EVERETT COMMUNITY COLLEGE

Mission and Core Themes Report

Prepared for the Northwest Commission on Colleges and Universities

Submitted March 1, 2019

EVERETT COMMUNITY COLLEGE

SUBMITTED MARCH 1, 2019

MISSION AND CORE THEMES REPORT

Prepared for the Northwest Commission on Colleges and Universities

Dr. David Beyer
President

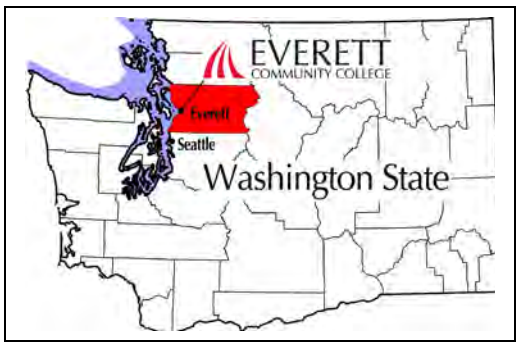
Heather Bennett
Executive Director of Institutional Effectiveness and Resource Development, Accreditation Liaison Officer

Achieving the Dream LEADER COLLEGE

Table of Contents

Institutional Overview 2
Preface 4
Chapter One: Mission, Core Themes, and Expectations 8
Eligibility Requirements 8
Standard 1.A: Mission 9
Standard 1.B: Core Themes 14
Chapter One: Summary 28
Appendix 29

Institutional Overview



College Profile

Everett Community College (EvCC) 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 78 years has drawn students from the city of Everett (where the main campus is located), small towns, suburban and rural areas, and the Tulalip Indian Reservation.

EvCC was founded in 1941, with the College's first students taking classes at a converted elementary school. First accredited in 1948, EvCC's accreditation was reaffirmed in 2018 on the basis of the Fall 2017 Year Seven Evaluation. The College's main campus moved to its present site in north Everett in 1958. 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 2017-18 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 21 years or younger. 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 45 years, while the average age of credit-bearing students is 25. EvCC also serves more than 4,500 dual enrollment students (23%), the largest dual enrollment population in the state. EvCC enrolls a diverse student body comprised of 56% females and 31% students of color. Of those students who report, 57% are the first in their families to attend college, 37% work while attending the College, and 20% report having dependents while pursuing their education.

EvCC Students at a Glance 2017-18	
Student Headcount	19,362
Female	56%
Male	44%
Students who work	37%
Students with dependents	20%
First-generation students	57%
Students of color	31%
Students who reported disabilities	6%
Annualized FTE's	8,087

EvCC Student Age Range 2017-18	
Under 18	21%
18-21	28%
22-25	11%
26-30	10%
31-40	13%
41-50	8%
51+	9%

EvCC Student Intent 2017-18	
Academic/Transfer	44%
Professional/Technical	18%
Basic Skills	9%
Personal Interest	29%

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 Sciences, Aerospace, Advanced Manufacturing, Engineering, Fine Arts, and World Languages/Nippon Business Institute. 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 18% of students with a professional technical intent are those enrolled in for-credit vocational programs like Advanced Manufacturing, Medical Assisting, or Business Technologies.

EvCC employs 762 faculty, staff and administrators, including 146 tenured/tenure-track faculty, 251 associate faculty, 99 administrators, and 266 classified staff. The College has an active student body with more than 250 athletes participating in EvCC's 11 league sports teams, a wide variety of student clubs, and a dynamic Associated Student Body engaged in shared governance activities.

Current Environment

EvCC is one of 20 Washington State colleges participating in Achieving the Dream (ATD), a comprehensive non-governmental reform movement for student success. The framework emphasizes increasing degree attainment and success for low-income, first-generation, and students of color. This focus on high-quality education in an inclusive environment has significantly impacted organizational culture at EvCC. ATD has played an integral role in EvCC's development of a data-informed process for the continuous improvement of student success. Major interventions developed and scaled as a result of participation in ATD include mandatory entry advising (fall 2012), mandatory college success course in the first quarter of enrollment for degree-seeking students (policy adopted fall 2014; enforcement implemented fall 2016), and mandatory program faculty advising before enrolling in third quarter classes (fall 2010).

Steadily decreasing state funding remains a consideration. Currently, EvCC is placing even greater focus on student success and improvement, using ATD and Guided Pathways (GP) models. There is also an ongoing emphasis on Strategic Enrollment Management and improving Equity and Social Justice using the *5 Dimensions of Equity™* and the 10-Point Equity Framework.

Key Partnerships

In view of EvCC's core theme around Community Connections and Partnerships, the College works closely with Everett Public Schools, Mukilteo Public Schools, Marysville Public Schools, and other K-12 school districts, Boeing, Fluke, Providence Regional Medical Center Everett, and other employers. Key partnerships with community-based organizations align regional efforts and include United Way, Workforce Snohomish, Economic Alliance Snohomish County, and Aerospace Futures Alliance. Four-year university partners include Washington State University-Everett, University of Washington-Bothell, and Western Washington University. College Spark Washington, the foundation responsible for $1.25 million in grant funding to support EvCC's Achieving the Dream participation and GP implementation since 2011, is another important contributor to EvCC's continuous improvement efforts.

Preface

Institutional Changes Since Last Report

The roadmap for EvCC's journey is outlined in the community-constructed strategic plan through five strategic core themes:

- **Student Success** is a daily focus in classrooms, in engaged work with the K-12 system and the 4-year colleges and universities, and in student support initiatives from recruitment to registration, advising, and graduation.
- **Innovation and Leadership** is infused in each of the other core themes but is separated out to ensure it is a deliberate focus at the College.
- **Community Connections and Partnerships** asserts the importance of forging and maintaining strong connections with the community to better reflect, serve, and benefit all parties.
- **Cultural Pluralism and Global Readiness** embraces the need to respond to a pluralistic society in the community and in the rest of the world.
- **Resource Stewardship** recognizes the critical role of efficient, strategic allocation of resources and the need to be forward-thinking and creative in rapidly changing times.

A focus on internal collaboration, external partnerships, and equity and social justice as core values of the institution 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), Strategic Enrollment Management (SEM), and Equity and Social Justice.

Following the ATD structures adopted in 2011-12, the BOT established the implementation of the **innovative GP model** as a College priority in 2015-16. In 2016-17, EvCC was awarded a $500K five-year grant from College Spark Washington as part of the first cohort of Washington community colleges engaging in this transformative work with a focus on equity and deliberate efforts to infuse it in every element of the work. This model's emphasis on mapping learning outcomes in alignment with transfer and employment requirements puts EvCC on the leading edge of best practices in higher education. By including student leaders on the GP Steering Committee and by conducting student surveys and focus groups on new processes as they are piloted, including the creation of the *5 Dimensions of Equity™*, the College ensures attention to student voices is part of the change process.

Energetic faculty leadership, including faculty co-chairs for our work with ATD and Guided Pathways implementation, continues to contribute to improved outcomes at EvCC. Faculty are committed to excellence in teaching and learning, as evidenced by increased faculty professional development through year-long programs for new tenure-track and associate faculty that include mentoring, a summer innovations institute, and continuous improvement assistance through EvCC's Center for Transformative Teaching.

In 2017-18, full-time and part-time faculty participated in creating standardized program maps for every College program starting with a Learning Inventory analyzing the learning outcomes required by transfer institutions and employers for each program. Industry partnerships are also critical to this work, as employers contribute to ensuring our curriculum and instructional equipment reflect industry standards

so that students are well-prepared to achieve their employment goals. The faculty-led Assessment Committee developed new Core Learning Outcomes (CLOs) for the college that will serve as the foundation supporting the program learning outcomes documented in the program maps. The Assessment Committee is now working to revise the assessment process and provide essential professional development around the new CLOs for faculty.

The three new CLOs, which replace the former slate of seven CLOs, were shared with the Board of Trustees at their November 6, 2018, meeting as follows:

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.

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

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

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 infusing the *5 Dimensions of Equity™* in the classroom through small Communities of Practice supporting colleagues in equity-related curriculum and assessment redesign.

To promote an equity agenda at an institutional level, staff developed a 10-Point Equity Framework to assess the institution from diverse perspectives and pursue opportunities in:

1. institutional capacity, capability, and energy;
2. external perception of the college;
3. campus climate and intergroup relations;
4. human resources;
5. core institutional processes;
6. professional development;
7. curriculum;
8. student success;
9. safety and security; and
10. infrastructure.

Newly-revised hiring and retention practices, including mentoring and affinity groups, are impacting student aspirations by increasing employee diversity and retention. Intentional efforts to hire multi-lingual staff, multi-

lingual signage, and name badges sharing employee language skills increase equitable access to college services and strengthen the sense of belonging for multi-lingual students.

The College is working with K-12 and four-year college partners, including University of Washington-Bothell and Western Washington University, to engage families in recruiting students from underrepresented groups, specifically to strengthen diversity in the education-to-employment pipelines for teaching, healthcare, and other high-wage, high-demand fields. EvCC reaches out to Spanish-speaking families and other underrepresented communities about multi-generational higher education opportunities. EvCC also connects with Natural Leaders programs in our K-12 districts and supports PLTI & CLTI (Parent Leadership Training Institute and Children's Leadership Training Institute) on our campus. In partnership with United Way and other community organizations, EvCC's work with the Casino Road Collaborative contributes to multi-generational reduction of poverty through a collective impact approach.

The College's **Strategic Enrollment Management (SEM) Council** was reorganized in 2016 to revise the comprehensive SEM Plan. The SEM Council began with Five Areas of First Focus that represent significant opportunities to better attract and support students: High School Outreach, Transitional Studies/Student Retention, K-12 Student Retention and Partnerships, Diversity and Equity, and Funding for Students. Strategies and tactics to address each First Focus area were developed in time for the 2017 budget planning process, presented for input to Guided Pathways faculty leads, VP Staff, Deans Council, SEM Council, Faculty Advisory Group, the campus community during the budget planning process, and the BOT. Phase two includes implementation teams for each area and the development 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.

In 2016-17, the SEM Council helped establish micro-grants for Transitional Studies students to help encourage transition to college-level work, and increased the number of financial aid staff available to ensure access for low-income students. EvCC also offered tuition waivers for low-income College in the High School students, which resulted in an increase of 39% (597 to 827) in students of color and 248% (264 to 920) in first generation students enrolled in this best-practice program. We are now implementing retention efforts. As of 10th day winter 2019, there was 93% retention of micro-grant CHS students recruited to EvCC after high school graduation.

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 achievement of the core themes as well as the focus on activities that simultaneously contribute to the achievement of more than one core theme. To address areas of overlap in efforts, EvCC's SEM, GP, and Equity teams engaged campus groups to develop an institution-wide student success framework to align and integrate student retention and completion efforts focused on underserved students around four overarching strategies: Partnerships, Processes, Personalized Engagement, and Pedagogy. Explicit goals were developed for each strategy and are being implemented. This framework serves to create the efficiency and depth that allows EvCC to thrive even through changes in leadership. In 2018, EvCC hired a new VP of Administrative Services, who oversees Finance, Human Resources, and Logistics for the campus. The college is currently engaged in a presidential search for the successor to Dr. David Beyer, who has led EvCC with energy and vision for the last 13 years. The Association of Community College Trustees (ACCT) has been engaged to support the college in our national search process, and the 15-member hiring committee has engaged deeply in implicit bias in hiring and *5 Dimensions of Equity™* and collective visioning to guide this process. We anticipate the hiring process will be completed in time for the July 2019 leadership transition.

Collaboration, community partnership, and a focus on equity and social justice 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.

Topics Previously Requested by the Commission

Everett Community College completed its most recent Year Seven Evaluation in October 2017, and was found to be Substantially in Compliance but in Need of Improvement.

The Commission recommended that the institution:

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).
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).

The Commission requested that the institution submit an Addendum to the Fall 2020 Mid-Cycle Report to address Recommendations 1 and 2 of the Fall 2017 Year Seven Peer Evaluation Report. Resolution to both of these Recommendations is in process.

The Commission commended Everett Community College in particular for the following:

1. Everett Community College is to be commended for its commitment to, and sustained engagement in, systems thinking and cross functional collaboration as an identified institutional core competency through the intentional integration of the three pillars of Strategic Enrollment Management, Guided Pathways, and Equity, i.e., "The Everett Way".

2. Everett Community College is to be commended for its development of strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce and economic vitality in the region.

3. Everett Community College is to be commended for its dedication to inclusion and social justice by focusing on eliminating internal gaps through the implementation of the five dimensions of equity, extending their positive influence from the campus into the community.

Chapter One: Mission, Core Themes, and Expectations

Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

EvCC has been in continuous operation since 1941, offering multiple associate degree programs and graduating students annually.

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The State of Washington authorizes EvCC to grant certificates and degrees, with additional administrative oversight provided by the State Board for Community and Technical Colleges (SBCTC). The authority is granted under the Washington Community College Act of 1967 as amended in 1991.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The College's mission and core themes are clearly defined and were approved by the Board of Trustees (BOT). The principal programs at the College lead to certificates and degrees in Workforce Education and Training and Transfer Education programs appropriate to a degree-granting institution of higher education, as directed by state legislation. Community colleges in Washington State also have legislative direction to provide community education courses; EvCC offers non-degree high school completion courses in accordance with that part of the system's mission. In order to serve the educational interests of all students at this open-access, post-secondary institution, developmental coursework is offered to ensure readiness of all students for college-level degree programs. Substantially all of the human and financial resources at the College are devoted to support the educational mission and core themes as outlined above.

Standard 1.A: Mission

1.A.1 ***The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.***

Vision Statement

Everett Community College creates a better world one successful student at a time.

MISSION STATEMENT

We educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society.

EvCC uses a strategic plan to achieve its mission. The vision, mission, core themes, and core values represented in the Strategic Plan were developed with the input of nearly 500 students, community members, and College employees who attended one or more of the four collaborative Community Engagement events held throughout the College's service area or the Visioning Event held on the main campus in 2011-12. The contributions gathered at these events were used by the Strategic Planning Committee made up of faculty, staff, students, and community members to develop the College's new vision, mission, and Strategic Plan, which were approved by the BOT in July 2012.

The College's vision, mission, core themes, and core values are widely published as its Strategic Plan on the College website, posted in all buildings and classrooms, and distributed as brochures throughout the community in both English and Spanish as a communication of the College's commitment to following the guidance so generously offered by its community in the strategic planning process.

1.A.2 ***The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.***

EvCC's Strategic Plan specifies five core themes that guide the College's path to mission fulfillment:

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

EvCC has identified quantitative indicators to measure accomplishment of each core theme. *For each core theme,* ***acceptable progress*** *toward mission fulfillment is defined as* ***70%*** *of the individual indicators established for each core theme as enumerated in response to Standard 1.B.2 being rated as acceptable progress or meeting targets;* ***fulfillment*** *of each core theme is defined as* ***100%*** *of the individual indicators being rated as acceptable progress or meeting targets.* ***Overall, college mission fulfillment is defined as acceptable progress or fulfillment in ALL FIVE core themes****.* Successful achievement of all five core themes will

demonstrate fulfillment of EvCC's 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," with the understanding that the measurements of the related indicators are to be used for the purpose of continuous performance assessment and improvement. The Appendix contains the Institutional Effectiveness Scorecard with baseline measures and up to date annual performance tracking for each indicator and color-coded ratings for successful achievement of the desired outcome, including qualitative descriptions of continuous improvement work undertaken by the College in relation to the core themes.

Date and Manner of Most Recent Review of Mission and Core Themes

The College's mission statement was most recently reviewed and revised in 2011-12 using a comprehensive strategic planning process that engaged nearly 500 campus and community members from EvCC's service area. Knowing that the formal mission statement of the State's community colleges resides in the Revised Code of Washington (RCW), the College determined that its strength lay in its ability to be responsive to its unique community needs, and that its mission statement should reflect that focus. Thus, EvCC's mission statement describes how the College implements its legislatively mandated mission as represented by the core themes to contribute to the success of its unique student populations and the vitality of its specific service area.

The development of the current mission statement involved a broad segment of the College's constituency in the process. Always mindful of the four core themes originally selected to meet the requirements of the legislatively-defined mission of the College (Access, Readiness, Workforce Training and Education, and Transfer Education), the Strategic Planning Council pursued an agenda of comprehensive campus and community engagement in creating a vision for the College's future to inform the development of a new vision, mission, and Strategic Plan. This process also resulted in the development of College core values.

This strategic planning process was coordinated during the 2011-2012 academic year to coincide with Achieving the Dream (ATD) planning activities. A Strategic Planning Council made up of College faculty and staff, students, and community stakeholders led the process, which was guided by a nationally recognized consultant with significant experience in strategic planning. In winter 2012, an Environmental Scanning Task Force gathered local, national, and global data that might impact the College's ability to effectively serve students and the community. The Strategic Planning Council used the scan results and data from a variety of other sources to analyze opportunities and threats in EvCC's environment that impact the future.

Their findings were combined with findings from structured discussions on key topics that were explored in depth at the four community engagement events in February and March of 2012, which included broad campus participation and substantial community input. The ideas generated at these events added to this pool of knowledge that was used at the large, two-day Visioning Event in April 2012 where participants worked together to develop a clear picture of the College's future. Throughout this process, a Stakeholder Review Team, a group of external community constituents, monitored progress and provided additional input from community and industry perspectives. The new Strategic Plan was developed to reflect the vision created through this process, and the new mission, vision, and Strategic Plan were approved by the BOT in July 2012.

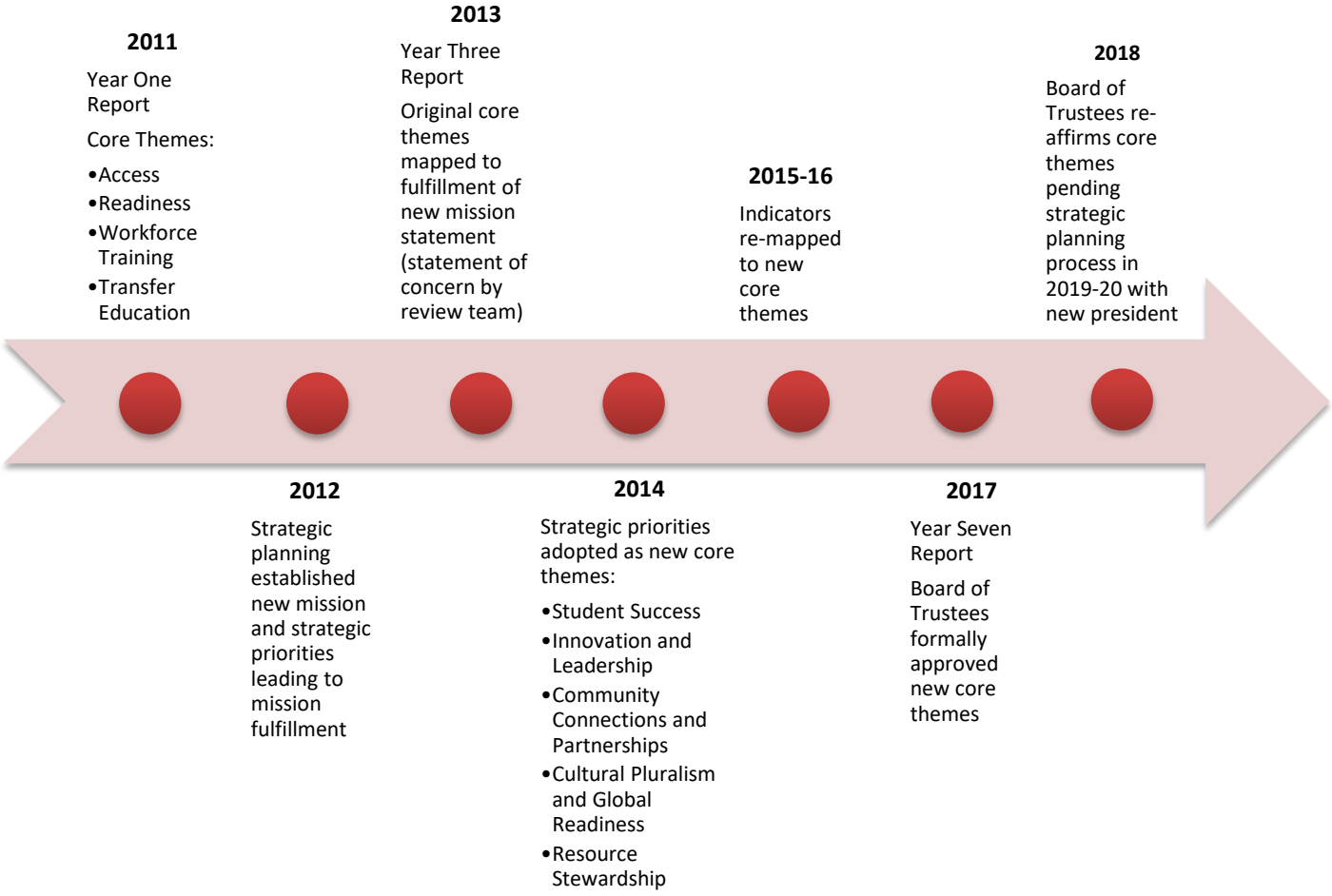
The Strategic Plan was originally made up of core themes, strategic priorities, and core values. The strategic priorities quickly became the focus for the College, as they provided the most clear framework to align programs and initiatives that would further the College mission. However, for its Spring 2013 Year Three Report, the College matrixed the original core themes with the desired end states developed in the strategic planning process. This attempt to crosswalk the original core themes with the new mission and strategic priorities to accomplish mission fulfillment was unsuccessful. In spring 2014, the College received the Peer Evaluation Report on the College's Spring 2013 Year Three Report. The evaluators expressed concern about a lack of alignment between the College's original core themes of Access, Readiness, Workforce Education and

Training, and Transfer Education and the nine desired end states describing accomplishment of the newly established College mission. Based on this feedback, the College re-evaluated its core themes, and as a result, the College's Accreditation Team recommended adoption of the strategic priorities of the new Strategic Plan as its new core themes. This was a natural progression for the College, as the strategic priorities already provided the clearest framework and set of strategies to achieve mission fulfillment. This change in language acknowledging the strategic priorities as the core themes of the institution reflected the actual work processes and outcomes being tracked at the College beginning in 2012; the new core themes were approved by the president and VP Staff (the president and his leadership team) in March 2014.

In 2015-16, the Accreditation Team re-mapped the indicators of success to the new core themes. The indicators are drawn from data the College has been using since 2011 (baselines developed prior to the strategic planning process) to drive improvement in student success, including learning outcomes assessment. Standard 1.B.2 demonstrates the measurements used to assess mission fulfillment. This effort ensured the College's efforts to achieve its mission and core themes were aligned internally and with the federal, state, and BOT goals. At their November 15, 2016 meeting, the BOT re-affirmed their commitment to the Strategic Plan in their annual priorities for the College, which were emailed to the campus in January 2016. Because of the organic nature of the change in core themes to mirror the Strategic Plan's focus on Student Success, Innovation and Leadership, Community Connections and Partnerships, Cultural Pluralism and Global Readiness, and Resource Stewardship, formal approval of this change by the BOT was not requested and granted until January 2017 as adopted by College administration in 2014. As part of its preparation for the Year Seven Report and site visit, the College notified NWCCU of this change in core themes and received approval for the change as a more accurate reflection of the College's work toward mission fulfillment since 2012.

The BOT again re-affirmed their commitment to EvCC's current Mission, Vision, and Core Themes at their meeting on November 6, 2018, at which they also established the institutional focus for the academic year. The BOT also accepted President Beyer's resignation as of July 2019 after 13 years of service at EvCC and shared their planned process for recruiting his successor at this meeting. The college is planning to conduct a new strategic planning process that may include revising the Mission, Vision, and Core Themes during 2019-20 under the guidance of the new president.

Timeline for EvCC Core Theme Development, Review, and Revision



Approved July 2012

EVERETT COMMUNITY COLLEGE
Strategic Plan

Mission
We educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society.

Vision
Everett Community College creates a better world one successful student at a time.

Core Themes

Student Success
- We will provide guidance and support to improve each student's capacity for college completion, job readiness, and career success.
- We measure our success by each student's achievement of educational, personal, and professional goals.
- We provide open access to affordable education to all members of our community.

Innovation and Leadership
- We infuse innovative learning and state-of-the-art pedagogy—such as an emphasis on critical thinking and collaborative learning—into all course offerings.
- Our infrastructure supports innovative instruction, prepares students for technologies of the future, and links education and training to high demand career paths.
- We anticipate and respond boldly to opportunities and challenges, and innovate to stay ahead in a competitive environment.
- We practice evidence-based decision-making throughout the college.

Community Connections and Partnerships
- We listen and respond to community needs.
- We build trust and accountability with our local, regional, and global communities through frequent and effective communication.
- We actively develop strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce and economic vitality for our region.
- We collaborate with our K-20 partners to create seamless educational pathways for our students.
- We enrich our communities and enhance the quality of community life.

Cultural Pluralism and Global Readiness
- We develop cultural competencies in faculty, staff and students.
- We integrate global/cultural connections and awareness in our curriculum and programs.
- We develop a pervasive campus culture of respect, advocacy, and engagement for all.
- We embrace smaller groups within our campus community and support their unique cultural identities, values, and practices.
- We prepare students to participate as global citizens and to succeed in a global economy.

Resource Stewardship
- We seek financial stability by developing strong and diverse revenue streams.
- We invest in our employees.
- We invest in physical facilities to enhance the learning environment.
- We practice environmental, economic, and social sustainability across the campus.
- We are responsible stewards of our limited resources—proactive in fiscal planning and efficient in our practices.

Core Values
Promise: We value, respect, and act on behalf of each student's educational needs and aspirations.

Purpose: We embrace the transforming value of learning for ourselves, our students, and our communities.

Progress: We strive always to innovate, improve, and advance.

People: We nurture a campus community that is culturally competent and inspired to engage, collaborate, and grow.

Partners: We connect constructively with the communities we are here to serve.

Practice: We model evidence-based decision-making, equity and inclusiveness, stewardship, and sustainability.

Everett Community College does not discriminate on the basis of race, color, religious belief, sex, marital status, sexual orientation, gender identity or expression, national origin, disability, genetic information, veteran status or age.
Revised September 2015.

EVERETT COMMUNITY COLLEGE

Standard 1.B: Core Themes

1.B.1 ***The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.***

Washington's Community and Technical College Act of 1991 provides for a state system of community and technical colleges separate from both the public secondary schools and four-year institutions. The act, which is part of the Revised Code of Washington (RCW), requires that the colleges "offer an open door to every citizen, regardless of his or her academic background or experiences, at a cost normally within his or her economic means" [RCW 28B.50.020(1)].

Each college district is also required to "offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services" (RCW 28B.50.020(2)).

The formal mission statement of the State's community colleges resides in the RCW as noted above, and was used to identify EvCC's original four core themes in 2011 to define its legislatively mandated work: Access, Readiness, Workforce Education and Training, and Transfer Education. However, the College's mission statement speaks to EvCC's unique character and direction. In order to achieve 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," the College updated its core themes to reflect the essential work needed to fulfill this institutional mission:

1. ***Student Success***
2. ***Innovation and Leadership***
3. ***Community Connections and Partnerships***
4. ***Cultural Pluralism and Global Readiness***
5. ***Resource Stewardship***

These five core themes define the essential work in which the College engages to accomplish the mission and connect the mission statement with the Student Core Learning Outcomes, which state that education at EvCC will result in students who are able to:

- 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)**.
- Students will individually and collaboratively communicate across multiple expressive modes, applying relevant learned knowledge and demonstrating information literacy and research skills **(Effective Communication)**.
- apply quantitative and qualitative reasoning skills to solve problems, evaluate claims, and support conclusions **(Analytical Thinking).**

1.B.2 ***The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.***

Core Theme One: Student Success

Objective 1.1: We provide guidance and support to improve each student's capacity for college completion, job readiness, and career success.

	Indicators	Targets
1.1A	Percentage of degree or certificate seeking students receiving entry advising	> 90% receiving advising
1.1B	Percentage of degree seeking students receiving 3rd quarter advising	> 90% receiving advising
1.1C	Community College Survey of Student Engagement Measure: Support for Learners	Exceed national average by 5 points or more (score ≥ 55)

Rationale

The first objective in the Student Success core theme addresses EvCC's goals of providing guidance and support for students. One of the central avenues for providing guidance is through academic advising (indicators 1.1A and 1.1B). The College has focused on ensuring students receive advising upon entry to the College in order to develop an understanding of what is required in their education and how to be successful at EvCC. Employees also focus on students receiving advising from program faculty prior to their third quarter of coursework in order to ensure they have an academic plan for how to achieve their desired goals. The goal is for 100% of students to receive advising, and the 90% threshold for superior performance indicates significant gains through efforts toward that 100% goal during this accreditation period.

In addition, the College strives to ensure that students access necessary support services (indicator 1.1C). The College measures this objective utilizing the Community College Survey of Student Engagement measure "Support for Learners," which evaluates the extent to which students perceive that the College environment emphasizes and provides support for their educational endeavors. Comparing EvCC's scores to the national averages allows us to track progress in this area. The College set the target and threshold for superior performance at 55 for this indicator; it will be acceptable if the numbers fall within a 0.2 standard deviation range around the national average (45-54), but has set a goal to exceed this range to offer exceptional support to students.

Objective 1.2: We measure our success by each student's achievement of educational, personal, and professional goals.

	Indicators	Targets
1.2A	College-level math attainment	≥ 25% will complete college-level math in first year
1.2B	College-level English attainment	≥ 50% will complete college-level English in first year
1.2C	Fall-to-fall Retention Rates (New Degree-Seeking Students)	≥ 55% retention rate

1.2D	Transfer Rates to four-year Institutions (within four years - New Transfer Students)	≥ 30% transfer rate
1.2E	Completion Rates (IPEDS 150%)	≥ national average of community colleges
1.2F	Employment rates for Prof Tech Programs (WSU Leavers Survey)	≥ 60% employment rate

Rationale

Objective 1.2 is at the heart of ensuring the College is fostering student success. These indicators are key milestones for tracking student success ultimately leading to college completion, transferring to continue higher education, and/or securing employment related to training completed at EvCC. For indicators 1.2A and 1.2B relating to college-level math and English attainment, the College set targets for reasonable improvements over time based on baseline data from 2010-11. Broader student success goals have been set by examining past performance trends to project ambitious yet attainable improvement in these areas in EvCC Student Success Goal 2020. The 2020 goals were developed in conjunction with the College's ATD student success work based on trends established over the past five years and were approved by the BOT at their November 2016 meeting. EvCC is striving to reach 37% math attainment and 60% English attainment by 2020; the thresholds set for this report represent reasonable progress toward 2020 goals. In a similar fashion, indicators 1.2C and 1.2D have targets and thresholds set to align with goals of continual improvement, with an ultimate retention goal of 65% by 2020 and a transfer goal of 35% by 2020.

Completion rates offer one of the best benchmarks for how well students are performing in a national context. Therefore, EvCC strives for a threshold of meeting or exceeding the national average of community colleges to ensure employees are continuing to meet the ultimate mission of students meeting their educational goals (indicator 1.2E).

Finally, it is important to specifically address the success of professional technical students (indicator 1.2F). The College set this threshold based on baseline data reported from the first administration of a Leavers Survey (51%); 60% indicates significant improvement from the baseline and falling below 50% would indicate a decline in employment rates and indicate needs for improvement.

Objective 1.3: We provide open access to affordable education to all members of our community.

	Indicators	Targets
1.3A	Percentage of students who have applied for financial assistance	≥ 50% of all degree-seeking students (both FAFSA and WASFA)
1.3B	Annual state enrollment (FTE)	> 102% of our state target enrollment
1.3C	Representation of six historically underrepresented racial/ethnic communities compared to Snohomish County demographics (Asian, Black or African American, Native American or Alaska Native, Hispanic or Latino, Pacific Islander or Native Hawaiian, and Multiracial)	EvCC Enrollments for 5 of 6 groups ≥ Snohomish County (SC) population distribution

Rationale

EvCC measures success in providing open access to affordable education through indicators related to financial aid and enrollment. One goal has been to increase the proportion of students receiving financial aid to attend EvCC. Staff measure success in this area by examining the percentage of enrolled students who applied for aid (indicator 1.3A). Through increasing efforts to educate students about financial aid and the resources available

to help fund their education, EvCC hopes to see the percentages of students who apply for aid increase. The ultimate goal of 50% of students applying for aid would indicate a significant increase from baseline data in 2010-11 and be evidence of increased efforts to educate students about financing their education.

EvCC also measures success in access by tracking enrollment numbers and comparing them to the targets for enrollment set by the State Board for Community and Technical Colleges (indicator 1.3B). Meeting targets serves as a proxy for the College's ability to provide access to all members of the community, and the College set ambitious targets for superior performance to exceed the state targets as part of increased strategic enrollment management efforts.

Finally, a key indicator in the goals for providing open access relates to the ability to serve a student body that reflects the communities served by the College (Indicator 1.3C). Through strategic enrollment efforts, EvCC is striving to specifically recruit under-represented students. EvCC will assess the ability to do so by comparing the composition of the student body to that of the College's service area and set aggressive thresholds to meet or exceed that proportion of these students in the community on campus.

Core Theme Two: Innovation and Leadership

Objective 2.1: We infuse innovative learning and state-of-the-art pedagogy – such as an emphasis on critical thinking and collaborative learning – into all course offerings.

	Indicators	Targets
2.1A	Percentage of departments/programs demonstrating a focus on analytical thinking, effective communication, or equity and social justice	≥ 90% of programs focusing on at least one of these learning outcomes
2.1B	Ratio of the number of new faculty hired annually to the number of faculty participating in the New Faculty Academy and Associate Faculty Academy professional development initiatives	≥ 0.9

Rationale

EvCC measures success in Objective 2.1 by the extent to which specific learning outcomes are the focus of educational programs and through faculty participation in professional development academies that are designed to diffuse innovative and effective pedagogical practice throughout the curriculum. For indicator 2.1A, the annual program review process allows the College to track the learning outcomes being focused on by instructional programs and assess their distribution throughout the curriculum. By measuring the percentage of programs focusing on these outcomes, EvCC can identify the extent to which these outcomes are infused in course offerings. These three learning outcomes speak directly to innovative learning and state-of-the-art pedagogy, and the threshold of superior performance of 90% of programs or above would indicate that EvCC has successfully diffused these approaches throughout the curriculum.

The College assesses the ratio of new faculty hired to participation in targeted professional development opportunities focused on best practices in pedagogy to measure the extent to which these opportunities improve faculty knowledge not just of their subject area but also innovative methods for teaching and learning that will be distributed broadly across the campus (indicator 2.1B). Participation in the faculty academies is not limited to new faculty, but they are the primary intended cohort. The target ratio of 0.9 would indicate that EvCC is engaging a large proportion of faculty in these development experiences. The College uses the comparison to the number of newly hired faculty as a reference point to ensure EvCC is keeping up in efforts to develop all faculty. This is an on-going goal, as the College continually brings new faculty into the community.

Objective 2.2: Our infrastructure supports innovative instruction, prepares students for technologies of the future, and links education and training to high demand career paths.

	Indicators	Targets
2.2A	Running three-year average of competitive external grants awarded to EvCC to invest in new programs and in equipment, technology tools, and staff to support their deployment	≥ $7 million 3-year rolling average

Rationale

State operating funds support the day-to-day operations of the College. In order to invest in new programs, up-to-date industry standard equipment and technology tools, and staff to implement these innovative programs, the College must secure external funding in the form of grants (indicator 2.2A). EvCC's grants office has an annual goal of $7 million in grants to support development of new programs and innovation in current

programs by contributing to the College infrastructure. To account for annual fluctuations in the acquisition of large competitive grants with multi-year grant periods, the College measures this indicator as a running three-year average. The ability to meet this goal is an indicator that EvCC is pursuing and supporting this innovation.

Objective 2.3: We anticipate and respond boldly to opportunities and challenges, and innovate to stay ahead in a competitive environment.

	Qualitative Indicator	Qualitative Target
2.3A	Development of new programs that respond to opportunities and challenges	New programs are developed annually in new areas for opportunity and growth for the college

Rationale

In order to assess effectiveness in anticipating and responding boldly to opportunities and challenges, staff utilized a qualitative indicator examining the new programs developed (indicator 2.3A). EvCC will highlight the number of new programs developed annually within this indicator, but the College chose a qualitative indicator because the number of new programs can fluctuate with need. EvCC assesses the ability to meet this objective by examining the innovative nature of new programs as a reflection of the ability to stay ahead in a competitive environment; offering cutting-edge new programs is an indication that the College is meeting this objective.

Objective 2.4: We practice evidence-based decision-making throughout the college.

	Indicators	Targets
2.4A	Percentage of program reviews that demonstrate strategic decision-making based on an analytical review of data collected from student work and other performance measures	Increase over prior year

Rationale

One measurable example of evidence-based decision-making is visible in EvCC's annual Program Review cycle. Every program/department is tasked with reporting on assessment efforts and the decisions made utilizing this information to improve programs. The goal of 100% of programs demonstrating this type of strategic decision-making indicates the value placed on data-informed continuous improvement throughout the College. Ultimately, staff would like to see this type of decision-making demonstrated by 100% of programs, but the College set a goal of seeing increases from year-to-year as a target, acknowledging that this development takes time as programs have strived for continual improvement since the Program Review process took form.

Core Theme Three: Community Connections and Partnerships

Objective 3.1: We listen and respond to community needs.

	Qualitative Indicator	Qualitative Target
3.1A	Recommendations from community engagement events are implemented by EvCC	We can communicate a variety of meaningful programs and strategies recommended directly by the community that EvCC has implemented

Rationale
EvCC began hosting community engagement events in 2012 in conjunction with strategic and institutional planning. These events are designed to garner feedback from the community related to how EvCC is perceived in the community and in helping to set future direction. EvCC assesses effectiveness for objective 3.1 qualitatively by analyzing historical notes from these events and identifying strategies that are directly related to feedback garnered at these events.

Objective 3.2: We build trust and accountability with our local, regional, and global communities through frequent and effective communication.

	Qualitative Indicator	Qualitative Target
3.2A	Variety and quality of communication methods to our communities	The college communicates to the community through numerous and diversified means and outlets.

Rationale
Keeping the community abreast of the College's efforts is vital to ensuring trust and accountability. We assess effectiveness in this area qualitatively by evaluating the extent to which we utilize numerous and diverse ways to communicate with the community (indicator 3.2A). In order to assess mission fulfillment, the College reviews all of the ways in which EvCC engages with the community, assesses the reach and intended audiences, and evaluates whether or not objectives are met through these means.

Objective 3.3: We actively develop strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce and economic vitality for our region.

	Indicators	Targets
3.3A	Employer satisfaction with EvCC as a partner in meeting workforce needs (WSU Leavers Survey)	$\geq$ 90 % of employers very/somewhat satisfied
3.3B	Enrollment in programs linked to the aerospace and advanced manufacturing sectors	$\geq$ 404 FTE (100 % of target set by 1,000 FTE Initiative)

Rationale
Indicators 3.3A and 3.3B serve as proxies for EvCC's strategic networks, partnerships and ability to drive economic vitality for the region. Employer satisfaction with EvCC as a partner in meeting workforce needs demonstrates both the College's success in developing strategic partnerships and success in terms of student learning that prepares graduates for employment success. The College strives for 100% satisfaction from employers who hire EvCC graduates and view 90% or above as meeting this goal.

The College also pursues programs and initiatives directly designed to drive vitality in the region; the FTE target of 404 FTE for EvCC's advanced manufacturing and engineering programs tied to the Aerospace 1,000 FTE Statewide Initiative serve as an indicator of responsiveness to needs of the region. Program staff set high expectations for this goal and aim to exceed the targets set forth by the grant. Given the importance of initiatives like the Aerospace 1,000 FTE Statewide Initiative, the College continually monitors enrollments and adjusts strategy to ensure the College meets targets.

Objective 3.4: We collaborate with our K-20 partners to create seamless educational pathways for our students.

	Indicators	Targets
3.4A	Annual dual credit (i.e., Tech Prep, Running Start, College in the High Schools, U3) headcount	Increase over prior year
3.4B	Transfer Rates to four-year Institutions (within four years - New Transfer Students)	$\geq$ 30% transfer rate

Rationale

Students who graduate from high school with some college credit are more likely to complete an undergraduate degree or certificate within four years, so EvCC works closely with K-20 partners to ensure that all high school students in the region have dual enrollment opportunities. The extent to which EvCC's students transfer to four-year institutions is another strong indicator of collaborative relationships with K-20 partners to streamline educational pathways in the region with faculty collaborations and statewide matriculation agreements. The annual headcount of high school students earning credit at EvCC (indicator 3.4A) is a proxy for EvCC's ability to serve this population and facilitate their success in seeking higher education. Increasing participation in dual credit programs year-to-year serves as a measure of success in fostering this collaboration.

Transfer rates include all EvCC students who transfer to a four-year institution, whether they complete a credential at EvCC or not. Because students come with different goals when they begin at EvCC, the College gauges success in partnering with four-year institutions by the percentage of students with the intention to transfer who take that next step toward achieving their ultimate undergraduate educational goal by enrolling at a four-year institution (indicator 3.4B). Thresholds align with goals of continuous improvement in broader institutional planning, with an ultimate transfer goal of 35% by 2020; the 30% target for this report falls in line with progress toward that goal.

Objective 3.5: We enrich our communities and enhance the quality of community life.

	Qualitative Indicator	Qualitative Target
3.5A	EvCC leadership participation in community, regional, and national organizations	EvCC leadership actively engages the community through board service

Rationale

In addition to open communication and gathering feedback from the community, the College also gives back to the work of community partners in order to enhance community life. EvCC assesses effectiveness in meeting this objective qualitatively by examining the breadth of organizations for which College leadership (president, vice presidents, and deans) engage on community advisory boards and steering committees. This serves as an indication of College contributions back to the community in helping set direction and offering expertise in planning and resource development for the community.

Core Theme Four: Cultural Pluralism and Global Readiness

Objective 4.1: We develop cultural competencies in faculty, staff, and students.

	Indicators	Targets
4.1A	Percentage of faculty enrolled in Innovations Academy completing diversity-related components.	≥ 80%
4.1B	Annual headcount in courses that fulfill the diversity requirement for graduation	Increase over prior year
4.1C	Annual pass rate in courses that fulfill the diversity requirement for graduation	≥ 80%
4.1D	Student gains in diversity core learning outcome (Social Sciences Annual Student Survey)	≥ 85% of surveyed students indicate gains from social science coursework

Rationale

The indicators for Objective 4.1 measure EvCC's efforts to develop cultural competencies in the campus community. The Innovations Academy is a professional development experience for faculty and staff to improve their practice; efforts within the academy to focus on diversity and equity are increasing. The extent to which participants engage in the diversity-related components of the Academy serves as a proxy for cultural competency development for employees across campus (indicator 4.1A). The 80% target was set because while this component is not required for Academy participants, this goal would indicate significant portion of attendees pursuing cultural competency and development of an equity mindset.

While successful completion of one diversity course is required for all associates degrees, increases in enrollment in these courses from year to year indicate increasing engagement in these areas for students (indicator 4.1B). Increases year to year in students' enrollments in these courses are indication that EvCC is providing educational opportunities to students to increase their cultural competency. The pass rates in these courses indicate the extent to which students are developing these competencies (indicator 4.1C). EvCC set a goal of an 80% pass-rate to indicate a significant portion of students successfully developing these competencies.

Finally, the social sciences survey reaches all students who have taken a social science course, and every student is required to take a social science course for graduation (indicator 4.1C). Thus, this indicator ensures that the College is measuring gains in EvCC's degree-seeking student body as a whole by focusing on reported gains from this survey. The 85% target would indicate a significant portion of students indicating they felt they made gains in this area.[1]

Objective 4.2: We integrate global/cultural awareness in our curriculum and programs.

	Indicators	Targets
4.2A	Percentage of courses meeting the diversity requirement	Increase over prior year

[1] In general, we set higher thresholds for survey data because they are more indirect measures compared to metrics related to pass-rates, which are more direct measures.

Rationale

For indicator 4.2A, integration of global and cultural awareness in the curriculum is measured by the percentage of all courses offered that meet the diversity requirement for the institution. Faculty go through an application process to ensure their courses are meeting the required outcomes of a diversity course; the percentage of the curriculum that meets this diversity requirement serves as a good proxy for the extent to which faculty are integrating this awareness in the curriculum. The College sets goals of increases every year to indicate greater integration of these concepts and awareness into courses and programs. A decline in the percentage of the curriculum meeting these requirements would indicate a need to improve in order to continue to provide access to these courses to students.

Objective 4.3: We develop a pervasive campus culture of respect, advocacy, and engagement for all.

	Indicators	Targets
4.3A	Percentage of employees who feel EvCC is a comfortable environment (i.e., free of harassment) (Staff and Faculty Climate Survey)	≥ 85% of employees will perceive the campus climate to be somewhat or very comfortable
4.3B	Percentage of students who perceive a positive campus climate for diversity [Community College Survey of Student Engagement (CCSSE) custom questions]	≥ 85% agree or strongly agree that there is a positive campus climate for diversity

Rationale

The indicators for Objective 4.3 encompass perceptions of the campus climate for the main constituencies of the campus community. Staff, faculty, and students' perceptions in these specific areas of campus climate indicate the extent to which we are fostering a campus culture of respect, advocacy, and engagement for all (indicators 4.3A and 4.3B). Similar to other survey items, staff believes that 85% of participants reporting a comfortable environment or positive campus climate would indicate a strong sense of comfort and, therefore, a culture of respect for all. Below 85% would suggest that there is work to do to improve campus culture, with acceptable progress made if more than 75% of participants report a comfortable or positive campus climate.

Objective 4.4: We embrace traditionally underserved groups within our campus community and support their unique cultural identities, values, and practices.

	Indicators	Targets
4.4A	Retention and completion rates of students of color	≥ college average
4.4B	Retention and completion rates of Pell-eligible students	
4.4C	Retention and completion rates of LGBTQIA+ students	
4.4D	Retention and completion rates of students with disabilities	
4.4E	Retention and completion rates of veteran students	
4.4F	Transition rates from basic skills to college-level coursework for English Language Learners	

Rationale

We measure success in embracing and supporting students from historically underserved populations by tracking their performance in key measures of student success, specifically retention and completion rates for college-level students and transition rates for basic skills students (indicators 4.4A-4.4F). The goal is to have the underrepresented student groups identified above (students of color, Pell-eligible students, LGBTQIA+ students, students with disabilities, veteran students, and ELL students) be as successful as the overall population of the College on these important measures of success. The goal to embrace these populations will be met if success rates meet the College-wide average, and staff will seek improvement if these rates fall below 75% of the College-wide average. Their success serves as an indicator that EvCC embraces and supports students in their unique identities to achieve learning outcomes and reach their academic goals.

Objective 5: We prepare students to participate as global citizens and to succeed in a global economy.

	Indicators	Targets
4.5A	Annual unduplicated headcount of international students	Increase from prior year
4.5B	Annual headcount in Global Studies and Foreign Language/Culture Classes	Increase from prior year
4.5C	Annual pass rate in Global Studies and Foreign Language/Culture Classes (C or better)	$\geq$ 80%

Rationale

EvCC prepares students to participate as global citizens and to succeed in the global economy through exposure. One strategy to accomplish this is to bring international students to campus to experience higher education in the U.S. (indicator 4.5A). This not only contributes to non-U.S. students gaining a new understanding of U.S. culture but also exposes domestic student members to the global community as classmates and peers. The goal is to increase the presence of international students on campus every year to continue to contribute to this objective.

As a measure of EvCC's ability to prepare students for global citizenship, there is a focus on efforts in the global studies and foreign language and culture curricula. EvCC seeks an increase year-to-year in students' enrollments in these courses as an indication that the College is providing educational opportunities to students to adequately prepare them (indicator 4.5B). The pass rates in these courses indicate the extent to which students are developing this preparation (indicator 4.5C), with a goal of an 80% pass-rate to indicate a significant portion of students successfully learning these skills.

Core Theme Five: Resource Stewardship

Objective 5.1: We seek financial stability by developing strong and diverse revenue streams.

	Indicators	Targets
5.1A	Percentage of annual operating revenues accounted for by diverse revenue streams (state and federal grants, International Student Programs, Corporate and Continuing Education, and College in the High Schools)	Increase from prior year

Rationale

With the economic downturn of 2008/2009 and in the face of declining state support for community colleges, the College made a concerted effort to diversify its revenue streams to ensure financial stability. EvCC focuses on key revenue streams, setting targets of increasing the share of revenues coming from these sources from year-to-year (indicator 5.1A). The key revenue streams for this indicator include competitive state and federal grants, International Student Programs, the Corporate and Continuing Education Center (CCEC), and College in the High School. If the College is to be successful in diversifying and strengthening revenues, it should expect to see increases in these streams.

Objective 5.2: We invest in our employees.

	Indicators	Targets
5.2A	Total full-time employees (exempt, classified, and faculty) employed at EvCC	At or above number of employees from previous year
5.2B	Percentage of budgeted professional development funds utilized by classified and exempt staff	$\geq$ 90%
5.2C	Employees participating in wellness classes	Increase from prior year

Rationale

EvCC invests in employees in a host of ways. For mission fulfillment, the College has chosen to measure progress by the amount of full-time employees employed (indicator 5.2A), the percentage of professional development funds utilized by employees (indicator 5.2B), and participation in employee wellness classes (indicator 5.2C). One of the largest investments made in employees is to continue to hire and employ the appropriate number of employees to ensure the College is fully operational and to fund these positions full-time. In a period where many colleges are being forced to reduce their workforce, EvCC set a goal to grow and at least sustain the number of employees to indicate continued investment in the workforce. A reduction of more than 3% from the prior year would indicate a need to improve and thoroughly examine practices in this area.

Contributions to employees' professional development serves as a strong proxy for all of the different ways EvCC invests in employees. The Human Resources Office provides funding for employees to engage in professional development every year, and the College ensures that employees are aware of funding opportunities to support their professional growth. Success is measured through the use of these funds by employees. The goal is to have at least 90% of available funds for professional development to be utilized, which would indicate that employees are capitalizing on these opportunities and growing with the support of the College.

Employee wellness is a high priority, and in 2013 EvCC began offering morning and mid-day physical activity classes for employees interested in structured opportunities for physical activity. The goal is to continually increase annual participation in these classes as a measure of investment in employees.

Objective 5.3: We invest in physical facilities to enhance the learning environment.

	Indicators	Targets
5.3A	Total gross square feet of owned campus facilities	Increase from prior year
5.3B	Percentage of scheduled capital project completion within biennium	$\geq$ 90%

Rationale

Investing in campus facilities is important in order to ensure students have a learning environment that supports their endeavors. EvCC measures success in meeting this objective through the total square footage of the campus (indicator 5.3A) and the ability to complete capital projects in a timely manner (indicator 5.3B). As enrollments increase, it is necessary to expand the College footprint in order to ensure the College has the physical facilities to house not only classes but also additional faculty and staff that accompany increasing enrollments. The College set goals to increase the square footage annually as a way to illustrate commitment to growth and investment in the physical infrastructure of campus to support learning. A decline in square footage would be cause for concern in the event that the College was taking buildings off-line but not replacing those learning spaces.

The purpose of the capital budget at EvCC is to enhance the learning environment. Staff plan the capital budget usage by biennium (2-year period) to manage predesign, design, and construction/furnishing of projects. In order to assess success in investing in physical facilities, the College tracks progress in each biennium toward project completions. The ability to fully complete capital projects is complicated by a host of factors. Therefore, reaching 90% completion of total capital work within the projected timeline serves as a proxy for the ability to utilize capital funds effectively as an investment in the physical infrastructure.

Objective 5.4: We practice environmental, economic, and social sustainability across the campus.

	Indicators	Targets
5.4A	Annual greenhouse gas emissions in metric tons CO_2 Equivalent (MT CO2e) *(Environmental sustainability)*	$\geq$ 10% reduction from prior year
5.4B	Percentage of annual operating revenues accounted for by diverse revenue streams *(Economic sustainability)*	Increase from prior year
5.4C	Percentage of employees from underrepresented racial/ethnic minorities *(Social sustainability – equity)*	Increase from prior year

Rationale
EvCC has defined sustainability as including three dimensions – environmental, economic, and social. Therefore, the College has identified indicators in each of these areas to measure progress in practicing sustainability. Perhaps the area that is most frequently associated with sustainability is environmental (indicator 5.4A). The College tracks progress in reducing greenhouse gas emissions on an annual basis and sets goals to reduce emissions by 10% each year as evidence of aggressive efforts to having a greener campus.

Economic sustainability refers to the College's ability to diversify and strengthen revenue streams from objective 5.1. Ensuring financial sustainability for the College means increasing revenues from competitive state and federal grants, International Student Programs, Corporate Continuing Education Center, and College in the High Schools when state support is declining (indicator 5.4B). If the College is successful at practicing economic sustainability, there will be increases year-to-year in the percentage of operating revenues accounted for by these revenue streams.

Social sustainability speaks to the ability of all members of a community to access resources in order to be healthy and secure. Through an equity mindset, EvCC chose to measure efforts toward social sustainability as the percentage of employees who belong to underrepresented racial/ethnic minorities (indicator 5.4C). There are concerted efforts to improve hiring and recruiting processes to deepen and strengthen the diversity of staff and faculty in order to contribute to ensuring a healthy and secure community for all. EvCC sets goals to increase structural diversity among the staff every year as a measure of the College's continued efforts in this area.

Objective 5.5: We are responsible stewards of our limited resources – proactive in fiscal planning and efficient in our practices.

	Indicators	Targets
5.5A	Paychecks processed per FTE payroll staff	10% increase from prior year
5.5B	Number of financial statement audit findings	Zero findings

Rationale
EvCC has identified two metrics that speak to proactive fiscal planning and efficient practices. The payroll process is one that can take up institutional resources to properly administer (indicator 5.5A). The College contracted these functions in 2012 in an attempt to be more efficient with College resources, and one area where staff are able to track these efficiencies is the paychecks processed per FTE of payroll staff. The goal toward increasing this metric would indicate greater efficiency in the payroll process and serve as a strong example of increasing efficiency with limited resources. EvCC set a reasonable goal of increasing the number of checks processed per staff member by 10% per year to indicate improving efficiencies in that process.

During this accreditation period, staff began conducting financial statement audits for the 2013-14 academic year moving forward (indicator 5.5B). Any findings in annual audits would indicate a lack of responsible stewardship of scarce resources, resulting in setting the goal at 0 findings per audit.

Chapter One: Summary

Chapter One defines the College's mission, core themes, and expectations.

Achievement of the core themes will lead to fulfillment of EvCC's 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.** Each core theme is defined with objectives, indicators of how EvCC will measure and assess whether the College achieved the objectives, and target outcomes for each indicator, as well as a rationale for why the College chose each indicator and how they will help achieve the objective. These core themes and their measures of evaluation will help determine the extent of mission fulfillment.

EvCC's five core themes used to assess mission fulfillment are:

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

By focusing broadly on collaborative efforts on innovation in teaching and learning, community needs and partnership opportunities, and increased attention to equity and social justice, EvCC is improving success for all students and performing the essential work to achieve its mission and vision. EvCC will continuously collect and analyze data in order to assess performance in achieving the desired outcomes that have been identified. Benchmark data have been gathered to permit comparison and reveal changes needed to position EvCC for growth and improvement toward student success.

The College will continue to strengthen ties to the communities it serves by widely sharing the vision statement, mission statement, core themes, and core values represented by its Strategic Plan within the communities that participated in the strategic planning process and by engaging in community dialogue on issues that influence the College's capacity to fulfill its mission. It is an ongoing goal of EvCC to strengthen and maintain its relationship with the community, including students and their families, industry stakeholders, K-12 education partners, four-year education partners, and other community members.

By using the assessment metrics defined in Chapter One, EvCC strives to be a model community college in quality of education and environment. EvCC endeavors to meet the needs of its diverse student body in the face of environmental and economic shifts and the changing demands of a local and global workforce, and uses data-informed decision making to improve equity and student success.

Chapter One and the Institutional Effectiveness Scorecard in the Appendix create a foundation of continuous improvement processes that will guide EvCC through achievement of its Strategic Plan to reach mission fulfillment. EvCC uses Chapter One as a point of alignment and means of self-reflection as the College continues to improve the quality of education and student services it provides.

Appendix

EvCC garners data from a variety of sources to measure progress toward mission fulfillment. The Student Management System, State Board for Community and Technical Colleges Data sources, Integrated Postsecondary Education Data System (IPEDS) data, Community College Survey of Student Engagement, and local data gathering efforts such as employer surveys inform administration, staff, and faculty about College progress. Built on a vision of creating a better world one student at a time, evidence-based decision-making is a vital element of the culture at EvCC. Efforts are made to not just gather data, but to present information that helps every part of the College continuously improve.

EvCC is an Achieving the Dream Leader College of Distinction driving student success through the continual analysis of available data to drive improvements. Core learning outcomes are assessed at the department/program and college levels ensuring that students master the competencies needed for success in the workplace or at transfer institutions. The data below illustrate how the College identifies and measures key data points to assess its success across its core themes.

The College uses a dashboard to depict the measures of mission fulfillment with individual measures ranked as superior (green), acceptable (yellow), or needs improvement (red) against target benchmarks. Goals for the institution must be realistic and steady improvement over time signals the College is meeting its mission requirements. Regressions from previous attainment signal a need to focus on a particular area.

For each core theme, acceptable progress toward mission fulfillment is defined as 70% of the individual indicators being rated as acceptable progress or meeting targets; mission fulfillment is defined as 100% of the individual indicators being rated as acceptable progress or meeting targets. Overall College mission fulfillment is defined as acceptable progress or fulfillment in ALL FIVE core themes. The figures in the table below represent the number of indicators that met targets or acceptable progress of the total number of indicators measured in that year for each core theme.

Mission Fulfillment

CORE THEME	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
CORE THEME 1: Student Success Individual Measures Meeting Targets or Acceptable Progress	**Fulfilled** **12/12**	**Fulfilled** **11/11**	**Acceptable Progress** **10/11**					
CORE THEME 2: Innovation and Leadership Individual Measures Meeting Targets or Acceptable Progress	**Fulfilled** **5/5**	**Fulfilled** **5/5**	**Acceptable Progress** **3/4**					
CORE THEME 3: Community Connections & Partnerships Individual Measures Meeting Targets or Acceptable Progress	**Fulfilled** **7/7**	**Acceptable Progress** **6/7**	**Fulfilled** **7/7**					
CORE THEME 4: Cultural Pluralism and Global Readiness Individual Measures Meeting Targets or Acceptable Progress	**Acceptable Progress** **12/15**	**Needs Improvement** **9/15**	**Acceptable Progress** **10/14**					
CORE THEME 5: Resource Stewardship Individual Measures Meeting Targets or Acceptable Progress	**Fulfilled** **11/11**	**Acceptable Progress** **9/11**	**Acceptable Progress** **8/11**					

Core Theme One: Student Success

Objective 1.1: We will provide guidance and support to improve each student's capacity for college completion, job readiness, and career success.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
1.1A Percentage of degree or certificate seeking students receiving entry advising	**78%** **(1905/2341)**	**78%** **(1770/2274)**	**84%** **(1878/2232)**					
Mission Fulfillment: *Target: > 90%;* *Acceptable Progress: 75-90%;* *Needs Improvement: < 75%*	Acceptable Progress	Acceptable Progress	Acceptable Progress					
1.1B Percentage of degree seeking students receiving 3rd quarter advising (new in fall, enrolled in spring)	**93%** **(1522/1632)**	**85%** **(1410/1651)**	**93%** **(1505/1617)**					
Mission Fulfillment: *Target > 90%;* *Acceptable Progress: 75-90%;* *Needs improvement: < 75%*	Target Met	Acceptable Progress	Target Met					
1.1C CCSSE Measure: Support for Learners	**45.7**							
Mission Fulfillment: *Target: ≥ 55;* *Acceptable Progress: 45-54;* *needs improvement: < 45*	Acceptable Progress							

Objective 1.2: We measure our success by each student's achievement of educational, personal, and professional goals.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
1.2A College level math attainment in first year	**27%**	**30%**	**33%**					
Mission Fulfillment: *Target: ≥ 25%* *Acceptable Progress: 20-24%* *needs improvement: < 20%*	Target Met	Target Met	Target Met					
1.2B College level English attainment in first year	**49%**	**52%**	**49%**					
Mission Fulfillment: *Target: ≥ 50%;* *Acceptable Progress: 45-49%* *needs improvement: < 45%*	Acceptable Progress	Target Met	Acceptable Progress					
1.2C Fall-to-Fall Retention Rates (New Degree-Seeking Students)	**55%**	**58%**	**59%**					
Mission Fulfillment: *Target: ≥ 55% ;* *Acceptable Progress: 50-54%* *needs improvement: less than 50%*	Target Met	Target Met	Target Met					
1.2D Transfer Rates to 4-year Institutions (within 4 years - New Transfer Students)	**25%**	**30%**	**29%**					
Mission Fulfillment: *Target: ≥ 30%;* *Acceptable Progress: 20-29%* *needs improvement: < 20%*	Acceptable Progress	Target Met	Acceptable Progress					
1.2E Completion Rates (IPEDS 150%)	**28%**	**38%**	**35%**					
Mission Fulfillment: *Target: ≥ national average;* *Acceptable Progress: 50-99% of national average;* *needs improvement: less than 50% of national average*	Acceptable Progress (Natl: 32%)	Target Met (Natl: 33%)	No national averages yet					
1.2F Employment rates for Prof Tech Programs	**65%**	**68%**	**61%**					
Mission Fulfillment: *Target: ≥ 60%;* *Acceptable Progress: 50-59%* *needs improvement: < 50%*	Target Met	Target Met	Target Met					

Objective 1.3: We provide open access to affordable education to all members of our community.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
1.3A Percentage of students who have applied for financial assistance	**40%**	**39%**	**40%**					
Mission Fulfillment: *Target: ≥ 50% of all degree-seeking students (both FAFSA and WASFA);* *Acceptable Progress: 35-49%* *needs improvement: < 35%*	Acceptable Progress	Acceptable Progress	Acceptable Progress					
1.3B Annual state enrollment (FTE)	**5355**	**5145**	**5184**					
Mission Fulfillment: *Target: > 102% of our state target for enrollment;* *Acceptable Progress: 98-102%* *needs improvement: < 98%*	Target Met 106%	Acceptable Progress 100%	Needs Improvement 97%					
1.3C Representation of six historically underrepresented racial/ethnic communities compared to Snohomish County demographics	**Asian: 7%:9%** **Black: 3%:3%** **Native: 1%:1%** **Latinx: 12%:10%** **PI: 0.4%:0.4%** **Multi: 6%:5%**	**Asian: 7%:10%** **Black: 3%:3%** **Native: 1%:1%** **Latinx: 13%:10%** **PI: 0.5%:0.6%** **Multi: 6%:5%**	**Asian: 8%:10%** **Black: 3%:3%** **Native: 1%:1%** **Latinx: 14%:10%** **PI: 0.5%:0.6%** **Multi: 6%:5%**					
Mission Fulfillment*: Target: EvCC Enrollments 5 of 6 groups ≥ Snohomish County (SC) population distribution;* *Acceptable Progress: 4 of 6 groups > SC;* *needs improvement: 3 or fewer groups > SC*	Target Met (5/6)	Target Met (5/6)	Target Met (5/6)					

CORE THEME 1: Student Success Individual Measures Meeting Targets or Acceptable Progress Mission Fulfillment: 70%	**Fulfilled** **12/12**	**Fulfilled** **11/11**	**Acceptable Progress** **10/11**					

Core Theme Two: Innovation and Leadership

Objective 2.1: We infuse innovative learning and state-of-the-art pedagogy – such as an emphasis on critical thinking and collaborative learning – into all course offerings.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
2.1A Percentage of departments/programs demonstrating a focus on analytical thinking, effective communication, or equity and social justice	**87%** **(27/31)**	Process under revision	Program Mapping					
Mission Fulfillment: *Target: ≥ 90% of programs focusing on at least one of these core learning outcomes* *Acceptable Progress: 75-89%* *Needs improvement: < 75%*	Acceptable Progress							
2.2B Ratio of new faculty hired annually to faculty participating in New Faculty or Associate Faculty Academies	**1.35** **(69/51)**	**0.84** **(36/43)**	**0.70** **(28/40)**					
Mission Fulfillment: *Target: ≥ 0.9* *Acceptable Progress: 0.8-0.89* *Needs improvement: < 0.8*	Target Met	Acceptable Progress	Needs Improvement					

Objective 2.2: Our infrastructure supports innovative instruction, prepares students for technologies of the future, and links education and training to high demand career paths.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
2.2A Competitive grants awarded to invest in equipment, technology tools, and staff to support their deployment	**$6.7 million**	**$6.7 million**	**$5 million (2-year avg, no 18-19 data)**					
Mission Fulfillment: *Target: ≥ $7 million 3-year rolling average* *Acceptable Progress: $5-7 million* *Needs improvement: < $5 million*	Acceptable Progress	Acceptable Progress	Acceptable Progress					

Objective 2.3: We anticipate and respond boldly to opportunities and challenges, and innovate to stay ahead in a competitive environment

Indicator	Qualitative Data
2.3A Development of new programs that respond to opportunities and challenges (# of New/Altered Programs)	EvCC has continued to be active in developing new or changing existing programs (60 total) to make them more current and competitive:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
7	9	7					

Much of this program development has fallen in manufacturing technologies. We have added or altered programs in TIG welding, industrial painting, metal fabrication, precision machining and technical design in advanced manufacturing tech, aerospace composites, and mechatronics. Much of this growth has accompanied our new Advanced Manufacturing Training and Education Center, which is perhaps the best example of our ability to boldly anticipate opportunities. We have expanded aviation maintenance to add an evening cohort plus certificate options in avionics. In addition, we have been expanding our offerings in professional areas including information technology, interactive web and graphic design, office support, medical assistant and coding, networking specialist, diagnostic ultrasound, and computing technician. Finally, we have bolstered our DTA offerings in the following areas: environmental studies and sciences, physician assistant, early childhood education, geology/geoscience, geography, and integrated communication. These examples illustrate our ability to quickly respond to opportunities and challenges.

***Mission Fulfillment**:* *Target: New programs are developed annually in new areas for opportunity and growth for the college*	Target Met

Objective 2.4: We practice evidence-based decision-making throughout the college.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
2.4A Percentage of program reviews that demonstrate strategic decision-making based on an analytical review of data collected from students' work and other performance measures	**80%** **(4/5)**	**100%** **(5/5)**	**100%** **(4/4)**					
Mission Fulfillment: *Target: increase over prior year* *Acceptable Progress: no change from prior year* *Needs improvement: decrease from prior year*	Target Met	Target Met	Target Met					

CORE THEME 2: Innovation and Leadership Individual Measures Meeting Targets or Acceptable Progress Mission Fulfillment: 70%	**Fulfilled** **5/5**	**Fulfilled** **4/4**	**Acceptable Progress** **3/4**					

Core Theme Three: Community Engagement

Objective 3.1: We listen and respond to community needs

Indicator	Qualitative Data
3.1A Recommendations from Community Engagement events are implemented by EvCC	Our records and minutes from community engagement events dating back to Fall 2012 reveal that we have had 761 unique community member participants providing us feedback, as well as a host of initiatives that EvCC either began or pursued differently as a result of direct community feedback. These include: • The community desired increased partnerships with high schools and increasing access to college courses in high school (Fall 2012). We have continuously increased the number of dual credit students year-to-year since this meeting. • The community asked the college to be even more responsive to employers' needs (Spring 2013). We have created new programs to meet these needs, particularly in manufacturing, through our Advanced Manufacturing Training and Education Center (AMTEC), including our new program in mechatronics. • The community desired an increased focus on equity at the college, specifically highlighting the need for more diverse staff and the creation of a new VP-level position for diversity and equity (Fall 2013). EvCC created and hired a Chief Diversity and Equity Officer, and the structural diversity of the staff has increased year-upon-year as a result of this feedback. • The community desired an increased focus on equity at the college, specifically highlighting the need for more diverse staff and the creation of a new VP-level position for diversity and equity (Fall 2013). EvCC created and hired a Chief Diversity and Equity Officer, and the structural diversity of the staff has increased year-upon-year as a result of this feedback. • The community expressed a need for EvCC to embrace current technology, online e-tools, and non-traditional methods of learning in our curriculum (Spring 2014). The percentage of online and hybrid courses has increased in the past three years from 27% to 33% of the curriculum as we have pursued this strategy. • Community members desired more access to courses in East County (Spring 2015). The number of courses offered at East County increased from 153 (4.1% of classes offered) to 185 (4.7% of classes offered) by 2015-16 due to our concerted efforts. • Community members expressed a need for increased engagement and communication with family and parents (Winter 2015). EvCC has invested in programs to engage family and parents, such as the Parent Leadership Training Institute and Noche Entre Familia (Spanish-Language family night). • EvCC held a community engagement event in 2018 to report to the community how their feedback has been implemented by the college.
Mission Fulfillment: *Target: We can communicate a variety of meaningful programs and strategies recommended by the community that EvCC has implemented*	Target Met

Objective 3.2: We build trust and accountability with our local, regional, and global communities through frequent and effective communication.

Indicator	Qualitative Data
3.2A Variety and quality of communication methods to our communities	EvCC shares information frequently and effectively through a variety of venues and outlets. These include: social media (e.g., Facebook, Twitter, Instagram, LinkedIn); Video (e.g., YouTube); community meetings; EvCC's website; our Annual Report; press releases and other information provided to the media; distributing more than 200,000 quarterly schedules to the community; advertising (e.g., streaming radio, online ads, newspaper ads, Spanish-language ads); marketing materials (e.g., viewbook, brochures, flyers); readerboard located on Broadway; digital signage; alumni spotlight ads in The Herald; other special sections and op-eds in The Herald (e.g., college history); and a book written by Tom Gaskin about the history of EvCC in honor of the 75th anniversary of the college. These various methods contribute to the community's trust in and awareness of EvCC. We strive to provide frequent and high-quality communication through a variety of venues to ensure the community is aware of our efforts.
***Mission Fulfillment**:* *Target: The college communicates to the community through numerous and diversified means and outlets*	Target Met

Objective 3.3: We actively develop strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce and economic vitality for our region.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
3.3A Employer satisfaction with EvCC as a partner in meeting workforce needs	**100%**	**90%**	**100%**					
***Mission Fulfillment**:* *Target: ≥ 90 % of employers very/somewhat satisfied* *Acceptable Progress: 75-89%* *needs improvement: < 75%*	Target Met	Target Met	Target Met					
3.3B Enrollment in programs linked to the aerospace and advanced manufacturing sectors	**501**	**452**	**475**					
***Mission Fulfillment**:* *Target: ≥ 404 FTE (100 % of target set by 1,000 FTE Initiative);* *Acceptable Progress: 90-99% of target;* *needs improvement: < 90% of target*	Target Met	Target Met	Target Met					

Objective 3.4: We collaborate with our K-20 partners to create seamless educational pathways for our students.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
3.4A Annual dual credit (i.e., Tech Prep, Running Start, College in the High Schools, U3) headcount	**6561**	**6235**	**6381**					
Mission Fulfillment: *Target: increase over prior year; Acceptable Progress: no change (within ± 1%); Needs improvement: decrease over prior year*	Acceptable Progress	Needs Improvement	Target Met					
3.4B Transfer Rates to 4-year Institutions (within 4 years - New Transfer Students)	**25% (195/772)**	**30% (182/603)**	**29% (206/704)**					
Mission Fulfillment: *Target: ≥ 30%; Acceptable Progress: 20-29% needs improvement: < 20%*	Acceptable Progress	Target Met	Acceptable Progress					

Objective 3.5: We enrich our communities and enhance the quality of community life.

Indicator	Qualitative Data
3.5A EvCC leadership participation in community, regional, and national organizations	The leadership of the college is very active in the community. Eight members of the leadership (President Beyer and seven Vice Presidents/Executive Directors) serve on advisory boards, planning committees, and councils for 45 different organizations in Snohomish County, the state, and nationally. These organizations touch on key services to the county in economic, civic, and human services areas. They include Aerospace Futures Alliance, Trade Development Alliance of Greater Seattle, Leadership Snohomish County, Everett Rotary, Campfire Snohomish, Marysville-Tulalip Chamber of Commerce, United Way, Housing Hope, Providence Hospital Board & Finance Committee, Snohomish STEM Executive Leadership Council, and Economic Alliance of Snohomish County. This behavior extends to others at the college. A prime example is our Dean of Business and Applied Technology, who serves on the board of Workforce Snohomish County. This service of time and expertise greatly contributes to enhancing community life and enriching our county, regional, and national communities.
Mission Fulfillment*: Target: EvCC leadership actively engages the community through board service*	Target Met

CORE THEME 3: Community Connections & Partnerships Individual Measures Meeting Targets or Acceptable Progress Mission Fulfillment: 70%	**Fulfilled 7/7**	**Acceptable Progress 6/7**	**Fulfilled 7/7**					

Core Theme Four: Cultural Pluralism and Global Readiness

Objective 4.1: We develop cultural competencies in faculty, staff and students.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
4.1A Percentage of enrolled faculty completing diversity-related components through the Innovations Academy	**85%** **(30/35)**	**94%** **(32/34)**	**91%** **(39/43)**					
Mission Fulfillment: *Target: ≥ 80%* *Acceptable Progress: 70-79%* *Needs improvement: < 70%*	Target Met	Target Met	Target Met					
4.1B Annual enrollment in diversity classes	**4266**	**4262**	**4415**					
Mission Fulfillment: *Target: increase over prior year;* *Acceptable Progress: no change (within ± 1%);* *Needs improvement: decrease over prior year*	Target Met	Acceptable Progress	Target Met					
4.1C Annual pass rate in diversity classes (C or better)	**83%**	**84%**	**83%**					
Mission Fulfillment: *Target: ≥ 80%* *Acceptable Progress: 70-79%* *Needs improvement: < 70%*	Target Met	Target Met	Target Met					
4.1D Students indicating gains in items relating to diversity learning outcomes (social sciences annual survey)	**81%**	**79%**	**83%**					
Mission Fulfillment: *Target: ≥ 85% of surveyed students indicate gains from social science coursework* *Acceptable Progress: 75-84%* *Needs improvement: < 75%*	Acceptable Progress	Acceptable Progress	Acceptable Progress					

Objective 4.2: We integrate global/cultural connections and awareness in our curriculum and programs.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
4.2A Percentage of courses meeting diversity requirement	**4.70% (48/1028)**	**4.39% (46/1049)**	**4.35% (46/1058)**					
Mission Fulfillment: *Target: increase over prior year;* *Acceptable Progress: no change (within ± 0.2%);* *Needs improvement: decrease over prior year*	Acceptable Progress	Needs Improvement	Acceptable Progress					

Objective 4.3: Developing a pervasive campus culture of respect, advocacy, and engagement for all.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
4.3A Percent of employees who agree that the campus climate is welcoming for underrepresented groups		**69%**						
Target: *85% of employees agree that EvCC is a comfortable environment (i.e. free of harassment)* ***Mission Fulfillment:*** *Target: ≥ 85%* *Acceptable Progress: 75-84%* *Needs improvement: < 75%*		Needs Improvement						
4.3B Percent of students who perceive a positive campus climate for diversity	**93%**							
Target*: 85% of students perceive a positive climate for diversity (on CCSSE EvCC-specific questions)* ***Mission Fulfillment****: Target: ≥ 85%* *Acceptable Progress: 75-84%* *Needs improvement: < 75%*	Target Met							

Objective 4.4: We embrace smaller groups within our campus community and support their unique cultural identities, values, and practices.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
College Average for Indicators 4.4A-4.4E (R=Retention; C=Completion)	**R: 55% C: 28%**	**R: 58% C: 38%**	**R: 59% C: 35%**					
***4.4A-4.4E Mission Fulfillment**: Target: ≥ college average; Acceptable Progress: 75-99% of college average; Needs improvement: < 75% of college average*								
4.4A Retention and completion rates of students of color	**R: 53% C: 25%**	**R: 52% C: 26%**	**R: 61% C: 28%**					
	Acceptable Progress	Needs Improvement	Acceptable Progress					
4.4B Retention and completion rates of Pell-eligible students	**R: 41% C: 29%**	**R: 57% C: 32%**	**R: 58% C: 30%**					
	Needs Improvement	Acceptable Progress	Acceptable Progress					
4.4C Retention and completion rates of LGBTQ students	**R: 46%**	**R: 45% C: 58%**	**R: 50% C: 0%**					
	Acceptable Progress	Acceptable Progress	Needs Improvement					
4.4D Completion rates of students with disabilities	**R: 63% C: 53%**	**R: 45% C: 33%**	**R: 50% C: 46%**					
	Target Met	Acceptable Progress	Acceptable Progress					
4.4E Completion rates of veteran students	**R: 53% C: 0%**	**R: 60% C: 8%**	**R: 64% C: 21%**					
	Needs Improvement	Needs Improvement	Needs Improvement					
4.4F Transition rates of ELL students	**8%**	**5%**	**5%**					
Mission Fulfillment: *Target: > college average;* *Acceptable Progress: 75-99% of college average* *needs improvement: <75% of college average*	Needs Improvement 11%	Needs Improvement 9%	Needs Improvement 8%					

Objective 4.5: We prepare students to participate as global citizens and to succeed in a global economy

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
4.5A Annual unduplicated headcount of international students	**621**	**586**	**565**					
Mission Fulfillment: *Target: increase over prior year;* *Acceptable Progress: no change (within ± 1%)* *Needs improvement: decrease over prior year*	Target Met	Needs Improvement	Needs Improvement					
4.5B Annual enrollment in Global Studies and Foreign Language/Culture Classes	**3126**	**3120**	**3140**					
Mission Fulfillment: *Target: increase over prior year;* *Acceptable Progress: no change (within ± 1%)* *Needs improvement: decrease over prior year*	Target Met	Acceptable Progress	Acceptable Progress					
4.5C Annual pass rate in Global Studies and Foreign Language/Culture Classes (C or better)	**85%**	**85%**	**83%**					
Mission Fulfillment: *Target: ≥ 80%* *Acceptable Progress: 70-79%* *Needs improvement: < 70%*	Target Met	Target Met	Target Met					

CORE THEME 4: Cultural Pluralism and Global Readiness Individual Measures Meeting Targets or Acceptable Progress	**Acceptable Progress**	**Needs Improvement**	**Acceptable Progress**					
Mission Fulfillment: 70%	**12/15**	**9/15**	**10/14**					

Core Theme Five: Resource Stewardship

Objective 5.1: We seek financial stability by developing strong and diverse revenue streams.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
5.1A Percentage of annual operating revenues accounted for by diverse revenue streams (state and federal grants, International Student Programs, CCEC, and College in the High Schools)	**13%**	**14%**	**14%**					
Mission Fulfillment: *Target: Increase from prior year* *Acceptable Progress: No change (± 1%)* *Needs improvement: Decrease*	Acceptable Progress	Acceptable Progress	Acceptable Progress					

Objective 5.2: We invest in our employees.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
5.2A Total full-time employees (exempt, classified, and faculty) employed at EvCC	**460**	**470**	**489**					
Mission Fulfillment: *Target: ≥ previous year's number of employees* *Acceptable Progress: 97-99% of the previous year's no. of employees* *Needs improvement: < 97% of the previous year's employees*	Target Met	Target Met	Target Met					
5.2B Percentage of Available Professional Development Funds Utilized by Classified and Exempt Staff	**94%**	**98%**	**76%**					
Mission Fulfillment: *Target:≥ 90%* *Acceptable Progress: 80-89%* *Needs improvement: < 80%*	Target Met	Target Met	Needs Improvement					
5.2C Employees participating in wellness classes	**175**	**327**	**304**					
Mission Fulfillment: *Target: Increase from prior year* *Acceptable Progress: No change (± 1%)* *Needs improvement: Decrease*	Target Met	Target Met	Needs Improvement					

Objective 5.3: We invest in physical facilities to enhance the learning environment.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
5.3A Total gross square feet of owned campus facilities	**871,331**	**789,323**	**914,995**					
Mission Fulfillment: *Target: Increase from prior year* *Acceptable Progress: No change (± 1%)* *Needs improvement: Decrease*	Target Met	Needs Improvement	Target Met					
5.3B Percentage of scheduled capital project completion by end of biennium	**85%** **(2015-17 biennium)**		No rating, biennium still in progress					
Mission Fulfillment: *Target: ≥ 90%* *Acceptable Progress: 80%-89%* *Needs improvement: < 80%*	Acceptable Progress	Acceptable Progress						

Objective 5.4: We practice environmental, economic, and social sustainability across campus.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
5.4A Annual greenhouse gas emissions in metric tons CO2 equivalent (MT CO2e) ***(Environmental Sustainability)***	**2552.4**	**3519.4**	2018 Emissions not reported yet					
Acceptable Progress: 1-9% reduction *Needs improvement: No reduction or decrease*	Target Met	Needs Improvement						
5.4B Percentage of annual operating revenues accounted for by diverse revenue streams ***(Economic Sustainability)***	**13%**	**14%**	**14%**					
Mission Fulfillment: *Target: Increase from prior year* *Acceptable Progress: No change (± 1%)* *Needs improvement: Decrease*	Acceptable Progress	Acceptable Progress	Acceptable Progress					
5.4C Percentage of employees from underrepresented racial/ ethnic minorities ***(Social sustainability – equity)***	**15%**	**17%**	**25%**					
Mission Fulfillment: *Target: Increase from prior year* *Acceptable Progress: No change (± 1%)* *Needs improvement: Decrease*	Target Met	Target Met	Target Met					

Objective 5.5: We are responsible stewards of our limited resources – proactive in fiscal planning and efficient in our practices.

Indicator	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
5.5A Paychecks Processed Per FTE Payroll Staff	**15037**	**17,560**	**15,855**					
Mission Fulfillment: *Target: 10% increase from prior year* *Acceptable Progress: 1-9% increase* *Needs improvement: No change or decrease*	Target Met	Target Met	Needs Improvement					
5.5B Number of financial statement audit findings	**0**	**0**	**0**					
Mission Fulfillment: *Target: No findings* *Acceptable Progress: 1-2 findings* *Needs improvement: ≥ 3 findings*	Target Met	Target Met	Target Met					

CORE THEME 5: Resource Stewardship Individual Measures Meeting Targets or Acceptable Progress Mission Fulfillment: 70%	**Fulfilled** **11/11**	**Acceptable Progress** **9/11**	**Acceptable Progress** **8/11**					