Institutional Performance Report:

Defining and Measuring Mission Fulfillment via the College's Indicators of Achievement

EDMONDS COMMUNITY COLLEGE

2013-14
Benchmark Report

Contents

Mission and Core Themes

Starting in 2009, the college community worked on improving, better defining, and documenting its integrated planning processes. Part of this work stemmed from an accreditation recommendation as a result of the comprehensive self-study visit in Spring 2008. Another part of the work stemmed from the changes to the Northwest Commission on Colleges and Universities' (NWCCU) accreditation process.

After the NWCCU formally adopted its new accreditation standards in February 2010 and 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. These efforts resulted in a Mission Statement that articulates the college's purpose and provides direction for all educational activities and planning efforts. 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 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.

In addition, the trustees approved five revised Core Themes as essential elements of the college's mission that collectively encompass the Mission Statement.

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

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.

Defining and Measuring Mission Fulfillment

Each of the college's five Core Themes 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.

Rationale for each of the 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..

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 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.

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 an accreditation 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 were altered or eliminated.

Vision and Values – Hallmarks of a Learning College and Organization

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:

Edmonds CC's Vision

"Transforming lives through exemplary, nationally recognized educational and career pathways."

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

College Values

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.

Integrated Planning

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.

The ongoing dialogue that occurred during the multi-year process of reviewing the Mission Statement, Core Themes, Objectives, and Indicators and forming a shared Vision and set of Values led to an increased focus and awareness of how the college's planning activities align with its Mission. 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.

Indicators of Achievement

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

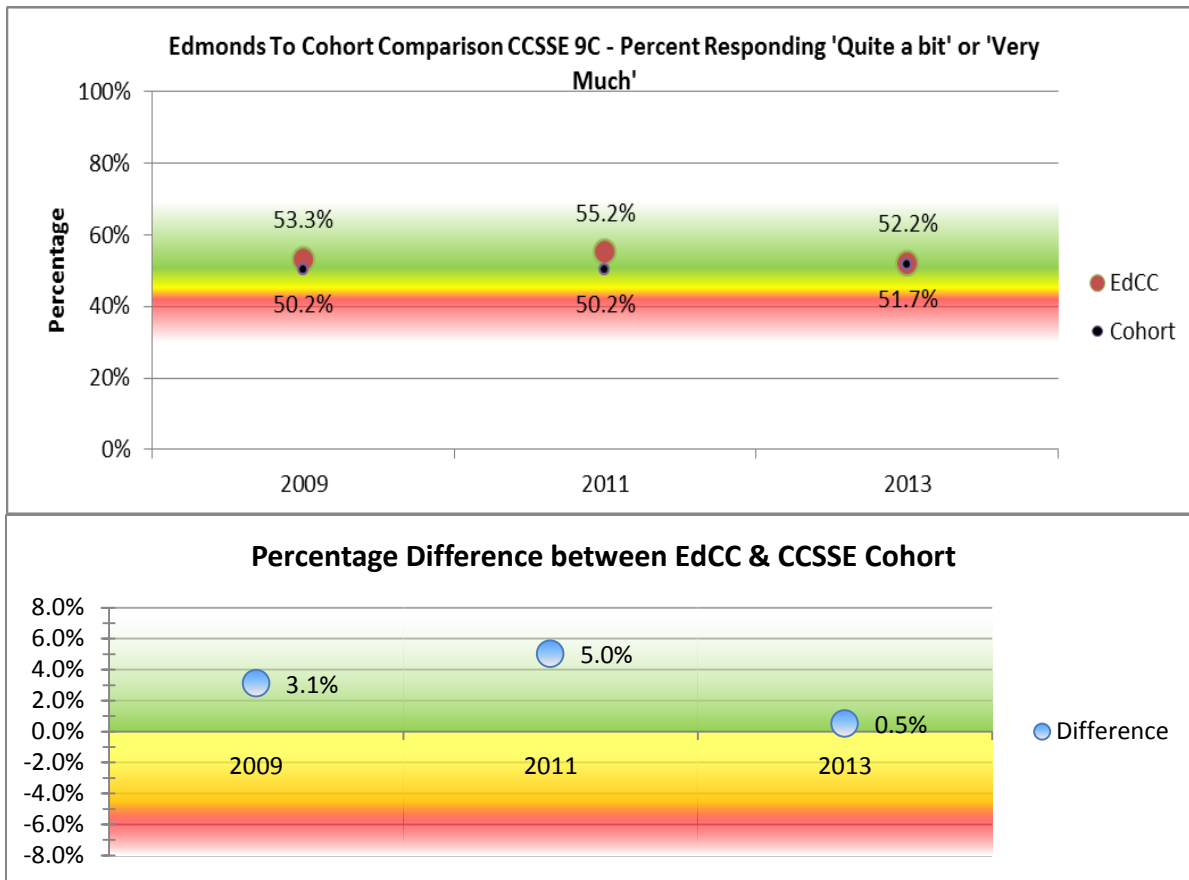| Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.	1.1 Promoting diversity awareness 1.2 Students of color persistence 1.3 Serving the community

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

Edmonds To Cohort Comparison CCSSE 9C - Percent Responding 'Quite a bit' or 'Very Much'

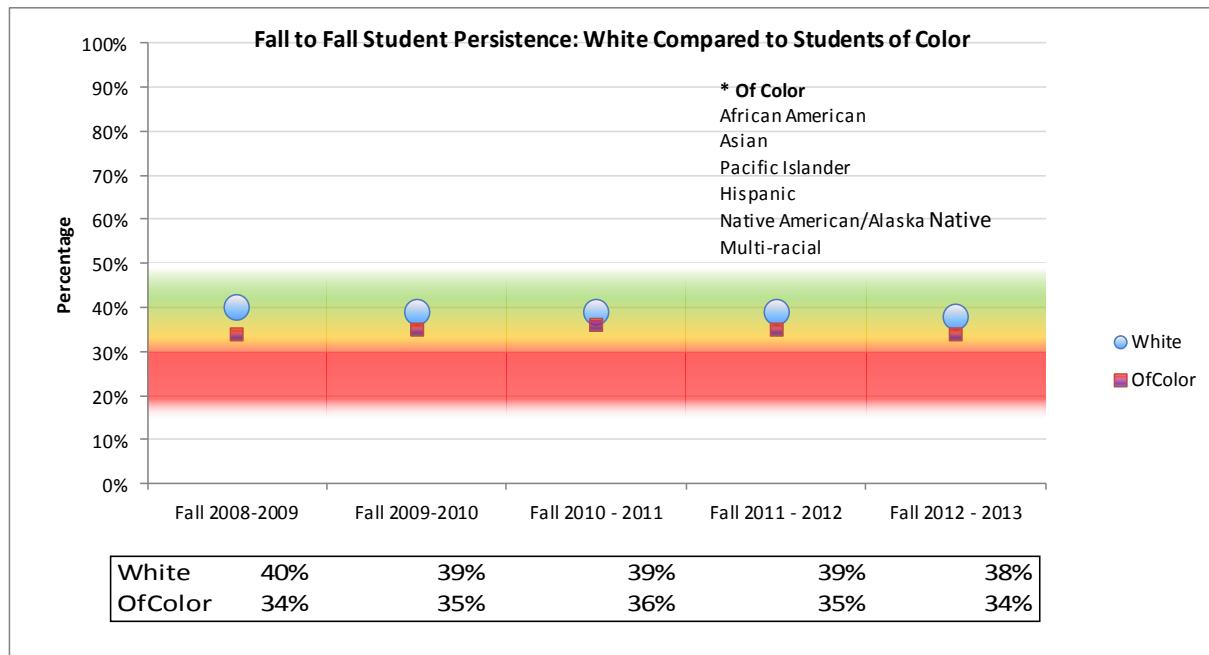Percentage Difference between EdCC & CCSSE Cohort

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)

Fall to Fall Student Persistence: White Compared to Students of Color

* Of Color
African American
Asian
Pacific Islander
Hispanic
Native American/Alaska Native
Multi-racial

○ White
■ OfColor

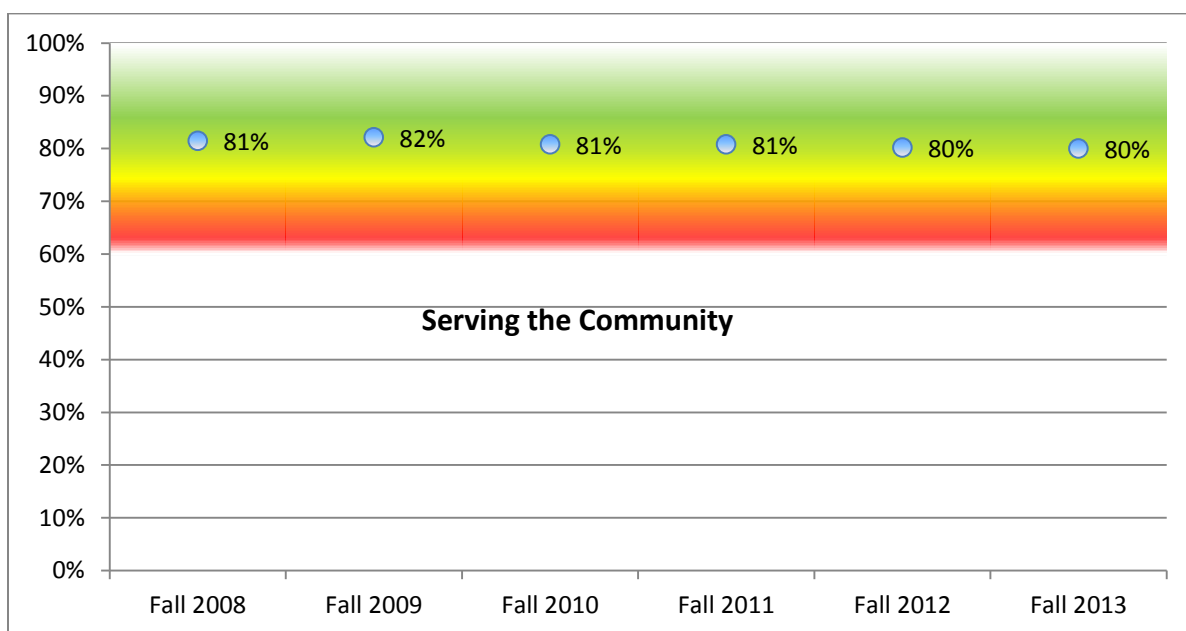|	Fall 2008-2009	Fall 2009-2010	Fall 2010 - 2011	Fall 2011 - 2012	Fall 2012 - 2013
White	40%	39%	39%	39%	38%
OfColor	34%	35%	36%	35%	34%

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%+

Serving the Community

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
	81%	82%	81%	81%	80%	80%

Core Theme 2: Provide Educational Opportunities

Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.	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

Transfer	2009-10	2010-11	2011-12	2012-13
EdCC	44.8%	45.6%	46.5%	47.7%
Peer	45.3%	46.8%	49.0%	49.7%
Diff	**-0.5%**	**-1.2%**	**-2.5%**	**-2.0%**
Workforce Education	2009-10	2010-11	2011-12	2012-13
EdCC	43.6%	43.3%	42.1%	40.9%
Peer	37.9%	38.1%	37.0%	36.8%
Diff	**5.7%**	**5.3%**	**5.1%**	**4.1%**
Basic Skills as Immediate Goal	2009-10	2010-11	2011-12	2012-13
EdCC	8.3%	8.0%	8.1%	8.4%
Peer	13.7%	11.9%	11.1%	11.3%
Diff	**-5.4%**	**-3.9%**	**-3.0%**	**-2.9%**
Other	2009-10	2010-11	2011-12	2012-13
EdCC	3.3%	3.1%	3.4%	3.0%
Peer	3.1%	3.2%	3.0%	2.2%
Diff	**0.2%**	**-0.1%**	**0.4%**	**0.8%**

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* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
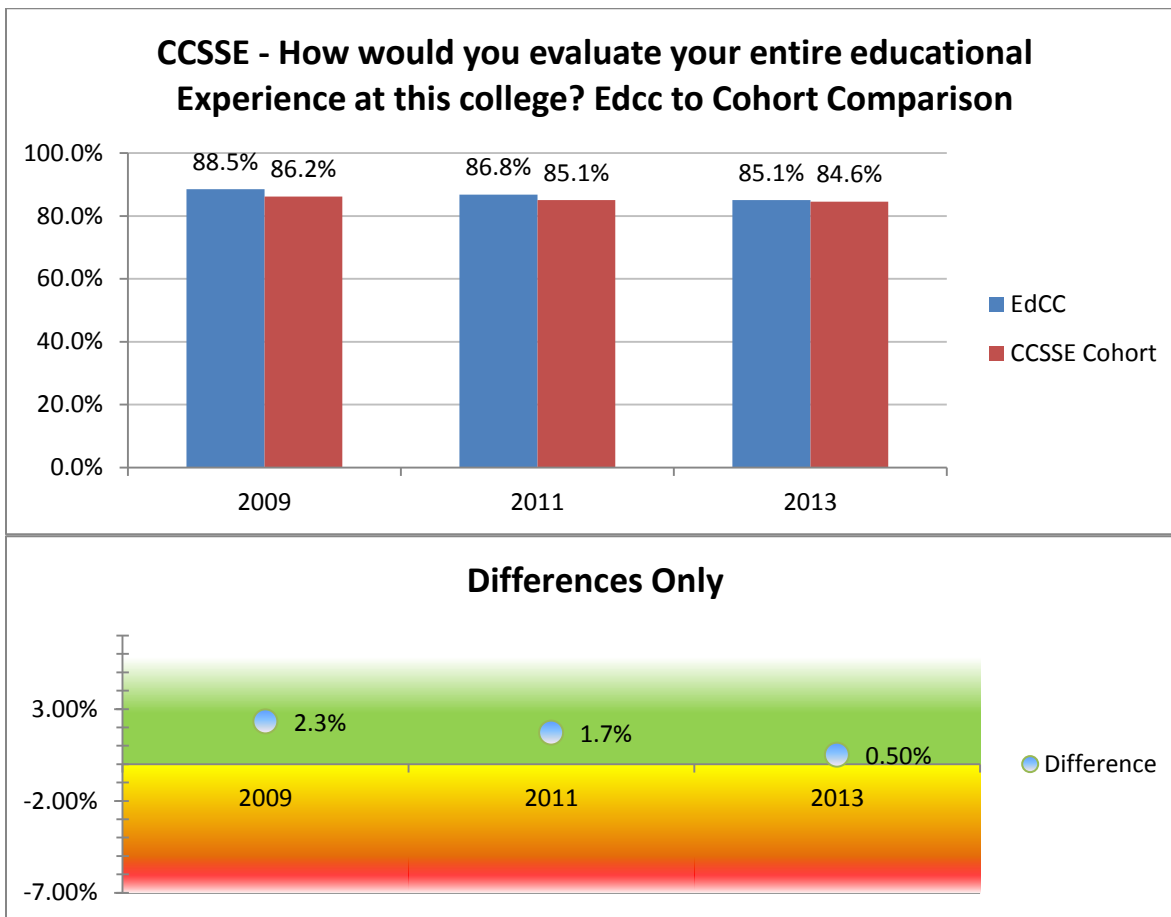
INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

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

CCSSE - How would you evaluate your entire educational Experience at this college? Edcc to Cohort Comparison
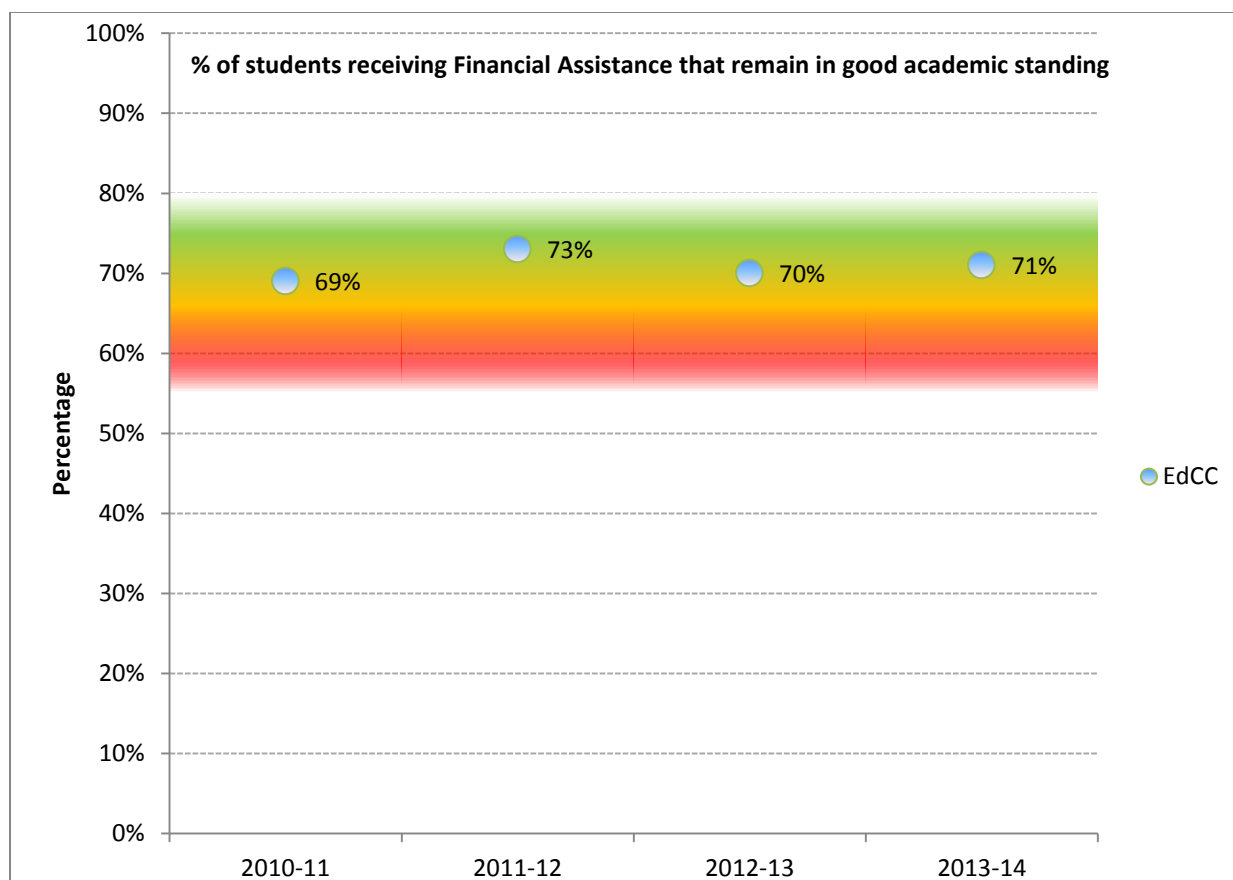
Differences Only

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%+

% of students receiving Financial Assistance that remain in good academic standing

Core Theme 3: Help Students Access Career Opportunities

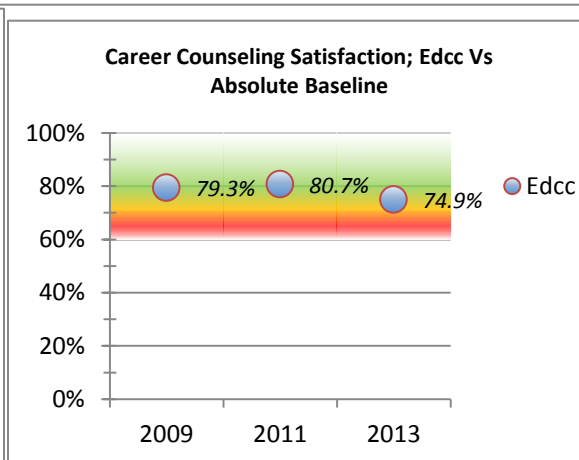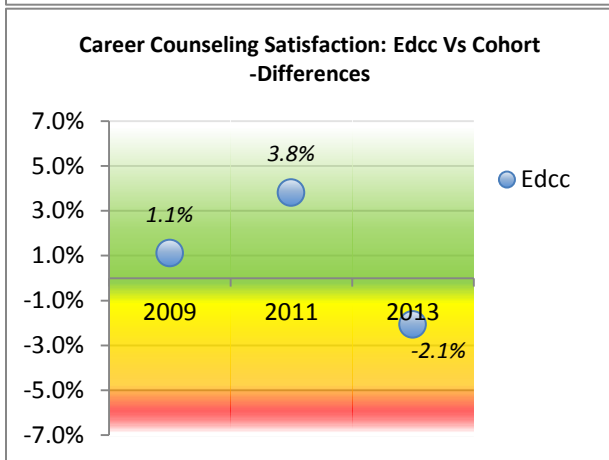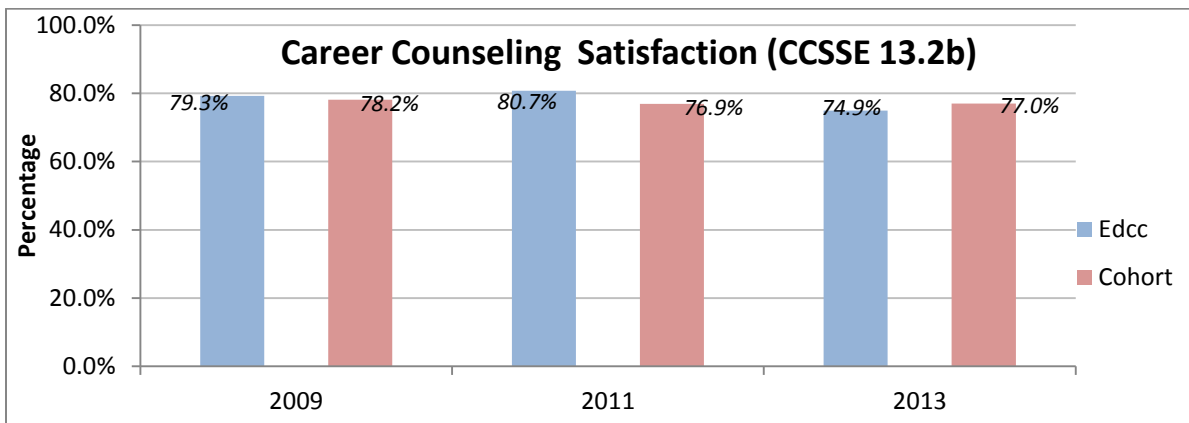| Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.	3.1 Satisfaction with career counseling 3.2 Employment Rates

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

Career Counseling Satisfaction (CCSSE 13.2b)

Career Counseling Satisfaction: Edcc Vs Cohort -Differences

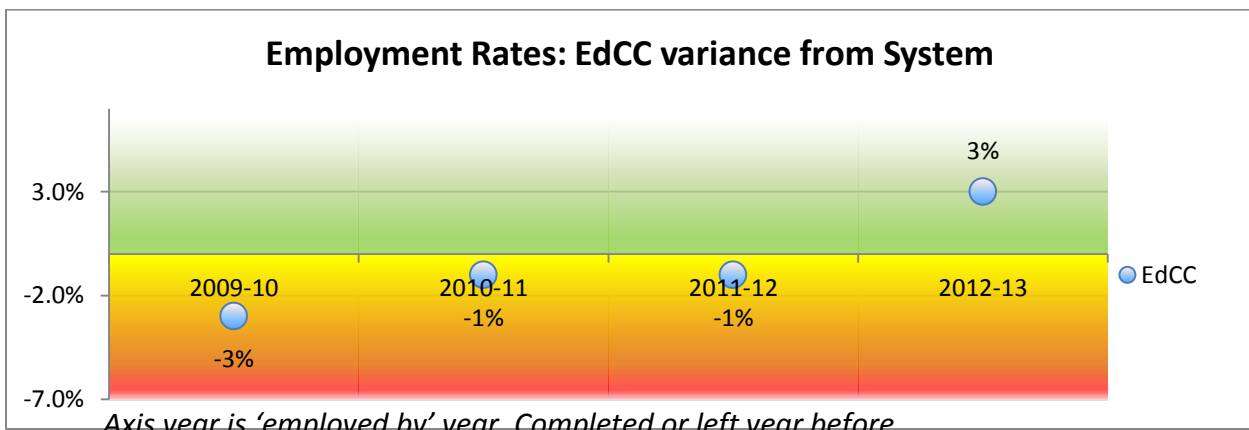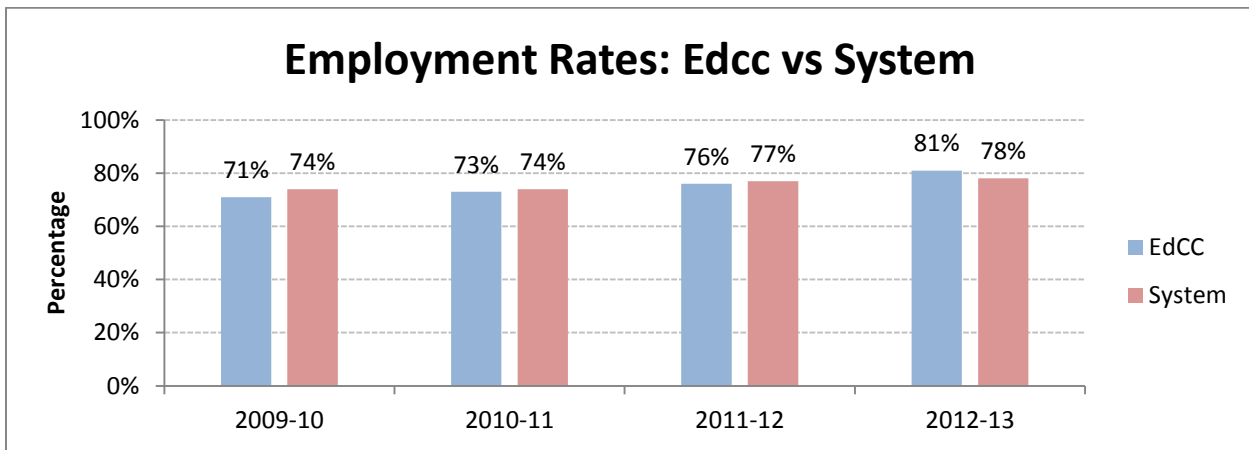Career Counseling Satisfaction; Edcc Vs Absolute Baseline

INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

Measurement: Students completing 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

Axis year is 'employed by' year. Completed or left year before.

Core Theme 4: Support Student Success

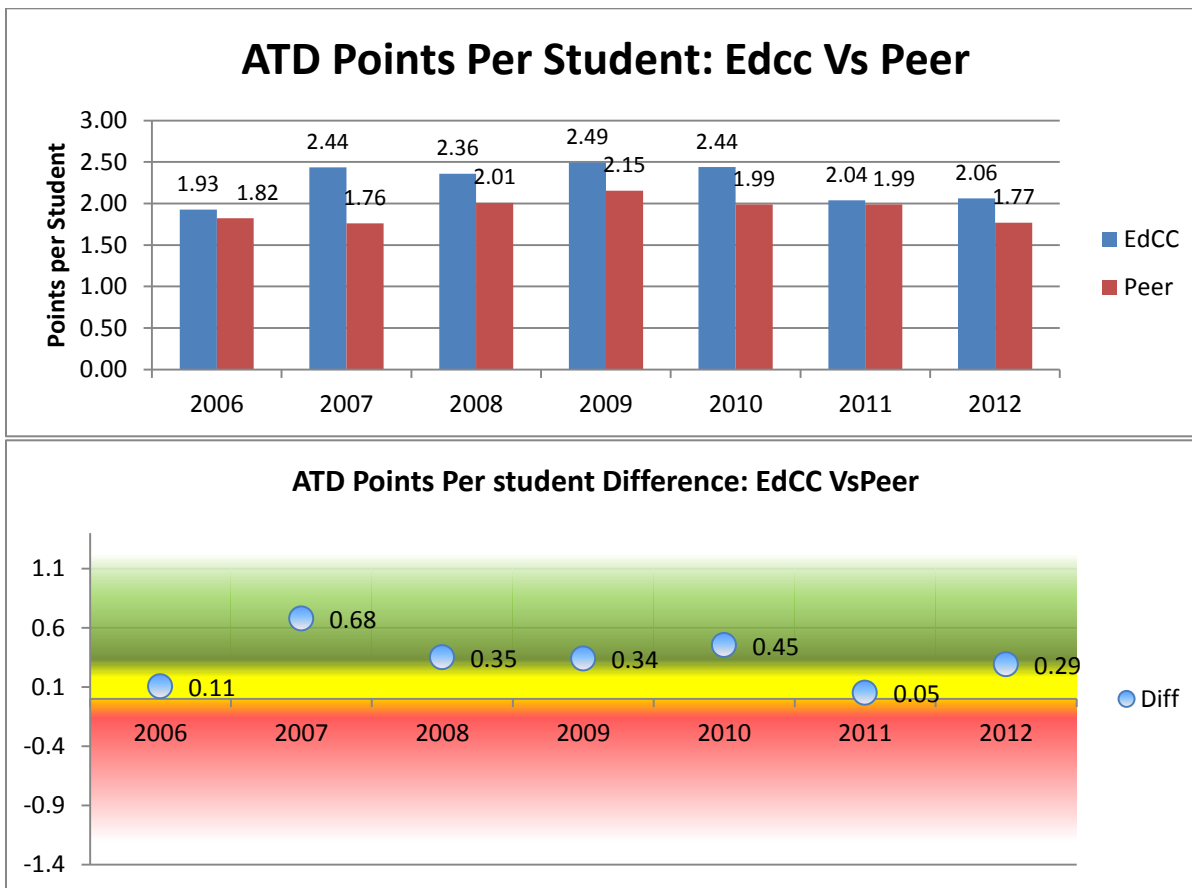| Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.	4.1 Student progression 4.2 Student retention 4.3 Student graduation 4.4 Student transfer-out rate 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

ATD Points Per Student: Edcc Vs Peer

Year	EdCC	Peer
2006	1.93	1.82
2007	2.44	1.76
2008	2.36	2.01
2009	2.49	2.15
2010	2.44	1.99
2011	2.04	1.99
2012	2.06	1.77

ATD Points Per student Difference: EdCC VsPeer

Year	Diff
2006	0.11
2007	0.68
2008	0.35
2009	0.34
2010	0.45
2011	0.05
2012	0.29

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* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
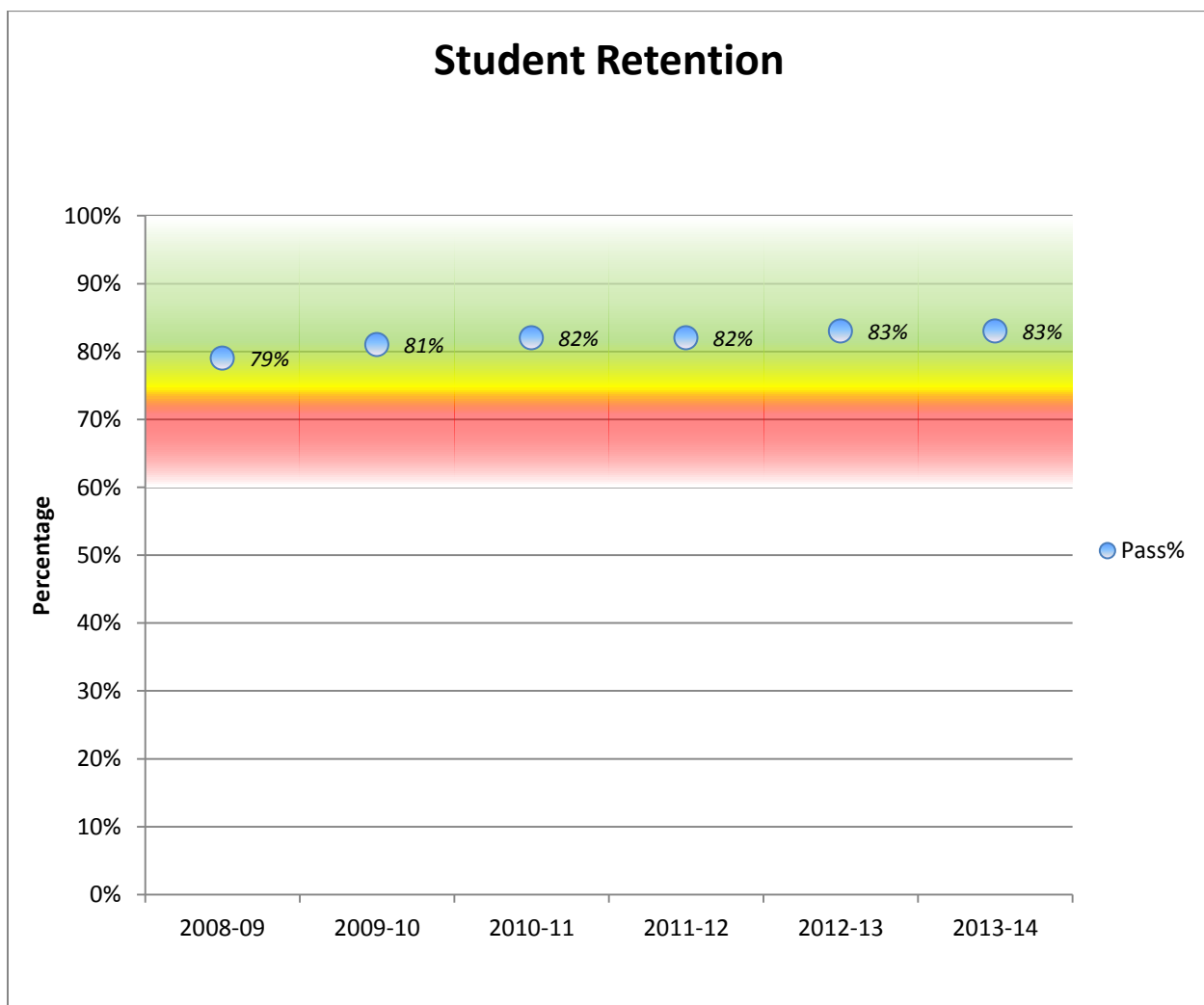
INDICATOR OF ACHIEVEMENT 4.2: Student Retention

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%+

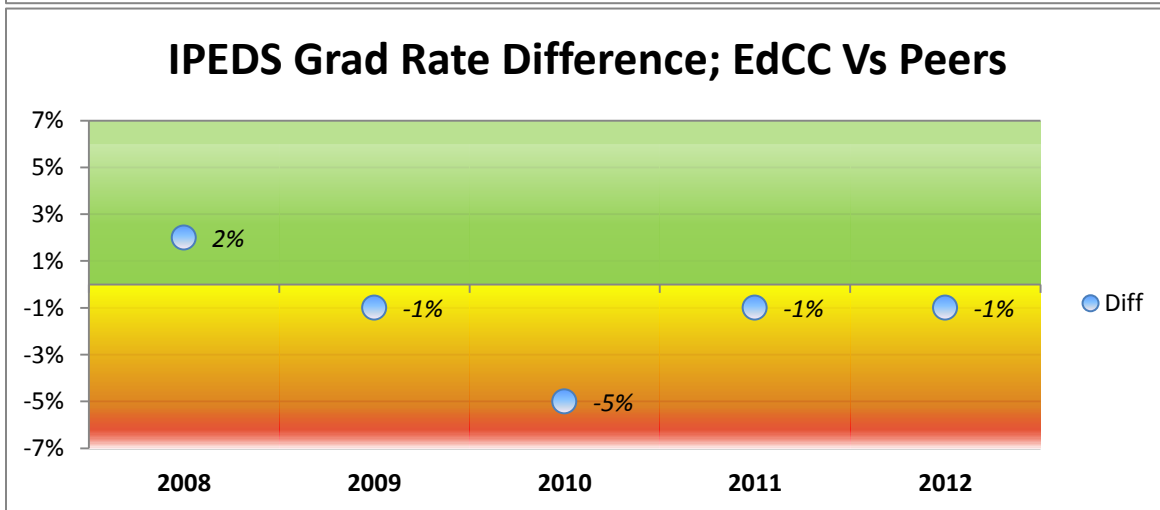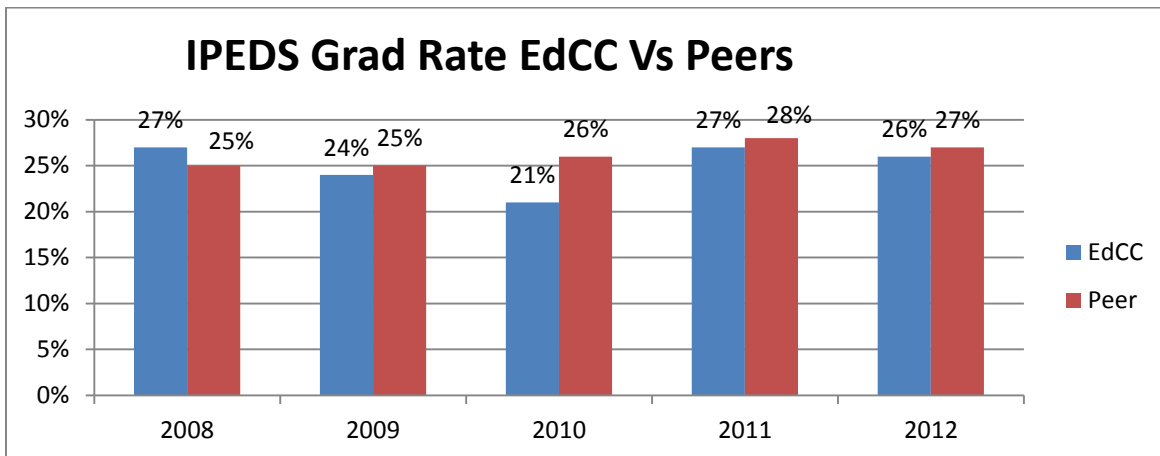**INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate**

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

IPEDS Grad Rate EdCC Vs Peers

Year	EdCC	Peer
2008	27%	25%
2009	24%	25%
2010	21%	26%
2011	27%	28%
2012	26%	27%

IPEDS Grad Rate Difference; EdCC Vs Peers

Year	Diff
2008	2%
2009	-1%
2010	-5%
2011	-1%
2012	-1%

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* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
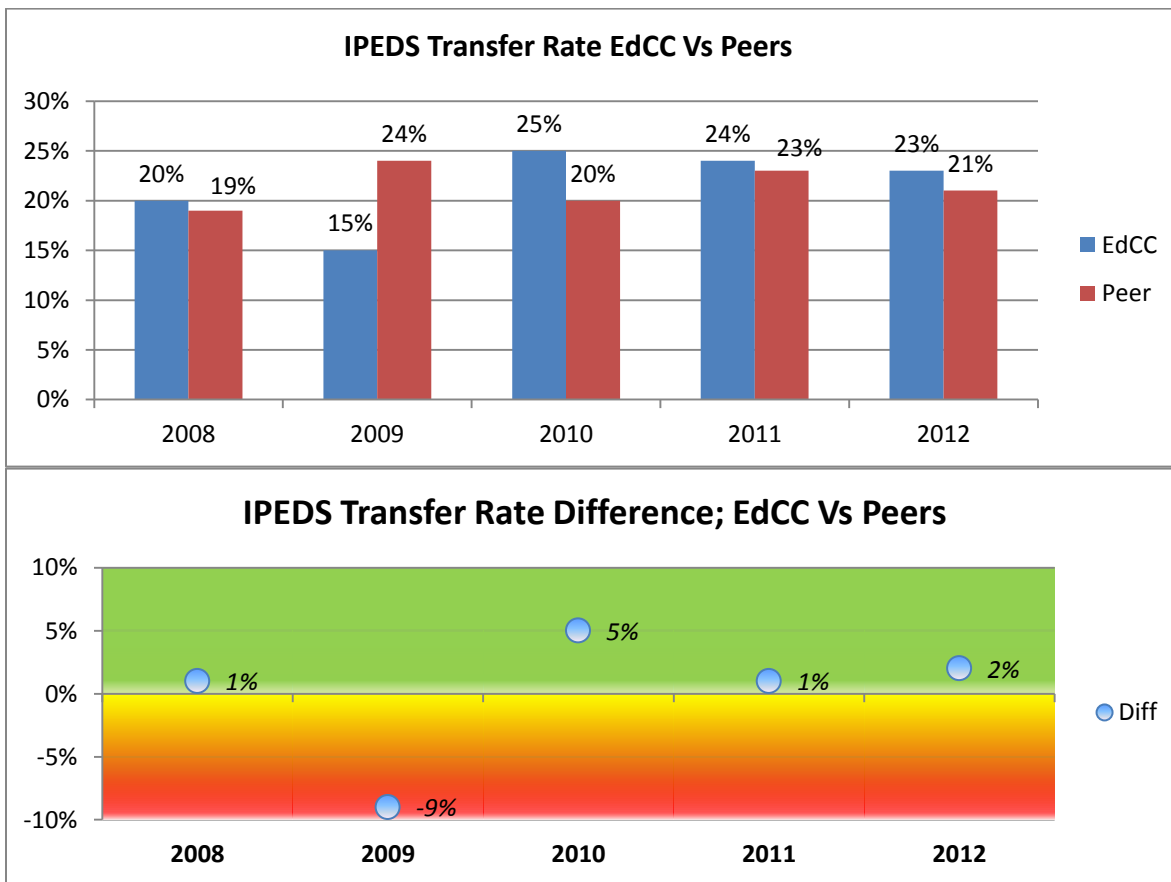
INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

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%+

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* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

INDICATOR OF ACHIEVEMENT 4.5: 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
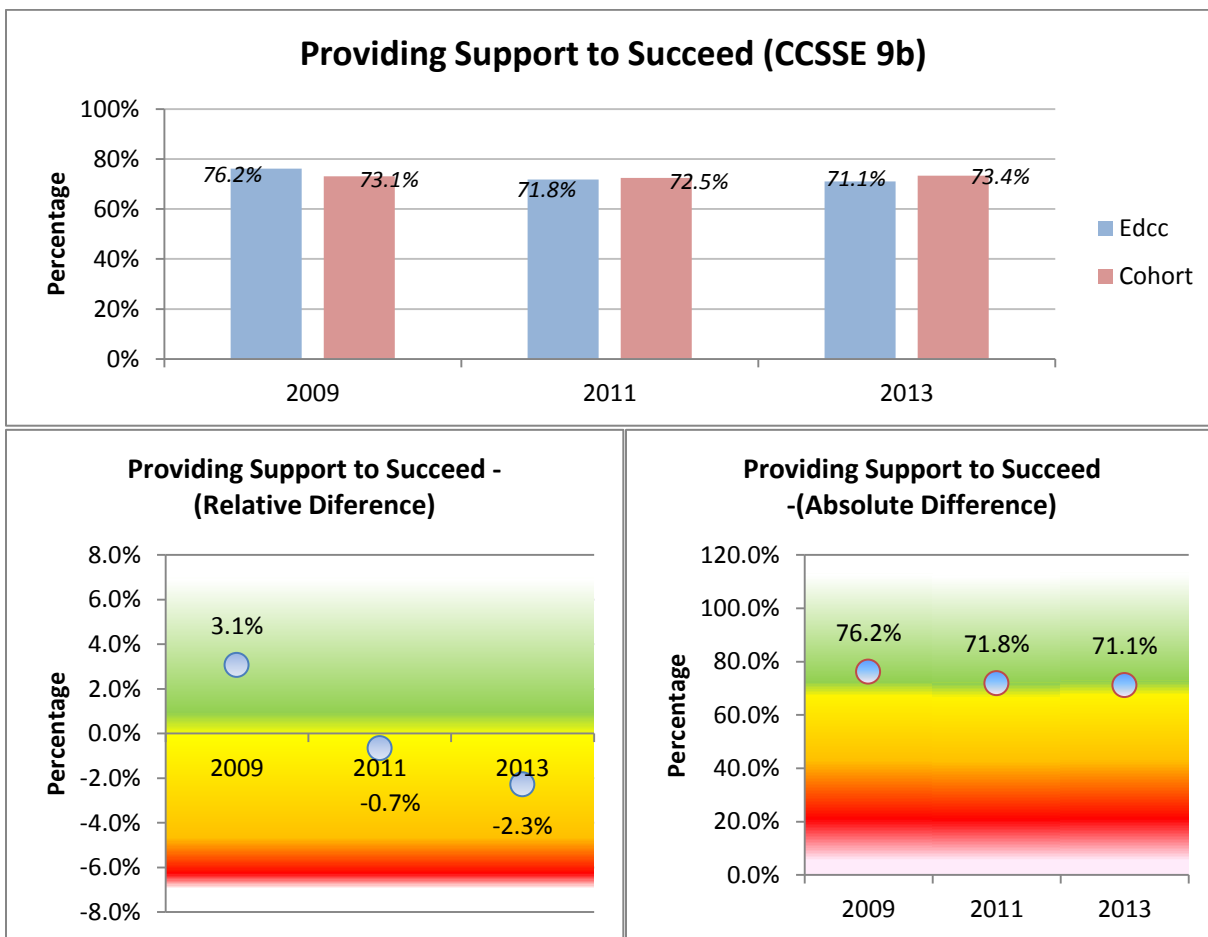
Core Theme 5: Encourage innovation, service, and lifelong learning

| Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	5.1 Commitment to service 5.2 Funding for initiatives, programs, and services 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
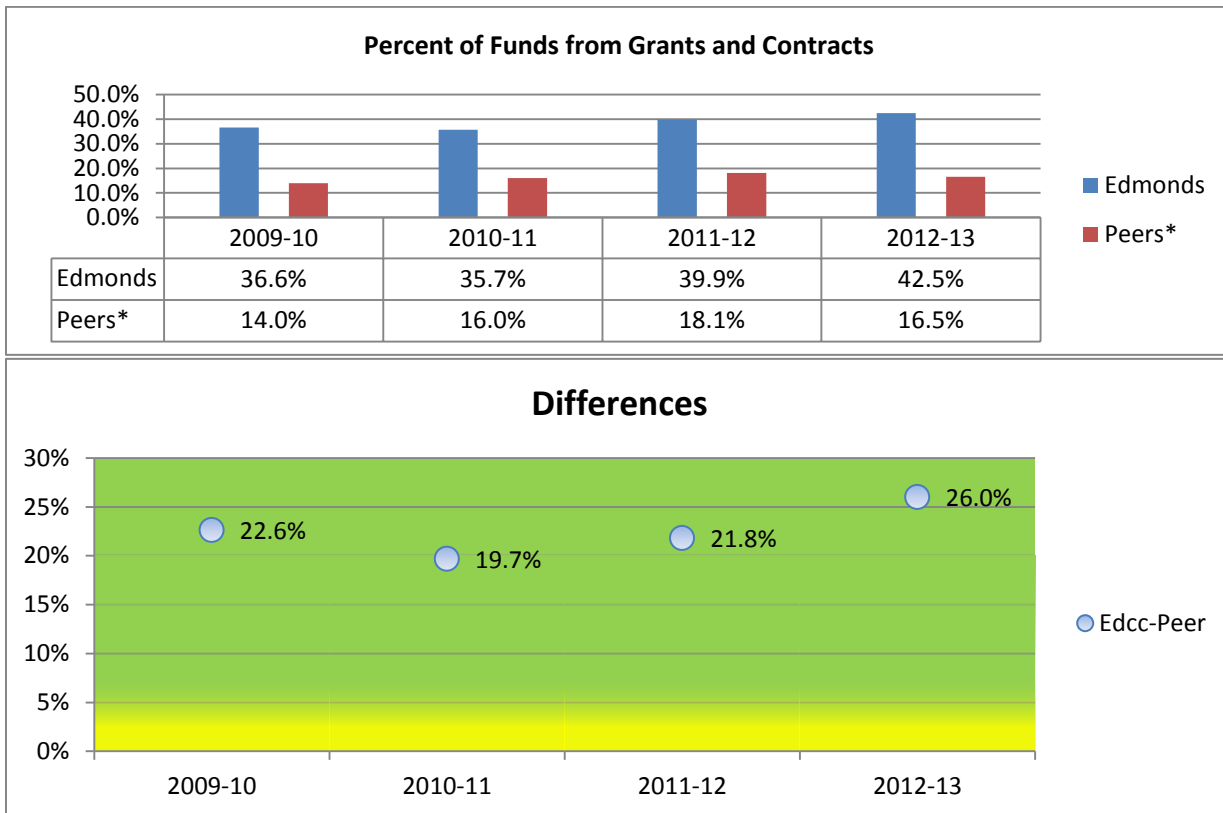

CSL:Service Learning Hours
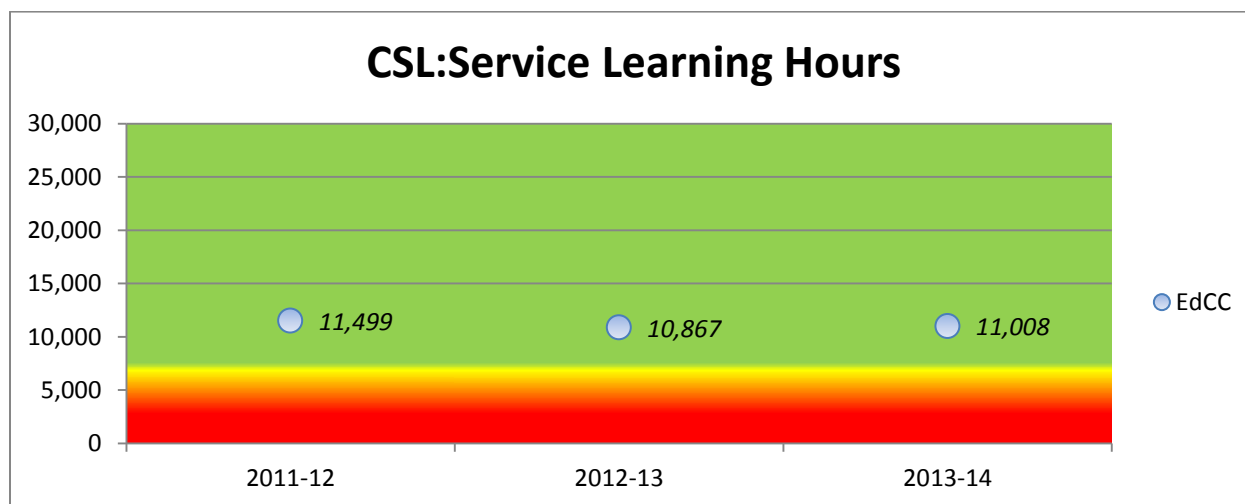
INDICATOR OF ACHIEVEMENT 5.2: Funding for Initiatives, Programs, and Services

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

Percent of Funds from Grants and Contracts

	2009-10	2010-11	2011-12	2012-13
Edmonds	36.6%	35.7%	39.9%	42.5%
Peers*	14.0%	16.0%	18.1%	16.5%

Differences

	2009-10	2010-11	2011-12	2012-13
Edcc-Peer	22.6%	19.7%	21.8%	26.0%

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* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.

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
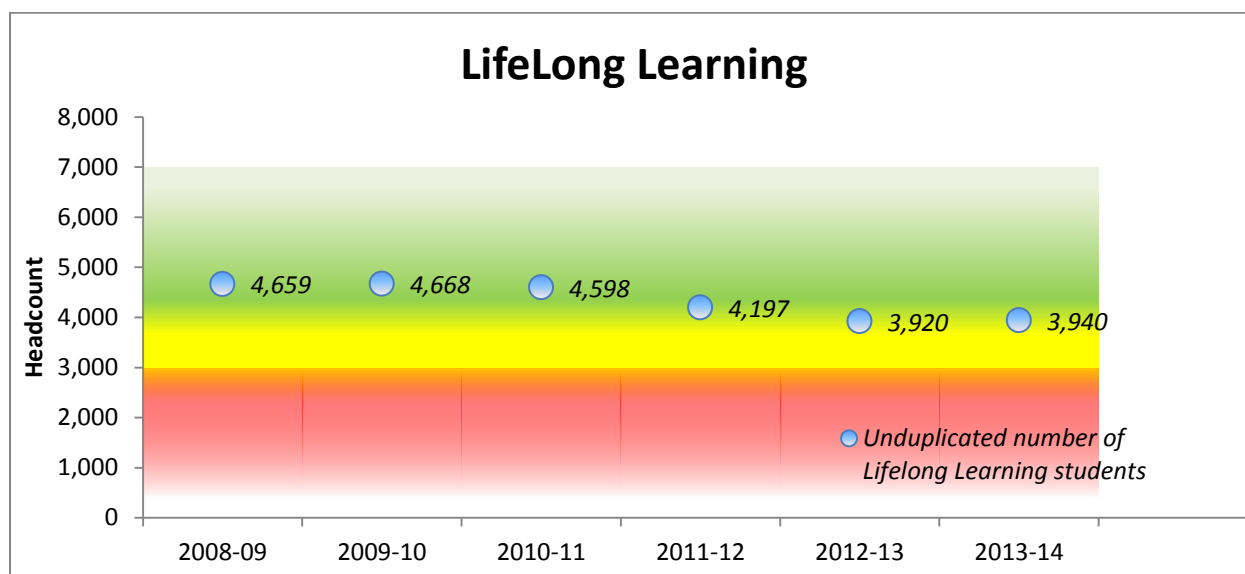
Accomplishments

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. These reports include both qualitative information and quantitative information.

Examples of recent, significant accomplishments are described briefly below, organized by the college's five Core Themes. The items listed represent highlights of the many accomplishments that have been reported in SIMPLE Plans by various areas of the college. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

Core Theme 1: Strengthen Our Diverse Community

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

- The college developed an Equity and Inclusion Report and developed equity measures for student completion rates.
- The college defined Cultural Proficiency terminology and developed a cultural proficiency model including competencies and learning outcomes. In addition, the college held a train-the-trainer workshop on Cultural Proficiency for Social Justice.
- The college increased international student enrollment by 8% over the previous year.
- Obtained 6th Dept. of State Community College Initiative grant of $1.4 million
- The Center for Learning Connections was awarded and completed a contract to develop Military Sexual Trauma curriculum. This curriculum will be delivered to community service providers working with Veterans and their families throughout the state.
- The Center for Learning Connections launched the Washington State suicide prevention training for Licensed Mental Health Counselors. This curriculum is now required for all mental health counselors working with veterans.
- The college had a 49% increase in employee recruitments in 2013-2014 compared to the previous year. This included competitive recruitments for 103 exempt, faculty, and classified positions. From robust candidate pools of 2,693, approximately 32% of all applicants for these positions were non-white ethnic applicants (from an available pool of approximately 19% in our district); 42% of the applicants were over 40; and approximately 61% of the applicants were female. In addition, there were 37 applicants with a disability and 160 veterans.
- The college reached an agreement with Edmonds School District (ESD) for special education services specialists to support the college's Center for Families (CFF) childcare preschool teachers and classrooms with enrolled children with unidentified and identified special education needs.

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

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

- The Early Childhood Education Department developed new state-wide certificates and courses as part of the Early Childhood Education Early Achiever "Race to the Top" grant. In order to raise the skills of teachers of young children in early learning settings in the community, the department also provided scholarships for 35 new students working in preschools, daycare centers, and home childcare.
- The college completed the second year of its $3 million Department of Labor grant for PACE-IT. This CIS-related program launched five, competency-based, online, modularized, and self-paced certificates that prepare students for industry certification in IT and jobs in web development, technology integration, ethical hacker, network security, and database management.
- The Career Action Center offered 5 career panels, internship and career fairs, and other events that brought over 200 employers to campus. More than 1,000 students were involved in these events, and another 1,000 visited the Center during the year.
- Under the auspices of the college's Director of the National Resource Center for Materials Technology Education, a paper entitled, "Integration of Materials Instruction in the Field of Manufacturing" submitted to the American Society for Engineering Education (ASEE) and was selected as the "Best Paper for 2014."
- The International Education Division provided $1 million in shared funding revenue beyond the target amount.
- The college increased study abroad and provided new opportunities for student and faculty/staff exchange in China, South Africa, Denmark, Guatemala, Japan, and France.
- The Business Information Technology (BSTEC) Department eliminated required textbooks by providing open source resources for BSTEC 107 and BSTEC 260. The open-source BSTEC 107 curriculum is also being developed into a shared grammar curriculum among the BSTEC, ABE, English and EAP departments.
- The Energy Management Department converted its core Certificate of Completion (COC) to entirely online, which will allow students from anywhere to study energy management.
- The college's Nursing/Allied Health Education Program successfully implemented the first year of the new Nursing LPN program at EdCC. In addition, Woodway Hall was remodeled to include a new nursing simulation lab, and equipment was purchased to upgrade the nursing lab, the pharmacy technician lab, and clinical lab assistant classrooms and computers.
- The Student Activities Board produced over 40 educational events, and 50 student clubs were chartered.
- The third annual Women's Entrepreneurship event was held in May and included a panel of seven successful women entrepreneurs.

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:

- The college launched a $1 million Boots to Books and Beyond fundraising campaign to support additional services and resources needed by student veterans. 90% of the funds have been raised as of June 25, 2014, and the college expects to complete the campaign over a year ahead of schedule.
- The college's Foundation expects to exceed its annual fund revenue by over $50,000, primarily due to new scholarship gifts.
- WorkFirst and Financial Aid partnered to help ensure that eligible WorkFirst students could get grant funding (from several sources) and more students could continue their education. Having a Financial Aid staff member work closely with WorkFirst has made this possible.
- The Event Planning and Hospitality/Tourism Department launched (with South Seattle College, Whatcom Community College, Highline Community College, and the Travel and Hospitality program at Chief Sealth High School) a Work-A-Like series of meetings. These meetings allow the organizations to work with the programs teaching similar curriculum in Western Washington and to collaborate on career options, guest speakers, advisory boards, pathways for students, and marketing.
- The Math Department worked together to adopt an innovative math placement algorithm using high school math grades and also developed radical new pre-college tracks that are among the shortest and fastest in the state.
- The STEM Division is STEM branding and working together as a division. The division worked together all year to create a "STEM identity" not focused on individual programs and culminating in new, cross-discipline STEM success and research classes that will run in 2014-15, STEM events like this summer's STEM Exploration program for high school and pre-college students, a block schedule to facilitate STEM cohort formation, and great self-identification as part of STEM.
- The STEM Division is also distinguishing itself by its pedagogy and its connection to student success. Faculty from every discipline in the division came together in division meetings, journal club, and hallway conversations to discuss, share, place focus on, and implement new pedagogies connected to student success. Discussion and initiatives included those focused on inquiry-based learning, independent and integrated student research, systems teaching, culturally competent assessments, blended delivery, and most recently, competency-based (proficiency-based) education in STEM (beyond IT).
- The Learning Resources Division purchased collaborative computing furniture with large screen monitors to enable students to work together and to connect their laptops and mobile devices on a shared display monitor. Reconfiguration of the space and installation of furniture is scheduled for August 2014.
- The Music Department had a highly successful rollout of iPads in choral classes, which has revolutionized the teaching and learning experience.
- In 2013-2014 the Worker Retraining Program has served more than 500 unemployed and dislocated workers.
- The Worker Retraining program provided more than $400,000 in tuition and funding for books for about 265 students.

- The college enhanced resources and services to Veterans by hiring a director of the Veterans Resource Center, implementing GAP and emergency funding for veterans, and allocating $125,000 from the student Executive Board to the Boots to Books Campaign.
- The college's baseball team won the 2014 NWAACC North Region Championship; the women's soccer team won the 2013 North Region title and reached the NWAACC Championship Game; over 200 students participated in intramural sports; and the baseball, volleyball, and softball teams all have team GPAs over 3.0.
- The college's Residence Assistants produced over 30 events for students in residence to develop community and engagement.
- The college developed and implemented the Behavioral Intervention Team (BIT), comprised of key campus stakeholders, to rapidly identify and respond to risk, investigate situations of concern, and determine appropriate intervention strategies.
- The college developed and implemented the CARE (Consultation, Assessment, Resources and Education) Team and launched the "If You See Something, Say Something" campaign.
- The college developed and enhanced Triton Jumpstart New Student Orientation; completed an Academic Advising training video; led an Academic Advising Summit; implemented a group advising model for new students in order to serve more students; coordinated meetings with Advisors and Case Managers for special populations across campus; introduced regularly scheduled transfer groups for six different pre-major groups, and introduced group advising for two prof/tech programs.
- The college developed American Sign Language interpretation of videos used in online classroom instructional materials for students who are deaf.
- The college created a Wellness and Health Center, hired a project coordinator, and developed and implemented health and wellness resources, services, and events.

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, the college remains committed to innovation, service, and lifelong learning, as demonstrated by the following achievements:

- The college purchased and launched a software system (entitled "RAVE") for the college's emergency, Triton Alert system.
- All full time security officers attended the UW Security Officer Training academy, which resulted in 40 hours of training on current best practices and regulations regarding Campus Security, including the Cleary Act, crime prevention, partnering with local law enforcement, report writing, and the intersection of their work and student conduct.
- The Faculty Development Team formed a Faculty Learning Community with other professionals from the 5-Star Consortium schools and developed workshops with Edmonds School District. In addition, the team successfully engaged full and part time faculty in a multitude of faculty development efforts this year, including four faculty-to-faculty workshops; writing and disseminating six Faculty Development Update newsletters; and working with faculty to develop and present workshops for Building Community Day.

- The Washington Aerospace Training and Research Center (WATR) received state funding for equipment and curriculum development to create training programs for building the 777x wings.
- The Washington Aerospace Training and Research Center developed a National Career Readiness Certification (NCRC) program to help students gain industry-recognized employability skills.
- The college developed a sustainability plan framework under which members of the college can incorporate innovative and sustainable practices across campus and into the community.
- The Black Box Theater has tripled its offerings since 2011 (17 to 47 in one quarter) with collaboration from many campus partners. In addition, "Poe Unexpected", which was developed by an Edmonds CC employee and Unexpected Productions North and which premiered on the Black Box stage in 2012, received top honors at the 2013 Seattle International Festival of Improvisation.
- Food Services, Catering, and Espresso staff were very busy this year, logging 162,192 transactions in the Brier Grill, catering 283 events on campus, and serving an average of 2,800 drinks per week at Triton 1 Espresso.
- The college implemented Phase I of a new document management system for Financial Aid Services, Enrollment Services, and Admissions.
- The college completed a Standards of Excellence Peer Review Audit for Financial Aid Services and implemented corrective actions around SAP, Consumer Information, and Cash Management and Reporting.
- The college had two coaches selected as the NWAACC Coaches of the Year (women's soccer and men's baseball. In addition, baseball player TC Florentine was selected as NWAACC Player of the Year.
- The college developed an Office of the Vice President for Student Services' CARE Team intranet web site with resources links and a copy of the college's newly implemented online Incident Reporting Form.
- The college created an Academic Integrity Task Force and developed new guidelines, procedures, and an incident reporting form for Academic Integrity cases.
- The Creative Retirement Institute (CRI) was relocated to the Edmonds Conference Center in downtown Edmonds. CRI served more than 1000 students this year through 80 course offerings.
- External funds brought in through grants and contracts totaled over $29 million, which is the highest amount in the college's history.
- The college received successful financial audits of both the Head Start program and PACE-IT grant. These audits required time and effort by several employees and several days of face-to-face time with reviewers explaining procedures, providing evidence of policies, and reviewing payment documents.
- By partnering with campus partners at Central Washington University, parking permits are now issued to all students and employees. This allows the college to better manage parking, understand trends in parking needs, and contact people immediately when automobiles are damaged.
- The college developed a process and timeline for resource allocation requests that specifically ties requests to strategic planning and/or mission fulfillment; ensures a transparent process with broad participation; distributes decision making (prioritization of requests) to the lowest (most directly involved, most knowledgeable) level of the organization; differentiates between strategic and operational requests and provides separate request processes for each; and leverages the existing SIMPLE Plan process for operational resource requests.

- The college completed Phase 1 of its website redesign, which required the review of 3,900 pages, 329,263 files, and 50+ databases to update, archive, or delete outdated content and the implementation of a content management system. Outcomes of this work included mobile accessibility of web site; development of an intranet for employee content; improved reliability through cloud hosting; improved security; updated, data-informed, responsive design; improved workflow and content quality control; and easier editing by college employees.

Addendum – Summary of the College's 16 Indicators of Achievement

Please note that italicized measures are interim and will be updated when final Spring quarter numbers become available

Indicator Target	2012-13 (baseline year)	2013-14
Core theme 1: 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 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?"	Met	Will report in 2015
1.2 The fall to fall persistence rate of new students of color will be at least 33%.	Met	Met
1.3 At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.	Met	Met
Core Theme 2: Provide educational opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.		
2.1 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.	Not Met	Met
2.2 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?"	Met	Will report in 2015
2.3 Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).	Met	Met

Core Theme 3: Help students access career opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.		
3.1 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 counselling?"	Met	Will report in 2015
3.2 Students completing 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.	Met	Met
Core Theme 4: Support student success		
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.		
4.1 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.	Met	Met
4.2 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%. Interim (Summer and Fall 2013) - Met	Met	Met
4.3 The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.4 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.	Met	Met
4.5 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?"	Met	Will report in 2015

Core Theme 5: Encourage innovation, service, and lifelong learning		
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.		
5.1 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).	Met	Met
5.2 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.	Met	Met
5.3 The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	Met	Met

Indicator Summary	2012-13	2013-14
Number at Green Level	10	8
Number at Yellow Level	5	4
Number at Red Level	1	0
Not available or not reported on an annual basis	0	4