



Edmonds Community College

Institutional Performance Report

Fiscal Year 2006-07



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MISSION

EDMONDS COMMUNITY COLLEGE'S mission is to be a leader in providing quality opportunities for learning and service, responding to the dynamic needs of our diverse community.



PHILOSOPHY



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



STRATEGIC AREAS OF FOCUS AND ACTIONS

A. Focus on Quality Programs, Services and Activities for Students

Edmonds Community College will enhance learning with innovative and comprehensive educational opportunities and services that exhibit our commitment to collaboration, accessibility and a global perspective.

Actions

- Create educational programs and services that are responsive and accessible to our community.
- Become a hub of math, science and engineering education and math/science teacher preparation.
- Link teaching, learning and service to the college-wide abilities of communication, critical thinking, group interaction, and quantitative skills, and to the college-wide goals of educational access and student success.
- Adopt schedules, services and technology that accommodate the needs of students and potential students.
- Ensure community and student awareness of financial resources to encourage initial enrollment, retention and completion.

B. Focus on Community

Edmonds Community College will address community concerns and participate in community activities and events, including the global community, playing a key role in economic development, serving as a hub for art, culture and civic engagement, and benefiting from active, comprehensive community support.

Actions

- Augment and emphasize the college's global awareness and engagement.
- Foster partnerships with local school districts, post-secondary institutions, business, labor, government, and other community organizations.
- Pursue legislative support and cooperation.
- Seek mutually beneficial grants, contracts and private donations.

C. Focus on Being a Positive Place to Work and Learn

Edmonds Community College will provide a friendly and supportive environment characterized by civility, mutual respect, and inclusiveness where students, faculty and staff are helped to achieve their goals.

Actions

- Develop and maintain a safe, healthy, and friendly work and learning environment that fosters creativity, innovation, and personal growth.
- Lead the way in providing and supporting new technologies for the workplace and the classrooms.
- Maintain and enhance facilities and grounds to expand the community and learning environment, as informed by the 2005 facilities master plan.
- Promote diversity, including diversity of nationality, culture, ethnicity, and thought.
- Ensure opportunities for involvement of college personnel in college planning and decision-making.

FACTS AND TRENDS OF INTEREST

- An average of 10,400 students enrolled each quarter.
- There was a 6% increase in fall 2006 enrollments compared to fall 2005.
- We exceeded the state-funded allocation of 4,871 FTES (full-time equivalent students) by 27 FTES.
- In fall 2006, more than 60% of the new students were under the age of 25.
- The average age for women and men has decreased by one year compared to FY 05/06; the average age for women is 30; for men it is 27.
- Men take more credits than women. Over the past five years the average number of enrolled credits for men is 10.29; the average for women is 8.94.
- 2,365 students took distance-learning classes in spring 2007. The number of students taking distance-learning classes has increased by 78% over the past five years.
- Approximately 41% of students are in academic transfer programs; 28% are in professional-technical programs; and, 20% are in developmental education programs.
- Approximately 30% of the students are students of color - Asian (14%); Hispanic (10%); Black/African American (4%); American Indian/Alaskan Native (2%).
- The Running Start program serves about 600 students. This program allows high school juniors and seniors to attend college, tuition free, while they complete high school graduation requirements.
- The EdCAP program serves about 228 students (27% increase during the past four years). EdCAP is a tuition free high school diploma program for students aged 16 – 21 who are interested in earning a professional-technical certificate or degree.
- 683 international students were enrolled; there was a 32% increase in enrollment of new international students over the previous year.
- 532 academic-transfer degrees, 183 professional-technical degrees, 286 certificates, and 20 Associate in General Studies degrees were awarded.
- 250 students received a high school diploma.
- The median earnings for professional-technical graduates and students who leave the college having earned 45 or more credits were \$27,720 per year; the SBCTC system average was \$25,633.
- In 2006, the college employed 130 full-time faculty and 239 part-time faculty.

GOALS, PERFORMANCE INDICATORS, AND MEASURABLE TARGETS

In 2005, President Oharah led a college-wide initiative to identify key measurements of performance success as related to institutional goals. Faculty and staff across all departments and divisions had opportunities for input into this process. The following table provides a summary of the measurable targets.

Goals	Performance Indicators	Measurable Targets
Provide Access for Educational Opportunities	ENROLLMENT	<ul style="list-style-type: none"> • Increase or maintain the enrollment of students of color. • Increase the enrollment of recent high school graduates. • Exceed the number of full-time-enrolled (FTE) students allotted by the State Board.
Support Student Success	RETENTION COMPLETION EMPLOYMENT PROGRESSION TRANSFER	<ul style="list-style-type: none"> • Exceed the statewide average student retention rate. • Ensure the retention rate of students of color will exceed or meet the college's average retention rate. • Increase the rate at which professional-technical and transfer-intent students complete their programs. • Exceed the State's average for the number of professional-technical students who are employed within 9 months of completion or exit from programs. • Increase the number of pre-college English students who progress to and pass college-level English. • Increase the number of pre-college Math students who progress to and pass college-level Math. • Increase the number of GED and ABE students who progress to pre-college or college-level courses. • Increase the number of EdCAP and HS Completion students who progress to college-level courses. • Increase the number of ESL students who progress to college-level courses. • Increase the number of transfer-intent students who transfer to a 4-year college or university.
Provide a positive place to work and learn	SATISFACTION DIVERSITY	<ul style="list-style-type: none"> • Improve overall student satisfaction. • Improve overall employee satisfaction. • Ensure the percentage of faculty and staff of color matches the demographic availability.
Be fiscally accountable	EFFICIENCY REVENUE	<ul style="list-style-type: none"> • Increase the student to faculty ratio. • Ensure the state-funded cost per FTE student remains in line with the statewide system cost. • Increase revenue from public and private grants and contracts.

KEY MEASURABLE INDICATORS OF INSTITUTIONAL SUCCESS

COLLEGE-WIDE GOAL 1: PROVIDE ACCESS FOR EDUCATIONAL OPPORTUNITIES

Measurement Indicator 1.1: Targeted student population enrollment.

Target 1.1a. The percentage of students of color enrolled at Edmonds will be maintained at or above the current rate.

This target was met. The percentage of students of color increased to 28.5%. As shown below, during the past five years the college has consistently met or exceeded the school district percentages of students of color.

Students Of Color	01-02	02-03	03-04	04-05	05-06
Edmonds CC	26.7%	27.4%	27.7%	27.8%	28.5%
Edmonds School District HS	23.0%	22.7%	24.7%	24.5%	28.5%

Target 1.1b. Increase the enrollment of recent high school graduates to 15%.

Target was not met. 13% of recent high school graduates enrolled directly at Edmonds CC, the same percentage as the previous two years. Though we did not achieve our goal, we made headway in some of the high schools. A larger percentage of graduates from Mariner, Kamiak, Meadowdale and Lynnwood High Schools enrolled at Edmonds CC. However, enrollment rates decreased from Edmonds-Woodway, Mountlake Terrace, Cascade, and Jackson High Schools. The following high schools were selected for comparison because they are the college's primary feeder schools.

High School	2003-04		2004-05		2005-06	
	graduates	attended	graduates	attended	graduates	attended
Mariner	329	15%	327	15%	315	16%
Kamiak	462	14%	455	11%	456	13%
Meadowdale	332	15%	311	16%	304	20%
Edmonds-Woodway	364	8%	317	14%	306	11%
ML Terrace	362	11%	302	15%	300	11%
Cascade	307	15%	292	15%	293	8%
Jackson	339	13%	301	12%	297	10%
Lynnwood	267	13%	258	10%	166	18%
Totals	2,762	13%	2,563	13%	2,437	13%

Measurement Indicator 1.2: Total FTES Enrollment

Full-time equivalent students (FTES) are the calculated number of students who would be attending on a full-time basis. The total number of credits taken by part-time and full-time students is divided by the full-time number of credits (15) so that an equivalent full-time student body can be calculated.

Target 1.2. The college's state-funded FTES enrollment will exceed the target allocation established by the SBCTC by at least 5%.

The college did not meet this target. Though the college did not meet this target it did have excess enrollment of 27 FTE, which is a sizeable increase over the previous year. These numbers do not include international student FTE that represented an additional 517 FTE in 06/07.

	2002-03		2003-04		2004-05		2005-06		2006-07	
	Target	Excess	Target	Excess	Target	Excess	Target	Excess	Target	Excess
Edmonds	4,676	325	4,663	304	4,763	-72	4,839	-222	4,871	27
Bellevue	6,605	1,454	6,596	1,404	6,710	953	6,809	648	6,984	318
Cascadia	1,075	269	1,073	358	1,150	207	1,227	107	1,306	69
Everett	4,448	289	4,453	107	4,570	-51	4,665	-126	4,746	-59
Highline	5,703	392	5,685	218	5,770	-251	5,810	-272	5,846	198
Shoreline	5,189	291	5,183	108	5,220	-324	5,262	-639	5,260	-422
System	126,732	12,505	126,692	10,846	128,612	2,434	131,105	-442	132,928	-612

COLLEGE-WIDE GOAL 2: SUPPORT STUDENT SUCCESS

Measurement Indicator 2.1: Retention/Persistence

The State measures student retention by tracking cohorts of entering full- and part-time students who intend to complete a professional-technical or transfer associate degree. The State defines “substantial progress” as students who attend four or more quarters from their first quarter or graduate within seven quarters of their first quarter.

Target 2.1a. The retention rate of full-time and part-time students will exceed the SBCTC system average retention rate by 6%.

Full-time Students: Edmonds has consistently exceeded the system average for the persistence of full-time students. **Although we did not meet the 6% target, we came very close at 5%.** The table below shows the percentages of full-time students who have met the state board’s criteria for substantial progress at comparable colleges.

Percent of full-time students who have attended four or more quarters				
	Fall 01 - Spring 03	Fall 02 - Spring 04	Fall 03 – Spring 05	Fall 04 – Spring 06
Edmonds	73%	75%	71%	68%
Bellevue	70%	68%	73%	71%
Cascadia	64%	73%	66%	64%
Everett	69%	68%	69%	60%
Highline	68%	70%	75%	69%
Shoreline	71%	66%	72%	65%
System	68%	69%	70%	63%

Part-time Students: The college exceeded its 6% target for part-time students; retention was 9% over the system average. The retention rates for part-time students have not been as high as full-time student rates or the system average.

Percent of part-time students who have attended four or more quarters				
	Fall 01 - Spring 03	Fall 02 - Spring 04	Fall 03 – Spring 05	Fall 04 – Spring 06
Edmonds	24%	25%	31%	47%
Bellevue	30%	31%	30%	51%
Cascadia	18%	35%	19%	51%
Everett	20%	21%	28%	39%
Highline	27%	24%	34%	50%
Shoreline	35%	34%	40%	51%
System	32%	31%	31%	38%

Target 2.1b. The retention rate of full-time and part-time students of color will equal or exceed the retention rate for white non-Hispanic students.*

The table below shows the retention rates of part-time and full-time students by ethnicity. This target was met for full-time students but not for part-time students.

Percent of students who have made substantial progress by attending four or more quarters					
Cohort Periods	Fall 01 - Spring 03	Fall 02 - Spring 04	Fall 03 – Spring 05	Fall 04 – Spring 06	Fall 05 – Spring 07
Full-time students of color	48%	59%	60%	65%	58%
African American	47%	48%	47%	57%	57%
Hispanic	44%	57%	62%	47%	44%
Asian Pacific Islander	47%	64%	64%	75%	68%
White non-Hispanic	58%	63%	62%	60%	57%
Part-time students of color					
African American	21%	38%	22%	50%	35%
Hispanic	0%	33%	13%	43%	20%
Asian Pacific Islander	29%	30%	21%	60%	32%
White non-Hispanic	16%	47%	26%	56%	50%
	37%	36%	32%	30%	36%

**pending approval*

Measurement Indicator 2.2: Graduation/Completion (degree & certificate)

Target 2.2. The rate that new professional/technical and transfer-intent students complete their program within four years will increase by 10%.

We did not meet this target and were below the system completion rates.

Edmonds CC and all comparative colleges experienced decreases in graduation rates. This indicator is primarily driven by changes in the economy so the decline is likely due to higher employment rates in recent years. The unemployment rate for Snohomish County decreased from 7.7% in 2003 to 4.5% in 2006 with many students returning to or entering work, especially in the manufacturing sector. Edmonds CC’s graduation rate is close to that of neighboring colleges like Cascadia, Everett, and Shoreline.

The table on the next page shows the cumulative percentage of students completing certificate and degree programs. Since this indicator tracks students for four years, the 2003 data reflects the percentage of students who graduated by 2007.

Graduation Rates					
Entry year	1999	2000	2001	2002	2003
Edmonds	27.70%	32.38%	28.86%	34.49%	26.82%
Bellevue	19.72%	32.06%	33.09%	27.93%	23.53%
Cascadia	n/a	20.85%	32.88%	33.54%	28.02%
Everett	22.77%	31.60%	28.70%	30.04%	26.09%
Green River	26.80%	35.88%	39.13%	37.50%	34.92%
Highline	26.74%	34.35%	28.23%	39.90%	29.32%
Shoreline	23.95%	30.85%	28.77%	29.09%	24.44%
System	26.50%	29.55%	31.31%	33.40%	31.62%

Measurement Indicator 2.3: Employment

Target 2.3. Students completing or leaving professional-technical programs will be employed within 9 months at a rate that is 3% above the system average.

The college did not meet this target. Our rate was slightly below the system average of 81%. Snohomish County colleges, Edmonds and Everett, saw a decrease in the percentage of professional-technical students who were employed within 9 months of leaving the college while King County colleges, Bellevue, Cascadia, Highline and Shoreline, experienced increases or rates stayed the same. According to the Vice President of Workforce Development this is partially due to strong nursing and advanced health occupation programs at Bellevue, Highline and Shoreline. The data below is reported annually but lags two years because of the process the SBCTC uses to collect the data.

Estimated Employment Rate					
	2000-01	2001-02	2002-03	2003-04	2004-05
Edmonds	80%	79%	76%	81%	80%
Bellevue	81%	80%	79%	82%	82%
Cascadia	n/a	72%	79%	78%	82%
Everett	86%	83%	81%	81%	78%
Highline	81%	81%	79%	81%	83%
Shoreline	87%	81%	84%	85%	84%
System	82%	81%	80%	81%	81%

Measurement Indicator 2.4: Progression of Basic Skills and Pre-College Students to College Level

Two of our college-wide goals are to provide access for educational opportunities and to support student success. In keeping with these goals, helping students transition from pre-college courses and programs to college-level courses is a priority. Target measurements have been established for students who pass pre-college benchmark classes: Bridge 93 (pre-college English), Math 90 (pre-college Math), ABE Level 4, GED, and High School Completion. This year, we added ESL progression as a target measurement. The outcomes for each sub-indicator are described below.

2.4a. English Progression – **target was not met.** Though there was an increase in the number of students who passed Bridge 93, not as many students progressed to and passed pre-college English within 4-quarters.

2.4b. Math Progression – **target was met.** Student progression to college-level math increased significantly from 61% to 68%, exceeding the 65% target. In fact, the progression rate for FY05/06 was the highest it has been during the last five years. Well done!

2.4c. GED and ABE progression – **target was met.** This target was significantly exceeded as 52% of students who completed GED or ABE went on to complete 5 or more college-level credits within 4 quarters. Several initiatives likely contributed to this success including the Opportunity Grant and a position created two years ago to focus on student progression from GED and ABE programs.

2.4d. High School completion progression – **the target was met.** 36% of students who earned a high school diploma completed 5 or more college-level credits within 4 quarters (target was 35%). Also, the increase from FY 04/05 to FT 05/06 should be noted (from 31% to 36%).

2.4e. ESL progression. – A target for progression of students who complete ESL Levels 5 or 6 and who pass 5 or more college-level credits within 4 quarters has been set at 15%. Since this is a new indicator target, the table below provides benchmark data for next year's report. (pending approval)

The table on the next page shows the target measurements for each sub-indicator. The table shows the number of students within an academic year that passed a pre-college benchmark program/class and completed at least five college-level credits within 4 quarters.

Targets	2001-02	2002-03	2003-04	2004-05	2005-06
Target 2.4a. At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within 4 quarters.	74% 107/144	73% 90/124	77% 129/167	83% 86/104	70% 80/114
Target 2.4b. At least 65% of students who pass pre-college Math (Math 90) will pass a college-level Math class within 4 quarters.*	60% 248/412	59% 260/440	62% 262/425	61% 268/438	68% 297/440
Target 2.4c. At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete 5 or more college-level credits within 4 quarters.**	32% 77/239	42%^ 142/341	43%^ 78/180	33% 57/171	52% 64/122
Target 2.4d. At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least 5 college-level credits within 4 quarters of having received their diploma.**	36% 83/231	30% 62/206	31% 81/263	31% 71/228	36% 93/257
Target 2.4e. At least 15% of students who complete ESL Levels 5 or 6 will complete at least 5 college-level credits within 4 quarters after leaving the ABE ESL Program.^	12% 36/294	20% 79/405	17% 73/423	11% 45/404	10% 41/391

* Does not include other quantitative reasoning courses students can select in place of math.

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

^ Data for 02/03 and 03/04 is skewed due to changes in the GED test and SBCTC mandated changes in assessment systems.

^^The increases in 02/03 and 03/04 may be due to lack of requiring English pre-requisites for the new Allied Health Program.

Measurement Indicator 2.5: Transfer to Four-year Colleges and Universities

Target 2.5. 25% of transfer-intent students will enroll in a 4-year school within 4 years of starting at Edmonds.

The Washington State Board for Community and Technical Colleges tracks students who complete the associate of art or associate of science degree and who then matriculate to a four- year college or university within four years of graduating. **At 24.22% we were very close to meeting our 25% target.** However, this increase is partially due to a change in the way the SBCTC tracks this data. The college's transfer rates are consistently higher than the system average.

	Full-time, First-time Degree Seeking Students				
Transfer Rate	1999	2000	2001	2002	2003
Edmonds	22.01%	18.86%	15.29%	15.15%	24.22%
System	18.60%	15.89%	13.67%	14.16%	20.42%

COLLEGE-WIDE GOAL 3: PROVIDE A POSITIVE PLACE TO WORK AND LEARN

Measurement Indicator 3.1: Student and Employee Satisfaction

Target 3.1a. Student Satisfaction – Survey tool to be determined.

During the past eight years, three different comprehensive surveys have been conducted: Students Satisfaction Inventory (SSI), a Noel-Levitz survey that compares our student responses to students throughout the nation; Council for Adult and Experiential Learning (CAEL), a survey of adult students over the age of 23; Accreditation Student Survey, created through campus-wide input (including the Associated Students) to gather feedback from students in numerous areas including those that arose as issues in the SSI and CAEL surveys. Since there has been no consistent method for evaluating student satisfaction, we are unable to establish a measurement for this indicator at this time.

Target 3.1b. Employee Satisfaction – Survey tool to be determined.

As we began the campus-wide self-study process in preparation for the 2008 Accreditation visit, and we developed a comprehensive quantitative measurement survey that was distributed to all employees, electronically, in spring 2007. Of the 469 employees who responded, 82% rated the college “good” to “excellent” as a place to work. During FY 07/08, a survey tool will be identified and corresponding measurement determined.

Measurement Indicator 3.2: College employee ethnic/racial diversity closely match demographic availability

Target 3.2. The percentage of faculty and staff of color will match demographic availability.

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

	2004	2005	2006
Employees of color	15.3%	16.8%	16.8%
Average availability	18.9%	18.9%	18.8%

In 2004, the percent of employees of color was lower than the minority aggregate availability pool. In 2005 and 2006 the percent of employees of color continued to be lower than the minority aggregate availability pool, however significant and meaningful progress was made to improve the percentages of employees of color between 2004 and 2005. Compared to 2004 data, progress is being made toward having the college’s employee ethnic/racial diversity closely match demographic availability.

COLLEGE-WIDE GOAL 4: BE FISCALLY ACCOUNTABLE

Measurement Indicator 4.1: Student/faculty ratio

Target 4.1. The student/faculty ratio will increase each year until the ratio of 24:1 is achieved.

This target was not met. During the past five years the student/faculty ratio has been very close to the system average. The student/faculty ratio indicates the proportion of the number of students in relation to the number of faculty members at the college. Though a target ratio of 24:1 is ambitious, an increase of one (1) in this ratio equates to approximately an extra \$200,000 in tuition dollars.

Annualized Student/Faculty Ratios					
	2002-03	2003-04	2004-05	2005-06	2006-07
Edmonds	23.43	22.37	21.42	21.34	21.28
Bellevue	24.43	23.51	23.03	22.77	22.34
Cascadia	23.54	22.10	22.32	20.60	20.58
Clark	23.56	22.83	21.31	20.54	20.03
Everett	22.77	21.80	20.41	19.70	19.60
Highline	28.41	27.29	24.19	24.94	25.62
Shoreline	20.43	20.18	18.75	19.74	19.81
System	23.04	22.38	21.21	20.82	20.59

Includes State, Running Start, and International Contract FTES

Measurement Indicator 4.2: Efficiency of college operations per FTE students

Target 4.2. State-funded cost per FTE student will be no more than 5% different from the system average.

Target was not met. Every year the college receives a set allocation from the State for a target number of state funded enrollments. In the past, Edmonds CC has served more FTES than the allotted number for which we received State funding. However, this changed in FY 04/05 when the college received additional FTES from the State and enrollment softened. As shown below, Edmonds' cost per FTES has been increasingly higher than the system average. This has several possible causes. The new FTES allocated by the State are funded at higher levels per FTE than earlier allocations. Also, the college has been successful at getting additional FTES through the state's competitive high-demand grants, which have been funded, at a higher per FTE rate.

	FY 0203	FY 0304	FY 0405	FY0506	FY 0607
College state-funded cost per FTE	\$5,259	\$5,338	\$6,067	\$6,607	\$6,594
System state-funded average cost per FTE	\$4,955	\$5,035	\$5,527	\$6,001	n/a
Difference	\$304	\$303	\$540	\$606	n/a
Percent difference	6%	6%	10%	10%	n/a

Measurement Indicator 4.3: Funding

Target 4.3. Increase funding from grants and contracts, annually.*

This target was met. Funding from grants and contracts increased from 35.1% in 05/06 (18.3 million) to 37.4% (21.5 million) in 06/07. Increases in International students, construction program grants and Boeing assessment and training contributed significantly to this increase. The college fosters a culture of resource development through public and private partnerships and has been successful in identifying external funding. Our goal is to promote an environment that supports the pursuit of external resources to best serve our students and the community.

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
State & DOC Operating Fund 001	\$19,710,630	\$19,599,282	\$20,257,038	\$22,044,030	\$23,712,604
Tuition (Operating Fees) Fund 149	6,845,023	7,260,730	8,530,006	8,692,325	8,946,882
Total General Operating Funds	\$26,555,653	\$26,860,012	\$28,787,044	\$30,736,355	\$32,659,486
Dedicated Local Fund 148	2,871,156	4,193,343	2,938,324	3,186,802	3,436,895
Grants & Contracts Funds 001 & 145	17,393,148	18,599,114	18,872,297	18,323,146	21,526,500
Total All Funds	\$46,819,957	\$49,652,469	\$50,597,665	\$52,246,303	\$57,622,881
Grants & Contracts-Percent of Total Funds	37.10%	37.50%	37.30%	35.1%	37.4%

**Pending Approval*

STRATEGIES IMPLEMENTED TO ACHIEVE INDICATOR TARGETS

The following list highlights some of the accomplishments during the 2006-07 fiscal year designed to meet target performance measurements. Though the list represents only a partial look at the college's many accomplishments, it demonstrates the dedication and great work of many faculty and staff.

Goal #1: To Provide Access to Educational Opportunities	
Enrollment	<ul style="list-style-type: none"> Increased advertisement in ethnic publications and radio stations Strategic Enrollment Management Plan (SEM) New high demand grants in allied health, construction Targeted scholarships through Opportunity Grant Summer camps to high school students (Sprite) Hired consultant to strengthen transition of recent high school graduates
Goal #2: To Support Student Success	
Retention/ Persistence:	<ul style="list-style-type: none"> Expanded coverage of library and academic computing services Increased number of on-line and hybrid classes TRIO Student Support Service grant; 78% retention rate Bank of America grant funded tutors for students with disabilities Student employee mentoring program Online orientation DVD for new students Expanded student housing opportunities Job Development program Opportunity Grant program Food Stamp Employment Training Program Student Achievers Scholarship and Support Program
Graduation/ Completion	<ul style="list-style-type: none"> Close completer project
Employment:	<ul style="list-style-type: none"> Allied Health- expanded program Partnered with Lake Washington to offer new LPN program Tulalip Tribes construction, hospitality and horticulture training programs Employment Resource Center – Boeing 787 Training Department of Labor Triad II Grant with Everett CC BizArt Conference for Artists with Everett CC Volunteers in Tax Assistance (VITA) program
Progression of Basic Skills and Pre-College Students to College Level:	<ul style="list-style-type: none"> Learning Support Center served 2,855 students (15% increase) Writing Center served 780 students Verizon and Bank of American awarded grants for tutoring Offered Sprite summer camps for students and teachers Math Across the Curriculum – national NSF grant Created 5 new courses in high school completion program

Transfer	<p>International High School program grew 47%</p> <p>Expanded IBEST Programs</p> <p>Increased evening offers for ABE/ESL students</p> <p>Offered English for Academic Purposes (EAP) online</p> <p>New co-admission program with WSU Distance Degree program</p> <p>Coordinated with CWU through Interoperations Committee</p> <p>CWU pilot bachelor program for information technology</p> <p>Bachelor programs in food service management and science education</p> <p>Increased articulation agreements with universities</p>
Goal #3: To be a Position Place to Work and Learn	
<p>Student Satisfaction/ Diversity</p> <p>Employee Satisfaction/ Diversity</p>	<p>Faculty introduced podcasting and video casts to online instruction</p> <p>Expanded evening programs in Office of Student Life</p> <p>Streamlined financial aid processes</p> <p>Created simplified student wireless authentication</p> <p>Expanded wireless coverage</p> <p>Service Learning Opportunities</p> <p>A faculty member received release time to serve as Faculty Development Coordinator</p> <p>Salary increases for part-time positions</p> <p>New Employee Learning Center</p> <p>ODET Training Opportunities including Undoing Racism and Building Community Days</p> <p>Expansion of study leave provisions for exempt employees</p> <p>Employee advisory program</p> <p>Lunch with the Vice President of Instruction opportunities</p>
Goal #4: Be Fiscally Accountable	
<p>Efficiency</p> <p>Funding</p>	<p>Cancelled low enrollment classes</p> <p>Sustainability Initiatives (submitted DOT grant for commuter incentives)</p> <p>Managed over \$18 million in grants and contracts</p> <p>New grants from Tulalip Tribes, Microsoft, Verizon, Bank of America, College Success Foundation</p> <p>Five National Science Foundation Grants</p> <p>Foundation equipment and scholarship campaign</p>

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