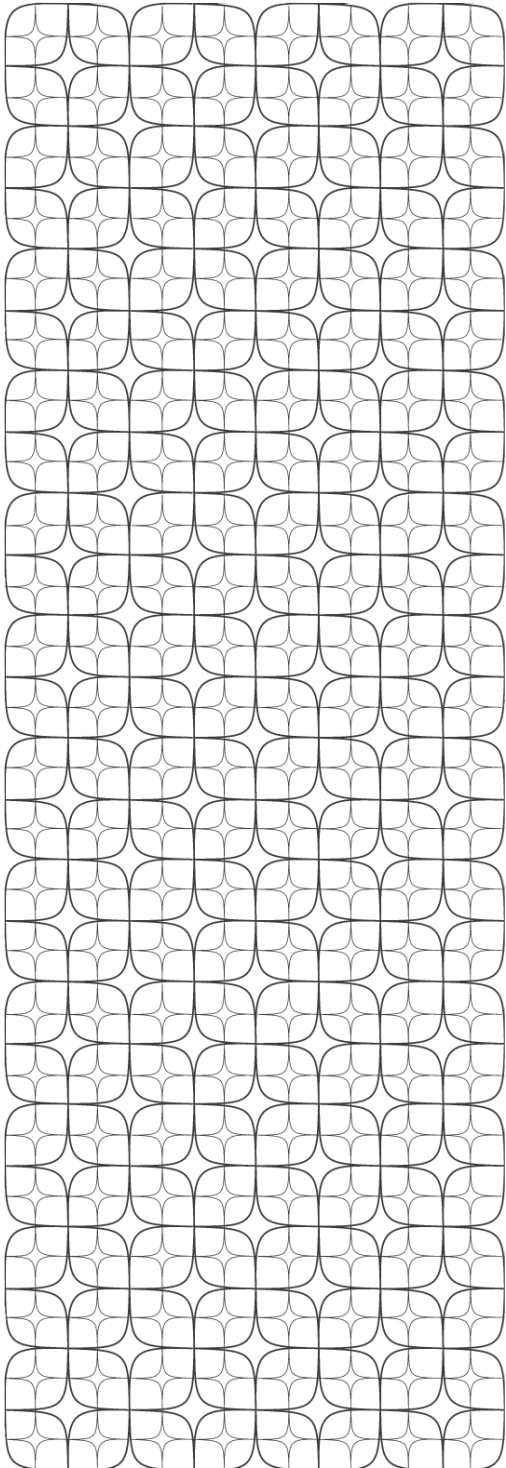


Edmonds Community College

Institutional Performance Report

Fiscal Year 2011-12



Our Mission

Edmonds Community College is a leader in providing quality opportunities for learning and service, responding to the dynamic needs of our diverse community.

Our Philosophy

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

College-Wide Abilities (CWAs)

Edmonds Community College offers opportunities to integrate knowledge and skills in order to reason clearly, communicate and interact respectfully, explore critically and creatively, and act responsibly. Emphasizing these core, college-wide abilities provides a consistent educational focus that encourages students and members of the college community to develop knowledge, habits and skills for lifelong learning.

Students, who earn any of our two-year degrees or shorter-term certificates, have many opportunities across the curriculum to develop and apply college-wide abilities in preparation for their roles in an increasingly diverse, information-driven society.

Edmonds CC's four college wide abilities are:

- Communicate and interact respectfully through critical and imaginative expression;
- Act responsibly, both individually and collaboratively, within changing environments;
- Reason clearly using varied analytic and creative approaches; and
- Explore critically and creatively the diversity of cultures, ethics, values, and ways of thinking across communities.

Table of Contents

| | |
|---|-----------|
| introduction and History | 2 |
| College Core Themes, Directions, Indicators, and Targets | 5 |
| Core Theme 1: Foster Student Learning | 7 |
| Core Theme 2: Provide Access for Educational Opportunities | 10 |
| Core Theme 3: Support Student Success | 15 |
| Core Theme 4: Provide a Positive Place to Work and Learn | 30 |
| Core Theme 5: Support Community and Civic Engagement | 35 |
| Core Theme 6: Be Fiscally Accountable | 37 |
| Facts and Trends About 2011-12 | 42 |

INTRODUCTION AND HISTORY

Edmonds Community College's mission and goals provide direction to all educational activities and planning. In 2003, the college undertook a comprehensive initiative to identify a set of college-wide Key Performance Indicators (KPIs) to help the college define and evaluate how successful it is in achieving its organizational goals. The externally-facilitated process, which included institution-wide input, concluded in 2004 with a set of agreed upon KPIs.

Target measures for the KPIs were then identified through campus-wide forums and presentations throughout 2005. The institutional research office continued to gather historical data and meet regularly with divisions to review and discuss measurements, and, although annual performance reports had been presented to the Board of Trustees since 2001, the new KPIs with baseline data and measurable targets were first integrated into the reports in 2006.

The approved performance indicators, described in this report, were originally built around the college's four goals related to providing access, supporting student success, providing a positive place to work and learn, and being fiscally accountable. Annually, each college area and standing committee reports on its progress in meeting the goals of the previous year and establishes goals for the coming year. These goal and accomplishment reports are to be linked to college-wide goals and the KPIs, and they are collected by the vice presidents and presented to the president and the Board of Trustees.

In response to recommendation number one the 2008 self study accreditation visit, an Institutional Effectiveness (IE) Planning Team was formed to look at the alignment of the college's current goals and strategic areas of focus, with regard to planning and resource allocation. It was found that there was confusion about the difference between college goals and strategic areas of focus and that better organization and communication of these was needed.

Based on these findings, the IE Planning Team proposed that the college adopt two new goals: 1) Foster Student Learning, and 2) Support Community and Civic Engagement, which were presented to President's Cabinet in summer 2009 and formally approved in summer 2010. The approval of the two new goals coincided with a name change – from "college-wide goals" to "core themes." Therefore, the college now has six core themes for which strategic directions have been articulated for each core theme, and key performance indicators (or KPIs) have been established to evaluate accomplishment of the core themes and strategic directions.

During the 2009-10 academic year, Edmonds CC created a new, integrated planning document named the SIMPLE Plan, with SIMPLE standing for: **S**trategic, **I**nformed, **M**easurable **P**rocess **L**eading to **E**ffectiveness. The plan is a systematic, cyclical, on-going, assessment of processes to ensure each area of the college is effectively meeting the needs of the students and advancing the mission of the institution. More specifically, the SIMPLE Plan aligns department, unit, and committee goals with the college's mission statement, core themes, and key performance indicators, and the products of the SIMPLE Plan process provide fundamental information for college-wide decision-making and resource allocation. Therefore, the SIMPLE Plan has been designed to provide a common framework to generate information that is useful for each area of the college.

The SIMPLE Plan is not a new process. Rather, it utilizes the college's existing annual goal setting procedures. In the past, various college areas have referred to this process by different names, such as "program review," "department self studies," "5-year effectiveness plan," and "institutional effectiveness." The SIMPLE Plan has been used to emphasize the point that the process is simple to follow; that college areas have already been informally following this process; and that the results will be used to strengthen college areas and to inform decision making at the college.

The SIMPLE Plan was first widely used during the 2010-11 academic year; however, during the 2011-12 academic year the plan was not as widely used due to transition with a new president. Therefore, accomplishment information for 2011-12 was collected by the college president's office.

This performance report is a tool to be used for guided planning and informed decision making so the college can more effectively allocate resources and improve programs, services, and activities. It is a working document that involves continuous tracking and monitoring and should encourage ongoing discussions across campus about how we meet our mission. With that said, in spring 2012, the college completed a mission review process that culminated with the Board of Trustees approving a new mission statement and revised core themes in June 2012. As a result of these modifications, the college will begin measuring different KPIs which will be proposed to the Board of Trustees in 2013. Therefore, future Institutional Performance Reports will contain different information than has been reported in past years.

The table below summarizes both the number and percentage of target indicators the college has either met or not met over the last seven years. As noted, there has been a generally positive trend in the number of indicators met over the seven year time period – from only meeting 4 of the indicators in 2005-06 to meeting 11 in 2011-12 of a possible 17.

| Indicator Summary | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Percentage Met | 22% | 37% | 53% | 48% | 61% | 52% | 65% |
| Percentage Not Met | 78% | 63% | 47% | 52% | 39% | 48% | 35% |
| Number Met | 4 | 7 | 10 | 10 | 11 | 11 | 11 |
| Number Not Met | 14 | 12 | 9 | 11 | 7 | 10 | 6 |
| Total Indicators for each academic year | 18 | 19 | 19 | 21 | 18 | 21 | 17 |

One will note that the total number of indicators slightly changes from year to year. Two indicators (4.1 and 4.2 Student and Employee Satisfaction) are not reported on an annual basis. In addition, data for indicator 6.2 (Cost per Student) consistently lags due to the unavailability of timely comparison information from the State Board. Lastly, during 2011-12 the State Board stopped reporting information for indicator 3.1a; therefore, no current or future comparisons for this indicator can be made.

In addition to summarizing the status of the KPIs, the college reports annual accomplishments via its core themes in order to obtain a more comprehensive view of its organizational goals. This also allows the college to better monitor efforts to address each core theme and to ensure that the college is collectively addressing its core themes through the work of the institution.

The two tables below summarize both the number and percentage of accomplishments that college areas reported out for the college’s core themes. Selected accomplishments have been included in the respective core theme sections of this report.

| Core Theme | Instructional Departments | Operational Areas | Total |
|--|---------------------------|-------------------|-------|
| Core Theme 1: Foster Student Learning | 55 | 12 | 67 |
| Core Theme 2: Provide Access for Educational Opportunities | 34 | 33 | 67 |
| Core Theme 3: Support Student Success | 42 | 59 | 101 |
| Core Theme 4: Provide a Positive Place to Work and Learn | 11 | 31 | 42 |
| Core Theme 5: Support Community and Civic Engagement | 20 | 24 | 44 |
| Core Theme 6: Be Fiscally Accountable | 3 | 31 | 34 |
| Total Number of Goals | 165 | 190 | 355 |

| Core Theme | Instructional Departments | Operational Areas | Total |
|--|---------------------------|-------------------|-------|
| Core Theme 1: Foster Student Learning | 33% | 6% | 19% |
| Core Theme 2: Provide Access for Educational Opportunities | 21% | 17% | 19% |
| Core Theme 3: Support Student Success | 25% | 31% | 28% |
| Core Theme 4: Provide a Positive Place to Work and Learn | 7% | 16% | 12% |
| Core Theme 5: Support Community and Civic Engagement | 12% | 13% | 12% |
| Core Theme 6: Be Fiscally Accountable | 2% | 16% | 10% |
| Total Percentage of Goals | 100% | 100% | 100% |

COLLEGE CORE THEMES, DIRECTIONS, INDICATORS, AND TARGETS

Core Theme 1: Foster Student Learning

Strategic Directions:

- a. Create and maintain optimal learning environments for students
- b. Improve systems and techniques to support student engagement, learning and achievement
- c. Link teaching and learning to the college-wide abilities
- d. Develop, align, and review program learning outcomes to assure a cohesive curricular experience that enhances student learning
- e. Become a hub of math, science and engineering education and math/science teacher preparation

Performance Indicators and Targets: TBA

Core Theme 2: Provide Access for Educational Opportunities

Strategic Directions:

- a. Create educational programs and services that are responsive to community needs
- b. Adopt schedules, services and technologies that meet the needs of current and potential students
- c. Maximize opportunities to increase enrollment
- d. Offer innovative, comprehensive educational opportunities
- e. Ensure community and student awareness of financial resources

Performance Indicators and Targets:

2.1 Targeted Student Population Enrollment

Target 2.1a The percentage of students of color enrolled at Edmonds CC will be maintained at or above the current rate.

Target 2.1b Increase enrollment of recent high school graduates to 15%.

2.2 Total Full-time Equivalent Student Enrollment

Target 2.2 The college's state-funded FTES enrollment will exceed the target allocation established by the State Board for Community and Technical Colleges (SBCTC) by at least 5%.

Core Theme 3: Support Student Success

Strategic Directions:

- a. Establish learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds
- b. Adopt services that accommodate the needs of students
- c. Lead the way in providing and supporting new technologies for the workplace and the classrooms
- d. Develop programs that provide career opportunities for graduates

Performance Indicators and Targets:

3.1 Retention/Persistence

Target 3.1a The retention rate of full-time and part-time students will exceed the SBCTC system average retention rate by 6%.

Target 3.1b The retention rate of full-time and part-time students of color will equal or exceed the retention rate for white, non-Hispanic students.

3.2 Graduation/Completion

Target 3.2 The rate that new professional/technical and transfer-intent students complete their program within three years will increase by 10%.

3.3 Employment

Target 3.3 Students completing or leaving professional-technical programs will be employed within nine months at a rate that is 3% above the Washington CTC system average.

3.4 Transition of Basic Skills and Pre-College Students to College Level

Target 3.4a **English Transition:** At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within four quarters.

Target 3.4b **Math Transition:** At least 70% of students who pass pre-college math (Math 90 or 95) will pass a college-level math course or a quantitative/ symbolic reasoning course within four quarters.

Target 3.4c **GED and ABE Transition:** At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete five or more college-level credits within four quarters.

Target 3.4d **High School Completion Transition:** At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least five college-level credits within four quarters of having received their diploma.

Target 3.4e **ESL Transition:** At least 15% of students who complete ESL Level 5 or 6 will complete at least five college-level credits within four quarters after leaving the ESL Program.

3.5 Transfer to Four-year Colleges and Universities

Target 3.5 25% of transfer-intent students will enroll in a four-year school within three years of starting at Edmonds CC.

Core Theme 4: Provide a Positive Place to Work and Learn

Strategic Directions:

- a. Develop and maintain a safe, healthy, and friendly work environment that fosters creativity, innovation, and personal growth
- b. Maintain facilities and grounds to attract the community and create an environment for enhanced learning
- c. Promote diversity, including diversity of nationality, culture, ethnicity, and thought
- d. Ensure opportunities for involvement of college personnel in college planning and decision making

Performance Indicators and Targets:

4.1 Student and Employee Satisfaction

Target 4.1a **Student Satisfaction:** At least 85% of students will evaluate their experience at the college to be good or excellent.

Target 4.1b **Employee Satisfaction:** At least 85% of employees will rate the college as a good or excellent place to work.

4.2 Employee Ethnic/Racial Diversity

Target 4.2 The percentage of employees of color will match demographic availability.

Core Theme 5: Support Community and Civic Engagement

Strategic Directions:

- a. Participate in community activities and events
- b. Foster partnerships with local school districts, post-secondary institutions, business, labor, government, and other community organizations
- c. Pursue legislative support and cooperation
- d. Play a key role in addressing community needs, including economic development
- e. Serve as a hub for art, culture, and civic engagement
- f. Exhibit our commitment to sustainability and a global perspective

Performance Indicators and Targets: TBA

Core Theme 6: Be Fiscally Accountable

Strategic Directions:

- a. Seek grants, contracts and private donations
- b. Manage resources efficiently

Performance Indicators and Targets:

6.1 Student/Faculty Ratio

Target 6.1 The student/faculty ratio will increase each year until the ratio of 24:1 is achieved.

6.2 Efficiency of College Operations per Full-time Equivalent Student

Target 6.2 State-funded cost per FTE student will be no more than 5% different from the Washington state CTC system average.

6.3 Revenue

Target 6.3 Increase funding from grants and contracts annually.

KEY PERFORMANCE INDICATORS OF INSTITUTIONAL SUCCESS

Under each Core Theme in this document is a list of indicators and accomplishments of the 2011-12 year that have been linked to that particular Core Theme. In an effort to improve evaluation processes, the Office of Planning, Research, and Assessment (OPRA) will continue to work with instructional departments and operational units on techniques for establishing measurable goals and validating accomplishments to improve decision making and planning.

CORE THEME 1: FOSTER STUDENT LEARNING

During the 2009-10 academic year, a committee was formed to recommend indicators for this core theme. The recommended indicators included the following:

Direct Measures of Student Learning:

- Measuring attainment of the CWAs via college-developed rubrics.
- Utilize a nationally-normed standardized testing instrument to compare incoming students vs. outgoing student scores. The committee recommended using the Accuplacer test since this nationally-normed standardized testing instrument is already used at the college. The Accuplacer test would be administered to a group of exiting students and the gap in the results of the incoming versus exiting students are an indicator of the institution's "value added" to student learning.
- The college currently uses the Comprehensive Adult Student Assessment System (CASAS) instrument, and this instrument can provide an indicator of student learning at the pre-college level. There are approximately 4,000 Edmonds students in the WABERS database with CASAS scores (I-BEST, GED, ABE, and ESL students), and Corrections uses the instrument, too. All of these students are already pre- and post-tested using CASAS.

Indirect Measures of Student Learning:

- A question from a current student and/or alumni student survey regarding their perceived academic growth can provide a measure of how well the college is fostering student learning. The committee recommended that the question(s) asked of students be taken from either a newly-developed, regularly administered, college-developed survey OR be taken from the CCSSE survey since the CCSSE survey is already used to help measure Indicator 3.1.a.
- The SIR II student-faculty instrument contains several questions related to students' perceptions of their learning. The committee recommended that questions from this instrument be reported in aggregate form in order to provide an indicator to measure student learning.

The college did not formally adopt these recommendations through the Board of Trustees, and baseline information for these indicators was not collected.

Highlighted 2011-12 Accomplishments

Core Theme 1: Foster Student Learning

- The Finance and Operations Division improved classroom technologies with 9 new, fully digital, interactive media classrooms and installed 8 new computer labs (total of 162 computers), as well as a mobile Mac lab (25 computers).
- Faculty participated in Quality Matters Workshops to learn how to use a detailed rubric to evaluate a peer's entire course, and Getting Results Workshops to learn new ways to improve their teaching.
- The Business Management Department continued to grow its entrepreneurship program by adding a new course, restarting a student club, and working closely with the Edmonds Chamber of Commerce and retail groups.
- The Project Management program has grown and aligned with a national organization, PMI. Students are getting jobs and host a big event on campus each fall quarter entitled, "Discover Project Management."
- The Computer Science Department created and implemented an Android Application course that required substantial effort to create new lessons that include the latest technologies, engaging labs, challenging projects, and stimulating tests.
- Developmental Education Faculty took a leadership role in bringing the Reading Apprenticeship Program to Edmonds CC and continues to develop cross-divisional partnerships and workshops to share best practices to support student learning.
- In addition to iTunes University and Vimeo.com online video resources, the college added a YouTube channel in 2011-12. Vimeo channels are averaging 5000 plays per week and are being accessed in over 150 countries. The college is now posting additional educational and community-interest video programming on the college's cable channel, websites, online and available on demand. Faculty members can embed videos directly into Blackboard pages, and students have unlimited access to lectures, learning modules, and resources in video format through a variety of mobile and computer devices -- along with traditional modes of delivery, accessible from almost any location via an internet access.
- English faculty members revised their English 102 curriculum by building it around Tim Egan's book, *The Big Burn*, and other writings by prominent Northwest writers. These revisions allowed the faculty members to hold students more accountable for reading assignments by designing weekly quizzes covering new material related to the Northwest and also via the research process, which is the main focus of English 102. They followed pedagogical theory that people tend to remember better what they have written and not simply read or heard.
- The college held its second "Making Learning Visible" event where students showcase their work via poster session. During the event, students have the opportunity to share their work with colleagues, faculty, and the community. 16 student groups participated in 2011-12, and their work is online at: <https://sites.google.com/a/email.edcc.edu/making-learning-visible/>.
- Starting in 2010-11, majors-level physics laboratory courses were changed to become more integrated with the lecture courses. For example, the physics labs are now Problem-Based-Learning (PBL) environments, concentrating on the processes of scientific inquiry, developing and enhancing scientific collaboration, creativity, critical thinking, and group presentation skills. The labs follow a Design-Experiment-Present format, with students working in groups to (a) design their own experiments to experimentally verify or refute physical theories or claims made in lecture or elsewhere, (b) followed by performing the student-designed experiments themselves, and (c) then followed by group presentations of experimental findings and fielding questions from other students and the instructor. Students use formal presentation rubrics to critique each other's presentations and to suggest to other

students the ways that their work and presentations can be improved. The labs provide a platform from which interested students can naturally hone the necessary skills and proceed naturally into honors-level and undergraduate research (UGR)-level work.

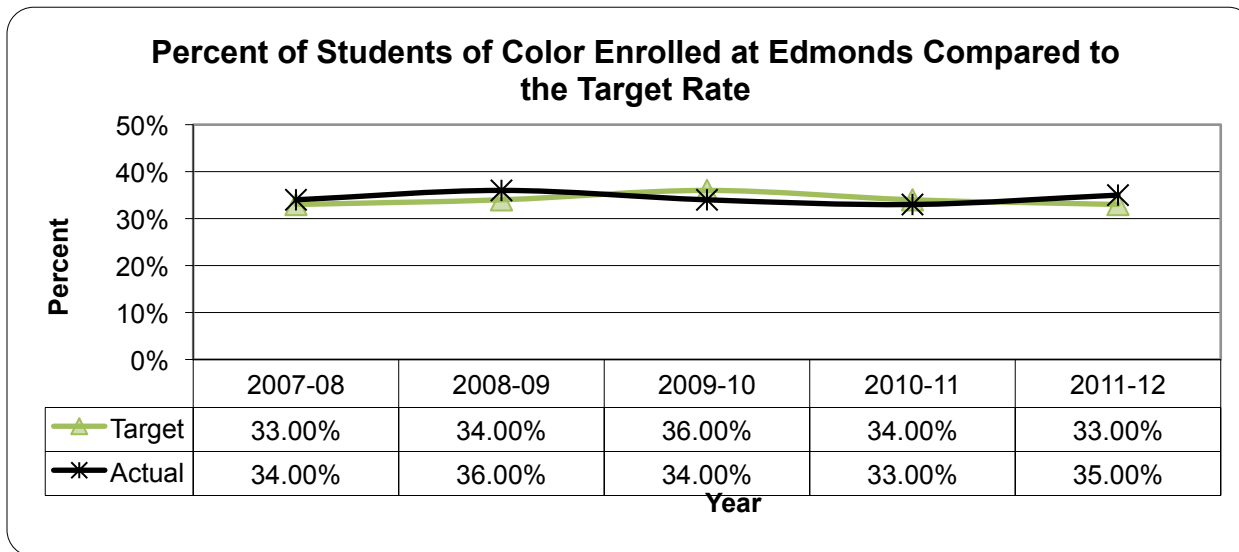
- The Clinical Lab Assistant program was granted NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approval. This is the only clinical lab assistant program in the state of Washington to be accredited.
- The Clinical Laboratory Assistant Program faculty created a series of videos focusing on the core functions of Phlebotomy and Clinical Lab Assistant duties. They drastically increased the skill of the students and were adopted by hospitals and clinics in the greater Puget Sound area as CE tools for their existing employees.
- The International Education Division created and implemented the college's Global Engagement program that offers opportunities for faculty and staff to conduct projects here and abroad that will directly increase our student's understanding of the world.
- An Edmonds CC CATCH student was recognized at a national conference in Washington DC for her accomplishments as a successful Edmonds CC CATCH-Allied Health student. The student has earned the Clinical Lab Assistant, Certified Nursing Assistant, and Patient Care Tech Certificates at Edmonds Community College with funding and supports from CATCH followed by financial aid. The student, who was homeless in 2010 and on TANF, is now off of TANF and employed full-time as a CNA. Her goal remains to become a RN, and she plans to work and take courses to accomplish this goal.
- The Sustainability Department: Sustainability Fee & Green Team (Campus Student Sustainability Advocates) developed and administered the college's first sustainability fee budget, including establishing the Campus Green Fund process, which funded 8 projects for implementation during the 2012-2013 academic year.
- The Black Box Theatre increased its educational offerings from 70 in 2010-11 to 162 in 2011-12, thus providing students more opportunity to attend engaging and relevant themed events each quarter.

CORE THEME 2: PROVIDE ACCESS FOR EDUCATIONAL OPPORTUNITIES

Performance Indicator 2.1: Targeted student population enrollment.

Target 2.1a. The percentage of students of color enrolled at Edmonds CC will be maintained at or above the current rate.

This target was met. The percentage of students of color increased by two percentage points to 35%.



The college's percentage of students of color has consistently been in the 33%-36% range for the past five years. In addition, as reflected in the table below, the college's percentage of students of color has lagged that of the Edmonds School District high schools for the past three years.

| Students of Color | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--------------------------------------|-------|-------|-------|-------|-------|
| Edmonds CC | 34.0% | 36.0% | 34.0% | 33.0% | 35.0% |
| Edmonds School District High Schools | 33.0% | 34.0% | 36.0% | 34.0% | 42.0% |

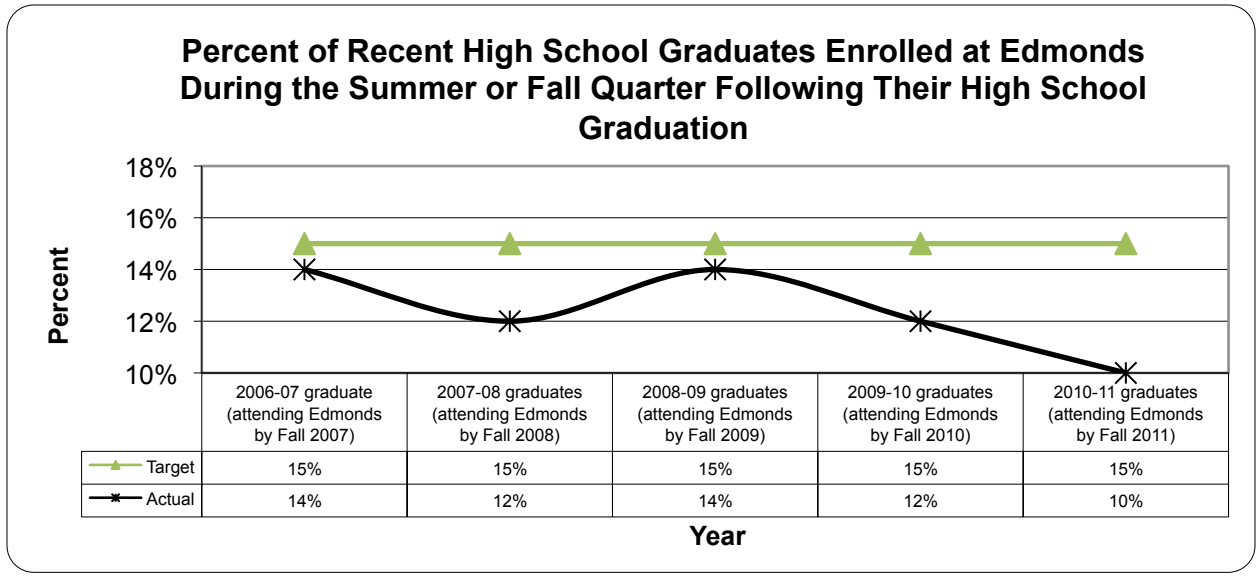
Target 2.1b. Increase enrollment of recent high school graduates to 15%.

This target was not met. This measure shows the percentage of high school graduates whose first choice out of high school is to attend Edmonds CC, as opposed to working, attending another institution, or a variety of other choices. During fall 2011, the percentage of 2010-11 high school graduates who enrolled directly at Edmonds CC within six (6) months of graduating was at 10%. This is the fifth year in a row that the college has failed to meet this target.

It should be noted that Edmonds CC continues to receive a high percentage of graduates from Lynnwood high school, and a lower percentage of graduates from Edmonds-Woodway high school.

Edmonds CC has dedicated resources to increase efforts to reverse the declining trends and to meet the target. These resources include (a) implementing a revised Strategic Enrollment Management (SEM) Plan and (b) working with a four-year Achieving the Dream (ATD) grant to assist with better supporting student success. One of the strategies that the college will be considering in its ATD work is strengthening its partnerships with the local high schools. This is an area to watch in the future to ensure that currently

allocated resources are effectively being used and to determine if additional resources should be allocated in order to address the situation.



| High School | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | |
|-------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | graduates | attended | graduates | attended | graduates | attended | graduates | attended |
| Mariner | 376 | 15% | 362 | 15% | 355 | 12% | 318 | 11% |
| Kamiak | 527 | 11% | 496 | 14% | 523 | 14% | 507 | 11% |
| Meadowdale | 290 | 13% | 309 | 16% | 290 | 13% | 306 | 11% |
| Edmonds-Woodway | 387 | 7% | 346 | 9% | 354 | 8% | 393 | 6% |
| Mountlake Terrace | 303 | 10% | 316 | 14% | 309 | 15% | 288 | 10% |
| Cascade | 323 | 10% | 345 | 10% | 344 | 9% | 357 | 8% |
| Jackson | 366 | 9% | 332 | 18% | 440 | 10% | 390 | 8% |
| Lynnwood | 222 | 23% | 237 | 21% | 253 | 13% | 257 | 13% |
| Totals | 2,794 | 12% | 2,743 | 14% | 2,868 | 12% | 2,816 | 10% |

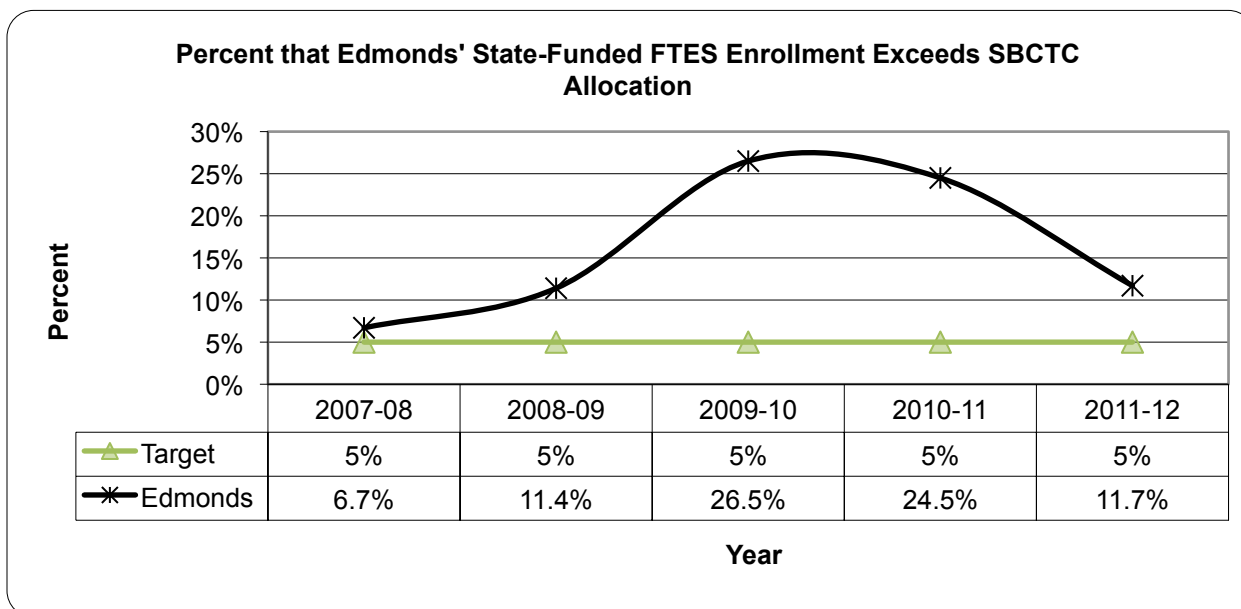
Performance Indicator 2.2: Total FTES Enrollment

Full-time equivalent students (FTES) is the representation of the number of students enrolled at an institution, each registered for a full credit hour load. To calculate FTES, the total number of credits taken by part-time and full-time students is divided by the full-time number of credits (15) so that an equivalent full-time student body can be calculated.

Target 2.2. The college's state-funded FTES enrollment will exceed the target allocation established by the State Board for Community and Technical Colleges (SBCTC) by at least 5%.

This target was met. The college exceeded the 2011-12 target of 5,161 state-funded FTES by 603 students or 11.7%, which was a decrease (but still above target) from the previous two years. The previously noted, three-year, upward trend of increasing number of students enrolling at the college appears to have stopped.

The table below shows Edmonds CC's FTES numbers compared to area select community and technical colleges (CTCs) and the total for all Washington State CTCs.



| Institution | 2006-07 | | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
|----------------|--------------|-----------|--------------|------------|--------------|--------------|--------------|--------------|--------------|------------|
| | Target | Excess | Target | Excess | Target | Excess | Target | Excess | Target | Excess |
| Edmonds | 4,871 | 27 | 5,069 | 579 | 5,117 | 1,354 | 5,230 | 1,279 | 5,161 | 603 |
| Bellevue | 6,984 | 318 | 7,386 | 944 | 7,407 | 2,120 | 7,605 | 2,375 | 7,468 | 1,888 |
| Cascadia | 1,306 | 69 | 1,488 | 193 | 1,492 | 473 | 1,512 | 579 | 1,505 | 450 |
| Everett | 4,746 | -59 | 4,896 | 208 | 5,193 | 289 | 5,319 | 494 | 5,249 | 286 |
| Highline | 5,846 | 198 | 6,018 | 557 | 6,037 | 1,225 | 6,253 | 674 | 6,075 | 314 |
| Shoreline | 5,260 | -422 | 5,182 | -14 | 5,139 | 213 | 5,299 | -117 | 5,184 | -76 |
| All WA CTCs | 132,928 | -612 | 138,567 | 9,171 | 139,277 | 21,530 | 142,328 | 19,229 | 139,775 | 13,096 |

The table below provides the percentage by which State-Funded FTES Exceed the SBCTC Target Allocations.

| Institution | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Edmonds | 6.7% | 11.4% | 26.5% | 24.5% | 11.7% |
| Bellevue | 7.4% | 12.8% | 28.6% | 31.2% | 25.3% |
| Cascadia | 1.8% | 13.0% | 31.7% | 38.3% | 29.9% |
| Everett | 0.8% | 4.2% | 5.6% | 9.3% | 5.4% |
| Highline | 3.4% | 9.3% | 20.3% | 10.8% | 5.2% |
| Shoreline | -3.9% | -0.3% | 4.1% | -2.2% | -1.5% |
| All WA CTCs | 1.3% | 6.6% | 15.5% | 13.5% | 9.4% |

Highlighted 2011-12 Accomplishments

Core Theme 2: Provide Access for Educational Opportunities

- The IT Department added 80 new computers to the computer lab support base, and replaced 183 existing computers. In addition, the department acquired new software to push software and configuration updates to computer labs more quickly and efficiently.
- The college introduced a textbook rental program, saving students an average of 50% of the new textbook price.
- The college continued to develop its new Parent Mentor certificate program. The college applied for and received \$20,000 from the King County United Way's New Futures fund to develop and implement a program evaluation and to fund scholarships for Natural Leaders in the surrounding five school districts.
- The Learning Support Center was awarded a TIMC grant to replace 21 computers and add 3 more computers designated for Math 80 and Math 90 students to access the new web-based math platform while working in the Learning Center.
- The college offered online for the first time six Ornamental Horticulture certificate courses and two Legal courses.
- The college's cooperative preschool programs offer both a lecture and a laboratory experience to practice parenting skills in the children's classroom. Edmonds CC expanded its program in 2011-12 to add Lake Stevens Cooperative. Edmonds CC is the only college providing parenting education in Snohomish County.
- From Summer 2011 through Spring 2012, EdCAP awarded 53 diplomas. In the spring the EdCAP had five students earn certificates through the Washington Aerospace Training and Research center. EdCAP also had two students earn Entrepreneurship & Small Business Management certificates.
- The Modern Languages Department, the Diversity Studies Department, and the International Student Services worked together to organize the visit of 16 Algerian High School students and 3 teacher chaperones to study American business models and ESL at the college. The Algerian teachers and their students attended classes at the college, and they prepared and taught a course comparing French, Algerian, and American political systems and a course regarding cultural comparisons.
- Several Digital Forensic orientations have been delivered, resulting in good enrollments in the CIS department overall. This continues to be an excellent marketing method to introduce our Digital Forensics and Information Security programs.
- The Allied Health Department utilized grant funding from the Department of Labor to expand the Clinical Laboratory Assistant Certificate program to 20 additional students.
- Two new Early Childhood Education (ECE) short courses were developed and offered in modular form on Saturdays, over three quarters, as professional development for educators of young children in our

community. These courses have provided a pathway into the ECE department certificate and degree program, contributing to quality early learning through professionally educated teachers

- The college now offers the Certified Ethical Hacker training course as part of the CIS offerings. The college is also authorized to administer the certification test at the college, and 28 students have already earned their certification. Edmonds CC is the only college in the state offering this program.
- The college successfully sustained the growth in its international student enrollment and enrolled 1200 international students in fall of 2011. This was the largest number in the history of the college.
- The President's Office was heavily involved in a variety of Science, Technology, Engineering, and Math (STEM) activities. The President's participation on a White House STEM panel was a highlighted accomplishment this year.
- The President's office, Director of Admissions, and community partners were involved with the "Expanding Your Horizons" event. Over 125 high school girls participated in a conference to assist girls in elevating their interest in STEM.
- The Center for Families successfully passed annual reviews for Department of Early Learning licensing and accreditation through NAEYC.
- The Counseling and Resource Center had over 6,000 contacts (includes appointments and front office), including 549 first-time clients. 94% of available counseling appointments were filled.
- Enrollment Services implemented a new tuition payment deadline to coincide with the schools in the 5 Star consortium. The change meant tuition was due 7 calendar days from the first day of registration OR by the first day of the quarter, whichever comes first. This change eliminated the extremely long lines at the cashier on the first day of the quarter. Classes opened up more frequently using this method, instead of students having to wait for the first payment deadline or the first day of the quarter for classes to open up.
- The Black Box Theatre saw a 30% increase in its attendance at lectures, events and performances over the last academic year.

CORE THEME 3: SUPPORT STUDENT SUCCESS

Performance Indicator 3.1: Retention/Persistence

The SBCTC measures student retention by tracking cohorts of entering full- and part-time students who intend to complete a professional-technical or transfer associate's degree. The SBCTC uses, as a measure of student retention, the progress made by students who enroll for the purpose of obtaining an associate's degree. The SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

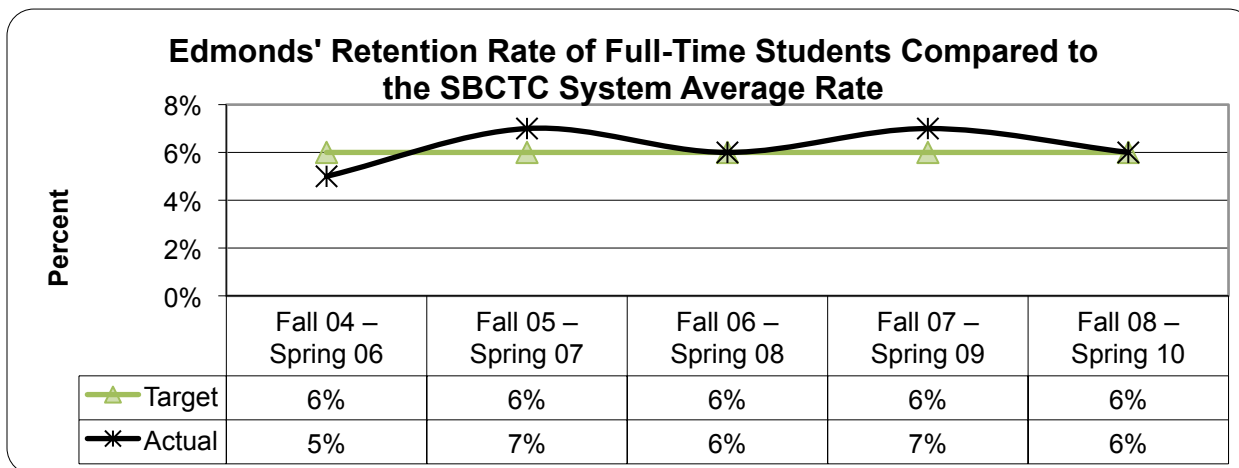
Substantial Progress: Students planning to receive a degree who graduate or attend four or more quarters over the two year period.

Some Progress: Students with degree plans attending two or three quarters over the two year period.

Early Leavers: Students with degree plans attending only the first quarter and not returning in two years.

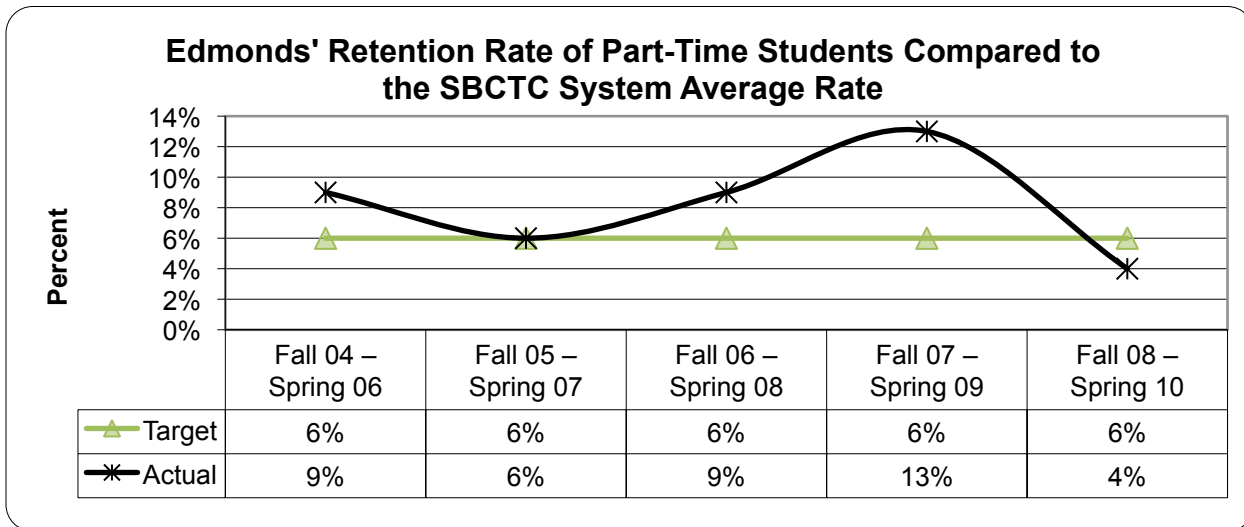
Target 3.1a. The retention rate of full-time and part-time students will exceed the SBCTC system average retention rate by 6%.

This target can no longer be reported for full-time students. For five years Edmonds CC was consistently around the system average for the persistence of full-time students. However, changes in calculations and methodologies for tracking this information at the state level changed in 2011-12, and comparison data is no longer available.



| Percent of full-time students who have attended four or more quarters | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|--|
| | Fall 05 – Spring 07 | Fall 06 – Spring 08 | Fall 07 – Spring 09 | Fall 08 – Spring 10 | Fall 09 – Spring 11 |
| Edmonds | 68% | 64% | 67% | 67% | The SBCTC stopped reporting this information in 2011-12. Therefore, no current or future comparisons can be made. |
| Bellevue | 63% | 61% | 61% | 70% | |
| Cascadia | 55% | 62% | 72% | 63% | |
| Everett | 55% | 56% | 55% | 54% | |
| Highline | 69% | 65% | 69% | 68% | |
| Shoreline | 70% | 69% | 66% | 76% | |
| All WA CTCs | 61% | 58% | 60% | 61% | |

This target can no longer be reported for part-time students. For five years Edmonds CC was consistently at or above the system average for the persistence of part-time students. However, changes in calculations and methodologies for tracking this information at the state level changed in 2011-12, and comparison data is no longer available.

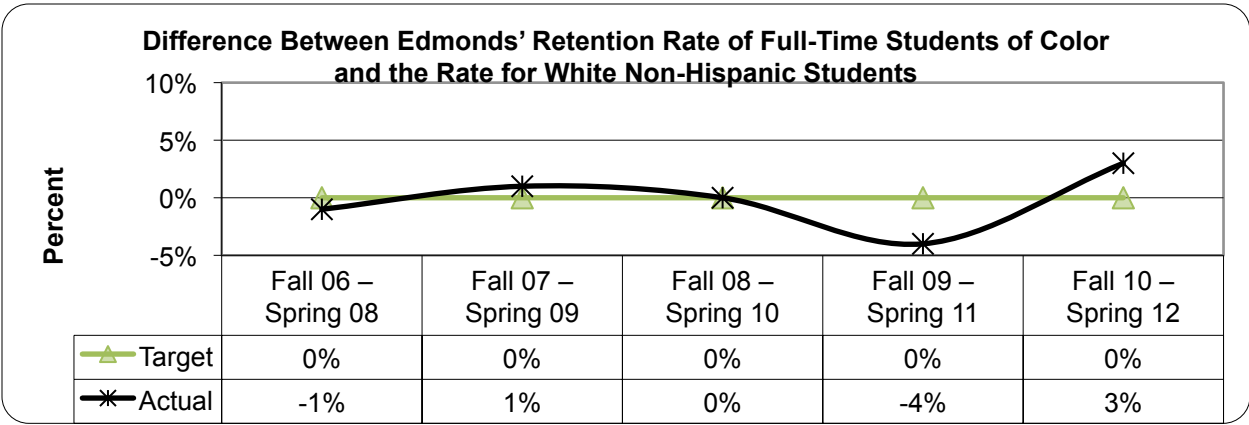


| Percent of part-time students who have attended four or more quarters | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|--|
| | Fall 05 – Spring 07 | Fall 06 – Spring 08 | Fall 07 – Spring 09 | Fall 08 – Spring 10 | Fall 09 – Spring 11 |
| Edmonds | 39% | 42% | 49% | 40% | The SBCTC stopped reporting this information in 2011-12. Therefore, no current or future comparisons can be made. |
| Bellevue | 39% | 38% | 37% | 47% | |
| Cascadia | 41% | 47% | 45% | 41% | |
| Everett | 42% | 36% | 34% | 34% | |
| Highline | 51% | 37% | 43% | 51% | |
| Shoreline | 55% | 54% | 50% | 35% | |
| All WA CTCs | 33% | 33% | 36% | 36% | |

Target 3.1b. The retention rate of full-time and part-time students of color will equal or exceed the retention rate for white, non-Hispanic students.

The target was met for full-time students of color. Full-time students of color were retained at a higher rate (60%) compared to white, non-Hispanic students (57%). This reversed a previously-noted, three-year downward trend in the retention rate.

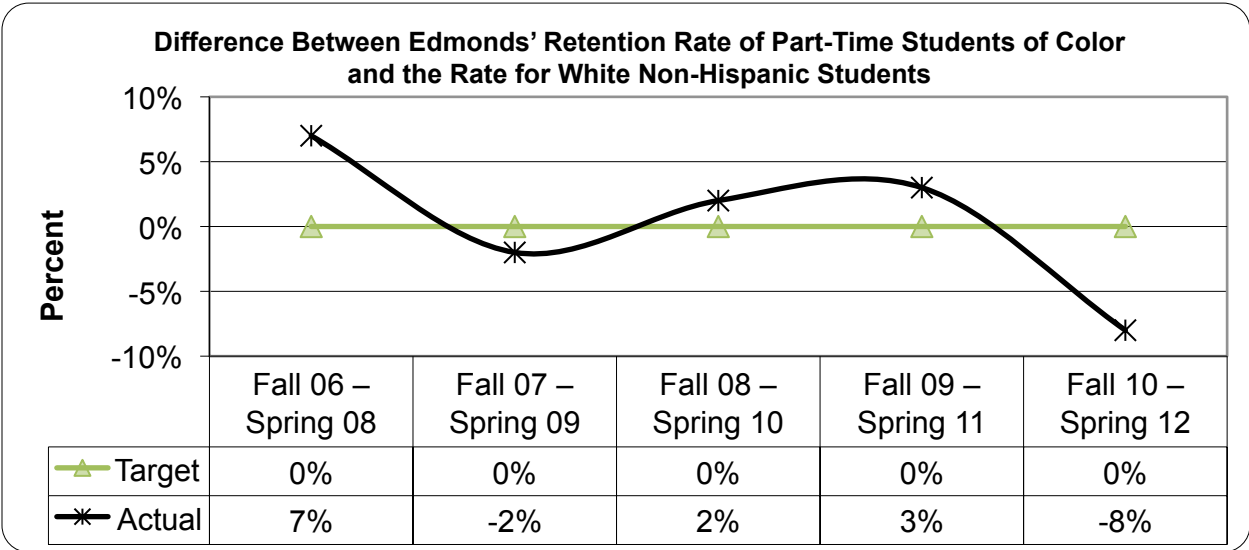
In addition, for the past three years there has been a big drop in the retention of full-time Hispanic students (from 66% to 44%).



| Percent of full-time students who have made substantial progress by attending four or more quarters | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Fall 06 – Spring 08 | Fall 07 – Spring 09 | Fall 08 – Spring 10 | Fall 09 – Spring 11 | Fall 10 – Spring 12 |
| Full-time students of color | 62% | 60% | 58% | 53% | 60% |
| African American | 46% | 59% | 57% | 46% | 57% |
| Hispanic | 60% | 66% | 61% | 51% | 44% |
| Asian/Pacific Islander | 70% | 62% | 60% | 64% | 72% |
| American Ind./Alaska Ntv. and Other | 62% | 53% | 52% | 49% | 45% |
| White, non-Hispanic | 63% | 59% | 58% | 57% | 57% |

The target was not met for part-time students of color. Part-time students of color achieved a retention rate of 46%, while the rate for white, non-Hispanic students was 54%. While the retention of part-time students of color is at its highest point over the past five years, the retention of white, non-Hispanic students has grown at a higher rate.

In addition, for the past four years there has been a big drop in the retention of part-time Hispanic students (from 52% to 27%).



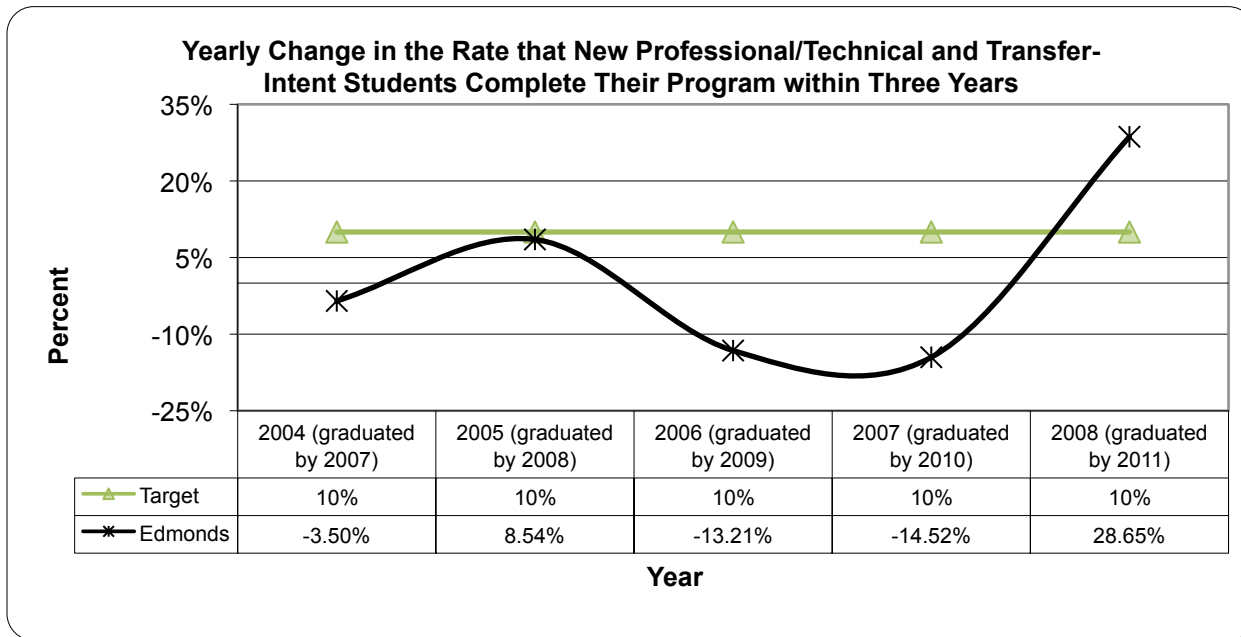
Percent of part-time students who have made substantial progress by attending four or more quarters

| | Fall 06 – Spring 08 | Fall 07 – Spring 09 | Fall 08 – Spring 10 | Fall 09 – Spring 11 | Fall 10 – Spring 12 |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Part-time students of color | 42% | 41% | 34% | 46% | 46% |
| African American | 50% | 33% | 22% | 53% | 58% |
| Hispanic | 44% | 52% | 32% | 42% | 27% |
| Asian/Pacific Islander | 33% | 38% | 42% | 46% | 54% |
| American Ind./Alaska Ntv. and Other | 57% | 36% | 44% | 33% | 33% |
| White, non-Hispanic | 35% | 43% | 32% | 43% | 54% |

Performance Indicator 3.2: Graduation/Completion (degree and certificate)

Target 3.2. The rate that new professional/technical and transfer-intent students complete their program within three years will increase by 10%.

This target was met. The following graph and table show the cumulative percentage of students completing certificate and degree programs. Since this indicator tracks students for three years, the 2008 data reflects the percentage of students who graduated by 2011.



Edmonds CC's most recent graduation rate was lower than the system's rate, and this has occurred four (4) times in the last five (5) years.

| Graduation rates | | | | | |
|------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Entry Year | 2004 (graduated by 2007) | 2005 (graduated by 2008) | 2006 (graduated by 2009) | 2007 (graduated by 2010) | 2008 (graduated by 2011) |
| Edmonds | 25.88% | 28.09% | 24.38% | 20.84% | 26.81% |
| All WA CTCs | 29.69% | 28.04% | 26.29% | 25.74% | 27.92% |

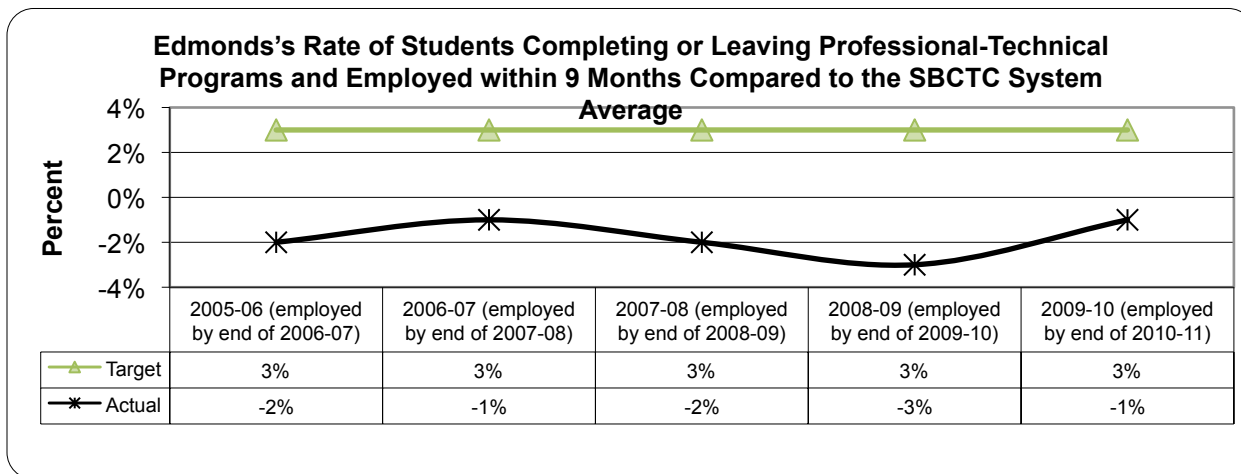
The following table shows the yearly percentage change of students completing certificate and degree programs. Edmonds CC percentages have continued to bounce around over the past five years.

| Yearly change in rate that new professional-technical and transfer-intent students complete their program within three years | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Entry Year | 2004 (graduated by 2007) | 2005 (graduated by 2008) | 2006 (graduated by 2009) | 2007 (graduated by 2010) | 2008 (graduated by 2011) |
| Edmonds | -3.50% | 8.54% | -13.21% | -14.52% | 28.65% |
| All WA CTCs | -6.10% | -5.56% | -6.24 | -2.09% | 8.47% |

Performance Indicator 3.3: Employment

Target 3.3. Students completing or leaving professional-technical programs will be employed within nine months at a rate that is 3% above the Washington CTC system average.

This target was not met. For the past five (5) years, Edmonds CC's rate has consistently been below the system average. In fact, for 2011, Edmonds CC's rate was at its second lowest level for the five-year period. While it should be noted that Edmonds CC's rates are not vastly different than the rates of other area community colleges, the underlying factors that prevent Edmonds CC from reaching the target should be examined. The data table below is reported annually but lags two years because of the process the SBCTC uses to collect the data.



| Estimated employment rate of students who completed or left in the following years | | | | | |
|--|--|--|--|--|--|
| | 2005-06 (employed by end of 2006-07) | 2006-07 (employed by end of 2007-08) | 2007-08 (employed by end of 2008-09) | 2008-09 (employed by end of 2009-10) | 2009-10 (employed by end of 2010-11) |
| Edmonds | 79% | 82% | 80% | 71% | 73% |
| Bellevue | 85% | 86% | 82% | 66% | 74% |
| Cascadia | 69% | 71% | 53% | 77% | 62% |
| Everett | 78% | 79% | 76% | 63% | 73% |
| Highline | 82% | 82% | 84% | 74% | 77% |
| Shoreline | 86% | 85% | 88% | 76% | 79% |
| All WA CTCs | 81% | 83% | 82% | 74% | 74% |

Performance Indicator 3.4: Transition of Basic Skills and Pre-College Students to College Level

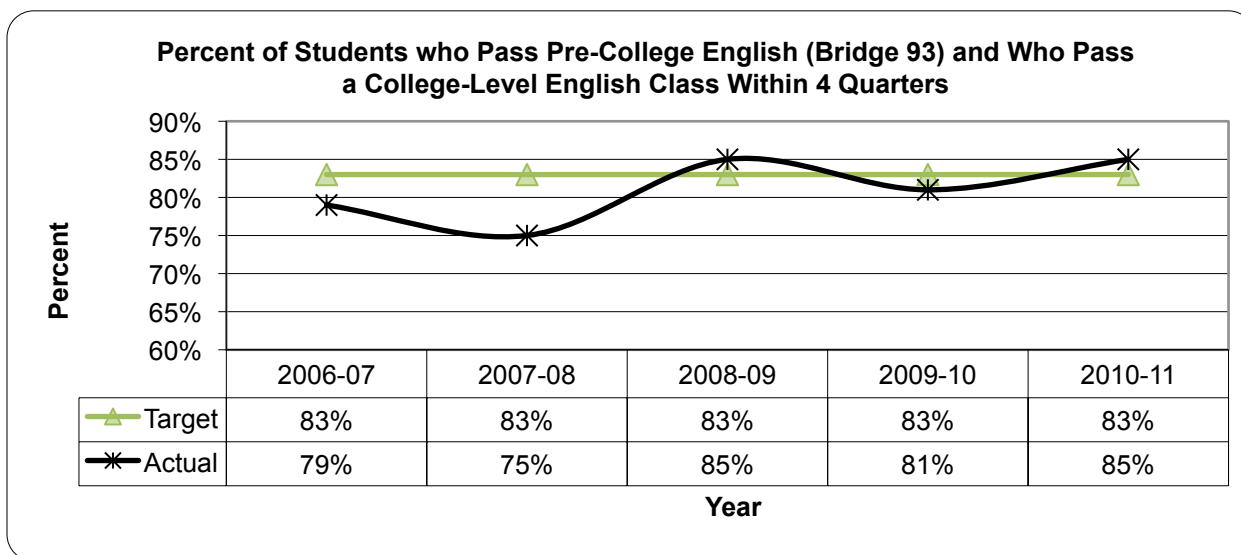
Two of the college's core themes are to provide access for educational opportunities and to support student success. In keeping with these core themes, helping students transition from pre-college courses into college-level courses is a priority. Target measurements have been established for students who pass pre-college classes in five sub-indicator groups: a) Bridge 93 (pre-college English), b) Math 90 (pre-college Math), c) ABE Level 4 or GED preparation class, d) High School Completion, and e) ESL Level 5 or 6. The outcomes for each sub-indicator are described below and followed by a graph and table.

The percentages in the tables represent the success rates (i.e., pass rates) of the students who, after passing the specified pre-college benchmark class, went on to take and pass at least five college-level credits within four (4) quarters.

Target 3.4a English Transition: At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within four quarters.

This target was met. This goal has been met twice in the past five years. Due to this fact, the underlying factors that prevent Edmonds CC from reaching the target should be examined. For example, are students who are only interested in completing high school included in the data? If so, should these students be encouraged to continue their education after reaching their high school completion goal? Are students in this cohort professional technical students who need skills development but not English 100 in their programs and can substitute another course? These are areas of further exploration and discussion for Edmonds CC to consider.

It should be noted that the number of students in each year's cohort continues to increase. However, the college does not have quantitative data to explain why this has occurred. Possible anecdotal evidence is that this could be the result of more adults returning to school after layoffs, since past cohorts have previously been mainly high school completion students or an increased advising focus the Bridge department began in 2009-2010 to help students properly sequence their classes and see an advisor.



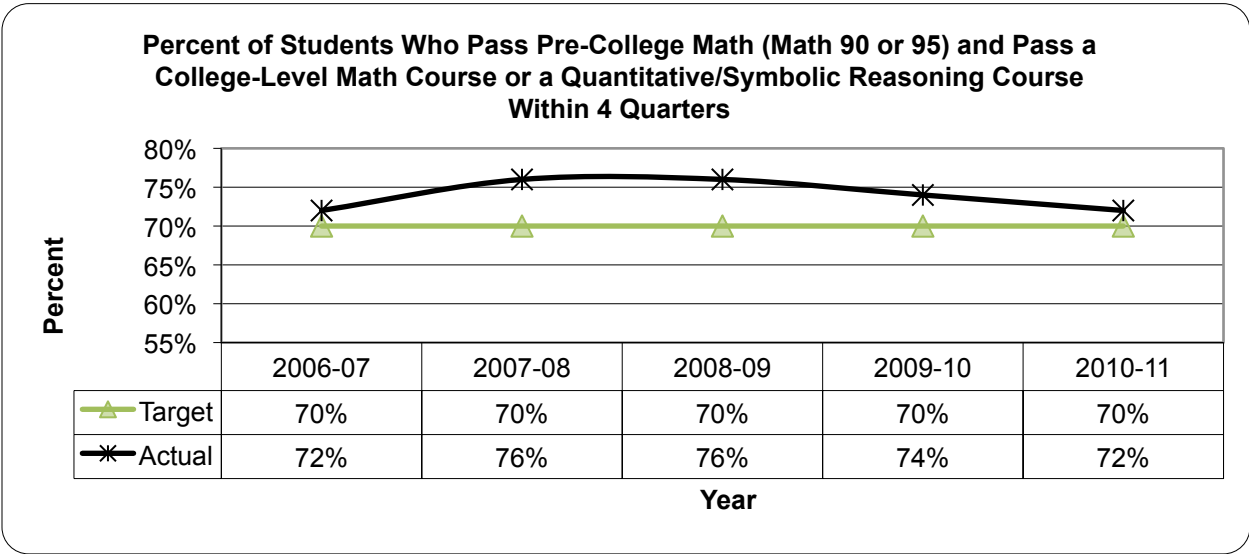
| Students passing pre-college English who pass a college level English class within four quarters | | | | | |
|--|---------|---------|---------|---------|---------|
| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Percent | 79% | 75% | 85% | 81% | 85% |
| Headcount | 85/107 | 98/131 | 113/133 | 154/191 | 163/192 |

Target 3.4b Math Transition: At least 70% of students who pass pre-college math (Math 90 or 95) will pass a college-level math course or a quantitative/ symbolic reasoning course within four quarters.*

* Changes to this target were approved by the Board of Trustees for the 2006-07 year.

This target was met. Student transition to college-level math has continued to be in the 72%-76% range over the past five years. During the 2009-10 academic year, the math faculty implemented a redesign of the pre-college math curriculum. These changes were implemented after examining other student math performance data. These curricula changes may influence future performance on this target.

It should be noted that the number of students in each year’s cohort fluctuates each year. This might be the result of more students coming to Edmonds CC better prepared for high-level math courses or it could be a sign of a lack of students progressing into the Math 90 or 95 course from lower math levels. These are areas of further exploration and discussion for Edmonds CC to consider.



| Students passing pre-college math who pass a college level math class within four quarters | | | | | |
|--|---------|---------|---------|---------|---------|
| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Percent | 72% | 76% | 76% | 74% | 72% |
| Headcount | 387/539 | 500/659 | 507/669 | 552/750 | 217/561 |

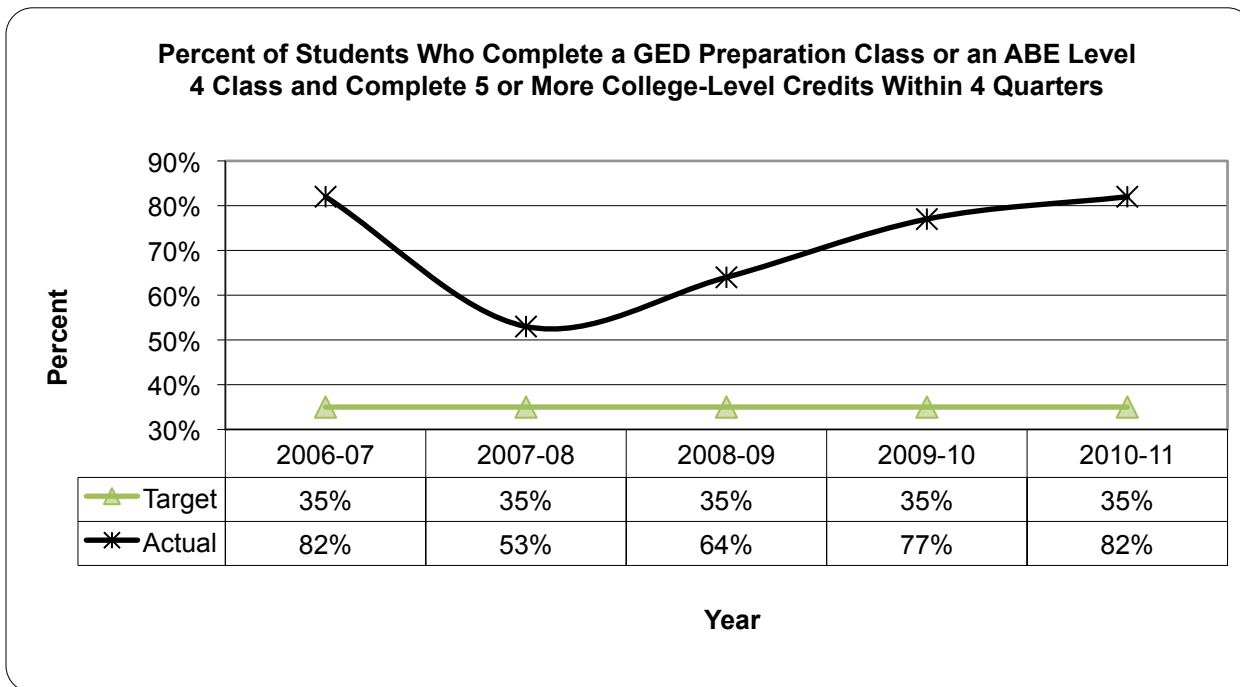
Target 3.4c

GED and ABE Transition: At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete five or more college-level credits within four quarters.*

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

This target was met. Edmonds CC continues to meet this target, and it should be noted that differing student populations enrolling in the particular course sections really drive this target. These varying student enrollments are influenced by the local economy and by programs designed to assist the affected populations, such as WorkFirst.

In addition, the increases noted over the past four years are an indirect result of (a) changes in the GED orientation program, namely to include college transition information, and (b) the advent of the ABE 095 orientation to college classes. The increases may also be the result of the IBEST student support specialist's work on helping students plan for transition.



| Students passing a GED/ABE class who complete five college level credits within four quarters | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Percent | 82% | 53% | 64% | 77% | 82% |
| Headcount | 71/87 | 48/90 | 69/108 | 138/179 | 181/221 |

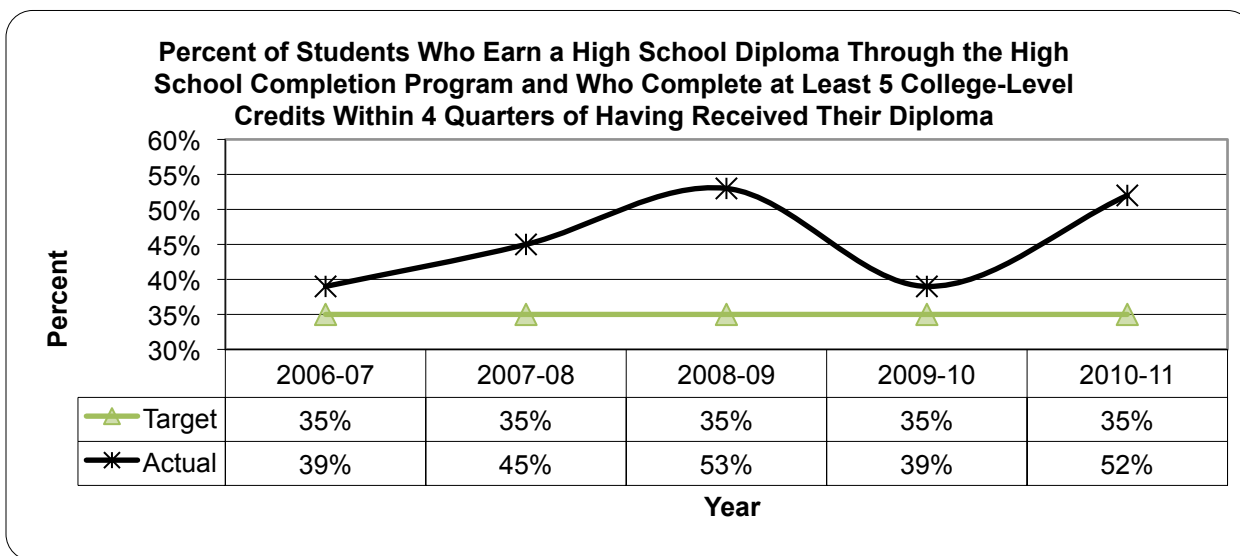
Target 3.4d

High School Completion Transition: At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least five college-level credits within four quarters of having received their diploma.*

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

This target was met. Edmonds CC met this target for the fifth consecutive year. It was previously believed that the college would continue to experience lower high school completion numbers and may not meet this target because in 2008-09 the college’s EdCAP contract changed and allows students who attend the college to graduate from the Edmonds School District (ESD) rather than the college. However, this was not the case for 2010-11.

The college should continue to examine whether more youthful students are now out of the high school completion cohort; if the cohort is now more fully comprised of adult high school and international high school students; and the impact on this target now is that the college’s IBEST student support specialist includes high school completion students in IBEST programming.



| Students getting a HS diploma who complete five college level credits within four quarters | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Percent | 39% | 45% | 53% | 39% | 52% |
| Headcount | 103/265 | 121/266 | 132/248 | 71/84 | 113/216 |

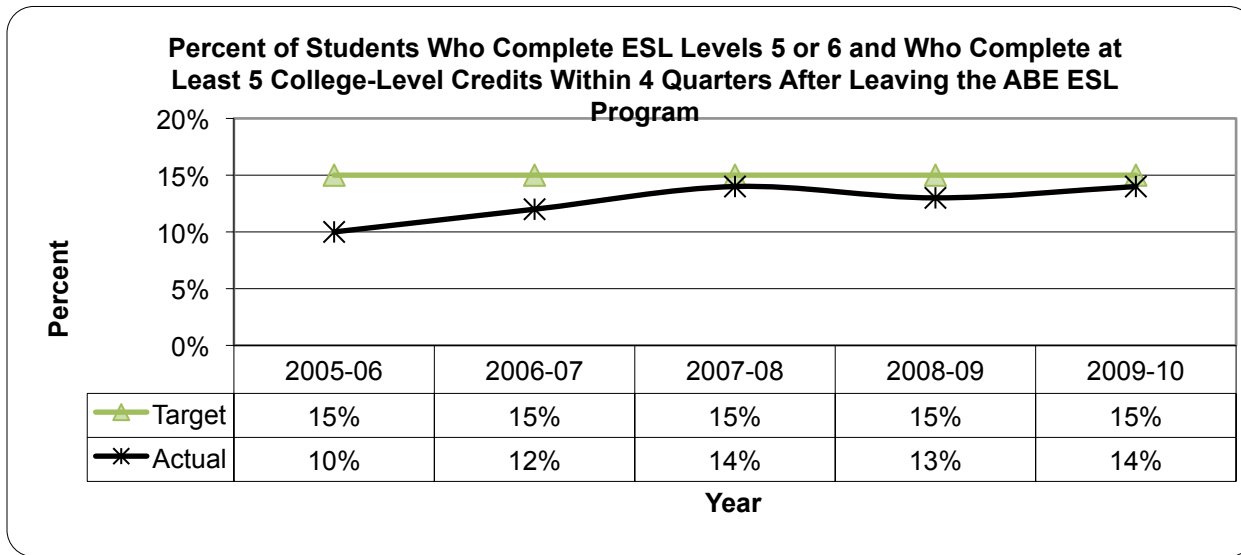
Target 3.4e

ESL Transition: At least 15% of students who complete ESL Level 5 or 6 will complete at least five college-level credits within four quarters after leaving the ESL Program.*

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

This target was not met. This target has not been met for the past five years. Part of the challenge in monitoring this target is that many, if not most, of the students enrolled in the ESL level 5 and 6 do not intend on furthering their education after obtaining English-language skills. Some students are already college-educated. Others have enormous obstacles that make college entry unrealistic. However, the college continues

its attempts to meet this target through its efforts in transition advising and in assisting students to see pathways to college degrees and certificates in programs such as IBEST.



| Students completing ESL level 5 or 6 who complete five college level credits within four quarters | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Percent | 12% | 14% | 13% | 14% | 14% |
| Headcount | 60/509 | 79/561 | 94/735 | 107/770 | 91/669 |

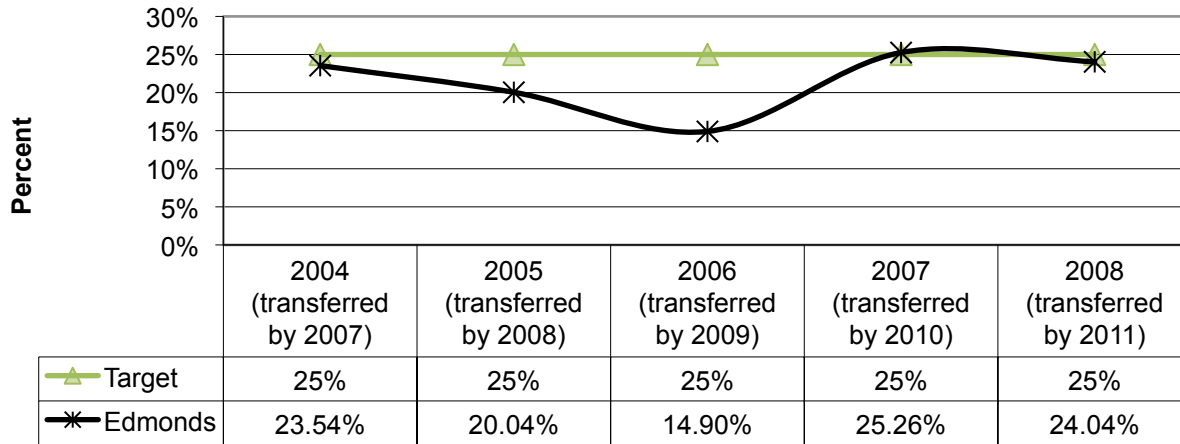
Performance Indicator 3.5: Transfer to Four-year Colleges and Universities

Target 3.5. 25% of transfer-intent students will enroll in a four-year school within three years of starting at Edmonds CC.

This target was not met. Although the college’s target was not met, the SBCTC tracks students who transfer to a four-year institution within three (3) years of starting at Edmonds CC. Except for 2006, the college’s transfer rates have consistently been 2-5% points higher than the system average.

It should be noted that this indicator does not imply student completion and tracks students who may or may not have completed a degree or certificate at Edmonds CC.

Percent of Transfer-Intent Students Who Enroll in a 4-Year School Within Three Years of Starting at Edmonds



Transfer rate of full-time, first-time degree seeking students

| Cohort Year | 2004 (transferred by 2007) | 2005 (transferred by 2008) | 2006 (transferred by 2009) | 2007 (transferred by 2010) | 2007 (transferred by 2010) |
|----------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Edmonds | 23.54% | 20.04% | 14.90% | 25.26% | 24.04% |
| All WA CTCs | 20.08% | 18.06% | 20.02% | 21.45% | 19.49% |

Student cohorts are established each year based on the following criteria. Students are:

- New to the college and starts either summer or fall of the cohort year
- Enrolled for 12 or more credits for fall quarter
- Degree seeking and plan to attend the college one year or longer
- Enrolled in at least one state-funded class
- Not exclusively enrolled in basic skills classes

Additional comments

The college's winter 2011 Community College Survey of Student Engagement (CCSSE) results revealed that 59% of the student respondents rarely or never use the college's transfer credit assistance programs and that only 25% of the student respondents feel that the transfer credit assistance programs are important. In addition, while 32% of the student respondents rarely or never use the academic advising and planning services available to them, 67 % believe that these services are important. This information suggests that the college can do more to publicize these services and ensure that students who intend to transfer are utilizing the services that the college offers.

In addition, future transfer rates could be impacted by the current economic climate, high unemployment rates, and policy changes made by institutions to which Edmonds CC's students intend to transfer.

Highlighted 2011-12 Accomplishments

Core Theme 3: Support Student Success

- The college received a number of grant-funded strategic projects, including: Finger Lakes NSF grant partner - CC Undergraduate Research Initiative; Campus Compact - Connect to Complete Program (C2C); Relationships in Science Education (RISE);
- The college revised all of its 1,200+ Program-level Learning Outcomes (PLOs) and 12,000+ Course-level Learning Objectives (CLOs) in order to publish them in the online academic catalog; make them transparent for students and faculty members. All of the college's courses and programs are now updated with assessable outcomes.
- The college successfully rolled out an automated process for creating EdMail accounts for all students. In addition, the college provided student technology assistance through the Student Technology Advice and Resource Team (START).
- The college achieved an increase in information literacy (IL) instruction provided. In 2010-11, 164 IL instruction sessions were provided, reaching 4,194 students. In 2011-2012, 184 IL instruction sessions were provided, reaching 4,346 students. In addition, a pilot program was implemented where a faculty librarian is ""embedded"" in an English 102 online class.
- Based upon the 2012 self study and observations during the site visit, the American Council for Construction Education (ACCE) Board approved re-accreditation for the Construction Management program for six years with two interim reports. We are one of eleven ACCE accredited Associates Degree programs in North America.
- The Music Department digitized and archived eight years of electronic music student projects from the years 1985-1992.
- EdCAP implemented a Student of the Month program that highlighted a new successful student each month. EdCAP also developed a "Dean's List" for those students who earned 3.5 or higher in all of their classes. These students receive a congratulatory letter from the dean at the end of each quarter.
- The college's Honors Program assisted three students through the application process for the USA Today/Coca Cola Scholars and the Jack Kent Cooke Scholarship. These candidates were ultimately successful and all have transferred on to the University of Washington.
- The Paralegal program increased program contact and involvement with local attorneys/prospective employers by sponsoring a reception (in spring 2011) for local area attorneys to highlight program and internships; increasing participation by local attorney employers in Career Action Center events (employer and internship fairs, mock interviews); creating liaison/outreach with outside hiring agencies to increase job opportunities for paralegal graduates; and placing 68 students in credit-based internships.
- Several students have assisted law enforcement in recovering data from damaged hard drives related to criminal prosecution cases. Two students have assisted in a case for the Department of Defense.
- The Physics Department continued to offer students the opportunity to get involved in Undergraduate Research (UGR), on advanced topics in various fields of physics, engineering, computer science, materials science, physics education research, and scientific policy, history and ethics. As a result of program, physics UGR students have been awarded four NASA Undergraduate Research Awards; two Washington Space Grant (WSGC) Research Scholarships; four National Science Foundation Student Research Internships; twenty Edmonds CC Undergraduate Research Awards; fifteen invitations to present their research work at the annual University of Washington Undergraduate Research Symposium; one invitation to present at the Western Washington Mathematics Students' Conference; two professionally published, original scientific findings in the prestigious IEEE Journal of Quantum Electronics; and two presentations at the prestigious Council on Undergraduate Research (CUR) Posters on the Hill event in Washington DC.

- The 2012 Etiquette Lunch taught students from the business division the importance of business etiquette as part of success in business.
- The Learning Support Center served 4,091 students for a total of 25,575 hours of assistance during the 2011-12 academic year.
- The ABE ESL department completely redesigned its intake/advising process to provide a more positive, consistent experience for new students and students returning after a multi-quarter absence.
- The President and Board of Trustees were engaged in the Governance Institute for Student Success (GISS) by attending statewide and national conferences to gain better insight in support of our students' success.
- The President's Office and Board of Trustees participated in the celebration of the success of our students' accomplishments and goals by participating in the annual commencement ceremony. They also participated in the graduation ceremonies at the Monroe Correctional Complex to celebrate the accomplishments and success of those students.
- Enrollment Services, with the help of IT, developed an online Support Request system so students who have an SID number can email Enrollment Services 24/7 for assistance. The emails are answered daily and the phone calls to Enrollment Services have dropped off considerably since offering this method for students.
- The college's residence halls and homestay program remained 100% full Fall-Spring and 70% full in Summer. In addition, the college had 10% more students stay in residence halls and the homestay program throughout the year compared to the year before.
- The Diversity Student Center had 18,553 student visits during the 2011-12 academic year. Approximately 95% were Edmonds CC students in need of assistance with access to resources on campus, diversity event info, loans of textbooks, calculators, laptop loaners, free printing services, club support, advising, safe zone training, scholarship assistance, homelessness advising, and/or peer mentoring.
- The Brown Bag Lecture Series hosted 13 speakers on diverse subject matter and drew a crowd of nearly 1,800 students, faculty, staff and community members. Speakers included Pulitzer Prize winning author Timothy Egan, TIME Magazine's Environmental Hero of 2008 Van Jones, and Washington Secretary of State, Sam Reed.
- In 2011-2012, the Office of Student Life planned and facilitated over 96 events for students, with a participant total of over 10,000 for the year.
- 150+ Edmonds CC and Edmonds School District high school students attended a student leadership conference ("Leadership is You"). Attendees participated in sessions that covered the topics of: time management, culturalism of disabilities, peer mentoring, sustainability, social stereotyping and motivation.
- The college held its 33rd annual "International Night" student cultural showcase at the Edmonds Center for the Arts. The event highlighted 13 cultural performances and drew a crowd of nearly 500 students, faculty/staff, and community members.
- The college held its 45th annual Edmonds CC Commencement at Comcast Arena with 427 graduates and 84 faculty and staff participating and 2,320 guests attending. A total of 2,166 students received degrees, certificates, and diplomas this year.
- Last academic year (2011-2012), the college had over 600 students, staff, and community members volunteer and/or participate in over 108 sponsored service projects, providing 11,499 hours of service, valued at \$250,563, while working with over 100 different community partners. In addition, 48 faculty members offered service-learning in more than 40 courses.
- The Energy Management SEED Grant successfully trained 77 students in four energy management short programs and provided students with job search support and activities, including offering regular workshops as well as drop-in assistance relating to job search. In addition, the Energy Management SESP Grant successfully trained 15 students in 3 energy management short programs.
- The WA Aerospace Training & Research Center (WATR) programs have graduated more than 1,000 students in five different Certificates. Of the graduates who have applied for jobs, 77% are presently employed.

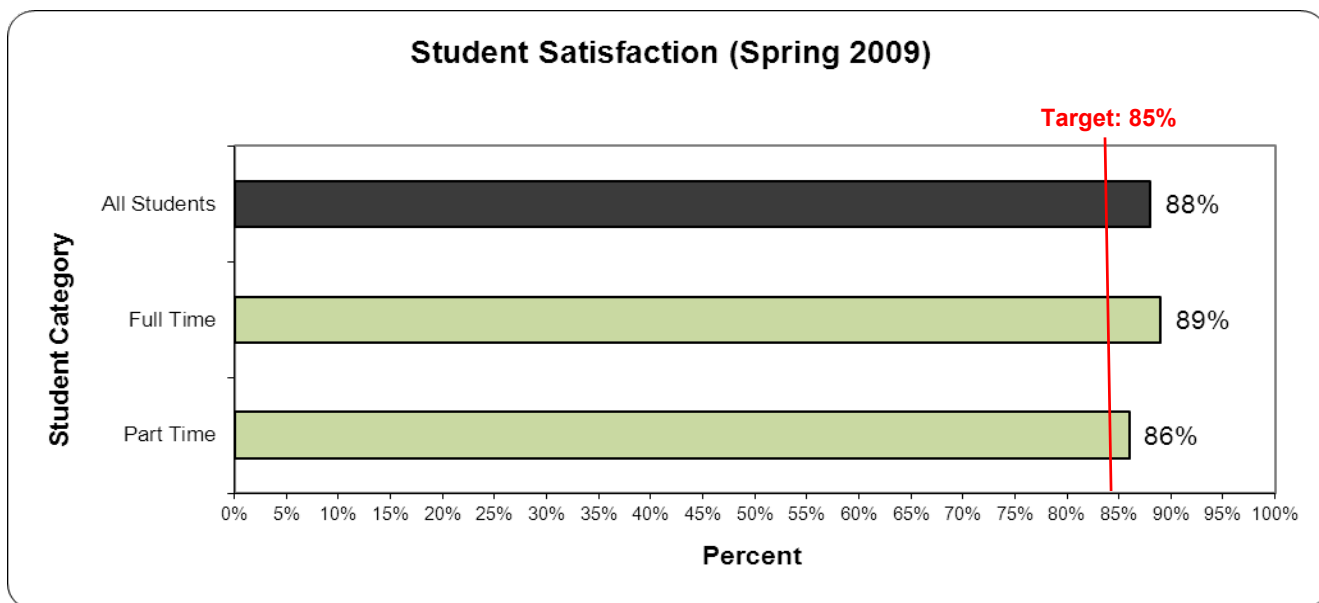
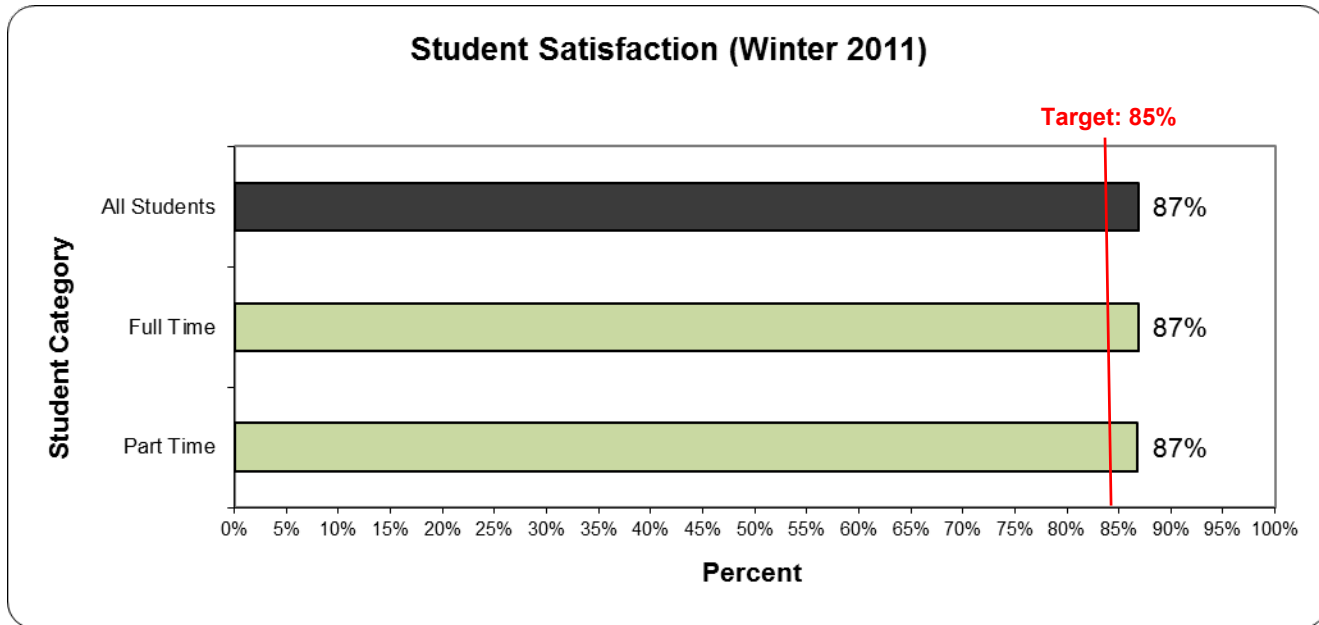
- The Career Action Center helped place 501 students with non-medical internships and 149 students in medical-related internships.
- The Career Action Center hosted 30 companies at the Internship Fair, where more than 100 different internship opportunities were presented to the 250 students who attended.
- 204 Worker Retraining students completed a degree or certificate.

CORE THEME 4: PROVIDE A POSITIVE PLACE TO WORK AND LEARN

Performance Indicator 4.1: Student and Employee Satisfaction

Target 4.1a. Student Satisfaction: At least 85% of students will evaluate their experience at the college to be good or excellent.

This target was last reported in 2010-11. The college tracks this information biennially via the CCSSE. The winter 2011 CCSSE results showed that 87% of students evaluated their entire educational experience at Edmonds CC to be good or excellent. This result is consistent with the spring 2009 percentage.



Additional comments:

It should be noted that at 86.9%, Edmonds CC had a higher percentage of satisfied students compared to the following groups:

- All large institutions (i.e., enrollments between 8,000-14,999 students) who used the CCSSE between 2009-11: 84.7%
- All institutions (regardless of size or location) who used the CCSSE between 2009-11: 85.1%

In addition, Edmond CC’s student satisfaction rate of 86.9% was slightly lower than, when compared to, the rate of:

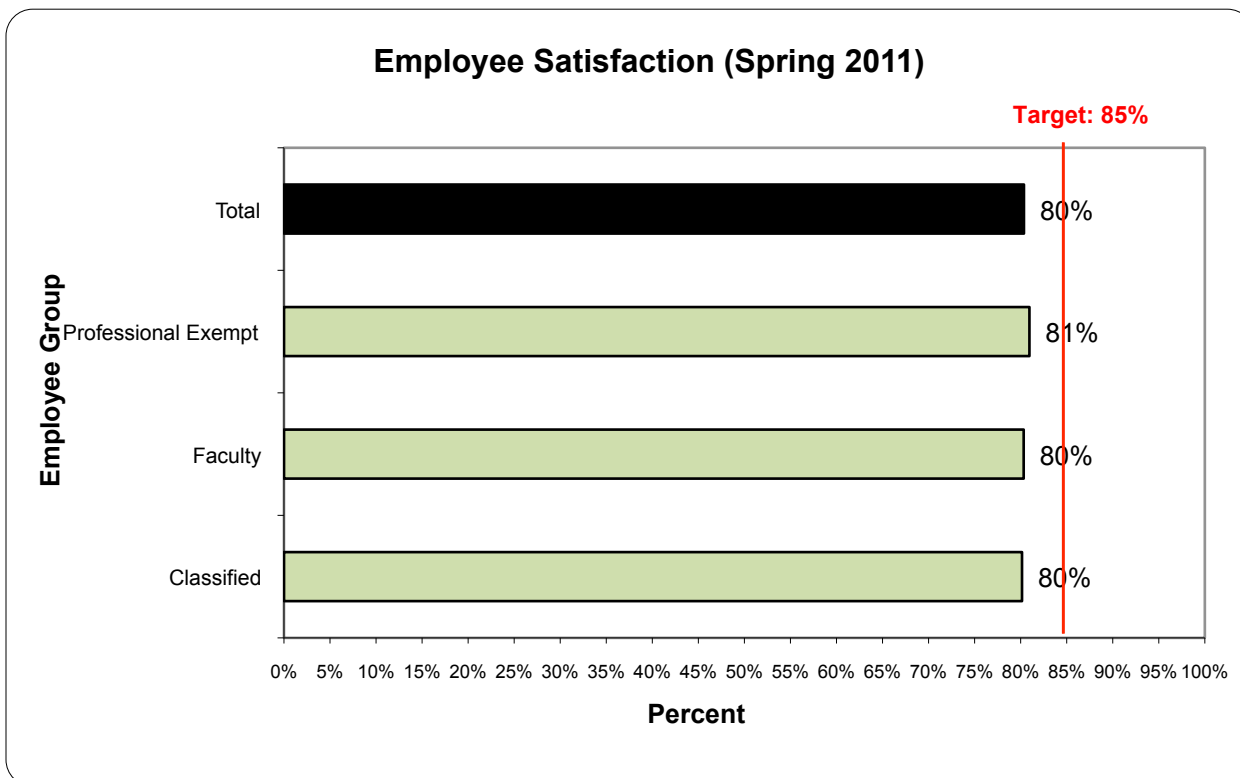
- All Northwest Commission on Colleges and Universities (NWCCU) accredited institutions who used the CCSSE between 2009-11: 87.1%
- Washington State CTCs who administered the CCSSE between 2010-11: 87.4%

The college’s \$1,913,250, 5-year, Title III grant from the U.S. Dept. of Education, which began on October 1, 2008, includes an objective to improve student success and college efficiency through collection, analysis, and use of data and integrated evaluation processes. The budget includes funding for a variety of evaluation tools, including survey instruments, and these funds are being used to support the administration of the CCSSE.

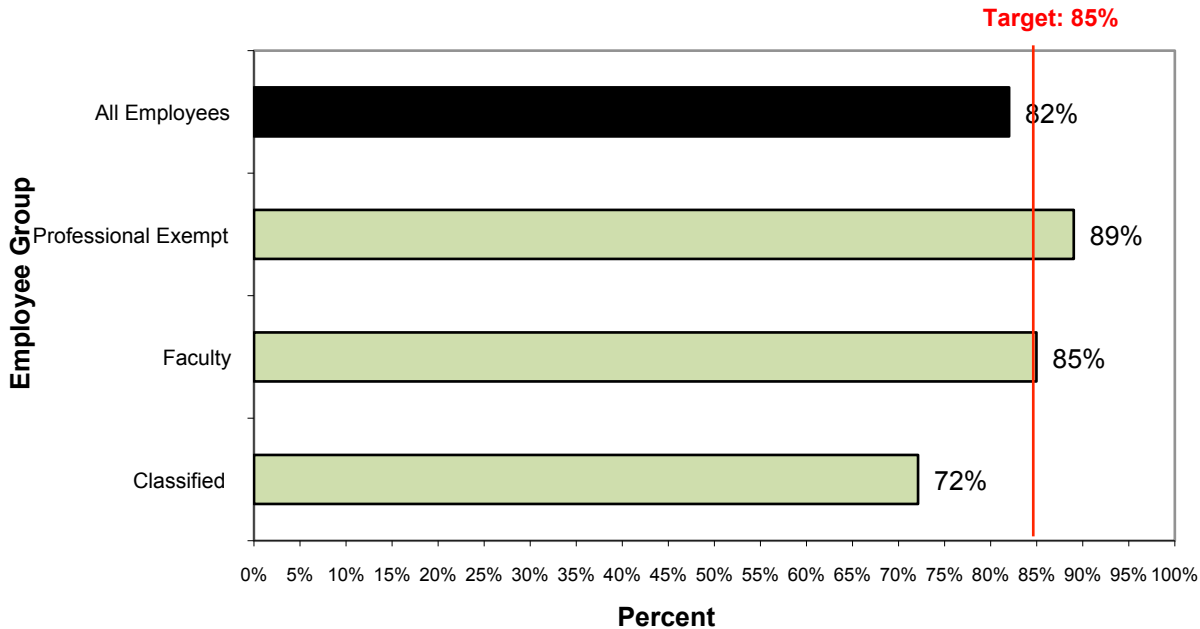
Target 4.1b. Employee Satisfaction: At least 85% of employees will rate the college as a good or excellent place to work.

This target was last reported in 2010-11. Between 2007 and 2011, the employee satisfaction rate dropped 2% points. While the satisfaction of faculty and professional exempt employees has decreased over the past four years, the satisfaction of classified employees has increased 8% points.

The college tracks this information every two years via in-house developed climate surveys. This target is monitored via a survey question that asks, “Overall, how do you rate Edmonds CC as a place to work?”



Employee Satisfaction (Spring 2007)



Additional comments

This indicator is sensitive to climate issues in that the percentage is likely to fluctuate depending on the college climate, the state's economic environment, and any recent events that have positively or negatively impacted the college and its employees. Therefore, these factors must be taken into consideration when interpreting the data.

Performance Indicator 4.2: College Employee Ethnic/Racial Diversity

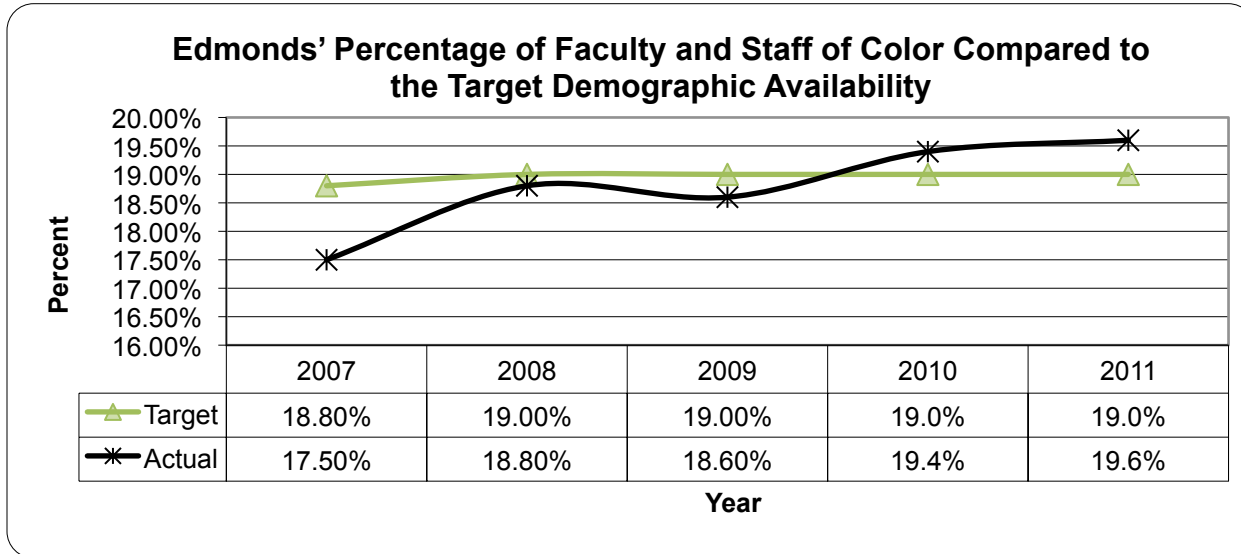
Target 4.2. The percentage of employees of color will match demographic availability.

The Diversity Student Center held twenty-one diversity events during 2011-12. Approximately 18,553 students, faculty, staff, and community members attended these events. All but one of these multicultural events was held at Edmonds CC.

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

This target was met. Between 2007 and 2011, Edmonds CC has made commendable progress toward having the college’s ethnic/racial diversity of its employees match the demographic availability.

The college has successfully retained and/or recruited employees of color and has been slightly above the target for the past two years.



| | 2007 | 2008 | 2009 | 2010 | 2011 |
|-----------------------------|-------|-------|-------|-------|-------|
| Employees of color | 17.5% | 18.8% | 18.6% | 19.4% | 19.6% |
| Average availability | 18.8% | 19.0% | 19.0% | 19.0% | 19.0% |

Highlighted 2011-12 Accomplishments

Core Theme 4: Provide a Positive Place to Work and Learn

- Published and placed new Emergency Procedures Guides for placement in administrative areas and classrooms.
- The college hired a new Locksmith and Sergeant in order to improve responsiveness to campus security needs.
- The college completed several planned capital projects including: the athletic field turf; Seaview roof replacement; Beresford initial occupation requirements; and demolition of the driving range.
- The college’s Emergency Management Action Team (EMAT) and Protective Action Teams (PACT) worked together to identify emergency contacts for each building; to equip all buildings with emergency equipment kits; to provide initial training for each building’s team; to install assembly area signs and maps throughout campus, and to acquire capital funding to install a mass notification system on campus.
- Custodial acquired a floor stripping machine that removes floor finish without the use of hazardous chemical strippers. This machine improves efficiency and safety for the custodial crew, reduces costs for stripping chemicals, and supports the campus sustainability initiative.

- In addition to the routine daily cleaning and floor maintenance services, the Custodial Department completed 905 work orders/requests, provided custodial services for 89 facilities rental events, and completed 134 hours of glass cleaning around campus.
- Rain gardens were installed by facilities and horticulture classes to promote clean storm water
- The college held diversity training regarding "Respecting and Valuing Differences" for custodial staff members as a form of professional development. 22 staff members completed the training.
- The college created, expanded, and maintained the HR Website (<http://www.edcc.edu/hr/>): additional information was added to continue to grow the site, and information and links have been shared to better assist users and to save time for HR Division employees.
- The college implemented a supervisor training that consisted of 5-sessions.
- Library Services reallocated salary savings from a vacant position to create and hire two additional PT Hourly Circulation Assistants and a 0.666 Faculty Librarian position. Having this additional 0.666 faculty position enabled the library to reach out and start working with faculty in departments it had not worked with previously and to provide resource guides and instruction supporting a wider range of classes and students.
- The Learning Resources Department redesigned the library website to expand the content and enhance the usability. In addition, the Department purchased and installed new reference desk furniture to provide a more welcoming space for students that is also conducive for extended research consultations with reference librarians.
- Monthly birthday breakfasts were held to pull together staff and faculty from all areas of the college for a conversation and celebration with the President. These events recognize the accomplishments and good work that is produced by employees and brings them all together for celebrating and hearing updates from the President as well as getting to know each other.
- Earth Month grows every year as more and more campus partners participate. In 2011-12, 23 events were held, with approximately 2,648 total people in attendance and with 23 departments assisting with the development and offering of events.
- The BTC/WATR provides a unique learning environment that is setting the model for reaching varying learning styles. The WATR Center online and hybrid curriculum allows students to learn online while still being engaged and having access to instructors. The online courses are interactive which adopts the latest tools in learning where students are able to manipulate tools and equipment settings prior to coming into a lab for face-to-face training. The interactive learning environment better prepares students to come into the lab with more advance knowledge ready to apply what they have learned on-line. Industry partners report back that WATR graduates are more advanced than their other hires and advance quicker through company training.

CORE THEME 5: SUPPORT COMMUNITY AND CIVIC ENGAGEMENT

During the 2009-10 academic year, a committee was formed to recommend indicators for this core theme. The recommended indicators included the following:

- The committee recommended that the college use the six strategic directions for this core theme as headings under which community and civic engagement activities and events are listed. After listing events, the impact (measured by whatever means deemed suitable for each event) will be included. This indicator would include both qualitative and quantitative aspects and would not necessarily require a stated target.
- The college is developing a rubric for measuring the "art, culture, civic engagement program/initiative," and this rubric could be an additional way to measure part of this core theme.
- Compare the growth rate in enrollments over time to the growth rate in the service area population over the same time period. A comparison of the two percentages would provide a surrogate measure of whether people in the community are utilizing the college at a consistent rate.
- Community and civic partners can be surveyed to obtain feedback on how well the college is working to engage them.

The college has not formally adopted these recommendations, and baseline information for these indicators has not been collected so that targets for each can be set.

Highlighted 2011-12 Accomplishments

Core Theme 5: Support Community and Civic Engagement

- The Edmonds Conference Center co-organized and hosted a meeting/luncheon for Meeting Planners International that was attended by over 100 meeting professionals from the Puget Sound area, which provided excellent exposure for the venue and the community of Edmonds.
- The college created and held its first Female Entrepreneur Networking event as part of Women's History month. The panel for the event consisted of representatives from Small Business Administration, SCORE, NW Business Center Community Capital Development and Sno-Isle Lynnwood Library. 66 individuals attended.
- The college took the lead in planning and organizing the 2012 M. L. King celebration event. Students and staff from the Edmonds School District, Central Washington University, the City of Lynnwood, and Edmonds Community College participated in the event that drew over 650 individuals, a 40% increase over year 2011.
- The college's ODET worked on expanding entrepreneurial opportunities to support training costs. Three opportunities were the Six Weeks to a Healthier You, Food Celebration, and Food Revolution events in which nearly 2,000 members of the community participated.
- ACCE drew record audiences and increased attendance at all of its events by 15%. Many of the attendees were from off campus and from the immediate community
- After several years as treasurer of the Lynnwood Men's Golf Club, one of the college's faculty members "graduated" to the Silvers Club this year and was able to inform his fellow competitors of many aspects of campus life.

- The Edmonds CC Sustainability/ Earth Month Celebration brought several speakers to campus to address a variety of Environmental/Social Justice issues and showed a powerful film about the life of Wangari Maathai, Nobel Prize winner for her Green Belt Movement organizing the women of Kenya to plant trees. The Edmonds CC Sustainability/ Earth Month Celebration also featured faculty who are incorporating sustainability into their curriculum, such as the windmill, solar panels, and LEED certified buildings.
- The construction management department co-hosted Contractor's Training Day with the Washington State Department of Labor and Industries. Over 100 local contractors attended. The Construction Management Student Association set up a table and handed out promotional materials; and students were able to network with employers.
- Five students from ABE/GED/I-BEST participated in a panel discussion with Senator Patty Murray.
- In order to increase advocacy of quality family support programs throughout the state the Family Support Studies program partnered with the Children's Trust Foundation to offer the first, state-wide conference in family support in many years. Over 180 participants from around the state came to the college to hear keynote speakers and attend workshops on best practice. The college's Family Support Studies video was shown. Twelve students from Workforce development attended and met potential employers.
- During the 2011-12 academic year more than 150 High School Completion students participated in service learning activities on campus or in the community.
- Several seminars have been delivered to law enforcement regarding Advanced Data Recovery and the data recovery/clean room capabilities at the college. This has resulted in the clean room (SNH 123) being rented to instruct law enforcement, as well as a class on Advanced Data Recovery for the Western Regional Counterdrug Training Center.
- Using grant funding from the Department of Labor, the Allied Health Department launched the NW Washington Welcome Back Center (NWW), one of ten centers nationwide that seek to connect the pool of internationally-trained health care professionals living in the United States with employers and communities in need of skilled, experienced and linguistically and culturally diverse health care providers.
- The Culinary Arts Department hosted the Edmonds School District Annual Iron Chef Competition; hosted a couple of high school culinary programs to lunch; led tours of the campus; and participated in the high school outreach night.
- The President and office staff were involved in the planning and organization of the tri-county Latino Leadership Planning Committee meetings.
- The President's Advisory Committee began in Fall 2011. Quarterly meetings took place throughout the year involving representatives from area community organizations. Select program presentations were provided for the committee who in turn advised the President of ways that students can become involved through internships and other career opportunities with their businesses and companies.
- Board member Van Hollebeke provided a presentation about Edmonds CC to a local Kiwanis club.
- In 2011, Edmonds Community College received a Boeing Performance Excellence Award for superior performance by the Business Training Center as a Boeing supplier. BTC performed at Boeing's Silver level for the entire year.
- The Center for Learning Connections received a three-year \$213,238 grant from College Spark Washington to improve learning, achievement, and college entrance rates for students at Scriber Lake High School.
- The Black Box Theater developed ongoing relationships with organizations that now use the Black Box Theatre as their regular meeting place drawing new demographics to the college on a weekly basis. Community Organizations account for 29% of the Black Box Theatre's overall attendance in 2011-12.

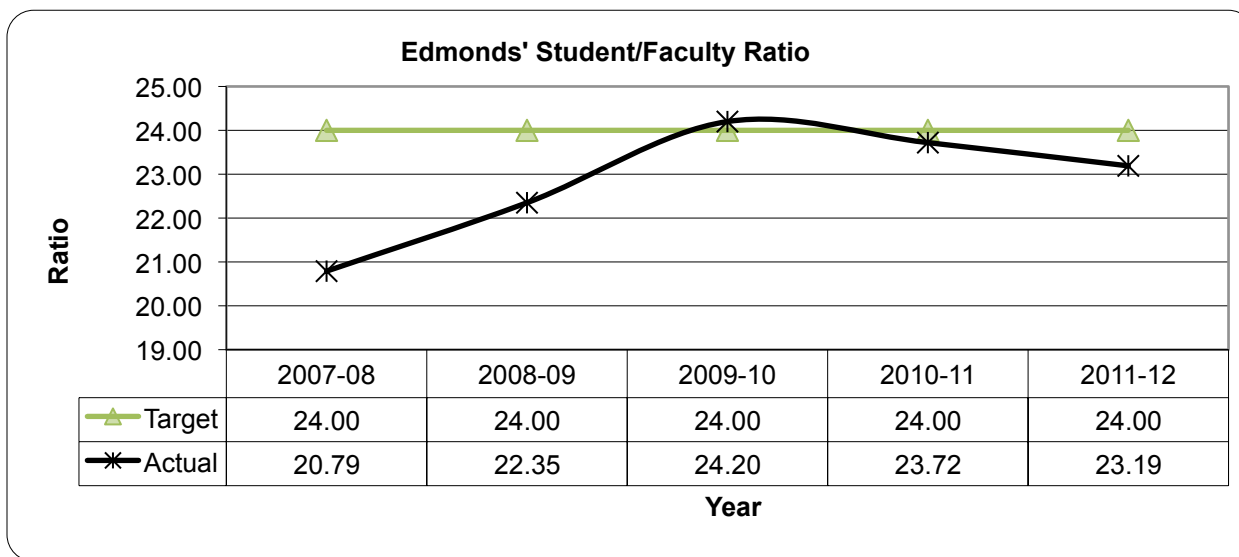
CORE THEME 6: BE FISCALLY ACCOUNTABLE

Performance Indicator 6.1: Student/Faculty Ratio

Target 6.1. The student/faculty ratio will increase each year until the ratio of 24:1 is achieved.

This target was not met. The college has only met this target once in the past five years. During this time, however, the college's student/faculty ratio has consistently been above that of the system average.

Achieving and maintaining the target ratio of 24:1 full-time equivalent students/full-time equivalent faculty is ambitious, but an increase of one (1) in this ratio equates to approximately an extra \$100,000 in tuition dollars.



| Annualized student/faculty ratios | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Edmonds | 20.79 | 22.35 | 24.20 | 23.72 | 23.19 |
| Bellevue | 22.02 | 23.09 | 23.98 | 24.39 | 24.10 |
| Cascadia | 20.08 | 20.80 | 24.54 | 24.38 | 23.15 |
| Clark | 19.91 | 20.90 | 21.52 | 21.03 | 21.33 |
| Everett | 19.71 | 20.88 | 22.53 | 22.50 | 21.82 |
| Highline | 26.06 | 27.68 | 28.92 | 26.17 | 25.54 |
| Shoreline | 20.19 | 20.25 | 21.01 | 20.72 | 20.23 |
| All WA CTCs | 20.42 | 21.72 | 23.40 | 22.94 | 22.16 |

Additional comments

This indicator is almost exclusively influenced by class capacities, which a) vary by academic discipline and b) which can be constrained by classroom space/seating limitations and enrollment patterns.

Note: The SBCTC uses a different full-time equivalent faculty calculation than Edmonds CC does when determining and publishing statewide and individual college's student/faculty ratios. Therefore, internally calculated and used student/faculty ratios at Edmonds CC will be slightly different than those published by the SBCTC.

Performance Indicator 6.2: Efficiency of College Operations per FTES

Target 6.2. State-funded cost per FTE student will be no more than 5% different from the Washington state CTC system average.

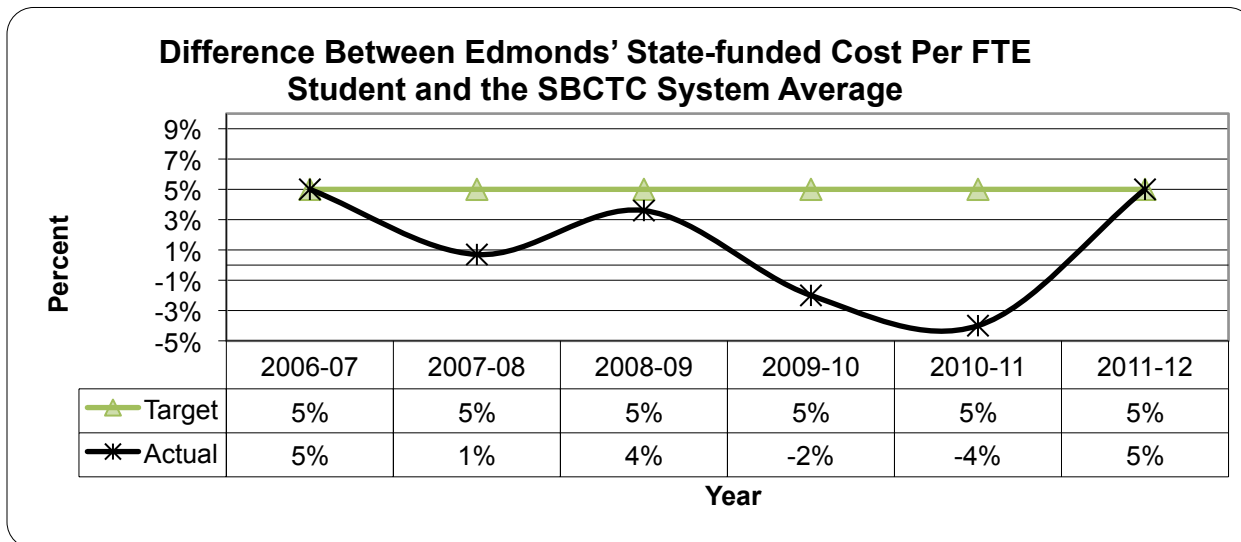
This target was met. Every year the college receives a set allocation for a target number of state funded enrollments. Typically, Edmonds CC has served more FTES than the number for which the college was funded.

This indicator is tied directly to the amount of student enrollment FTES at the college.

In years where the college has experienced high excess enrollment FTES, the cost per FTE decreases. This is because the college has the infrastructure in place to handle increased enrollments. The college experienced a decrease in excess enrollment FTES for 2010-11, so the overall cost increased this year compared to the previous two years.

In addition, the variance difference between our college and the WA CTC average depends greatly upon the amount of excess enrollment being recognized at other colleges in the state. If Edmonds experiences a greater amount of excess enrollment FTES than most other colleges, then Edmonds' variance from the SBCTC will decrease.

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
|---|----------|----------|---------|---------|---------|
| Edmonds CC's state-funded cost per FTES | \$ 6,847 | \$ 6,629 | \$5,720 | \$5,620 | \$6,081 |
| WA CTC state-funded average cost per FTES | \$ 6,798 | \$6,399 | \$5,863 | \$5,847 | \$5,777 |
| Difference | \$ 49 | \$230 | (\$143) | (\$227) | \$304 |
| Percent difference | 1% | 4% | -2% | -4% | 5% |



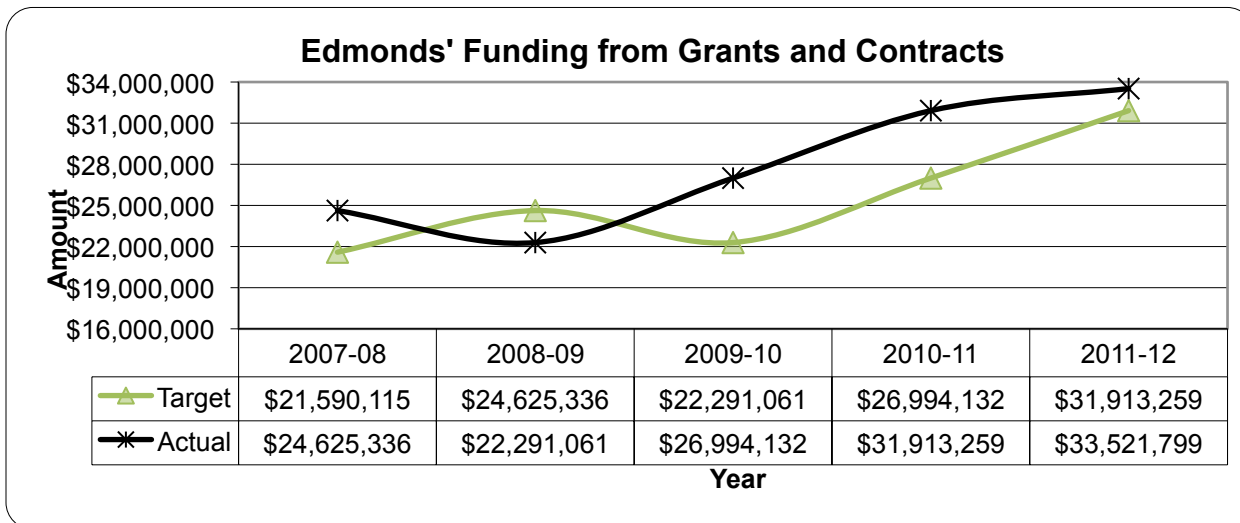
Performance Indicator 6.3: Revenue

Target 6.3. Increase funding from grants and contracts annually.

This target was met. Edmonds Community College continues to lead the Washington State Community College system in public and private funding. In FY 11/12, the college received \$33,521,799 in grants and contracts, representing nearly 44% of total college funding. This was a 5% increase in grants and contract funding from the previous year, and a 24% increase compared to two years ago.

Supporting student success continues to be a strategic focus of the college in the development of public and private grant-funded projects. During the 2010-11 academic year, Edmonds CC proudly received an Achieving the Dream grant, allowing the college to identify, design, and implement successful interventions to support student success. Federal grants like TRiO Student Support Services and CATCH (Creating Access to Careers in Healthcare) provide intensive support services for low-income, first generation students and students with disabilities.

Edmonds CC is a national leader in its grant work in science and technology. The college continues to rank in the top three percent of community colleges nationwide for the number of grants it has received from the National Science Foundation (NSF). During 2011-12, the college received four NSF grants totaling over \$2 million. In addition, the National Education Workshop (NEW) grant provided \$343,000 to offer professional development in Material Science education to two- and four-year instructors, K-12 teachers, and industry throughout the U.S. Next, the college was one of two community colleges in the nation to receive a NSF-funded STEP grant called RISE (Relationships in Science Education) that provides \$1 million to increase the number of students entering and completing STEM programs. Lastly, the college was awarded funding to support undergraduate research and assessment activities.



| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|----------------|----------------|----------------|----------------|----------------|
| State and DOC Operating Fund 001 | \$26,691,160 | \$28,454,692 | \$27,183,952 | \$25,920,612 | \$23,072,960 |
| Tuition (Operating Fees) Fund 149 | 9,668,097 | 9,429,723 | 10,063,728 | 10,265,236 | 12,167,702 |
| Total General Operating Funds | \$36,359,257 | \$37,884,415 | \$37,247,680 | \$36,185,848 | \$35,240,662 |
| Dedicated Local Fund 148 | 5,352,573 | 6,383,083 | 5,235,920 | 8,147,304 | 8,200,280 |
| Grants and Contracts Funds 001 and 145 | 24,625,336 | 22,291,061 | 26,994,132 | 31,913,259 | 33,521,799 |
| Total Funds | \$66,337,166 | \$66,558,559 | \$69,477,732 | \$76,246,411 | \$76,962,741 |
| Grants and Contracts as a Percent of Total Funds | 37.1% | 33.5% | 38.90% | 41.90% | 43.60% |

Highlighted 2011-12 Accomplishments

Core Theme 6: Be Fiscally Accountable

Efficiency and Budget Saving Efforts:

- Purchased OU Campus content management system for managing public website and began cleanup and archival of old subsites, web pages, and files on public web server in preparation for migration and redesign of public website
- Finished the ESCO phase 2 and 3 (\$140K altogether). Saved 10% energy last fiscal year and plan to save 15% for next year.
- Improved automated lab setup and re-imaging processes to save the cost of approximately \$54,000 in staffing costs (that was reallocated to other I.T. priorities) while also reducing stress on ACS employees.
- Completed fourth year of print management, cutting printed pages by more than half since 2008 from approximately 1.2 million pages to 0.5 million, saving the college money and supporting ecological sustainability goals.
- Replaced the IT Help Desk Ticketing software with a free open-source solution to save licensing costs
- Made operating budget code changes to approximately 60 departments in order to comply with NACUBO guidelines. This involved establishing new budget codes, moving all budget line items, identifying which employees would need new PAFs from Human Resources, notifying all department heads/budget authorities affected and coordinating with all centralized services which submit chargebacks directly to the Business Office. This will help with consistency of community college reporting to the state. Additional changes in FY 12/13 will be required in order to be fully compliant by June 30, 2013.
- Reassigned staff duties and trained new staff when key personnel retired in Payroll & Accounting Offices. Cross-trained existing staff in additional duties in order to provide seamless transition and adequate coverage of services to the campus.
- Upgraded two way radio system with repeaters and digital handsets for all facilities departments. Done to improve communication capabilities in an emergency and eliminate a number of cell phones, reducing costs.
- Instructional departments consolidated their course schedules to eliminate low enrollment sections and fill most of the other ones being offered. These improved efficiencies, moving forward, will allow the college to offer a more varied and/or more filled class schedule in the future.
- Through significant marketing and outreach efforts during the previous year, enrollment in the beginning robotics class increased by 100% for fall 2011 quarter.
- The first "President's Club" event was held for donors and friends of the college to recognize and celebrate them for their philanthropic service.
- Through restructuring opportunities regarding some of the services offered to deaf students, the college was able to save over \$60,000.
- Secured \$26,000 in scholarship dollars for Edmonds CC students through the Lynnwood Rotary.
- The CATCH grant was funded again at \$1.8 million for the 2012-2013 program year. Successful management of the grant goals and budget (\$1.67 million) in 2011-2012 directly contributed to refunding and increased funding.
- The Brier Grill is now 100% compostable, including the plates, cups, napkins, to-go boxes and silverware. The Brier Grill is also composting 100% of food waste in the Brier Grill kitchen.
- The WATR Center received more than \$320,000 in state and federal grant funding that was used to provide fully funded training to more than 100 students. WATR leveraged grant funding with partners at the WorkSource offices in both King and Snohomish County to provide training opportunities to dislocated workers and low income students.

FACTS AND TRENDS ABOUT 2011-12

An average of 11,900 students enrolled each quarter. The unduplicated was 21,126.

In fall 2011, 66% of new students were under the age of 25.

The average age of female students is 30 and the average of male students is 27.

Male students take more credits than female students. Over the past five years the average number of enrolled credits for male students is 10.80; the average for female students is 9.53.

Students taking distance learning classes averaged 4,888 during fall, winter, and spring. Five years ago there was an average of 3,776 students taking distance learning classes for the 2007-08 academic year.

On average, 42% of students are in academic transfer programs; 32% are in professional-technical programs; and 18% are in basic skills programs.

Approximately 33% of students are students of color – Asian (15%), Hispanic (10%); Black/African American (6%); American Indian/Alaskan Native (2%).

1,798 annualized, unduplicated headcount of international students from 80 countries were enrolled for 2011-12.

Of the 2,316 graduation applications submitted, 2,098 were awarded (91%), including the following:

- 716 Academic Transfer degrees
- 323 Professional-Technical degrees
- 689 Certificates
- 30 Associate of General Studies degrees
- 156 High School Diplomas, and
- 184 short-term certificates of completion (COCs) were awarded. (It should be noted that during summer 2012, an additional 1,544 COCs were awarded for the 2011-12 academic year. These COCs are awarded based upon transcript analyses.)

The college employs more than 1,802 people: 136 full-time and 320 part-time faculty members, 182 exempt, 275 classified, and 419 part-time hourly employees. Additionally, the college employs over 470 student workers.

Longitudinal Summary of Edmonds Community College's Key Performance Indicators

In 2012-13 Edmonds Community College will begin operating under a revised mission statement and a different set of core themes and indicators. Therefore, in order to bring closure to the past seven years that the college has published its Institutional Performance Report under its previous mission statement, a summary of all of the indicators for the seven-year period is provided below:

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---------------------------------|--------------------------------|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Core Theme 1 Foster Student Learning - new for 2009-10 but no targets set yet | | | | | | | |
| Core Theme 2: Provide Access for Educational Opportunities | | | | | | | |
| Target 2.1a. The percentage of students of color enrolled at Edmonds will be maintained at or above the current rate. | Met | Met | Met | Met | Not met by 2 percentage points | Not met by 1 percentage point | Met |
| Target 2.1b. Increase enrollment of recent high school graduates to 15%. (Reported data always lags) | Not met by 2 percentage points | Not met by 2 percentage points | Not met by 1 percentage point | Not met by 3 percentage points | Not met by 1 percentage point | Not met by 3 percentage points | Not met by 5 percentage points |
| Target 2.2. The college's state-funded FTES enrollment will exceed the target allocation established by the SBCTC by at least 5%. | Not met by 10 percentage points | Not met by 4 percentage points | Met | Met | Met | Met | Met |

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|---------------------------------|-------------------------------|-------------------------------|--------------------------------|---------|--------------------------------|--|
| Core Theme 3: Support Student Success | | | | | | | |
| Target 3.1a.1. The retention rate of full-time students will exceed the SBCTC system average retention rate by 6%. | Not met by 5 percentage points | Not met by 1 percentage point | Met | Met | Met | Met | System and other college data no longer available from SBCTC |
| Target 3.1a.2. The retention rate of part-time students will exceed the SBCTC system average retention rate by 6%. | Not met by 6 percentage points | Met | Met | Met | Met | Not met by 2 percentage points | System and other college data no longer available from SBCTC |
| Target 3.1b.1. The retention rate of full-time students of color will equal or exceed the retention rate for white non-Hispanic students | Met | Met | Not met by 1 percentage point | Met | Met | Not met by 4 percentage points | Met |
| Target 3.1b.2. The retention rate of part-time students of color will equal or exceed the retention rate for white non-Hispanic students | Not met by 20 percentage points | Not met by 1 percentage point | Met | Not met by 2 percentage points | Met | Met | Not met by 8 percentage points |

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|--------------------------------|---------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Core Theme 3: Support Student Success | | | | | | | |
| Target 3.2. The rate that new professional/technical and transfer-intent students complete their program within three years will increase by 10%. | Met | Not met by 32 percentage points | Not met by 14 percentage points | Not met by 1 percentage point | Not met by 23 percentage points | Not met by 25 percentage points | Met |
| Target 3.3. Students completing or leaving professional-technical programs will be employed within 9 months at a rate that is 3% above the system average. | Not met by 3 percentage points | Not met by 4 percentage points | Not met by 5 percentage points | Not met by 4 percentage points | Not met by 9 percentage points | Not met by 3 percentage points | Not met by 4 percentage points |
| Target 3.4a. At least 83% of students who pass pre-college English (Bridge 93) will pass a college-level English class within 4 quarters. | Met | Not met by 13 percentage points | Not met by 4 percentage points | Not met by 8 percentage points | Met | Not met by 2 percentage points | Met |
| Target 3.4b. At least 70% of students who pass pre-college Math (Math 90 or 95) will pass a college-level Math course or a quantitative/symbolic reasoning course within 4 quarters. (NOTE: Changes to this target were approved by the Board of Trustees for the 2006-07 year.) | Not met by 9 percentage points | Not met by 2 percentage points | Met | Met | Met | Met | Met |

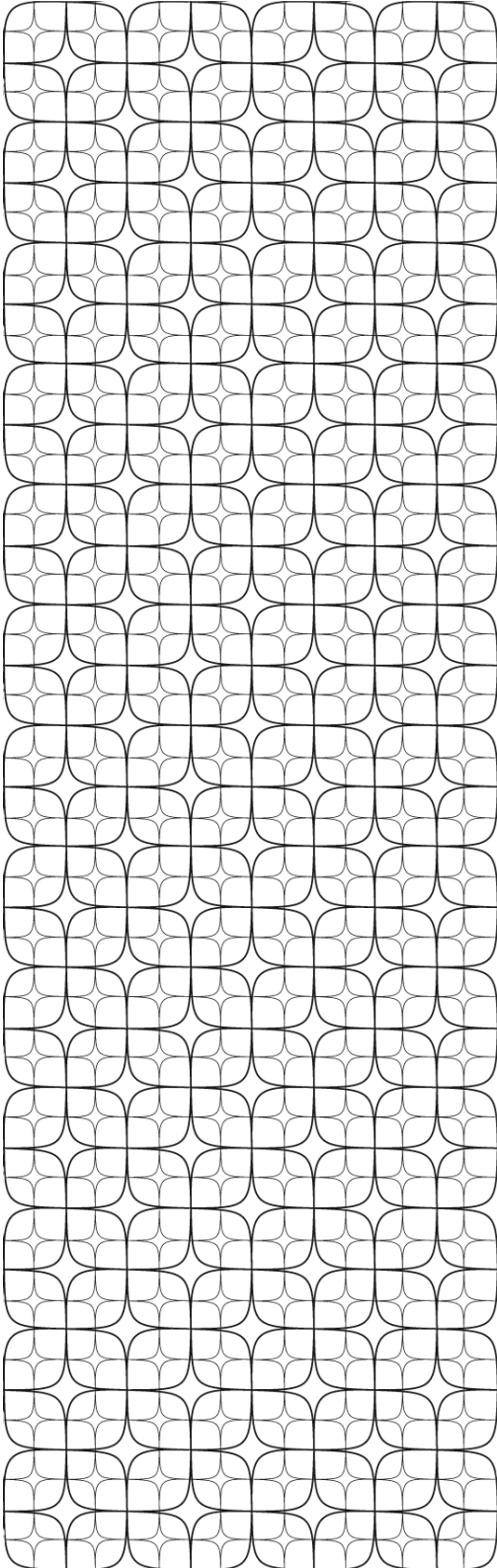
| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|---|------------|------------|------------|------------|------------|------------|
| Core Theme 3: Support Student Success | | | | | | | |
| <p>Target 3.4c. At least 35% of students who complete a GED preparation class or an ABE Level 4 class will complete 5 or more college-level credits within 4 quarters. (NOTE: Data is not based on student goals; it does not take into account those students who did not wish to take college-level courses.)</p> | <p>Not met by 2 percentage points</p> | Met | Met | Met | Met | Met | Met |
| <p>Target 3.4d. At least 35% of students who earn a high school diploma through the High School Completion Program will complete at least 5 college-level credits within 4 quarters of having received their diploma. (NOTE: Data is not based on student goals; it does not take into account those students who did not wish to take college-level courses.)</p> | <p>Not met by 4 percentage points</p> | Met | Met | Met | Met | Met | Met |

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|---------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|-------------------------------|---|
| Core Theme 3: Support Student Success | | | | | | | |
| Target 3.4e. At least 15% of students who complete ESL Levels 5 or 6 will complete at least 5 college-level credits within 4 quarters after leaving the ABE ESL Program. (NOTE: Data is not based on student goals; it does not take into account those students who did not wish to take college-level courses.) | Not met by 4 percentage points | Not met by 5 percentage points | Not met by 3 percentage points | Not met by 1 percentage point | Not met by 2 percentage points | Not met by 1 percentage point | Not met by 1 percentage point |
| Target 3.5. 25% of transfer-intent students will enroll in a 4-year school within three years of starting at Edmonds. | Not met by 10 percentage points | Not met by 1 percentage point | Not met by 1 percentage point | Not met by 5 percentage points | Not met by 10 percentage points | Met | Not met by less than 1 percentage point |

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|----------------------------------|--------------------------------|----------------------------------|----------------------------------|-----------------------------------|--------------------------------|---|
| Core Theme 4: Provide a Positive Place to Work and Learn | | | | | | | |
| Target 4.1a. Student Satisfaction – At least 85% of students will evaluate their experience at the college to be good or excellent. | -- | -- | -- | Met | Will be reported again in 2010-11 | Met | Will be reported again in 2012-13 |
| Target 4.1b. Employee Satisfaction - At least 85% of employees will rate the college as a good or excellent place to work. | -- | -- | -- | Not met by 3 percentage points | Will be reported again in 2010-11 | Not met by 5 percentage points | Will be reported again when the college administers its next climate survey |
| Target 4.2. The percentage of faculty and staff of color will match demographic availability. | Not met by 2.1 percentage points | Not met by 2 percentage points | Not met by 1.3 percentage points | Not met by 0.2 percentage points | Not met by 0.4 percentage points | Met | Met |

| Indicator Target | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|--------------------------------|------------------------|------------------------|-----------------------------|----------------|------------------------|------------------------|
| Core Theme 5 Support Community and Civic Engagement - new for 2009-10 but no targets set yet | | | | | | | |
| Core Theme 6: Be Fiscally Accountable | | | | | | | |
| Target 6.1. The student/faculty ratio will increase each year until the ratio of 24:1 is achieved. | Not met by 2.66 points | Not met by 2.72 points | Not met by 3.21 points | Not met by 1.65 points | Met | Not met by 0.28 points | Not met by 0.81 points |
| Target 6.2. State-funded cost per FTE student will be no more than 5% different from the system average. | Not met by 5 percentage points | Met | Met | Met | Met | Met | Met |
| Target 6.3. Increase funding from grants and contracts annually. | -- | Met | Met | Did not meet by \$2,334,275 | Met | Met | Met |
| Percentage Met | 22% | 37% | 53% | 48% | 63% | 52% | 65% |
| Percentage Not Met | 78% | 63% | 47% | 52% | 37% | 48% | 35% |
| Number met | 4 | 7 | 10 | 10 | 12 | 11 | 11 |
| Number not met | 14 | 12 | 9 | 11 | 7 | 10 | 6 |
| Not available or not reported on an annual basis | 2 | 2 | 2 | 0 | 2 | 0 | 4 |
| Total Indicators reported on for each academic year | 18 | 19 | 19 | 21 | 19 | 21 | 17 |

Prepared by: Office of Planning, Research, and Assessment (OPRA),
College Relations and Advancement Division



Edmonds Community College
is accredited by the Northwest Commission on
Colleges and Universities and governed by the
Washington State Board for Community and
Technical Colleges.



Edmonds Community College
20000 68th Ave. W
Lynnwood, WA 98036
425.640.1002
www.edcc.edu