



Mid-Cycle Evaluation

Prepared for the Northwest Commission on Colleges and Universities

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MID-CYCLE EVALUATION

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Mission Fulfillment

2020 Mid-Cycle Evaluation

Mission Fulfillment



College Profile

Everett Community College (EvCC) was established in 1941 and is an open-access, comprehensive, two-year institution serving the higher education needs of the residents in and beyond Snohomish County. The college is located at the northern edge of the state's major metropolitan region (Seattle), and for 79 years has drawn students from the city of Everett, small towns, suburban and rural areas, and the Tulalip Indian Reservation.

EvCC's accreditation was reaffirmed in 2018 on the basis of the Fall 2017 Year Seven Evaluation, and the college's Mission and Core Themes Report was accepted by the Commission in spring 2019. EvCC educates more than 19,000 students every year at learning centers throughout Snohomish County, with most students and faculty at the main campus in north Everett.

Statewide Context

One of 34 community and technical colleges governed by the Washington State Board for Community and Technical Colleges, EvCC is administered by a five-member Board of Trustees (BOT) appointed by Washington State's governor.

Student Profile

EvCC is one of the largest community colleges in Washington State, serving more than 19,000 students in the 2018-2019 academic year. The average age of the student body is 28 years old, which is a somewhat younger population compared to the nation's community colleges (average age 29), and nearly half of these students are under 21. Of these 19,000 students, more than 3,000 (16%) are non-credit-bearing students enrolled in personal enrichment or job-related training; the average age of these students is 43 years, while the average age of credit-bearing students is 24. EvCC also serves nearly 4,500 dual enrollment students (23%), one of the largest dual enrollment populations in the state. EvCC enrolls a diverse student body comprising 48% females and 32% students of color. Of those students who report, 57% are the first in their families to attend college.

Programs

The college offers a variety of transfer, professional-technical, vocational, job skills, basic skills, and personal enrichment courses and programs. Significant programs include Nursing and other Health

EvCC Students at a Glance 2018-19	
Student Headcount	19,079
Female	48%
Male	36%
Other gender/not reported	15%
First-generation students	57%
Students of color	32%
Students who reported disabilities	6%
Annualized FTE's	7,904

EvCC Student Age Range 2018-19	
Under 18	23%
18-20	23%
21-24	13%
25-30	12%
31-50	21%
51+	8%

EvCC Student Intent 2018-19	
Academic/Transfer	44%
Professional/Technical	19%
Basic Skills	8%
Personal Interest	29%

Sciences, Aerospace, Advanced Manufacturing, Engineering, and Fine Arts. There is significant overlap between the 44% of students with an Academic Transfer intent and the 49% of students who are age 21 and younger, many of whom are in dual enrollment programs. It should be noted that the 29% of students with a Personal Interest intent includes those students in non-credit corporate training programs as well as those taking credit and non-credit courses like Spanish or Painting for personal enrichment. The 19% of students with a professional technical intent are those enrolled in for-credit vocational programs like Advanced Manufacturing, Medical Assisting, or Business Technologies.

Current Environment

As described in EvCC's 2019 Mission and Core Themes Report, the roadmap for EvCC's journey was outlined in the community-constructed strategic plan through five strategic core themes:

- Student Success
- Innovation and Leadership
- Community Connections and Partnerships
- Cultural Pluralism and Global Readiness
- Resource Stewardship

As of the 2019-20 academic year, EvCC has moved away from the Core Themes model for measuring mission fulfillment and instead emphasizes continuous improvement in institutional effectiveness as measured through student achievement and learning as reflected in the 2020 Accreditation Standards. A focus on students as the center of our work, equity and social justice, and cross-functional collaboration as core values undergird the institution's ability to continue fulfilling its mission to **"educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society."** These efforts are supported by three interconnected pillars: Achieving the Dream (ATD)/Guided Pathways (GP), Equity and Social Justice using the *5 Dimensions of Equity™*, and Strategic Enrollment Management (SEM).

EvCC is a Leader College of Distinction in the ATD network, a comprehensive non-governmental reform movement for student success. The ATD framework emphasizes increasing degree attainment and success for low-income, first-generation, and students of color. ATD has played an integral role in EvCC's development of a data-informed process for the continuous improvement of student success, and has served as an important resource in the **implementation of the Guided Pathways model** at EvCC intended to increase educational equity and reduce the time to degree.

Since the college's last Year Seven Evaluation, the faculty-led Assessment Committee developed new Core Learning Outcomes (CLOs) for the college that serve as the foundation supporting the program learning outcomes documented in the program maps developed as part of the GP work at EvCC. The Assessment Committee has revised the assessment process and continues to provide essential professional development around the new CLOs for faculty. The three new CLOs, which replace the former slate of seven CLOs, were presented to the [Board of Trustees at their November 6, 2018](#), meeting as follows:

CLO #1: Analytical Thinking

Students will apply quantitative and qualitative reasoning skills to solve problems, evaluate claims, and support conclusions.

CLO #2: Effective Communication

Students will individually and collaboratively communicate across multiple expressive modes, applying relevant learned knowledge and demonstrating information literacy and research skills.

CLO #3: Equity and Social Justice

Students will evaluate the influence of power and privilege, identify shared and unshared meaning, and analyze the sources of their perspectives in service of equity and social justice.

Equity and Social Justice is at the core of all the college's work to improve student success and achieve our institutional mission. As the college works to build, acquire, and refine an equity mindset, we aspire to eliminate inequities in five dimensions: **aspiration, access, achievement, economic progress, and engagement**. The [*5 Dimensions of Equity™*](#) are being integrated into the work of teams across campus such as academic departments examining course pass rates, individual faculty considering curriculum design and teaching methods, GP subcommittees evaluating the effectiveness of our advising processes and orientation curriculum, SEM work groups, and student services offices establishing staffing patterns for better customer service, as well as informing our work with K-20 and other community partners at a local and state-wide level. Faculty are supported in infusing the *5 Dimensions of Equity™* in the classroom with professional development activities through EvCC's [Center for Transformative Teaching](#) (CTT) and small Communities of Practice designed to provide peer support in equity-related curriculum and assessment redesign.

The college's **Strategic Enrollment Management Council** oversees implementation of the institution-wide SEM Plan, including broad, multi-year enrollment and retention strategies particularly focused on underrepresented students, resource prioritization, environmental scanning, performance metrics, and on-going campus engagement integrated with institution-wide Guided Pathways and Equity efforts. This group has expanded to address the unprecedented challenges of the college's COVID-19 response, working to strengthen institutional capacity to communicate with students and potential students to ensure the college is providing the resources necessary for them to successfully enter college, make progress toward their education and career goals, and holistically thrive in the campus and community environment.

Cross-functional collaboration is at the heart of all the college's work toward mission fulfillment, and this is evident in the shared leadership of the activities related to equitable student achievement and learning. This essential collaborative practice has allowed EvCC to sustain its work toward mission fulfillment through significant changes in leadership in 2019-20. In July 2019, Dr. Daria Willis joined the college as the 17th president of EvCC, also becoming its first African American president. Dr. Willis' holistic student-focused approach brought substantial change to the EvCC campus. In July 2020, the college's new vice president of instruction and vice president of student services joined the college to replace the former executive vice president of instruction and student services role, and an interim vice president of human resources and interim associate vice president of finance replaced the former vice president of administrative services role. A new associate vice president of diversity, equity, and inclusion will also join the college Leadership Team in August 2020. We anticipate this additional leadership capacity will result in improvements in student experience and outcomes, and we are looking forward to engaging our campus community in a new strategic planning process that reflects the college's current priorities in a climate heavily impacted by COVID-19.

Student-centered mindset, a focus on equity and social justice, and strong collaboration are the common threads that connect all the efforts toward the fulfillment of EvCC's mission and vision to create a better world one successful student at a time.



Student Achievement

2020 Mid-Cycle Evaluation

Student Achievement

In 2016, Everett Community College received a \$500,000 grant over five years to implement a Guided Pathways model as part of a system-wide initiative led by the Washington State Board for Community and Technical Colleges (SBCTC) and the College Spark Washington Foundation. This initiative set a series of targets: increased attainment of college-level English and math/quantitative course completion within the first academic year, higher rates of credential completion/transfer in less time, and students earning living wages after graduation. Guided Pathways targets inform the measures selected as benchmarks, the aspirational process of setting targets, and how the data will be used to promote meaningful change.

Overview of Student Achievement Measures

Student achievement measures include a combination of leading and lagging indicators. Leading indicators used in this report are retention ([fall-to-winter](#) as well as [fall-to-fall](#)), [completion of college-level English and quantitative coursework within the first academic year](#), and the [number of adult basic education students advancing to successfully complete college-level coursework](#). Everett defines persistence as the degree to which students make progress toward earning a credential. Based on that interpretation, EvCC measures persistence using a combination of attainment of college-level English and math or another quantitative course within the first year since research suggests that these outcomes are correlated with credential/degree completion.

Lagging indicators used in this report include [completion of a credential](#), [transfer to a four-year institution](#) (with or without a credential), and ultimately the [wage outcomes](#) of students six years after they initially enrolled at EvCC. At this time, EvCC measures wage outcomes exclusively for professional technical graduates who are also employed full time, based on guidance EvCC received from the Washington State Board for Community and Technical Colleges about the validity of available data.

EvCC is committed to promoting student achievement and closing barriers to academic excellence and success. Student achievement indicators, disaggregated by race/ethnicity, age, gender, socioeconomic status, and first-generation college students, are used to measure progress toward equitable continuous improvement of student success. These practices of disaggregating data, using data to inform decision making, and increasing campus and public access to student achievement data serve to operationalize EvCC's work regarding the *5 Dimensions of Equity™*.

Starting in 2015, EvCC underwent a three-year iterative process, proactively engaging students, faculty, staff, external partners in education and workforce development, and the broader community to identify and explicate concepts of what EvCC means when speaking of equity within an educational ecosystem. These conceptions became known as the *5 Dimensions of Equity™*: aspiration, access, achievement, economic progress, and engagement. They describe the campus culture Everett Community College aspires to create and uphold for its community. The *5 Dimensions of Equity™* set the foundation in understanding the cumulative effects of the historical and legally sanctioned barriers that have caused equity gaps to exist.

The *5 Dimensions of Equity™* are meant to develop a common understanding of equity in order to operationalize it and assess it by identifying a variety of areas that impact student success including improving hiring practices to diversify college employees intended to be more reflective of the student population; curriculum and classroom practices; outreach and community partnerships through work with Strategic Enrollment Management; Guided Pathways; policy and process review; addressing gaps

in the kindergarten-to-career pipeline in partnership between Everett Community College, school districts, and four-year institutions; the importance of symbols in physical spaces; and holistic student support services. These efforts were highlighted extensively throughout the EvCC MCT Report 2019.

Peer Institutions

Since all community and technical colleges in Washington state participate in Guided Pathways, in-state peer colleges offer the most relevant data to inform EvCC benchmarks. Out-of-state institutions were selected in order to provide a snapshot in terms of how EvCC performs compared to national peer institutions. Unfortunately, data sources like IPEDS don't track leading indicators like college-level English and quantitative course attainment, and the ability to use disaggregated data is more limited.

In-state institutions were selected on the basis of comparable size, location, program mix, percentage of online students, and the composition of full- vs part-time enrollments. Most critically, high-performing institutions were selected to inform the college's efforts toward continuous improvement. For example, the in-state peer group's three-year average rate of college-level math/quantitative course attainment for first-time students was 26% compared to EvCC's three-year average of 16%. This aspirational benchmark sets a clear call to action, and guides EvCC's collaborations with in-state peers to implement the best practices that drive higher student achievement.

Out-of-state institutions were selected based on similar criteria available through the National Center for Education Statistics (NCES). EvCC uses IPEDS datasets to establish benchmarks with national peer institutions. EvCC is also exploring options to use other data sources like the Voluntary Framework of Accountability and the National Student Clearinghouse Postsecondary Data Partnership in order to enhance existing IPEDS data for national peer group benchmarking.

Employing these criteria to guide a nationwide review of community and technical colleges, EvCC identified six peer institutions to establish a comparison cohort. The six institutions are: City Colleges of Chicago-Wilbur Wright College (Chicago, IL), Camden County College (Blackwood, NJ), Citrus College (Glendora, CA), Edmonds College (Lynnwood, WA), South Puget Sound Community College (Olympia, WA), and Clark College (Vancouver, WA).

Cohort Definitions

The SBCTC maintains a system-wide cohort model as part of the state's Guided Pathways work. The system cohort includes first-time to institutions minus high school students enrolled in college-level coursework. While this cohort differs from EvCC's previous internal outcome reporting, it provides the best option to benchmark against other in-state institutions. This also keeps the state cohorts relatively consistent with IPEDS reporting which also excludes high school students taking college-level courses. There are several important differences to note between SBCTC and IPEDS first time cohorts.

IPEDS measures graduation rates using cohorts of full-time, first-time, degree-seeking students. In comparison, SBCTC first-time to institution cohorts include part-time students as well as students who have previously attended post-secondary institutions. Consequently, the reported outcomes in the SBCTC's dataset are more consistent with EvCC's student body compared to IPEDS. In the drafting of this report, EvCC did consider using the IPEDS new Outcome Measures (OM) which are inclusive of transfer-in students and part-time students. However, OM is not disaggregated by race or ethnicity, and includes only two years of reported data. Due to these limitations, EvCC opted to use the Graduation Rates (GR) measure for national benchmarking. This decision will be revisited after the Year Seven Report.

This report also introduces two new cohorts: Adult Basic Education (ABE) students and English as a Second Language students (ESL). These cohorts include students from Washington State’s Basic Education for Adults (BEEdA) program. The difference between the two comes down to placement. ABE students are placed within a higher level of remedial coursework compared to ESL students. The primary outcome measured for these two populations is their transition from English Language Learning or Basic Skills to college-level coursework, measured by the successful completion of at least one college-level course. The timeline for ABE students to meet this outcome is two years compared to three years for ESL students.

Data Sources and Limitations

This report uses the following data sources: Integrated Postsecondary Education Data System (IPEDS), Washington State’s First-Time Entering Student Outcome Dashboard (FTEC), and the Washington Adult Basic Education Reporting System (WABERS+). Each data source is maintained by a reputable third party, however, each data source contains a measure of instability. Institutions are required to revise IPEDS surveys in the event they discover errors with their submissions. SBCTC has revised its cohort criteria and available filters, and data in this dashboard has changed in cases when IR offices or SBCTC personnel identify errors. Data cited in this report was accurate as of May 2020. EvCC will make changes to data submitted in this report as these sources of record are updated.

SBCTC follows a minimum reporting threshold of ten students in its FTEC cohort. If a disaggregation population is less than 10, the data is not made available. This threshold was implemented to prevent dashboards from being used to identify specific students, and to control the variance in reporting. EvCC follows this standard with reported IPEDS data. IPEDS disaggregations are only made available when there are at least 10 students in a cohort.

NWCCU’s 2020 Accreditation Standards require colleges to disaggregate outcomes by race/ethnicity, gender, age, socio-economic status, and first-generation status. EvCC interprets socio-economic status as student access to need-based financial aid. Within Washington state this is inclusive of students receiving Washington State Need grants, Opportunity Grants, or Pell Grants. For national reporting this is inclusive of students receiving Pell Grants or recipients of a Subsidized Direct Loan. For ABE and ESL students, low income is measured using geography as a proxy. A student is coded as low income if their address corresponds to a census tract in the bottom quintile of Washington Census Tracts grouped by income.

While EvCC is able to disaggregate outcomes for race/ethnicity, age, and gender of in-state peer institutions, this is not possible for out-of-state peer institutions due to the limitations of IPEDS. In addition, EvCC is not able to benchmark first generation status against in-state or out-of-state peer groups. First generation status is not reported in IPEDS, and while first generation is tracked locally within Washington State, the coding standard for first generation varies between different colleges.

Benchmarking Process

Everett Community College sets benchmarks based on the following criteria:

- If EvCC’s three-year average for a particular benchmark is less than the three-year average of our peer group, then the average of the peer group becomes the new target for EvCC for the duration of the seven-year accreditation cycle.

- Progress toward the target is evaluated annually. Years will be scored as either met target (the target has been met), adequate progress (within 5% of target), or needs improvement (more than 5% below target).
- Equity gaps are evaluated to assess, improve, or implement new interventions to meet target goals.
- If EvCC's three-year average is greater than or equal to the average of our peer group, then equity gaps are evaluated. EvCC evaluates equity gaps both in terms of peer group performance and EvCC's overall average. Interventions are targeted to disaggregated student populations with a gap exceeding 5% of the college average, or a 5% gap between an EvCC disaggregated population and the corresponding average for the same population for the in-state peer group.
- If EvCC's three-year average is greater than or equal to the peer group average and no equity gap is greater than 5% of the college average or peer group average for the corresponding student population, then the goal is to maintain or exceed the measure.

Benchmarks will be evaluated annually by EvCC's Guided Pathways Steering Committee, the Strategic Enrollment Management Council, and the Leadership Team. Benchmarks will be fixed until the Year Seven site visit, at which point benchmarks will be re-assessed using the new peer group average.

The benchmarking process will engage the wider campus community as specific departments/divisions assume leadership roles in helping EvCC meet its ambitious benchmarks for student success. Data will be published and shared with the campus through the college website, widely accessible Tableau dashboards, and institutional data summits.

Broad Trends

Access to financial aid constitutes a critical equity gap observed in retention, college-level English and math/quantitative course completion, and credential completion benchmarks. Students without access to financial aid attain outcomes at a lower rate than the college average, and in some cases at much lower rates compared to students with financial aid. Financial aid access stands at an intersection with student socioeconomic status, privilege associated with race/age/gender, cultural capital, and student access to counseling and other resources. It also can be a significant barrier for student parents since the college does not typically factor childcare into the cost of attendance when calculating aid packages.

The importance of financial aid access serves as a clear call to action that EvCC needs to restructure its financial aid policies and processes, and work with a range of institutional stakeholders to remediate this gap. In Fall 2017 Everett hired two full-time positions in the financial aid office to provide high-touch support to incoming students, and the financial aid office also started cross training faculty advisors on financial aid eligibility. The Financial Aid office has also developed intensive partnerships with TRiO, Workforce Funding, and Transitional Studies to encourage more students to complete the FAFSA and apply for aid. In addition, EvCC's new Customer Relationship Management (CRM) tool will make financial aid data more visible within the multiple departments that make up the holistic system of Student Services.

Leading Indicators (Retention, Transition, Persistence Measures)

[\(link to Everett Community College webpage with accessible tables\)](#)

Fall-to-Winter Retention

Outcomes measured for the following cohorts: fall/summer starts from 2015, 2016, 2017			
Fall-to-Winter Retention	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap
Total	73%	75%	-2%
Race/Ethnicity			
African American	77%	69%	8%
American Indian/Alaskan Native	85%	72%	13%
Asian	77%	74%	3%
Hispanic	65%	72%	-7%
Pacific Islander/Native Hawaiian	*	*	*
2+ Races	73%	74%	-1%
White	74%	76%	-2%
Not Reported	62%	75%	-13%
HU Students of Color	72%	71%	1%
Non HU Students of Color	74%	76%	-2%
Need-Based Aid Status			
Received Need-Based Aid	88%	81%	7%
Did Not Receive Need-Based Aid	67%	71%	-4%
Gender			
Female	73%	76%	-3%
Male	73%	73%	0%
Not Reported	66%	74%	-8%
Age			
0-19	72%	77%	-5%
20-24	73%	72%	1%
25-29	72%	75%	-3%
30-39	74%	76%	-2%
40+	70%	73%	-3%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Everett’s fall-to-winter retention rate is 2% behind the three-year average of the college’s in-state peer group. Three subpopulations have equity gaps of more than 5% of the college’s three-year average rate: Hispanic and Latino students, students that did not receive need-based aid, and students ages 19 and under. Hispanic and Latino students’ retention rates improved over the past three years (from 56% in 2016 to 74% in 2018). The retention rate for students age 19 and under has also improved over the

same period from 62% in 2016 to 81% in 2018. Based on the improvement observed between 2016 and 2018, EvCC anticipates making continued progress toward closing these gaps.

The retention rate of students accessing need-based aid is an area where significant improvement is required. Retention rates for students not accessing need-based aid declined over the past three years, and EvCC's average is behind the average of our peer group. In comparison, EvCC's average fall-to-winter retention rate is 7% ahead of our peer group. This speaks to the importance of students accessing financial aid when they initially enroll in college-level coursework.

Fall-to-fall Retention

Outcomes measured for the following cohorts: summer/fall new starts from 2016, 2017, 2018 (in-state), and 2015, 2016, 2017 (out-of-state)						
Fall-to-Fall Retention	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap	EvCC IPEDS 3-Yr Average	IPEDS National Peer Group 3-Yr Average	Gap
Total	47%	47%	0%	62%	61%	1%
Race/Ethnicity						
African American	54%	39%	15%	NA	NA	NA
American Indian/Alaskan Native	54%	33%	21%	NA	NA	NA
Asian	49%	53%	-4%	NA	NA	NA
Hispanic	47%	49%	-2%	NA	NA	NA
Pacific Islander/Native Hawaiian	*	*	*	NA	NA	NA
2+ Races	47%	45%	2%	NA	NA	NA
White	48%	48%	0%	NA	NA	NA
Not Reported	35%	46%	-11%	NA	NA	NA
HU Students of Color	50%	43%	7%	NA	NA	NA
Non HU Students of Color	48%	48%	0%	NA	NA	NA
Need-Based Aid Status						
Received Need-Based Aid	57%	55%	2%	NA	NA	NA
Did Not Receive Need-Based Aid	43%	43%	0%	NA	NA	NA
Gender						
Female	47%	47%	0%	NA	NA	NA
Male	47%	46%	1%	NA	NA	NA
Not Reported	35%	44%	-9%	NA	NA	NA
Age						
0-19	59%	49%	10%	NA	NA	NA

20-24	41%	43%	-2%	NA	NA	NA
25-29	44%	47%	-3%	NA	NA	NA
30-39	46%	51%	-5%	NA	NA	NA
40+	48%	45%	3%	NA	NA	NA

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Everett’s fall-to-fall retention is equal to the three-year average of in-state colleges in our peer group. In addition, EvCC’s retention rate using the IPEDS cohorts is one percent greater than our national peer group. EvCC’s goal is to remediate equity gaps related to fall-to-fall retention.

The above table highlights the progress made by EvCC in terms of increasing retention rates for historically underrepresented students of color, and retention rates for students that received need-based aid. In comparison, the retention rate for students that did not receive need-based aid is 14% below the rate of students with need-based aid, and 6% below the EvCC three-year average. In addition, students ages 20-24 have a lower retention rate than the college average, and students ages 30-39 at EvCC have a 5% lower retention rate compared to the same population of students from the in-state peer group. Finally, students who did not report a race/ethnicity have a lower retention rate compared to the EvCC overall average as well as the in-state peer group average.

Transition to college-level coursework: Adult Basic Education and English as a Second Language students

Outcomes measured for the 2014-15, 2015-16 and 2016-17 cohorts			
ABE - Completed any college level credits within 2 years	EvCC 3-Yr Average	In-State Peer 3-Yr Average	Gap
Total	22%	32%	-10%
Race/Ethnicity			
African American	24%	34%	-10%
American Indian/Alaskan Native	8%	28%	-20%
Asian	39%	52%	-13%
Hispanic	18%	26%	-8%
Pacific Islander/Native Hawaiian	NA	25%	NA
White	25%	34%	-9%
HU Students of Color	19%	27%	-8%
Low-Income Status			
Low Income	14%	23%	-9%
Gender			
Female	24%	35%	-11%
Male	20%	29%	-9%

Age			
Under 25	23%	34%	-11%
Over 25	22%	31%	-9%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Outcomes measured for the 2013-14, 2014-15, 2015-16 cohorts			
ESL - Completed any college-level credits within 3 years	EvCC 3-Yr Average	In-State Group Peer 3-Yr Average	Gap
Total	7%	7%	0%
Race/Ethnicity			
African American	6%	13%	-7%
American Indian/Alaskan Native			
Asian	12%	12%	0%
Hispanic	4%	3%	1%
Pacific Islander/Native Hawaiian	9%	NA	NA
White	13%	7%	6%
HU Students of Color	5%	5%	0%
Low-Income Status			
Low Income	3%	2%	1%
Gender			
Female	7%	7%	0%
Male	7%	7%	0%
Age			
Under 25	13%	17%	-4%
Over 25	6%	5%	1%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

EvCC's transition rate for Adult Basic Education (ABE) students to college-level coursework is 10% behind the three-year average of our peer group. While EvCC students starting at the level of English as a Second Language transition to college-level coursework at a comparable rate as our in-state peer group, an ESL transition rate of 7% warrants intervention. Significant equity gaps persist between different disaggregated populations of students, and EvCC is committed to improving transition rates for both ABE and ESL students.

Prior to 2010, Basic Skills (called Transitional Studies at EvCC) classes were siloed from other programs, including Developmental Education, and student goals did not include transitioning to college-level classes. State level initiatives, such as IBEST, High School 21+, and the Student Achievement Initiative,

as well as changes to federal legislation, such as WIOA and Ability to Benefit, led programs to change curricular and student support practices to increase student progression and transition.

At Everett Community College, the most significant interventions were curriculum redesign, an expansion of IBEST programming, and the revision of the orientation and advising model. When WIOA legislation was passed, Basic Skills classes were required to reach college level, rather than the developmental level. Instructional teams combined English Language Acquisition (ELA) and ABE at the fourth level, and extended the sequence of English and math classes offered to prepare students to enter 100-level courses in those fields. Information about financial aid, college pathways, and other campus resources was contextualized into coursework. As part of a Strategic Enrollment Management (SEM) initiative, IBEST programming was expanded to include academic as well as professional pathways, with the long-term goal of having an IBEST pathway at the foundation of every Guided Pathway. An additional SEM initiative was to hire an Associate Director of Retention to create and implement an orientation following the *Five Dimensions of Equity™*. Throughout this process, the BRIDGES Center, the embedded faculty counselor in Transitional Studies, and the Tutoring Center provided wraparound and embedded services to help Transitional Studies students access resources and find a sense of belonging on the EvCC campus.

These interventions contributed to the [increase in numbers of students transitioning from Transitional Studies to college level](#). However, EvCC is still behind its peer institutions in all listed benchmarks. In order to make further progress, the Transitional Studies department is providing more support to students with multiple language needs. In addition to strengthening student orientation processes, the Associate Director has been leading initiatives on serving students with multiple language needs, as well as creating a physical environment that reflects Transitional Studies students. There has also been an increase in off-site classes that are closer to communities of color, such as the collaboration with Casino Road Connect in South Everett. However, Transitional Studies must continue to engage with other campus initiatives on closing achievement gaps, such as the continued operationalization of the *Five Dimensions of Equity™* in both instructional and support components, recruitment of more faculty of color in the division, and connecting students to campus communities of support, such as the cohorts within the Equity and Social Justice Division.

Additionally, there is a [significant gap between students who are low-income versus those who are not](#). The Transitional Studies division intends to do a deeper dive over the next three-year period to further disaggregate this data to identify demographic and geographic location, as well as access to FAFSA, WASFA, and other resources.

Overall, based on the data set, EvCC plans to increase the number of Transitional Studies students transitioning to college level by approximately 3% per year in order to reach the benchmark. In addition to the interventions above, changes in the Ability to Benefit guidelines may increase access to funding for college-level coursework for Transitional Studies students who are ready to advance. There will also be continued IBEST expansion, as well as continued alignment and increased co-enrollment with developmental math and English courses to ensure that there is a uniform pathway to college-level courses at EvCC regardless of whether a student begins in a Transitional Studies or Developmental Education sequence.

Persistence: Completed English and Quantitative Course in First Year

Outcomes measured for the Summer/Fall 2015, 2016, 2017 Cohorts			
Completed English in Year 1	EvCC 3-yr Average	In-State Peer Group 3-Yr Average	Gap
Total	12%	21%	-9%
Race/Ethnicity			
African American	11%	20%	-9%
American Indian/Alaskan Native	23%	17%	6%
Asian	12%	17%	-5%
Hispanic	24%	25%	-1%
Pacific Islander/Native Hawaiian	*	*	*
2+ Races	14%	19%	-5%
White	11%	21%	-10%
Not Reported	8%	19%	-11%
HU Students of Color	16%	22%	-6%
Non HU Students of Color	12%	20%	-8%
Need-Based Aid Status			
Received Need-Based Aid	19%	30%	-11%
Did Not Receive Need-Based Aid	10%	16%	-6%
Gender			
Female	13%	20%	-7%
Male	11%	21%	-10%
Not Reported	9%	16%	-7%
Age			
0-19	22%	25%	-3%
20-24	13%	21%	-8%
25-29	12%	24%	-12%
30-39	11%	19%	-8%
40+	6%	14%	-8%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Outcomes measured for the Sum/Fall 2015, 2016, 2017 Cohorts			
Completed Quantitative Course in Year 1	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap
Total	16%	26%	-10%
Race/Ethnicity			
African American	13%	17%	-4%
American Indian/Alaskan Native	15%	17%	-2%
Asian	16%	32%	-16%
Hispanic	26%	26%	0%
Pacific Islander/Native Hawaiian	*	*	*
2+ Races	15%	26%	-11%
White	16%	25%	-9%
Not Reported	18%	23%	-5%
HU Students of Color	16%	23%	-7%
Non HU Students of Color	17%	26%	-9%
Need-Based Aid Status			
Received Need-Based Aid	18%	29%	-11%
Did Not Receive Need-Based Aid	16%	23%	-7%
Gender			
Female	15%	24%	-9%
Male	18%	26%	-8%
Not Reported	17%	35%	-18%
Age			
0-19	28%	34%	-6%
20-24	22%	27%	-5%
25-29	15%	26%	-11%
30-39	14%	24%	-10%
40+	8%	17%	-9%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

EvCC's completion rates for college-level English and math/quantitative course are substantially behind our in-state peer group. There are sizable equity gaps within disaggregated student populations at EvCC, as well as gaps between sub-populations at EvCC's in-state peer group institutions and those same sub-populations at EvCC. Remediating these gaps will require systematic change that EvCC plans to address through its Guided Pathways work.

The work with Guided Pathways made clear that two areas of focus were to concentrate efforts on the completion of college-level math/quantitative course and college-level English in the first year as indicators of increased rate of completion of a credential. As indicated in the overview, the *5 Dimensions of Equity™* provide the framework for addressing gaps that have resulted in positive trends in math/quantitative skills attainment increasing from 13% in 2016 to 19% in 2018. In comparison, EvCC still lags behind the average of our peer institutions in math/quantitative course attainment, which would require us to increase our attainment by 3% each year to meet the Year Seven goal.

In the last several years, we have had a higher concentration of strategically designed services provided to students including the implementation of two federally funded TRiO programs, one with a focus in STEM. TRiO has been a widely known intervention that has produced high outcomes for students who are first-generation and low-income and by design, students of color. At the same time, EvCC received funding to provide a NASA Bridge experience for students interested in STEM fields with a focus on college knowledge and building foundations for success in STEM. Soon after, EvCC received a National Science Foundation S-STEM grant targeting low-income students with a focus on completion of calculus in the first year. Adding to the collective set of programs with similar focus, EvCC then received a Mathematics, Science, and Engineering Achievement (MESA) program that focuses on diversifying the STEM field for underrepresented and disproportionately impacted students such as students of color and women. EvCC placed particular emphasis coordinating these programs rather than competing with one another, which is often seen with programs having similar interventions and purposes. The coordination has been used to redesign interventions to place special emphasis on students who placed below college-level math.

In 2018-2019, our [Diversity and Equity Center \(D&E\)](#) went through a reorganization to focus on the goals identified by Strategic Enrollment Management (SEM) to close equity gaps for historically underrepresented students of color (HU-SOC, which includes Black/African-American, Hispanic/Latino, Pacific Islander, and Native American) and to diversify the student population participating in College in the High School. Navigation/Retention cohorts were especially effective because it provides the sense of belonging by having a point person that establishes a trusting relationship with the student to discuss challenges and celebrate accomplishments. This has been particularly effective with the Hispanic/Latino students who exceed the college's overall average in quantitative course and English attainment within the first year. Additional effective interventions have included the redesign of the hiring process that has placed emphasis on hiring bilingual positions that have made a difference in onboarding and supporting students whose first language is not English. This support has assisted students in navigating complex systems and to gain the confidence to persist in their endeavors. In coordination with several campus entities, D&E has created a host of outreach programs to educate the Spanish speaking community on the different programs EvCC offers, how to fund college, and to understand the wide array of offerings to support their children and simultaneously learn about programs that are appropriate for them. Similar programs have been duplicated for other populations that include information and opportunities for the entire family.

Our [Ocean Research College Academy \(ORCA\)](#) has had long term success in implementing a cohort-based model for STEM-focused education. This selective dual enrollment program requires students to have Algebra 2 or above, however, and has achieved more equitable access for students using a math bootcamp-style method for getting students ready to take the math course that is part of the prescriptive program outline. Inspired by this success, the Math Department came together with Transitional Studies to design a math sequence that had better content transitions in the effort to

better prepare students for pathway-appropriate college-level math or quantitative course like Philosophy & 120: Symbolic Logic while providing options based on student funding sources. This also addresses non-traditionally aged students who often have a decline in math skills and placement as the gap since prior math enrollment increases. In addition to this redesign, a math bootcamp-style course was developed for students to brush up on their quantitative skills and build confidence prior to taking the placement test.

In the last decade, the college has implemented changes in placement options for students. By offering [multiple methods of attaining accurate placement](#), many students can avoid placement testing, which often presents a cost barrier to students. Most recent was the implementation of the guided self-placement option encouraged by the transition to virtual learning environment caused by COVID-19. This work had been discussed for five years, with the move to remote learning due to COVID-19 accelerating its implementation. Meant as a temporary solution, the option has proven successful for students and will be extended into the future. In addition to this implementation, other placement methods include providing the option for students to submit standardized test scores or high school transcripts for their English or math placement. Students who graduated from a Washington State high school with a 2.50 grade point average or above are automatically placed into English 101. For math placement, students' math courses taken within the previous two years are matched against a matrix of school and curriculum-specific placement built in coordination with EvCC's feeder high school math faculty to ensure appropriate learning outcome alignment. Another placement method that is gaining popularity is the course challenge where students can demonstrate proficiency in a course's learning outcomes in a meeting with the instructor to evaluate their mastery of the required knowledge, skills, and abilities. Students receive a letter grade on their transcript for any course challenge attempted. This has been especially used to challenge English courses.

These interventions provide a foundation for future work in scaling the TRiO model to provide holistic support to students with an emphasis on cohort-based models. Upcoming work includes implementation of the redesigned advising model that was approved by the Board of Trustees on May 19, 2020. Additionally, a reorganization to co-locate the [Writing Center](#) and [Tutoring Center](#), which have traditionally been located in two different physical locations will come together with the construction of the new [Learning Resource Center](#) under the Dean for Arts and Learning Resources. This will provide the opportunity for faculty to collaborate on more ideas for improving student learning outcomes.

Lagging Indicators (Completion, Transfer, Post-graduation Wage Measures)

Three-Year Completion Rate

Outcomes measured for the following cohorts: summer/fall new starts from 2013, 2014, 2015 [in state], and 2012, 2013, 2014 [out-of-state]						
3-Year Completion Rate	EvCC 3-yr avg	In-State Peer 3-yr avg	Gap	EvCC IPEDS 3-yr avg	IPEDS National Peer 3-yr avg	Gap
Total	25%	33%	-8%	36%	24%	12%
Race/Ethnicity						
African American	23%	25%	-2%	14%	17%	-3%
American Indian/Alaskan Native	23%	40%	-17%	*	17%	
Asian	22%	32%	-10%	30%	31%	-1%
Hispanic	20%	31%	-11%	21%	20%	1%
Pacific Islander/Native Hawaiian	*	*	*	*	0%	*
2+ Races	20%	26%	-6%	29%	30%	-1%
White	28%	35%	-7%	37%	32%	5%
Not Reported	25%	31%	-6%	48%	20%	28%
HU Students of Color	21%	26%	-5%	24%	20%	4%
Non HU Students of Color	27%	35%	-8%	37%	32%	5%
Need-Based Aid Status						
Received Need-Based Aid	36%	36%	0%	32%	21%	11%
Did Not Receive Need-Based Aid	22%	30%	-8%	38%	29%	9%
Gender						
Female	28%	34%	-6%	41%	27%	14%
Male	23%	31%	-8%	32%	21%	11%
Not Reported	22%	28%	-6%	NA	NA	NA
Age						
0-19	23%	30%	-7%	NA	NA	NA
20-24	20%	29%	-9%	NA	NA	NA
25-29	24%	31%	-7%	NA	NA	NA
30-39	28%	36%	-8%	NA	NA	NA
40+	32%	35%	-3%	NA	NA	NA

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

EvCC outperforms its national peer group by 12% over a three-year average. In addition, EvCC outperforms the national peer group by all disaggregated student populations excluding African American students (3% gap) and Asian students (1% gap). The comparison between EvCC and our in-state peer group highlights substantial areas where EvCC needs to improve, however.

The SBCTC First time at Institution cohort shows an 8% gap between EvCC and our in-state peers, 25% and 33% respectively. This overall gap widens and narrows as we look at disaggregated populations. Black students are underperforming by 2%, as are students who are 40+. However, Hispanic/Latinx and American Indian/Alaskan Native students’ average completions show a much wider gap at 11% and 17% lower than our peers. Better serving our historically underserved students continues as an EvCC priority. The one population performing at the same level as our peers are those who received need-based aid, with a 36% completion rate. This bodes well for the work our Financial Aid Office has done to increase both the number of students who fill out a FAFSA and the office’s capacity to serve students. However, the 14% gap between recipients and non-recipients at EvCC is a sign that the work needs to continue.

Transfer to a Four-Year Institution

Outcomes measured for the Sum/Fall 2012, 2013, 2014 Cohorts			
Transferred within 4 Years	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap
Total	23%	27%	-4%
Race/Ethnicity			
African American	26%	27%	-1%
American Indian/Alaskan Native	34%	35%	-1%
Asian	21%	28%	-7%
Hispanic	24%	25%	-1%
Pacific Islander/Native Hawaiian	*	*	
2+ Races	23%	30%	-7%
White	22%	25%	-3%
Not Reported	29%	28%	1%
HU Students of Color	25%	27%	-2%
Non HU Students of Color	21%	26%	-5%
Need-Based Aid Status			
Received Need-Based Aid	16%	23%	-7%
Did Not Receive Need-Based Aid	25%	29%	-4%
Gender			
Female	22%	26%	-4%
Male	24%	27%	-3%
Not Reported	30%	36%	-6%

Age			
0-19	37%	43%	-6%
20-24	30%	33%	-3%
25-29	22%	25%	-3%
30-39	16%	23%	-7%
40+	14%	13%	1%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

The SBCTC First-time at Institution cohort shows a 4% gap between us and our in-state peers, 23% and 27% respectively. While this gap is not as large as the gap for completion, the data points to the need for improvement. EvCC's disaggregated student population transfer at lower rates for all groups excluding those students who are 40+. Particularly notable gaps include Asian students (7% gap between EvCC and our in-state peer group) and students receiving need-based aid (7% gap between EvCC and our in-state peer group).

The only disaggregated population performing at a higher rate than our peers are those who are 40+. This is in contrast to EvCC's 19 and under students who have one of the largest negative gaps with our peers at -6%. While the general trend of our in-state peer colleges is for younger students to transfer at a much higher rate than older students, there is a narrower gap between the transfer rates of EvCC's youngest and oldest students.

Wage Outcomes

Outcomes measured for the Sum/Fall 2010, 2011, 2012 Cohorts			
Year 6 Earnings of Prof/Tech Certificate Earners Employed Full time	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap
Total	\$44K	\$40K	9%
Race/Ethnicity			
African American	*	*	*
American Indian/Alaskan Native	*	*	*
Asian	*	*	*
Hispanic	*	*	*
Pacific Islander/Native Hawaiian	*	*	*
2+ Races	\$41K	*	*
White	\$44K	\$41K	7%
Not Reported	*	*	*
HU Students of Color	\$56K	\$42K	26%
Non HU Students of Color	\$44K	\$41K	7%
Need-Based Aid Status			
Received Need-Based Aid	\$45K	\$40K	12%
Did Not Receive Need-Based Aid	\$43K	\$41K	5%

Gender			
Female	\$39K	\$38K	3%
Male	\$64K	\$42K	35%
Not Reported	*	*	*
Age			
0-19	\$43K	\$39K	8%
20-24	\$37K	\$33K	11%
25-29	\$47K	\$42K	11%
30-39	\$50K	\$40K	19%
40+	\$50K	\$42K	17%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Outcomes measured for the Sum/Fall 2010, 2011, 2012 Cohorts			
Year 6 Earnings of Prof/Tech Associate Degree Earners Employed Full Time	EvCC 3-Yr Average	In-State Peer Group 3-Yr Average	Gap
Total	\$50K	\$42K	16%
Race/Ethnicity			
African American	*	*	*
American Indian/Alaskan Native	*	*	*
Asian	*	*	*
Hispanic	*	*	*
Pacific Islander/Native Hawaiian	*	*	*
2+ Races	*	*	*
White	\$49K	\$42K	15%
Not Reported	*	*	*
HU Students of Color	\$59K	\$44K	26%
Non HU Students of Color	\$48K	\$42K	13%
Need-Based Aid Status			
Received Need-Based Aid	\$43K	\$41K	6%
Did Not Receive Need-Based Aid	\$54K	\$44K	19%
Gender			
Female	\$44K	\$39K	11%
Male	\$55K	\$52K	5%
Not Reported	*	*	*

Age			
0-19	\$44K	\$40K	9%
20-24	\$66K	\$48K	27%
25-29	*	*	*
30-39	\$53K	\$44K	18%
40+	\$82K	\$43K	47%

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

Post-graduation wage outcomes constitute an area of strength for Everett Community College. First-time, professional-technical students graduating from EvCC with an associate degree or a vocational certificate have higher median salaries six years after enrolling compared to the three-year average earnings of graduates from our in-state peer group. One gap that EvCC has identified as an area where intervention is required is wage gaps in gender. Female students that earn an associate’s degree or a certificate earn lower salaries compared to male students with a comparable credential. This trend appears in our in-state peer group, but at EvCC male students are disproportionately enrolled in high-earning vocational certificate programs.

In 2019 Everett received a National Science Foundation Grant to lead a coalition of educators in work to increase the number of women entering the aerospace technician workforce. By the end of the three-year project, participating schools hope to see a 30% increase in female students enrolling in vocational coursework that supports students pursuing aerospace related credentials at EvCC. Since Fall 2018, EvCC has made incremental progress enrolling more women into the manufacturing and aerospace pathways, and with this NSF grant, EvCC hopes to remediate this equity gap.

The Student Achievement Annual Progress Dashboard used to track continuous improvement of college performance against the established benchmarks for student achievement metrics is in [Appendix A](#).



Programmatic Assessment

2020 Mid-Cycle Evaluation

Programmatic Assessment

Assessment Process Overview

Everett Community College's Assessment Committee is co-chaired by math faculty member Chris Killingstad (Transitional Studies faculty member Sharon Moore beginning July 1, 2020) and Vice President of Institutional Effectiveness and Strategic Development Heather Bennett. The role of the committee is to provide institutional-level oversight of the college's assessment program. Members of the committee include: the executive vice president of instruction and student services (beginning July 1, 2020, Vice President of Instruction Cathy Leaker), one faculty assessment coordinator, one faculty member from each instructional division, the director of institutional research, three instructional deans, and one representative from Student Services. The committee is responsible for the following functions:

- Monitor outcomes of the assessment program and recommend improvements.
- Support faculty in developing and implementing assessment measures, including training sessions for norming student artifacts using rubrics.
- Ensure that each institutional program is assessing Core Learning Outcomes and taking actions to improve based on those assessments.
- Aggregate and analyze assessment data such as results from CLO artifact analysis, institution-wide surveys, and any other data deemed relevant by the committee to the assessment process.
- Store assessment data in a systematic and accessible form and distribute it to appropriate audiences, internal and external.
- Keep records of committee meetings.
- Review and make recommendations to the Executive Vice President of Instruction and Student Services (Vice President of Instruction beginning July 1, 2020) regarding the student core learning outcomes and assessment program.
- Prepare an annual report to the President and Vice Presidents that describes the status of the assessment program and recommends actions to improve student learning.
- Convene a Summer Working Group to facilitate continuous improvement of the learning outcomes assessment process.
- Develop and/or identify opportunities for faculty training or professional development in assessment.

Faculty incorporate the CLOs into the college's curriculum at two levels: in each course and in each degree and certificate that requires at least 45 credits. Each program/department assesses each of the CLOs in at least one course in the program. The college lists these outcomes on all course information forms and syllabi. Faculty also develop, compile, and provide artifacts that support assessment documentation and participate in developing program assessment related learning improvement plans.

The Assessment Committee models continuous improvement by evaluating the assessment process to ensure that assessment not only happens in a systematic way at Everett Community College, but also guarantees that each student who receives a degree or certificate has engaged with and made progress on each Core Learning Outcome (CLO) during their time at EvCC. Since the last accreditation visit, the Assessment Committee has facilitated significant changes in the Core Learning Outcomes, as well as the process for how we assess them at an institutional level.

At the beginning of the accreditation cycle, EvCC had seven established Core Learning Outcomes. The Assessment Committee surveyed all faculty and staff during the 2017-18 academic year on what they considered the most important of the learning outcomes, and conducted course analyses and focus groups. The results of the work were used by the committee to identify three major themes which would eventually become the new CLOs, and which were shared out at an All Instruction meeting. The results indicated that there was a strong desire across campus to decrease the number of outcomes, revise the language to ensure that the CLOs were measurable, ensure that each outcome could be achieved by program completion, and include an outcome that focused on equity and social justice. Based on this initial work, the Assessment Committee led an iterative process to create three new CLOs—Analytical Thinking, Effective Communication, and Equity and Social Justice—which were officially adopted by the Board of Trustees at their November 6, 2018 meeting.

Once the CLOs were adopted, the Assessment Committee directed its attention to the process EvCC uses to document assessment work across campus. Previously, programs were asked to choose a CLO to assess, select a student artifact, develop a rubric, and evaluate the student work. The results of these analyses were then reported as part of the annual Program Review completed by each program submitted to the Office of Instruction. Each year the program was asked to assess a different outcome so as to ensure they were evaluating progress. While the system of program review was consistent, the content within each review indicated some inconsistencies in assessment practices across programs.

For this reason, the committee worked to develop a new assessment process. Programs will rotate through each CLO on a two-year cycle, and all programs will evaluate each CLO at the same time. Thus, programs will be able to assess all three outcomes over one accreditation cycle and will have time to demonstrate closing the loop on learning for each CLO. For the collection process, programs were asked to identify an existing classroom assignment, activity, or project and collect a set of 20-25 artifacts. Once all artifacts were collected, a random sample was taken that would be evaluated by a cross-disciplinary group of faculty using a nationally-normed common rubric (AAC&U) at a Summer Institute (2019). This process was piloted with the first CLO: *Analytical Thinking*, and was met with success. Faculty who participated in the Institute shared that they learned a great deal about their individual assessment work and would work to improve the assessments in their courses.

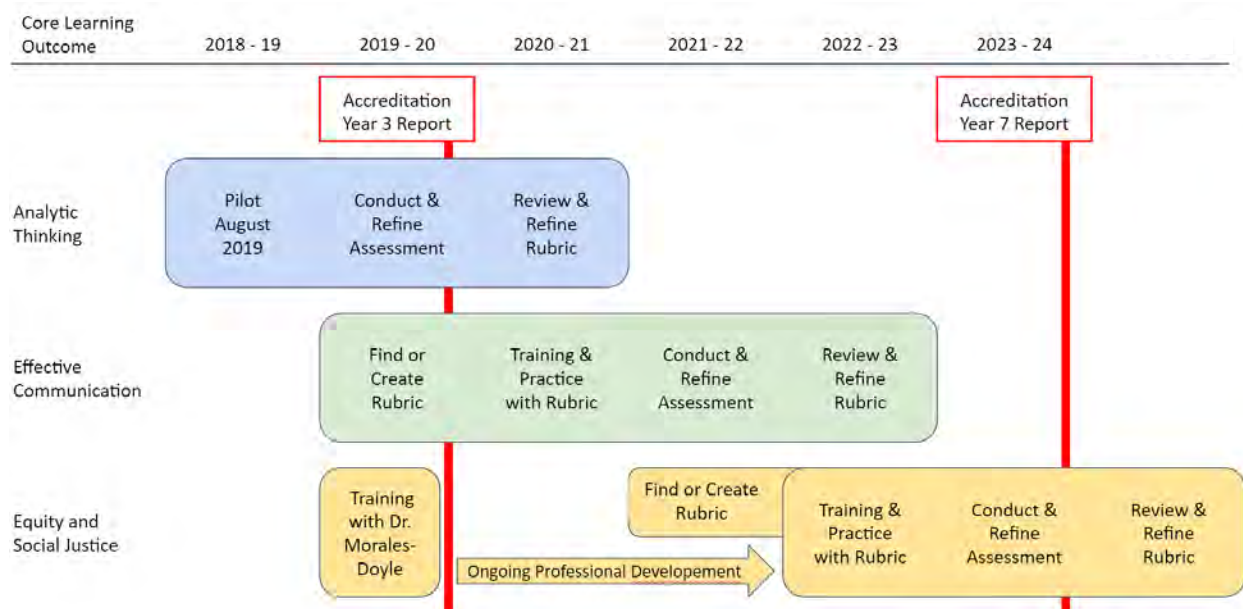
While the cross-disciplinary faculty who participated in the 2019 Summer Institute gained greater understanding and skill in learning outcomes assessment, the results of the Institute's assessment activities were not both broad and specific enough to be applied by individual programs developing plans to improve student learning. Thus, in the 2019-20 academic year, the process was revised to combine the functionality of the Program Review with use of a common rubric to assess CLO

achievement. This process was designed to reveal opportunities for curricular and pedagogical changes to improve learning within each individual program.

During the winter and spring quarters 2020, members of the Assessment Committee met with all programs and conducted norming workshops using the Analytical Thinking Rubric and a sample artifact. The artifact used in the training was a student paper which, while not an assessment that would not be common to all departments, allowed the trainers to help faculty lay the groundwork for their own departmental assessment norming. This was also an opportunity for both cross disciplinary discussions and robust discussions on how to potentially revise assignments used in the assessment procedure. The training sessions were also an opportunity to remind faculty that using a common rubric produces a more consistent understanding of our assessment of our Core Learning Outcomes across all disciplines.

The program-specific faculty assessment teams who completed the norming workshops randomly selected an appropriate artifact set, individually applied the common CLO rubric to each artifact, then met as a team to discuss their assessment results and develop a Learning Improvement Plan to be included on the annual Program Review document. The Program Review documents also require assessment of a program-selected Program-Specific Outcome (PSO) with a description of the learning outcome being assessed, the method of assessment, and the resulting PSO Learning Improvement Plan.

These documents are reviewed by each program’s dean and the vice president of instruction, and then analyzed and archived by the Assessment Committee. The deans and vice president of instruction will work with the Center for Transformative Teaching and faculty department chairs to ensure each program has the resources needed to fully implement their proposed Learning Improvement Plans. The second CLO, *Effective Communication*, will follow a similar process in the 2020-2022 academic period. Cross-disciplinary sharing of assessment activities and ongoing assessment-related professional development will be conducted at an annual Assessment Day, planned to pilot in 2020-21.



Also during spring 2020, a workgroup within the Assessment Committee developed rubrics for both CLO #2 (*Effective Communication*) and CLO #3 (*Equity and Social Justice*). These rubrics were modeled after the [AAC&U](#) rubric used for the *Analytical Thinking* CLO. These rubrics were approved by the committee; the rubric for CLO #2 has been shared with faculty for use in 2020-21, and the rubric for CLO #3 has been shared with faculty for review and comment. An interdisciplinary faculty community of practice is piloting the rubric for CLO #3 with their summer 2020 courses to add their experience to the all-campus conversation about rubric adoption in fall 2020. All three rubrics ([Appendix B](#)) will then be available to all departments as they develop their plans for the next cycle of assessment in 2020-22. Assessment Committee members will continue to provide training on rubric use. Once the cycle of CLO assessments has been completed, the Assessment Committee will meet to review the cycle of artifact assessments and potentially refine all rubrics.

Programmatic Assessment #1: Biology/Life Sciences

Upon surveying program reviews, two programs come to mind when highlighting the arcs of both formal assessment, as described above, and informal assessment. One such program is the Biology Department. Members of the Biology Department collaborated on completing a [Learning Inventory](#) and Program Map for the purposes of the Guided Pathways work for both the Biology [AAS](#) and [DTA](#).

One of the most significant changes in recent years was the instructional modality of the biology majors' sequence. These changes, which included a move to more active learning and using the flipped classroom model, improved retention and enrollment in that series as indicated by data about students transferring to four-year schools. Faculty track not only completion and transfer success, but retention between classes in any sequences.

This commitment to thoughtful assessment and continuous improvement of curriculum and pedagogy to improve student learning is obvious in the [Life Sciences Program Review 2019-20](#). The biology assessment team focused on the Program-Specific Outcome related to effective data analysis in addition to the common Core Learning Outcome being assessed campus-wide in 2019-20, CLO #1: *Analytical Thinking*. In both cases, the faculty determined that student learning could be improved by creating video instructions that would help students understand the expectations for data analysis and communication in lab reports. This intervention builds upon the active learning and flipped classroom models that have been implemented by the Biology Department in recent years, and will be especially effective in a remote learning environment such as our current mode during COVID-19.

The former Dean of Math and Science, Al Friedman, wrote, *"The Life Sciences Department is notable in the work that faculty have undertaken to thoughtfully and deliberately improve and modernize the curriculum. The results are evident in the noted progress in student retention and success. Students have transferred into challenging programs at other institutions and thrived."*

The Life Sciences Department (which includes biology) has as its greatest strength its faculty and staff. They have a highly trained and collegial group of professionals who are both passionate about their subjects and dedicated to student success. The faculty regularly engage in professional development around teaching and learning by participating in on-campus programs like the Innovations Academy,

and by attending professional meetings such as the Northwest Biology Instructors Organization, Human Anatomy and Physiology Society and American Society for Microbiology Conference for Undergraduate Educators, all of which has led to increases in reflective assignments and questions in individual classes as well as discussions about aligning our efforts within progressions of courses.

The Biology Department, which is typically considered an academic transfer program in the Math and Science Division, maintains a close relationship with EvCC's professional-technical Nursing Department. Many of the allied health majors taking the biology sequence intend to apply to that program, so instructors of the allied health-specific biology courses meet with the nursing faculty to discuss the performance of native EvCC students in the nursing program and solicit input about areas in which they would benefit from better preparation in their prerequisite courses. Over the past twenty years, the Biology Department has noticed that EvCC students are typically very well prepared for success in the nursing program; in fact, they are generally better prepared than students who enter the program from other schools.

The Biology Department also maintains a close relationship with the University of Washington faculty and BERG (Biology Education Research Group) colleagues. Dr. Ricky Dooley, a biology faculty member who is a graduate of the UW program, has revamped the biology majors' series to meet the evidence-based practices used in the equivalent UW series. This has led to a high rate of success for Biology transfer students, and the program has become known for its high-quality faculty dedicated to student success. Enrollment has increased, leading to enough enrollment gain in this series that another section was added to each quarter.

Biology faculty have used Tableau dashboards to identify when there are the biggest drops (especially in the majors' sequence of classes) and have addressed potential causes. The department chose to focus on metacognition instruction as an intervention. Faculty taught students to be self-reflective, adaptable learners who can critically evaluate their own practice. Metacognitive assessment questions are included on quizzes and post-exam assignments. Some faculty also conduct surveys of students on non-content issues. When the department looks at "traditionally underrepresented" students in allied health, there isn't a clear pattern of achievement gaps; however, it might be too soon for Tableau data to show the impacts of the changes. All faculty have been asked to opt into the Tableau training, including associate faculty. Biology instructors collaborate to identify departmental gatekeeper courses to work toward helping students in the program successfully complete their courses.

Programmatic Assessment #2: Psychology/Social Sciences

Another program that demonstrates the effective synthesis of formal and informal assessment is the psychology discipline in the Social Sciences Department. As part of EvCC's Guided Pathways implementation, faculty in the psychology discipline completed a [Learning Inventory](#) that documented essential learning that would lead students to transfer and/or career success in that field, and then developed a [Program Map](#) for students wishing to transfer to a four-year university as psychology majors.

Under the direction of the senior psychology faculty member, several psychology instructors have collaborated over the past year to revisit the standards for PSYC &100, a course that the college has identified as a gatekeeper course. Recently, the department completed a review of the [American Psychological Association](#) standards and mapped them to the PSYC &100 course learning outcomes, thereby developing a plan for topics that must be included in all course sections, with room for instructors to choose two or three additional topics from the different domains specified by the APA.

In the winter and spring quarters of 2020, several members of the department also took part in the [Gatekeeper Institute](#), a professional development session developed and presented by Guided Pathways steering committee members to address issues in courses that may prevent students from achieving their educational goals. The team produced a plan scheduled to be implemented in PSYC &100 in the spring or summer of 2020, but the pandemic has interrupted that schedule. As a result of that Institute and the requirement that each team review Tableau data for their course, the plan included an additional review of the standards for the course. A departmental retreat is planned for the fall quarter to discuss using a common final.

Completion of the [Social Sciences Program Review 2019-20](#) provided another opportunity for cross-disciplinary assessment and thoughtful planning toward student learning improvement. The Social Sciences Department focused exclusively on assessment of Analytical Thinking, as both a PSO and this year's common CLO. The department's assessment team selected student artifacts from multiple disciplines within the department, including two 100-level courses and one 200-level course. As a team, they found that students in 100-level courses were not meeting level 2 or 3 on the rubric, although students in the 200-level course demonstrated a higher level of knowledge, skills, and abilities based on the rubric. While the faculty were encouraged by students' clear progress in learning as they moved through course sequences, they determined that making the instructions on assignments requiring analytical thinking more concrete to "improve student learning at the conceptual and operative levels."

Additionally, the Psychology faculty have been key members of the Social Sciences Department in developing, maintaining, and learning from longitudinal data collected over almost a decade about student perceptions of learning in the area of diversity. Combined with other assessment methods, this analysis has better enabled the faculty to quantitatively *and* qualitatively identify and explore the nature and source of equity gaps, and has led to the development of multiple new courses in the Social Sciences Department related to equity and social justice.

Reviewing Tableau data has also been instrumental in helping faculty identify equity gaps and implement best practice changes to curriculum and pedagogy, not only in PSYC &100 but in other courses as well. One faculty member, based on his review of Tableau data, concluded, "*This has closed a gap for students who may be English language learners. I have done better including active learning in class.*" Another faculty member said, "*I am constantly tweaking and modifying my curriculum and assessment strategies to try to enhance student success while still achieving their important goals of cultivating critical thinking and individual responsibility.*"

According to the Dean of Communication and Social Sciences, Eugene McAvoy, *“All of these efforts have contributed to a growing commitment to continuous improvement that has manifested in a greater awareness of opportunity and achievement gaps, a greater use and trust of data in decision making, and specific curriculum changes and additions to eliminate those gaps. The Social Sciences faculty have been leaders of these efforts across the college.”*

Summary of Programmatic Assessment Examples

Both the Biology and Psychology Departments have used the results of their assessments and collaborations within their department and across disciplines (for example, the psychology faculty participation in the Gatekeeper Institute or biology faculty coordination with related programs like nursing) to better inform their assessment practices, and work toward continuously improving student learning. Past work with norming sessions has served to illustrate the benefits of working both within and across disciplines when discussing assessment and rubrics. Work on [CLO rubrics \(Appendix B\)](#) continues to strengthen our commitment to measurable outcomes across both Instruction and Student Services.

Data for Learning Improvement

More than 120 faculty, both full-time and part-time, have been trained in using the Tableau course completion dashboards. This training is now online, giving all faculty access to the training. Faculty who participate in EvCC’s campus professional development session called Innovations Academy are required to complete the training as part of the Academy to determine whether the changes they implement in their courses have an impact on equity gaps. In the past two years, approximately 100 faculty participating in the Innovations Academy have been through this training. As proficiency using Tableau data on equity gaps expands across campus, more departments are using the data from the dashboards to make decisions about classroom pedagogy, active learning techniques, and assessment activities. This has led to discussions about how to address equity gaps across departments and divisions, including both academic transfer and professional technical programs. As of spring 2020, course completion data for all sections taught is available to all faculty completing basic Tableau user training, which is available on demand via video link.

Continuous Improvement: Lessons Learned

A [recent blog post](#) by Jennifer A Schiller, Ph.D., a consultant for [Campus Labs](#), the online platform used by EvCC faculty for course evaluations states:

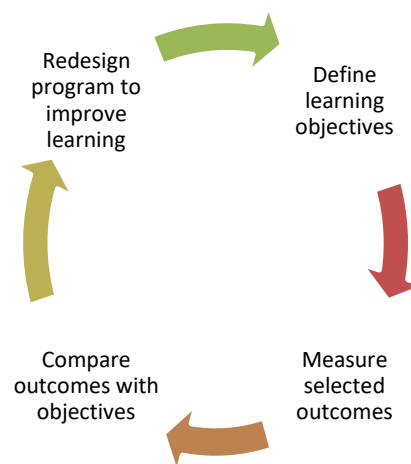
“Assessment data becomes meaningful when course success, student learning and student engagement datasets take center stage, shifting the conversation from what has been to what could be.”

Our revised process for assessing the Core Learning Outcomes is fairly new, and we believe this process will be effective in helping programs close the loop in the continuous improvement cycle of student learning, shifting the faculty conversations “from what has been to what could be.” We will continue to make adjustments and improvements in how we assess our CLOs and PSOs as we learn more and help departments design assignments and assess student artifacts.

Members of the Assessment Committee conducted norming training sessions for all departments during April and May 2020 for the CLO #1: *Analytical Thinking* rubric. These sessions mirrored the work done in a 2019 Summer Assessment Institute led by our Institutional Researcher with twelve faculty from across multiple disciplines participating. The faculty who participated in this initial institute indicated that it was an important learning experience and helped them better understand assessment in general and CLO assessment in particular, and they felt that they would be able to improve their own classroom assessment because of their participation.

A workgroup in the Assessment Committee developed draft rubrics for CLOs #2 and #3. Faculty will be able to use the rubrics as they plan for their CLO assessments during 2020-22 and beyond. Drafts were shared with faculty at the end of spring quarter by the new Assessment Committee co-chair, Sharon Moore. Several faculty will use the first draft of the CLO #3: *Equity and Social Justice* rubric in summer quarter 2020 classes in order to give feedback and recommendations to the Committee on the first draft.

The Office of Institutional Effectiveness and Strategic Development published CLO posters that were designed by College Advancement. The Assessment Committee members placed these posters in classrooms across campus. Our goal is to be completely transparent as we work to measure student learning, and to promote the visibility of the CLOs for both current and prospective students. The college also requires the CLOs to be listed on all course syllabi, and all Course Information Forms (CIFs) are being updated to reflect these three new CLOs as well.



Continuous Improvement: Planning

The Assessment Committee is preparing now for the next cycle of Core Learning Outcomes assessment, including the approval of the rubrics for CLOs #2 and #3, training for all departments on the use of the rubrics, establishing centralized storage for collected student artifacts, and reporting of the results of learning in each program review. We anticipate seeing an overall improvement in the quality of student artifacts, program reviews, and intentionality in the incorporation and assessment of the three Core Learning Outcomes in all disciplines and all classes. Indeed, during the review of the 2019-2020 program reviews, returning deans noted an overall improvement in the

quality of data collection and analysis for their program, while new deans noted a quality in these areas that was unexpected based on their experience at previous institutions.

Departments will be invited to participate in a poster session during Opening Week of fall 2020. These posters will highlight the current and future work of assessment in their programs, and will provide an opportunity for more cross-disciplinary discussions about the development of student artifacts, the use of Tableau data, and changes in classroom pedagogy to improve student success and retention.

We hope to invite a National Institute of Learning Outcomes Assessment ([NILOA](#)) coach to our campus to assist us in assignment design, curriculum mapping, and other potential areas, and to participate, as a committee, in more professional development in the next several years, such as the annual [Assessment Institute](#), held virtually in 2020, “*designed to provide opportunities for (1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field, (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills, and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute*”.

Toward Mission Fulfillment

Over the past four years, the Assessment Committee has been working to develop a more streamlined and comprehensive process for the assessment of the college’s Core Learning Outcomes. New leadership in the Committee has provided clarity in our mission and goals, and we now have a much better program review document that provides a narrative of program strengths, challenges, and opportunities for improvement. This document provides an opportunity for programs to reflect on these areas, provide data to support any decisions on changes that are made, and to continually and effectively monitor how successful their students are in their continuous improvement cycle. Collecting data from student assessments and Tableau dashboards has also increased faculty awareness about areas where programs need to improve to better serve students. As we continue to collect data from the assessments of the three CLOs and the program-defined PSOs, we will begin to see a clearer picture of how successful the college has become in attaining the institutional outcomes we have designed. This process is critical as we work toward achieving the college mission to **“educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society.”**



Moving Forward

2020 Mid-Cycle Evaluation

Moving Forward

EvCC will be prepared for a successful Year Seven review by continuing to carry out student-centered activities that allow us to stay nimble and more successful in retaining students and supporting their learning and achievement. The following are important areas of focus in preparation for the Year Seven report and visit:

1. Refining work that was accelerated as a result of COVID-19, including alternative placement strategies, OER adoption, and the provision of more online courses, remote advising, and virtual working groups for students.
2. Conducting Program Reviews with all programs as scheduled and ensuring that the outcomes associated with all degree programs are assessed on a regular basis, that the results of learning outcomes are reported, and that appropriate improvement plans are documented and implemented with support from the Center for Transformative Teaching and the Office of Instruction.
3. Creating a robust and growing pipeline of students enrolling in the institution that are served seamlessly en route to achieving their education and career goals through Guided Pathways.
4. Increasing student enrollment with attention to equity and implementation strategies focused on retaining students from K-12 partnerships, Transitional Studies communities, and community-based partnership work.
5. Working to operationalize the *5 Dimensions of Equity*[™] including cross-cultural training with a focus on eliminating achievement gaps for disproportionately impacted populations by assessing the curricular and student experience and assessment of the new Equity and Social Justice Core Learning Outcome.
6. Building on the Fall 2019 Data Summit to continue to support data driven decision making, increase the consistency of qualitative data use across the campus, and develop new partnerships that support benchmarking at a national level.
7. Developing a new Strategic Plan and continuing applied learning from Guided Pathways, Title III Grant Application Development, Perkins V, and other needs assessment processes.
8. Adopting best practice strategies from peer institutions that result in retention and successful student progress toward their goals, especially among high-volume/gatekeeper courses.
9. Defining and implementing a new structure of shared governance.
10. Expanding innovation and diversified funding streams to develop new service delivery models that support student parents and other adult learners, including the exploration of bachelor of applied science (BAS) program options.

As the college continues the transition to the 2020 Accreditation Standards, we will continue to seek data sources that capture the largest percentage of our student body, and that offer appropriately

disaggregated metrics for both regional and national peer institutions for benchmarking purposes. We will also build public access to these metrics on the college website. By focusing on institutional effectiveness, student achievement, and student learning, with equity and social justice as central values, Everett Community College will be well-prepared to share our story of mission fulfillment in Year Seven.

Addendum

Addendum

In response to Everett Community College's Fall 2017 Year Seven Evaluation, the Commission found that the institution was Substantially in Compliance but in Need of Improvement in two areas. This response to the follow-up requirement to submit an Addendum to the Fall 2020 Mid-Cycle Report addresses Recommendations 1 and 2 of the Fall 2017 Year Seven Peer Evaluation Report.

Recommendation 1

Review and implement a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services (Standard 2.G.8).

In response to Recommendation 1, in winter of the 2017-18 fiscal year, EvCC's Executive Director of Information Technology convened a task force comprised of IT staff, Media Services and eLearning representatives, and cross-functional leadership team members (Institutional Effectiveness, Instruction, Student Services, and Corporate and Workforce Training) to develop a budget-focused technology update and replacement plan. The resulting plan was limited in its scope, and did not address critical challenges the institution will face as we move into a technology climate of faster and farther-reaching innovation.

Thus, after the retirement of the Executive Director of IT in 2018, in 2019 her successor was charged with recruiting a broad cross-functional team including faculty and students in addition to IT staff and other administrators to develop a comprehensive [Technology Strategic Plan](#) that would include technology update and replacement planning, as well as ongoing technology governance structures and contingency planning to ensure the college is able to flexibly address its technology replacement cycle even in lean budget years.

This Technology Strategic Plan recognizes Everett Community College's need to meet and excel beyond these challenges. It recognizes that in order to excel and be adept at "[digital transformation](#)," we need to create a solid foundation for growth. Taking a holistic view of our organization, this plan proposes not only physical infrastructure for innovation and growth, but also a [cultural](#) and [workforce shift](#), responding to [external drivers](#), thereby enabling our organization to innovate and create new possibilities for our students.

This updated technology plan is the result of holistic discussions, evaluating and determining technology needs for the entire college, not just Information Technology alone. The purpose of the new plan is to create both a strategic plan that is tied to college goals, as well as a plan that is fiscally responsible, built to reflect industry standards and conventions. It is especially critical that the college commits to making the required financial investment in planned lifecycle-based technology replacements and updates. To ensure that the college infrastructure is fully compliant with industry standards, EvCC will contract for regular IT audits conducted by an external auditor.

In order to build this plan and ensure multiple perspectives were captured, a cross-departmental task force was created consisting of faculty, staff, and student feedback. Beginning the fall quarter of 2019, this task force met weekly to determine the parts needed to cover a holistic view of technology needs.

The Technology Strategic Planning task force committee members included:

- Student Body, Budget
- Information Technology
- Instruction / Department of Engineering / Department of Math and Science
- Strategic Planning / Institutional Research
- Finance
- eLearning
- Media

In creating the plan, the task force used the guidelines below to determine a strategic path forward.

This holistic plan is broken into three pillars:

- 1) College-Wide Operations — Physical and lifecycle needs to adequately support operations, as well as securing our data and our assets (OCIO Standard 141.10); protecting the trust given to us by our students and our community.
- 2) Frameworks Needed to Support College-Wide Operations — These include new procedures to ensure shared governance and college-wide considerations, as well as updating or revising policies and procedures to address new user-facing technology.
- 3) Innovation — Cultural, skill set, and workforce shifts to spur, foster, and accelerate an innovative and transformative future of our college.

In addition to these pillars, there are also internal driving forces that have encouraged a new approach in determining a path for the college's technology future.

- 1) Proposed programs and initiatives support the college's mission and Board of Trustees 2019-2020 Priorities.
- 2) Proposed Plan meets or exceeds NWCCU's recommendations.
- 3) Technology is directly linked to all sections of the EvCC strategic plan which includes Student Success, Innovation and Leadership, Community Connections and Partnership, Cultural Pluralism and Global Readiness, and Resource Stewardship.
- 4) We believe technology can support and enable better student outcomes with new, innovative approaches to teaching, learning, and digital accessibility. Technology is an enabler to transform our approach to the student, meeting them where they are both physically and virtually.
- 5) We believe technology can support the empowerment and engagement of our employees, cultivate a mindset of universal design and accessibility, and fostering creative and innovative ways to meet the demands of our students and our community.

Timeline and discussions included:

Oct 4, 2019

- Environmental scan/threats and opportunities/future of Higher Education
- Setting ground rules for our work together - how do we deal with conflict and/or disagreements?
- Purpose of the Plan - why are we doing this?

Oct 18 and Nov 1, 2019

- Review current operational needs
- Review innovative opportunities
- Review security plan

Nov 15, 2019

- Align Board Priorities to Plan Overview
- Draft budget, resource needs

Dec 13, 2019

- Finalize draft budget

Winter Quarter 2020

- Share with campus for input, approval, and implementation

July 28, 2020

- Shared with Board of Trustees (informational item)

August 2020

- Approved by Board of Trustees

In order to best keep the plan current, as well as address any short-term contingencies, such as potential budget limitations or determining budget prioritization, an IT Governance Committee will be created. With this committee, a cross-functional team of representatives will meet several times a year to mitigate any short-term issues and ensure the plan is being adhered to for the long term, as well as update or modify the plan in order to meet new long-term strategic goals. In the case of budget constraints, a disappearing task force composed of the Executive Director of IT, the VP of College Services, and the AVP of Finance will determine the most appropriate short-term response to ensure continuity of compliance with this technology plan and stay within reasonable thresholds of replacement cycles and lifecycle management.

Due to COVID-19-related budget shortfalls for 2020-21, the college followed this contingency planning process to ensure the college has sufficient resources to fulfill the planned technology replacement cycle for the next three years. Based on recommendations from the disappearing task force, the college will implement the current plan to invest in the needed technology for our students and staff by obtaining a Certificate of Participation (COP) as the most appropriate financing vehicle to assist with this short-term response. This action allows the college to start implementing the strategic plan, staying within reasonable thresholds of replacement cycles and lifecycle management. Oversight of

the COP, as well as any changes to future strategy, will also be monitored by the IT Governance Committee.

Recommendation 2

Continue to improve and refine the core theme indicators of achievement pertaining to Core Theme 5 to increase their meaningfulness and appropriateness (Standard 4.A.1).

With the change to the 2020 Accreditation Standards, Everett Community College has opted to focus its accreditation reporting structure on its efforts toward improving institutional effectiveness, student learning, and student achievement in lieu of a structure determined by institutionally-defined Core Themes. The 2017 Peer Evaluation Team found the indicators of achievement used by the college to measure its previous Core Themes 1-4 (Student Success, Innovation and Leadership, Community Connections and Partnerships, and Cultural Pluralism and Global Readiness) sufficiently meaningful and appropriate; these are the indicators that crosswalk with the new standards related to institutional effectiveness (1.B.1), student learning (1.C.7), and student achievement (1.D.4).

EvCC's previous Core Theme 5, Resource Stewardship, no longer requires institutionally-defined indicators of achievement under the 2020 Accreditation Standards for two reasons: first, the college is no longer using Core Themes as a structure to measure mission fulfillment, and second, Resource Stewardship as an essential element of institutional effectiveness will be addressed in the college's response to 2020 Accreditation Standards 2.E, 2.F, 2.G, 2.H, and 2.I. The college's responses to these standards will reflect its Resource Stewardship as needed to fulfill its mission with respect to financial resources, human resources, student support resources, library and information resources, and physical and technology infrastructure.

Appendix

Appendix A

Student Achievement Progress Dashboard

(link to accessible tables for Appendix A will be added soon)

Fall-to-Winter Retention	Benchmarking Targets w/thresholds	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018	EvCC 2019	EvCC 2020	EvCC 2021
Total	75%	75%	72%	71%				
Race/Ethnicity								
African American	69%	83%	74%	74%				
American Indian/Alaskan Native	72%	85%	*	*				
Asian	74%	84%	68%	78%				
Hispanic	72%	56%	66%	74%				
Pacific Islander/Native Hawaiian	*	*	*	*				
Multiracial	74%	68%	73%	79%				
Other Race	*	*	*	*				
White	76%	78%	74%	69%				
Not Reported	75%	61%	59%	65%				
HU Students of Color	71%	72%	71%	74%				
Non HU Students of Color	76%	78%	74%	71%				
Need-Based Aid Status								
Received Need-Based Aid	81%	90%	85%	88%				
Did Not Receive Need-Based Aid	71%	69%	68%	65%				
Gender								
Female	76%	77%	72%	71%				
Male	73%	72%	74%	74%				
Unknown/Other	74%	74%	65%	58%				
Age								
Unknown	*	*	*	*				
0-19	77%	62%	72%	81%				
20-24	72%	78%	72%	69%				
25-29	75%	76%	72%	67%				
30-39	76%	78%	74%	71%				
40+	73%	70%	69%	72%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

Meets or exceeds benchmark


Within 5% below benchmark


>5% below benchmark

Fall-to-Fall Retention	Benchmarking Targets w/thresholds	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018	EvCC 2019	EvCC 2020	EvCC 2021
Total	47%	47%	48%	45%				
Race/Ethnicity								
African American	39%	53%	46%	62%				
American Indian/Alaskan Native	33%	54%	*	*				
Asian	53%	65%	47%	35%				
Hispanic	49%	44%	48%	48%				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	45%	41%	51%	49%				
White	48%	49%	49%	45%				
Not Reported	46%	33%	37%	35%				
HU Students of Color	43%	48%	49%	53%				
Non HU Students of Color	48%	50%	49%	44%				
Need-Based Aid Status								
Received Need-Based Aid	55%	57%	54%	61%				
Did Not Receive Need-Based Aid	43%	44%	46%	40%				
Gender								
Female	47%	48%	48%	46%				
Male	46%	47%	50%	45%				
Not Reported	44%	40%	32%	33%				
Age								
0-19	49%	50%	53%	73%				
20-24	43%	38%	49%	37%				
25-29	47%	54%	44%	35%				
30-39	51%	49%	45%	43%				
40+	45%	46%	50%	47%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet SBCTC minimum threshold requirements for reporting

 Meets or exceeds benchmark

 Within 5% below benchmark




 >5% below benchmark

ABE - Completed any college level credits within 2 years	Benchmarking Targets w/thresholds	EvCC 14-15	EvCC 15-16	EvCC 16-17	EvCC 17-18	EvCC 18-19	EvCC 19-20	EvCC 20-21
Total	32%	13%	16%	38%				
Race/Ethnicity								
African American	34%	21%	9%	43%				
American Indian/Alaskan Native	28%	0%	11%	14%				
Asian	52%	20%	36%	62%				
Hispanic	26%	11%	12%	32%				
Pacific Islander/Native Hawaiian	25%	*	*	*				
White	34%	17%	18%	40%				
HU Students of Color	27%	10%	13%	34%				
Low-Income Status								
Yes	23%	14%	10%	19%				

Gender								
Female	35%	13%	19%	40%				
Male	29%	14%	12%	35%				
Age								
Under 25	34%	9%	15%	44%				
Over 25	31%	16%	16%	33%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

 Meets or exceeds benchmark
  Within 5% below benchmark
  >5% below benchmark

ESL - Completed any college level credits within 3 years	Benchmarking Targets w/thresholds	EvCC 13-14	EvCC 14-15	EvCC 15-16	EvCC 16-17	EvCC 17-18	EvCC 18-19	EvCC 19-20
Total	7%	8%	6%	7%				
Race/Ethnicity								
African American	13%	9%	10%	0%				
American Indian/Alaskan Native								
Asian	12%	13%	10%	12%				
Hispanic	3%	4%	4%	3%				
Pacific Islander/Native Hawaiian	*	0%	*	17%				
White	7%	11%	13%	14%				
HU Students of Color	5%	6%	3%	5%				
Income Status								
Low Income	2%	2%	2%	4%				

Gender								
Female	7%	7%	6%	7%				
Male	7%	8%	6%	7%				
Age								
Under 25	17%	15%	12%	11%				
Over 25	5%	6%	5%	6%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

Meets or exceeds benchmark
 Within 5% below benchmark
 >5% below benchmark

Completed English in Year 1	Benchmarking Targets w/thresholds	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018	EvCC 2019	EvCC 2020	EvCC 2021
Total	21%	13%	11%	12%				
Race/Ethnicity								
African American	20%	7%	10%	15%				
American Indian/Alaskan Native	17%	23%	*	*				
Asian	17%	23%	4%	9%				
Hispanic	25%	16%	31%	26%				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	19%	20%	8%	13%				
White	21%	11%	11%	11%				
Not Reported	19%	4%	10%	10%				
HU Students of Color	22%	17%	13%	18%				
Non HU Students of Color	20%	13%	11%	11%				
Need-Based Aid Status								
Received Need-Based Aid	30%	20%	16%	22%				
Did Not Receive Need-Based Aid	16%	10%	10%	9%				
Gender								
Female	20%	12%	14%	13%				
Male	21%	15%	8%	10%				
Not Reported	16%	6%	3%	19%				
Age								
0-19	25%	24%	19%	24%				
20-24	21%	15%	14%	11%				
25-29	24%	16%	8%	11%				
30-39	19%	12%	13%	9%				
40+	14%	3%	6%	9%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

Meets or exceeds benchmark
 Within 5% below benchmark
 >5% below benchmark

Completed Quantitative Course in Year 1	Benchmarking Targets w/thresholds	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018	EvCC 2019	EvCC 2020	EvCC 2021
Total	26%	13%	17%	19%				
Race/Ethnicity								
African American	17%	10%	13%	15%				
American Indian/Alaskan Native	17%	15%	*	*				
Asian	32%	23%	13%	11%				
Hispanic	26%	31%	24%	23%				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	26%	8%	17%	19%				
White	25%	13%	16%	20%				
Not Reported	23%	7%	27%	21%				
HU Students of Color	23%	13%	17%	18%				
Non HU Students of Color	26%	14%	16%	20%				
Need-Based Aid Status								
Received Need-Based Aid	29%	17%	18%	20%				
Did Not Receive Need-Based Aid	23%	12%	17%	19%				
Gender								
Female	24%	11%	15%	18%				
Male	26%	16%	20%	19%				
Not Reported	35%	9%	12%	31%				
Age								
0-19	34%	26%	29%	30%				
20-24	27%	20%	21%	24%				
25-29	26%	10%	17%	17%				
30-39	24%	13%	14%	15%				
40+	17%	3%	9%	12%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

Meets or exceeds benchmark

Within 5% below benchmark

>5% below benchmark

Three Year Completion Rate	Benchmarking Targets w/thresholds	EvCC 2013	EvCC 2014	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018	EvCC 2019
Total	33%	27%	24%	25%				
Race/Ethnicity								
African American	25%	14%	28%	27%				
American Indian/Alaskan Native	40%	21%	33%	15%				
Asian	32%	25%	21%	21%				
Hispanic	31%	17%	29%	13%				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	26%	22%	16%	21%				
White	35%	28%	26%	29%				
Not Reported	31%	37%	18%	20%				
HU Students of Color	26%	19%	25%	19%				
Non HU Students of Color	35%	28%	26%	28%				
Need-Based Aid Status								
Received Need-Based Aid	36%	32%	39%	36%				
Did Not Receive Need-Based Aid	30%	24%	21%	21%				
Gender								
Female	34%	29%	27%	27%				
Male	31%	22%	22%	24%				
Not Reported	28%	31%	20%	14%				
Age								
0-19	30%	27%	26%	17%				
20-24	29%	22%	18%	19%				
25-29	31%	24%	24%	23%				
30-39	36%	28%	26%	29%				
40+	35%	33%	32%	32%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting



Meets or exceeds benchmark



Within 5% below benchmark





>5% below benchmark

Transferred within 4 Years	Benchmarking Targets w/thresholds	EvCC 2012	EvCC 2013	EvCC 2014	EvCC 2015	EvCC 2016	EvCC 2017	EvCC 2018
Total	27%	23%	23%	23%				
Race/Ethnicity								
African American	27%	18%	21%	38%				
American Indian/Alaskan Native	35%	*	50%	17%				
Asian	28%	22%	26%	14%				
Hispanic	25%	20%	34%	19%				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	30%	27%	26%	16%				
White	25%	21%	21%	23%				
Not Reported	28%	30%	27%	29%				
HU Students of Color	27%	23%	30%	22%				
Non HU Students of Color	26%	21%	21%	22%				
Need-Based Aid Status								
Received Need-Based Aid	23%	14%	20%	14%				
Did Not Receive Need-Based Aid	29%	25%	25%	25%				
Gender								
Female	26%	21%	25%	19%				
Male	27%	23%	22%	26%				
Not Reported	36%	36%	21%	34%				
Age								
0-19	43%	36%	36%	38%				
20-24	33%	28%	29%	34%				
25-29	25%	20%	25%	21%				
30-39	23%	15%	19%	15%				
40+	13%	17%	13%	12%				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

 Meets or exceeds benchmark

 Within 5% below benchmark

 >5% below benchmark

Year 6 Earnings of Prof/Tech Certificate Earners Employed Full-time	Benchmarking Targets w/thresholds	EvCC 2010	EvCC 2011	EvCC 2012	EvCC 2013	EvCC 2014	EvCC 2015	EvCC 2016
Total	\$40K	\$37K	\$43K	\$51K				
Race/Ethnicity								
African American	*	*	*	*				
American Indian/Alaskan Native	*	*	*	*				
Asian	*	*	*	*				
Hispanic	*	*	*	*				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	*	*	\$41K	*				
White	\$41K	\$37K	\$43K	\$52K				
Not Reported	*	*	*	*				
HU Students of Color	\$42K	\$69K	\$44K	*				
Non HU Students of Color	\$41K	\$37K	\$42K	\$52K				
Need-Based Aid Status								
Received Need-Based Aid	\$40K	\$38K	\$37K	\$62K				
Did Not Receive Need-Based Aid	\$41K	\$37K	\$44K	\$47K				
Gender								
Female	\$38K	\$35K	\$41K	\$42K				
Male	\$42K	\$57K	\$61K	\$72K				
Not Reported	*	*	*	*				
Age								
0-19	\$39K	\$34K	\$43K	\$51K				
20-24	\$33K	*	\$37K	*				
25-29	\$42K	*	\$39K	\$55K				
30-39	\$40K	*	\$53K	\$47K				
40+	\$42K	\$45K	\$54K	\$52K				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting

Meets or exceeds benchmark

Within 5% below benchmark

>5% below benchmark

Year 6 Earnings of Prof/Tech Associate Degree Earners Employed Full-time	Benchmarking Targets w/thresholds	EvCC 2010	EvCC 2011	EvCC 2012	EvCC 2013	EvCC 2014	EvCC 2015	EvCC 2016
Total	\$42K	\$42K	\$54K	\$54K				
Race/Ethnicity								
African American	*	*	*	*				
American Indian/Alaskan Native	*	*	*	*				
Asian	*	*	*	*				
Hispanic	*	*	*	*				
Pacific Islander/Native Hawaiian	*	*	*	*				
2+ Races	*	*	*	*				
White	\$42K	\$43K	\$54K	\$50K				
Not Reported	*	*	*	*				
HU Students of Color	\$44K	\$54K	*	\$65K				
Non HU Students of Color	\$42K	\$42K	\$53K	\$49K				
Need-Based Aid Status								
Received Need-Based Aid	\$41K	\$38K	\$48K	\$44K				
Did Not Receive Need-Based Aid	\$44K	\$45K	\$57K	\$59K				
Gender								
Female	\$39K	\$36K	\$48K	\$47K				
Male	\$52K	\$44K	\$62K	\$59K				
Not Reported	*	*	*	*				
Age								
0-19	\$40K	\$39K	\$51K	\$43K				
20-24	\$48K	\$61K	*	\$71K				
25-29	*	*	*	*				
30-39	\$44K	*	\$57K	\$49K				
40+	\$43K	\$80K	\$101K	\$65K				

NA - Data not tracked

* - Insufficient number of students in the cohort to meet minimum threshold requirements for reporting



Meets or exceeds benchmark



Within 5% below benchmark



>5% below benchmark

Appendix B

Core Learning Outcomes Rubrics

Analytical Thinking Rubric

Adapted from AAC&U Critical Thinking VALUE Rubric
for more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

EFFECTIVE COMMUNICATION RUBRIC

Definition: *Students will individually and/or collaboratively communicate across multiple expressive modes, applying relevant learned knowledge and demonstrating information literacy and research skills.*

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Create and organize appropriate and relevant message for diverse audience (consider cultural norms, purpose, and/or medium)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates an awareness of context, audience, purpose, and to the assigned task(s) (e.g. begins to show awareness of audiences' perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Deliver message in an organized, clear, and logical manner	Communicates, organizes, and synthesizes ideas and information to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes, and synthesizes ideas and information. Intended purpose is achieved.	Communicates and organizes ideas and information. The ideas and information are not yet synthesized, so the intended purpose is not fully achieved.	Communicates ideas and information in a fragmented and/or disorganized manner so the intended purpose is not achieved.
Support analysis with appropriate and relevant content	Uses a variety of types of supporting content (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make appropriate reference to information or analysis that significantly supports the work or establishes the work's credibility/authority on the topic.	Uses supporting content (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make appropriate reference to information or analysis that generally supports the work or establishes the work's credibility/authority on the topic.	Uses supporting content (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make appropriate reference to information or analysis that partially supports the work or establishes the work's credibility/authority on the topic.	Uses insufficient supporting content (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make reference to information or analysis that minimally supports the work or establishes the work's credibility/authority on the topic.
Explore, evaluate, and use information sources critically and ethically	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline. Uses all of the following strategies correctly: (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution)	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline. Uses three of the following strategies correctly: (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution)	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Uses two of the following strategies correctly: (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution)	Demonstrates an attempt to use sources to support ideas. Uses one of the following strategies correctly: (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution)

EQUITY AND SOCIAL JUSTICE RUBRIC

Definition: *Students will evaluate the influence of power and privilege, identify shared and unshared meaning, and/or analyze the source of their perspective in advancement of equity and social justice.*

Criteria	Capstone	Milestones		Benchmark
	4	3	2	1
Analyze the influence of power and privilege	Demonstrates a thorough understanding of how power and privilege impact the social and natural world in complex, multilayered, and interconnected relationships.	Demonstrates an adequate understanding of how power and privilege impact the social and natural world in complex, multilayered, and interconnected relationships.	Demonstrates an awareness of how power and privilege impact the social and natural world in complex, multilayered, and interconnected relationships.	Demonstrates a minimal awareness of how power and privilege impact the social and natural world in complex, multilayered, and interconnected relationships.
Identify and evaluate shared and unshared meaning	Thoroughly articulates and negotiates insights within and across cultural norms, values, and biases by asking complex and deep questions, suspending judgement, understanding shared and unshared meaning, and challenging hierarchies of cultural and academic knowledge.	Adequately articulates and negotiates insights within and across cultural norms, values, and biases by asking basic questions, moving towards suspending judgement, understanding shared and unshared meaning, and challenging hierarchies of cultural and academic knowledge.	Is aware that attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from other cultures and communities.	Expresses attitudes and beliefs as an individual, from a one-sided view. May be indifferent or resistant to what can be learned from other cultures and communities.
Reflect, act, and equitably engage to advance social justice	Demonstrates a thorough ability and commitment to connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to exert influence within and across social, cultural, and political contexts in equitable collaboration with others.	Demonstrates an adequate ability and commitment to connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to exert influence within and across social, cultural, and political contexts in equitable collaboration with others.	Demonstrates an awareness of how to connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to exert influence within and across social, cultural, and political contexts.	Demonstrates a minimal awareness of how to connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to exert influence within and across social, cultural, and political contexts.
Develop graceful relationships to others	Interprets intercultural experience from the perspectives of own and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of others.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with their own worldview.	Views the experience of others but does so through their own cultural worldview.



2020 Mid-Cycle Evaluation

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