Policies, Regulations & Financial Review (PRFR)

Evaluation Report

Prepared for
the Northwest Commission on Colleges and Universities

Submitted March 2023

INSTITUTIONAL REPORT CERTIFICATION FORM

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☐ There was broad participation/review by the campus community in the preparation of this report.

☐ The Institution remains in compliance with NWCCU Eligibility Requirements.

☐ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

_____

(Name of Institution)

_____

(Name of Chief Executive Officer)

_____

(Signature of Chief Executive Officer)

_____

(Date)

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Report Development Process

After the College's Mid-Cycle Report was submitted in spring 2020, the College's Accreditation Liaison Officer created a template for the College's responses to both Standards One and Two. That template document was shared with the College's leadership team, and sections were assigned to specific individuals throughout the College for their input.

Over the past two and a half years, the College has worked to draft responses to each of the NWCCU's standards. During summer 2022 concerted effort was made to focus on Standard Two, in order to complete the NWCCU's Policies, Regulations & Financial Review (PRFR) Evaluation Report.

Executive Summary: Mission Fulfillment

Mission Fulfillment – The institution provides a one-page executive summary, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

Our Mission: Teaching | Learning | Community

Our Core Themes: Guided by innovation, equity, inclusion, and a global perspective, we are committed to…
- Academic Excellence
- Student Success
- Community Engagement

Comprehensive Plan Goals:
- Access
- Success
- Community Engagement
- Capacity/Operational Excellence
- Entrepreneurial Hub
- Anytime, Anywhere

NOTE: The College's three Core Themes align with the first three College Goals.

Edmonds College utilizes many evaluation tools to assess the extent to which it achieves its mission. In recent years these include (but are not limited to) the accreditation process, the College's annual Comprehensive Planning framework, the Facilities Master Plan, academic program reviews, change management processes (aligned with the implementation of the

ctcLink computer system), annual Institutional Performance Reports, peer analyses and comparisons, and data related to leading and lagging indicators.

Through the College's Comprehensive Planning framework, the College evaluates the results of evaluation processes to identify future strategies and priorities. The planning framework utilizes feedback from the aforementioned evaluation tools, input and feedback from constituent groups, and environmental scan information. Based on this assessment work, adjustments are made as needed to ensure that the College appropriately responds to its changing environment while fulfilling its mission.

The results of the evaluation and planning processes are communicated through College events (e.g., Convocation, Building Community Day, Town Hall gatherings, regular campus leadership team meetings, and Campus Forums), campus emails, institutional reports, presentations at key stakeholder meetings, the College's website, and President's Leadership Team members' discussions within their respective divisions or departments.

The College's Institutional Performance Report (which includes a summary of the College's 10 lagging indicators) is annually presented to the College's Board of Trustees, disseminated via email to College employees, and available online for public viewing. The College's lagging indicators that relate to student achievement are disaggregated in different ways in order to provide meaningful information regarding the College's work to close equity gaps.

The College's 10 lagging indicators are monitored to assess institutional health and assess work toward the college's plans. The 10 lagging indicators include strategic targets that were developed after looking at multiple years of college data and/or benchmarking against the performance of peer or aspirant institutions. These targets are stretch targets that the college aspires to achieve. For accreditation purposes, 5 of the lagging indicators have established minimal threshold levels that the college should exceed in order to fulfill the college's mission. This is stipulated in the Board's Monitoring and Planning Policy.

Eligibility Requirements

Eligibility Requirements – The institution provides an attestation that it remains compliant with NWCCU's Eligibility Requirements. Citations and reports in support of specific Eligibility Requirements may be included in the Year Six and Year Seven reports as appropriate.

Edmonds College was accredited by the Northwest Commission on Colleges and Universities in 1973 and has maintained its accreditation status ever since. Edmonds College has been in operation since July 1, 1967, when it was created as part of District 5 with Everett Community College. On July 1, 1981, Edmonds College separated from District 5 and became its own District 23.

Edmonds College is authorized to operate as an accredited College based on the Community

College Act of 1967 (revised as the Community and Technical College Act of 1991) and is approved to grant associate degrees and certificates under the Revised Code of Washington (RCW 28.B.50).

In 2017, Edmonds College was approved by the State Board of Community and Technical Colleges (SBCTC) and the Northwest Commission of Colleges and Universities (NWCCU) to offer Bachelor of Applied Science (BAS) degrees, starting with a BAS Degree in Child, Youth, and Family Studies

Edmonds College remains compliant with the NWCCU's eligibility requirements.

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1
The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

External College Governance: As with the state's other 33 Community and Technical Colleges (CTCs), Edmonds College was established by the legislature and is supervised by the State Board for Community and Technical Colleges. Other Revised Codes of Washington (RCWs) and Washington Administrative Codes (WACs) identify the laws and regulations that apply to the College.

Edmonds College is not part of a multi-unit governance system, but it is part of a state system (the State Board for Community and Technical Colleges) and adheres to the Revised Code of Washington (RCW) chapter regarding Community and Technical Colleges.

Board of Trustees: Edmonds College's Board of Trustees (BOT) consists of six members. Five are appointed by the governor to five-year terms, and one student trustee is appointed by the governor to a one-year term. None but the student trustee have contractual, employment, or personal financial interests in the College. All of the board members reside in the district and represent the interests of the community. The board sets policies for the operation of the institution. The student trustee participates in all board responsibilities except for personnel and labor-related issues (e.g., granting of tenure, approval of labor contracts, etc.).

The Board of Trustees has policies and procedures, which are published on the College's website. These policies and procedures, which are reviewed and updated on a 3-year cycle, guide Board actions, and purview.

Internal College Governance: Edmonds College has highly effective yet evolving governance structures (based on lines of authority and committees) that clearly define governance relationships in matters of policy and administration.

Lines of Authority: The Edmonds College-specific Washington Administrative Codes (WACs) and the College's policies (such as the Board of Trustees Bylaws and Board General Executive

Expectations) determine the College's governance rules. They are implicit in the College's underline organizational chart (which depicts lines of authority and job titles) and in the relationships among the Board of Trustees, administration, faculty, and staff. Relevant documents include BOT policies; the presidential contract; faculty and classified staff collective bargaining agreements; the administrative exempt employee policies; and the Associated Students of Edmonds College's Constitution and Bylaws. These documents define the employees' and campus units' authority, responsibilities, and operating procedures and define the relationships among the SBCTC, Edmonds College's BOT, the College's president, and the College's constituencies.

Standing Committees and the Faculty Senate (established in Spring 2015) support and enhance constituent-based participation. Faculty Senate was created to help all faculty more fully participate in the governance of the College. The President's Leadership Team (described in section 2.A.2) meets with the Faculty Senate's executive board at least once a quarter. The President's Leadership Team either makes final decisions or presents recommendations, as appropriate, to the BOT.

Evidence Documentation for Standard 2.A.1	
System Governance	Legislative Establishment: RCW 28B.50.020 State Board Supervision: RCW 28B.50.050
Institutional Governance	Board of Trustees Policies and Procedures Board of Trustees Bylaws Board of Trustees General Executive Expectations Board of Trustees Calendar for Reviewing Institutional and BOT Policies/Procedures Edmonds College Washington Administrative Codes Edmonds College Organizational Chart Associated Students of Edmonds College Constitution and Bylaws

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

The president's contract and the Board's Policies for General Executive Expectations, Authority and Expectations of the President, Performance Appraisal (policy and procedure), and Compensation of the President ensure that the president takes a leadership role in managing the institution.

Edmonds College follows a standard model of an executive-level leadership team in an education setting. The President's Leadership Team (PLT), the executive policy group for

campus operations, is composed of members who report directly to the President and who supervise different aspects of the College's operations.

Recognized for their expertise in their fields and in operational areas, PLT members have appropriate qualifications and broad experience in the public and/or private sectors. Each PLT member is responsible for managing specific divisions (as shown in the College's <u>Organization Chart</u> and for serving on state, regional, or national committees and boards.

PLT members also vet annual plans in their divisions (in order to help prioritize plans and resource allocations for the College) and contribute to and approve the College's annual Institutional Performance Report.

All PLT members have management teams who report directly to them. All full-time staff undergo <u>annual performance reviews</u>, with a focus on accountability (both the supervisor and employee), professional development, and assessing success on the previous year's goals.

Discussion about the management of the institution and potential changes or improvements happen at all levels of the institution, from the President's Leadership Team to individual department or team meetings. Additionally, Human Resources provides group and one-on-one training on topics such as leadership skills, change management, and effective communication within teams.

Evidence Documentation for Standard 2.A.2
<u>Leadership Organizational Chart</u>
<u>Curriculum Vitae of Executive Leadership</u>

2.A.3
The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The Board of Trustees appoints Edmonds College's president, whose full-time responsibility is to the College. The College's president is appropriately qualified and has served the College full-time since June 2018. He participates in business, community, youth, education, and legislative programs to engage the community in the College and vice versa. Edmonds College's president serves as the Secretary of the Board of Trustees, but participates with voice and no vote.

Evidence Documentation for Standard 2.A.3
<u>Curriculum Vitae of Edmonds College President</u>

Edmonds College has regularly scheduled Board of Trustees meetings. These meetings include time for public comment, where any member of the public or employee may raise concerns directly to the Board of Trustees. The Board of Trustees also provides dedicated time for a representative from the faculty union, classified union, and the student government to provide an update or address concerns. The President regularly holds town hall meetings which include time for questions, and often informal polls are conducted to provide the President with real-time feedback on topics discussed.

The Collective Bargaining Agreements with the American Federation of Teachers (Faculty) and WPEA require monthly meetings between union members and the administration to provide an opportunity for the employees to bring forward suggestions or concerns. Faculty maintain a Curriculum Committee, Academics Standard Committee, College Contract Administration Committee, Safety Committee and a Faculty Professional Development Committee. The roles and purviews of these committees are described in the Faculty CBA Article IX, section 9.4 and Article III, Section 3.10 Safety Committee. These committees make recommendations to the Vice President of Instruction and the Faculty Senate and Senate Council. The Faculty Senate and Senate Council represent and advocate for these committees to college leadership as described in Section 2.A.1.

In addition to formal governance-related processes for input and feedback, the College's Comprehensive Plan includes goals, strategies, and/or actions that represent all operating areas of the College. PLT members lead Comprehensive Planning discussions within their respective areas of the College.

Evidence Documentation for Standard 2.A.4
See Standard 2.A.1; Institutional Governance Policies & Procedures

2.B Academic Freedom

> **2.B.1**
> *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The Board of Trustees of Edmonds College affirms that it adheres to RCW 28B.50.020. Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its exposition. This is further affirmed in the Faculty Collective Bargaining Agreement (CBA), Section 3.1, page 27, and Student Code of Conduct section 2.A. Academic Freedom.

Academic freedom is essential to these purposes and applies to all disciplines. Freedom in research is fundamental to the advancement of truth. Academic freedom in all disciplines is fundamental for the protection of the rights of the faculty, staff, and students.

Academic freedom carries with it rights and responsibilities, regardless of employment status. Employees and students must remain civil and respectful, even when on opposite sides of an issue. The purpose of an academic community is to freely question, criticize, worry, discuss ideas, and to provide a forum to seek a better way toward human aspiration and fulfillment.

Academic freedom is essential for the maintenance of excellence in education, and moreover, it exists so that society may have the benefits of objective and independent criticism. Academic freedom is essential to allow the pursuit and examination of honest answers to scientific, social, and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude.

Accordingly, there shall be no adverse consequences to employment status (promotion, demotion, and/or retention) as a result of discussions and expressions protected by academic freedom.

Evidence Documentation for Standard 2.B.1	
BOT Academic freedom policies and procedures	BOT 15.0 Academic Freedom
Faculty CBA, Section 3.1, page 27 (CBA extended for one year)	CBA 3.1. The Purpose and Implementation of Academic Freedom
Student Freedoms	Student Freedoms Section 2.A

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

Edmonds College supports and maintains academic freedom and independence for faculty and students. Faculty are assured of their academic freedom as outlined in sections 3.1.1 and 3.1.2 (page 27) of the Faculty CBA, which states, in part, "*A major purpose of community college education is to share with students the scholarly, imaginative, and scientific efforts that have been made toward understanding our human condition and our world. Informed and critical students will be more able to act responsibly as citizens, to make choices in their own lives, and to attempt solutions for problems of the future… "*

The Board's Academic Freedom policy reinforces the College's commitment to protecting academic freedom.

Students' rights related to intellectual freedom and independence are further outlined in Section 2 of the Student Handbook and in Section 2 of WAC 132Y-125-001 Student code of conduct: "*As members of the Edmonds College academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community."*

Evidence Documentation for Standard 2.B.2
See Standard 2.B.1; Academic Freedom Policy & Procedures

2.C Policies and Procedures

Policies and Procedures Preface
The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

Edmonds College develops, reviews, and revises policies and procedures on a regular basis, or as the need arises. Both Board of Trustees and College policies and procedures are scheduled for periodic review (for example, every three years) and re-catalog unless exceptional circumstances (such as the COVID-19 pandemic) require an immediate response. Board policies and procedures are reviewed and approved during Board meetings. For College policies and procedures, each member of the President's Leadership Team is responsible for working with their respective faculty and staff (as applicable) to develop and update the policies and procedures for their respective division of the College. All new and revised College policies and procedures are voted upon by the full President's Leadership Team for approval. New and updated policies and procedures are published in Curriculog.

A few years ago the college began moving Board and College policies and procedures to an online catalog. There are some College policies and procedures that are still being moved from .pdf format and into the online catalog. Those policies and procedures are available to college employees via a shared, internal file folder.

2.C.1
The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

In accordance with the SBCTC transfer guidance, the SBCTC's credit-equivalent definition (page 11), and Intercollege Relations Commission guidelines, Edmonds College accepts credits earned at institutionally (formerly, regionally) accredited higher education institutions in the United States or, in the case of international transcripts, from institutions that are approved/accredited by recognized governments. Transcript evaluators use the American Council on Education's Database of Accredited Postsecondary Institutions and Programs to verify that transfer credit is from an accredited institution.

To further assist students with transferring credits, the College began participating in Washington State's Common Course Numbering Project in 2008. In addition, Edmonds College, Everett CC, Cascadia CC, Shoreline CC, and the Lake Washington Institute of Technology formed the Five Star Consortium. In 2010, they established a Memorandum of Understanding, directing the colleges to collaboratively streamline student transfer processes and reduce

inefficiencies and barriers. For example, the colleges eliminated a residency stipulation that required students to attend their final quarter at the degree-granting institution. Now, any one of the five schools has the authority to grant a degree if 30 percent of the equivalent credits are taken at any consortium college.

The College's website and catalog sections on additional ways to earn credits detail the conditions and processes for credit transfer. Credits from all colleges and universities are evaluated and accepted on an individual basis. Authority for the acceptance of credit is delegated to credentials evaluators, academic advisors, instructional deans, or appropriate faculty members, who verify that transcripts are official and have the appropriate seals and signatures. The College may not accept credits from institutions that are not institutionally (formerly, regionally) accredited. Students can apply for credit for Prior Learning through a validation process that assesses what students have already learned. Credit for Prior Learning can reduce the number of courses students need to take and can shorten the time required to earn a professional degree.

Credential evaluators use the online Transfer Evaluation System (TES) to compare other colleges' courses to Edmonds College's courses. However, because TES documentation covers only the last 10-12 years, students might have to provide course descriptions and course syllabi. For international transcripts, a credential evaluation agency (accredited by the National Association of Credential Evaluation Services) must verify each course, and students might also need to provide course descriptions and syllabi. Relevant services are available from local and international agencies.

Full-time faculty program advisors and appropriate instructional administrators authorize acceptance of credit from other institutions for Professional-Technical and AAS-T (Associate of Applied Science-Transfer) degrees and certificates. Evaluators also weigh some or all of the following: accreditation status, course descriptions, course syllabi, course learning outcomes, textbooks, assignments, interviews (with the students and the instructors), and in some cases, the length of time since the courses were taken. When evaluating high-school courses (e.g., technical preparation classes) for college credit, instructors from each institution use pre-established agreements about the learning outcomes required for college course equivalency.

Staff members enter the accepted credits into students' electronic records, and copies are sent to the students. Students' permanent Edmonds College transcripts indicate the number of transferable credits used for degree or certificate completion.

The College maintains a suite of transfer assistance services and University transfer assistance to support students who intend to transfer credits from Edmonds College to other institutions.

Evidence Documentation for Standard 2.C.1

Transfer of credit policies/procedures	Credentials and Evaluation Section: Transfer Credit Transfer assistance services
SBCTC Statewide Equivalency Agreements and Additional Credit Transfer Guidance	Running Start CTE dual credit College in the High School Additional Ways to Earn Credit webpage Credit for Prior Learning Process webpage

2.C.2
The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Student rights and responsibilities are clearly stated online under College policies as well as the College's Care Team internal process web page with links to pertinent WACs. Also included in both locations are conduct and appeal procedure and timelines, as are the purpose and goals of the Student Conduct Officer and Care Team.

Guidelines and rules for student's rights and responsibilities are specified in WAC Chapter 132Y-125 (Student Code of Conduct--Hearing Procedures) and are referred to in these College policies and procedures: SS 1.0, Student Code of Conduct; HR 1.0, Equal Opportunity and Access for Persons with Disabilities; and HR 1.01pr, Reasonable Accommodations for Students with Disabilities. These policies and procedures are readily available on the College's website and policy catalog.

Due process, transparency, and consistency are included in the students' rights and responsibilities, grievance and appeal processes, disciplinary procedures, and state regulations (defining College employees' jurisdiction in student matters). The College's policies, resources, and personnel reflect an institutional commitment to serving students equitably, promoting fairness, and addressing problems in productive ways.

The College and its Services for Students with Disabilities (SSD) comply with the Americans with Disabilities Act, the Rehabilitation Act of 1973 (section 504), and the Revised Code of Washington (28B.10.910). SSD information is conveyed in person; in course syllabi (as required on the College's syllabus template), in-class presentations; and online, in the quarterly class schedule, in the College catalog, and in the Student Support Services section of the Student Handbook.

In accordance with federal, state, and institutional policies (and in keeping with the College's mission and values), the Vice President for Student Services and the Student Conduct Officer proactively support students' rights and responsibilities and coordinate student discipline. The

CARE team strives to direct students toward success by identifying and providing support for at-risk students.

Edmonds College's robust Title IX process helps the College prevent or stop harassment and discrimination and immediately respond to all complaints of harassment and discrimination.

Evidence Documentation for Standard 2.C.2	
Documentation of students' rights and responsibilities policies and procedures	
Academic honesty and conduct	SS 1.0 - Student Code of Conduct hearing procedures, and student rights and responsibilities.
Appeals, grievances	WAC Chapter 132Y-125 Student Code of Conduct--Hearing Procedures
Accommodations for persons with disabilities	HR 1.0 - Policy on Equal Opportunity and Access for Persons with Disabilities HR 1.01pr - Reasonable Accommodations for Students with Disabilities

> **2.C.3**
> *The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

Edmonds College's mission supports an admissions policy (outlined on the College's website) that is consistent with WAC 313-12-010 Admission Standards. All students complete an admission application. Admission requirements for high school completion students and some grant programs are documented in program application materials. Most students take a placement test or use an alternative placement option. Once placement results are available, students are encouraged to attend an advising session to ensure that they are ready to begin their studies. In addition, online resources and College staff members help to facilitate students' entry into the College's systems and programs.

Continuation and termination processes are addressed in the following: WAC 132Y-125, Student Code of Conduct--Hearing Procedures; College policy, SS 1.0, Student Code of Conduct; and two processes for Satisfactory Academic Progress (SAP)--a Financial Aid SAP and a general population SAP. (The latter excludes students in special programs, such as Running Start, which independently monitor students). The terms, criteria, processes, and student options (for appeals, reinstatement, additional support, educational planning, etc.) for both processes are clearly defined and explained in the College's catalog and website. Administrators and staff

implement these policies and processes in a timely, fair, and productive manner that balances regulatory demands and the students' needs.

The Dean for Student Success/Retention and Completion (or a designee), a Credential Evaluator, and the Financial Aid Director monitor students' SAP status on a quarterly basis. Academic advisors track which students have turned in Academic Success Plans and indicate when advisors have approved or denied the plans.

Satisfactory Academic Progress appeals are efficiently reviewed, and results are communicated in a timely manner. The process specifies conditions (e.g., maintaining a 2.0 GPA or submitting an Academic Success Plan) for SAP status upgrades; identifies success strategies and support services for reinstated students; and outlines additional steps for students whose appeals were denied. Workforce programs may have a higher threshold for continuation, which is outlined in handbooks for students in those programs. For example, the Practical Nursing Program student handbook specifies requirements for progression, learning contracts and probation, and program-specific readmission procedures (pages 11-14).

For financial aid recipients, Edmonds College follows federal and state Satisfactory Academic Progress standards that monitor the rate at which students complete credits, grade point average, and if students complete their program of study within the federally specified time frame. The standards are checked each year before an award offer is made and also at the end of each quarter to determine if students remain eligible for continued funding. Students whose aid is canceled due to a lack of satisfactory academic progress may submit an appeal asking that their aid be reinstated due to an extenuating circumstance that impacted their ability to complete the quarter successfully.

The College documents SAP status in the students' files and handles disciplinary suspensions and dismissals on a case-by-case basis. Terms for readmission are listed in the two SAP processes and are included in the letters that are sent to students. Copies of letters are included in student files. The Student Conduct Officer, as designated by the Vice President for Student Services, is responsible for imposing disciplinary actions and/or sanctions and explaining those decisions to the students. Those students can use the appeal process described in the Student Code of Conduct - Hearing Procedures.

Evidence Documentation for Standard 2.C.3	
Policies and procedures for recruiting, admitting, and placing students	
Minimum standards for admission to a community or technical college	WAC 131-12-010
Edmonds College Specific Admissions	SS 3.0 Admissions Policy Student Placement Information
Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures	

| Student Handbook | Code of Conduct Sections 3 and 4 describe sanction and disciplinary measures, including termination |
| | WAC 132Y-125, describes the Student Code of Conduct--Hearing Procedures |

2.C.4
The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

As described in the academic and policy catalogs, Edmonds College meets FERPA guidelines for protecting student privacy and securing student records. The College also has access to the state's data storage and data retrieval systems.

Edmonds College abides by RCW 40.14 Preservation and Destruction of Public Records and WAC 434-600 through 690, which describe the general retention schedule for community and technical colleges. The College's Student Management System (SMS) is part of a statewide computer network, which regularly backs up data and stores student records, so they can be retrieved and restored should the need arise. The College also submits student records to the state on a quarterly basis, thus creating another safeguard against data loss.

The Student Records policy in the College catalog clearly articulates student rights under the Family Educational Rights and Privacy Act (FERPA), and College personnel must undergo online FERPA training. A designated Enrollment Services staff member tracks changes in FERPA permissions and maintains records of such permissions. Students can give permission for the release of their records and can withdraw permission for the College to share directory information. Parents can request access to their dependent children's records.

To assure the security and privacy of digital records, the College adheres to generally accepted best practices for IT security based on the National Institute of Standards and Technology (NIST) Cybersecurity Framework. External audits are performed regularly to assure compliance with these standards, as required by the Washington State Office of the CIO. Please see section 2.I.1 for additional information on the College's cybersecurity measures to protect digital records.

The Dean for Enrollment and Student Services/Registrar oversees student record policies, procedures, and processes. Supervisors who coordinate record retention processes receive training in retention, storage, archive processing, and management. If employees need SMS access, supervisors must submit a request form to the Data Governance Committee for review and approval. The Information Technology department files approved forms and activates

employee access to the database. Security and privacy procedures for specific programs and offices at the College are outlined in the table below:

Security and Privacy Procedures for College Programs and Offices	
Athletics	Records pertaining to participant's eligibility, physicals, grades, and medical records locked in the Athletic Director's office. Previous years' records are stored in a locked closet in Seaview Hall. These records are kept for six years before being destroyed. Eligibility reports are kept indefinitely in the Northwest Athletic Conference's online database. Medical records, when there was injury, are kept indefinitely as well.
Student Conduct/ Registered Sex Offender Reports	Incident reports are housed in Maxient, a secure vendor that includes case-based access restrictions and extensive audit trails of user activity. Reports are accessible by only the Vice President of Student Services, the Student Conduct Officer, members of the Care Team, and select Safety and Security members. Registered Sex Offender reports are sent quarterly by the Snohomish Sheriff's Office to the Edmonds College Student Conduct Officer and distributed via College policy.
Services for Student with Disabilities (SSD)	Prior to 2018, a paper file was kept in a locked storeroom in SSD, later archiving the files in Alderwood Hall. These files were purged every six years. From 2018 forward, SSD has kept digital files in a Google drive with sheets accessible by IT and SSD staff members only. Files will be purged after six years.
Counseling Center	All records are kept via a software platform called Titanium, a HIPPA-compliant confidential platform. Records are kept for five years before being destroyed. Prior to Titanium, paper files were locked in the center and destroyed after five years. In order to release records, Counseling needs a signed release of information from the person requested or a COURT ORDER from a judge.
Veteran Resource Center (VRC)	Student records were kept in a locked filing cabinet in the School Certifying Officials (SCO) office. The center is transferring students' records to a Google database that the SCO manages and that was approved by the Veterans Administration (VA). Per Edmonds FERPA, records of students and those students, anyone other than the student will need an active ROI (Release of information) on file to release any student records or give out information. Only designated staff (at Edmonds the SCO and VRC Director) will have access to retrieve student records that are work related to their job. Paper records are disposed of per Edmonds College facility procedure of removal of sensitive items. The timeline for student records to be held is three years.
Housing	Students' records are all kept in a Filemaker Database. Only full-time professional staff in Housing have access to the database, with passwords being changed every four months. There are no paper forms or files kept on students in housing.
Child Care Center/Programs	Keeps student employee records on file in locked cabinets for 3 years and then destroyed. Children's paper files with student information are kept for seven years and then destroyed. Children's enrollment records maintained in Google drive as of 2022, would be deleted in seven years. Backup copies on a thumb drive to be destroyed in seven years. Records also maintained of employees in the WA Department of Children, Youth, and Families (DCYF) Merit system, removed

	when employee and/or practicum leave position. Child records with student contact info maintained in Procare Software, archived upon leaving the program. Grant records for the Edmonds College US Department of Education CCAMPIS (Child Care Access Means Parents in School) grant are kept for three years post grant end.
Center for Student Engagement (CSEL)	*Student Advising/Student Success Coaches:* Information regarding student success plans, transcripts, and student work is kept digitally on Google Drive with limited access between the Student Success Coaches. Back-up records are kept locally on the computer in password-protected folders, and only accessible to the Student Success Coaches hard drive. The information is stored digitally for seven (7) years from the date created and then erased. *CTCLink ID, date of visit, usage records - Game Room, Center for Student Engagement and Leadership, Center for Student Cultural Diversity and Inclusion, Food Pantry:* Student visitors are scanned using their Edpass using a Blackboard reader. This data (Student ctcLink ID numbers) is collected and stored by the Integrated Card Services Program Manager and Systems Administrator. The data is accessed and retrieved through automatic reports received through email or through an IT support ticket. No physical records are kept. All reports are stored electronically in a Google Drive with professional staff access only
ctcLink ID and student event and program participation records	*Includes Food Pantry, Service Learning, Commencement, Men of Color Mentoring Program, Latino Leadership Initiative, General Campus Events Programs:* Student visitors are scanned using their Edpass using a Blackboard reader or a Google Form. Data collected with Edpass is stored by the Integrated Card Services Program Manager and Systems Administrator. The data is accessed and retrieved through automatic reports received through email or through an IT support ticket. Data collected by Google Forms are stored electronically in a Google Drive with professional staff access only. Student information for Service Learning projects collected via online registration of volunteers is done through Trumba (volunteer registration software). Trumba allows us to access registration reports for each service project.
Hiring Processes for Student Employee Positions	All student employee hiring processes are done through "Machform" software. All applicant files are stored digitally for up to one year and then are purged. Temporary access to files is given by system administrators to individuals who serve on hiring committees and revoked when the hiring committee has completed its work.

Evidence Documentation for Standard 2.C.3
Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies
RCW 40.14 Preservation and Destruction of Public Records
SS 4.0 - Student Records-FERPA

2.D Institutional Integrity

> **2.D.1**
> *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

Edmonds College appropriately represents its mission, accreditation status, services, and programs and ensures the accuracy and integrity of institutional communications and publications. The College also highlights resources that promote timely program completion.

Marketing and Public Information oversees many aspects of campus communications and is responsible for the following:

- Reviewing campus materials as well as external sites (e.g. Wikipedia, E-How, Yahoo, blogs, etc.) to identify and correct inaccuracies and ensure that the College is accurately represented
- Developing and editing the College's primary publications, specifically, the website and major outreach and marketing materials, including news releases (sent to local outlets) about programs, degrees, courses, grants, campus events, and student stories
- Helping departments use the approved public relations tools to maintain information accuracy and consistency across platforms
- Maintaining an active College presence on social media sites, such as Facebook (/EdmondsCollege), Twitter (@EdmondsCollege and @EdmondsPrez), Instagram (/Edmonds_ College), , and Linkedin (edmonds college).

The academic catalog's fit-for-purpose content-management system (with printable content from its relational database) allows for annual publication and provides timely and comprehensive information. As described below, the catalog (and associated website materials) offers guidelines and interactive tools that help students understand program structures and completion timeframes.

- Online program requirement sheets include degree/certificate requirements and links to course descriptions, course learning outcomes, and course prerequisites.
- My Personal Catalog allows students to record and track degrees, certificates, and courses of interest and to share saved items with others (including faculty members and academic advisors).

Evidence Documentation for Standard 2.D.1
Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity
ISP 2.0 - Campus Communication Policy

> **2.D.2**
> *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

The College believes that it is in the best interest of all parties to resolve disputes at the earliest opportunity and at the lowest level. The College encourages informal problem resolution, when appropriate, between employees and management and is committed to assisting in the resolution of disputes as soon as possible. In the event a dispute is not resolved in an informal manner, the faculty CBA (Article 3 Workplace Behavior and Article 30 Grievance Procedure) and classified staff CBA (Article II Employment Practices) provide a process for addressing disputes. All employees, exempted and unrepresented, have available to them the complaint process for incivility, discrimination, and violations of Title IX

As reflected in its commitments, policies, and practices, Edmonds College embraces a culture of institutional integrity, which underlies the College's operations and dealings with the campus community, the public, and external organizations. The College also has well-established procedures for responding respectfully and efficiently to complaints or problems.

The College follows transparent procedures and processes for complying with legislatively determined ethics standards. The College's Ethics Officer and other personnel, as needed, investigate and document all ethics-related complaints in accordance with state policies and law, including the Ethics in Public Service Act; Procedural Rules; Agency Substantive Rules; Penalty Rules; and Public Record & Agency Organization Rules. Complaints and grievances are addressed in a fair and timely manner.

Complaints reported directly to the state's Ethics Board Hotline require a formal written response to the Ethics Board, which determines if subsequent actions are required. When receiving non-ethics-based complaints, the State Ethics Board or College Ethics Officer directs those reports (but also protects confidentiality) to the appropriate offices or personnel.

Operational and performance policies, including the Board Job Description (and its code of ethics content), guide the BOT's conduct and define the College president's areas of accountability. Orientations, study sessions, and retreats (offered by the College, the SBCTC, the Association of Community College Trustees, and the Assistant Attorney General for Edmonds College) provide ongoing training and guidance related to campus policies and state ethics codes. Additionally, trustees are informed about emerging situations that might require some discussion or review of ethics codes.

ODET provides compliance training required for all employees.The ethics modules educate employees about policies and procedures and raise awareness of ethical standards and expectations.

Human Resources policies set workplace and conduct standards and specify procedures for addressing improvement recommendations indicated in performance appraisals. Administrators and supervisors are accountable for their units' adherence to the College's ethics policies regarding conflict of interest, equitable employment and compensation practices, non-discrimination, technology use, copyright infringement, academic freedom, etc.

The College's Nondiscrimination and Harassment Policy (in WAC chapter 132Y-300) and the faculty and classified employees' collective bargaining agreements specify performance expectations and ethics standards. Additionally, the Faculty CBA (10.1-10.9, pages 57-59) and the WPEA contract (Article 30, pages 57-62) clearly delineate grievance processes and procedures.

The Student Handbook links to the policy catalog, which includes the Student Grade and General Complaints policy and procedures. These clearly spell out student complaint categories, processes, and procedures, including formats and timelines for written responses from the students, faculty (if involved), and the Vice President for Instruction and/or the Vice President for Enrollment and Student Services. The Student Services division records and tracks student complaints.

The aforementioned policies and procedures are intended to ensure ethical conduct and promote fair, efficient resolutions of ethics-based violations or complaints.

Evidence Documentation for Standard 2.D.2	
Policies/procedures for reviewing internal and external complaints and grievances	
Workplace Behavior and Grievances	WPEA CBA Article 3 Workplace Behavior and Article 30 Grievance Procedure
CBA Employment Practices	AFT CBA Article II Employment Practices
Civility policy and procedure	HR 6.0 Workplace Civility and Respect policy and HR 6.01pr - Workplace Civility and Respect: Procedure
Title IX Reporting	Title IX reporting guidance
Student Grade and General Complaints policy and procedures	SS 5.0 - Student Grade and General Complaints

2.D.3
The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Edmonds College clearly defines conflict-of-interest criteria and consistently complies with institutional and state policies established to prevent misconduct, preserve appropriate levels of institutional autonomy, and prioritize education as the College's primary focus.

The College's policies and procedures and the state's Ethics in Public Service codes define the conditions for conflicts of interest and the standards for ethical conduct. According to C 6.3.104 Conflict of Interest and Standards of Ethical Conduct Policy, the proper operations of Edmonds College requires that members of the Board of Trustees and employees be independent and impartial; that decisions be made in the proper channels; that College employment not be used for personal gain; and that the public have confidence in the integrity of board members and College employees. The 1995 Ethics Law, codified in Revised Code of Washington, Chapter 42.52, makes all College Board members and employees subject to its rule. No College officer or employee may have an interest, financial or otherwise, direct or indirect, or engage in a business or transaction, or professional activity, or incur an obligation of any nature that is in conflict with the proper discharge of the employee's duties.

The College follows the 42.40 RCW Washington State Whistleblower Program. The Whistleblower Act, enacted by the Washington State Legislature in 1982 and amended in 1999, provides an avenue for state employees to report suspected improper governmental activity. Any Washington state employee may report a suspected improper governmental action through the Whistleblower Program. This includes temporary employees, classified, exempt employees as well as elected officials. The program outlines procedures and safeguards for campus members who report employee misconduct.

The Edmonds College Board of Trustees has a Code of Ethics policy and procedure, both of which undergo an in-depth review every three years, as required by Board policy, and prohibit conflicts of interest. The Code of Ethics clearly states that members of the board must represent un-conflicted loyalty to the people of College District 23, and accountability to any other person or interest must be superseded by the interests of Edmonds College while acting as a College trustee. Further, the general principles of Washington's Ethics in Public Service are addressed as part of the new trustee orientation, which is delivered in the first month of each new trustee's term.

Additionally, all trustees participate in training on the Open Public Meetings Act. Each new trustee is required to participate in training provided by the State Attorney General's Office within the first 90 days of their term and every four years thereafter. Compliance with this requirement is tracked by the Secretary of the Board and the College's Assistant Attorney General.

Edmonds College requires all employees to complete an Ethics 101 course, which reminds employees of their rights and protections from retaliation when reporting alleged illegal or unethical behavior. When contending with possible conflicts of interest, employees must work

with their supervisors to review College policies and jointly determine the appropriate responses. Another resource available to college employees is the Washington State Ethics Board and its processes.

In orientation processes, new employees learn about the policies and procedures that prohibit or address conflicts of interest and unethical behavior. The HR Organizational Development and Employee Training office (ODET) provides ongoing employee training, and BOT members undergo ethics and anti-harassment training and attend the Washington Association of College Trustees' conferences on the ethical use of state resources.

Edmonds College is a state agency, so the aforementioned policies and regulations bar the BOT and College employees from using their positions to directly support, advocate, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes.

Evidence Documentation for Standard 2.D.3	
Policies/procedures prohibiting conflict of interests among employees and board members	
Washington State's Ethics in Public Service	RCW 42.52
Edmonds College Policy and Procedures	BOT 3 - Board Member Code of Ethics BOT 3.01pr Board Member Code of Ethics: Procedure HR 5.03 Administrative Exempt Employee Procedures C 6.3.104 Conflict of Interest and Standards of Ethical Conduct Policy
WPEA CBA	Article 38.4 Off-Duty Conduct
AFT CBA	Article II Employment Practices

2.E Financial Resources

> **2.E.1**
> *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

In support of its mission and programs, Edmonds College maintains financial stability by carefully monitoring resources and expenditures, appropriately managing risk and debt, meeting short-term commitments, and planning strategically for long-term obligations.

Edmonds College's financial records meet the accounting and auditing requirements of the Office of Financial Management (per its Generally Accepted Accounting Principles), the State Auditor's Office (SAO), the SBCTC, and other federal, state, and local agencies.

Edmonds College produces its annual financial report in Governmental Accounting Standards Board (GASB) format and contracts with the SAO to perform an independent audit of the report.

Per Article III, Section 20 of the state Constitution, the state Auditor has sole authority for performing audits of state agencies, institutions, and all municipalities. (See also RCW 43.09 RCW Dispositions.) The SAO conducts financial statement audits using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's Government Auditing Standards (the "Yellow Book").

Results of the SAO's independent audits of financial statements are reviewed with the Board of Trustees (BOT) at a scheduled board meeting. After review, the Board votes to approve the financial statement, audit results, and any resulting corrective action steps developed by the administration in response to the audit, its findings, or management letters. Audited financial statement reports are also online.

Each year, the State Board for Community and Technical College (SBCTC) analyzes the College's fiscal health. In addition, state and federal granting agencies periodically audit the College's financial and personnel systems that affect the scope and reporting of grants associated with their agency.

The Board of Trustees (per Board policy BOT 2.0) reviews and approves an annual operating budget. Per Board policy BOT 11.0, quarterly updates regarding revenues and expenses are provided throughout each year at Board of Trustees meetings. In addition, College policy FIN 1.0 - Cash and Investment Management governs the investment of College's funds, "in a manner which provides maximum security with the highest investment return, while meeting the daily cash flow demands of the College and conforming to all state laws governing the investment of public funds."

Through the recent global pandemic, the college was able to maintain sufficient cash flow and reserves by reducing expenditures and supporting the operating budget with other revenue sources (in particular, shared funding from the International Education Program). Though not completely without risks, these short-term strategies enabled the college to remain fiscally strong despite the cumulative loss of some revenue sources over the past several years.

The College mitigates the risks by maintaining and updating conservative revenue projections and by expanding local revenue generating programs, such as grants and contracts. All uncommitted revenue sources are considered during the operating budget's planning and development process. Also, per the Board of Trustees (Resolution 10-9-1), the college maintains a minimum of $3.2 million in operating reserves.

Evidence Documentation for Standard 2.E.1	
Policies/procedures that articulate the oversight and management of financial resources	
State Auditor Authority	RCW 43.09 RCW Dispositions
Most recent external financial audit	Latest external financial audit
Board approval of the operating budget	BOT 2.0 - Board Job Description
Board Treasurer and Fiscal Accountability Policy	BOT 11.0 - Board Treasurer and Fiscal Accountability
Finance Cash and Investment Management Policy	FIN 1.0 - Cash and Investment Management
Board Reserve Resolution	Resolution 10-9-1

2.E.2
Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

In accordance with state regulations and institutional policies, Edmonds College strategically manages its enrollments and resources and carefully develops its budget, which draws from three clearly defined components: state allocations, tuition, and locally generated revenue.

Edmonds College depends on tuition and state allocations for its funding base, but it supplements its financial resources with shared funds from International Education and from federal and state grants and contracts in order to support its mission and goals.

Revenue sources, conservatively modeled, are applied to the expenses in the projected budget. As needed, the President's Leadership Team adjusts expenditures and local revenue allocations to maintain its operating budget and sufficient reserves to support current and future

commitments.

Per Board policy BOT 11.0, "The budgeting process for any fiscal year shall clearly reflect the college's Mission, Vision, Core Themes, Values, and Comprehensive Plan; be fiscally sound; and be derived from an institution-wide process."

Edmonds College's transparent financial planning and budget development policies and practices adhere to state regulations, reflect recognized standards, and offer numerous opportunities for campus and community input. The College develops a base operating budget through an annual inclusive process, where operating budget managers review prior expenses, future needs, and contractual obligations to plan their budget requests for the next fiscal year.

The college's annual operating budget development process is incremental and transparent. From February to June, regularly scheduled planning and budgeting activities help to inform the college and solicit input from campus members.

More specifically, Operational Divisions prioritize their routine and emergent operational funding requests and then submit them through their divisions. Individual PLT members vet the requests. Then, PLT collectively reviews recommendations for line item budgets. At the end of the annual, iterative process, an operating budget is presented to the Board of Trustees for its consideration and approval.

During the Operational Division process, the college's constituent-based Budget Advisory Committee recommendations to PLT revenue generation and cost reduction ideas. In addition, for the past few years the college has provided to employees opportunities (either through a survey or via a general email address) to share their ideas for increasing revenue and also for reducing costs.

Per Board procedure BOT 8.01pr, the college president is accountable for ensuring that, "actual financial conditions shall reflect sound financial management and clear support of the college's governance process for resource and allocation capacity."

(See also 2.E.1)

Evidence Documentation for Standard 2.E.2
Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds
BOT 8.01pr - General Executive Expectations and Authority : Procedure
BOT 11.0 - Board Treasurer and Fiscal Accountability
College's annual operating budget development process
Board Reserve Resolution Resolution 10-9-1

> **2.E.3**
> *Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

Edmonds College's transparent, Board-approved financial policies and procedures (such as those outlined in BOT 8.01pr and in BOT 11.01pr) ensure effective oversight and regulatory compliance. The college developed those Board policies and procedures in response to recommendations from the NWCCU back in 2008. (See also 2.E.1, and 2.E.2)

Throughout the year, the Vice President for Finance, Grants, and Institutional Effectiveness provides financial analysis reports to update and facilitate BOT oversight of the operating budget. The college grants and finance department jointly maintain guidelines for the management of sponsored projects in compliance with state and federal regulations.

The BOT approves the operating budget, the Associated Students of Edmonds College's (i.e., student government) budget, some new or increased fees, changes to waivers, the International Program's contract, and facility acquisitions.

Note: The Edmonds College Foundation is a separate, non-profit organization whose board approves and monitors fundraising policies and activities.

Evidence Documentation for Standard 2.E.3
Board approved financial policies, state financial policies, or system financial policies
BOT 8.01pr - General Executive Expectations and Authority : Procedure
BOT 11.0 - Board Treasurer and Fiscal Accountability
General Guidelines for Grant Project Management

2.F Human Resources

2.F.1
Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Edmonds College includes the conditions of employment and work assignments in our job postings and job descriptions. Responsibilities and criteria for evaluation are included in annual performance reviews, but supervisors are encouraged to have these types of conversations with their direct reports on a regular basis. There are Human Resources policies (such as HR 5.0 - Human Resources Management Policy and its related procedures) that in combination with the represented employees' CBAs outline the process for retention, promotion, and termination. Because of the length of the CBAs, the table below delineates sections that address the elements of this NWCCU standard.

CBA sections that address elements of the NWCCU standard		
NWCCU Standard Element	Faculty CBA	Staff CBA
Conditions of Employment	Contained in individual faculty contracts, which are referenced in: -Article 2.5 Individual Contracts an Personnel Action Forms (p. 18) -Article III: Working Conditions (p. 27)	There are several aspects of the CBA that apply. Some are outlined below: -Article 7 Hours of Work (p. 11) -Article 10.2 Conditions of Employment p.18
Work Assignments	There are several aspects of the CBA that apply. Some are outlined below: -Article 7.3 Professional Work Assignments (p. 69) -Article 7.7 Assignment Span (p. 75) -Article 7.8 Scheduled Assignments (p. 75)	-Article 4.2 Types of Appointment (p. 3) -Job Description - Which is reviewed during the Performance Evaluation process outlined in Article 6 Performance Evaluation (p.10)
Rights and Responsibilities	There are several aspects of the CBA that apply. Some are outlined below: -Article 2.1 Nondiscrimination, Disability Accommodation, and Conflict Resolution (p.14) -Article 2.2 Affirmative Action (p. 14) -Article IX Academic Governance (p. 77)	There are several aspects of the CBA that apply. Some are outlined below: -Article 2 Non Discrimination (p.1) -Article 3 Workplace Behavior (p. 2) -Article 5 Title IX (p.9) -Article 7 Hours of Work (p.11) -Article 8 Overtime (p.15) -Article 9 Training and Employee Development (p.16) -Article 10 Licensing and Certification (p.18)

		-Article 11 Holidays (p.19) -Article 12 Vacation Leave (p.21) -Article 13 Sick Leave (p.24) -Article 21 Safety and Health (p.50) -Article 24 Drug and Alcohol Free Workplace (p.52) -Article 34 Reasonable Accommodations and Disability Separation (p.67)
Criteria and Procedures for Evaluation	Article 2.8 Performance Appraisal (p. 20)	Article 6 Performance Evaluation (p. 10)
Criteria and Procedures for Retention	-Appendix A Salary (p. 93) -Article D.2.12.1 Faculty Development (p. 117) -Article D.4.1.1 Permanent Status (p. 122)	Article 42 Compensation (p. 92)
Criteria and Procedures for Promotion	-Article IV Tenure and Reduction in force (p. 31) -Article D.4.3.1. Award of Permanent Status (p. 122)	-Article 41.2 Position Review (p. 90) -Article 42 Compensation (p. 92)
Criteria and Procedures for Termination	There are several aspects of the CBA that apply. Some are outlined below: -Article IV Tenure and Reduction in force (p. 31) -Article V Dismissal for Cause (p. 48) -Article D.5.1 Dismissal for Cause of an Academic Employee (p. 126) -Article D.5.2 Sufficient Cause for Dismissal (p. 126) -Article D.5.3 Preliminary Proceedings Related to Dismissal (p. 127)	There are several aspects of the CBA that apply. Some are outlined below: -Article 28 Disciplinary Procedures (p. 56) -Article 29 Resignation and Abandonment (p. 59) -Article 34 Reasonable Accommodation Disability Separation (p. 67) -Article 36 Layoff and Recall (p. 72)

Evidence Documentation for Standard 2.E.4	
Human resource policies / procedures; Policies/procedures related to teaching, scholarship, service, and artistic creation; Policies/procedures for appraising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	
Classified Staff CBA	WPEA Collective Bargaining Agreement
Faculty CBA	AFT Collective Bargaining Agreement
Human Resources Management Policy	HR 5.0 - Human Resources Management Policy
Academic Integrity Procedure	HR 11.01pr

All Full-time staff undergo annual performance reviews. Included in each performance review is a section dedicated to professional development. Both the supervisor and the employee receiving the evaluation have an opportunity to request/suggest additional training to help with professional development. The College also has a dedicated professional development fund to allow for opportunities for professional development which have significant costs associated with the opportunity. A Faculty Professional Development Committee at the College advances student learning and strengthens teaching and assessment by providing professional development opportunities and support for faculty to collaborate, innovate, and adopt pedagogical practices that support student success. This is a contracted committee with representation from all divisions and leadership from both full-time and associate faculty.

Evidence Documentation for Standard 2.E.5	
Employee professional development policies/procedures	
WPEA Collective Bargaining Agreement	Article 9 Training and Employee Development
AFT Collective Bargaining Agreement	Article II Employment Practices
Professional Development Guidelines for Administrative/Exempt Employees	C 6.3.102 R102 Professional Development Guidelines for Administrative/Exempt Employees
ODET Professional Development Funds process	Internal ODET Website

2.F.3
Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Edmonds College's most important resources are its roughly 1,000 employees--about 115 full-time instructors, 256 part-time/associate instructors, 262 classified staff members, 183 exempt staff members, as well as numerous hourly staff student employees (source SBCTC data dashboard, Fall 2021 data). The College strives to maintain its workforce, facilitate professional development, and promote diversity, respect, and inclusion in hiring processes and policies that support and protect an equitable environment for all employees.

Edmonds College's mission, goals, and resources inform hiring practices, selection criteria, and evaluation processes. Edmonds College follows clear, published criteria, consistent procedures,

and transparent processes to ensure that all current and newly hired personnel are well-qualified for their responsibilities. To maintain appropriate personnel levels, the College uses staffing and budget data, employee input, grant-funded program requirements, and institutional planning information (related to grant cycles, mission-critical functions, strategic planning, and fiscal impacts) to review and prioritize staffing requests. Considering these factors enables the College to employ a sufficient number of instructors and staff who are qualified to promote the College's educational goals, manage curricular developments and policies, and ensure program integrity and continuity. The College's underlined organizational chart shows the number of faculty members in each division, and the academic catalog provides details of faculty qualifications.

Evidence Documentation for Standard 2.F.3	
Personnel hiring policy/procedure	
Classified, Exempt, and Academic Employee Hiring	HR 5.09 Classified, Exempt, and Academic Employee Hiring: Procedures
Academic Organizational Chart	Organizational Chart
Faculty Qualifications	Undergraduate Catalog Faculty and Administrator Directory

2.F.4
Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

All full-time staff undergo annual performance reviews. Included in each performance review is a section dedicated to professional development. Both the supervisor and the employee receiving the evaluation have an opportunity to request/suggest additional training to help with professional development. The College also has a dedicated professional development fund to allow for opportunities for professional development with significant costs associated with the opportunity. (See also 2.F.2)

Evidence Documentation for Standard 2.F.4	
Administrator/staff /faculty evaluation policies/procedures	
Classified Staff	HR 5.01 Classified Performance and Development Plan Evaluation
Exempt Staff	HR 5.02 Administrative and Professional Exempt Evaluation
WPEA Collective Bargaining	Article 6 Performance Evaluation

Agreement	
AFT CBA	AFT Collective Bargaining Agreement

2.G Student Support Resources

2.G.1
Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Edmonds College's educational programs and delivery modes provide a variety of well-supported learning environments designed to meet a diverse range of learning needs. The College regularly monitors resource and capacity allocations for all of its learning environments. The College's Comprehensive Plan focuses on ensuring that student needs are met. If demand exceeds an area's resources (as is increasingly the case in Services for Students with Disabilities and the Center for Families, for example), the supervisor identifies the department's or program's needs.

The College provides students with co-curricular opportunities for learning outside of the classroom and for applying and testing what they have learned in their coursework.

Examples of programs and services supporting student learning needs and co-curricular programs offered for students	
Office	**Supports and Offerings**
Academic Advising	Advises students about transfer policies, academic requirements to transfer and articulation processes (if available), individual program requirements, potential transfer credits, and other assistance staff may need in advising students. They help to coordinate transfer visits to four-year universities and transfer workshops and will provide an array of information about transferring to a four-year college.
Career Action Center	Develops and teaches career workshops for students and provides other career guidance materials. The Career Action Center offers several sources of information to assist participants in exploring available careers. Students can research salary ranges, future outlooks for jobs in various fields and what skills each job requires. The Career Action Center has a staffed computer lab, offering internet access detailing educational and career opportunities, staff to assist in the development of resumes and cover letters, and assistance in the job search process.
Counseling and Resource Center	Provides a variety of activities designed to help students manage stress around finals week. Additional individual career counseling, personal counseling, and College success counseling will all be available to students. Extensive community resources are available to help students locate services to meet their needs, including mental health counseling.

Services for Students with Disabilities	Supports students by conducting assessments and providing accommodations for equal access to all aspects of academic and campus programs. SSD will provide experience in selecting appropriate tutors for students with disabilities to increase retention and program completion.
Triton Student Resource Hub	The Triton Student Resource Hub addresses the needs of students who are experiencing a severe financial crisis that impacts their continued academic success at Edmonds College. The mission is to provide a seamless and individualized response to Edmonds College students' needs.
Campus Technology Resources	Provides technical assistance with software programs and computer hardware, including free computer and software training. Computers will be readily available through flexible, student-oriented schedules. In addition, the Student Technology Advice and Resource Team (START) will provide on-campus and online support to students with advice for technologies commonly used on campus to help students be better prepared for classes.
Center for Student Cultural Diversity and Inclusion	Provides translating resources and intercultural programming to connect multilingual students and offer a variety of intercultural clubs and activities. The Center offers special services for diverse populations and hosts a wide variety of engagement activities.
Center for Service Learning	Provides service-learning opportunities to students on a regular basis. Opportunities are designed to encourage engagement in the local community and environment, to integrate into courses and programs of study, and to provide student self-efficacy and empowerment.
SSS TRIO Program	TRIO is a federally funded program that provides low-income, first-generation college students and students with disabilities valuable support and services to assist in student success and persistence toward graduation. TRIO serves to motivate and help students accomplish their goals by offering comprehensive individual support.
Library Services	Provides support on library usage and assists in the use of library resources and materials, including the internet and interlibrary loan. The library offers space conducive to studying and designed for research, especially for students developing good study habits and for students with disabilities.
Center for Student Engagement and Leadership	Plays a critical role in the development of student leaders and providing learning opportunities outside of the traditional classroom experience by working with the Center for Student Cultural Diversity and Inclusion to tailor specific co-curricular learning opportunities designed to support the students in the program. Provides students facing housing insecurity with short-term housing assistance and resource navigation support and emergency assistance.

Career, College, and Life Success Classes	These classes assist with students' success. As part of Guided Pathways, each area of study provides a comprehensive orientation course that includes information regarding support services and how to be a successful student at Edmonds College. These courses equip students with college-ready skills, offer students the opportunity to explore career directions, and create a path to get there.
Men of Color Scholars Program	The Men of Color Scholars Program (MoCSP) is an initiative that provides support, resources, and encouragement to scholars who self-identify as a man of color. Participants in the program have the opportunity to connect with other scholars, students, staff, faculty, and the general Edmonds College community to positively impact College experiences through graduation.
Financial Services and Registrar's Office	Supports students by working closely with them during the application process to ensure that students receive the maximum funding available and the maximum they are eligible for and that they receive priority registration for classes. Financial Services arranges for institutional aid after all other options are exhausted and assists in tracking students and helping to ensure that students receive information and access to resources on campus so that their chances for success will be increased.
Learning Resource Center	Offers a variety of free online tutoring services available to all Edmonds College students.
Veterans Resource Center	Offers students who are veterans a safe and comfortable place to connect to resources and meet other veterans and get assistance in navigating through College processes and accessing educational benefits.
Center for Families	Provides sliding-scale subsidized child care at Edmond College's on-campus early childcare facility, the Center for Families. Sliding scale rates are available for low-income students through a Department of Education CCAMPIS grant and funding from the Associated Student Government.
Housing and Residence Life	Provides housing through on-campus residence halls. Students in need of housing support are eligible for Project Home, a housing scholarship program for students facing housing insecurity.
Health and Wellness Center	Provides a safe space for students to relax, inquire about topics related to health and wellness, access materials, and learn about community resources.

Each year the academic catalog is published online. The print-ready file is made available to any department that prefers printed copies for office use. Faculty, staff, and administrators all work together to update material with approvals and tracked changes (via Curriculog) and subsequently publish the results online (via Acalog).

Evidence Documentation for Standard 2.G.2	
Catalog (and/or other publications) that provides information regarding:	Institutional mission Admission requirements and procedures Grades Grading practices Grade Records Names, titles, degrees held, and conferring institutions for administrators and full-time faculty Student Handbook Tuition, fees, and other program costs Refund policies and procedures for students who withdraw from enrollment Opportunities and requirements for financial aid The academic calendar
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion:	Degrees and Certificates by Type General Education Learning Outcomes

> *2.G.3*
> *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

When applicable, eligibility criteria for state or national licensure or unique requirements for employment/advancement appear in departmental web pages (within the College's website) and in program requirements descriptions in the academic catalog. Examples (all described in the program requirement sheets) include the following:

- Per state regulations for onsite clinical training, Allied Health students must provide criminal background checks and immunization records.
- To be licensed for in-state practice, Pharmacy Technician and Practical Nursing students must be tested outside the College. (Edmonds College's program directors sign off on graduates' applications to the state licensing board.)
- The Phlebotomy Technician and Clinical Laboratory Assistant programs are aligned with national organizations, whose "voluntary" certification exams allow graduates to demonstrate competency to potential employers.

Edmonds College provides information to students through a variety of sources; print materials, digital and web-based program/occupation information, and services such as the Career Action Center and Career Coach.

Evidence Documentation for Standard 2.G.3	
Samples of publications and other written materials that describe:	
Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.	Examples include: Construction Management Nursing Nursing FAQs and Information Sessions Nursing Testing Requirements Video Paralegal Field Requirements
Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials	WA Occupations tool Career Bridge Career Coach Jobs & Educational Requirements Career Coach: Accountants & Auditors (sample program info)

> **2.G.4**
> *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

In support of the College's mission to provide educational access, the Financial Aid Office (FAO) helps students who cannot otherwise afford College tuition to apply for federal loans and grants. Through its staff, online and printed materials, and message boards, the FAO educates prospective and current students about funding categories, application processes, and student-need calculations--as determined by a federal formula and FAFSA information. Through continual employee training, transparent administrative oversight, and ongoing assessments, the College ensures that its financial aid programs and services are accountable and effective.

Evidence Documentation for Standard 2.G.4	
Published financial aid policies/ procedures including information about categories of financial assistance	Eligibility Requirements and Enrollment Requirements Steps to Apply for Financial Aid Cost of Attendance Types of Financial Aid Available
Information to students regarding repayment obligations	SS 2.0 - Consumer Information and Student Right to Know Act Edmonds College Loan Default Rate *See Section 2.G.5 for detailed description of information provided to students regarding repayment obligations*
Policies / procedures for monitoring student loan programs	Satisfactory Academic Progress *See Section 2.G.5 for detailed description of how the College monitors its loan programs and default rates through its Direct Loan Default Prevention and Management Plan*

> **2.G.5**
> *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

Edmonds College apprises students of financial aid repayment obligations and systematically monitors its student loan programs and loan default rates.

The College employs the following mechanisms and processes to identify financial aid students who owe a repayment and to keep the students informed about the obligations for accepting and repaying loans: The College follows federal and state requirements for students who drop credits prior to the College census date, and for students who completely withdraw from the College prior to completing at least 60 percent of the quarter, also known as the Return to Title IV calculation. Students who owe a repayment as a result of the census adjustment or the Return to Title IV calculation are notified in writing, and a notation is made on their student record, which prevents further enrollment until the repayment is made or the student makes satisfactory repayment arrangements with the College. Students who wish to obtain a federal student loan must complete the federally mandated entrance and exit online sessions, which highlight students' repayment obligations and options. The College places a hold on the records of students who do not complete the exit session after they graduate. .

The College also monitors its loan programs and default rates through its Direct Loan Default Prevention and Management Plan and using the following steps: Designated financial aid staff are trained to determine loan eligibility and process federal loans as part of the process used to offer aid to students. A loan specialist is assigned and trained to oversee the loan programs, which include originating loans, reporting loans to the Department of Education (ED), reporting loan disbursements to the National Student Loan Database System (NSLDS), and reconciling loan disbursements with the College Business Office each quarter. Financial Aid staff useNSLDS to track student eligibility, identify loan limits, and determine if students are attempting to access aid at another school. The College thoroughly reviews its default rates (publicly available via the college's website, the National Center for Education Statistics, and yearly ED reports).

Evidence Documentation for Standard 2.G.5	
Published financial aid policies/ procedures including information about categories of financial assistance	Eligibility Requirements and Enrollment Requirements Steps to Apply for Financial Aid Cost of Attendance Types of Financial Aid Available
Information to students regarding repayment obligations	SS_2.0 - Consumer Information and Student Right to Know Act Edmonds College Loan Default Rate
Policies / procedures for monitoring student loan programs	Satisfactory Academic Progress *Direct Loan Default Prevention and Management Plan*
Loan Default Rate	College website where the loan default rate is published

Edmonds College's advising services are supported with appropriate resources, staffed by well-trained personnel, and evaluated through systematic reviews. Also, the College clearly defines advising roles and responsibilities and shares that information with students through a variety of formats and processes.

The services provided by Edmonds College advisors are publicly available and made clear to students. A summary of the Advising Resource Center's (ARC's) mission is listed in the Student Handbook under "Advising Resource Center." The main Advising Homepage also presents services offered in list format, with relevant links on how to access specific services most effectively. Multiple modalities of service are offered and clearly stated on the webpage, and are also included in frequently updated email signatures, auto-responses, and voicemail instructions.

The New Student Advising and Orientation page helps students navigate through the steps of program selection, and placement, understanding how to use previous transcripts for placement and credit, choosing and registering for courses, and utilizing campus resources. Other student services offices are embedded within the new student process where services overlap/transition between areas.

The updated advising model (introduced in 2021 with the addition of embedded advisors within the Academic Advising department) is organized and labeled on the Advising contact page. Responsibilities and roles of different advisor types (ARC Advisors, Division/Embedded, Faculty, Special Populations) are outlined in new student packets, Career and College Success (CCS) course presentations, in our FAQ page, and faculty/staff training guides.

The College conducts systemic evaluations of advising processes. For example, pre-pandemic focus groups and surveys of student services were sent out, with this feedback being reported to and utilized by the department to better develop practices. Recently, the College has relied on customer service surveys and anecdotal examples from interactions to collect feedback from students.

Advising staff are continually engaged in professional development and training. Regular meetings are scheduled between leaders of areas of the College that provide specialized advising, such as STEM, Allied Health, and English-as-a-Second Language departments (1:1 by team and as a division) to review common questions, overlap areas and patterns of challenges. Plans of action are then created for discussion, training, alteration of business

practice, or further collaboration with staff in each department. Advisors are evaluated on a yearly basis, with committed time to discuss areas of strength and areas of growth, as well as any support needed to help in achieving individual and team goals. 1:1 follow-ups to evaluations are conducted to ensure advisors are given opportunities for professional development and space to request support.

Additionally, advising leadership periodically reviews different samples of work/performance by advising staff (meeting notes, email communications, academic plans, common questions, advising knowledge). This information is then used to inform targeted professional development and training for individuals or the whole department, as well as areas of interest for special/individualized projects to enhance services.

Evidence Documentation for Standard 2.G.6	
Description of advising program, staffing, and advising publications	Advising Services Webpage Student handbook *under "Advising Resource Center"* New Student Advising and Orientation page Faculty/Staff Advising Training Guides

2.G.7
The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Edmonds College has established procedures for verifying the identity of distance learning students, informing the students of those practices, and protecting the students' information. All instructional and administrative processes involving student information or communications abide by all FERPA regulations and protections enforced at Edmonds College.

The College's online courses are currently administered through the Canvas course management software. Students must register for and use their Edmonds College account information (unique usernames and passwords) for Canvas authentication and login. Additionally, some academic areas require further identity verification. For example, all eLearning mathematics courses require a proctor for exams. Students can use the College's Testing Center or the proctoring services of other colleges, universities, or libraries. With any of these options, students must present identification.

Students are automatically enrolled in the Canvas Learning Management System when they register for classes through the ctcLink Student Information System. Students must log in to Canvas with their assigned ctcLink ID and password. All students are also issued a College

identification card (EdPass) with a picture and ctcLink ID number. Students may be asked to show a photo ID to verify their identity at any time in face-to-face or online classes and proctored exams.

In October of 2020, Edmonds College was awarded a Title III Strengthening Institutions grant with resources devoted to supporting quality online teaching at Edmonds. In the Spring of 2021, with the support of the Faculty Senate, a group of faculty representing all divisions came together to form the Online Course Committee. This group was tasked with researching evidence-based course quality rubrics and selecting, testing, and recommending a rubric that could be adapted for use by Edmonds College. The aim was to create a process that empowers instructors to continually improve their online courses and ensures that courses are meeting federal and accreditation standards, including three critical areas:

1. Regular and substantive faculty-to-student interaction
2. Fully accessible courses and materials (ADA requirement)
3. Minimizing design barriers for all learners (Universal Design for Learning best practices)

The committee examined three evidence-based rubrics and selected OSCQR as its recommendation. The OSCQR rubric is free, openly-licensed, and customizable. It is nationally recognized and was adopted by the Online Learning Consortium in 2016 as part of its suite of quality scorecards. The Online Course Committee has adapted the rubric to include additional standards on equity, inclusion, and belonging taken from the Washington Course Quality Checklist and the Peralta Equity Rubric. This OSCQR Rubric is now used by faculty to review and update online courses to ensure regular and substantive interaction, ADA compliance, and Universal Design for Learning best practices.

Evidence Documentation for Standard 2.G.7	
Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit	Canvas authentication ctcLink Student Information System
Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs	Edmonds OSCQR Rubric and Process for Faculty

2.H Library and Information Resources

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Edmonds College library provides resources, instruction, and one-to-one research assistance for students and faculty in all of the College's programs in all modalities. Since the College began offering Bachelor of Applied Science degrees, the College has increased library services and resources to support those programs of study, notably in Child and Youth Family Services. Library faculty are involved in designing and teaching information literacy, contributing to work on online teaching, diversity, equity, and inclusion work, and shared governance on committees such as the faculty senate and curriculum.

Library guidelines are available on the library website, the homepage of which is on the College website and the instructional content is on Libguides, as well as communicated through frequently updated signage. The library also endorses the American Library Association's Library Bill of Rights.

The library's website describes resources and rules, e.g., Services for Faculty. The homepage of the website is currently being redesigned to improve useability and to match the new College website organization. Circulation and reference procedures are documented on the Circulation News and Information Google site and manual and Reference Desk Info Guide.

The library is a key part of students' academic experiences at Edmonds College. Tenured faculty librarians liaise with the academic divisions to provide relevant information literacy instruction and resources. Reference services are available in person when the physical library is open and in the evenings through chat reference. During the pandemic lockdown, the library was well-situated to provide online resources, including access to Kanopy films through a demand-driven acquisitions (DDA) model, ebooks packages, and other robust offerings, including an American Rescue Plan Act (ARPA) grant-funded collection of ebooks focused on equity and inclusion topics and are mirrored when possible by print versions. Faculty librarians moved instruction to Zoom and experimented with Inspace. They met students at their points of need through FAQs and AskWA, a consortial chat reference service.

This academic year and last, the library has rebuilt its staff, hiring an associate dean with library qualifications, an administrative assistant with deep experience in public and academic libraries, and an innovative circulation manager. The library replaced its part-time hourly circulation positions with permanent positions with opportunities for professional development. While replacing the faculty systems and collection development librarian is underway, much of the duties have temporarily been assumed by the interim Associate Director of Collection Services

and Library Systems, including managing invoices and licenses.

In order to align with the Comprehensive Plan of the College, in the 2021-2022 academic year, the library staff and faculty collaborated to identify a strategic set of eight projects dedicated to bringing antiracist practices to the everyday work of the library. Three of these projects are currently underway, including revising the collection development guidelines with an equity and inclusion lens, eliminating racist subject headings from the catalog, and building in professional development for staff. The library adopted an inclusive approach to antiracist work, involving all staff, from tenured faculty to part-time hourly assistants. Other processes and planning are addressed in weekly librarians' meetings, department meetings with representatives from administration, technical services, circulation, and reference and instruction areas of the library. The tenured faculty librarians and associate dean meet weekly to discuss and plan around collection development, instruction and reference, guidelines, and other library issues.

The library is also rebuilding its data-gathering practices in order to better understand how students use the library post-pandemic. It is in the process of collecting five years of collection statistics in order to compare resource usage before, during, and post-pandemic.

The pandemic inspired collaboration between the library and the information technology department to get technology into the hands of students who needed it. Starting in spring 2020, the library and information technology department worked together to equip students with Chromebooks and hotspots, using the ILS, spreadsheets, and Google forms to track, check out, and communicate the borrower's responsibilities. The borrowing agreement uses Google Translate to ensure that English language learners have access to the information they need. Previously, the library had four Chromebooks to check out for four hours at a time, but as of this report, 874 Chromebooks are checked out.

Evidence Documentation for Standard 2.H.1	
Procedures for assessing the adequacy of library collections	Library Collection Data Gathering: Collection statistics
Library planning committee and procedures for planning and collection development	Collection Development Guidelines Library strategic set of eight projects to align to College Comprehensive Plan
Library instruction plan; policies/ procedures related to the use of library and information resources	Borrowing agreement Circulation News and Information Google site Library Guidelines Library Reference Guide Library FAQs
Library staffing information; policies/procedures that explains faculty/library partnership for assuring	Library Staff Services for Faculty

library and information resources are integrated into the learning process	

2.I Physical and Technology Infrastructure

> **2.I.1**
> *Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

Physical Infrastructure

Edmonds College effectively manages, maintains, and plans for its physical resources, infrastructure, and grounds, and the recently updated Facilities Master Plan is now more attuned to academic planning, institutional initiatives, and community developments. Those alignments also inform space and resource allocations.

Planning processes for facilities are evolving, and as they improve, so does the College's ability to identify and address gaps and problem areas. For example, although a centralized scheduling system coordinates room assignments, the need for program-specific rooms and labs can limit efforts to track and improve space utilization. The College has shifted to a more advanced web-based system (from R25 to 25Live), designed to improve space utilization and scheduling efficiency.

For facilities modifications, remodels, growth projects, and other equipment or space needs, the 34 CTCs submit proposals through the state's Capital Request process. Edmonds College aligns its facilities plans with that state-level process. In addition, the College may receive capital funds from other sources, e.g., Community Economic Revitalization Board; the student government budget; and the Department of Commerce's Energy Savings initiative (which provides one-time funding for specific projects or programs).

As reflected in the state's 2021 Edmonds College Facilities Condition Survey (part of a survey administered to all of the CTCs), most of Edmonds College's buildings are in good working order and are well-maintained, largely because the Facilities Planning and Operations Division works so effectively with the rest of the College. Those departments (Maintenance, Grounds, Custodial Services, and Environmental Safety and Health) actively support the College's mission and strategic planning processes by ensuring that campus resources are well-monitored, safe, secure, reliable, and appropriate for the College's programs and community.

Use, storage, and disposal of hazardous waste: In compliance with regulatory guidelines and standard practices, Edmonds College's Facilities Departments promote campus safety by carefully monitoring, safely handling, and appropriately disposing of hazardous or toxic materials. For the campus and community, the College offers educational materials and resources (e.g., Environmental Health and Safety webpages), Earth Month demonstrations, and

emergency flipcharts. The Facilities Departments provide in-house training and drills as well as training from OSHA, the Department of Ecology, and the state's Department of Agriculture. (See also 2.D.2.)

A certified contractor packs, transports, disposes of, or recycles all of the College's hazardous or recyclable wastes. On campus, the Facilities Departments follow the College's Safety and Health Policy and the Hazardous Waste Management Procedures to do the following:

- safely handle (collect, inventory, label, transport, and store) hazardous and universal waste in secure, OSHA-compliant locations
- maintain area-specific Safety Data Sheets with easy access to the Material Safety Data Sheets online database
- provide staff with training, protective equipment, and first-aid resources.

The College also follows (and provides staff training for) hazardous material spill response procedures. Emergency flip charts (in all classrooms and other prominent locations) specify spill response procedures, self-protection measures, and emergency contacts. For minor emergencies, trained employees can use the College's well-maintained spill response materials and kits. The Lynnwood Fire Department or the Department of Ecology handles major incidents.

Equipment Maintenance, Repair, and Replacement: Edmonds College maintains and manages equipment that is appropriate to the College's mission and Comprehensive Plan, and that supports the College's programs and services. Facilities have an adequate supply of equipment to ensure that all buildings are running properly. The College has upgraded to more energy-efficient boilers, chillers, HVAC controllers, facilities controls, and servers and has improved parking lot lighting.

Small landscaping renovations, sustainable student projects, and capital landscaping projects have been funded through the capital projects budget. In the past, the Grounds Department has been able to maximize this funding and provide educational opportunities by using Grounds staff and construction or horticulture students to help install and maintain various projects.

Expensive service equipment (such as Bobcat loaders, sweepers, carts, backhoes, and lawnmowers), needed by the Grounds Department and Horticulture Program, is rented or obtained by certificates of participation (COPs) through the state treasurer. COPs allow the College to purchase the equipment outright and then pay back the low-interest loans over five years. COPs help the College to stay within its yearly operating budget while ensuring that maintenance equipment is current, safe, and functional.

Each department manages its office equipment, but the Facilities departments oversee the physical plant and associated equipment. For repairs, Facilities departments use an electronic system for submitting, organizing, prioritizing, and tracking work orders. As documented by that system and by an externally contracted study (2013) of the Facilities Departments' staffing and

operations, the Facilities Departments have sufficient staffing and equipment to efficiently process work order requests and to maintain a clean, healthful work and learning environment.

Campus Safety and Security: The College maintains a robust Safety and Security office and team that monitors and prevents security issues on campus and within campus facilities. This office maintains an Emergency Operations Plan that provides guidance on prevention, mitigation, preparedness, response, and recovery operations in case there is an emergency event involving Edmonds College students, staff, and faculty or facilities utilized by our campus community. This includes disaster and emergency responsibilities and procedures, continuity planning, training, and education.

Accessibility: Entities that receive federal funds must comply with section 504 of the Rehabilitation Act of 1973. The Act includes requirements to eliminate discrimination on the basis of handicap in any program or activity provided. In addition to the requirements of section 504, all public entities must also comply with Title II of the American with Disabilities Act (ADA). Washington colleges must comply with both Section 504 and Title II requirements.

The SBCTC conducts periodic Civils Rights Compliance Reviews to ensure that the college prevents, identifies, and remedies race, color, national origin, sex, and disability discrimination in its programs. A result of the state board's review is a Voluntary Compliance Plan, which includes a listing of every citation/finding and allows the college to respond to each item.

Edmonds College's last, state board-led civil rights audit was conducted in 2013-14. The state board is now scheduling its next round of reviews, but Edmonds College's next review has not yet been scheduled.

Technological Infrastructure

Edmonds College maintains a reliable technology infrastructure that supports and enhances teaching, learning, and campus operations.

The Information Technology and eLearning (IT&e) Department oversees a comprehensive suite of services and resources that underlie the technology infrastructure and facilitate many institutional processes. These IT&e resources include the network, telecommunication tools, server and data storage systems, desktop computers, mobile devices, email, document management, and enterprise applications and software solutions. Also, the SBCTC's Center for Information Systems and the K-20 Education Network provide the campus with internet services and access to shared administrative systems, including a cluster of legacy systems used by all 34 of the state's CTCs. The SBCTC is currently managing a massive system-wide migration project to an Oracle PeopleSoft Enterprise Resource Planning solution called ctcLink.

The IT Service Catalog informs students and employees about the wide array of resources that provide training, support, and broad access to campus systems and learning opportunities.

Though funding remains an ongoing challenge, the College is committed to pursuing innovative approaches to keeping pace with technological advances and user demand.

eLearning technologies facilitate instruction in face-to-face, web-enhanced, hybrid, and fully online delivery modes. The Google Apps environment, Canvas LMS, and multimedia-authoring and video-conferencing software are examples of resources that allow anytime/anywhere access to learning materials and collaborative workspaces.

Recently, the College upgraded its primary data center (an on-site, virtual storage area network or SAN). With an Energy Services Company grant, IT&e replaced 75 aging servers with energy-efficient, virtual-server technology running on only 12 physical servers. This upgrade also saves the College $5,900 annually and reduces the College's carbon footprint.

Many of the College's critical systems are supported by software-as-a-service (SaaS) systems, running remotely on secure, highly available host providers, such as Amazon Web Services and Google. As the campus shifts to more cloud-based services (to improve off-campus access, strengthen security, and facilitate disaster recovery), IT&e monitors the College's data management needs and adjusts accordingly. For example, additional upgrades have led to a more seamless integration of on-site and off-site systems.

Edmonds College recently migrated from a legacy Enterprise system to ctcLink, the SBCTC's Oracle Peoplesoft Enterprise Resources Package. Although the transition posed major challenges and the College is continuing to learn and optimize the new system, it should expedite administrative processes, provide additional self-service functions, and improve data access. The Technology Resource Center (TRC) and Student Technology Advice & Resource Team (START) provide ongoing training to help faculty and students understand and efficiently use the CTCLink, Canvas, and google-based tools.

With frequent input from students, faculty, and staff members, the IT&e Department stays current with emerging and innovative technologies that support instruction (wherever offered and however delivered) and that support operational functions at the College.

To encourage the effective use of technology, the College maintains an extensive network of support services for employees and students.

- The Service Desk provides technical assistance to employees during the College's operating hours.
- Self-service options (e.g., step-by-step guides, video tutorials, and Frequently Asked Questions) are available 24/7 through the campus website and through Canvas' online learning resources and knowledge base.

- The <u>TRC</u> offers drop-in service, one-on-one assistance (for faculty and staff), and training in learning management systems, instructional technologies, online multimedia resources, and accessible design.
- <u>START</u> provides peer assistance, training, and resources to help students use the College's email, learning management system, word processors, spreadsheets, and Google Apps. (See also 2.G.1.)
- <u>Academic Computing Services</u>' labs, full-time staff, and part-time assistants ensure that students have access to technology resources and support in classroom settings.
- The library and the Information Technology Service Management department coordinate to provide in-person student support (up to 10 hours per day) in the Learning Commons--a one-stop study shop, combining research tools, one-on-one information literacy instruction, and technical assistance to enhance student learning.
- <u>The Learning Support Center</u> offers academic tutoring and assistance with basic technological operations--e.g., logging into and navigating Canvas courses. (See also 2.G.1.)
- <u>Services for Students with Disabilities Office</u> (SSD) provides basic computer and keyboarding skills training. Additionally, IT&e helps SSD review campus technologies for accessibility.

Acceptable Use of Information Technology Policy: The College follows <u>C 6.3.900 R102 Appropriate use of College Information Technology Resources Regulation</u>. All College faculty, administrators, staff, and students, by virtue of their use of Edmonds College information technology resources, accept the responsibility of using these resources only for appropriate College activities and limited personal use that does not undermine public trust and confidence. This includes computing, telephone, television, video, internet services, and dial-up networking.

Technology master plan and planning processes: The IT&e Division's ongoing planning efforts and campus-wide collaborations ensure that IT&e services, infrastructure planning, and resources <u>align with the College's mission, core themes, and strategic plans.</u> The IT Leadership team meets regularly to <u>plan and monitor progress on strategic and operational projects</u> to ensure that the College's infrastructure, applications, and technology support meet the current and future needs of the College. Examples of integrated planning processes include the following:

The IT&e Division assures secure access to information through its cyber security policies and procedures. This includes educating the College community on cybersecurity best practices and continuous monitoring of the College's IT infrastructure, data administration, and access procedures. IT&e shares cyber security information, practices, and plans through a College-wide <u>Cyber Security Initiative,</u> <u>Annual Cybersecurity Month campaigns</u> and other <u>Cybersecurity Awareness Campaigns,</u> and processes for <u>Private Account Management,</u> for systems that securely manage the accounts of users who have elevated permissions (Privileged Users Accounts) to critical, College resources.

Technology is refreshed according to the College's Technology Replacement and Procurement procedure. A budget is allocated annually for the replacement of College computers used by employees, based on a Technology Replacement Priority List. Replacement of technology used by students (computer labs, etc.) are funded with student fees which are allocated annually by a Technology Investment Management Committee (TIMC).

Evidence Documentation for Standard 2.I.1	
Facilities Master Plan	Facilities Master Plan
Policies/procedures for the use, storage, and disposal of hazardous waste	FAO 1.0 - Pollution Control FAO 9.0 - Hazardous Materials Management Policy
Policies and procedures for ensuring accessible, safe, and secure facilities	FAO 9.01pr - Hazard Communication Program FAO 10.0 - Parking and Traffic Management Policy Emergency Operations Plan
Acceptable Use of Information Technology Policies	C 6.3.900 R102 Appropriate use of College Information Technology Resources Regulation IT 1.0 - Information Technology Security Policy IT 2.0 - Software Usage Security Policy IT 3.0 - Accessibility Policy for Technology and e-Content at Edmonds College
Technology master plan and planning processes	2023 IT Strategic Planning Context IT Digital Transformation Planning 2021-2022 IT Digital Transformation Planning 2022-2023 Cyber Security Initiative
Technology / equipment update and replacement plan	Technology Investment Management Committee site Technology Replacement and Procurement Procedure 21-22 Tech Refresh Notes Notes - 2022-2023 TRP Strategic Planning 2022-23 - TRP Priority List

Moving Forward

Moving Forward – The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report

As Edmonds College submits its Year Six Policies, Regulations & Financial Review (PRFR) Evaluation Report and moves toward its Year Seven Self-Evaluation Report and visit, the College continues efforts in the following areas:

Guided Pathways: The College continues to focus actions within its Comprehensive Plan around the implementation of Guided Pathways throughout the College. The College continues to ask itself if it is a student-ready and student-focused institution and implements changes to improve students' experiences and to reduce equity gaps. Examples of Guided Pathways efforts that the College will continue to implement over the coming year include:

- Measuring the impacts of a recently launched (in late January 2023), completely redesigned website that is more student-focused and navigable
- A redesigned advising model
- Considering the mixture of academic program offerings, including a Bachelors of Computer Science degree that a consortium of colleges in the state system are preparing to launch
- Working to provide to students ways they would like to learn in the post-pandemic landscape

ctcLink (PeopleSoft) Implementation: In February 2021, the College implemented a new enterprise computer system (PeopleSoft), which the state system branded as ctcLink. As with all of the community and technical colleges in the state system, the transition to ctcLink has been an ongoing learning experience. The College will continue working with the state office to make the transition as effective as possible for students and employees.