

YEAR SEVEN PEER-EVALUATION REPORT

Everett Community College

October 23-25, 2017

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Roster of Evaluators

- Dr. Camille Preus (chair), President, Blue Mountain Community College, Oregon
- Dr. David Todd, Instructor/Micro Computer Application Program Specialist, Mt. Hood Community College, Oregon
- Dr. Janice Alexander, Professor of Chemistry and Forensic Science, Flathead Valley Community College, Montana
- Dan Black, Dean of Science and Mathematics, Snow College, Utah
- Dr. Chris Ousley, Dean of Students, Clatsop Community College, Oregon
- Michelle Noel, Librarian, Truckee Meadows Community College, Nevada
- Jim Langstraat, Vice President, Finance and Administration, Portland Community College, Oregon
- Valerie Martinez, Vice President, Northwest Commission on Colleges and Universities (NWCCU liaison)

Introduction

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 75 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.

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.

Response to Student Achievement Data

The NWCCU requested the evaluation committee review and discuss with EvCC the challenges and effective strategies they employ to improve graduation rates. The graduation rate provided was IPEDS data for first-time, full-time degree seeking students. It is important to note that the first-time, full-time cohort is a relatively small cohort (the 2011 cohort was only 463 students).

The evaluation committee, in reviewing documents and in person interviews, observed data and graphs that displayed increases in retention and graduation rates in recent years. EvCC attributes these increases to an increased effort to support student success through Achieving the Dream (ATD) and more recently, Guided Pathways initiatives.

EvCC reported graduation rates of 28% in 2015 with an increase to 38% in 2016. In discussion with the College they anticipate sustained, higher graduation rates continuing in conjunction with continued student success strategies such as mandatory first-year advising, mandatory enrollment in College Success (COLL 101), improved teaching and learning through faculty development (funded by DOE Title III grant), shortening remedial education pathways, and expanding wrap around services for low-income, 1st generation students. EvCC continues to be around the national average in graduation rates, but anticipate improving above that with student success efforts.

There are inherent challenges to using student achievement data for decision making. Some data is collected on a yearly cycle, while other data is collected on a three year cycle. Disaggregated small group data can present challenges due to small sample sizes, such as retention and completion data of veteran students. In addition, there is an inherent lag time in analysis of completion data due to the three year cycle defined for an entering student to complete a program.

Accreditation History

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 2013 on the basis of the Spring 2013 Year Three Report.

Assessment of the Self-Evaluation Report and Support Materials

An electronic copy of the *Year Seven Self-Evaluation Report* was emailed to the committee members -- and delivered in hard-copy the following week — more than six weeks prior to the visit. The 200-page document included narrative, description and graphic displays of core themes, indicators, strategic priorities, and goals. Appendices were provided on a flash drive or through Everett Community College website. The narrative was clear and readable and provided a comprehensive overview of the College. However, the committee members found some sections of the report more informative than others.

Onsite, the College provided supplementary materials, including board records, collective bargaining agreements, planning documents, and reports from prior accreditation evaluations, both regional and specialized. Additionally, key documents — among them, human resources policies and technology and facility master plans — were provided upon request.

The faculty, administration, and staff of Everett Community College were uniformly welcoming, forthright, and accommodating throughout the visit. Time reserved by so many individuals for the evaluation committee was greatly appreciated and demonstrated that the College places a high priority on the accreditation process. The committee sincerely appreciated the College's hospitality and support.

Topics Addressed as Addenda to the Self-Evaluation Report

The Year Three Peer-Evaluation Report of Everett Community College was completed in April 2013 and set forth two recommendations for the College to address as an addendum to the Fall 2017 Year Seven Evaluation Report. A current assessment of the College's progress on each recommendation follows:

- 1. Everett Community College is engaging faculty in the assessment of student learning, and the use of assessment results to guide the improvement of teaching and learning at the College. The evaluation committee did not find evidence of a systematic process that requires all learning outcomes to be assessed regularly. The committee recommends that the College develop a systematic assessment process that ensures all student learning outcomes (course, program, and degree) are assessed on a regular, consistent basis (Standards 2.C.5, 2.C.10, 4.A.3).**

In response to Recommendation 1 related to the Spring 2013 Year Three Report, the Assessment Committee (AC) renewed its focus on providing guidance and feedback to the College to ensure that all student learning outcomes are assessed on a regular, consistent basis. The mechanism in place to ensure this occurs is the annual review by the AC of each Instructional Program Review. Every year, the AC performs a thorough analysis of every program's review in order to evaluate the extent to which learning outcomes are assessed and the evidence provided by each program that this is occurring. The AC summarizes these analyses in an annual report, which is posted to the College's internal drive and presented to various campus stakeholders through multiple presentations and facilitated conversations. These annual reports summarize progress made toward assessing learning outcomes across

campus, highlighting model assessments for each core learning outcome (CLO) as a reference point for the campus. This report serves as an annual check to ensure CLOs, program-specific and related course-level outcomes are assessed across campus. Since its use began in 2013, the College has witnessed an increase in the number of outcomes being assessed, an improvement in the directness, depth, and quality of those assessments, and improvements in the analysis of assessment data to identify and close the loop on improvements.

The Three-Year Instruction Assessment Plan is divided into three phases. During year one, departments and programs identify the core and program-specific outcomes that will be assessed during the coming three-year cycle and how they will be assessed. CLOs are included when they align with program-specific outcomes (PSOs) to assure alignment between courses and programs. During year two, departments and programs conduct the assessments specified the previous year and collect data. In year three, departments and programs analyze the data and identify appropriate improvements and objectives for the subsequent three-year cycle. Instruction Assessment Plans are submitted at the end of every spring quarter and identify objectives necessary to support student learning. These objectives, in turn, inform the Annual Resource Plan developed in the fall.

Every three years, departments and programs begin a new cycle focused upon accomplishment of the objectives identified during year three of the previous cycle. This allows each program/department, in parallel with new assessment activities, to implement the improvements identified in their year three report, conduct assessments and gather data the following year, and analyze the results in the third year, thereby closing the loop on the first assessment cycle.

The executive vice president of Instruction and Student Services organizes and supervises this systematic educational Program Review process. Evaluation teams—consisting primarily of faculty in the programs being assessed—review, analyze, and complete the assessment of each program. The department chair has primary responsibility for preparing the final assessment, but other faculty and staff in the program contribute information and analysis. Each assessment plan is then reviewed and commented on by the program's dean, associate dean, or director. The program plans are then submitted to the executive vice president of Instruction and Student Services at the end of the spring quarter and shared with the AC.

The College has made significant strides since the establishment of the Assessment Council. Some programs have been more successful than others in the assessment process, but more programs than ever before are engaged in critical, specific, and data-informed assessment. Reviews are more focused than in the past. Effective reviews are now highlighted, and department chairs now have a resource for supporting faculty in the CLO and PSO review process. EvCC is clearly committed to engaging in an effective, regular, systematic, and comprehensive assessment program as is evident in the AC's annual review of program review activities.

- 2. The evaluation committee recommends that the College improve the consistency, measurability, and analysis used to assess the attainment and progress toward stated program outcomes (Standards 1.A.2, 2.C.5, 2.C.10).**

In response to Recommendation 2 related to Standard 1.A.2. as addressed in the Spring 2013 Year Three Report, EvCC re-evaluated the relationships between its core themes, objectives, and indicators, specifically with an eye toward strengthening the measurement and attainment of mission fulfillment. As a result, in 2014 the College adopted the strategic priorities of its Strategic Plan (created with community input and approved in 2012) as its core themes, and re-aligned its objectives and indicators for greater consistency and focus on the College's efforts to achieve its mission as defined by the Strategic Plan. EvCC's Board of Trustees formally approved the updated core themes in 2017, and the Northwest Commission on Colleges and Universities affirmed that this update did not constitute a substantive change to the College's mission. College performance in pursuit of the established indicators is tracked on the Institutional Effectiveness Scorecard shared in detail in Chapter Five of this Year Seven Report.

In relation to Standards 2.C.5 and 2.C.10, the Assessment Committee (AC) renewed its focus on providing guidance and feedback to programs in order to improve the consistency, measurability, and analysis of program outcomes in response to this recommendation. In order to foster a greater focus on assessing learning, the process for reporting on assessments was separated from budget planning in the Program Review process beginning in the 2014-15 academic year. In order to ensure that programs are consistently planning and focusing on improved outcomes assessment, the reporting form and focus was changed in the 2015-16 academic year to formalize a three-year assessment cycle for all programs/ departments: year one for assessment design and implementation; year two for data collection and analysis; and year three for implementation of changes, as necessary, in response to data gathered.

Eligibility Requirements

- 1. Operational Status:** Everett Community College has been in operation since 1941 and has been continually accredited by the Northwest Commission on Colleges and Universities (NWCCU).
- 2. Authority:** Everett Community College is authorized to operate and award degrees by the Washington State Board of Community and Technical Colleges.
- 3. Mission and Core Themes:** Everett Community College's mission is "educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society" The core themes of: student success; innovation and leadership; community connections and partnerships; cultural pluralism and global readiness; resource stewardship are clearly defined and align with the College mission.

4. **Operational Focus and Independence:** Everett Community College’s educational programs and services are predominately concerned with higher education. The College has sufficient organizational and operational infrastructure in place to meet Commission’s Standards and Eligibility requirements.
5. **Non-Discrimination:** Everett Community College is administered with respect for the individual in a nondiscriminatory manner reflected in policy, practice, and the organizational mission “educate, , equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society”.
6. **Institutional Integrity:** Everett Community College has established and adheres to ethical standards in its operations and relationships.
7. **Governing Board:** The Board of Trustees, a five member board appointed by the governor, is the governing body for EvCC. There is no contractual relationship between the Board of Trustees and EvCC.
8. **Chief Executive Officer:** Everett Community College President is appointed by the five member Board of Trustees. The President is granted authority to oversee the operations of the College.
9. **Administration:** Everett Community College employs adequate administrative employees to carry out the fulfillment of the institutions mission and goals and to provide leadership for the major units of the College.
10. **Faculty:** Everett Community College employs appropriately qualified faculty in sufficient number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its programs wherever offered and however delivered.
11. **Education Programs:** Everett Community College provides a variety of educational programs including transfer, professional technical, vocational, job skills, basic skills and personal enrichment courses and programs which include appropriate content and rigor consistent with its mission and core themes. Programs have clearly identified student learning outcomes and result in college-level degrees consistent with program content in recognized fields of study.
12. **General Education and Related Instruction:** Everett Community College is a comprehensive community college offering courses commonly found in a two-year community college. General education requirements are clearly spelled out in all transfer associate degree programs. Related instruction components are reviewed and in place for all workforce education and training programs of 45 credits or more.
13. **Library and Information Resources:** Everett Community College library collection and services are consistent with its mission and core themes and support the programs offered at the College.

- 14. Physical and Technological Infrastructure:** Everett Community College's buildings provide the physical and technological infrastructure necessary to achieve its mission and core themes.
- 15. Academic Freedom:** Everett Community College maintains an atmosphere in which intellectual freedom and independence exist. Faculty and staff are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.
- 16. Admissions:** Everett Community College utilizes a clearly stated and published admission process in keeping with an open admissions institution. Admissions information about specific requirements and timelines for restricted enrollment programs are posted in the academic catalog, and on the website.
- 17. Public Information:** Everett Community College publications (catalog, schedule of classes, website) contain up-to-date information regarding its mission and core themes. The College print and on-line publications include information on rights, responsibilities, tuition, fees, program costs, refund policies, financial aid information, and the academic calendar, all available to students, potential students, and the general public.
- 18. Financial Resources:** Everett Community College has a demonstrated history of fiscal stability with sufficient cash flow and reserves to sustain continued college operations. Fiscal planning is a robust, thoughtful and transparent process. The College demonstrates both short-term solvency and long-term sustainability.
- 19. Financial Accountability:** Everett Community College has undergone an appropriate annual audit by an independent auditing firm and there are no comments or management letter recommendations.
- 20. Disclosure:** Everett Community College has disclosed to NWCCU appropriate documentation and information for the commission to carry out its evaluation and accreditation functions. College publications accurately reflect the institution's accreditation status.
- 21. Relationship with the Accreditation Commission:** Everett Community College both accepts and agrees to comply with all Commission standards, policies, and notification practices as outlined.
- 22. Student Achievement:** Everett Community College identifies and publishes in the catalog the expected student learning outcomes for each of its degrees and certificate programs. The College systematically assesses student achievement of selected core learning outcomes, and program-specific and course-specific outcomes as part of a three year Program Review process.
- 23. Institutional Effectiveness:** Everett Community College engages in multiple evaluation

and planning processes and utilizes the information gathered to make strategic decisions that ensure the College's viability and sustainability.

24. Scale and Sustainability: Everett Community College demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Mission, Core Themes, and Expectations

Standard 1A — Mission

Everett Community College's mission statement is reviewed and approved regularly by the Board of Trustees. Interviews with board members, faculty and staff indicate a good understanding of the College mission and direction. The statement is widely disseminated, appearing in the College catalog, website, social media, and an Annual Report to public and across the college community.

Everett Community College defines mission fulfillment as "100% of the individual indicators being rated as acceptable progress or meeting targets." Additional depth is provided to the mission through the articulation of core themes and strategic and operational plans. Taken together, these statements provide appropriate guidance for the College's efforts to fulfill its mission.

In meetings and interviews with board members, students, faculty, administrators, and staff the evaluation team found evidence of understanding of the essential elements of the College's mission.

Standard 1B — Core Themes

Everett Community College's five core themes, approved by the EvCC Board of Trustees in 2015, were developed through a collaborative and inclusive process. The core themes include:

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

All of the core themes fit well within the mission of the College in supporting the needs of students, the college community, and business/industry partnerships. The five core themes define the essential work of the college and clearly connect to the mission statement.

In meetings with students, faculty, staff, and administrators, evaluators found evidence that core themes individually manifest essential elements of the College's mission and collectively encompass its mission. Each of the college's five core themes is clearly an echo of some

individual part of the mission statement and was clearly chosen to reflect the same. For example, Core Theme 1, Student Success, is reflected in the mission statement where it says that the college inspires students to success in both personal and professional goals. Core Themes 2-5 work in conjunction with Core Theme 1 to collectively reflect the College's overall mission of student success in diverse, global communities.

Evaluators further found that the College 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. Objectives and indicators clearly and directly support core themes. One example of this is Objective 1.1 for the Core Theme of Student Success. This objective says that the college provides guidance and support to improve each student's capacity for college completion, job readiness, and career success. Indicators that support student success include the percentage of students receiving advising during at least two critical times in their college career, upon entry and during their 3rd quarter. Other objectives and indicators are similarly meaningful, assessable, and verifiable. Where multiple indicators for objectives are defined, they are carefully selected to illuminate multiple dimensions of the objective.

The College has established objectives, core indicators, and targets for each core theme and defines acceptable progress as achieving 70% of the individual indicators.

Resources and Capacity

Standard 2.A — Governance

The EvCC Board of Trustees has adopted a policy statement that defines their primary function is to establish policies by which the College will be administered, and the primary function of the College president and staff are to implement those policies. The College has a transparent, inclusive, and widely understood structure that allows for consideration of views of all campus constituencies. EvCC ensures planning, assessment, and resource allocation is aligned with the mission and core themes of the College.

Everett Community College is an independently accredited two-year college and its Board of Trustees operates only as a whole, focusing on policy and strategic direction of the college. The evaluation committee found evidence, within provided exhibits and college publications, and via direct interviews, to meet the requirements of the NWCCU governing board.

The College has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability who are clearly charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College employs an appropriately qualified chief executive office with full-time responsibility to the institution.

The College employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions.

Standard 2A, Policies and Procedures

Academic Policies and Procedures

Academic policies, including those related to teaching, service, scholarship, research, and artistic creation are clearly communicated to students, faculty, administrators, and staff with responsibilities related to each area. Policies related to teaching rights and responsibilities are found in faculty contracts and the College's Civility Statement. They are also communicated in quarterly orientations for new full-time faculty and new associate part-time faculty.

Policies related to student rights and responsibilities can be found in the catalog and on the college's Student Rights and Responsibilities & Policies webpage (SRRP). The SRRP website also contain links to the college's administrative policies and procedures and to the Washington Administrative Code.

Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced. The Library's collection development policy and the Library Bill of Rights, an American Library Association document followed by the College, are found on the library website. Detailed information about access to and use of library resources is also found online.

Everett Community College's transfer guidelines adhere to the state's Intercollege Relations Commission guidelines for Intercollege Transfer and Articulation.

The College's guidelines for transfer are found both online and the College's catalog. Multiple events which target students interested in transferring include transfer fairs held in conjunction with university representatives held at the main and East County Campuses as well as various classes and workshops that address the topic. Curriculum guides for all programs outline specific courses needed for transfer to the university.

The Aspen Institute's College Excellence Program recognizes the College as a leader in transfer outcomes. Its articulation agreements are in line with similar programs in at other colleges and facilitate ease of transfer between institutions.

Students Policies and Procedures

College catalog, student handbook, and on college website students' rights and responsibilities were readily available from multiple sources, locations, and in multiple formats. The institution evidences an increased emphasis to educate students on academic honesty in response to feedback from faculty, international programs, data from the Dean of Students and Behavioral Intervention Team. This coordinated response has improved awareness among students.

Materials clearly state expectations for students, student rights, and procedures for addressing if a student feels college procedures are not followed. Additionally, policies and procedures address mechanisms of informal and formal grievance procedures including appeal processes to ensure students have a venue for additional review if they do not feel decisions are made in a fair and consistent manner.

Accommodations for students with disabilities build upon the Americans with Disabilities Act and incorporate student-success-focused accommodations. Additionally, with respect to service animals, the college policy addresses allowable service animal purposes and educates staff regarding appropriate interaction with respect to inquiries.

Everett Community College admission policies are clearly stated in catalog, student handbook, and on the college website.

For placement purposes, the college employed an alternate measure approach allowing for student assessment based on measures other than a single standardized placement assessment. Measures employed included college transcripts with appropriate courses, high school transcripts, participation in college in the high school or Running Start. Placements also were made from results of tests including Advance Placement, Smarter Balance, SAT, PSAT, and ACT.

The college publishes standards for satisfactory academic progress (SAP) in its catalog and online. These sources outlined sanctions if academic standards are not met including a first alert, academic warning, academic probation, and academic dismissal. The procedures involve counselor approval at various stages to allow students to address and remediate deficiencies. A dismissed student is eligible to seek reinstatement/re-admission subject to approval from a Committee and the Dean of Student Development. Reinstatement procedures are annotated with deadlines and appeal processes.

Everett Community College published policies clearly stating the institution's relationship to co-curricular activities.

In addition, student media-specific statements clearly articulated the relationship with the institution with respect to content and editorial policies. This was further clarified by an intentional description of funding, the role of the media adviser, and a college affirmation that no prior restraint was to take place. Adviser consultation on content remained an option, but was not a requirement.

Human Resources Policies and Procedures

Everett Community College human resource policies and procedures contained a review date within the past five years. Since a limited number of policies were found to have review dates greater than seven years, the evaluation committee expressed concern regarding human resource policies and encourage the College to include these in a regular review cycle and include revision dates are updated as appropriate.

Policies and procedures reviewed used consistent, fair, and equitable language with respect to employees. Language was consistent with collective bargaining agreements as reviewed.

EvCC explicitly stated conditions of employment including rights and responsibilities within in human resource documentation. This was further supported in collective bargaining agreements as relevant to employment classification.

Procedures were clear and ensured for a regular review of appropriate work assignments as reviewed by the immediate supervisor and the employee during an annual review. Interviews supported there is a commonly held awareness of employee and supervisor responsibilities based on human resource documents and familiarity with applicable collective bargaining agreements.

The EvCC Human Resources Department maintained records in a secure manner including a separate location for archived non-digital files. Access was restricted and limited to appropriate human resource staff members. Record retention and secure destruction of documents followed regulations as established by the state of Washington.

Confidentiality was enforced through limited access to records and secure online and archival storage. Staff with access to private information for hiring review were required to sign confidentiality agreements. Additionally, employee authorization was required prior to the release of information from an employee record to a third party.

EvCC College represents itself clearly, accurately, and consistently through its websites, publications, announcements, and statements which are overseen by its office of College Advancement. The office ensures that the College communicates its intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. The College routinely reviews publications to assure integrity in all representations about the mission, programs, and services are integrated into these communications.

EvCC adheres to high ethical standards in its management and operation. The institution treats students, faculty, administrators, staff and other constituencies in a fair and equitable manner. Complaints and grievances are addressed in a fair and timely fashion.

EvCC follows clearly defined college conflict of interest guidelines as outlined in the code of conduct within the employee handbook.

EvCC adheres to the faculty collective bargaining articles and the College's Copyright and Intellectual Property Policy addressing intellectual property rights, and copyright with respect to ownership, control, compensation, and revenue derived from the creation and production of intellectual property.

Everett Community College represents its current regional accreditation status in the College catalog and includes information regarding regional accreditation on an Accreditation website.

All EvCC contractual agreements with external entities follow a rigorous process including appropriate state-level and internal review so as to maintain the integrity of the institution.

Compliment: The evaluation compliments the College for its initial efforts to ensure more effective and equitable hiring of new employees to better reflect the diversity of the student body and community.

Concern: The evaluation committee expressed concern regarding human resource policies and encourage the College to include these in a regular review cycle and include revision dates are updated as appropriate.

Academic Freedom Policies and Procedures:

The evaluation committee found evidence in Article 9, Sections 9.10-9.12 of the AFT-Everett Collective Bargaining Agreement and EvCC College Policy EvCC1010 to support the institution publishes policies addressing academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures and harassment. The evaluation committee was able to conform, via interviews with Faculty that EvCC adheres to these policies.)

The institution defines and promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. Innovation and Leadership core theme Objective 1 states: “We infuse innovative learning and state-of-the-art pedagogy - such as an emphasis on critical thinking and collaborative learning - into all course offerings. Supported by EvCC1010 (Civility Policy), the Cultural Pluralism and Global Readiness core theme, as well as the EvCC College core values; while the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth and allow others the freedom to do the same.

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such. In addition, Article 9, Section 9.12 of the AFT-Everett Collective Bargaining Agreement, EvCC Policy EvCC4010, and the library resource guide delineate intellectual property rights and copyright policy and resources. Posters on plagiarism are posted around campus.

Finance Policies and Procedures:

EvCC Board of Trustees has established clearly defined fiscal policies used to guide operations at the College. Additionally, the College has further defined and documented fiscal policies and procedures and ensures that all policies fall within the guidelines of the Board of Trustees/WA State Board of Community and Technical Colleges policies governing financial affairs. Fiscal administration is directed by the Vice President of Administrative Services who reports directly to the President and is a member of the Vice President’s team. Appropriate oversight and management are well demonstrated.

Standard 2.B — Human Resources

Everett Community College employs a sufficient number of qualified personnel as it related to support and operation functions. When areas determined they did not have a sufficient number of qualified personnel, in-department budget adjustments were required. If funding was not present in the department’s current budget, requests were made through direct supervisors for evaluation of need and resources to address staffing issues. During interviews, staff reported this model had been beneficial to allow their department to better meet student needs.

Hiring criteria, qualifications and procedures were found to be clearly and publicly stated as appropriate.

As part of the annual review process, the employee job descriptions had been reviewed by the staff member and the supervisor. Both parties were able to contribute updates to reflect current job duties, responsibilities, and authority. Recommended updates were reviewed by human resource staff. In the event no changes are necessary, staff and supervisor initialed the job description indicating they had reviewed and recommended no changes.

EvCC annual employee reviews addressed performance of work duties and responsibilities. The college reported 62 percent of all classified and 87 percent of all administrators (exempt employees) had a completed review on file for the previous year. As the primary mechanism in place to ensure appropriateness of current job duties, responsibilities, and performance improvement, the evaluation committee encourages the College to increase the number and frequency of employee reviews from all levels of administration.

EvCC provided appropriate opportunities for staff to further professional growth and development as budgets and institutional priorities allowed.

The institution promotes an environment where a commitment to continual professional growth serves as a means to fulfilling its mission. This is noted in the employee handbook and evidenced by professional development opportunities provided by the college to faculty, staff, and administrators. Opportunities are provided via internal means rather than through funding of external opportunities and include tuition waivers, a new faculty academy, an associate faculty academy, the leadership academy, the innovations academy, and the annual teaching and learning retreat. Participation for staff is incorporated into regular duties/wages while faculty receive stipends connected to participation outside of contractual requirements. Internal professional development trainings are mentioned by staff and faculty as beneficial opportunities for professional growth.

The evaluation committee found evidence within enrollment management goals, strategic planning goals, the institution's mission, and data reported to the National Center for Educational Statistics (NCES) for fall 2016 that EvCC provided appropriately qualified faculty to achieve educational objectives. The college faculty was comprised of 32 percent full-time faculty and 68 percent part-time faculty. Academic credentials as noted in the college catalog evidenced an appropriately qualified faculty necessary to assure the integrity and continuity of academic programs.

The evaluation committee found evidence within provided exhibits and college publications, data reported to the National Center for Educational Statistics (NCES) for fall 2016, and via direct interviews, that EvCC employed a sufficient number of faculty to meet the institutions teaching expectations, ensured workloads were appropriate, and distributed responsibilities. Teaching responsibilities resulted in a college-reported 15 to 1 student-to-faculty ratio in the classrooms. For selected training requirements and advising obligations, the college reimbursed faculty for additional duties as necessitated.

EvCC faculty evaluations took place as mutually agreed upon in the collective bargaining agreements. Evaluation standards existed with respect to faculty level, duties, and responsibilities and may have included classroom observations, student evaluations, or written summations of informal meetings between the faculty members and the supervisor. The summation was submitted to the Human Resources department and retained in the employee record.

The supervisor-faculty meeting is where the faculty member's assessment of the previous year, and includes a discussion of needed support areas, and goals.

Standard 2.C — Education Resources

The institution has clearly defined student learning outcomes at the college, program, and course levels; program and course development and approval processes that ensure appropriateness of content and rigor along with mission consistency; and degrees and certificates memorialize student achievement in recognized fields of study, appropriately designated and identified.

Similar evidence exists to support that the college has defined expectations for equivalence of content and rigor across delivery modalities, specifically with respect to faculty-student interaction in online course delivery. All faculty members are provided the option to teach classes online; to be certified to teach online they must complete a course provided by SBCTC, "Canvas 101 - Intro to the Canvas Learning Management System for Faculty", that prepares faculty to use the Canvas LMS for course delivery. The institution provides college guidelines for online courses that set out expectations for student interactivity, especially student-instructor interaction accomplished in one or more of suggested and described ways.

EvCC has clearly defined student learning outcomes at the college, program and degree, and course levels that are widely available to both enrolled and prospective students in multiple forms, including written.

The College has verification mechanisms that assess equivalence of content and rigor across delivery modalities, specifically with respect to faculty-student interaction in online course delivery. Online classes are subject to classroom observation along with traditional face-to-face courses. Deans are provided with observation guidelines that include emphasis on student-instructor interaction comparable to that for face-to-face course observation.

The institution has a coherent design approach to degree programs that results in appropriate breadth, depth, integration, and sequencing of courses; evidence exists to support that continuous improvement and relevance processes are applied to courses, programs and degrees across the college's offerings. Evidence exists to support that the institution has wide distribution of clearly defined admission and graduation requirements.

EvCC has a well-defined, structured process by which courses and programs are submitted, reviewed, and approved by faculty. The process begins with course submission to the department dean, goes through the appropriate department, and then to the Instructional Council, where it is discussed by related bodies and voted on. Faculty have contractual responsibility to be active in

the selection of new faculty. At least one member of the hiring committee must be a faculty member from the department with the vacancy.

Similar evidence exists to support that the college faculty have broad, deep, and interconnected responsibility for assessment of achievement of learning outcomes. Instructional faculty complete a program assessment in three parts: Annual Resource Plan, Three-Year Instructional Assessment Plan, and a Program Viability Analysis. A faculty member who has been appointed to coordinate assessment works with the faculty to develop and implement assessment measures.

Integration of Library Resources

EvCC library and information resources are integrated into the learning process. The Instructional Council course action request process requires library resources to be addressed by faculty and the library staff. Information literacy is one of the seven core learning outcomes of EvCC. The library maintains a webpage of library services for faculty. In addition, responses at the all student and all faculty meetings indicated that faculty in collaboration with library resource personnel ensure the use of library and information resources is integrated into the learning process. It is clear that library faculty and staff are invested in working with instructional faculty and students to integrate library resources into course content in a variety of ways including their participation in new faculty orientation, ensuring that library material pertinent to college programs is continually reviewed and updated, and creation of resource guides tailored to the needs of specific disciplines.

Credit for Prior Experiential Learning

EvCC has established policies in regard to accepting credit for experiential learning. A candidate requesting experiential learning credit starts by submitting a portfolio of their experiences. Before credit is granted, this portfolio is evaluated by a faculty member with expertise to make a judgment on the credit granted. No more than 25 percent of needed credits for a degree are allowed under the portfolio scenario. There are other ways in which experiential credit can be obtained and the institution follows its own internal policies.

EvCC has a well-established policy and procedure for accepting of transfer credit. The evaluators found that the institution ensures that transfer credit is equivalent to their own. They follow ICRC guidelines and when questions arise, they use faculty with expertise in the area to establish equivalent credit. The institution has established program articulation agreements with more than 30 partner institutions.

Undergraduate programs

The institution has general education components of undergraduate programs that help students develop appropriate breadth, depth and integration of intellect appropriate to successful pursuit of career and personal goals, lifelong learning, and participation in civic life.

General Education Program has identifiable and assessable learning outcomes

The institution has general education components of transfer associate degree programs that help students develop appropriate breadth, depth and integration of intellect appropriate to successful pursuit of career and personal goals, further education, and participation in civic life. Students

who graduate with a transfer degree have achieved course and program-level outcomes and these outcomes are mapped to the core learning outcomes.

Related Instruction

The institution has general education components for applied degree and certificate programs that help students develop appropriate breadth, depth and integration of intellect appropriate to successful pursuit of career and personal goals, further education, and participation in civic life. Workforce Education and training degrees and certificates are developed with industry input to assure competencies meet industry standards and program level outcomes.

Continuing Education and Non-Credit Programs

EvCC's continuing education programs to support the institutions mission. Particularly they support the mission to educate, equip, and inspire students to achieve personal and professional goals and core theme Three – Community Connections and Partnerships. Students engage in a variety of programs and courses to advance their current careers or for personal fulfillment.

EvCC maintains a robust continuing education program, boasting that it is the largest in Washington. As such they have well established policies to evaluate and ensure that all course offerings meet standards. This process includes procedure for courses approved as well as an evaluation of each course.

Continuing Education Units (CEU), when granted, follow state standards and EvCC policies. They are granted only for documented student achievement of course learning outcomes and are applied in a consistent manner for all courses granting CEU's. CEU's are granted at the rate of one CEU for ten hours of approved instruction.

The College maintains number and nature, per policy, for all non-credit continuing education activities. The College also publishes a quarterly schedule of all courses offered and produce an annual report of non-credit activity. Non-credit courses are transcribed on participant records in the same electronic registration system used for credit courses.

Standard 2.D — Student Support Resources

EvCC supports student learning needs and creates effective learning environments. Evidence found appropriate programs and services support student learning needs.

The scope of student activities and number of students serving in leadership roles is noteworthy. Interviews and supporting documentation evidenced a high level of student involvement and success attributed in part to extensive and well-designed training provided to students through Student Life. Additionally, the fiscal commitment of college funds supporting international student employees adds to the diversity of the campus, integrates international students into supportive environments, and aids the college in staffing areas with students who represent the diverse nature of the student body.

Students were aware they could pursue concerns through associated student government officials and direct requests to employees. It is noted that a lack of evidence was found relating to other avenues available to the institution for collecting student feedback on programs and services.

EvCC's Campus Safety and Security Office, Title IX, student conduct, counseling, and Title IX effectively collaborates to improve campus safety and security services for campus community. Students indicated they feel safe on the campus, and appreciate opportunities to engage in improving campus safety through the Green Dot program.

Required documentation is available to all students and included required crime statistics, campus security polices, and required regulations.

With inclusive campus representation from areas strategically positioned to assist students, the BIT allows the institution to address emerging campus behavioral issues prior to escalation. The BIT coordinates campus resources to intervene in student lives and connect at-risk students to campus and community resources.

While not a typical success measure, an increase in campus conduct reported was viewed as evidence of greater campus awareness of this resource. Further evidence was noted in repeated interviews where the BIT was known as a resource, and praised as a helpful addition to campus resources available to students and staff.

With respect to athletes and international student populations, the institution recruits students in a manner consistent with the recruitment of all students. The athletic program follows standards as required with its membership in the Northwest Athletic Conference. International student recruitment makes intentional efforts to ensure students are successful at the institution in support of its mission and core themes.

The College became aware of students' concerns related to limited information provided in student orientation which may not have adequately oriented students to the college. The College learned New Student Orientation could be improved by providing students with additional information in a timely way. To a great degree, the college remediated this deficiency through a combination of College 101, first-term advising, and third-term advising and provided students with an ongoing orientation to academic and support services. This ongoing combination of efforts provides students with appropriate information on class selection, the creation of a plan, and an understanding of transfer and graduation requirements.

EvCC was prepared to address program elimination and significant changes in program requirements. No programs were identified by the institution as having been eliminated or significantly changing in the last seven years.

The College has a documented process to review programs for viability on the basis of eight evaluation standards. In the event a program were to be deemed not viable, the program would be given the opportunity to successfully resolve identified concerns. At the end of that review period, the president would make a final determination regarding the program.

In the event of a program elimination, the college has appropriate documentation describing necessary steps to ensure student needs will be met.

EvCC provides, and makes reasonably available, appropriate information to students in alignment with NWCCU standards.

The evaluation committee did not find evidence within provided exhibits and college publications that EvCC includes the national and/or state licensure requirements or unique requirements for employment and advancement in all publications. The college catalog contains a listing of all certificate and degree programs, but does not include information on national and state eligibility requirements for licensure. Program-specific webpages reference certification testing outcomes, but do not address legal eligibility requirements. For selected programs, information on possible certification tests was found in program curriculum guides linked from program webpages, but was not clearly articulated as to the importance of the tests.

EvCC is following Washington state record retention policies as published, and meets minimum requirements for the secure retention of student records. Policies addressing confidentiality and the release of student records were appropriate.

Records were maintained by the State Board of Community and Technical Colleges-Information Technology (SBCTC-IT). While a state-mandated-relationship exists between the College and the SBCTC-IT, the evaluation committee encourages the institution to verify and document the policies and procedures of SBCTC-IT as they relate to reliable and retrievable backup of EvCC student records.

As the responsible party and steward of student records, the Registrar's Office provides FERPA training on a quarterly basis to those in need of training. The timing of the training is of concern as record access could be obtained prior to training. The College is encouraged to provide new employees with FERPA training prior to any student record access. Documentation of the initial training is also needed. An ongoing review of the College's practices related to securing records will ensure these practices are consistent with existing policies and are being applied consistently throughout the organization.

Of concern is the method used by the College for ensuring a user's privacy when accessing online student information through the registration portal. Although the College follows existing State protocols, an individual may retrieve information by providing limited personal information. By using a date of birth as one element of data access, creates a level of vulnerability for unauthorized access to private student data. The evaluation committee encourages the College to review the existing steps required to establish a user portal account.

EvCC communicates financial aid information to students. Confidential information is shared with students through the student portal.

Interviews with students indicated concerns with financial aid awarding processes, and a lack of knowledge regarding student accountability in ensuring a complete aid application. Staff interviews pointed to students' unfamiliarity with processes and lengthy federal requirements as

possible reasons for a portion of student dissatisfaction. Staff added further, that institutional data systems, and a differential in State and federal satisfactory academic progress standards extend time-to-student award by requiring extensive manual operations to review and update student records.

Ongoing assessment of student concerns and institutional processes may be needed to improve student expectations and to connect students with financial aid awards in a timely manner. It appears that new student unfamiliarity with financial aid requirements and processes, may contribute to the existing time-to-award issues students experience. By assessing and enhancing existing methods for communicating with students, the College could realize gains in the time-to-award for financial aid applicants.

EvCC informed students of repayment obligations at various stages in the loan process including pre-origination and exit counseling. Significant institutional resources have been committed to monitor at-risk borrowers who may default and intervention strategies were employed to assist the borrowers. This was done with a goal to reduce college's annual cohort default rates and to ensure continued federal compliance.

Based on evidence reviewed, the College does not prevent students from obtaining loans in any negative manner. The institution reduced student loan borrowing by 41 percent during a four-year period. (2012-13 to 2016-17). The reduction was attributed to strategies including updated forms, removal of loan amounts from award letters, and the addition of required in-person student advisement. Given the significant reduction in a short time frame, the evaluation committee expressed concern regarding the perceived lack of institutional data on student populations which may account for the significant reduction. The decrease in loan amounts and related defaults is positive, and with further investigation, the institution could benefit from direct knowledge regarding the factors which played a role in the significant drop in loan disbursements.

EvCC engages in ongoing intentional academic advising in support of students. Assessment of student outcomes during the college's participation in Achieving the Dream led to the implementation of mandatory advising for all students. Data and interviews evidenced ongoing education for advisors and that has been integrated into the Faculty Bargaining Agreement as a requirement.

The institution engaged in a campus-wide review of degree offerings moving toward a guided pathway model to reduce time-to-degree completion for students. Academic advising staff played a significant role in the review as it related to current and future academic advisement.

Current requirements are published and clearly communicated to students in the catalog, on the website, and in printed publications.

EvCC co-curricular activities, programs, and services are governed in a manner consistent with the institutions' stated goals. Funding for student co-curricular activities, publications, and services is through collected service and activity fees. Student government representatives are

appointed through an interview process, and appointed representatives participate in interviews of successors.

Student publications, including a student newspaper, an institutional policy establishing editorial independence of student groups. Advised by a faculty member, the newspaper establishes roles and responsibilities through a handbook which is reviewed annually for currency and relevancy.

The scope of student activities, number of students serving in leadership roles, and diversity of club offerings is laudable. Interviews and supporting documentation provided evidence of a high level of student involvement attributed, in part to, extensive, well-designed training and guidance provided to students through the Office of Student Life. Of note was the allocation of institutional financial resources to enable international students to obtain paid student leadership positions. This approach was in alignment with institutional goals, and has led to greater student integration of an at-risk population. From observations, the inclusion of students of diverse backgrounds facilitates an integrated, diverse, and robust campus culture.

EvCC operates auxiliary services in appropriate manner in support of its mission. Students had opportunities for input primarily through associated student government representation. Students cited non-formal channels for communication as an effective manner for communicating with the institution. Methods cited included direct communication with administrators regarding issues that arise

EvCC standards and requirements for intercollegiate athletics and co-curricular programs were consistent with those for other students at the institution and consistent with the institutional mission. A review of organizational charts indicates appropriate staff are in place to ensure appropriate institutional oversight. No anomalies were noted with respect to admission requirements, procedures, academic standards, or financial aid practices that would impact co-curricular participants in a non-standard manner when compared with other students

EvCC meets the minimum standard for effective identify verification for student in distance education courses. In accordance with guidelines established through the Higher Education Opportunity Act of 2008 (HEOA), institutional practices must ensure processes exist to verify student identity. In verifying the identity of students who participate in class or coursework the institution may make use of a variety of methods, including a secure login and pass code as employed by EvCC. Additional methods are allowable and the College may want to evaluate improvements to reduce the possibility of identity theft and to ensure the same person's achievements are evaluated and credentialed. Alternate measures noted in the HEOA may include proctored examinations and other methods with "reasonable and appropriate safeguards..." Federal Trade Commission guidelines for preventing identify theft also advise institutions consider additional safeguards for establishing individual identity and to be vigilant regarding of red flag actions.

As several EvCC online programs already have implemented additional student verification standards, a review of current standards may be warranted to ensure student learning is appropriately associated with the student completing assignments.

Compliment: The evaluation committee compliments the institution on the cross-functional collaboration evidenced through the implementation of a Behavioral Intervention Team (BIT).

Concern: The College may consider listing national and state eligibility requirements for specific licensure information in connection with programs designed to prepare for entry into advanced study such as a pre-nursing program of study.

Standard 2.E — Library and Information Resources

The evaluation committee found evidence, via the library website, library documents, Student Handbook, and documented library policies and procedures, that the library holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The evaluation committee found evidence, via campus-wide surveys, documented collection development policies, conversation with library staff, and documented meetings between librarians and faculty, that planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators

The evaluation committee found, through resources found on the library website, documented instruction sessions (both mandatory and as requested), and conversations with library staff, that, consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Standard 2.F — Financial Resources

The institution has demonstrated ongoing financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The institution has demonstrated resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources. Long-range financial planning includes an overview of the external economic environment, operating budget revenues (tuition, state allocation), additional sources of revenue (capital funds, grants and contracts, the EvCC Foundation, investment income, proprietary revenue, the continuing education center, international education), and operating budget expenditures (instruction, support services, library, student services, institutional support, plant operation and maintenance) as well as a separate plan for Strategic Enrollment Management.

The institution has defined and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its

constituencies. The budget process follows an annual timeline and has used a similar structure for financial and budget planning over the last eight years. Every winter and spring quarter, the entire campus is engaged in an open budget planning and development process. Staff members have held multiple campus-wide meetings to gather feedback and provide updates to the campus community regarding the budgeting process. There is an online anonymous comment page for any employee who has financial questions or suggestions. Budget office staff also post all budget development presentation materials (including full videos of some key presentations), monthly financial reports, annual budget and the Long-Range Financial Plan, along with other communication to employees on the intranet to provide easy access to the process.

The institution has demonstrated its use of an appropriate accounting system that ensures timely and accurate financial information and compliance with generally accepted accounting principles through its reliance on an effective system of internal controls. The college has a thorough system of internal controls that is intended to both prevent unauthorized orders and purchases of goods and services as well as prevent the potential for misappropriation of financial resources. Further guidance is provided by the State Administrative Accounting Manual and the Fiscal Affairs Manual. These documents provide guidelines for Data and System Access, Internal Controls, Capital assets, E-Commerce, Federal Compliance, Uniform Chart of Accounts, Accounting Policies, Accounting Procedures, Budgeting and External Reporting.

The institution has demonstrated the reflection of EvCC mission and core theme objectives within the capital budgeting framework. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes. The Vice President of College Services is the primary manager of both the campus master plan and the capital budget, ensuring close coordination between its plans for physical facilities and its capital budget requests. Using the College's mission statement and core themes, the College makes periodic revisions to the long-range master plan, most recently in 2014. The Campus Master Plan Committee reconvened in February 2017 to begin the next review cycle.

The institution has contracts with outside vendors for most auxiliary service activities. Within each contract are the details of services required and provisions for a portion of sales revenue to be returned to the College. The College contracts out food services (CDX Corporation), printing (IKON Office Solutions), student housing (JJ&B Everett, LLC and KOX 1004 Broadway, LLC), and the bookstore (Barnes and Noble). Per each contract a portion of sales from these vendors may be returned to the College. The College continues to operate other auxiliary services in parking and motor pool. Parking revenue is used to subsidize a discounted transit pass for students and staff.

The institution has undergone an appropriate annual audit by an independent auditing firm. A review of audits for the past four years did not reveal any comments or management letter recommendations. Audits for fiscal years 2013, 2014, 2015, and 2016 were reviewed as part of the accreditation review. For each year EvCC received an unqualified or clean audit opinion. There were no financial statement comments or findings. The college anticipates the audit for fiscal year 2017 will begin in December 2017 and be completed in February 2018.

The institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly its relationship with that organization. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. EvCC Foundation (the Foundation), a Washington State nonprofit corporation, was established in 1984 to seek private support from individuals, corporations and foundations to enhance the educational programs of EvCC (the College), a public two-year comprehensive college serving the residents of Snohomish County. The primary goals are to:

1. Provide scholarships for students
2. Expand the programs and services offered to meet student and community needs
3. Enhance the professional development opportunities for faculty and staff
4. Secure instructional equipment for the educational programs
5. Assist in the acquisition of funds for capital projects

The formal agreement between the EvCC and the Foundation is on file and is being followed.

The Foundation is audited by an independent auditor on an annual basis.

Standard 2.G — Physical and Technical Resources

The institution has created and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services-consistent with its mission, core themes, and characteristics. To assist in assessing the adequacy of physical facilities, the College utilizes the State Board for Community and Technical Colleges (SBCTC) procedures for facilities and equipment assessment. The safety and security of the campus is monitored by the director of Campus Safety and Security. All incidents and accidents are investigated. If appropriate to the circumstances, the director recommends corrections to remove causes of accidents and to prevent recurrence. The College's Center for Disability Services provides a wide-range of services and accommodations to students with disabilities.

The College operates a Health and Safety Committee chaired by the director of Campus Safety and Security that meets monthly. The committee reviews health and safety issues, and recommends solutions to the director of Campus Safety and Security. EvCC does have a comprehensive Emergency Management Plan outlining the assignment of responsibilities, incident command structure and guidelines for responding to various crisis situations. A review of the 2016 Clery report has reported two sexual offenses, three motor vehicle thefts, 2 aggravated assaults, 1 instance of race based intimidation and 1 instance of damage/vandalism based on sexual orientation. Review of the previous two years data did not reveal a high number of crimes.

The institution has adopted, published, reviewed and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. The college has established procedures for the identification, procurement, use, handling, storage and disposal of

hazardous materials. Policies delineate training responsibilities, safety precautions and emergency protocol. Material Safety Data Sheets (MSDS) are maintained and easily accessible in appropriate areas. Individual departments are responsible for maintenance of MSDS sheets and there is no central database or inventory. Materials awaiting disposal are stored in a locked storage area and are disposed of through an outside contractor, Clean Harbors. During the campus walkthrough MSDS were observed in the Printing and Chemistry areas. Spill kits and eyewash stations were noted. Copies of college policies and guidelines were noted as being readily available.

The institution has developed, implemented, and continues to review and update a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans. The College has expanded to incorporate more than 800,000 SF of built space on the main 45-acre campus and six off-campus sites. College facilities will continue to evolve and improve to accommodate anticipated future EvCC enrollment growth through 2035 and beyond, to expand opportunities for learning, teaching and academic excellence. To ensure continued support for the fundamental instructional mission of the College, the intent of the Facilities Master Plan is to describe a comprehensive plan for growth and improvement of campus facilities.

The Facilities Master Plan embodies a philosophy that the learning environment exists not just in a building or classroom, but throughout the entire campus. The Master Plan establishes a rational and flexible development framework aligning curricular goals with physical planning. The Master Plan has established guidelines that align the College's educational and institutional needs with fundamental goals relating to the environment, community and campus culture.

It seems at the present time, the institution has sufficient equipment in quantity and quality to support institutional functions and fulfillment of the institution's mission, however, equipment replacement spending patterns may not be sufficient to match the needs over the long-term and that additional investment in equipment would be required.

The College has become increasingly reliant on capital projects to upgrade equipment. For example, the College uses capital budget and Perkins Grant funding and donations to offset the lack of operating budget dollars for equipment.

The College has had a technology fee for students since 2004 which allows campus-wide life cycle management for student PCs. The original intent was to replace the student computers every three years, however with the growth from 1200 to almost 2900 student PCs – the replacement cycle has had to be changed. All staff receive “repurposed” computers from the student inventory once the Student PCs are out of warranty, or later. This means unless individual departments are able to fund new staff PCs – staff are always using at least four-year-old computers.

The institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. Information Technology maintains approximately 3,200 staff and student computers, provides a help desk, manages the voice over IP telephone system,

implemented the RAVE Alert System, maintains room scheduling software, developed the My EvCC student portal, and maintains learning management systems such as Canvas, Panopto, Blackboard Collaborate and Respondus 4.

The institution has provided appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. Direct support for effective use of learning technologies by faculty and students takes a number of forms, among them: telephone, email, and in-person assistance during business hours for instructors and students using supported platforms or software through the IT Help Desk.

Student-staffed help desks that provide peer-to-peer support for students using the learning management system in their course work.

The institution has professional development for instructors using digital technologies in their courses.

The eLearning Department offers an intensive, multi-day Course Design Institute intended to prepare faculty to adopt principles of Universal Design for Learning into their course design and teaching.

Media Services provides one-on-one training to employees on the use of the classroom instructional workstations.

The institution has provided opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services. The EvCC Information Technology Strategic Plan for 2016-2021 provides a guide for enterprise level management decision making and a framework for the continued development of technology related services on the campus – instructional, library media, administrative and IT support. The process for this plan started in 2016 with a review of the overall College objectives. Feedback was gathered from faculty, staff and students. The needs and or requirements of these groups helped to produce the overall goals and objectives for the IT Department. 159 survey responses were received with the highest number of concerns being slowness of the old computers or internet, software program compatibility and software update issues, and equipment (primarily age, inconsistency, and speed) issues. Further input on the quality and utilization of resources is provided through the E-tech Committee, Emergency Management Committee, Information and Instructional Technology Committee, Mandatory Advising Committee, SBCTC Security Council, and the Web Steering Committee.

The institution has identified technological infrastructure replacement needs but that an adequate replacement cycle is not guaranteed and this has had an adverse impact on the ability of the IT department to fully support its operations, programs and services.

Due to increasing demand for technology, the student body voted and approved a Student Technology Fee in 2005. The College's instructional computing equipment has been routinely upgraded primarily through the assistance of this fee. Computer labs and classrooms are

upgraded on a four-year replacement cycle. Printers are on a five-year replacement cycle. Administrative computing equipment is not as current as the instructional equipment. Many of the desktop computers have been passed down from classroom or lab use.

All staff receive “repurposed” computers from the student inventory once the Student PCs are out of warranty, or later. This means unless individual departments are able to fund new staff PCs – staff are always using at least four-year-old computers. There is no established replacement plan for audiovisual equipment although budget is allocated on a periodic basis to help meet these ongoing needs. The College’s ability to fulfill its technology replacement plan is dependent on the annual operating budget as allocated by the legislature. Essential replacements are supported by Board of Trustees’ designated fund balance in cases of operating budget shortfall.

The EvCC Information Technology Strategic Plan for 2016-2021 provides a guide for enterprise level management decision making and a framework for the continued development of technology related services on the campus – instructional, library media, administrative and IT support. The process for this plan started in 2016 with a review of the overall College objectives. Feedback was gathered from faculty, staff and students. The needs and or requirements of these groups helped to produce the overall goals and objectives for the IT Department. 159 survey responses were received with the highest number of concerns being slowness of the old computers or internet, software program compatibility and software update issues, and equipment (primarily age, inconsistency, and speed) issues.

The draft Information Technology Strategic Plan noted that, “The campus network in its current configuration does not meet our objectives for scalability, reliability or cost-effectiveness. Lack of a standard replacement cycle for the IT infrastructure prevented us from achieving the level of efficiency reliability and security necessary for quality and safe IT services.”

Concern:

- 1. The evaluation committee is concerned that hundreds of thousands of dollars in equipment requests are identified each year in the program review process and prioritized by the office of the executive vice president of Instruction and Student Services. Only a small percentage of these requests are funded each year.*
- 2. The evaluation committee is concerned that the College has not completed a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

Planning

Institutional Planning

EvCC has engaged in ongoing, participatory planning that provides direction for the institution and serves to set goals and intended outcomes for its programs and services. The resulting strategic plan reflects the interdependent nature of the College’s operations, functions and resources. EvCC demonstrates that plans are implemented and the evaluation committee found evidence in relevant activities in its programs and services, adequacy in resource allocation, and

effective application of institutional capacity. EvCC also demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the College's ability to accomplish its core theme objectives and to fulfill its mission.

Core Themes

Core Theme One: Student Success

Planning

The institution has designed and conducts its core theme one (Student Success) planning in a manner informed and guided by the criteria for core theme planning contained in Standard 3.B.

Planning for the Student Success core theme is central to EvCC's comprehensive planning framework: The Achieve the Dream program; its evolution and incorporation into the Guided Pathways program; the design and development of the Student Enrollment Management program; and the definition of the five dimensions of Equity and its ongoing infusion into programs and services of the college all revolve around the overarching intent to strive for success for all EvCC students. Evaluators found strong evidence that these programs and services were selected and designed to align with, and have program goals and desired outcomes that contribute to the accomplishment of Student Success objectives.

The evaluators found that planning for core themes and services serves as a guide to selection of components of contributing programs in the realm of student success; core theme planning ensures such components maintain alignment with and contribute to achievement of the goals of their programs. An example is the synthesis of Guided Pathways and Strategic Student Enrollment in the recent work to collaborate with local school districts, four-year universities, and employers to build the core of a Diversified Pathways program that begins with Certified Educator and Healthcare Professional options. This effort extends the student enrollment management pipeline both upstream and downstream, and works to integrate career- and education-focused pathways into secondary education and baccalaureate venues, and on into the employment and career development phases of their opportunities for success. Students will be able to see and pursue defined pathways to success and receive support along those pathways across the entire range of their experience.

It was evident to the evaluators that the approach to planning for core theme objectives and evaluation of their accomplishment is data-driven from beginning to end at EvCC. This data-driven approach applies as well to planning for programs and services that support core themes. The Student Success core theme makes use of data that provides multiple dimensions of perspective for each of its objectives. The evaluators found that these measures are meaningful in the context of the core theme and its objectives, are assessable, and are verifiable. Application of the five dimensions of Equity to data collection processes allows for sophisticated disaggregation of data to seek patterns of variation in achievement and accomplishment, and enables planners to fine-tune planning and subsequent program improvement interventions in ways that can enhance opportunities for success across the entire student community, removing or reducing barriers to success in a way that is the antithesis of "one size fits all".

The evaluators found evidence both of deliberate program design efforts within these programs to preserve and enhance synergisms among the programs, and of evolving college community acculturation that supports integrated cross-program collaboration as part of what is recognized internally as “The Everett Way”.

Assessment

The evaluation committee found evidence, within provided exhibits and college publications, and via direct interviews, to support that the institution has designed and conducts its core theme one (Student Success) assessment in a manner informed and guided by the criteria for assessment contained in Standard 4.A.

The evaluation committee found that the institution’s self-assessment of achievement of the three objectives of this core theme was clear and consistent with the definitions of both objective goals and of achievement categories; these achievement categories are defined consistently with the attributes or characteristics of the objective measures. The collection of data used as the basis for evaluation accomplishment of core theme objectives regarding Student Success were found to be ongoing and systematic; the data collected is meaningful, assessable, and verifiable across the set of objectives defined for the Student Success core theme.

The evaluation committee found evidence that supports an evaluation that the institution’s assessments of core theme-supporting program goals or outcomes (specifically Guided Pathways, Strategic Enrollment Management, and Equity) are clear and objective, and data-informed.

The institution’s Assessment Committee oversees a comprehensive, evolving program evaluation system that is used by faculty to conduct regular evaluations of their programs on a three-year cycle. The evaluators found evidence, within provided exhibits and college publications, and via direct interviews of the Assessment Committee, Faculty Council, and individuals, that this system is experiencing striking improvements in the quality of assessment work being done by program and discipline teams. The assessment system itself has evolved over recent years as a response to the evaluation data it was reviewing; the format has shifted to a 3-year, continuous improvement model; interviewees cited both increased quality and depth of evaluation reports, and increasing use of the achievement data in fully closing the loop of plan/assess/improve within academic programs.

The evaluation committee found evidence that student learning outcomes for degrees and certificates, programs, and courses are identified, are published, and are assessed with respect to ongoing effectiveness and relevance as indicators of student achievement. Clearly identified learning outcomes are evident at all levels, from course to program to college common core learning outcomes. Evaluation of student achievement is found at all levels to be within the purview and responsibilities of teaching faculty. The completion of program and degree requirements is clearly tied to documented achievement of these learning outcomes. An example of the comprehensiveness of this practice is the careful analysis of prior experiential learning portfolios by teaching faculty in the relevant disciplines to provide flexibility for non-traditional students without sacrificing the rigor represented by specified learning outcomes.

EvCC builds its Student Success core theme efforts around the ‘three pillars’ of Guided Pathways (GP), Strategic Enrollment Management (SEM), and Equity (with its five dimensions). The evaluators found clear evidence that institutional evaluation of the alignment, correlation, and integration of the programs and services provided under the aegis of these three pillars is done holistically, both in philosophy and in structuring of these three central programs. Team and subcommittee structures exhibit multiple overlaps in membership, focus, and ‘issue ownership.’ Collaboration across teams, across organizational levels, and among constituencies is clearly visible as a prime tenet of what is known as ‘The Everett Way’.

It was evident to the evaluators from the interviews and forums during the visit that individuals from faculty, staff, administration, and students take seriously the institution’s commitment to alignment, correlation, and integration of planning, resources, capacity, practices, and assessment as they support and influence achievement of goals and outcomes; these individuals consistently expressed that they have both a stake and a role in the evaluation of these factors for success in goal and outcome achievement. A holistic approach to the structure, organization, philosophy, and activities of program teams and committees clearly carries over to such evaluations.

The standing Accreditation Team meetings and an annual Vice Presidents retreat were found to be central components of a regular self-review EvCC conducts of its assessment processes. This is a multi-faceted review process, involving many service areas and committees across the campus. Evidence was strong from multiple interviews and comments that this review effort is fully integrated, authentic, and very effective.

Improvement

The evaluation committee found evidence, within provided exhibits and college publications, and via direct interviews, to support that the institution has designed and conducts its core theme one (Student Success) improvement in a manner informed and guided by the criteria for improvement contained in Standard 4.B.

The evaluators found, in meeting and interview after meeting and interview, that individuals from across the college community share the experience that results of all manner of internal assessments are available to them in a timely manner; further, it was evident that understanding and application of such assessment data is much sought after, highly valued, and increasingly made use of as an integral part of how the various constituencies do their work and contribute to the college’s efforts for mission fulfillment.

The evaluation committee found evidence within exhibits and direct interviews that assessment results are employed as input parameters into the identification and design of improvement intervention options at the college, program, and course levels. The Strategic Enrollment Management (SEM) team has targeted some interventions in its programs and services for underserved populations at the high school level as well as at the community college level. Multiple interview sources emphasized that data-informed analysis of student learning achievements has led to a growing consensus that a comprehensive review of the number and definitions of the Core Learning Outcomes (CLOs) is needed. Interviews and meetings across the college community made it clear that results of student learning assessments are made available in a timely manner. Careful and intentional work being done to apply technological tools to

improving both the timeliness, breadth, and depth of such availability. An example of this is the training of faculty in the effective use of TABLEAU to examine course-level data by instructor.

Application of the Guided Pathways model and principles have led to recognition of similar pathway patterns within secondary education on the one hand, and within further post-secondary education on the other hand; the response of the institution has been outreach to other educational institutions to collaborate in efforts to integrate the support for student success across those boundaries.

The evaluators found evidence that the core theme planning, assessment, and improvement cycle for the Student Success core theme is designed for consistent closing of the loop on each cycle and for sustainable over multiple cycles. More importantly, the evaluators found evidence that execution of the planning-assessment-improvement cycle for this core theme supports sustainability of efforts for continuous quality and effectiveness improvement in pursuit of core theme objective achievement and goal fulfillment.

Data are disaggregated and analyzed along multiple dimensions to enhance pattern identification and issue recognition that would escape notice with less sophisticated treatment. This sophistication in data treatment supports focused synthesis of improvement intervention tactics and enables prioritization of those improvement options.

Compliments:

- 1. The evaluators compliment the institution on its proactive responses to the emergent recognition that student success begins before the community college experience and continues long after that experience ends.*
- 2. The evaluators compliment the institution on the extent to which core theme planning, assessment, and improvement activities are data-driven and data-aware.*
- 3. The evaluators compliment the institution on its integration of programs and services to mutually reinforce contributions to this and other core themes*
- 4. The evaluators compliment the institution on its proactivity in extending design and implementation of student support activities to integrate with related educational activities that occur prior to and following the institution's involvement with its students.*
- 5. The evaluators compliment the institution on its extent and sophistication of data-driven and data-aware planning, assessment, and improvement activities.*

Core Theme Two: Innovation and Leadership

Planning

Innovation and Leadership opportunities supportive of the college's comprehensive plan and core theme objectives were clearly evident to the evaluators in meetings with faculty. The Innovation Academy is a leading example. It is an intensive, faculty-led program that encourages risk-taking and development and implementation of new pedagogical practices which are measured, revised, or discontinued as data directs. The Academy directly reflects pedagogical improvement in support of student success.

Evaluators saw evidence that various components of the programs and services at the college are tied to and supportive of the goals or intended outcomes of the programs and services. One of these priorities, faculty engagement, is directly tied to academic freedom and support for trying new pedagogy in the classroom. These are reflective of the core theme of Innovation and Leadership.

Looking at core theme planning through the lens of innovation and leadership, the evaluation committee saw that the college regularly collects data on faculty classroom leadership through innovation. The data selected for analysis that are used to evaluate achievement of the intended outcomes are tied directly to the intended goals of the program in order that faculty will know how to make adjustments to innovative techniques they are testing.

Survey data is used extensively after being defined as appropriate for use in evaluating accomplishments of core themes.

Assessment

The Innovation Academy excels at systematic collection and analysis of high quality, meaningful data. As mentioned previously, it is an intensive, faculty-led program that encourages pedagogical innovation and leadership across all disciplines. It strongly supports and advances the success of the college's core themes by experimenting with and improving upon best practices in the classroom, which drives student success through course and degree completion.

Everett is consistent in its evaluation of innovation and leadership practices. Program and course-level practices are built upon continuous improvement through evaluation of targeted goals and intended outcomes which are data-driven. The evaluations are completed by faculty. The library patron surveys are a good example of data collection that drives departmental goals in support of student success through the provision of materials necessary to complete coursework.

Evaluators found that faculty with teaching responsibilities demonstrate leadership and innovation by their enthusiasm for trying new techniques in classes and programs which, although new, continue to be evaluated through the lens of student success. New methods are underpinned by clearly identified learning outcomes which are subsequently evaluated. Decisions about whether and how to continue using particular pedagogical or organizational techniques are driven by the data collected.

Everett demonstrates that faculty testing innovative programs, services, and techniques evaluates them holistically with respect to accomplishment of the core themes. The intended outcomes and goals stack up in direct support of the core theme objectives.

The evaluation committee found via various meetings with faculty that the college evaluation process does ensure achievement of goals and outcomes of its innovative programs, especially those pertaining to classroom pedagogy.

The evaluation committee members met with faculty in different groups and individually and frequently heard how assessment processes led to meaningful results that led to improvement.

Multiple examples of this continuous improvement were found in faculty who had completed the Innovation Academy

Improvement

The data collected in the areas of Innovation and Leadership are meaningful and tied directly to programs and services. They are used to inform decisions about whether to continue, modify, or abandon the programs and services they evaluate and are shared regularly across campus on a consistent basis.

Faculty regularly close the loop in their evaluations of programs and practices, which contributes significantly to student achievement. This was evident in multiple meetings with faculty who were able to give specific examples of changes made to programs based on data-driven decisions.

Core Theme Three: Community Connections

Planning

Everett's strategic planning process is used to determine the overall goals of the institution. As part of this planning process, EvCC obtains input from community members, industry leaders, and students. This initial input gathering process appears to have set up a good foundation for the core theme three, Community Connections and Partnerships. The institution collects data from a large number of public forums and events which guide their program planning and how EvCC can better serve the community in the future.

One impressive portion of the evaluation report is how EvCC listens and responds to community needs. The institution has documented its willingness to alter programs and services to match community needs and desires. During the visit, the evaluation committee saw evidence of the information gathered at community and industry events hosted by EvCC. The College also hosts targeted student events and invites individuals to learn more about how education can enhance their lives. The institution alters these events to be engaging and inclusive of the students and communities they are targeting. Some examples of customization include, holding the events in Spanish, providing day care, scheduling the event in the area in which target individuals live.

The most useful data for community connections is from surveys and directly from participants in programs, courses, workshops, and events. The evaluation committee observed a variety of outreach opportunities and data collected from one event doesn't necessarily translate or correlate well to an improvement at another event. EvCC demonstrated the collection of appropriate data to drive decision making to specific community opportunities and making changes based on information gathered at the ground level. The institutions events exhibit a dedication to hearing from the community to inform core theme planning for the community connections and partnership theme.

Assessment

The evaluation committee recognizes that data used to inform this core theme is associated also with student success. The institution tracks students from their first exposure to EvCC to their final success. One student described attending a family night event. This event was targeted to

the Latino community and offered much of the information in Spanish. The potential student attended and felt a connection to the college because the outreach was in his native language. The student registered, attended and earned a degree from EvCC, transferred to university and graduated. He has just been accepted into medical school. This students' successful completion is directly related to the institutions efforts to understand the community it serves and being inclusive and supportive of all members.

One way the institution assesses its ability to develop strategic networks and partnerships is thru a 'leavers survey'. EvCC consistently receives strong positive evaluations from employers and students alike.

EvCC uses a number of tools to ensure quality in its offerings. For community courses, extensive evaluations are taken from participants. This evaluation data is used to determine the quality of the experience and to make decisions regarding course continuation or enhancement. Where partnerships programs are offered, there is continual conversation with those industry or community partners about how the programs should function. Every effort is made by EvCC to create dialogue and ensure programs stay current. Faculty assess students to ensure that they are meeting expected outcomes. This is validated by asking students to rank their level of understanding of these outcomes on student evaluations.

EvCC points to a series of individual student successes to demonstrate the institution is on track. One example is a student who felt their only ability was to work as a barista. She had obtained a secretarial job at a local company, but felt unsure of her skills. She enrolled in a short-term training program at EvCC. The instructors provided wrap around support along the way. When she successfully completed the training program, the student was completely transformed. She loved learning and felt very successful. She enrolled in more training. Over the last few years she has become successful in both her job and at school. She had been promoted at work and is completing her bachelor degree. This success story is yet another example of how EvCC provides relevant community connections and success for its students.

The evaluation committee saw many instances where EvCC evaluates the effectiveness of programs associated with community connections and partnerships. The college uses a number of data sources to ensure alignment, correlation and integration of programs to serve the community.

The institution evaluates programs, services, and partnerships to ensure that they function properly and serve community needs. An example of EvCC's social media outreach assessment tools. The college has a robust social media program designed to disseminate information to students and potential students. To ensure this approach is successful, EvCC uses a software program (Sprout) to interpret data concerning the engagement of these social media posts. The college has data to see if a recipient has followed up on outreach information by clicking a link or if the potential student has searched for a related term associated with the college. From this data, EvCC has altered the frequency of social media broadcasts and become more targeted in their outreach.

Improvement

The data collected in the area of Community Connections and Partnerships are meaningful and tied directly to community engagement, enrichment, and industry needs. Survey data and other evaluation information are used to inform decisions about whether to continue, modify or close programs. Examining data from a partnership or an entire program, the evaluators found evidence that data collected from one event was used to make future decisions. As indicated earlier in this report, data collection from one event doesn't necessarily translate or correlate well to an improvement at another event.

Compliments:

- 1. The evaluators compliment the institution on their robust efforts to partner with industry in order to educate students and secure local jobs.*
- 2. The evaluators complement the institution for their efforts to understand their community and provide relevant educational opportunities that match local demographics.*

Concern:

The evaluators were concerned that the data collected in regard to the community is based on those that participate in college events. An assessment that targets those that are not associated with the college may provide data that could help drive the institution's decision making in regard to community outreach. (4.A.6)

Core Theme Four: Cultural Pluralism and Global Readiness

Planning

Planning for the Cultural Pluralism and Global Readiness core theme runs through EvCC's comprehensive planning framework and is infused throughout the institution in connection with the local community. According to the Community Diversity Advisory Council (CDAC) their work influenced the institution to create a new position in 2014, Chief Diversity and Equity Officer (CDEO), which reports directly to the President. The addition of this cabinet level position has led to much progress infusing this focus throughout all campus activities according to many employees at EvCC. All institutional programs and services align with and contribute to cultural competency, diversity, equity, and inclusiveness due to the diversified cross functional approach taken by EvCC to embed the tenets of this core theme across the fabric of the institution.

The current initiative to re-envision EvCC's processes of employee recruitment, hiring, onboarding, and retention through incorporation of the institutions new equity dimensions is one example of the many programs and services with core theme planning directly aligned with intended outcomes of these programs and services. Incorporating diversity training into the Innovations Academy to encourage faculty to incorporate a diversity component into their course, which in turn will increase the number of diversity-designated courses, provides a second example. The number of components of programs and services shifting due to core theme planning is numerous and impressive.

EvCC uses a data driven approach to analyze programs and services as well as core theme objectives. A diversity of data types contribute to the Cultural Pluralism and Global Readiness core theme. In addition to higher level data driving core theme objectives, EvCC extensively uses additional data to focus on core components of programs and services that drive the objective level data. Data types are clearly defined and point directly to the desired outcomes.

Assessment

The Cultural Pluralism and Global Readiness core theme utilizes quantitative data to assess the indicators as the basis for evaluating the accomplishment of objectives. Some data is collected on a yearly cycle, while other data is collected on a three year cycle. Disaggregated small group data can present challenges due to small sample sizes, such as retention and completion data of veteran students. In addition, there is an inherent lag time in analysis of completion data due to the three year cycle defined for an entering student to complete a program. Although not clear to evaluators from reading the report, evaluators did verify data is collected and analyzed in a robust format that clarifies the boundary conditions of the data collected to provide holistic analysis. Evaluators found evidence that all indicators in this core theme are meaningful, assessable, and verifiable. An increase each year in the annual unduplicated headcount of international students is one example. The institution very strongly demonstrated through programs and services supporting this indicator, along with ongoing planning and assessment driven by the data, both how the presence of international students drives the objective of preparing students to serve as global citizens and the importance of increasing numbers. In addition EvCC provided a clear plan of how increasing numbers of students will be achieved.

EvCC applies an equity lens to the evaluation of programs and services offered by the institution. The Five Dimensions of Equity and the Ten-Point Framework provide templates designed to help structure long-term campus planning to drive sustainability of an equity agenda at the institutional level. The current Equity in Hiring initiative is just one example of a service evaluated to determine achievement of intended outcomes. Results of the evaluation led to a task force. Evaluators heard many examples of evaluation of programs and services using the equity lens across campus. Faculty have a primary role in the Innovations Academy, Guided Pathways, and Instructional Council, all educational programs and services supporting this core theme.

EvCC has taken an approach the evaluators perceived as exemplary and unusual with full integration across programs, services, committees, and departments of application of the equity lens. By intentional design, this by default leads to holistic evaluation of alignment, correlation, and integration of programs and services with respect to accomplishment of the core theme objectives of cultural competency, cultural/global connections and awareness, and a pervasive campus culture of respect, advocacy and engagement.

Employees and students consistently expressed the strong budgetary support received for requests if they successfully provide detailed plans of how the request will move the peg in the positive direction to achieve the intended goal or outcome of the program or service. Continued funding is based upon documentation that the peg was moved in the intentioned direction due to the project, practice, or position funded. Examples include creation of the CDEO position, additional positions supporting International Education, creation of a second student coordinator

position for the Student Diversity Advisory Committee (SDAC); addition of all gender bathrooms and a meditation space on the main campus; the current Equity in Hiring Initiative, the SafeZone workshop, and GreenDot bystander intervention training. With a strong turnout of over 100 employees at the all staff meeting, a show of hands indicated almost everyone in the room had undergone both the SafeZone workshop and GreenDot training.)

EvCC regularly reviews its assessment processes with a pivotal yearly Vice Presidents retreat and standing accreditation team meetings. Many committees and service areas on campus are involved in this process. Consistent at meetings with both individuals and groups was an understanding and strong support for the goals of diversity, equity, and inclusiveness; as well as explanations of results and how they have led or are leading to improvements. In addition, consistently across campus individuals and groups explained how they were involved in the review process. The evaluators found strong evidence the fully integrated campus processes for planning and assessment to be authentic and highly effective.

Improvement

Results of core theme assessments and results of assessments of programs and services are based on meaningful institutionally identified indicators of achievement. Results are made available to appropriate constituencies in a timely manner. The Vice President's committee and the Accreditation team review results for all indicators for all core themes. In addition the guided pathways steering group and strategic enrollment management council review and use the results for core themes. A show of hands at the all staff meeting indicated nearly everyone in the room were aware of and had access to the results of the Employee Climate Survey. Both student services and the head of the veteran's center addressed the results for the retention and completion data for veteran students. These are examples of the responses evaluators received in meetings throughout the visit.

Results of core theme assessments and assessment of services have led to changes. Some changes are complete and others in progress. In addition, many of those present at the Core Theme 4 meeting indicated a desire to revise some of the indicators based upon the results from the data collected.

Members of the Guided Pathways steering committee explained the importance of how they use the disaggregated small group data including layering the data to look for gaps in order to provide better services to the students that fall within these groups in order to close the gaps. The strategic enrollment management council and advisory groups set five areas of first focus all falling under objectives within the Cultural Pluralism and Global Readiness core theme. These areas are integrated diversity and equity, student funding, high school outreach, transitional studies, and retention and completion. Data shows improvement in the number of students successfully applying and receiving financial aid through a project to reach out to and assist incoming students with the financial aid process. Although the full process is still in committee, pieces of the equity hiring initiative are being piloted both within current hiring committees as well as through use of the five dimensions of equity template implementation across many areas of EvCC. Unintentional bias discussions occur at the first meeting of many hiring committees; prior to the hiring process, and members have expressed significant shifts occurring due to this initial training and discussion. Many examples of forward movement exist

across campus. In addition, attending community members discussed the exponential growth since the hiring of the CDEO in 2014 with community equity connections throughout the city of Everett and the EvCC service county. They labeled EvCC as the equity hub of the city of Everett and beyond. Both internally and externally individuals and groups viewed sustainability of the position of CDEO as critical for continued success and growth of EvCC as the equity hub as well as for continued progress with the core theme objectives for Cultural Pluralism and Global Readiness.

Indicator 4.1A relies upon the Innovations Academy, which was reduced to occurring annually from biannually due to budget cuts. Indicators 4.3A, 4.4E, and 4.4F continue to produce results in the ‘needs improvement’ category. Longitudinally, of the sixteen indicators three consistently fall in the ‘needs improvement’ category, six continually fall in the ‘acceptable progress’ category, six more consistently produce data in the ‘target met’ category, and one shows high variability.

Results of many indicators for this core theme show much work left to be done with scores in the acceptable or needs improvement categories rather than the target met category. In some cases this work is in progress and EvCC hopes to see increasing values over the next few years as a number of projects and initiatives reach the full implementation stage. Others contain multiple factors that will either require the institution to revise the indicator or commit additional resources to the primary programs and services connected to the indicator.

Compliments:

- 1. The evaluators compliment the institution on its ability to infuse a focus on equity and diversity throughout all campus programs and services which strengthens a sense of community and purpose.*
- 2. The evaluators compliment the institution on its strong community connections as evidenced by community member’s views of EvCC as the equity hub and the community leader for equity and diversity.*

Concern: The evaluators are concerned that targets for some of the indicators continue to show ‘not met.’ Some indicators have been impacted by federal program resources that have recently been reduced.

Core Theme Five: Resource Stewardship

Planning

Planning for the Resource Stewardship core theme is consistent with the comprehensive plan and speaks to the ability to utilize all resources (financial, physical, human) to support the mission of the college.

The budget is built from the ground up using a modified zero-based budget approach. The campus produces multiple drafts as outlined in the calendar, with campus-wide presentations by VP Staff where participation and feedback is encouraged.

The long-range financial plan serves as a resource for planning over the next three to five years. The plan includes an overview of the external economic environment, operating budget revenues (tuition, state allocation), additional sources of revenue (capital funds, grants and contracts, the EVCC Foundation, investment income, proprietary revenue, the continuing education center, international education), and operating budget expenditures (instruction, support services, library, student services, institutional support, plant operation and maintenance).

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.

The Facilities Master Plan embodies a philosophy that the learning environment exists not just in a building or classroom, but throughout the entire campus. The Master Plan establishes a rational and flexible development framework aligning curricular goals with physical planning.

The EvCC Information Technology Strategic Plan for 2016-2021 provides a guide for enterprise level management decision making and a framework for the continued development of technology related services on the campus – instructional, library media, administrative and IT support.

Evaluators saw evidence that various components of the programs and services have been adapted to align with and contribute to the achievement of goals or intended outcomes. For example, EvCC was the first community college in the state to hire a resource-conservation manager to support its strategic initiatives around sustainability. The recycling program has improved dramatically during the past several years and annual greenhouse gas emissions have decreased while square footage owned by the college increased.

A variety of data is collected for the Resource Stewardship core theme. The data is used to inform planning efforts. Examples include the percentage of annual operating revenues accounted for by diverse revenue streams leading to increased efforts to pursue grant activities and the percentage of employees from underrepresented/racial ethnic minorities leading to revisions in hiring procedures to recruit and attract more diverse candidate pools.

Assessment

While the indicators for Core Theme 5 are assessable and verifiable the meaningfulness is sometimes lacking. There was often not a correlation between the indicators and the narrative provided in the self-study. It would be possible for some indicators to be met without improving financial stability or demonstrating resource stewardship. Sometimes the consistency of the indicators within Core Theme 5 and other core themes was lacking.

Indicator 5.1A and 5.4B measures the percentage of annual operating revenues accounted for by diverse revenue streams. While the indicator points to acceptable progress it should be noted

that the percentage of annual operating revenues accounted for by diverse revenue streams could increase if there were cuts in state support or a decline in enrollment. The indicator could be satisfied while the college is suffering from adverse financial conditions.

Indicator 5.2A measures the total full-time employees employed at EvCC. While the indicator has been met for the past four years and the number of full-time employees has been growing the indicator does not establish that the level of growth is appropriate or in the most needed areas. Core theme 1.3B indicates that annual state enrollment declined by 123 FTE in AY 2015-16 while the number of full-time employees increased by 18. Annual state enrollment was 5,479 in AY 2010-11 and had declined to 5,355 in 2015-16. During that time frame full-time employees grew by 59. Continued growth in staff the face of enrollment reductions would not be sustainable over time.

Indicator 5.2B measures the percentage of available professional development funds utilized by classified and exempt staff. While the indicator points to acceptable progress or the target being met it measures the utilization of available budgeted resources. It does not indicate the adequacy of the level of funding dedicated to professional development. Professional development funding could be drastically reduced without negatively impacting the indicator. Financial staff indicated that budgeting for professional development funds have been flat in recent years. But as the staffing levels have been growing it means less funding available on a staff FTE per capita basis. Investment in professional development was brought forth as an issue at the staff meeting. The level of professional development funds available for a classified staff was identified as being lower than for the exempt staff and faculty.

Indicator 5.3A measures the total gross square feet of owned campus facilities. The target has been met with total gross square feet of owned campus facilities growing from 608,286 in AY 2010-11 to 871,331 in 2015-16. However, it does not necessarily address the correlation to or advance the Facilities Master Plan. Core theme 1.3B indicates that annual state enrollment declined by 123 FTE in AY 2015-16 while the total gross square feet of owned campus facilities grew by 91,874 (12%) gross square feet. Growth for the sake of growth is not a measure of effective and efficient use of resources. The indicator could be met to the detriment of the college. It may not be sustainable to continue growing square footage while enrollment is flat or declining. The new residence halls are not yet operating at capacity or a break-even point. The indicator could also come into conflict with indicator 5.4A, annual greenhouse gas emissions. As the campus facilities grow it is probable that greenhouse gas emissions could increase.

Indicator 5.3B measures the percentage of scheduled capital project completion by end of biennium. While the indicator points to acceptable progress or the target being met it measures the utilization of available budgeted resources. It does not indicate the adequacy of the investment in capital projects. Capital project funding could be drastically reduced without negatively impacting the indicator.

Indicator 5.4C measures the percentage of employees from underrepresented racial/social ethnic minorities. While the indicator points towards acceptable progress or the target being met with 12% in AY 2010-11 to 15% in 2015-16 it is not linked to what is happening within the greater

community. Indicator 1.3C indicates the EvCC enrollment representation of six historically underrepresented racial/ethnic communities grew from 25.5% to 29.4% during the same time period and Snohomish County demographics grew from 23.4% to 28.4%. It would be possible to satisfy the indicator while not making progress towards having a staff percentage that reflected either the student population or the Snohomish County demographics. At the student forums one student, who reported attending EvCC for years, noted she had never had a professor from an underrepresented group or another country.

Indicator 5.5A measures paychecks processed per FTE payroll staff. While this indicator has seen acceptable progress or been met and certainly measures the effectiveness and efficiency of the payroll staff it is not a strong indicator of the efficiency of the entire system. Acceptable progress could be achieved while staff increased and enrollment declined indicating problems for the College as a whole.

Indicator 5.5B measures the number of financial statement audit findings. While the college is to be acknowledged for having an annual audit and for not having any audit findings it should be understood that an audit does not measure efficient or effective use of resources or sustainability of operations. The audit opinion only reflects the degree to which the financial statements present fairly, in all material respects, the financial position of the college. While internal controls are considered as an element of the audit, the auditor's purpose is not to identify all deficiencies in internal controls that might be material weaknesses or significant deficiencies. Accordingly, the auditor's do not express an opinion on the effectiveness of the College's internal control.

EvCC takes many steps to ensure responsible stewardship of limited resources. The college utilizes a proactive and inclusive budget development process, engaging the entire campus in the winter and spring quarters. Multiple campus-wide meetings are held to gather feedback and provide updates. There is an anonymous online comment page for any employee who has financial questions or suggestions. In addition to annual planning, employees also engage in long-range financial planning, with representation from across the campus, to ensure resource stewardship.

EvCC appears to have a collaborative process around budgeting/resource allocation and identifying key initiatives/needs to move forward with Board approval.

The core themes and objectives align with the programs and services driven by the Strategic Plan's guidance towards mission fulfillment. Objectives and indicators gauge the effectiveness of programs and services within the core themes and influence resource allocation. The core themes of Student Success, Innovation and Leadership, Community Connections and Partnership, and Cultural Pluralism and Global Readiness are supported by the Resource Stewardship core theme.

EvCC adjusted its core themes and objectives in 2014, updated its indicators in 2015-16, and in 2016-17 gained formal Board of Trustees approval of those adjustments. Each core theme was composed of objectives that indicated how the college would assess attainment of the overall outcomes and included the rationale for each indicator and how meeting the indicator would help

achieve the overall objective. The assessment processes and outcomes are monitored by the accreditation team.

Improvement

The Program Review Process includes annual resource plans and along with Operational Plan Analyses does inform planning, decision making and resource allocation. Monthly financial information is shared with the Board of Trustees. College-level data are shared at least annually and typically quarterly. Strategic Planning and accreditation activities are shared with external stakeholders via the website.

Concern: The evaluation committee recognizes the progress EvCC has made in systematic collection of its data as indicators of achievement of its core theme objectives; however, the evaluation committee strongly encourages the College continue to improve and refine meaningful and appropriate core theme indicators of achievement within Core Theme 5.

Mission Fulfillment, Monitoring, Adaptation and Sustainability

Standard 5.A — Mission Fulfillment

Everett Community College engages in regular, systematic, and participatory reflection of its mission, strategic plan, core themes, annual goals, and outcomes. The strategic plan is viewed by the Board of Trustees, President and VP staff as a living document that guides decisions at all levels. The College uses a dashboard to depict the measures of mission fulfillment with individual measures for each core theme. Mission fulfillment is clearly defined and tracked and goals for the institution are realistic and provide for steady improvement over time indicating the College is meeting its mission requirements. An example of EvCC's impressive systemic approach to demonstrating mission fulfillment are the objectives and indicators for Core theme one Student Success. These indicators have been tracked annually since 2010-11. Each objective and indicator is given an individual score related to progress toward mission fulfillment. The Student Success core theme has progressed from 'needs improvement' in 2010 where six of nine indicators were making acceptable progress to 'fulfilled' in 2015-16.

Standard 5.B — Adaptation and Sustainability

The evaluation committee found considerable evidence that EvCC effectively monitors its resources, capacity, and effectiveness of operations. Its finances are transparent, seemingly adequate, and well-guarded. Adequate personnel, facilities, technology, and materials are currently in place to sustain the institution's educational mission.

Everett Community College examines physical, fiscal, and human resources and operations effectiveness on an annual basis through Board of Trustees reports and multiple college-wide communications.

Budget authorization and expenditures are closely monitored through financial reports to the Board of Trustees to ensure adequacy.

Through the use of community surveys and environmental scans, the College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Everett Community College has adequate processes in place to respond to changes or emerging trends that would require a review or revision of the College mission, strategic plan, core themes, or intended outcomes of its programs and services.

Summary

Everett Community College is an active and vital partner contributing to the economic development of its service area. Among its strengths are:

- Full commitment by the leadership team, faculty, and staff to the mission of the College and to the success of its students.
- Demonstrated leadership and innovation in creating partnerships that advance both the College and the community it serves.
- A transparent, cross-functional approach to mission fulfillment via the three pillars of strategic enrollment management, guided pathways and focus on the five dimensions of equity.

Everett Community College provides quality instructional programs in both academic transfer and technical education that meet the needs of the Snohomish County. Administration, faculty, and staff are dedicated to the mission of EvCC and the success of its students.

The Self-Evaluation Report provided an accurate snapshot of the College's status as related to accreditation standards. The information it contained and the exhibits (electronic and on-site) allowed the members of the evaluation committee to adequately prepare for the visit. Institutional responses to the Recommendations from the 2013 Year Three Peer Evaluation Report were included for consideration by the members of the evaluation committee.

The evaluation committee was well received by the campus community and had excellent support throughout the visit.

Commendations and Recommendations

Commendations:

1. EvCC is to be commended for their 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. EvCC is to be commended for their development of strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce and economic vitality in the region.

3. EvCC is to be commended for their 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.

Recommendations:

1. The evaluation committee recommends EvCC 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. While recognizing the progress EvCC has made in systematic collection of its data as indicators of achievement of its core theme objectives; the evaluation committee recommends the College continue to improve and refine the core theme indicators of achievement to increase their meaningfulness and appropriateness. (Standard 4.A.1)