Institutional Performance Report:

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

EDMONDS COMMUNITY COLLEGE

2014-15
Benchmark Report

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Mission and Core Themes

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

After the NWCCU formally adopted its new accreditation standards in February 2010 and during the 2010-2011 academic year, the college began a process to formally review its Mission Statement. Employees across the college engaged in the process and contributed to the revised mission wording. These efforts resulted in a Mission Statement that articulates the college's purpose and provides direction for all educational activities and planning efforts. In June 2012, Edmonds CC's Board of Trustees approved a revised Mission Statement for the college that reflects the college's value for strategic and data-informed work that aims to increase student success and retention.

Edmonds CC's Mission

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

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

Edmonds CC's Core Themes

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

As per Board Policy B 1.1 the Board will conduct an in-depth review of the Mission Statement at least once every seven years. The board last approved revisions to the Mission Statement in June 2012.

Defining and Measuring Mission Fulfillment

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

Rationales for each of the Indicators of Achievement have been stated, and targets for meeting each indicator have been articulated. The targets were established after looking at multiple years of data. The targets represent minimal levels of acceptable performance for each indicator.

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

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

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

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

Before the current set of 16 Indicators was created, the college annually tracked 21 Key Performance Indicators (KPIs) that had been originally developed in 2005-2006 by an institutional effectiveness working group. In response to an accreditation recommendation from the 2011 Year One Report evaluation team, these original KPIs were revisited to determine which existing measures support the revised Mission Statement, Core Themes, and Objectives. As a result of this work, many of the former set of Indicators were altered or eliminated.

Vision and Values – Hallmarks of a Learning College and Organization

The college's revised Mission Statement and Core Themes reflect the college's work toward becoming a true learning college and organization. To further this work, a set of shared Values was adopted in June 2012, and a shared Vision Statement was approved in March of 2013:

Edmonds CC's Vision

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

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

College Values

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

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

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

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

Integrated Planning

The Mission Statement and Core Themes help define the college and who it serves. The Values inform how all units of the college operate. The Vision Statement provides direction toward what the college would like to become.

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

Indicators of Achievement

In developing the Indicators of Achievement, the college took several steps, including the following:

- Collection of input and feedback from constituents;
- Examination of historical trends;
- Completion of an environmental scan and SWOT analysis;
- Review of higher education resources, such as *Core Indicators of Effectiveness for Community Colleges, 3rd Edition*, by Alfred, Shults, and Seybert and *From Strategy to Change: Implementing the Plan in Higher Education*, by Rowley and Sherman; and
- Dialogue with other institutions to examine indicators that they have considered.

These resources provided insight into appropriate Indicators of Achievement for each Objective of the Core Themes, and the college intentionally selected a balanced mix of the types of its Indicators of Achievement.

Breakdown of Measures:
Local Comparisons: 6
State/Regional Comparisons: 6
National Comparisons: 4
Total: 16

The following pages provide greater detail of the relationships among the Core Themes, Objectives, and Indicators of Achievement. In addition, the addendum to this document summarizes the college's current and historical performance for each of the 16 Indicators of Achievement.

Core Theme 1: Strengthen our Diverse Community

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

INDICATOR OF ACHIEVEMENT 1.1: Promoting Diversity Awareness

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

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

Benchmark Type: National comparison

Threshold Levels: yellow: 45%-49% and/or -5% to 0% difference; green: 50%+ and/or 0%+
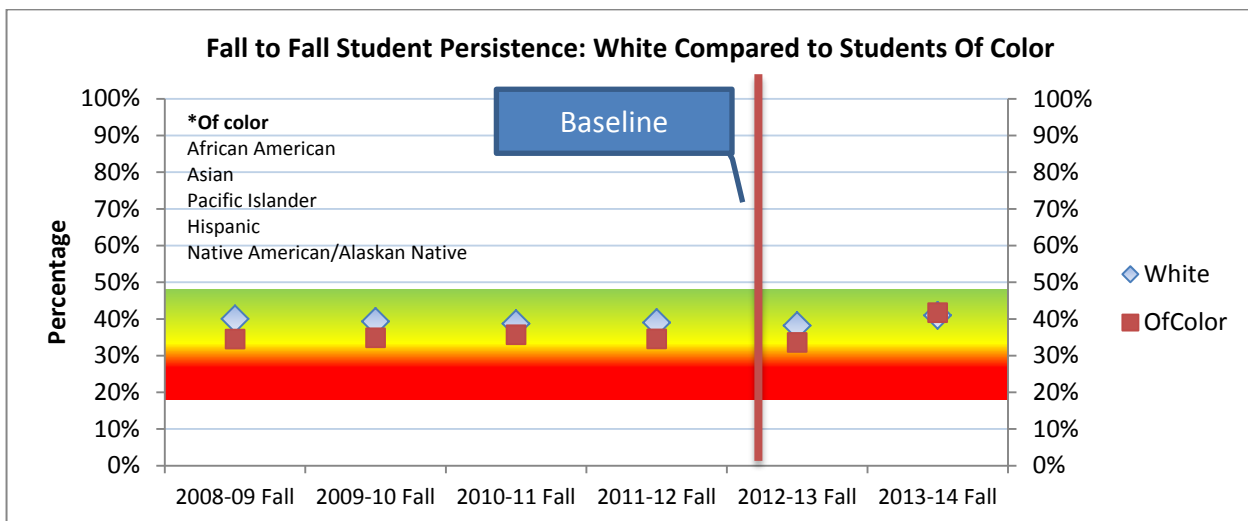difference
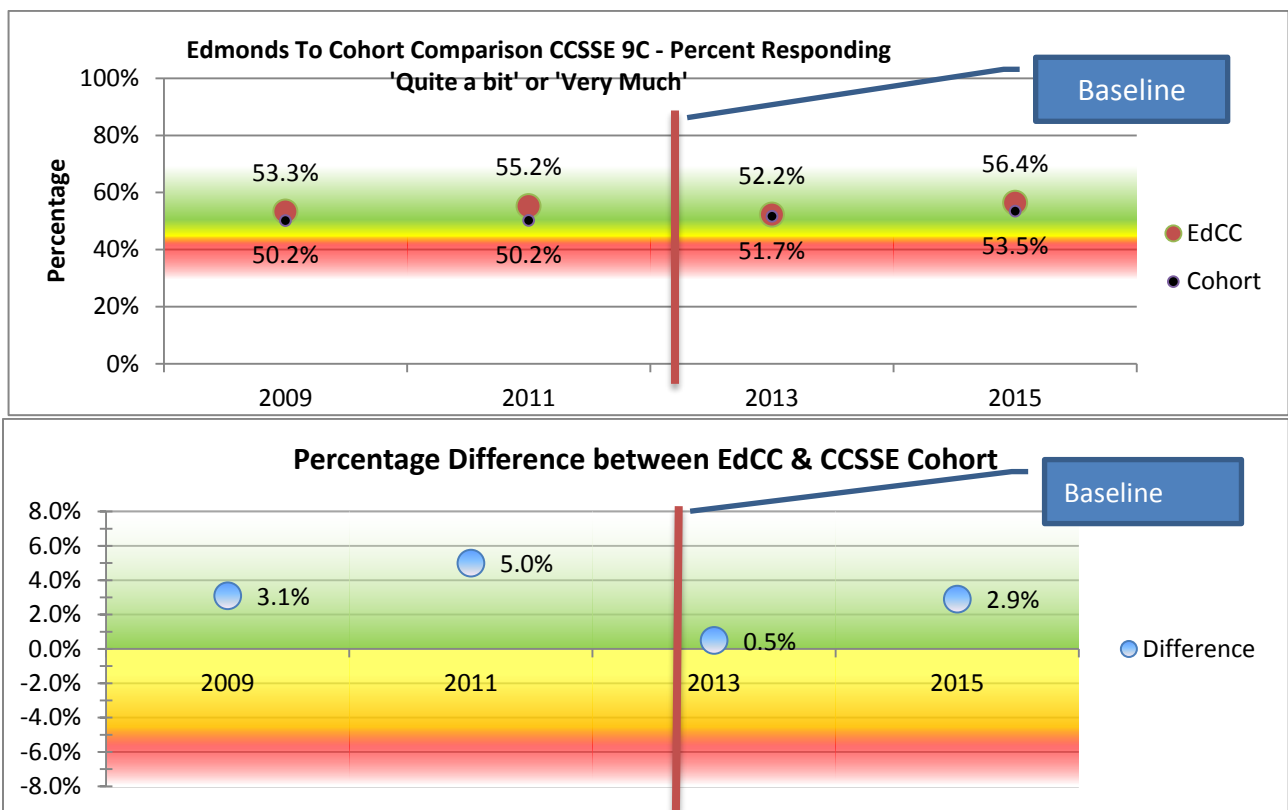
INDICATOR OF ACHIEVEMENT 1.2: Students of Color Persistence

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

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

Benchmark Type: Local comparison

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

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

*Of color
African American
Asian
Pacific Islander
Hispanic
Native American/Alaskan Native

Baseline

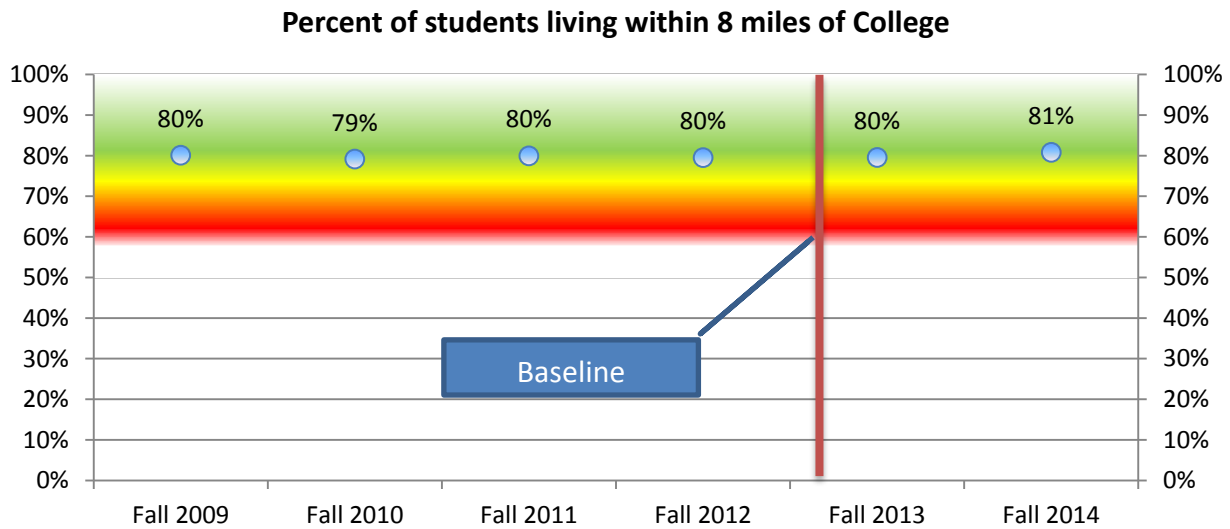|	2008-09 Fall	2009-10 Fall	2010-11 Fall	2011-12 Fall	2012-13 Fall	2013-14 Fall
White	40%	39%	39%	39%	38%	41%
OfColor	34%	35%	36%	35%	34%	42%

INDICATOR OF ACHIEVEMENT 1.3: Serving the Community

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

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

Benchmark Type: Local comparison

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

Percent of students living within 8 miles of College

Core Theme 2: Provide Educational Opportunities

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

INDICATOR OF ACHIEVEMENT 2.1: Access for Students

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

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

Benchmark Type: State/regional comparison

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

Transfer	2009-10	2010-11		2011-12	2012-13	2013-14
EdCC	44.8%	45.6%		46.5%	47.7%	48.3%
Peer	45.3%	46.8%		49.0%	49.7%	48.9%
Diff	-0.5%	-1.2%		-2.5%	-2.0%	-0.6%
Workforce	2009-10	2010-11		2011-12	2012-13	2013-14
EdCC	43.6%	43.3%		42.1%	40.9%	40.8%
Peer	37.9%	38.1%	Baseline	37.0%	36.8%	37.2%
Diff	5.7%	5.3%		5.1%	4.1%	3.6%
Basic Skills as Immediate Goal	2009-10	2010-11		2011-12	2012-13	2013-14
EdCC	8.3%	8.0%		8.1%	8.4%	8.6%
Peer	13.7%	11.9%		11.1%	11.3%	11.2%
Diff	-5.4%	-3.9%		-3.0%	-2.9%	-2.6%
Other	2009-10	2010-11		2011-12	2012-13	2013-14
EdCC	3.3%	3.1%		3.4%	3.0%	2.3%
Peer	3.1%	3.2%		3.0%	2.2%	2.8%
Diff	0.2%	-0.1%		0.4%	0.8%	-0.5%

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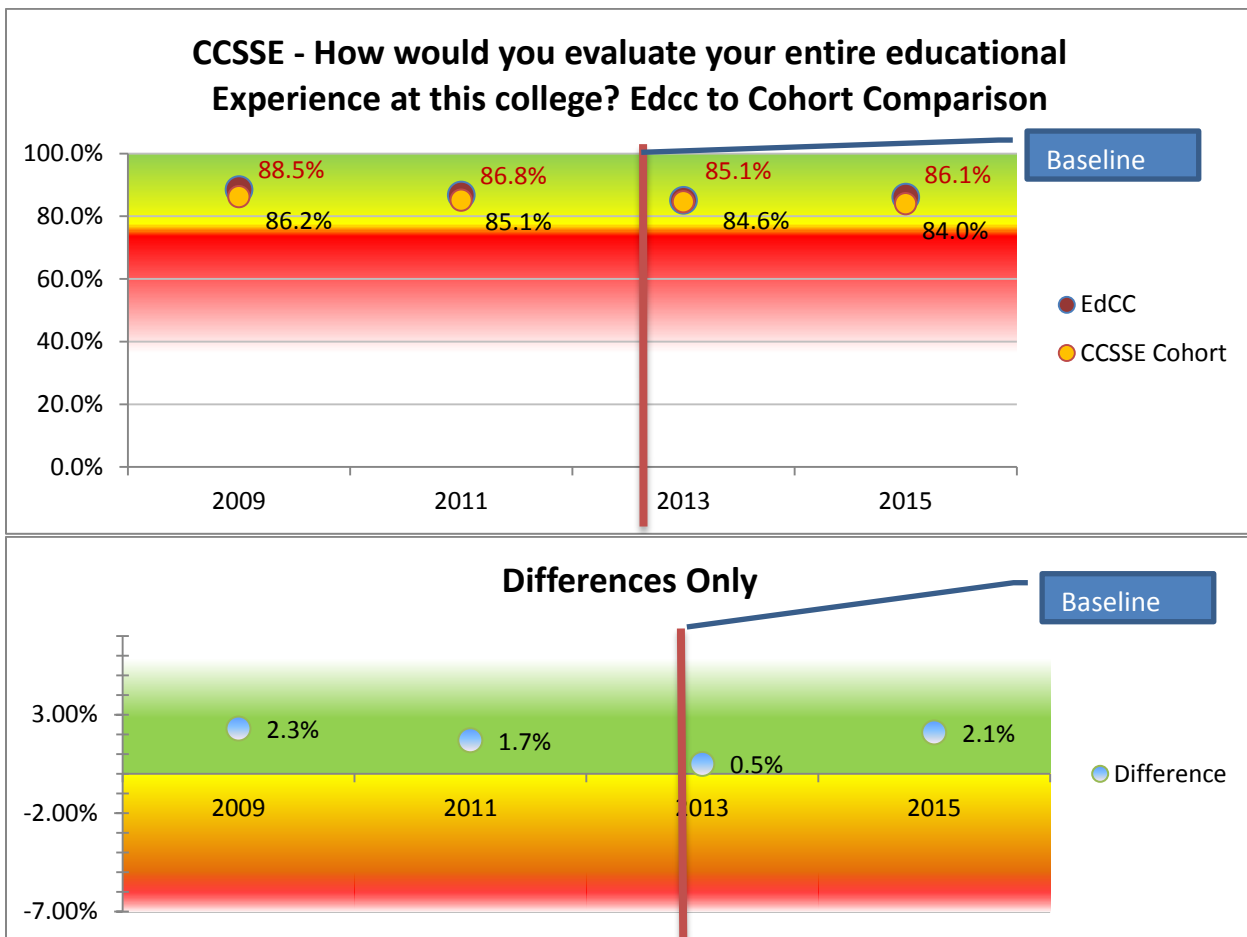
INDICATOR OF ACHIEVEMENT 2.2: Student Perception of Quality

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

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

Benchmark Type: National comparison

Threshold Levels: yellow: 80%-84% and/or -5% to 0% difference; green: 85%+ and/or 0%+ difference
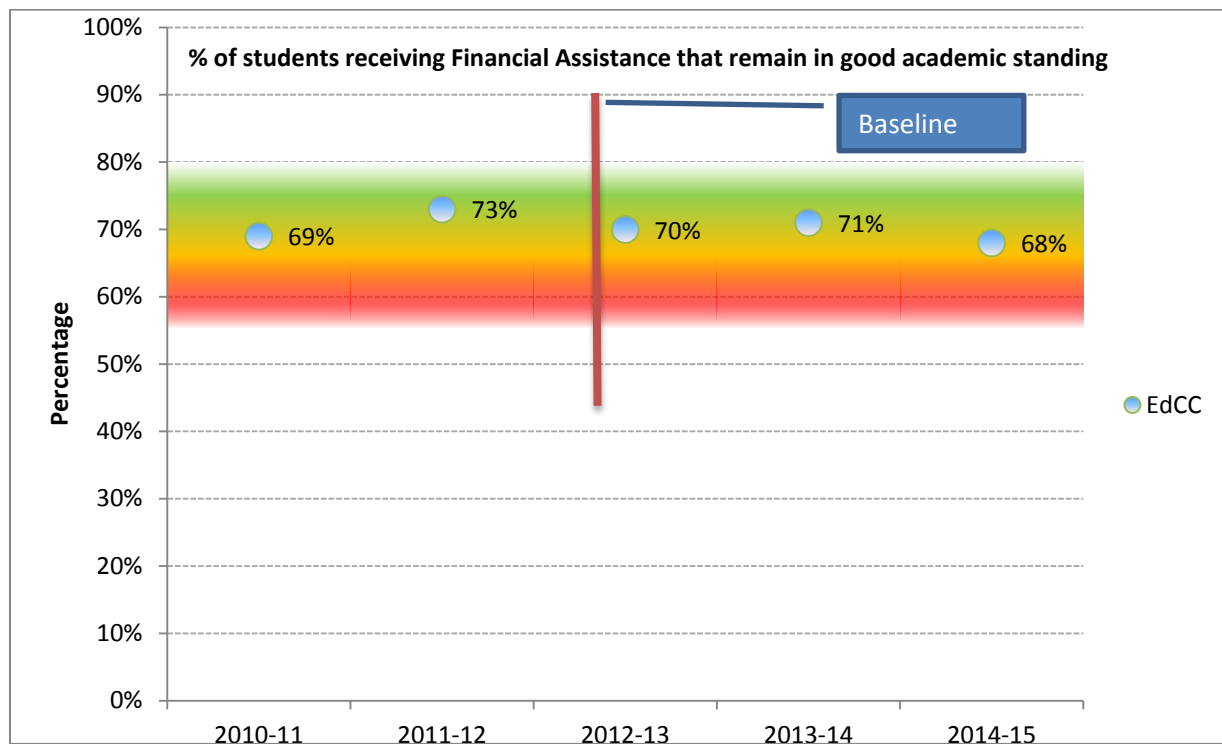
INDICATOR OF ACHIEVEMENT 2.3: Support for Students Receiving Financial Assistance

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

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

Benchmark Type: Local comparison

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

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

Year	EdCC
2010-11	69%
2011-12	73%
2012-13	70%
2013-14	71%
2014-15	68%

Core Theme 3: Help Students Access Career Opportunities

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

INDICATOR OF ACHIEVEMENT 3.1: Satisfaction with Career Counseling

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

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

Benchmark Type: National comparison

Threshold Levels: yellow: 70%-74% and/or -5% to 0% difference; green: 75%+ and/or 0%+ difference
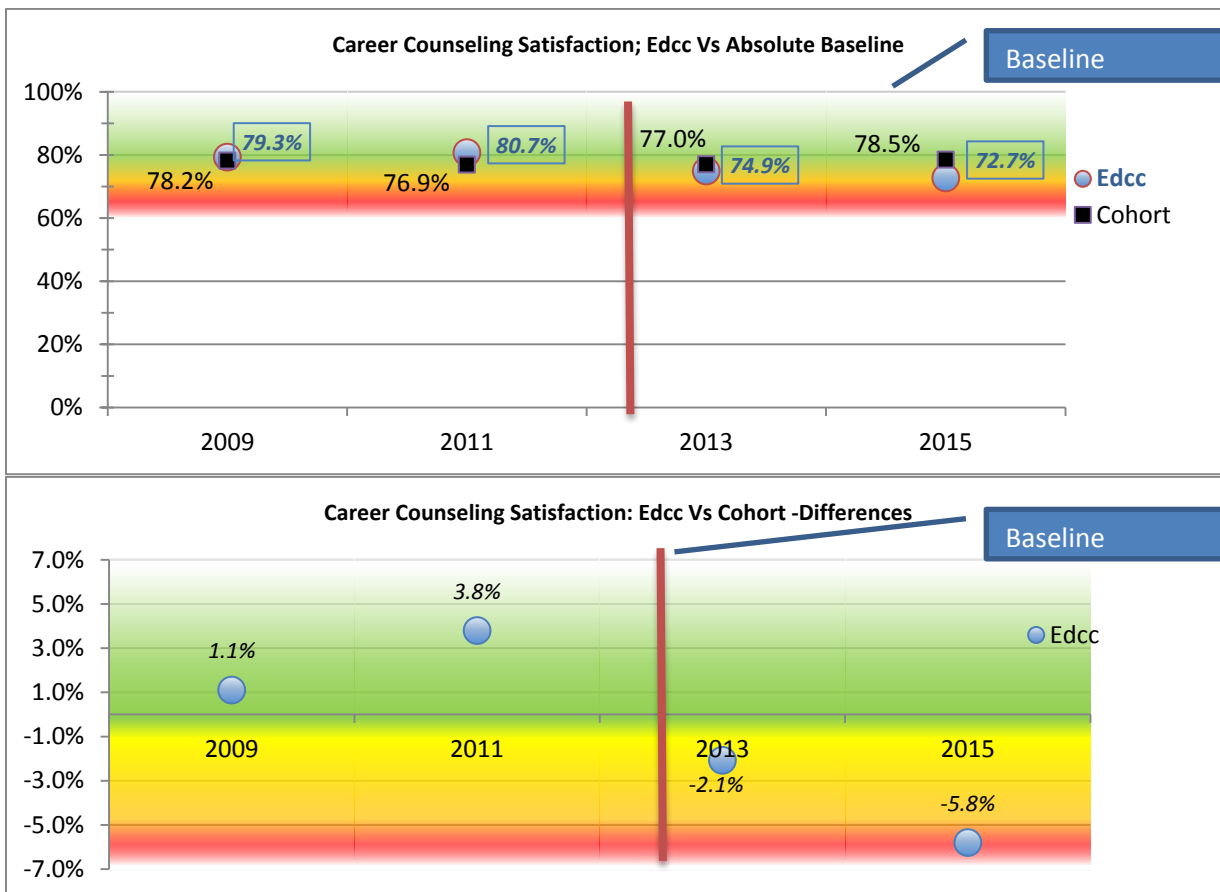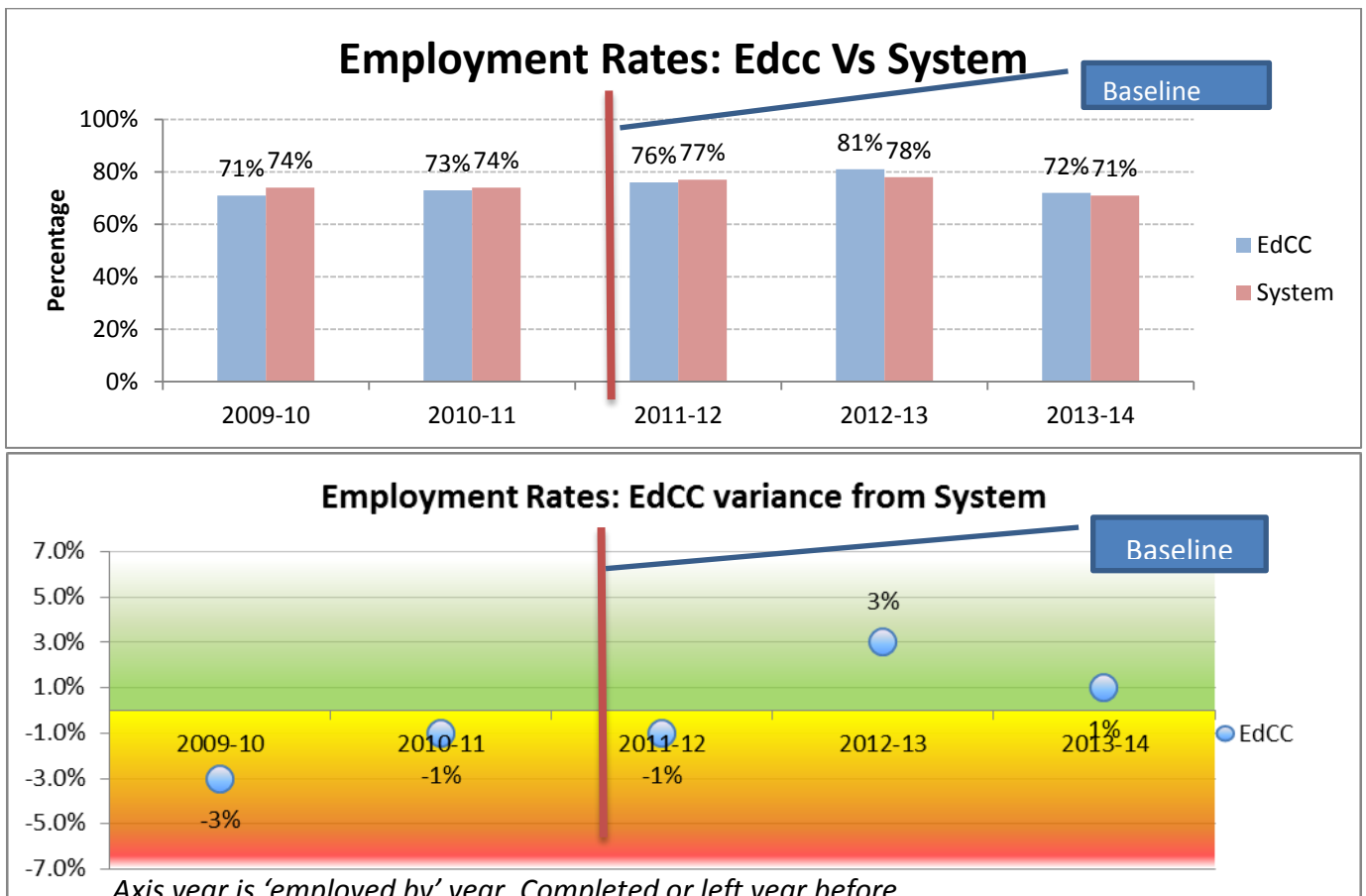
INDICATOR OF ACHIEVEMENT 3.2: Employment Rates

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

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

Benchmark Type: State/regional comparison

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

Employment Rates: Edcc Vs System

Baseline

Year	EdCC	System
2009-10	71%	74%
2010-11	73%	74%
2011-12	76%	77%
2012-13	81%	78%
2013-14	72%	71%

Employment Rates: EdCC variance from System

Baseline

Year	EdCC variance
2009-10	-3%
2010-11	-1%
2011-12	-1%
2012-13	3%
2013-14	1%

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

Core Theme 4: Support Student Success

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

INDICATOR OF ACHIEVEMENT 4.1: Student Progression

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

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

Benchmark Type: State/regional comparison

Threshold Levels: yellow: 0.00 to 0.25 difference; green: 0.26+ difference
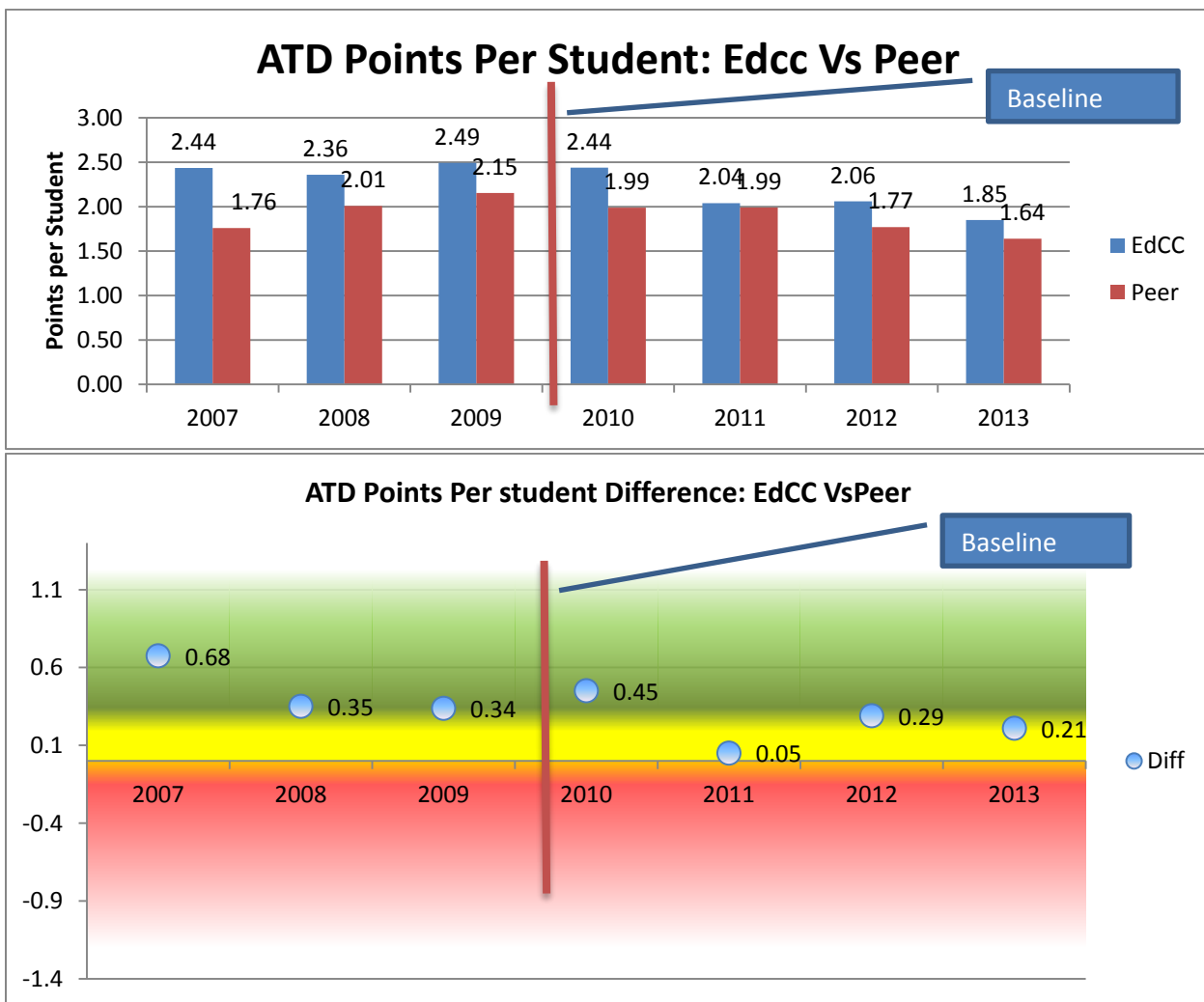
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* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
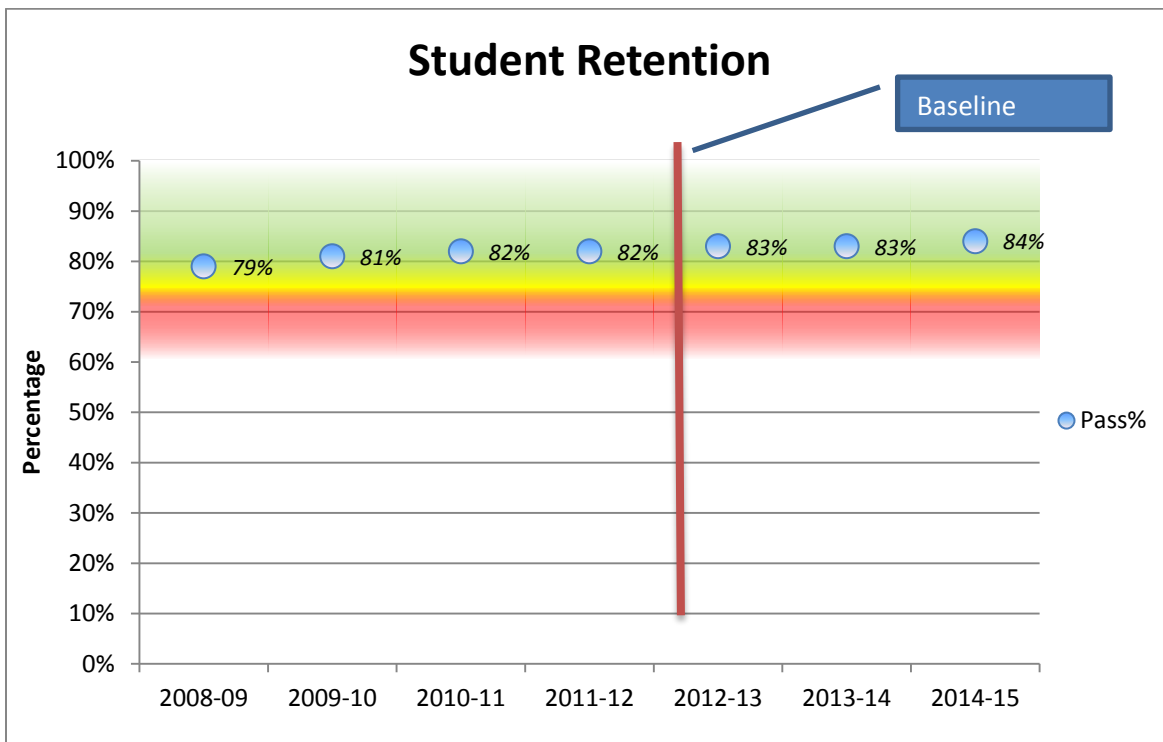
INDICATOR OF ACHIEVEMENT 4.2: Student Retention

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

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

Benchmark Type: Local comparison

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

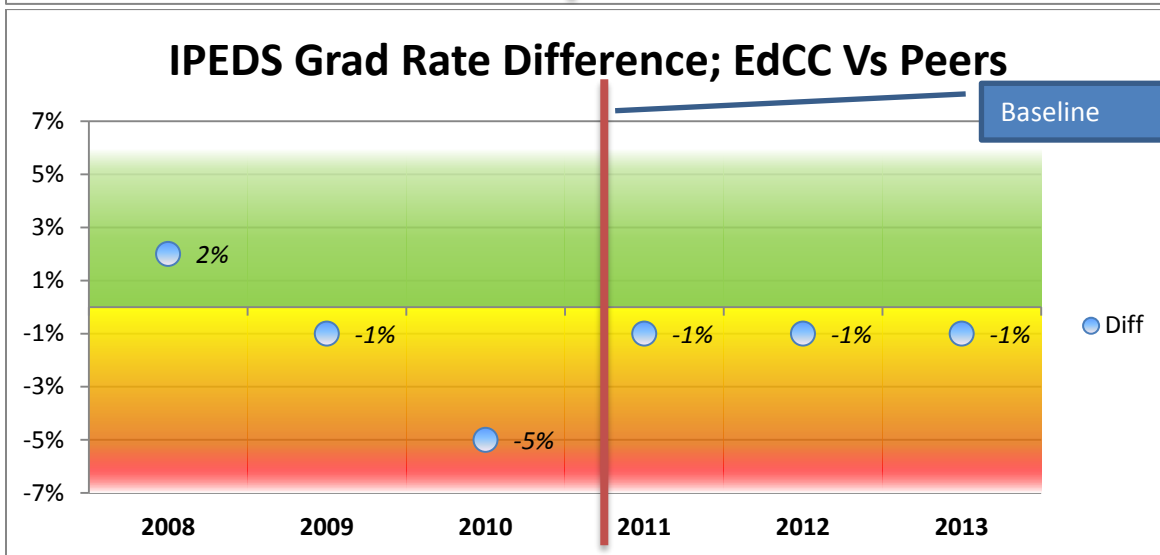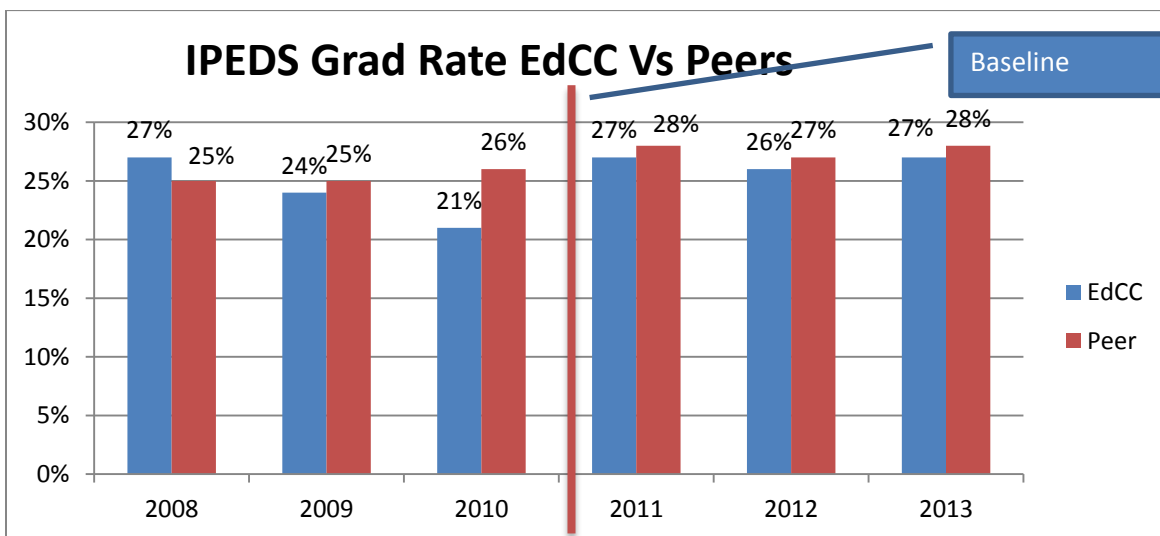**INDICATOR OF ACHIEVEMENT 4.3: Student Graduation Rate**

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

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

Comparison with in-state peer* institutions allows the college to monitor its outcomes with respect to state performance.

Benchmark Type: State/regional comparison

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

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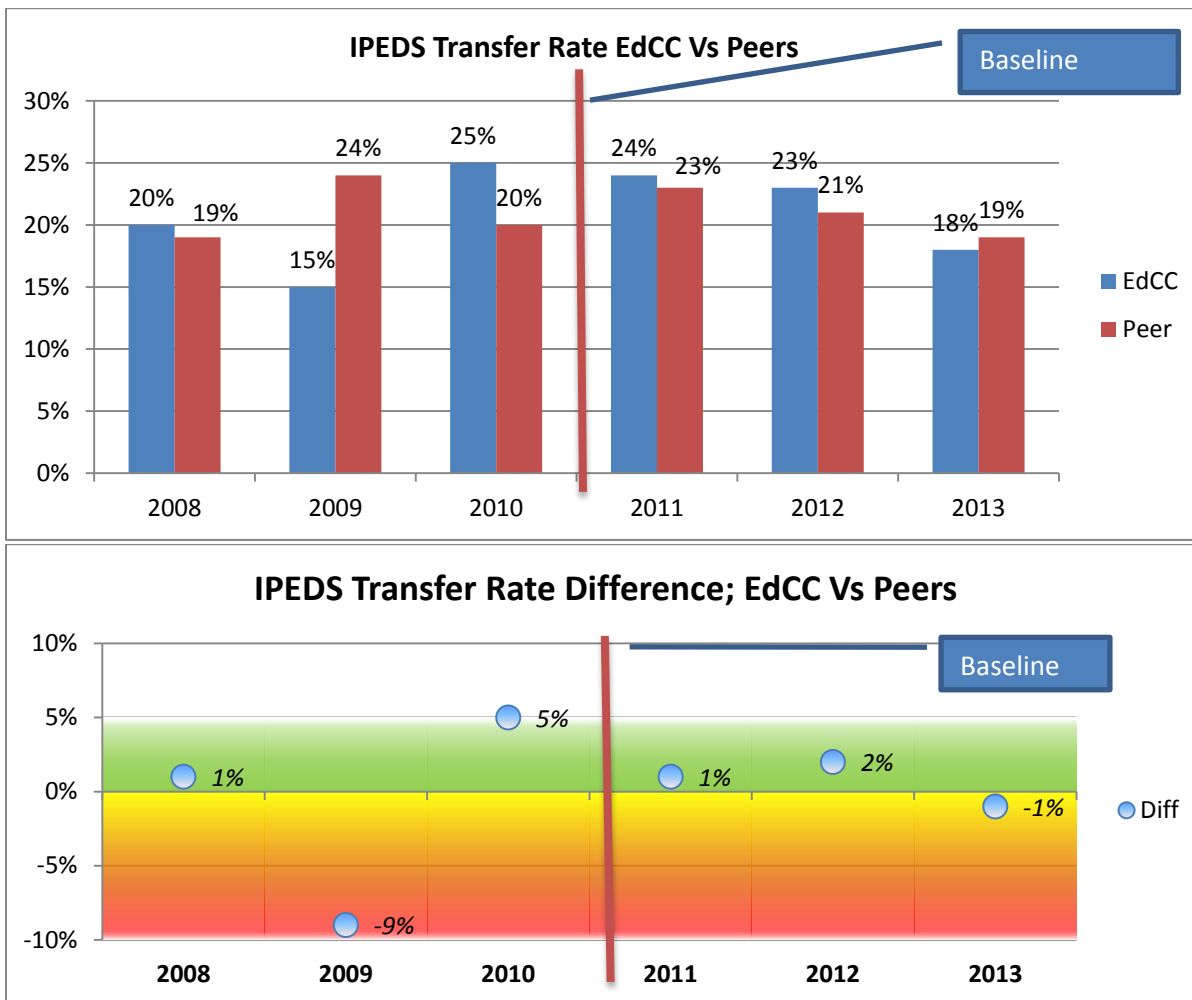
INDICATOR OF ACHIEVEMENT 4.4: Student Transfer-out Rate

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

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

Benchmark Type: State/regional comparison

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

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* **In-state Peer Institutions:** Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
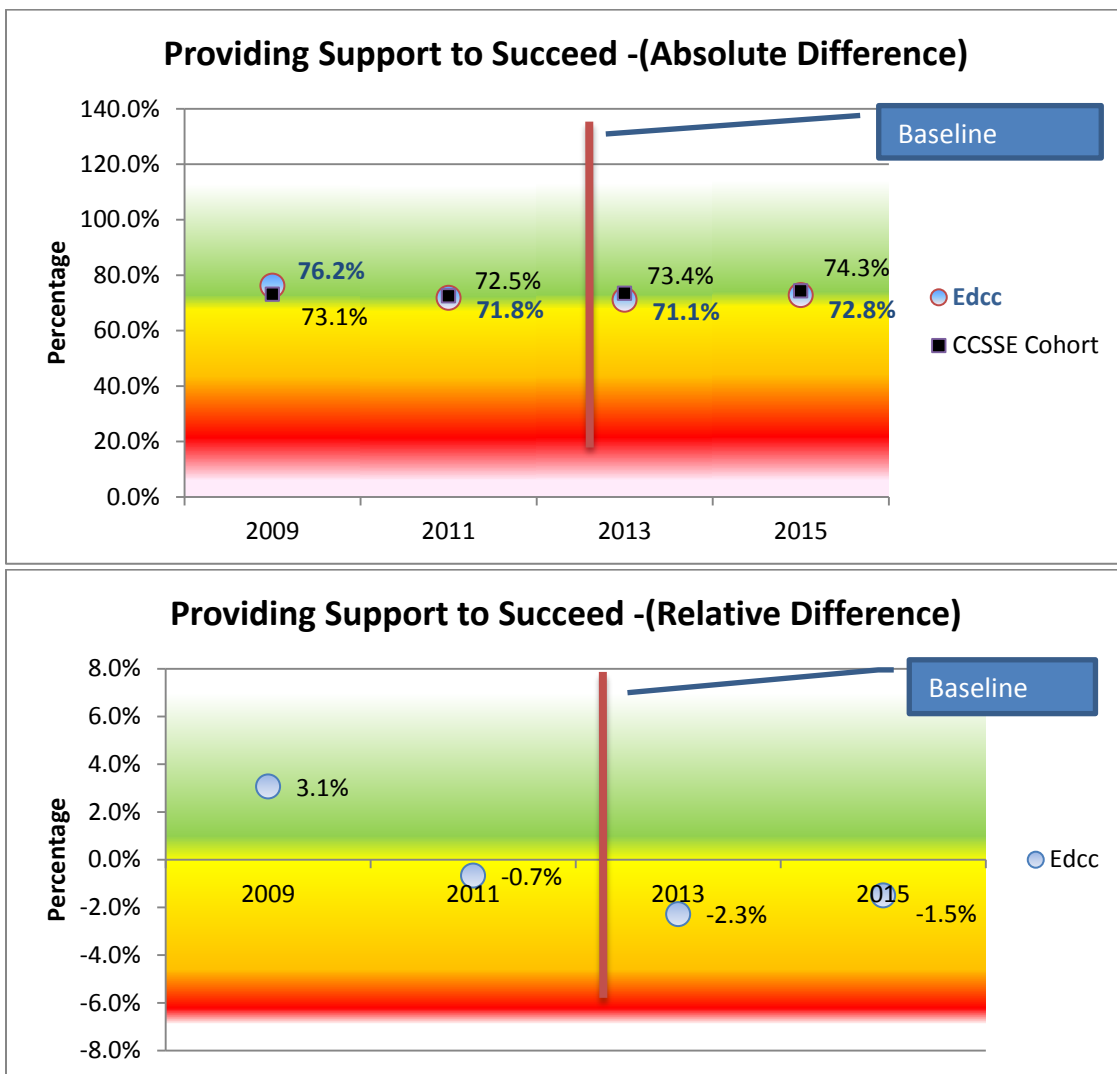
INDICATOR OF ACHIEVEMENT 4.5: Supportive Learning Environments

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

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

Benchmark Type: National comparison

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

Providing Support to Succeed -(Absolute Difference)

Year	Edcc	CCSSE Cohort
2009	76.2%	73.1%
2011	72.5%	71.8%
2013	73.4%	71.1%
2015	74.3%	72.8%

Providing Support to Succeed -(Relative Difference)

Year	Edcc
2009	3.1%
2011	-0.7%
2013	-2.3%
2015	-1.5%

Core Theme 5: Encourage innovation, service, and lifelong learning

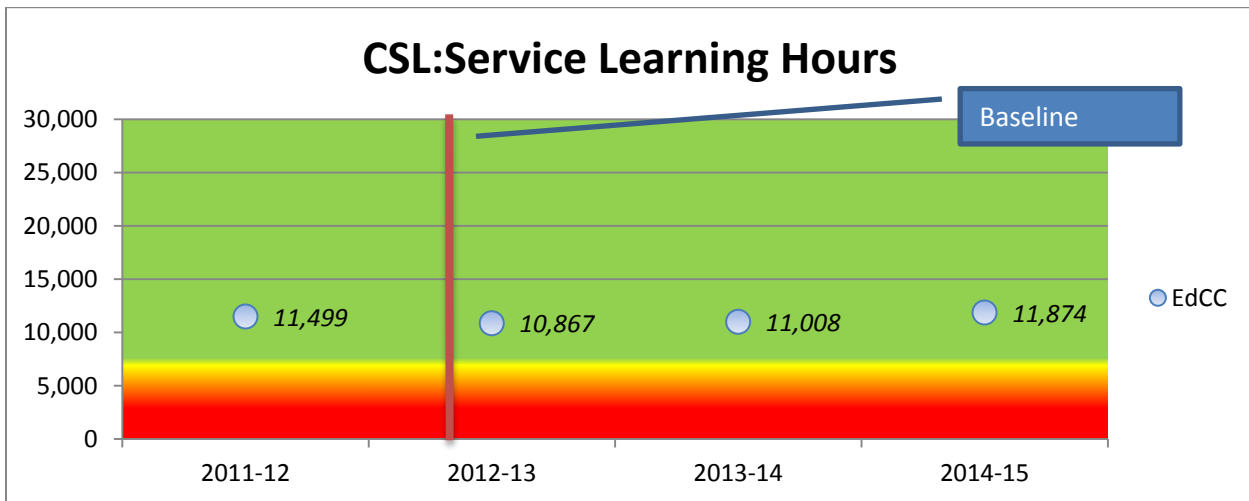| Objective	Indicators of Achievement
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.	5.1 Commitment to service 5.2 Funding for initiatives, programs, and services 5.3 Lifelong learning

INDICATOR OF ACHIEVEMENT 5.1: Commitment to Service

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

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

> **Benchmark Type:** Local Comparison

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

CSL:Service Learning Hours

- 2011-12: 11,499
- 2012-13: 10,867
- 2013-14: 11,008
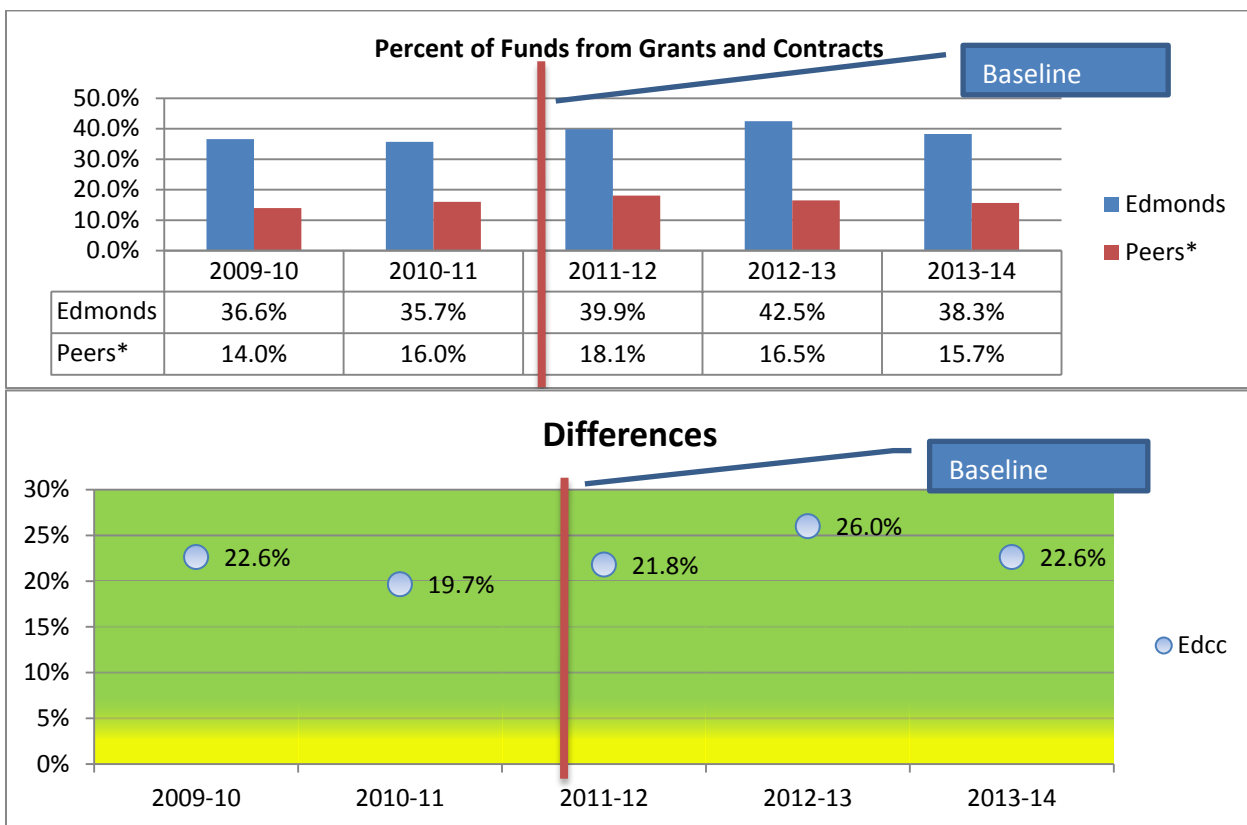- 2014-15: 11,874

Baseline

EdCC

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

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

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

Benchmark Type: State/Regional Comparison

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

Percent of Funds from Grants and Contracts

	2009-10	2010-11	2011-12	2012-13	2013-14
Edmonds	36.6%	35.7%	39.9%	42.5%	38.3%
Peers*	14.0%	16.0%	18.1%	16.5%	15.7%

Differences

2009-10	2010-11	2011-12	2012-13	2013-14
22.6%	19.7%	21.8%	26.0%	22.6%

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* In-state Peer Institutions: Bellevue, Clark, Everett, Green River, Highline, Shoreline, and Tacoma.
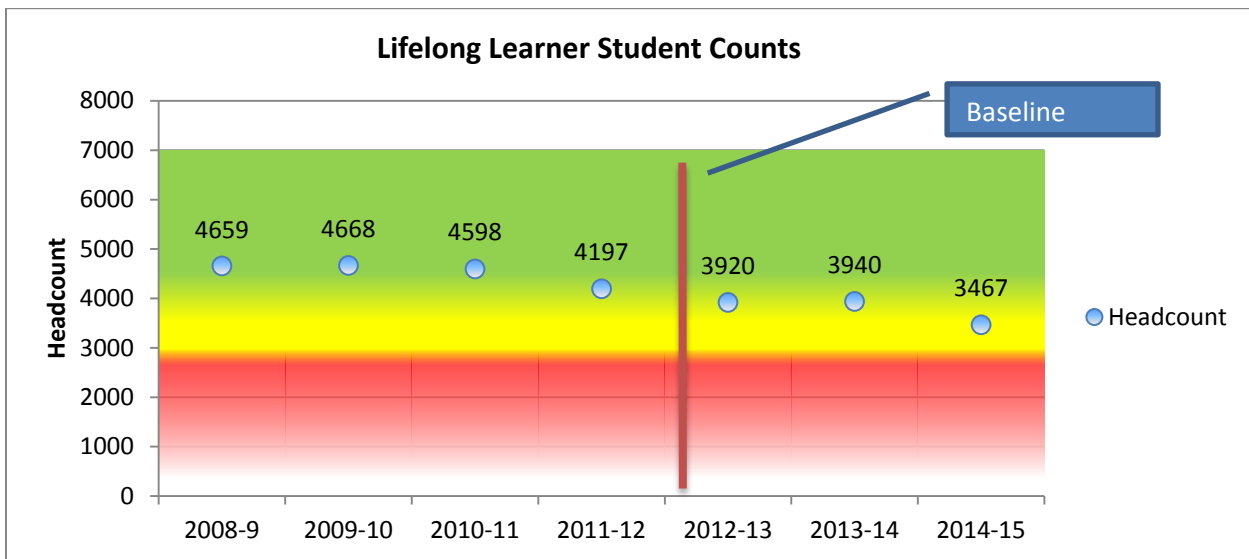
INDICATOR OF ACHIEVEMENT 5.3: Lifelong Learning

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

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

Benchmark Type: Local Comparison

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

Lifelong Learner Student Counts

Year	Headcount
2008-9	4659
2009-10	4668
2010-11	4598
2011-12	4197
2012-13	3920
2013-14	3940
2014-15	3467

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

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

Indicator Target	Baseline Year	Current Status
Core theme 1: Strengthen our diverse community		
Edmonds Community College provides programs, resources, services, and learning environments which reflect and strengthen individuals and groups in our diverse global community.		
1.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 45% of valid respondents answer "'Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?"	Met	Met
1.2 The fall to fall persistence rate of new students of color will be at least 33%.	Met	Met
1.3 At least 75% of students attending for credit will come from a zip code that is within 8 miles of the college.	Met	Met
Core Theme 2: Provide educational opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.		
2.1 The breakdown of the college's state-funded FTES per area for each SBCTC educational area (Basic Skills, Workforce, Transfer, Personal Enrichment) will be within 5 percentage points of the breakdown for in-state peer* colleges.	Not Met	Met
2.2 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 80% of valid respondents answer "Good" or "Excellent" to the following question: "How would you evaluate your entire educational experience at this college?"	Met	Met
2.3 Each year, at least 65% of students receiving financial assistance will remain in good academic standing (i.e., not have their aid terminated).	Met	Met

Core Theme 3: Help students access career opportunities		
Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.		
3.1 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least 70% of valid respondents answer "Somewhat" or "Very" to the question: "How satisfied are you with the following service at this college - Career counseling?"	Met	Not Met
3.2 Students completing professional-technical programs will be employed within nine months at a rate that is no lower than 5 percentage points of the Washington CTC system average.	Met	Met
Core Theme 4: Support student success		
Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.		
4.1 As measured by the cohort-based, Student Achievement Initiative (SAI) measures, the ratio of the college's points per student for the Basic Skills first year measure will be at or above the average points per student for in-state peer* colleges.	Met	Met
4.2 The ratio of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 75%. Interim (Summer and Fall 2013) - Met	Met	Met
4.3 The college's reported IPEDS Graduation Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.4 The college's reported IPEDS Transfer-out Rate will not be lower than 5 percentage points of the average rate for in-state peer* colleges.	Met	Met
4.5 As measured by Community College Survey of Student Engagement, the college will be no lower than 5 valid percentage points below the CCSSE cohort group and have at least at 70% of valid respondents answer "Quite A Bit" or "Very Much" to the following question: "How much does this college emphasize the following: Providing the support you need to help you succeed at this college?"	Met	Met

Core Theme 5: Encourage innovation, service, and lifelong learning		
Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.		
5.1 The college will perform no fewer than 5,000 hours of community service per academic year, as measured by the college's Center for Service-Learning (CSL).	Met	Met
5.2 The percentage of the college's general and dedicated funds that come from grants and contracts (as measured by the State Board's annual reporting of total expenditures by fund source by college) will be at or above the average amounts for in-state peer* colleges.	Met	Met
5.3 The college will serve no fewer than 3,000 lifelong learning students (unduplicated headcount) per academic year.	Met	Met

Indicator Summary	Baseline Year	Current Status
Number at Green Level	8	8
Number at Yellow Level	7	7
Number at Red Level	1	1