Institutional Performance Report:

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

EDMONDS COMMUNITY COLLEGE

2012-13
Benchmark Report

Table of 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.

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

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

INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

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

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

Benchmark Type: Local comparison

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

INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

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

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

Benchmark Type: Local comparison

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

Core Theme 2: Provide Educational Opportunities

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

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

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

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

Benchmark Type: Local comparison

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

Core Theme 3: Help Students Access Career Opportunities

Core Theme 3	Objective	Indicators of Achievement
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 Satisfaction with career counseling 3.2 Employment Rates

INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

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

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

Benchmark Type: National comparison

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

INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

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

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

Benchmark Type: State/regional comparison

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

Core Theme 4: Support Student Success

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

INDICATOR OF ACHIEVEMENT 4.1: Student Progression

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.2: Student Retention

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

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

Benchmark Type: Local comparison

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

INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate

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

Rationale: The IPEDS Graduation Rate is for first-time, full-time degree-seeking students.

Comparison with in-state [peer*](#) institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

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

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

Benchmark Type: State/regional comparison

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

INDICATOR OF ACHIEVEMENT 4.4: Supportive Learning Environments

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

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

Benchmark Type: National comparison

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

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

Core Theme 5	Objective	Indicators of Achievement
Encourage innovation, service, and lifelong learning	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	5.1 Commitment to service 5.2 Funding for initiatives, programs, and service 5.3 Lifelong learning

INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

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

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

Benchmark Type: Local Comparison

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

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

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

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

Benchmark Type: State/Regional Comparison

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

INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

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

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

Benchmark Type: Local Comparison

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

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

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

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.

<u>Accomplishments</u>

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

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

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

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

- Many faculty participated in Quality Matters workshops, where they learned how to use a detailed rubric to evaluate peers' courses, as well as Getting Results workshops, in which

they learned ways to improve their teaching.

- PreCollege/Developmental Education faculty took a leadership role in bringing the Reading Apprenticeship Program to Edmonds CC. This program continues to develop cross-divisional partnerships and workshops to share best practices that support student learning.
- The college held its second and third "[Making Learning Visible](#)" events where students showcased their work through a poster session with colleagues, faculty, and the community.
- The International Education Division created and implemented the college's Global Engagement program that offers opportunities for faculty and staff to conduct projects here and abroad and that will directly increase our students' understanding of the world.
- The President's Office was heavily involved in a variety of Science, Technology, Engineering, and Math (STEM) activities. The participation of Edmonds CC's President on a White House STEM panel was a highlight of these efforts.
- A number of students in the Edmonds CC Physics Department were involved in the [Undergraduate Research](#) (UR) program at the University of Washington. As a result of their involvement in this program, Edmonds CC physics students have been awarded
  - four NASA Undergraduate Research Awards;
  - two Washington Space Grant (WSGC) Research Scholarships;
  - four National Science Foundation Student Research Internships;
  - twenty Edmonds CC Undergraduate Research Awards;
  - fifteen invitations to present research work at the annual University of Washington Undergraduate Research Symposium;
  - one invitation to present at the Western Washington Mathematics Students' Conference;
  - two professionally published, original scientific findings in the prestigious Journal of Quantum Electronics; and
  - two presentations at the prestigious Council on Undergraduate Research (CUR) Posters on the Hill event in Washington, DC.
- Edmonds CC students in the Anthropology Department have presented at the UW Undergraduate Symposium, regional conferences, and at the Community College Undergraduate Research Initiative (CCURI) National Conference. Projects include the I-5 Wildlife Tracking Project, local wildlife tracking projects in Snohomish County, the Japanese Gulch archaeological project, and various ethnographic projects with Native-American groups and Japanese-American survivors of the detentions during WWII.
- Students in classes in Political Science, Chemistry, and Biology are benefiting from participation in CCURI funded programs.
- The Project Management program at Edmonds CC has grown and improved alignment of its curriculum so that students can better succeed when taking [PMI certification exams](#) offered by the national organization.
- The Clinical Lab Assistant program at Edmonds CC was granted NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approval.
- The Alcohol and Chemical Dependency program has been approved by the National Addiction Studies Accreditation Commission (NASAC) and is approved as a preferred educational provider by the National Association of Alcohol and Drug Addiction Counselors (NAADAC).

Core Theme 4: Support Student Success

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

- At an institutional level, the college is engaged in active discussions about student equity

and success with the intent of making innovative changes that will more effectively support students and their goals. Much of this work began under the auspices of the Achieving the Dream work at Edmonds CC.

- More than 1,200 program-level learning outcomes (PLOs) and 12,000+ course-level learning objectives (CLOs) were reviewed, updated, and published in order to make them accessible and transparent for students and faculty members. All of the college's courses and programs in the online catalog are now updated with measurable outcomes.
- The college has provided student technology assistance to hundreds of students through the creation of the Student Technology Advice and Resource Team (START).
- EdCAP implemented a Student of the Month program that highlights a different successful student each month. EdCAP also developed a Dean's List for those students who earned 3.5 or higher in all of their classes. These students receive a congratulatory letter from the dean at the end of each quarter.
- The college's Honors Program assisted three students through the application process for the USA Today/Coca Cola Scholars and the Jack Kent Cooke Scholarship. All three scholarship recipients ultimately transferred on to the University of Washington.
- As part of the Achieving the Dream initiative, the college is in the process of implementing mandatory orientation and advising.
- The President and Board of Trustees were engaged in the Governance Institute for Student Success (GISS), attending statewide and national conferences to gain better insight in support of our students' success.
- In 2011-2012 and 2012-2013, the college hosted a student leadership conference for more than 150 students from Edmonds CC and Edmonds School District high schools. Attendees participated in sessions that covered the topics of time management, culturalism of disabilities, peer mentoring, sustainability, social stereotyping, and motivation.
- The college held its 33rd and 34th annual International Night at the Edmonds Center for the Arts. The events highlighted numerous cultural performances, and each drew crowds of nearly 500 students, faculty, staff, and community members.
- The Washington Aerospace Training & Research Center (WATR) programs have graduated more than 1,000 students in five different certification areas. Of the graduates who have applied for jobs, 77% are presently employed.

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

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

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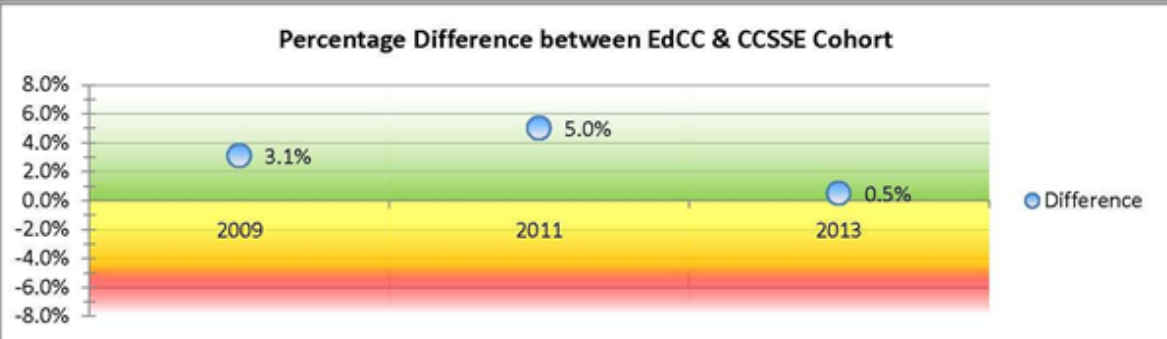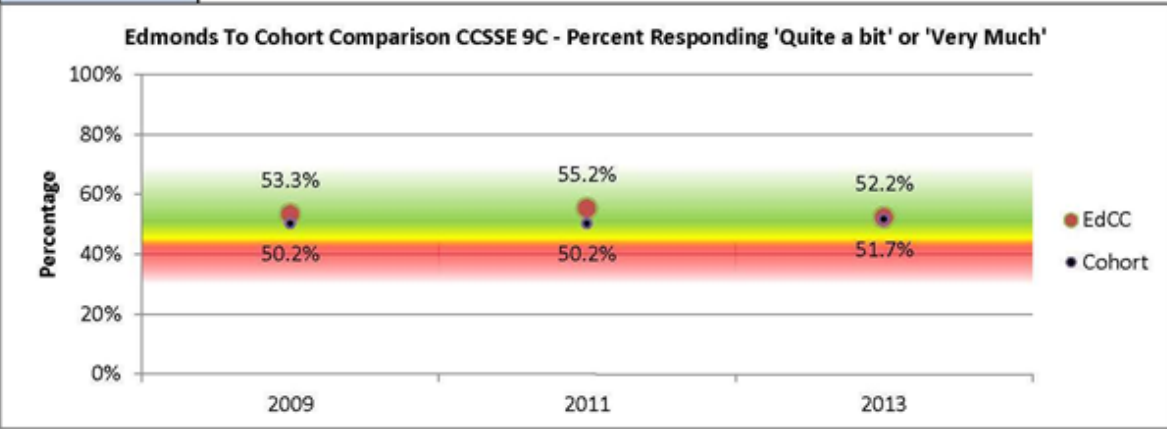- In 2012, in order to increase advocacy of quality family support programs throughout the

state, the Family Support Studies program at Edmonds CC partnered with the Children's Trust Foundation to offer the first statewide conference in family support in many years. Over 180 participants from around the state came to the college to hear keynote speakers and attend workshops on best practices.

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

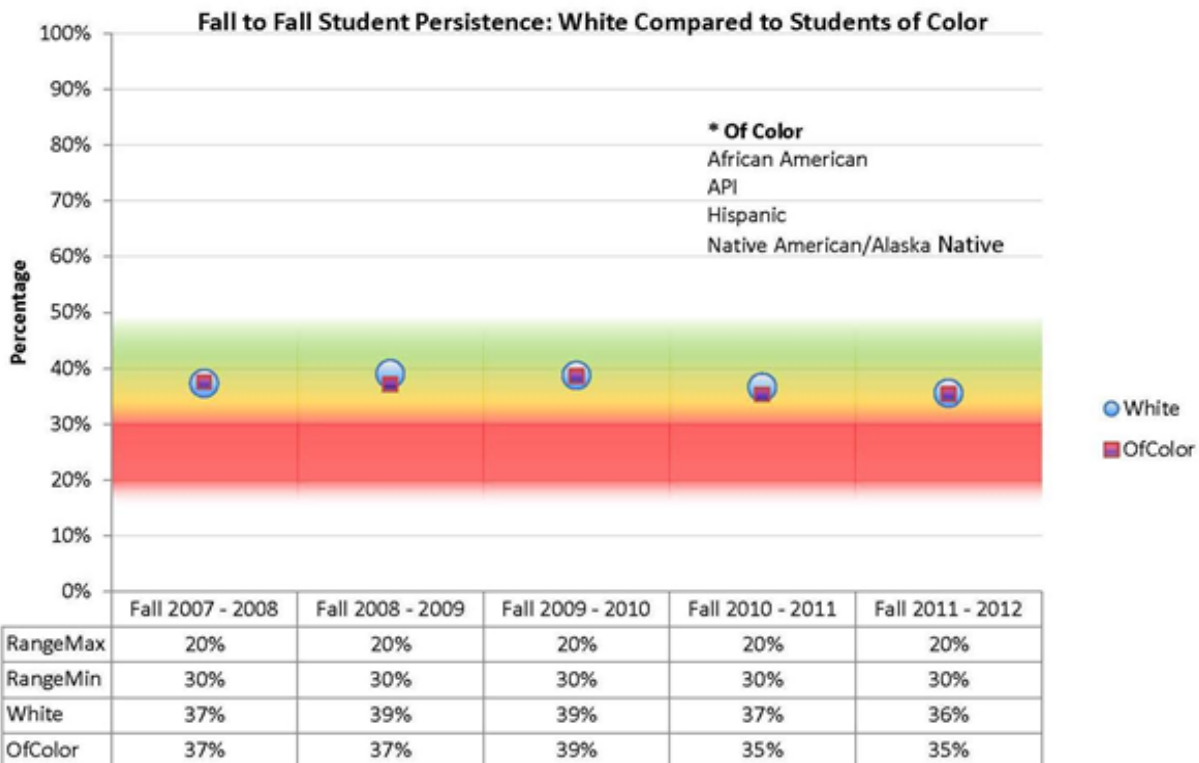# Addendum - Details of the college's 16 Indicators of Achievement

The college's 16 Indicators of Achievement are detailed on the following pages. These details include benchmark measures for each indicator.

Indicator1.1: Promoting diversity awareness
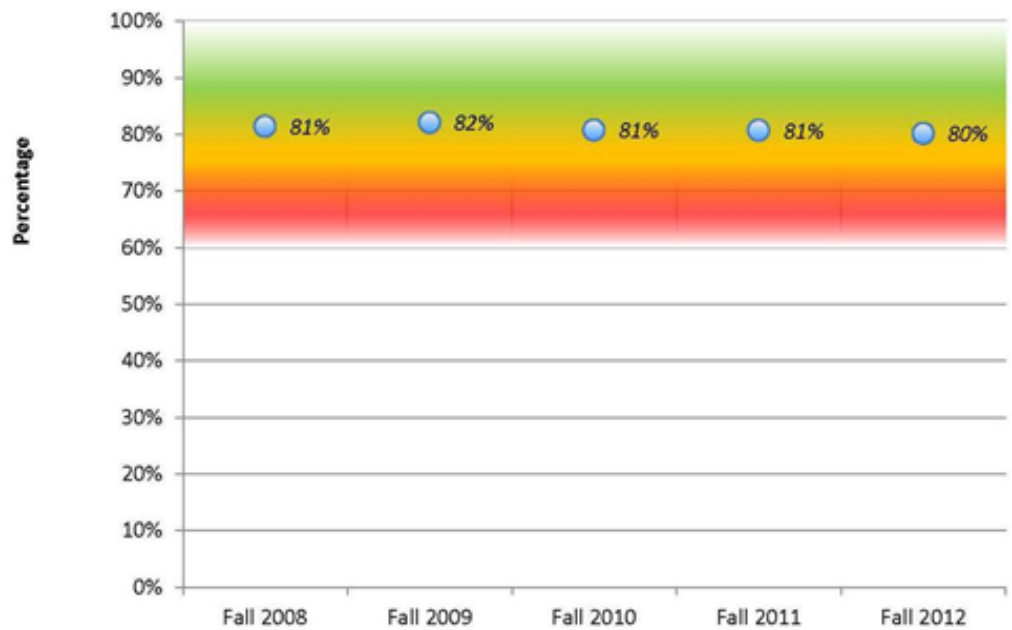
Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Promoting diversity awareness
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "'Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"
Rationale	Diversity is fundamental to our college and community. The college has a history of promoting cultural diversity and awareness through its various programs and services. Students need to be aware of different cultures and viewpoints in order to integrate in today's global workplace.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 52.2% 51.7% 0.5%
Threshold Level	yellow: 45%-49% and/or -5% to 0% difference; green: 50%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE 9c

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

EdCC: 53.3% (2009), 55.2% (2011), 52.2% (2013)
Cohort: 50.2% (2009), 50.2% (2011), 51.7% (2013)

Percentage Difference between EdCC & CCSSE Cohort

Difference: 3.1% (2009), 5.0% (2011), 0.5% (2013)

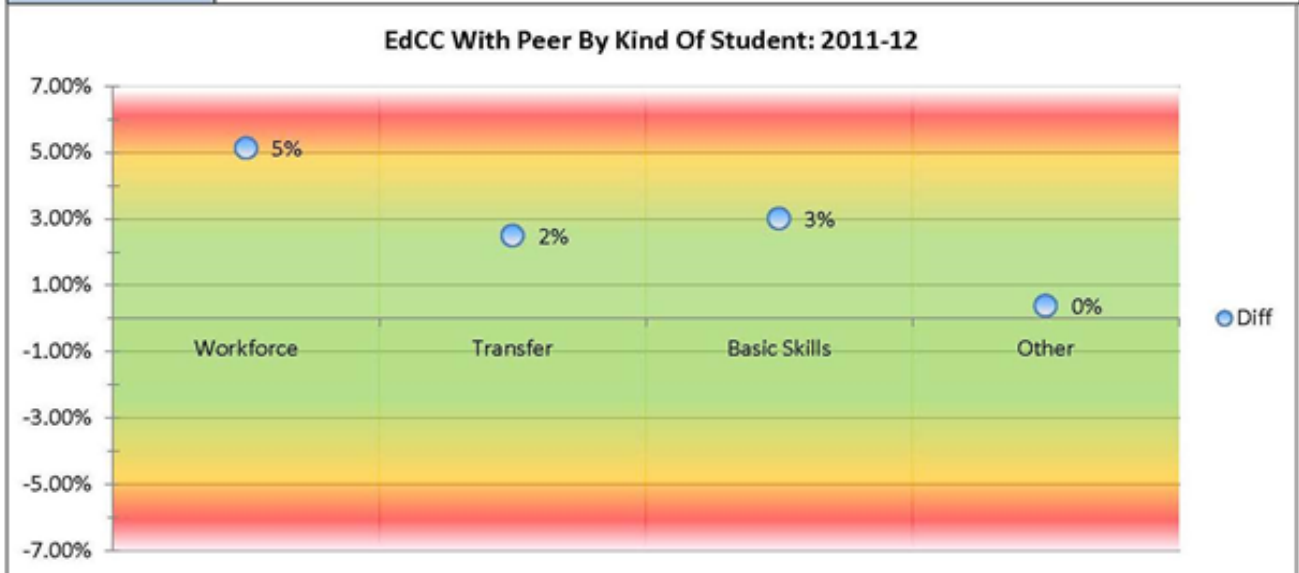| Indicator1.2: Students of Color Persistence	
Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Students of Color Persistence
Measurement	The fall to fall persistence rate of new students of color will be at least 33%.
Rationale	The college would like new students from various ethnic groups to persist at comparable rates from one year to the next. This will ensure that the college will continue to have a diverse student composition.
Baseline	Fall 2011 to Fall 2012: 33%
Threshold Level	yellow: 33%-38%; green: 39%+ (which is the 5-yr average for white students)
Type	Local Comparison
Source	ReturnsByEthnicity

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

* **Of Color**
African American
API
Hispanic
Native American/Alaska Native

○ White
■ OfColor

	Fall 2007 - 2008	Fall 2008 - 2009	Fall 2009 - 2010	Fall 2010 - 2011	Fall 2011 - 2012
RangeMax	20%	20%	20%	20%	20%
RangeMin	30%	30%	30%	30%	30%
White	37%	39%	39%	37%	36%
OfColor	37%	37%	39%	35%	35%

Indicator 1.3: Serving the Community

Core Theme	Strengthen our diverse community
Objective	Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.
Indicator	Serving the Community
Measurement	At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.
Rationale	As one of 34 community and technical colleges in the state, the college has been given a specific service district to serve. The college must ensure that it is adequately serving students within this service area.
Baseline	Fall 2012: 80%
Threshold Level	yellow: 75%-79%; green: 80%+
Type	Local Comparison
Source	College Data

Serving the Community

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total within 8 miles of the college%	81%	82%	81%	81%	80%
Target (Yellow Threshold)	75%	75%	75%	75%	75%
Target (Green Threshold)	80%	80%	80%	80%	80%

Indicator2.1: Access for students

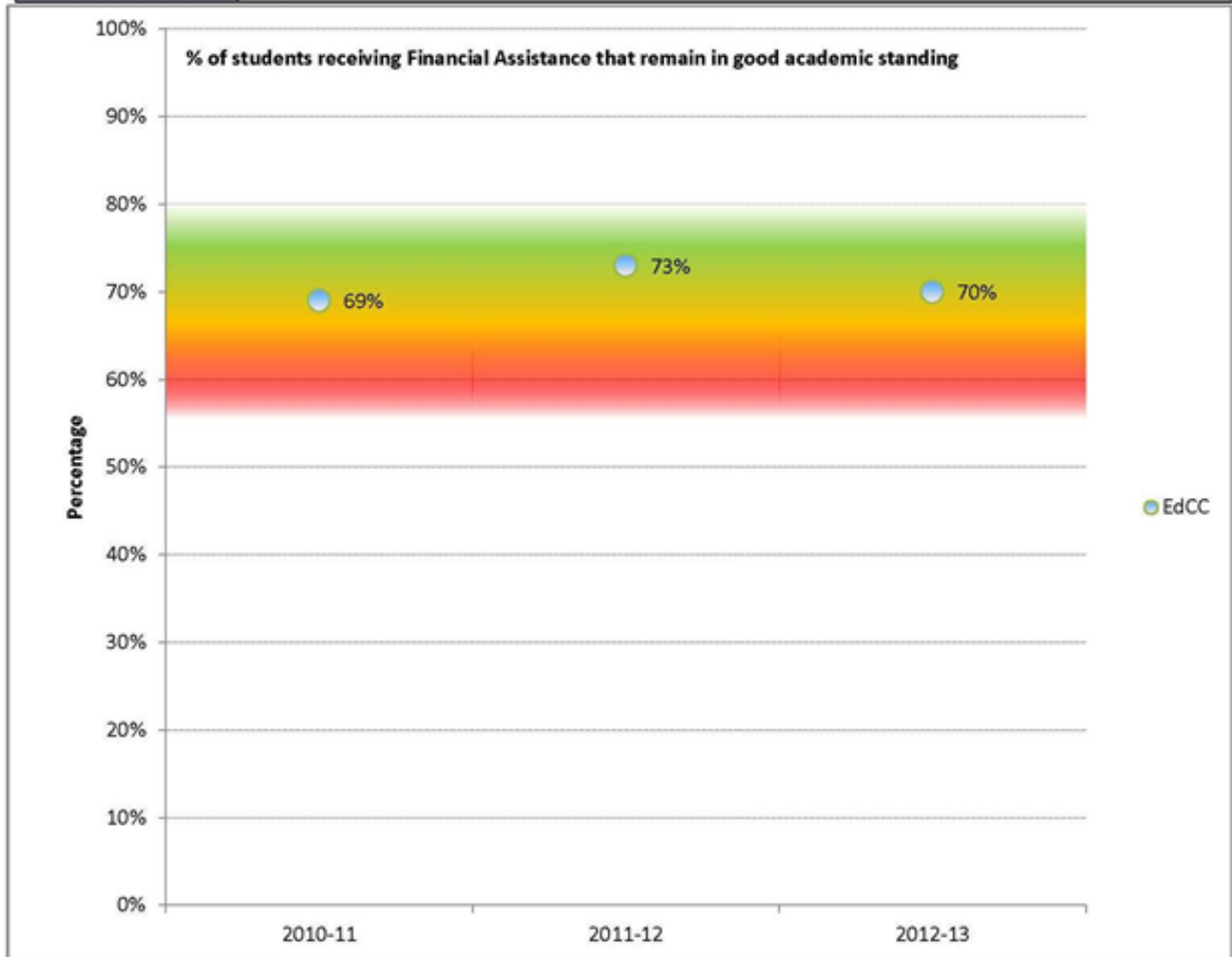| Core Theme	Provide educational opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.
Indicator	Access for students
Measurement	The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.
Rationale	The college needs to ensure a balance of educational offerings. The existence of Full Time Equivalent Students (FTES) enrollments in each area indicates the extent to which we are providing access for various student needs. Comparing the college's FTES to those of in-state peer* institutions allows the college to monitor its offerings with respect to state performance.
Baseline	2011-2012 Area EdCC Peers Difference Workforce 42% 37% 5% Transfer 46% 49% -3% Basic Skills 8% 11% -3% Other 3% 3% 0%
Threshold Level	yellow: -5% to -3% difference and/or 3% to 5% difference; green: -2% to 2% difference
Type	State / Regional Comparison
Source	State Report Summary

EdCC With Peer By Kind Of Student: 2011-12

2011/12

	EdCC	Peer	Diff
Workforce Education	42%	37%	5.13%
Transfer	46%	49%	2.49%
Basic Skills as Immediate Goal	8%	11%	3.00%
Other	3%	3%	0.38%

Indicator2.2: Student perception of quality

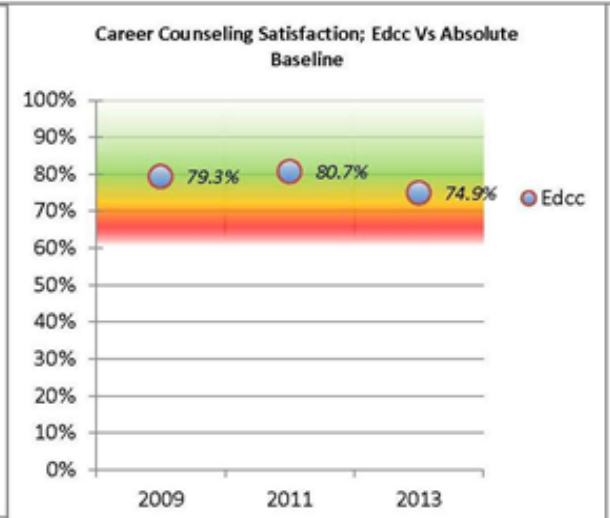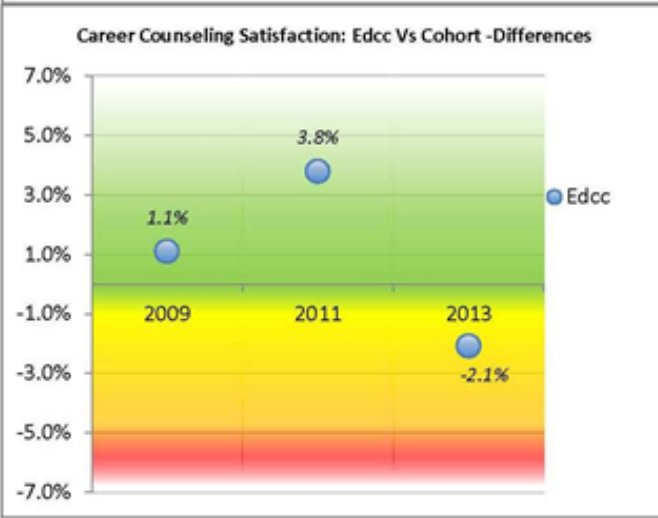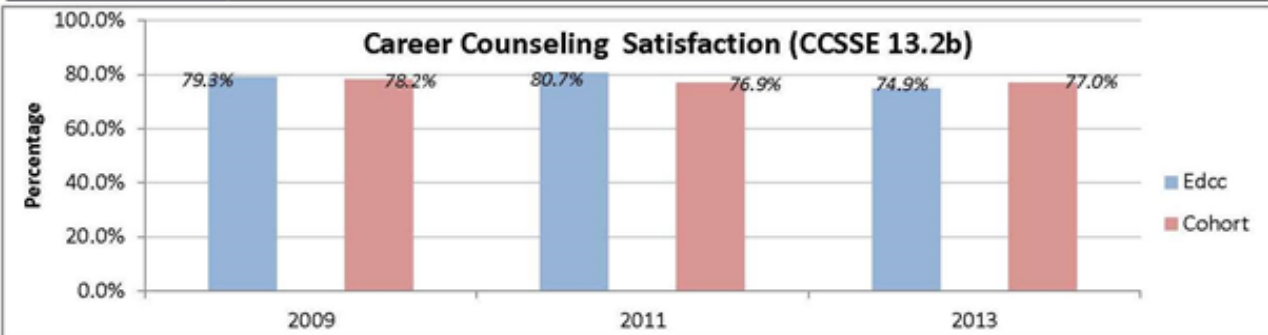| Core Theme	Provide educational opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.
Indicator	Student perception of quality
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"
Rationale	The college offers programs and services to help students achieve their goals. This question is a reflection of how well our efforts match with student goals.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 85.1% 84.6% 0.5%
Threshold Level	yellow: 80%-84% and/or -5% to 0% difference; green: 85%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE Summary

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

Differences Only

Indicator2.3: Support for students receiving Financial Assistance

Core Theme	Provide educational opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.
Indicator	Support for students receiving Financial Assistance
Measurement	Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).
Rationale	The college believes that it must help provide access for students who require financial assistance to attend the college and then work to retain those students. The college offers access to programs and services that enable students who receive financial assistance to maintain access to educational opportunities.
Baseline	2012-2013: 70%
Threshold Level	yellow: 65%-69%; green: 70%+
Type	Local Comparison
Source	Financial Aid Terminations By Year

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

Chart: Percentage by year
- 2010-11: 69%
- 2011-12: 73%
- 2012-13: 70%

Legend: EdCC

Indicator3.1: Satisfaction with career counseling
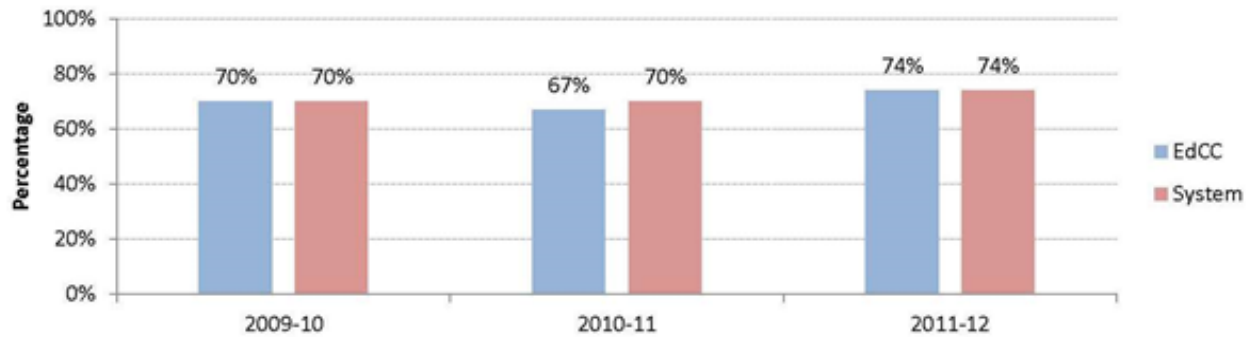
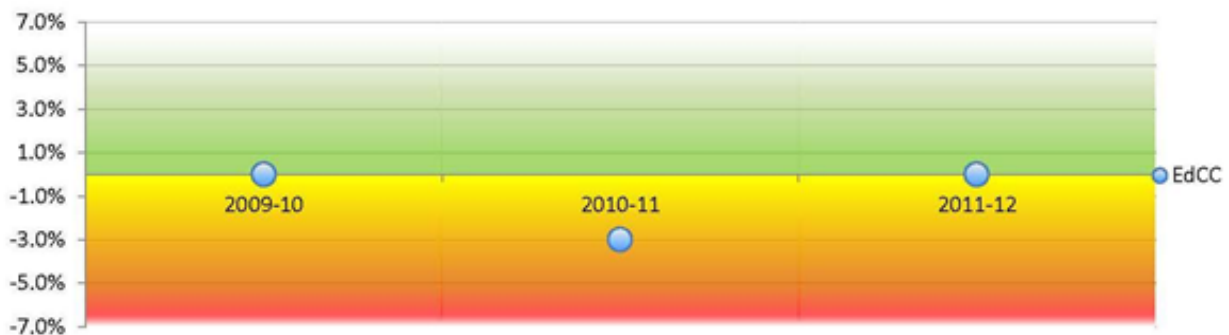| Core Theme	Help students access career opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.
Indicator	Satisfaction with career counseling
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counseling?"
Rationale	The Revised Code of Washington (RCW) requires that the college "provide for ... occupational education and technical training in order to prepare students for careers in a competitive workforce." The college offers programs and services to assist students in transitioning into post-college careers. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.
Baseline	EdCC 2013 CCSSE Cohort 2013 Difference 74.9% 77.0% -2.1%
Threshold Level	yellow: 70%-74% and/or -5% to 0% difference; green: 75%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE13.2

Career Counseling Satisfaction (CCSSE 13.2b)

Career Counseling Satisfaction: Edcc Vs Cohort -Differences

Career Counseling Satisfaction; Edcc Vs Absolute Baseline

Indicator3.2: Employment Rates

Core Theme	Help students access career opportunities
Objective	Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.
Indicator	Employment Rates
Measurement	Students completing or leaving professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.
Rationale	The extent to which students are employed is an indication of how well the college is preparing students for their careers. Comparing the college's employment rate to the Washington CTC system average enables the college to monitor its outcomes with respect to state performance.
Baseline	2010-11 (employed by end of 2011-12) EdCC 2013 WA CTCs Difference 76.3% 76.7% -0.4%
Threshold Level	yellow: -5% to 0% difference; green: 0%+ difference
Type	State / Regional Comparison
Source	CCSSE Summary

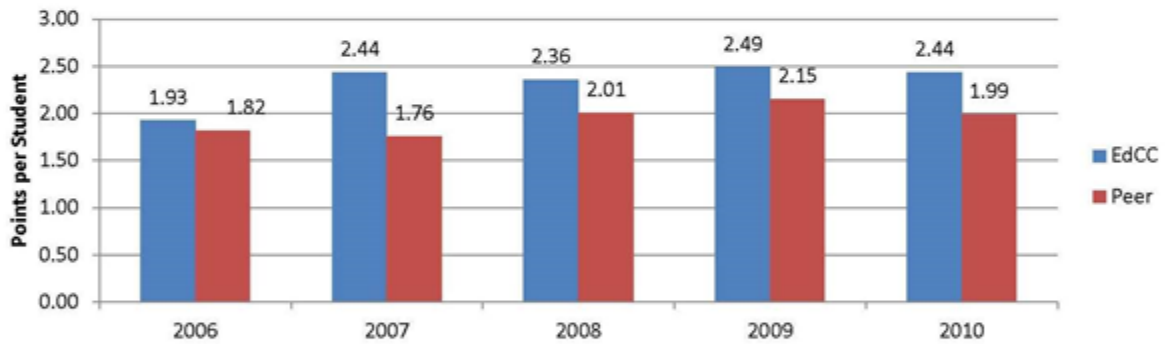### Employment Rates: Edcc Vs System
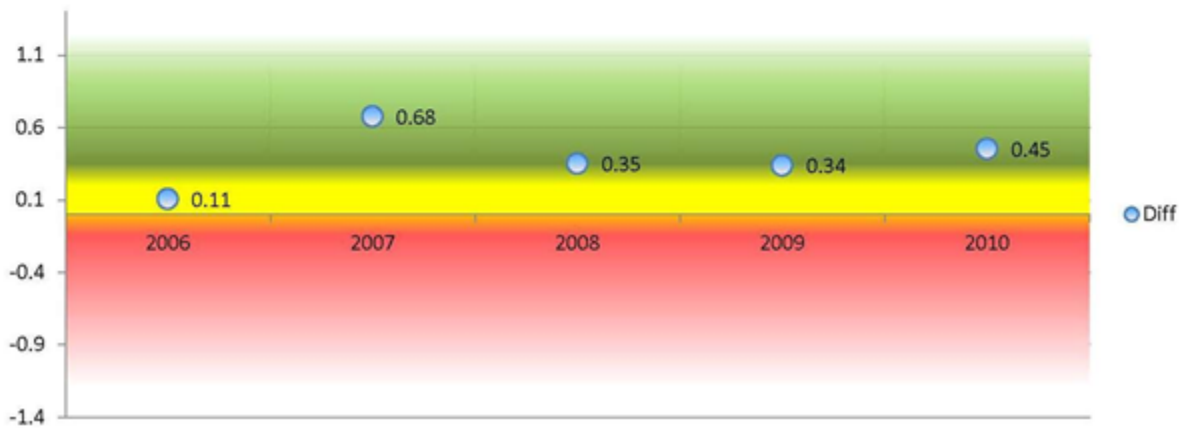

Employment Rates: EdCC variance from System

Indicator4.1: Student Progression

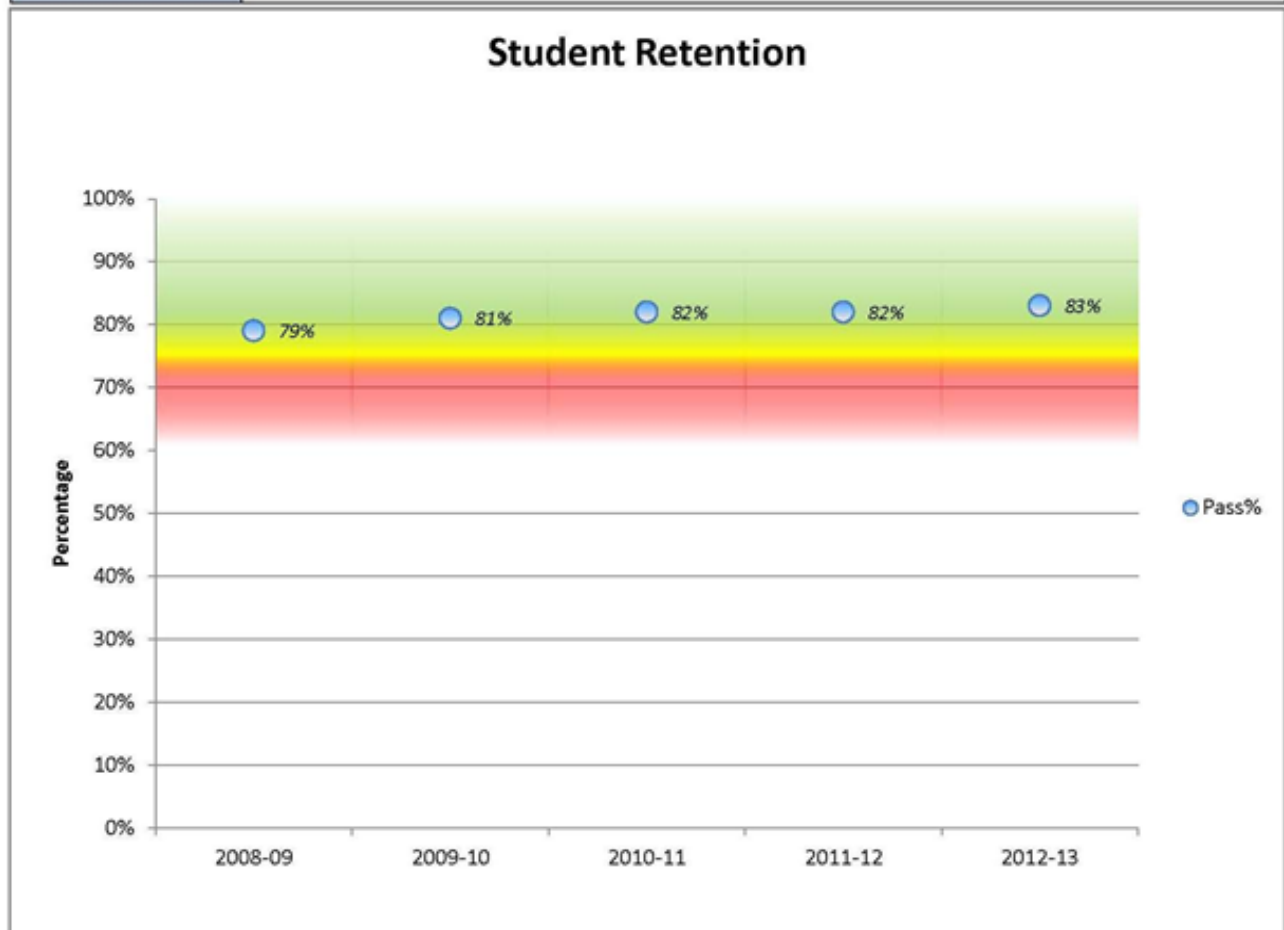| Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Progression
Measurement	As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.
Rationale	The college offers programs and services that assist pre-college level students progress to college level studies. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	2010 SAI Cohorts Data EdCC 2013 Peers* Difference 2.44 1.99 0.45
Threshold Level	yellow: 0.00 to 0.25 difference; green: 0.26+ difference
Type	State / Regional Comparison
Source	ATD/SA Data

ATD Points Per Student: Edcc Vs Peer

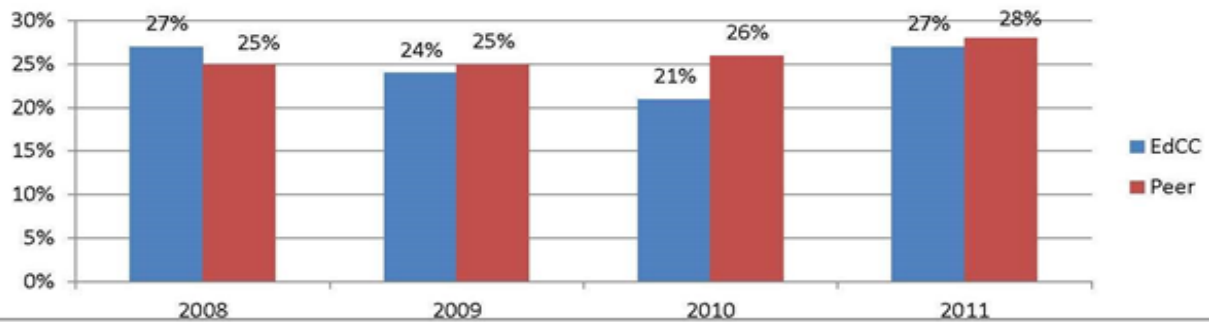**ATD Points Per student Difference: EdCC VsPeer**

Indicator4.2: Student Retention

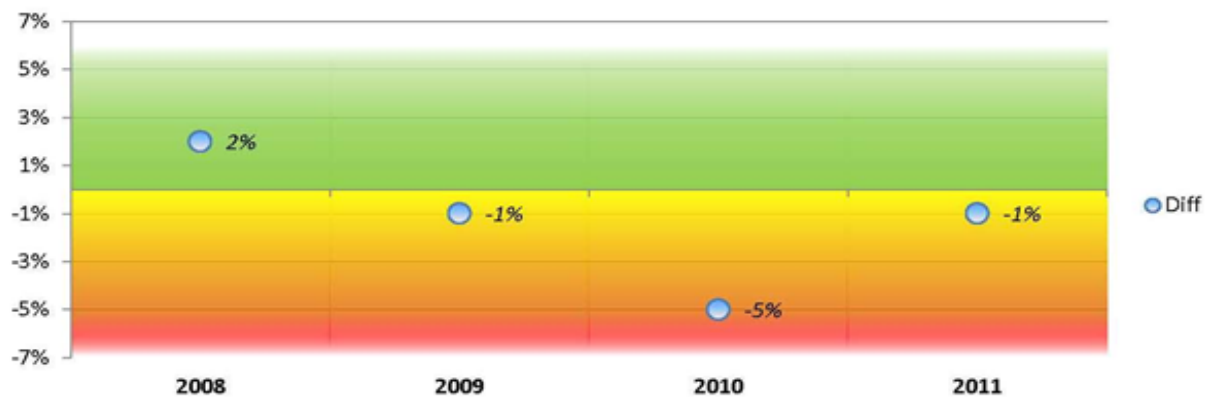|	
Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Retention
Measurement	The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%.
Rationale	The retention of students from the beginning to end of a quarter is a fundamental measure of student success. In addition, retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses.
Baseline	2012-2013: 82.6%
Threshold Level	yellow: 75%-79%; green: 80%+
Type	Local Comparison
Source	Grade Summary

Student Retention

	2008-09	2009-10	2010-11	2011-12	2012-13
Pass%	79%	81%	82%	82%	83%

Indicator4.3: Student Graduation Rate

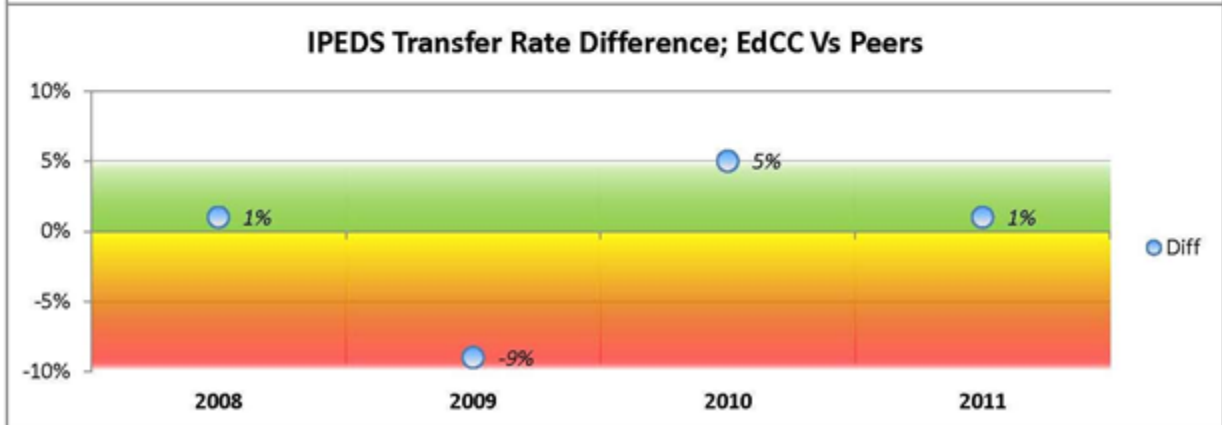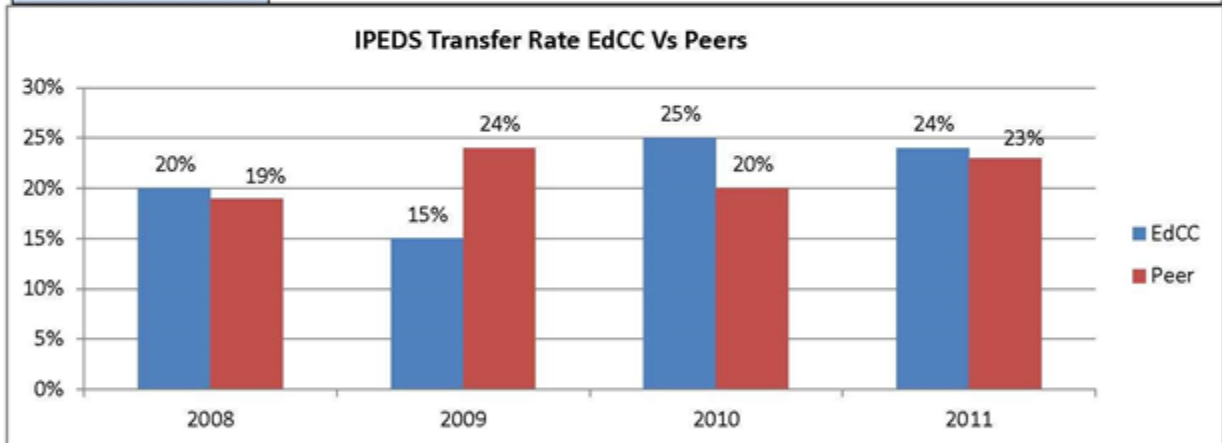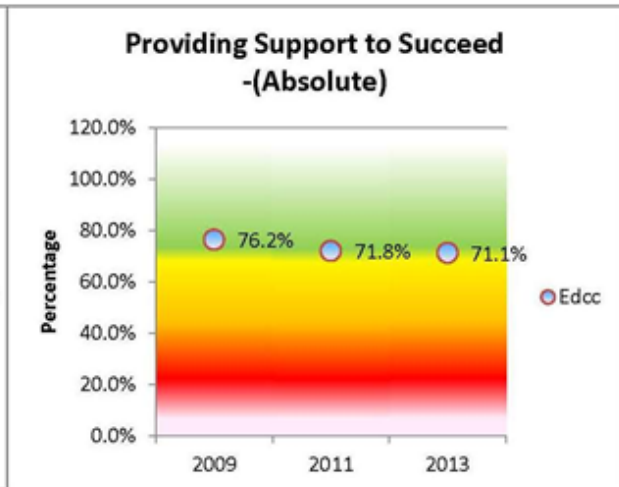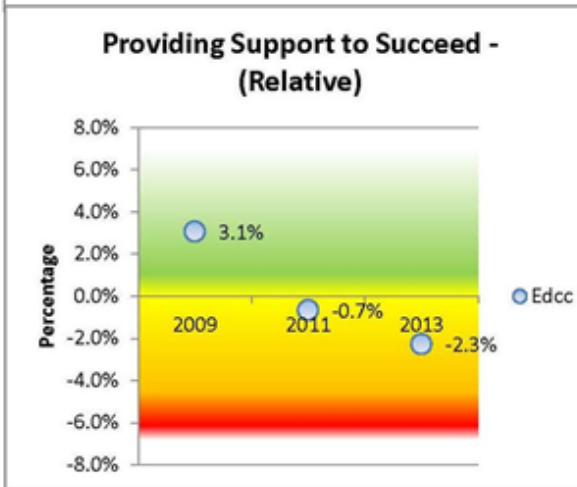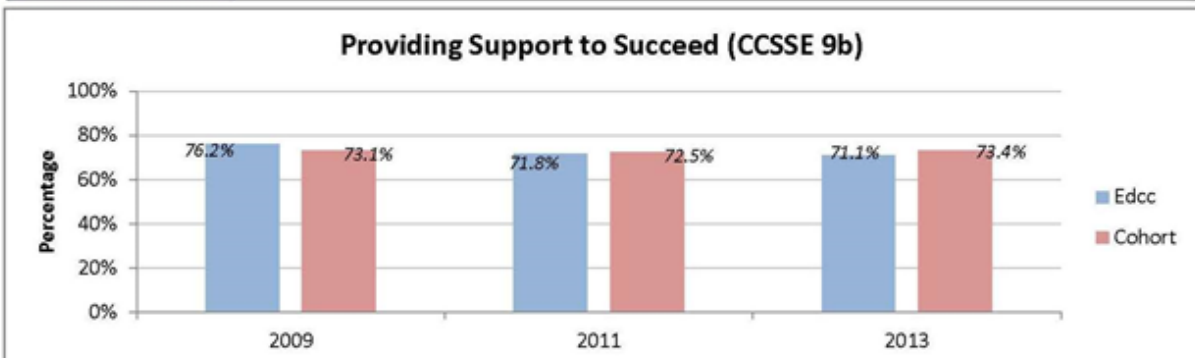| Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Graduation Rate
Measurement	The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.
Rationale	The IPEDS Graduation Rate is for first-time, full-time degree-seeking students. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	IPEDS 2012 Data EdCC 2013 Peers* Difference 27% 28% -1%
Threshold Level	yellow: -5% to 0% difference; green: 0%+ difference
Type	State / Regional Comparison
Source	IPEDS Data

IPEDS Grad Rate EdCC Vs Peers
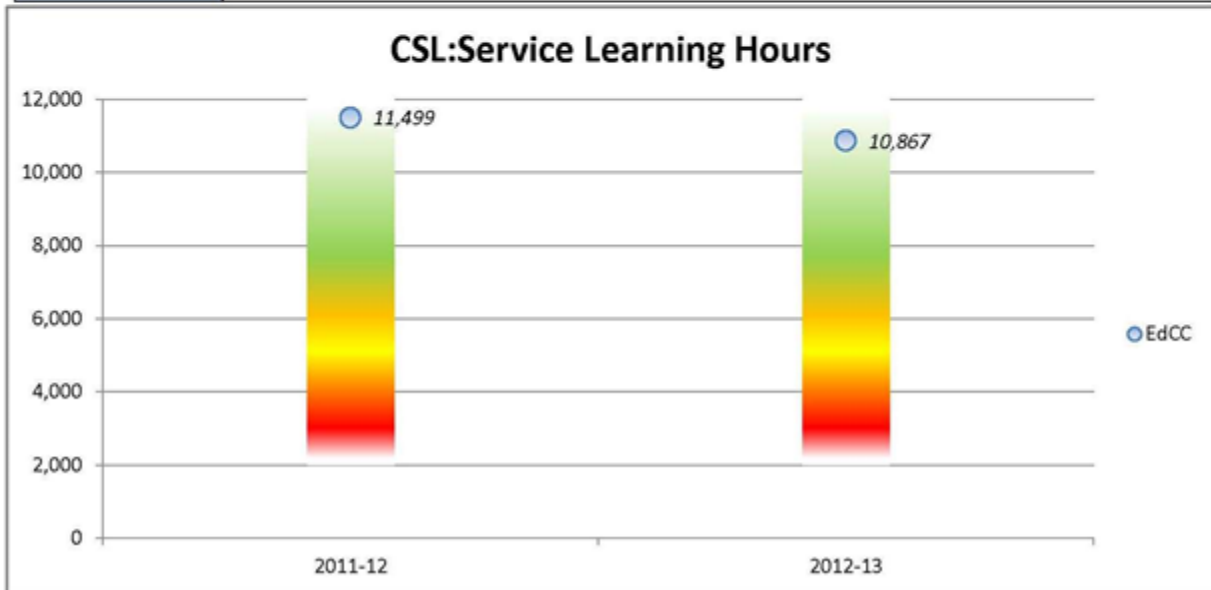

IPEDS Grad Rate Difference; EdCC Vs Peers

Indicator4.4: Student Transfer-out Rate

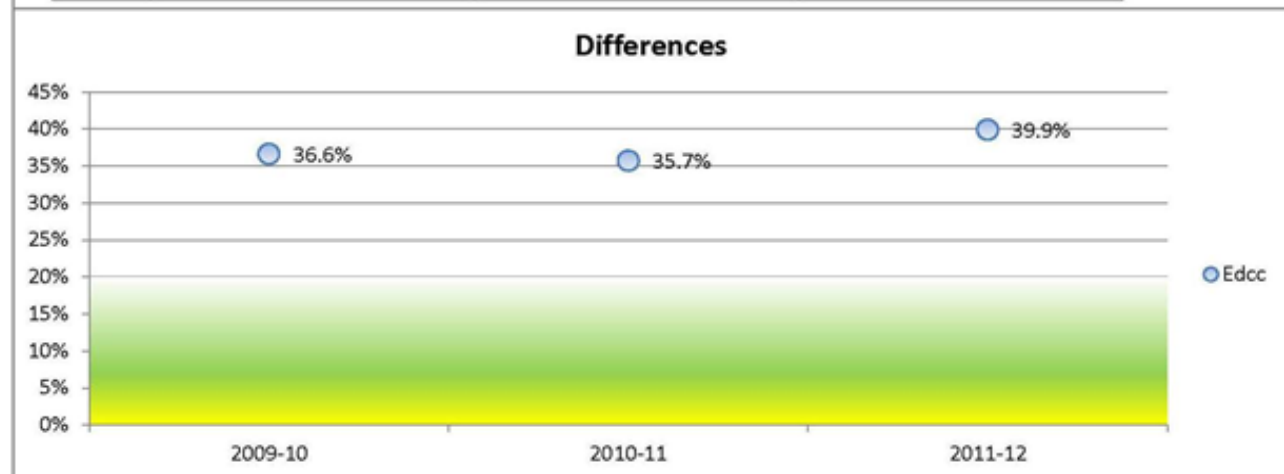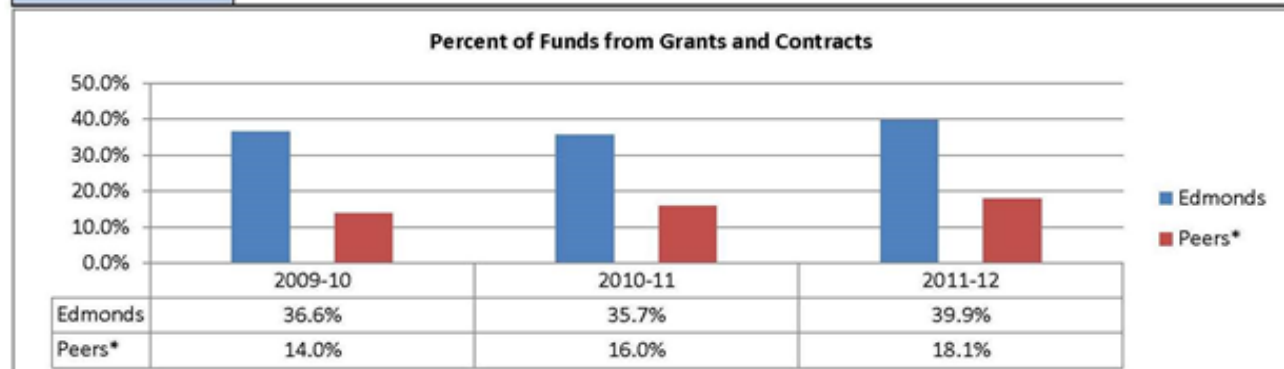| Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Student Transfer-out Rate
Measurement	The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.
Rationale	The IPEDS Transfer-out rate is the total number of students from the first-time, full-time degree-seeking cohort who are known to have transferred out of the college. Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.
Baseline	IPEDS 2012 Data EdCC 2013 Peers* Difference 24% 23% 1%
Threshold Level	yellow: -5% to 0%; green: 0%+
Type	State / Regional Comparison
Source	IPEDS Data

IPEDS Transfer Rate EdCC Vs Peers

IPEDS Transfer Rate Difference; EdCC Vs Peers

Indicator4.5: Supportive Learning Environments

Core Theme	Support student success
Objective	Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.
Indicator	Supportive Learning Environments
Measurement	As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"
Rationale	The college offers program and services designed to help students succeed. Comparison with a national cohort allows the college to monitor its outcomes with respect to national levels of performance.
Baseline	EdCC 2013: CCSSE Cohort 2013: Difference: 71.1% 73.4% -2.3%
Threshold Level	yellow: 70%-74% and/or -5% to 0% difference; green: 75%+ and/or 0%+ difference
Type	National Comparison
Source	CCSSE_Q9

Providing Support to Succeed (CCSSE 9b)

Providing Support to Succeed - (Relative)

Providing Support to Succeed -(Absolute)

Indicator5.1: Commitment to Service

Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Commitment to Service
Measurement	The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).
Rationale	The college offers students community service opportunities. The measure directly addresses the Core Theme in that it shows a level of service to the community.
Baseline	2013 Center for Service-Learning (CSL): 10,867 hours
Threshold Level	yellow: 5,000-7,499 hours; green: 7,500+ hours
Type	Local Comparison
Source	Community Service Data

CSL:Service Learning Hours

- 2011-12: 11,499
- 2012-13: 10,867

EdCC

Indicator5.2: Funding for Initiatives, Programs, and Services	
Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Funding for Initiatives, Programs, and Services
Measurement	The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.
Rationale	The college measures its grants and contracts funding as an indicator of its innovative nature. Much of the college's funding comes from grants and contracts, and this reflects the college's entrepreneurialism.
Baseline	2011-2012 Data EdCC 2013 Peers* Difference 39.9% 18.1% 21.8%
Threshold Level	yellow: 0% to 5% difference; green: 5%+ difference
Type	State / Regional Comparison
Source	Funding Data

Percent of Funds from Grants and Contracts

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

Differences

Indicator 5.3: Lifelong Learning

Core Theme	Encourage innovation, service, and lifelong learning
Objective	Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.
Indicator	Lifelong Learning
Measurement	The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.
Rationale	The college offers a mix of for credit and non-credit lifelong learning offerings. The number of students taking these offerings epitomize the value of lifelong learning that the college strives to instill in its students.
Baseline	Unduplicated Number of Lifelong Learning Students for 2012-2013: 3,920
Threshold Level	yellow: 3,000-3,999 students; green: 4,000 students
Type	Local Comparison
Source	Grade Summary

LifeLong Learning