

Washington Community College District 23

AGENDA

Study Session
August 18, 2016
Gateway Hall 352
7:30 AM – 5:00 PM

Mission: Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service and lifelong learning.

7:30 – 8:00 AM	A. Breakfast	
8:00 – 8:05 AM	B. Call to Order and Introductions – Quentin Powers	
8:05 – 9:30 AM	C. Business Meeting	
	1. <u>New Business – Action</u>	
	<ul style="list-style-type: none"> • Approval of Institutional Performance Indicators (RN 16-8-1) – Dr. Tonya Drake 	6
	2. <u>New Business – First Consideration</u>	
	<ul style="list-style-type: none"> • Consideration of Ten-Year Facilities Master Plan – Kevin McKay • Consideration of Black Box Theatre Proposed Name Change – Dr. Terry Cox • Consideration of Revised Board Policy B 3.3 – Dr. Jean Hernandez 	7 9 12
	3. <u>Board Updates</u>	
	<ul style="list-style-type: none"> • Tobacco Policy Discussion – Dr. Jean Hernandez • NWCCU Letter of Acceptance of Financial Statement – Dr. Jean Hernandez • President’s 2016-17 Goals – Dr. Jean Hernandez 	15 16
9:30 – 10:30AM	D. Student Metrics – Danielle Carnes	
	<ul style="list-style-type: none"> • Enrollments, Persistence, Completions 	
10:30 – 10:45 AM	E. <i>BREAK</i>	
10:45 – 11:30 AM	F. Outreach and Sustainability of Enrollments	
	1. Overall FTES	Christina Castorena & Danielle Carnes
	2. WATR Enrollments	Dr. Terry Cox & Larry Cluphf
	3. International Enrollments	David Cordell

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11:30 – 12:30 PM	G. Budget Analysis, Fund Balance & Five-Year Forecast <ul style="list-style-type: none"> • New Allocation Model 	Kevin McKay	
12:30 – 1:00 PM	H. <i>LUNCH</i>		
1:00 – 2:10 PM	I. STEP / SWOT Analysis	Dr. Tonya Drake	17, 18
2:10 – 3:00 PM	J. Instructional Program Highlights		
	1. Guided Pathways Update (30 min.)	Dr. Charlie Crawford & Jennifer Inslee	19
	2. Next Steps (20 min.)	Dr. Terry Cox, Jan Strand & Merritt Hicks	21
3:00 – 3:15 PM	K. <i>BREAK</i>		
3:15 – 3:45 PM	L. Human Resources Metrics	Dennis Curran	
3:45 – 4:30 PM	M. Northwest Commission on Colleges and Universities (NWCCU) Governance – Standard 2.A	Dr. Jean Hernandez	
4:30 – 4:40 PM	N. ACCT Conferences	Quentin Powers	
4:40 – 5:00 PM	O. Wrap-Up and Adjourment	Quentin Powers	

Times are estimates only and subject to change.

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

Edmonds Community College will schedule meetings in locations that are free of mobility barriers. Information for individuals with hearing or visual impairments can be provided when adequate notice is given to the Office of the President, 425-640-1516.

Washington Community College District 23

BACKGROUND

CONSIDERATION OF THE INSTITUTIONAL PERFORMANCE REPORT, DETERMINATION OF MISSION FULFILLMENT, AND A FORMAL REVIEW OF THE MISSION, CORE THEMES, AND VALUES DURING THE 2016-17 ACADEMIC YEAR

Subject

Board of Trustees first and second consideration of the annual Institutional Performance Report, which highlights the status of the college's 16 Indicators of Achievement and determines if the college is fulfilling its mission, and consideration to review the college mission, core themes, and values as outlined in Board Policy B.1.1.

Background

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

After the NWCCU formally adopted its new accreditation standards in February 2010 and during the 2010-2011 academic year, the college began a process to formally review its Mission Statement. In June 2012, Edmonds CC's Board of Trustees approved a revised Mission Statement for the college that reflects the college's value for strategic and data-informed work that aims to increase student success and retention.

Edmonds CC's Mission

Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

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

Edmonds CC's Core Themes

- Strengthen our diverse community
- Provide educational opportunities
- Help students access career opportunities
- Support student success
- Encourage innovation, service, and lifelong learning

Also in June 2012, the Board of Trustees adopted a set of shared Values. The college's formal Values Statement indicates that the board, employees, and students of Edmonds Community College value the following:

College Values

Collaboration and Communication

- We promote respectful collaboration, communication, and interaction among students and employees.
- We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.

Responsibility and Accountability

- We manage our resources with efficiency and integrity to ensure the long-term health of the college.
- We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.

Innovation and Creativity

- We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
- We explore, create, and evaluate in order to improve.

Diversity, Inclusion, and Respect

- We celebrate the individuality and uniqueness of our students and colleagues, as well as the diversity of our college, community, nation, and world.
- We require equity and mutual respect.

Defining and Measuring Mission Fulfillment

Each of the college's five Core Themes has an Objective, and each Objective has meaningful, assessable, and verifiable Indicators of Achievement that form the basis for evaluating accomplishment of each objective of its respective Core Theme. In total, the college has 16 indicators that it tracks.

Specifically, each indicator of achievement has a 3-level Likert Scale-like threshold band, as listed below:

- **Green Light** -> Demonstrates Outcome/Meets Indicator at Medium/High Level (e.g., High Passing Level)
- **Yellow Light** -> Demonstrates Outcome/Meets Indicator at Low/Minimal Level (e.g., Passing Level)
- **Red Light** -> Does Not Demonstrate Outcome/Meet Indicator (e.g., Below Passing Level)

Meeting or exceeding the minimal target levels for each Indicator of Achievement form the basis for the college's definition of mission fulfillment.

At its September 2013 meeting, the college's Board of Trustees approved Resolution No. 13-9-2 regarding a definition of mission fulfillment. The mission fulfillment definition utilizes the college's Indicators of Achievement and states that in order for mission fulfillment to occur, no more than two Indicators can be at the red light level.

The status of each indicator is reported annually in an Institutional Performance Report, which is reviewed and approved by President's Cabinet and the Board of Trustees. Copies of the annual performance reports are posted on the college's website.

In addition, as per Board Policy B 1.1 the Board will conduct an in-depth review of the Mission Statement, Core Themes, and Values at least once every seven years.

Mission Fulfillment Determination

With 15 of 16 Indicators of Achievement currently at the green or yellow level, the college is fulfilling its mission as defined by Board Resolution No. 13-9-2.

Recommendations

1. The College recommends the Edmonds Community College Board of Trustees approves the 2015-16 Institutional Performance Report.
2. The College recommends that the Edmonds Community College Board of Trustees approve the determination that the College is currently fulfilling its mission statement.
3. To align with accreditation processes and timelines, the College recommends that the Board of Trustees approve a formal review of the college's Mission Statement, Core Themes, and Values.

Washington Community College District 23

Resolution No. 16-8-1**APPROVAL OF THE INSTITUTIONAL
PERFORMANC REPORT,
DETERMINATION OF MISSION
FULFILLMENT, AND A FORMAL
REVIEW OF THE MISSION, CORE
THEMES, AND VALUES DURING THE
2016-17 ACADEMIC YEAR**

WHEREAS, the Board of Trustees reserves unto itself the final approval of the College's mission statement, core themes, set of values, and its associated language changes, and

WHEREAS, a periodic review of the College's performance in fulfilling its mission is annually presented in an Institutional Performance Report,

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves

1. The 2015-16 Institutional Performance Report;
2. The determination that the College is currently fulfilling its mission statement;
3. A formal review of the College's mission statement, core themes, and values during the 2016-17 academic year.

Mr. Quentin Powers, Chair

Date Approved

ATTEST:

Dr. Jean Hernandez, Secretary

Washington Community College District 23

BACKGROUND

CONSIDERATION OF 10-YEAR FACILITIES MASTER PLAN

Subject

Consideration of the new 10-Year Facilities Master Plan, effective July 2016.

Background

All colleges in Washington State are required to have a formal 10-year facilities master plan on file with the State Board for Community and Technical Colleges. The plan should outline the strategic direction and plans for the campus properties and facilities for a 10-year period of time. Any subsequent requests by the college for funding or local spending authority for major capital projects should align with the stated objectives of the master plan on file.

Prior to the expiration of Edmonds' last 10-year master plan the College selected, through a competitive bid process, the architectural firm of Schacht Aslani to oversee the development of our next master plan.

Beginning with a review of the college Mission and Vision, our Core Themes, and our Strategic Plan, Schacht Aslani worked with a core planning team (which included Board of Trustee representation, Dick Van Hollebeke) and a larger cross disciplinary Academic Planning Steering Committee to develop an Academic Initiatives framework against which future facilities needs could be developed.

The master plan development process included meetings with and feedback from many constituencies across campus as well as community members. Some of the areas of focus included:

- Previous master plans
- Characteristics of the physical campus site
- Students and academic programming
- Land use and zoning
- Campus organization
- Access and circulation, including parking
- Open spaces and landscaping
- Infrastructure
- Facilities condition reports
- Space utilization

The result is a solid facility master plan for the next 10 years that provides a vision for a better campus and more efficient utilization of our existing resources. While it offers suggestions for siting future buildings, it primarily focuses on how to improve the existing campus to make Edmonds Community College an even better campus experience for our students, employees, and our community over the course of the next 10 years.

Recommendation

The new master plan will be presented across campus this fall quarter (2016) in a “road show” format to share the results of the process with the campus community and to solicit feedback. Barring any significant changes, the plan will be brought back to the Board of Trustees for formal approval at a future Board meeting later this calendar year.

Washington Community College District 23

BACKGROUND

CONSIDERATION OF NAME CHANGE: BLACK BOX THEATRE TO TRITON THEATER

Subject

Consideration of changing the name of Black Box Theatre to Triton Theater

Background

The Black Box Theater, which opened in 2007, was constructed to provide an “appropriate venue for performing arts instruction, rehearsals, production support, and performances” (Resolution 04-5-2). According to that resolution the venue retained the name Black Box Theater as a description of its venue type which is not indicative of its purpose and mission to the community.

The process of discerning a new name began in earnest in 2015, after Shoreline Community College commissioned their Black Box. The name Triton Theater was chosen from a list of ten options voted upon by twenty-five stakeholders and contributing programming partners in March of 2016. The goal of that vote was to narrow the choices for a wider campus vote. However, the nomination of Triton Theater was unanimous and is now put forward for approval.

The proposed name, Triton Theater, sets this venue apart from other black box theaters. Currently, there are five other venues and one production company using the name or surname “Black Box Theatre” in the greater Seattle area. This makes web searches, ticket buying, and driving directions confusing. There is only one other Triton Theater in existence, located in Paris, France.

Triton Theater identifies us with our Edmonds CC community. The theater has been working since 2007 to establish its reputation and place in local and theater communities. The venue saw over 9000 visitors and participants last season, 6900 of which were Edmonds CC students. The Triton Theater name aligns with the soon to be announced in-house program titles; two examples are Triton Talks and Triton Film Night. Additionally, the proposed name allows better integration with new college logos and branding guidelines.

The proposed name is an intentional movement away from branding with color that carries racial connotations. Color is a strong identifier and, on several occasions, students of color have questioned why “black” is in the theater name as few understand the historical significance of a black box theater. By identifying with our Triton community we remove that question.

Recommendation

The College administration and staff request approval by the Board of Trustees to change the name of the Black Box Theatre to the Triton Theater.

Black Box Theatre is proposing to change its name in the coming months to

Edmonds Community College

Triton Theatre

FOR ARTS, CULTURE AND CIVIC ENGAGEMENT
ON TRITON WAY

FAQ FOR TERRY

1) What is the theater's history?

The Black Box theater building was proposed in 2004 and finished in 2007. The original resolution was to provide an “appropriate venue for performing arts instruction, rehearsals, production support, and performances.” (Resolution 04-5-2).

2) What is the theater's mission?

The Black Box Theatre, a professional performance and events space on is a beacon of artistic expression and conversation for the Edmonds Community College campus and the community. The Box proudly supports local and independent artists of all genres; creating a diverse array of innovative programs that spark imagination, foster discussion and inspire action.

- We value performance, defined as any form of expression, and the dialog it sparks.
- We value the exploration of ideas without restriction.
- We value diversity of culture, genre and thought.
- We value safety and maintain a supportive environment for experimentation.

3) What is a Black Box Theater?

- a. a type of venue popular for free expression made popular in the early 20th Century.
- b. A building type with black walls that isolates the performers, the performance and the audience in the same experience. Used by Expressionist Theater theorists such as Bertolt Brecht and Antonin Artaud who valued experience over performance.

4) Why Change the name?

- a. One of the clear problems, at the outset of the building, was lack of clear direction and mission. As such the venue retained the name Black Box Theatre as a description of its venue type and not indicative of its purpose and mission to the community. This name, while functional has not served to identify us in any way with our community.
- b. We wish to make an intentional movement away from branding with color or racial connotations. Even though the black box is a traditional type of performance venue and presentational style dating to the early 20th Century, not many people understand its historical significance as a type of venue popular for free expression.
- c. A desire to identify more closely with the college. The proposed name aligns us with the college and our soon to be announced new program titles: Triton Talks and Triton Film Night are two examples.
- d. The proposed name allows better integration with new college logos and branding.

- e. There are five other venues and one production company using the name or surname “Black Box Theatre” in the region.
- 5) What are the other theaters called Black Box?
- a. Black Box Theatre at Theater Puget Sound,
 - b. Black Box Theater at Freehold,
 - c. Black Box Theater at Shoreline Community College,
 - d. Isaac Studio/Black Box Theatre at Kendall Center -Taproot Theatre,
 - e. Cornish Playhouse Black Box Theater (formerly the Intiman Theatre) and
 - f. Black Box Operations / Capitol Hill – a theater production company.
- 6) Why change the name now?
- a. Timing is perfect with the new campus branding and logo change
 - b. Timing is in anticipation with the venues 10th Birthday in 2017
 - c. The confusion of multiple Black Box Venues is frustrating for patrons as well as staff
 - d. The name change Idea has been in process for three years since Taproot Theater opened their Black Box.
- 7) Who is footing the bill?
- a. Most costs will be assumed by theater generated revenue over the next year.
 - b. Main road and building signage will be included with another ask
- 8) What is the difference between ER/RE
- The THEATER/THEATRE variations are consistently misused. THEATER refers to the building; THEATRE refers to the entity that occupies the theater. Technically, we are an RE because we are a producing group. However, adopting the more commonly accepted usage of ER will make it easier for those who deal with document and brochure editing.
- 9) Who are the people who participated in the name choice?
- Student , faculty and staff event programmers from CSEL, College Relations, Workforce Development, ACCE Program, Music and Art Department, Core Theme 1 A Community Relations Group, Black Box Staff (present and former) and Black Box Associate Guest Artists .

Time Line

September 2016	<ul style="list-style-type: none"> • Soft Launch name. Triton Theater (Black Box Theatre) • Roll out new theater website with new name and URL’s • Reveal updated ground plan and branding inside theater
January 2017	<ul style="list-style-type: none"> • Drop Black Box Theater name from branding and marketing • New signage begins to appear with proposed new name.
September 2018	<ul style="list-style-type: none"> • Triton Theater Launch Party to open the 10th Anniversary Season of the theater on the campus!

URL’s Confirmed:

- tritontheater.com
- tritontheater.org
- tritontheatre.com
- tritontheatre.org

Washington Community College District 23

BACKGROUND

APPROVAL OF BOARD POLICY 3.3 REVISIONS

Subject

Board Policy 3.3 Revisions

Background

Upon review of Board Policy 3.3 - Board Job Description, the College recognized that two areas of authority for the Board were not clearly described in this document.

In practice, the College has been presenting the Board of Trustees with all real estate matters, but a specific dollar threshold was not codified within this Board Policy. The second area was adding a dollar threshold to acknowledge at what point the Board of Trustees must give approval before a litigation agreement may be settled. These revisions are made to clarify roles, responsibilities, and respective lines of authority for the Board of Trustees and the President.

Therefore, to address the lack of a statement on the Board of Trustees authority and threshold for real estate property and to add a threshold level on the settlement of litigation matters, Board Policy 3.3 has been revised and is submitted to the Board for its review and consideration. (See attachment)

Recommendation

The College recommends that the Board of Trustees approves the revisions made to Board Policy 3.3 Board Job Description.

B 3.3**BOARD JOB DESCRIPTION**

In addition to any duties imposed by the laws of the state of Washington, and the rules and regulations of the State Board for Community and Technical Colleges, the job of the Board is to represent the citizens of College District #23 in determining and demanding appropriate organizational performance. The Board will concentrate its efforts on the following:

1. The link between the College and the citizens, educational institutions, governmental agencies, business and industry, and other community, state, and federal organizations.
2. Written governing policies which, at the broadest levels, address:
 - Mission and Strategic Direction
 - Board-Institution Linkage
 - Board Planning and Operations
3. The assurance of Presidential performance.
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two Boards. The relationship between the Board and College Foundation Board shall be reviewed a minimum of every three (3) years, and as time permits annually at the Board's yearly retreat.
5. The entire Board will also retain and perform the following non-delegable duties:
 - Adopt the annual College budget.
 - Establish tuition rates.
 - Approve the contract between the College and the Foundation.
 - Approve all litigation settlements above \$150,000*.
 - Authorize every sale or purchase of real property, and every lease of real property that is for a term of three-years or more and requires payment by the College of

- \$150,000 or more in any fiscal year.
- Approve all new degrees and certificate programs of 20 or more credits, and which require approval by the State Board for Community and Technical Colleges.
- Approve discontinuation of all degrees and certificate programs of 20 or more credits, and which required approval by the State for Community and Technical Colleges.
- Approve naming of buildings, places, landscaping.
- Select honorary degree recipients.

6. The Board, with the exception of the Student Trustee**, also will retain and perform the following non-delegable duties:

- Grant or deny tenure or permanent status to faculty.
- Approve negotiated master agreements with faculty and classified staff.
- Hire, evaluate, set the terms of employment, renew or dismiss the President.
- Dismiss tenured or permanent faculty.
- Terminate probationary faculty prior to contract expiration.
- Approve indemnification of any College official or employee named in a lawsuit.
- Approve sabbatical leaves for faculty.

* Approve any litigation initiated by the College, with the exception of litigation relating to personnel matters as outlined in RCW 28B.50.102.

** ***RCW 28B.50.102, Boards of trustees—Student trustee, states in part:***

(2) A student appointed under this section shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel or any other matters pertaining to collective bargaining agreements.

BOT 3.3 – 5/01

Revised 9/15/06 by Board Resolution 06-9-1

Minor Edit 12/8/06

Revised 5/12/11 by Board Resolution 11-5-2

Revised 5/8/14 by Board Resolution 14-5-1

Revised 9/8/16 by Board Resolution 16-9-??

TOBACCO FREE CAMPUS – BOARD OF TRUSTEES DISCUSSION

August 18, 2016

During the 2013-2014 academic year, a Task Force was formed to research Edmonds Community College becoming a Tobacco Free Campus. Matt Munson, Director of the Wellness Program, and Mark Cassidy, Vice President of Human Resources, co-chaired this committee. Margaret West, President of AFT, and Patti Pollardo, Chief Steward for WPEA, also served on this committee. About a year after the Task Force was convened, it distributed a survey focused on options to reduce tobacco use on campus, but the number of campus respondents was very low. In addition, the survey results were closely divided between going Tobacco Free or status quo. With a change in the co-chairs over the last year, the Task Force lost some of its momentum; and then with changes in personnel in Human Resources, there was a delay in bargaining the impact with faculty and classified unions.

President’s Cabinet has reviewed the three options below, and it is our recommendation that the Board consider Option 2, which would leave a limited number of “smoking huts” on campus and enforce a policy of only smoking in those designated areas. In addition, we recommend ODET begin offering workshops to encourage more employees to quick smoking starting fall quarter 2016.

Options	Pros	Cons
1. Becoming a Tobacco Free Campus-no smoking any where on campus	<ul style="list-style-type: none"> • Best plan for a healthy campus • No more complaints about walking through secondhand smoke • Would attract employees and students who value a Tobacco Free environment • Less incidents of other diseases associated with smoking-asthma, cancer, etc. • Limit exposure to potentially fatal diseases • In line with other neighboring colleges 	<ul style="list-style-type: none"> • Enforcing may become problematic—might need additional staff • Might drop in international enrollments • Employees/students may take longer breaks to smoke on the edge or perimeter of campus • Individuals may smoke in their cars—personal property • Faculty Union eBoard is unanimously opposed to this option
2. Limit smoking ONLY to “huts” around campus; all other parts of the campus are Tobacco Free.	<ul style="list-style-type: none"> • Second best plan for a healthy campus • Similar points as above about less illnesses and not walking through secondhand smoke • Created 3-4 designated areas on main campus, 1 area each in North Campus and Gateway/Monroe Halls 	<ul style="list-style-type: none"> • Employees may end up taking longer breaks to get to the designated smoking areas • Faculty union eBoard supports this option of limited smoking areas • Now our smoking students and employees do not have an incentive to stop smoking
3. Make no changes to current Smoking Policy	<ul style="list-style-type: none"> • Our employees and students, in general, are adults, so they can make up their own minds • No gain, no pain 	<ul style="list-style-type: none"> • The College can do more to discourage employees and students from smoking • If want to become Tobacco Free or discourage employees/students from smoking, need to do more than status quo

DRAFT

Jean Hernandez' Goals 2016-2017

Student Success

- Using the College Strategic Enrollment Management Plan, it would be fall 2017 when these metrics would be measured:
 - Edmonds School District High School graduates attending Edmonds CC increase from 27% (2015) to 30% (2017).
 - First Generation enrollments increase from 22% (2015) to 24% (2017).
 - Increase online enrollments from 32% (2015) to 34% (2017).
 - Increase student persistence from Fall to Fall from 59% (2015) to 61% (2017).
 - Increase completions by 5% from 2015 to 2017.
 - High school diplomas/GEDs from 283 (2015) to 297 (2017)
 - Professional Technical Certificates and Degrees from 1113 (2015) to 1168 (2017)
 - Transfer degrees from 674 (2015) to 707 (2017)
- Ensure faculty are actively involved and instructional/student services administrators work collaboratively with faculty in the implementation of an initial guided pathways model.
- Use 3- to 5-minute video clips as opportunities to share data-driven results with the campus community.

Create Positive Campus Climate

- Continue to offer employees opportunities to engage with me.
 - Continue to offer opportunities for employees and students to meet with the President at different locations on campus.
 - Ask employees and students for feedback on our successes and areas for improvement
- Schedule quarterly meetings with Classified Staff Union officers, Faculty Senate, and AFT Faculty Union eBoard.

Integrated Strategic Planning

- Begin the first steps in reassessing our Mission, Core Themes, and Values for the next Strategic Planning cycle.
 - Ensure there is college-wide involvement in the decision making process, and seek ways to gather local community feedback
 - Focus on common language, definitions, and concepts as we evolve towards our next strategic planning process.

EDMONDS COMMUNITY COLLEGE

STEP Analysis: The purpose of this exercise is to analyze external factors including social, technology, economic, and political both within the context of higher education as well as the broader external factors.

<p>S</p> <p>T</p> <p>E</p> <p>P</p>	<p>SOCIAL</p> <p>Changes in social patterns, values, ethics, and public opinion.</p>		
	<p>TECHNOLOGY</p> <p>Changes in technology, innovations, social media, and global communications.</p>		
	<p>ECONOMIC</p> <p>Changes in financial factors including tuition, and micro/macro revenues and expenses.</p>		
	<p>POLITICAL</p> <p>Changes in legislations, regulations, mandates, laws, and elected officials.</p>		
		Higher Education	External to Higher Education

EDMONDS COMMUNITY COLLEGE

SWOT Analysis: The purpose of this exercise is to analyze factors internal to the college (strengths and weaknesses) and factors external to the college (opportunities and threats) to help guide the strategic planning process.

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STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>Internal advantages compared the competition and factors that will help make use of opportunities, contribute to achievement of goals, and lessen the impact of external threats.</p>	<p>Internal disadvantages compared to the competition and factors that will lessen the ability to pursue opportunities and achievement of goals, and contribute to the impact of external threats.</p>	<p>External trends that should be taken advantage of including factors that will reduce costs, improve our processes, and increase volume and variety of outputs.</p>	<p>External threats that may cause a negative impact including factors that will cause increase costs, reduce effectiveness, and market disruptors.</p>
<p>What are our unique strengths?</p> <p>What do we do better than others?</p> <p>What would others say our strengths are?</p>	<p>What are our unique weaknesses?</p> <p>What does the competition do better?</p> <p>What would others say our weaknesses are?</p>	<p>What external trends may positively impact us?</p> <p>What opportunities are available that we can't pass up?</p>	<p>What external trends may negatively impact us?</p> <p>What are possible market disruptors?</p>
Internal		External	

GUIDED PATHWAYS AT EDMONDS COMMUNITY COLLEGE

Edmonds Community College Vision Statement

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

Guided Pathways at Edmonds Community College Goal Statement

Our goal is to create clear, educationally coherent program pathways that are aligned with students' end goals, help students explore and select a pathway of interest, and track and support students' progress along their chosen pathway.

Guided Pathways at Edmonds Community College will include:

- Clearly designed program maps tied to learning outcomes
- An advising and student support model that supports student success and progression
- Technology tools that aid students, faculty and advisers.

What defines the Guided Pathways approach?

From the Community College Research Center: The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan. However, most community colleges, rather than offering structured pathways to a degree, operate on a self-service or “cafeteria” model, allowing students to choose from an abundance of disconnected courses, programs, and support services. Students often have difficulty navigating these choices and end up making poor decisions about what program to enter, what courses to take, and when to seek help. Many drop out of college altogether....

To address this problem, a growing number of community colleges and four-year universities are adopting a guided pathways approach, which presents courses in the context of highly structured, educationally coherent program maps that align with students' goals for careers and further education. Incoming students are given support to explore careers, choose a program of study, and develop an academic plan based on program maps created by faculty and advisors. This approach simplifies student decision-making and allows colleges to provide predictable schedules and frequent feedback so students can complete programs more efficiently.

From *What We Know About Guided Pathways* by Thomas Bailey, Shanna Smith Jaggars & Davis Jenkins.

<http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>

Year	Timeline of Accomplishments, Activities, and Goals
Year 1: 2015-16	<ul style="list-style-type: none"> • Guided Pathways concept introduced to faculty at September 2015 All Instruction meeting; subsequent conversations at Department Head meeting and Instructional Leadership meetings • Presentations to Board of Trustees summer and fall 2015 • Guided Pathways Google site created to share information with campus community • College Strategic Plan and Student Services Division Strategic Plan includes Guided Pathways • Faculty and staff attended SBCTC rollout for College Spark grant at Clover Park Technical College in January 2016 • Faculty and staff attended Association meeting in Tacoma in March 2016 with Guided Pathways presentation by Thomas Bailey • Collaboratively wrote and submitted a Guided Pathways SBCTC grant application April 2016 • Supported staff and faculty in Guided Pathways research via Guided Pathways Mini grants • Received letters of support for Guided Pathways grant from Faculty Senate Council and Board of Trustees • Utilized results of a Faculty Senate survey for Guided Pathways forums on BCD • Guided Pathways presentations at Building Community Day in May 2016 • Student Success Strategic Council RAC request to fund NACADA Summer Institute to develop a redesigned advising model for the college • Worked on a process to accurately capture student program intent codes
Year 2: 2016-17	<ul style="list-style-type: none"> • Continue to engage employees' in Guided Pathways conversations (utilize results of Guided Pathways Mini Grants and forthcoming recorded interviews to foster support, provide models, and respond to questions/concerns) • Develop advising model to improve student success • Strengthen new student orientation for all students • Develop (and guarantee schedule for?) program maps and Identify Program Pathways • Identify and develop plan to procure necessary technological tools to implement Guided Pathways
Year 3: 2017-18	<ul style="list-style-type: none"> • Apply for 2nd round SBCTC \$500,000 grant • Implement Initial Pathways for Pilot Programs
Year 4 & 5: 2018-19; 2019-20	<ul style="list-style-type: none"> • Assessment • Revision • Scaling up

Next Steps Program Update

November 30, 2015 – June 30, 2016

- **Official name:** Edmonds Community College -- Next Steps Program
- **Vision:** Provide innovative, transformative support for individuals & their families who have been involved in the criminal justice system, as they prepare for education and re-entering the work force.
- **Offerings**
 - Academic, employment and wrap-around support needs assessment
 - Communication with referral or supervisory organizations
 - Program/college enrollment assistance
 - Transitional Pathways Class
 - ✓ Case management support for those recently released from incarceration
 - ✓ Support with career/training/employment research and plan development
 - ✓ Academic planning/ informal advising
 - ✓ Assistance with navigating financial aid application process
 - ✓ College readiness
 - ✓ Community resource referrals
 - Parenting Inside Out classes tailored to justice-involved families
- **Community Partnerships & Coalitions**
 - Conviction Careers
 - Community Partner Transition Services (CPTS – Snohomish & King Counties)
 - DOC & Everett Community Justice Center
 - EdCC WorkFirst & BFET Programs
 - EdCC I-CATCH Program
 - FareStart
 - Fatherhood Coalition/Fatherhood Engagement (King and Snohomish Counties)
 - Goodwill Industries
 - Housing Hope
 - North Sound Recovery Coalition
 - Pioneer Industries
 - Snohomish County WorkFirst Local Planning Area (LPA)
 - Snohomish County Drug Courts
 - Snohomish and King County Prosecuting Attorney's Offices
 - South Seattle College, Community Corrections Life Skills to Work Program
- **Presentations and Achievements**
 - 1/29 LeaderShift Conference, EdCC - *Merritt*
 - 2/2 State Symposium: Building a Pathway from Prison to Higher Education – *Russell*
 - 2/3 Corrections Education Dean & Directors meeting - *Jan, Merritt & Russell*
 - 2/29 Campus Advising Conversation, EdCC – *Merritt*
 - 4/28 Reform Training – Corrections Education – *Russell*

- 5/10 Corrections Education Dean & Directors meeting – *Russell*
- 5/19 State Education Navigator’s Eastside Tour -- *Russell*
- 7/13 & 8/10 DSHS Community Service Organizations – *Merritt & Russell*
- 7/14 Project Homeless Connect – *Jan, Merritt, Russell*
- 7/27 & 28 State Re-Entry Summer Institute, Tacoma - *Whole team attended*
 - 2 Workshops, on program design and justice involved families – *Merritt*
 - **The Edmonds Community College Next Steps Program received the Snohomish County CPTS (Community Partner Transition Services) Most Valuable Agency Award for 2016.**

SAVE THE DATE!

- **Saturday October 15th – Parenting Conference, Edmonds Community College Campus. Sponsored by EdCC Foundation.**
- **Parenting Inside-Out classes will be held in two locations – Edmonds Community College Gateway Building and Marysville Goodwill**