136	139	64	44	45
Asian	Count	372	298	179	162	110	158
Indigenous	Count	18	23	<10	<10	<10	<10
Latinx	Count	65	65	68	53	30	47
Multi-Racial	Count	202	138	145	92	91	64
White	Count	775	728	497	335	255	242
Female							
Female	Count	680	663	540	347	294	266
Male							
Male	Count	961	815	586	395	244	289
1st Generation							
1st Generation	Count				292	261	275
Low Income							
Low Income	Count			245	168	156	169
Age Under 20							
Age Under 20	Count	120	127	54	48	40	68
Age 20-24							
Age 20-24	Count	297	238	183	122	87	119
Age 25-29							
Age 25-29	Count	279	230	180	119	83	72
Age 30-39							
Age 30-39	Count	453	423	337	232	163	133
Age 40-49							
Age 40-49	Count	309	277	212	159	113	117
Age 50-59							
Age 50-59	Count	139	129	122	68	63	69
Age 60+							
Age 60+	Count	48	54	38	13	19	11

Percentage of Certificate Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Percentage	9%	9%	12%	8%	8%	8%
Asian	Percentage	23%	20%	16%	21%	19%	27%
Indigenous	Percentage	1%	2%	1%	1%	1%	1%
Latinx	Percentage	4%	4%	6%	7%	5%	8%
Multi-Racial	Percentage	12%	9%	13%	12%	16%	11%
White	Percentage	47%	49%	44%	44%	45%	41%
Female							
Female	Percentage	41%	45%	48%	45%	52%	45%
Male							
Male	Percentage	58%	55%	52%	52%	43%	49%
1st Generation							
1st Generation	Percentage				38%	46%	47%
Low Income							
Low Income	Percentage			22%	22%	27%	29%
Age Under 20							
Age Under 20	Percentage	7%	9%	5%	6%	7%	12%
Age 20-24							
Age 20-24	Percentage	18%	16%	16%	16%	15%	20%
Age 25-29							
Age 25-29	Percentage	17%	15%	16%	16%	15%	12%
Age 30-39							
Age 30-39	Percentage	27%	28%	30%	30%	29%	23%
Age 40-49							
Age 40-49	Percentage	19%	19%	19%	21%	20%	20%
Age 50-59							
Age 50-59	Percentage	8%	9%	11%	9%	11%	12%
Age 60+							
Age 60+	Percentage	3%	4%	3%	2%	3%	2%

High School Diploma Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Count	14	10	11	10	22	21
Asian	Count	156	172	65	43	41	42
Indigenous	Count	0	<10	<10	<10	<10	0
Latinx	Count	19	18	13	<10	19	33
Multi-Racial	Count	29	26	22	15	25	16
White	Count	55	42	37	24	48	50
Female							
Female	Count	145	138	84	59	81	70
Male							
Male	Count	132	146	87	66	121	135
1st Generation							
1st Generation	Count				16	23	30
Low Income							
Low Income	Count			13	17	20	35
Age Under 20							
Age Under 20	Count	166	166	82	63	84	69
Age 20-24							
Age 20-24	Count	50	64	34	24	29	32
Age 25-29							
Age 25-29	Count	22	20	17	12	25	31
Age 30-39							
Age 30-39	Count	23	24	24	19	37	46
Age 40-49							
Age 40-49	Count	<10	<10	12	<10	21	16
Age 50-59							
Age 50-59	Count	<10	<10	<10	<10	<10	12
Age 60+							
Age 60+	Count	<10	0	<10	0	<10	0

Percentage of High School Diploma Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	Percentage	5%	3%	6%	8%	11%	10%
Asian	Percentage	56%	60%	38%	33%	20%	20%
Indigenous	Percentage	0%	3%	1%	1%	3%	0%
Latinx	Percentage	7%	6%	8%	6%	9%	16%
Multi-Racial	Percentage	10%	9%	13%	12%	12%	8%
White	Percentage	20%	15%	22%	19%	24%	24%
Female							
Female	Percentage	52%	48%	49%	46%	40%	34%
Male							
Male	Percentage	48%	51%	51%	51%	59%	66%
1st Generation							
1st Generation	Percentage				12%	11%	15%
Low Income							
Low Income	Percentage			8%	13%	10%	17%
Age Under 20							
Age Under 20	Percentage	60%	58%	48%	49%	41%	33%
Age 20-24							
Age 20-24	Percentage	18%	22%	20%	19%	14%	16%
Age 25-29							
Age 25-29	Percentage	8%	7%	10%	9%	12%	15%
Age 30-39							
Age 30-39	Percentage	8%	8%	14%	15%	18%	22%
Age 40-49							
Age 40-49	Percentage	3%	2%	7%	5%	10%	8%
Age 50-59							
Age 50-59	Percentage	2%	2%	1%	4%	3%	6%
Age 60+							
Age 60+	Percentage	1%	0%	1%	0%	0.5%	0%

STEM-related Fields of Study Awards

Targets: 5% annual increase from 2023-24 numbers

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Target	2025-26 Target	2026-27 Strategic Target
Total STEM Completions	Count	1333	1061	880	650	461	511	537	563	592
African American	Count	88	111	111	53	33	43	45	47	50
Asian	Count	388	320	228	210	115	171	180	189	198
Indigenous	Count	10	10	<10	<10	<10	<10	<10	<10	<10
Latinx	Count	57	46	51	32	24	39	41	43	45
Multi-Racial	Count	158	104	116	75	79	45	47	50	52
White	Count	579	411	325	247	179	180	189	198	208
Female	Count	505	403	395	269	184	190			
Male	Count	823	653	483	366	252	300			
1st Generation	Count				269	214	210			
Low Income	Count			178	160	106	142			
Age Under 20	Count	152	148	118	91	70	110			
Age 20-24	Count	306	224	176	162	105	139			
Age 25-29	Count	229	182	158	98	67	69			
Age 30-39	Count	304	251	205	158	112	88			
Age 40-49	Count	209	164	134	97	57	66			
Age 50-59	Count	96	71	60	42	42	38			
Age 60+	Count	34	21	27	<10	<10	<10			

Percentage of STEM-related Fields of Study Awards

Disaggregated Student Group	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total STEM Completions	Percentage	100%	100%	100%	100%	100%	100%
African American	Percentage	7%	10%	13%	8%	7%	8%
Asian	Percentage	29%	30%	26%	32%	25%	33%
Indigenous	Percentage	1%	1%	1%	0.5%	1%	1%
Latinx	Percentage	4%	4%	6%	5%	5%	8%
Multi-Racial	Percentage	12%	10%	13%	12%	17%	9%
White	Percentage	43%	39%	37%	38%	39%	35%
Female	Percentage	38%	38%	45%	41%	40%	37%
Male	Percentage	62%	62%	55%	56%	55%	59%
1st Generation	Percentage				41%	46%	41%
Low Income	Percentage			20%	25%	23%	28%
Age Under 20	Count	11%	14%	13%	14%	15%	22%
Age 20-24	Count	23%	21%	20%	25%	23%	27%
Age 25-29	Count	17%	17%	18%	15%	15%	14%
Age 30-39	Count	23%	24%	23%	24%	24%	17%
Age 40-49	Count	16%	15%	15%	15%	12%	13%
Age 50-59	Count	7%	7%	7%	6%	9%	7%
Age 60+	Count	3%	2%	3%	0%	2%	0%

Associate Awards by Program Focus

Program Focus	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Agri, Food & Natl Resource	14	<10	12	11	16	15
Arts, A/V & Comm	11	20	11	<10	11	10
Business-related	281	243	257	192	122	132
Construction	20	16	18	12	14	18
Education and Training	13	<10	<10	<10	<10	<10
General Education Requirements	433	410	393	352	284	329
Hospitality & Tourism	30	28	19	14	11	18
Human Services	30	29	36	14	13	15
Law, Safety, and Security	30	21	28	16	25	25
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	220	184	214	191	137	140
Total	1082	960	996	813	639	707

Certificate Awards by Program Focus

Program Focus	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Agri, Food & Natl Resource	<10	<10	<10	<10	<10	<10
Arts, A/V & Comm	<10	10	<10	<10	<10	<10
Business-related	316	336	290	190	122	80
Construction	81	93	38	24	17	32
Education and Training	46	38	46	<10	27	40
Hospitality & Tourism	22	35	<10	13	10	<10
Human Services	16	49	21	<10	32	26
Law, Safety, and Security	39	44	53	57	23	30
STEM (including Computer Science, Computer Information Systems, Health-related, and Manufacturing)	1113	877	666	459	324	360
Total	1648	1486	1134	764	568	589

Lagging Indicator: Student Job Placement Percentage

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

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

Comparison Type: Local comparison

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

Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2022-23 Cohort	2026-27 Strategic Target
Completers	77% n=1286	79% n=985	82% n=855	69% n=782	74% n=707	77% n=603	TBD	85%
Leavers	70% n=591	69% n=595	67% n=N/A	62% n=465	71% n=560	77% n=N/A	TBD	75%

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

Disaggregated Student Job Placement Information

Student Job Placement for Professional/Technical Program Completers

Classification	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort
45 Credits or More	235	227	184	152	208	194
Certificate	499	541	461	428	295	258
Degree	251	234	210	202	204	151
Total N	985	1,002	855	782	707	603
Completers Placed in UI-Covered Jobs	730	759	669	508	499	440
Completers Continuing in Education	28	37	33	35	25	23
% Completers Placed in UI-Covered Jobs or Continuing in Education	77%	79%	82%	69%	74%	77%

Disaggregated Data for Student Job Placement for Completers

Disaggregated Student Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort
African American	87%	87%	85%	86%	78%	90%
Asian	81%	86%	87%	68%	81%	85%
Indigenous	--	88%	93%	93%	--	--
Latinx	66%	76%	88%	69%	79%	74%
Multi-Racial	76%	83%	78%	63%	69%	78%
White	77%	77%	81%	67%	73%	74%
Female	77%	78%	81%	69%	75%	76%
Male	77%	82%	84%	70%	73%	78%
Age Under 20	71%	83%	84%	64%	--	76%
Age 20-24	85%	85%	84%	74%	76%	84%
Age 25-29	79%	89%	86%	74%	73%	80%
Age 30-39	78%	81%	82%	71%	80%	74%
Age 40-49	79%	83%	81%	71%	73%	80%
Age 50-59	70%	65%	79%	62%	69%	73%
Age 60+	52%	51%	68%	52%	56%	50%

Student Job Placement for Professional/Technical Program Leavers

Classification	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort
Left Without Completing	591	595	N/A	465	560	N/A
Left Without Completing Placed in UI-Covered Jobs	403	398	N/A	276	382	N/A
Left Without Completing Continuing in Education	11	13	N/A	11	18	N/A
% Left Without Completing Placed in UI-Covered Jobs or Continuing in Education	70%	69%	67%	62%	71%	77%
% check	70%	69%	67%	62%	71%	77%

Disaggregated Data for Student Job Placement for Leavers

Disaggregated Student Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort
African American	63%	77%	82%	74%	73%	76%
Asian	70%	77%	69%	65%	73%	81%
Indigenous	87%	N/A	N/A	N/A	68%	N/A
Latinx	72%	77%	62%	74%	74%	74%
Multi-Racial	68%	64%	66%	62%	60%	84%
White	68%	67%	63%	58%	74%	75%
Female	69%	70%	66%	61%	72%	77%
Male	71%	68%	69%	63%	71%	78%
Age Under 20	63%	77%	N/A	60%	58%	N/A
Age 20-24	79%	75%	72%	67%	81%	82%
Age 25-29	71%	74%	72%	71%	77%	85%
Age 30-39	70%	71%	68%	63%	66%	74%
Age 40-49	73%	63%	69%	57%	78%	71%
Age 50-59	66%	61%	63%	66%	66%	79%
Age 60+	N/A	42%	48%	N/A	59%	60%

College Goal 3: Community Engagement

(Core Theme 3: Community Engagement)

Lagging Indicators Related to Community Engagement

- Students Served through Industry and Community Education Partnerships*

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

Lagging Indicator: Students Served through Industry and Community Education Partnerships

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

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

Comparison Type: Local comparison

Threshold Level: Minimum Mission Fulfillment Threshold: 1500

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2026-27 Strategic Target	Minimal Level for Mission Fulfillment
5182	4895	2324	2343	2560	3225	5000	1500

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

Disaggregated Community Partnership Student Information

Type of Community Education Partnership	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC and WATR	1185	1064	345	352	502	779
Corrections Education	869	724	730	561	528	488
Family Life Education (FLED)	969	831	534	738	643	646
Community Education and Other Contracted Courses	2286	2372	724	705	892	1315
Unique Individuals	5182	4895	2324	2343	2560	3225

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

National Institutions:

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

Regional Institutions:

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