



APRIL 2010

# Self Study Appendices





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**STANDARD ONE:**  
**Institutional Mission and Goals,  
Planning and Effectiveness**



Mailed

On

Content Management Table Standard One: Institutional Mission and Goals, Planning and Effectiveness		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>				
1D.1 Official statement of the institutional mission	D.1a <a href="#">Mission &amp; Vision Statements from Website</a>	X		X		X
	D.1b <a href="#">Recent History of the Mission Statements</a>	X		X		X
1D.2 Evidence of analysis and appraisal of institutional outcomes	D.2a <a href="#">Campus Climate Report 2008</a>	X		X		X
	D.2b <a href="#">New Student First Year Survey 2009</a>	X		X		X
	D.2c <a href="#">Wage Comparison of Leavers &amp; Completers</a>	X		X		X
	D.2d <a href="#">Strategic Plan Progress Report 02/2009</a>	X		X		X
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>				
1E.1 Institutional short term, strategic, or long term plans	E.1a <a href="#">Strategic Plan Initiatives 2009.pdf</a>					X
	E.1b <a href="#">Strategic Plan Review</a>					X
	E.1c <a href="#">Strategic Enrollment Management Plan 2009-10</a>					X
	E.1d <a href="#">10-Year Capital Plan - BOT Approved 2007</a>					X
	E.1e <a href="#">Campus Technology Plan 2007-10</a>					X
	E.1f <a href="#">Campus Site Plan 2008</a>					X
	E.1g <a href="#">EVCC 2003-06 Technology Plan Final</a>					X
	E.1h <a href="#">State Board System Direction</a>					X
<u>Additional Supporting Documentation (A)</u>		<u>EvCC Additional Documentation</u>				
1A.1	A.1 <a href="#">Annual Report 2008</a>				X	X
1A.2	A.2 <a href="#">Factbook Fall 2008</a>					X
1A.3	A.3 <a href="#">Environmental Scan 2008</a>					X
1A.4	A.4 <a href="#">Student Enrollment Profile Winter 2009</a>					X
1A.5	A.5 <a href="#">Weekly Enrollment Report Sample 06/2009</a>					X
1A.6	A.6 <a href="#">Campus Climate Survey Results 10/2009</a>					X
1A.7	A.7 <a href="#">Key Indicators 2008</a>					X
1A.8	A.8 <a href="#">Retention by Sub-Group</a>					X
1A.9	A.9 <a href="#">Clearingh Transfer Summary 02/2007</a>					X
1A.10	A.10 <a href="#">Clearingh Transfer Summary 03/2009</a>					X
1A.11	A.11 <a href="#">RES 01/02/2001 and 07/01/2006</a>					X
1A.12	A.12 <a href="#">BOT Minutes 08/16/2005</a>					X
1A.13	A.13 <a href="#">BOT Minutes 07/15/2009</a>					X
1A.14	A.14 <a href="#">Quarterly Student Enrollment Report</a>					X
1A.15	A.15 <a href="#">First Year Experience VP Executive Summary</a>					X

# Everett Community College Mission & Vision

## Mission Statement

The primary mission of Everett Community College is to provide quality education in an atmosphere that encourages all students to achieve their educational goals. Through effective teaching and supportive student services, the College prepares students to be lifelong learners, responsible community members, and citizens of a rapidly changing world. To accomplish this mission, the College will...

- Provide equal access to educational opportunities for all students;
- Maintain high standards of excellence in instructional programs and student services;
- Promote a sense of campus community characterized by mutual support and open communication;
- Encourage diversity, collegiality, and professionalism;
- Collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.

## Vision Statement

Everett Community College is the academic, technical, and cultural center of learning for our region.



# Recent History of the Mission Statements of Everett Community College

**1994-96 Catalog, pages 8-9:** The text on these pages indicates that at its November 15, 1989, meeting, the Everett Community College Board of Trustees passed a formal resolution adopting a new mission and objectives statement. This statement contained a Preamble, a Mission, Objectives, and fifteen Goals. The mission statement was:

1. *To offer educational opportunities to all citizens of the college district at a cost within their means.*
2. *To offer comprehensive educational, training, and service programs to meet the needs of students and the community.*
3. *To provide and promote with equal emphasis high standards of excellence in academic transfer courses; realistic, practical courses of high quality in occupational and adult education; and a broad range of community services and opportunities for educational, cultural, and recreational activities.*

**1996-98 Catalog, page 12:** The text on this page reflects the approval by the Board of Trustees in June 1995 of eight new strategic initiatives and a new mission statement:

*The primary mission of Everett Community College is to provide quality education in an atmosphere that encourages all students to achieve their educational goals. Through effective teaching and supportive student services, the college prepares students to be lifelong learners, responsible community members, and citizens of a rapidly changing world. To accomplish this mission, the college will...*

- *Provide equal access to educational opportunities for all students;*
- *Maintain high standards of excellence in instructional programs and student services;*
- *Promote a sense of campus community characterized by mutual support and open communication; and*
- *Collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.*

This mission statement is continued in subsequent catalogs.

**2002-03 Catalog, page 7:** The mission statement developed in 1995 continues. A Vision statement is added: "Everett Community College is the academic, cultural and technical center of learning for the region." The vision statement was developed and approved by the Board at the same time (February 2001) as a new Strategic Plan with five strategic initiatives.

**2003-04, 2004-05, 2005-06, 2006-07 catalogs:** The Mission Statement remains the same.

**2007-08 Catalog, page 7:** The Mission statement remains the same. Six new Strategic Initiatives are listed, as approved by the Board in July 2006.

**2007-08, 2008-09, 2009-10:** The Mission Statement remains the same. Six Strategic Initiatives are listed.

While the Catalog is regarded as the chief communication of College mission, policies, programs and services, the College Mission Statement is also located on the College website, posted in key locations on campus, and included in the Annual Report.

H: strategic plan:recent history

# Spring 2008 Employee Campus Climate Survey Results

## Introduction

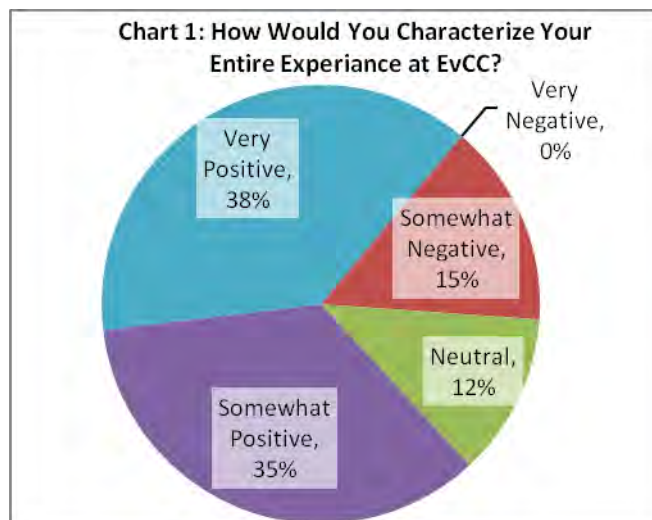
Everett Community College seeks to create an environment in which its employees are comfortable and are free of harassment. The College's Strategic Plan states that EvCC seeks to "Implement professional development, training, and management systems that promote a positive campus climate, foster open communication, and sustain personal integrity." In order to measure employees' perceptions of their work environment, a campus climate survey was administered at EvCC in May of 2008. One hundred and seventy-five employees completed the survey. This is roughly a 30 percent response rate. While a higher response rate was hoped for, the rate is sufficient to assume that the responses are representative of the campus at the aggregate level.

Many, but not all, responses to questions are broken down by type of employee. Employee types are self-identified as classified (n=60), faculty (n=74), exempt (n=15), and administrator (n=13). The goal of doing so is to determine if perceptions differ by job type. Because of the small number of responses by exempt and administrator employees, one should be cautious when interpreting their raw percentages. Statistical analysis, however, takes into account the size of a group and therefore, such findings are more reliable than percentages alone.

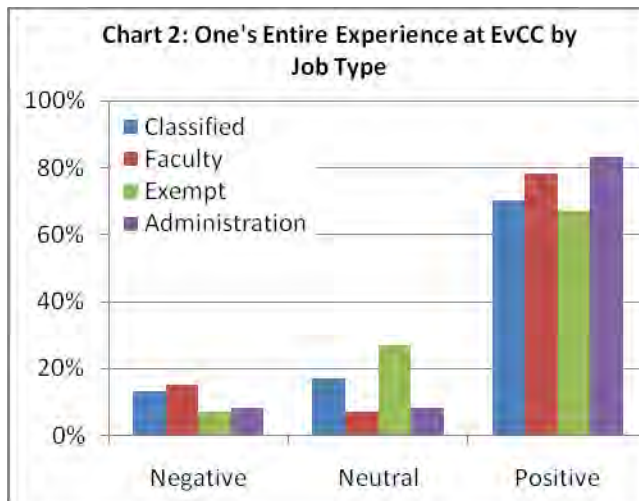
## Overall Perceptions

Respondents were first asked about their entire experience at EvCC. The responses on a five-point scale appear in **Chart 1**.

No respondents indicated a very negative overall experience, while 15 percent responded that their overall experience was somewhat negative. Conversely 38 percent characterized their experience as very positive and another 35 percent said that their experience was somewhat positive. Twelve percent reported that their experience was neutral, somewhere between positive and negative. By aggregating responses we can say that 15 percent characterize their overall experience as negative and 73 percent as positive. While ideally all respondents would report positive overall experiences, these percentages can be characterized as quite favorable.



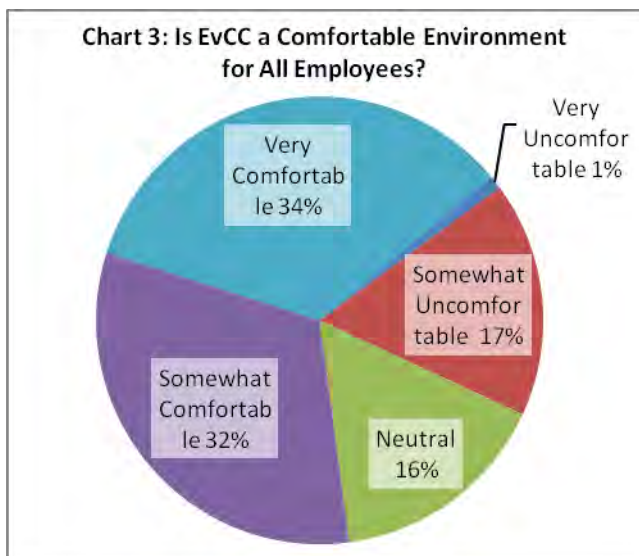
Do perceptions differ across job type? Responses are shown in **Chart 2**. Administrators were most likely (83%) to report positive overall experiences. Faculty were somewhat less likely (78%) to report positive experiences followed by classified (70%) and exempt employees (67%). Faculty were most likely (15%) to characterize their experience at EvCC as negative, followed by classified (13%), administrators (8%), and exempt employees (7%). Neutral responses ranged from 7 percent (faculty) to 27 percent (exempt). Despite the variance in percentages by job type on perceptions of overall experience, there were no statistically significant differences between these groups.



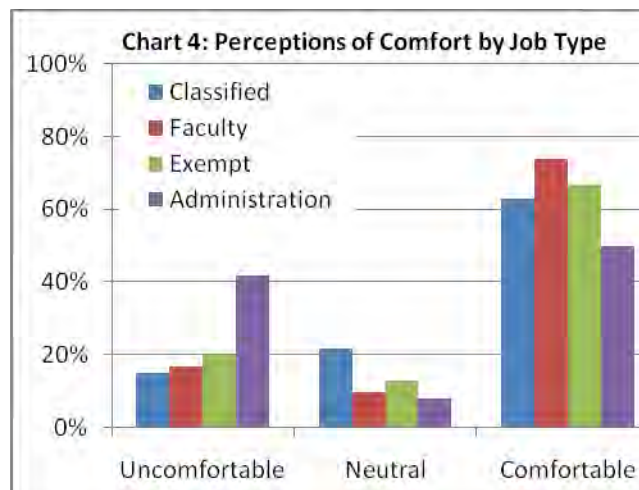
## Is the Environment Comfortable?

The second question asked of employees was about their perception of the environment at the College. Was it one that was comfortable; that is, free of harassment? Responses are found in **Chart 3**.

A majority of employees report that they viewed their environment as either very comfortable (34%) or comfortable (32%). Only 1 percent reported the environment as very uncomfortable. Seventeen percent perceived the environment as somewhat uncomfortable and 16 percent indicated a neutral response. Overall, two-thirds of respondents perceive their environment as comfortable, while 18 percent indicate discomfort. Although this is still a relatively small percentage of respondents, the negative responses for this question about the EvCC environment are greater than are those reporting a negative overall experience (15%).

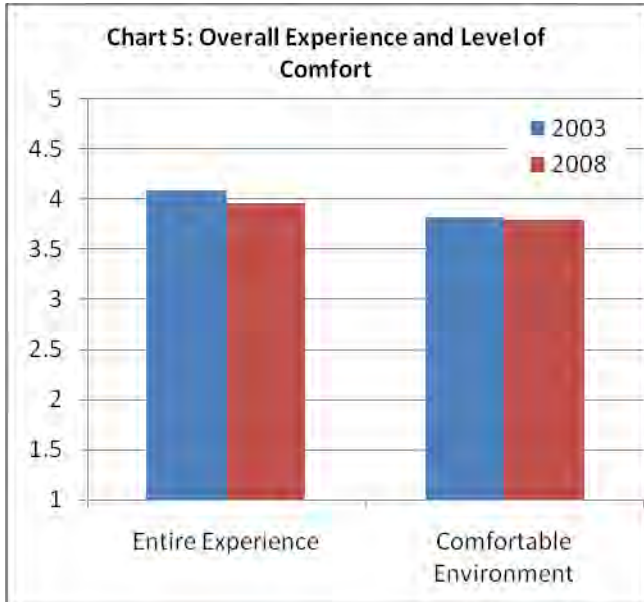


When responses are broken down by job type, some differences emerge. See **Chart 4**. For the most part, classified, faculty and exempt employees had similar levels of comfort, ranging from 63 percent to 74 percent. Likewise, there were similar percentages indicating levels of discomfort among these three groups. Fifteen percent of classified staff, 17 percent of faculty and 20 percent of exempt employees report an uncomfortable environment. Administrative employees, on the other hand, perceive the environment more negatively. Only fifty percent of them depict the EvCC environment as comfortable, while 42 percent report that it is uncomfortable. Although the differences among



job types are greater here than in the question concerning overall experience, again these are not statistically significant differences.

## Results Compared Over Time



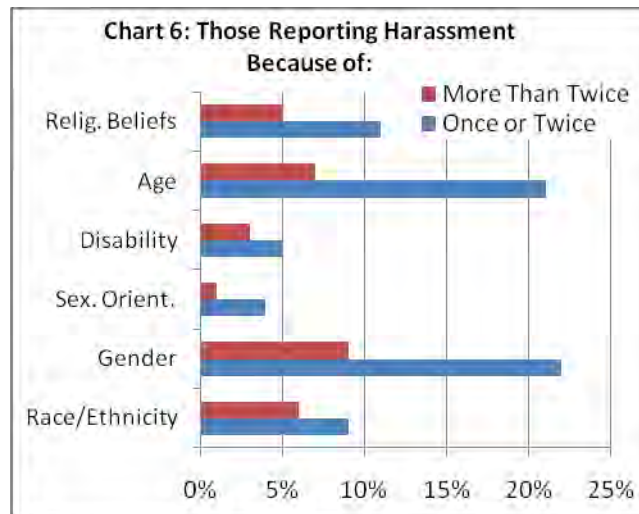
On several large, aggregate measures we will compare data from the most recent survey to that of the same 2003 survey. Mean scores on Entire Experience and Comfortable Environment are displayed in **Chart 5**. In the case of Entire Experience, the scale is a one-to-five scale with 1 being very negative, 3 being neutral and five being very positive. The mean score on Entire Experience dipped slightly from 4.09 to 3.96, meaning that people evaluated their entire experience at EvCC slightly less positively in 2008 than they did in 2003. The scale on comfort level is also a five-point scale, with one representing a very uncomfortable environment, three being in-between, and five representing a very comfortable environment. The mean score here remained nearly unchanged. There was a slight drop from 3.82 in 2003 to 3.80 in 2008, but it is marginal. So among all employees, the entire experience at EvCC is perceived as slightly less

positive than it was in the past, but level of comfort (and conversely a lack of harassment) remains largely unchanged.

## Experiences of Harassment

Respondents were asked if they had ever experienced harassment at EvCC based upon a variety of traits. They were also asked to report the frequency of the harassment. The percentages of those who indicated that they experienced harassment are found in **Chart 6**. In the introduction to the survey, an explanation of what constituted harassment was provided in order to distinguish between bothersome behavior and more serious behavior that could be defined as harassment.

The traits upon which employees were most likely to report harassment „once or twice” were gender and age. Twenty-two percent reported having experienced harassment „once or twice” based upon their gender and 21 percent said they had experienced it as a result of their age. Age and gender were also the traits that employees were most likely to report harassment „more than twice”, although the percentage of those who reported harassment „more than twice” was considerably lower than those who said they had experienced it „once or twice”.. Women (36%) were more likely than were men (14%) to report harassment based upon gender. On the issue of age, those in the 26 to 35 age group were most likely to report harassment based upon age (55%). Twenty-nine percent of those over the age of 55 said the same.



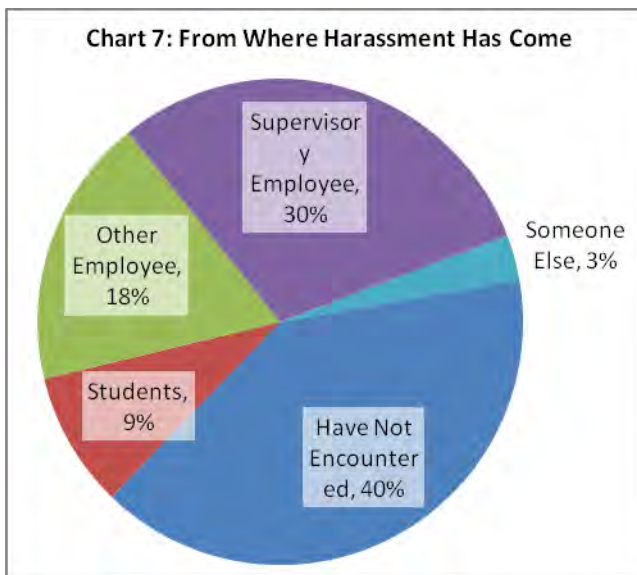


Harassment based upon one’s religious beliefs and race or ethnicity was less frequent. Eleven percent reported harassment once or twice because of their religious beliefs and 9 percent said the same about race/ethnicity. Reports of harassment because of a disability or sexual orientation were least common, with 5 percent or less indicating harassment once or twice as a result of these traits. While all harassment runs counter to the mission of EvCC, the College may wish to contemplate strategies to address harassment that occurs most frequently: that which is based upon one’s gender and age.

Respondents were then asked if they had experienced harassment themselves, and if so, from where had it come? Their responses appear in **Chart 7**.

Forty percent responded that they had not experienced harassment. Of the remaining respondents, 30 percent said that it came from employees in a supervisory position, and 18 percent, from other employees. Another 9 percent report that harassment had come from students while 3 percent said that someone else was the source. The source of perceived harassment is most likely supervisors.

In a separate question, 14 percent responded that they had experienced discrimination in hiring and 15 percent said that they had experienced discriminatory promotional practices.



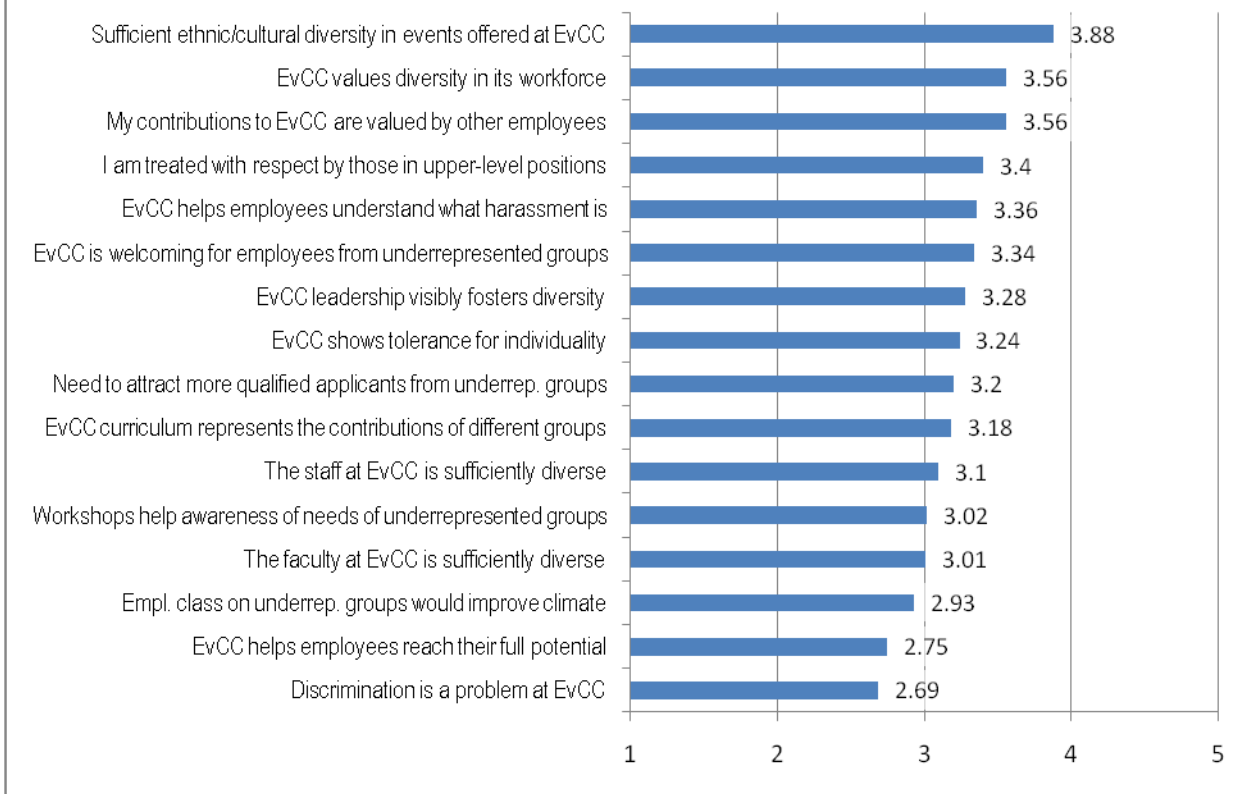
## Specific Questions on the Environment at EvCC and Personal Views of Diversity

Employees were asked a battery of questions (26) about their perceptions of diversity and how the College handles this issue. These were specific questions that asked about people’s perceptions of diversity, the nature of the workforce, personal interactions, how the College deals with diversity, how it treats its employees, etc. For the purposes of analysis, the questions were organized into two categories: 1] those that dealt with the EvCC environment and 2] those that concerned one’s personal views of diversity. For all questions, respondents were asked to gauge the degree with which they agreed or disagreed with these statements. They responded to a five-point scale in which one represented strongly disagree, three was neutral and five represented strongly agree. Mean scores were then generated for all responses. A mean score that fell squarely in the center of the scale (the midpoint of agreeing and disagreeing) would be a 3.0. The mean scores for all questions appear in **Charts 8 and 9**, one for each category of questions.

We have somewhat arbitrarily created a threshold at 3.50 which indicates strong agreement, a range of 3.11 to 3.49 which represents moderate agreement, a range of 2.89 to 2.50 which is moderate disagreement, and anything at 2.50 or below as strong disagreement. A mean score in the 2.90 to 3.10 range we will consider as indeterminate concerning agreement or disagreement. This categorization assists in making sense of the mean scores.

We first consider responses to the questions that inquire about the EvCC environment. See **Chart 8**. Respondents were in strong agreement with the statement that events programming at the College contained a sufficient amount of cultural diversity (mean = 3.88). On just two other issues were respondents in strong agreement. They were equally likely to agree that EvCC values diversity in its workforce and that one’s own contributions are valued by other employees (both means = 3.56).

**Chart 8: Mean Scores on EvCC Environment**



The next grouping of questions is those with which respondents were in moderate agreement. They felt as though they were respected by higher-level employees (mean = 3.4) and that the College sufficiently explained harassment to employees (mean = 3.36). They also agreed that the College was welcoming to underrepresented groups (mean = 3.34). Furthermore, there was moderate agreement that the College leadership fosters diversity (mean = 3.28) and that EvCC in general shows tolerance for individuality (mean = 3.24). However, people also believed that the College should do more to recruit more underrepresented employees to its ranks (mean = 3.2). And finally, they largely agreed that EvCC's curriculum highlights the contributions of underrepresented groups (mean = 3.18).

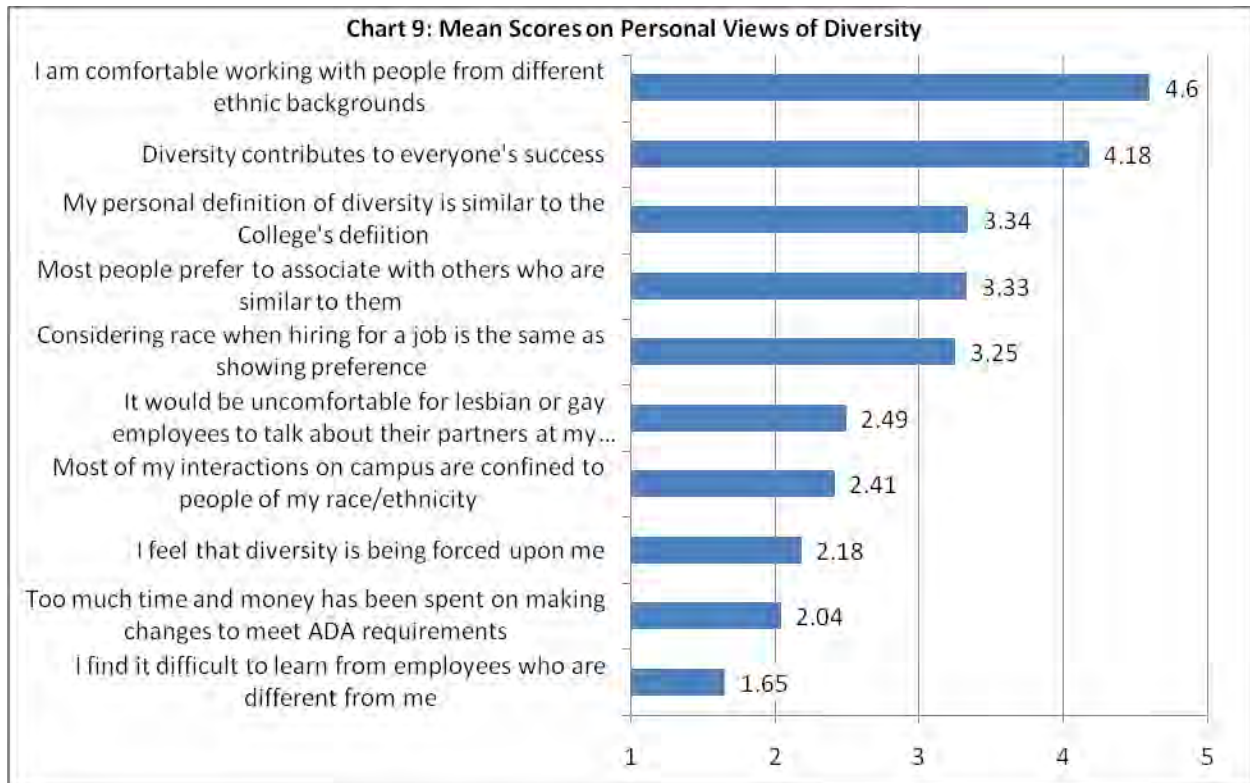
Respondents disagreed moderately with only two statements. First, they did not agree that EvCC tried to help all employees reach their full potential (mean = 2.75). There was also disagreement that discrimination was a problem at EvCC (mean = 2.69). The ideal, of course, would be a score of less than 3.0 on this question. Respondents were not in strong disagreement with any questions. They were noncommittal on whether the staff (mean = 3.10), and faculty (mean = 3.01) at the College were sufficiently diverse and whether professional development workshops for employees would, essentially, "improve the diversity environment" [paraphrased] (mean scores were 3.02 and 2.93).

How to make sense of these results? In 12 of the 16 questions, a positive mean score represents a perception that the College maintains an approach that is supportive or embracing of diversity and/or something positive about its treatment of employees. Only one of those 12 questions received a negative mean score.<sup>1</sup> That's a good thing. On the other hand, there are few "strong agreement" mean scores. On only three questions does the mean score exceed 3.5. This suggests room for improvement of the employee environment, either in the way people are treated, or in the way in which diversity is supported by the College.

<sup>1</sup> The mean score for the statement, "EvCC tries to help all employees reach their full potential" was 2.75.



The next set of questions asked about one's personal view of diversity. The same disagree/agree five-point scale applies here and the mean scores are found in **Chart 9** below.



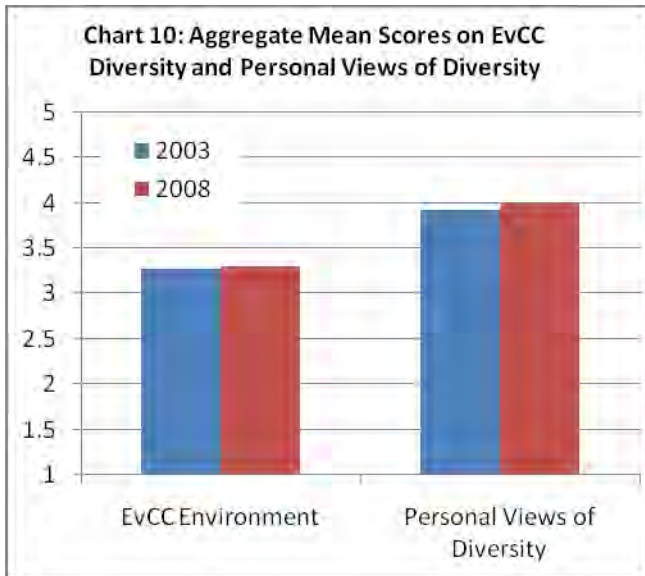
Respondents strongly agreed that they felt comfortable working with people from different ethnic backgrounds (mean = 4.6) and that diversity contributes to everyone's success (mean = 4.18). There was moderate support for the following three questions: 1) that one's personal view of diversity was similar to that of the College (mean = 3.34), that most people prefer to associate with people who are similar (mean = 3.33) and that the consideration of race in hiring is showing preference (mean = 3.25).

There was strong disagreement to the remaining set of five questions. Respondents disagreed with the statement that they would feel uncomfortable if a co-worker spoke of his or her gay or lesbian partner at work (mean = 2.49) or that most of one's interactions on campus are confined to one's own ethnic/racial group (mean = 2.41). Employees strongly disagreed that diversity was being forced on them (mean = 2.18) and also they did not believe that too much money was being spent on changes required by the American with Disabilities Act (mean = 2.04). Finally, most disagreed with the statement that it was difficult to learn from fellow employees who were different from them (mean = 1.65).

Several of these questions do not have a clearly ideal response, from the perspective that diversity is a good thing, so they will not be considered in these summary statements.<sup>2</sup> The responses to the rest of the questions indicate a strong degree of comfort among employees in working with, and learning from people who are different from themselves and there is strong evidence of a shared belief that diversity is an unquestionably positive thing in the workplace. Data from the single question on gays and lesbians suggests a relatively tolerant attitude and there is evidence of support for the financial costs associated with accommodating the disabled. On each of these issues there is strong support for employees embracing those who are different from themselves. This data suggests that individuals sufficiently embrace diversity so that there exists an environment where employees are not constrained by intolerant attitudes.

<sup>2</sup> They include: 1) Most people prefer to associate with people like themselves, considering race in hiring is the same thing as showing preference, and most of my interactions are confined to people similar to me.

# Attitudes on the Environment at EvCC and Personal Views of Diversity Over Time



Rather than comparing mean scores on each of the many questions related to the EvCC environment and personal views of diversity, we created aggregate scores for all questions that had clearly ideal responses (supportive of diversity; a comfortable work environment). These aggregate mean scores over time are displayed in **Chart 10**. Scores on the perceptions of diversity/work issues in the EvCC environment were largely unchanged between 2003 and 2008, rising slightly from 3.27 to 3.30. While a higher score represents perceptions that the workplace environment is more comfortable or “diversity friendly” the difference here is too marginal to suggest a notable change. There was a slightly larger shift in the mean scores on personal views of diversity. The aggregate score increased from 3.93 to 4.00. While again the change here is not large, in both cases the

scores are moving in a direction that suggests a workplace that is increasingly accepting of diversity and comfortable.

## Job Stress

How much stress do employees experience in their positions and how has that stress level changed in recent years? The responses to the first of these questions are found in **Chart 11**. The scaling of the responses is as follows: one = high stress, two = moderate stress, and three = low stress. The values represented graphically in the chart are mean scores.

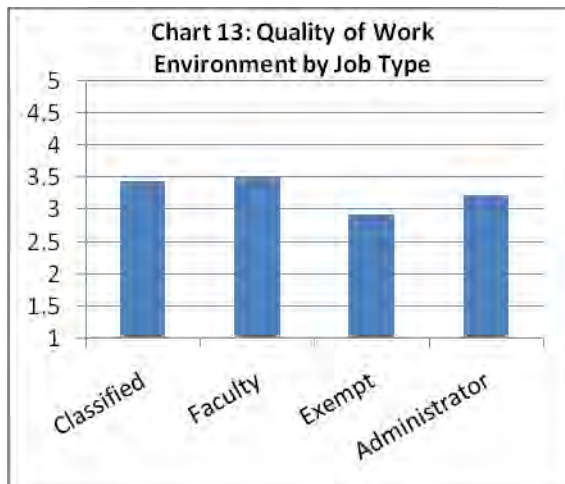
A mean score of two represents a moderate level of stress, with a higher mean score indicating less stress and a lower mean suggesting more stress. Faculty report the least amount of stress, with a mean score of 1.93. This score, however, is still on the stressful side of the three-point scaling. The mean score for classified staff is 1.73 and that of exempt staff is 1.53. Administrators report the highest amount of stress, with a mean score of 1.38, nearly midway between the moderate and high level of stress. Further analysis reveals that faculty and administrators are statistically different from one another in the levels of stress reported. No other job groupings showed as statistically different from one another.



Respondents were then asked about how their level of stress had changed over the past three years. Their mean score responses are found in **Chart 12**. The scaling of this question is such that one represents an increase, two is no change and three is a decrease. So a lower mean score is indicative of an increase in stress. Faculty report the least amount of stress change, though with a mean score of 1.73 their responses still indicate an increasing amount of stress over the past three years. The mean score of classified is 1.61, while that of exempt employees is 1.47. Administrators report the greatest amount of increase in stress in the workplace, with a mean score of 1.07. Such a low score means that nearly all administrators (13) perceived that their stress level over the past three years had increased. Once again, there were statistical differences only between faculty and administrators. These results paint a picture of a stressful work environment and one that is becoming even more stressful.



## Work Environment and Safety of the Workplace



Employees were asked to evaluate their workplace environment on a scale of one to five, where one was very poor, three was fair and five was excellent. A mean score was then created for each job type. Responses are found in **Chart 13**. The faculty perceived their work environment most favorably, represented by a mean score of 3.50. Classified staff and administrators also viewed their environments on the favorable side of the scale. The score for classified was 3.45 while the administrators' score was 3.23. Exempt employees reported the least favorable perceptions of their environment with a mean score of 2.93, slightly below the center point of 3.00. Despite the gap between the highest and lowest mean scores, there were no statistically significant differences among the four job types.

EvCC employees were also asked about the health and safety of their workplace. The same five-scale (from very poor to excellent) applied to this question and scores were again averaged. Mean scores are found in **Chart 14**. Classified faculty and administrators were all quite similar; they evaluated the health and safety of their workplaces. Their mean scores all fell within a range of 3.54 to 3.59. This puts them midway between good and excellent in qualifying the health and safety of their workplaces. Exempt employees, however, viewed the health and safety of their workplace more negatively. Their mean score was 2.67, considerably below the score of other job types. In fact, their mean score was statistically different

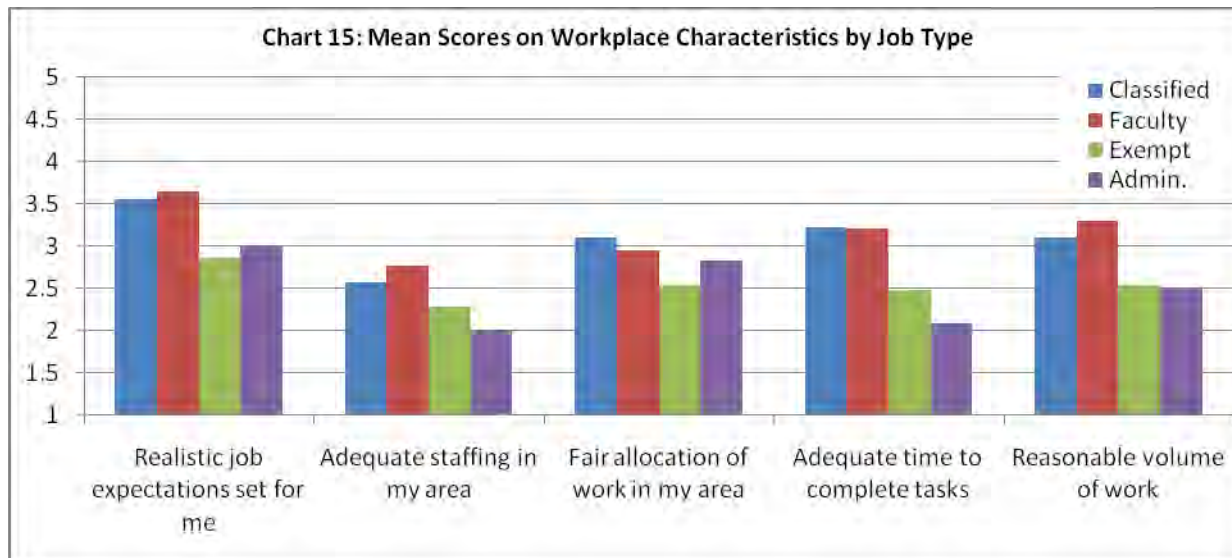


health point this staff, in how the between safety of however, much and fair. In from

both that of the classified staff and faculty.

## Job Expectations, Staffing Levels, Allocation of Workload

Respondents were asked five questions about their specific job. Each question appears in **Chart 15** below. Respondents were asked about their level of agreement with each statement on a five-point scale in which one was strongly disagree, three was neutral and five was strongly agree.



Are job expectations realistic for employees at EvCC? Classified employees (3.55) and faculty (3.64) were about halfway between the neutral and agree points. Administrators' mean scores fell exactly on the neutral mark (3.00) and exempt employees' score fell slightly on the disagree side of the five-point scale (2.86).

When asked about staffing levels, all job type groups show a mean score below 3.0. Once again, classified (2.57) and faculty (2.77) have somewhat similar mean scores. Exempt staff have a mean score closer to the disagree point on the scale (2.27) and administrators' mean score fell exactly on the disagree point (2.00). In general then, all employees believe that their areas are characterized by inadequate staffing levels, with administrators feeling strongest about that statement.

Respondents were in more agreement with the statement that work was fairly allocated in their area. Despite this, however, only classified staff mean scores were on the agree side of the scaling (3.10). Faculty (2.95) and administrator mean scores were near the 3.0 neutral point, but slightly on the disagree side. Exempt workers were least likely to agree that work was fairly allocated, with a mean score of 2.53, midway between the neutral and disagree points on the scale. Most groups, however, had mean scores that were near the neutral point.

When asked if they had adequate time to complete their work tasks, classified staff and faculty were once again similar to one another, and together, different from exempt employees and administrators. Classified staff (3.22) and faculty (3.20) were ever so slightly on the agree side of the scale when asked if they had enough time to get their work done. Exempt employees were much less likely to agree with this statement, having a mean score of 2.47. Administrators were least likely to agree that they had time to get their work done. Their mean score of 2.08 is almost exactly on the disagree point of the scaling. And this is the only question of the five being addressed in this section of the report in which there were statistically significant differences between the mean scores of the different groups (classified compared to administrators and faculty compared to administrators).



The last of the questions asked if the volume of work assigned was reasonable. Much like the previous question, faculty (3.30) and classified (3.10) mean scores suggest slight agreement that their work volume was reasonable. Exempt employees (2.53) and administrators (2.50) had mean scores that place them halfway between the neutral and disagree point scaling. We might call this mild disagreement that the work volume is reasonable. There were no statistical differences here.

Of the 20 mean scores, 12 of them fall on the disagree side of the five-point scale, suggesting unhappiness with work conditions. And in the case of exempt employees, all of their scores were in the 2 to 3 range. Among administrators, 4 out of 5 mean scores were on the negative side. Faculty were less likely to view their work conditions negatively and classified staff were least likely to do so (only 1 of 5 mean scores below 3.0).

## Conclusions

Overall perceptions of employees' experiences at the College are quite favorable. Nearly three-fourths (73%) of employees viewed their entire experience at EvCC as either very or somewhat positive. And while percentages show some variation on this issue by job type, these differences are not statistically significant. Much the same can be said of the level of comfort, or lack of harassment, on campus. Two-thirds (66%) of employees reported that the campus is either very or somewhat comfortable. Administrators were least likely to report their environment as comfortable, but they are not statistically different from the other job types. When compared to scores from the 2003 survey, those from 2008 were just slightly lower (less positive).

When they reported experiencing it, employees were most likely to indicate harassment based upon age and gender. Almost thirty percent of respondents said that they had experienced harassment based upon these traits either once or twice, or more than twice. This might be something the College wishes to address.

The survey data indicate that few employees have negative perceptions about their workplace environment. At the same time, respondents did not report highly positive perceptions about this either. A conclusion to be drawn from this is that there is room for improvement even if there are not significant problems.

The data also suggest a workplace environment that is characterized by an attitude that strongly embraces diversity and an appreciation of differences among employees. While this is welcome news, it doesn't perfectly fit with the responses that indicate some evidence of harassment, especially on the issues of gender and age. It would appear that there is a bit of slippage between what people say they believe in and how they, in fact, treat others. A parallel explanation could be that the perception of harassment on the part of one employee might not have been the intention of the other.

While the change over time was slight (between the 2003 and 2008 data), EvCC personnel report a better work environment and a more tolerant attitude toward co-workers.

This positive news is balanced by some that is less so. Employees report a workplace that is stressful and is becoming more stressful. Administrators were most likely to report this and they were statistically different from other job types on both level of stress and its change over time. On the issues of workload and staffing, faculty and staff were generally slightly positive about their workplaces. Exempt employees and administrators were less so.

In closing, it should be noted that the survey was administered prior to the significant decline in state revenues associated with the economic recession. As such, some of the more negative aspects highlighted in this summary are unlikely to be related to it.

## First Year Experience Survey

Students' initial experiences at college significantly impact their chances for future academic success and retention. With this in mind, in the spring of 2008 Everett Community College subscribed to the services of "Foundations of Excellence in the First College Year" (Foundation). The core of this process is a self-study of how the College provides an educational experience to students in their first year. One of the goals of the Foundation is to improve retention of new students by understanding how students perceive their first year at EvCC.



While a variety of sources of evidence contributed to the self-study, this edition of *Insight* explores only some of the results of a New Student survey.

The survey was administered in the fall of 2008, in courses that had the highest percentage of first-year students:

- English 097
- English 098
- Psychology 100
- Math 081
- Math 099

All sections of these courses were surveyed. There were approximately 1300 students in these courses and 520 completed a survey. This yields a response rate of about 40 percent, which is high enough to ensure that the results are representative and can be generalized to the entire group of first-year students. First year students were defined as those who had earned 45 or fewer credits prior to fall 2008.

## All Survey Results Available

If you are interested in viewing the results of the full survey, please visit our Intranet page, [intranet.everettcc.edu/departments/instruction/institutional-research/](http://intranet.everettcc.edu/departments/instruction/institutional-research/), and

click on "Data and Reports". There you will be able to view not only the full results of the New Student Survey, but also the EvCC employees survey on the new student experience.

For more information about the Foundations of Excellence process, please visit [fyfoundations.org/](http://fyfoundations.org/)



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## Broad Factors and Their Influence on the First Year Experience

We begin by looking at four factors that have a moderate to strong impact on students' first year experiences:

1. Transition Support
2. Academic Gains
3. Pre-enrollment
4. Campus Environment

Responses to several related survey questions were combined together to create each factor, which describes broad concepts more thoroughly than any single question.

These factors are independent variables that influence the dependent variable: a student's overall first-year experience.

The ratings EvCC received for factors one, two and three are lower than the average ratings received by other institutions who administered the First Year Experience survey. These factors appear as gold bars in **Chart 1**.

The first is Transition Support. These questions ask if the College helped students make the transition upon their arrival and whether they are getting enough support and attention while here in their first year. All responses are on

a five-point scale, where one is "low", two is "slight", three is "moderate", four is "high" and five is "very high." The mean score on Transition Support is 3.43, or about midway between "moderate" and "high" support during their transition. While this seems like a relatively good mean score, it is statistically lower than that of other similar institutions. This factor has a strong impact on students' overall evaluation of their first year experience.

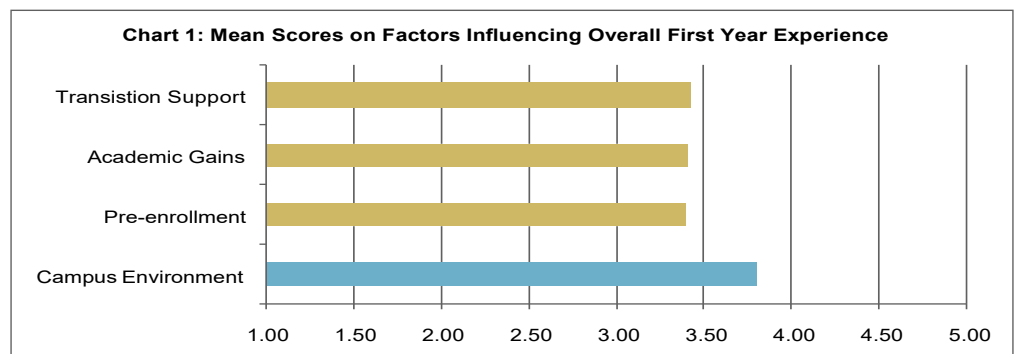
The second factor is Academic Gains. This factor is comprised of questions that ask about how students' college experiences have made them more aware of issues, helped them build opinions about these issues, and their ability to evaluate information objectively. The mean score on the five-point scale of EvCC students was 3.41. Once again this is near the midpoint between "moderate" and "high", though it is lower than comparative colleges. This factor has a moderate impact on how students evaluate their first year experience.

The third factor is Pre-enrollment. This set of ques-

tions asks students about the degree to which EvCC communicated information to them about the college before their attendance. The mean score here is 3.40, roughly similar to that of the factors above and statistically below EvCC's comparison colleges. The impact of this factor on students' evaluation of their first year is moderate.

Since our students' mean scores on these first three factors are below those of comparative schools (and because they have a moderate to high impact on the first year experience), they are areas in which EvCC may wish to focus on in order to improve student perceptions.

The fourth factor in **Chart 1** is Campus Environment. The questions that make up this factor include those that ask if student needs are being met, if they feel safe on campus, and if they feel respected by students and campus personnel. The mean score here is 3.80, very close to the "high" response. This score is higher than those of comparative colleges. EvCC should therefore continue those policies that create this positive environment.



## Overall Evaluations of the First Year Experience

Students also responded to a number of questions that pertained to their overall evaluation of their time and experience during the first year. In **Chart 2**, these responses are displayed. Students responded to a five-point scale ranging from “Not at all” to “Very High.” The bottom two values are labeled here as “Low,” the top two as “High” and the middle value is considered “Moderate.”

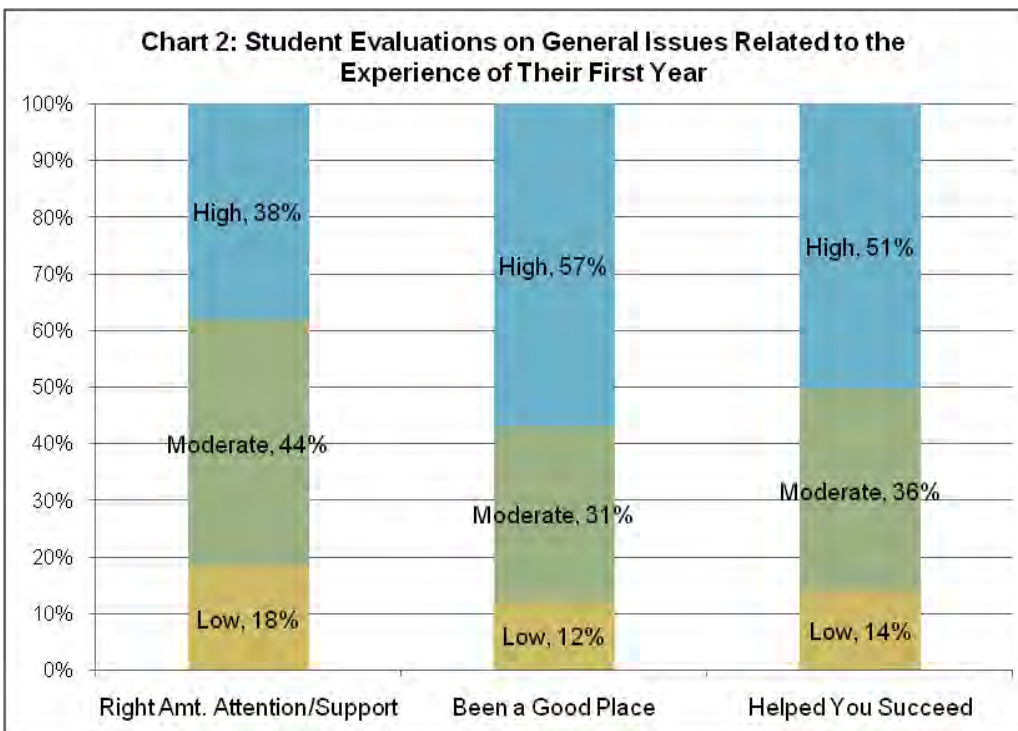
The first question asked students to what degree the College has provided the right amount of attention and support in their first year. Eighteen percent indicated that the College had not done a good job of providing this support (low),

while 38 percent reported that the College did provide high levels of support. Forty-four percent said that the College did a moderate job of giving support and attention. Students are more than twice as likely to perceive EvCC as providing high levels of support than they are low levels of support.

When asked to what degree the College had been a good place for students like themselves, responses were slightly more favorable. Only 12 percent rated the College negatively (low) while 57% were in high agreement that the College was a good place for students like themselves. Thirty-one percent rated the College as “moderate.” By a

strong majority, students see Everett Community College as a good place for themselves.

Finally, students were asked about the degree to which EvCC has helped them succeed as a student. More than half of respondents (51%) rated EvCC high on this measure. Thirty-six percent said that the College did a moderate job of helping them succeed and another 14 percent rated the College low on this issue. We don’t have comparative data on this measure, but on the face of it, students appear to believe the College does a fairly good job of helping them succeed.



## Continued — Overall Evaluations of the First Year Experience



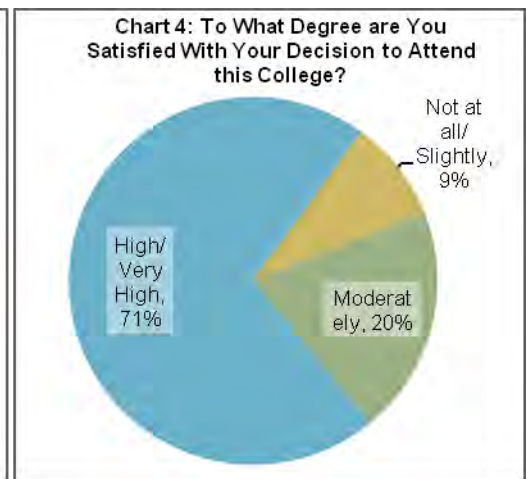
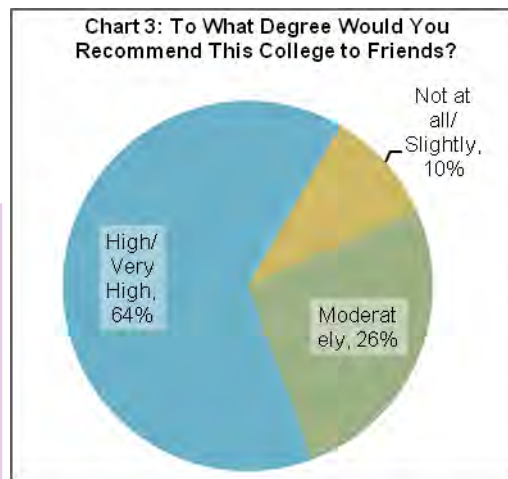
Students were also asked even more broad overarching questions about the College. Two responses are reported in Charts 3 and 4.

**Chart 3** shows how students responded when asked to what degree they would recommend Everett Community College to friends. Nearly two-thirds, or 64 percent report that they would highly or very highly recommend the College to friends. Ten percent responded that they would not recommend or only slightly

recommend the College to friends, and another 26 percent would moderately recommend Everett Community College to friends. Lacking comparative data it is difficult to interpret these responses. While the evidence appears quite positive, slightly more than a third would not highly recommend the College to friends.

Finally, students were asked if they were satisfied with their decision to attend this college. The results to this question are

found in **Chart 4** below. Seventy-one percent report being highly or very highly satisfied with their choice of Everett Community College. Another 20 percent responded that they were moderately happy with their choice, and 9 percent were unhappy with their choice of EvCC. While ideally almost no one would report being unhappy with their decision to attend EvCC, this is a small percentage. These survey responses are quite positive assessments of the College.



## Conclusion



A limited selection of survey results are presented here. However, they are representative of the survey in general. On average, students have fairly positive perceptions of their first year at Everett Community College.

However, where we have comparative data, mean scores of Everett students are sometimes below that of other similar institutions (and a few are above). We can therefore reach that the conclusion that while

Everett Community College is doing moderately well in providing a good educational experience for new students, in a relative perspective there's room for improvement.

## Median Post-College Wages of EvCC Vocational Students by CIP Codes

CIP Group Wage Titles	Left college in 2004/05				Left college in 2005/06				Left college in 2006/07			
	Leavers		Completers		Leavers		Completers		Leavers		Completers	
	Wage in 2006 dollars	No. of former students	Wage in 2006 dollars	No. of former students	Wage in 2007 dollars	No. of former students	Wage in 2007 dollars	No. of former students	Wage in 2008 dollars	No. of former students	Wage in 2008 dollars	No. of former students
Accounting	\$13.81	36	\$13.71	29	\$16.40	33	\$17.41	15	\$15.81	39	\$19.25	20
Administrative Support	\$12.73	72	\$12.80	72	\$13.55	64	\$13.38	55	\$12.84	90	\$13.05	80
Airframe/Power Plant			\$13.84	20								
Associate Degree Nurse	\$24.66	17	\$26.89	70	\$26.49	39	\$27.32	76	\$26.94	32	\$29.26	74
Cosmetology			\$9.60	21			\$10.13	22				
Drafting	\$17.70	19										
Early Childhood Ed	\$10.99	19							\$13.24	18		
Industrial Technology							\$15.27	21			\$15.61	17
Information Technology	\$14.33	62	\$16.71	44	\$14.93	68	\$19.11	36	\$14.57	76	\$18.16	36
Legal/Real Estate Services							\$18.78	35			\$28.80	28
Managerial & Manag. Support	\$13.68	46	\$14.67	23	\$14.69	53			\$15.01	77	\$14.68	32
Marketing and Sales			\$10.15	52			\$9.80	58			\$10.54	22
Medical Assisting	\$16.90	47	\$14.44	51	\$12.23	53	\$14.83	53	\$14.06	44	\$14.88	31
Other Health Services							\$21.13	22			\$21.34	17
Other Services												
Paramedic EMT, Operating Tech			\$14.17	51			\$14.93	56			\$13.37	49
Practical Nurse									\$14.06	16		
Protective Services	\$15.24	83	\$16.04	65	\$18.84	76	\$16.02	49	\$16.76	91	\$17.44	67
Support Courses, Parent Ed							\$14.46	26			\$13.32	38
Teaching/Library Assistant									\$12.11	17		
Welding			\$17.37	87	\$17.85	18	\$17.25	90			\$18.65	102
<b>Total</b>	<b>\$14.19</b>	<b>452</b>	<b>\$14.73</b>	<b>662</b>	<b>\$14.72</b>	<b>464</b>	<b>\$15.42</b>	<b>679</b>	<b>\$14.62</b>	<b>556</b>	<b>\$16.66</b>	<b>681</b>

Wages are from 3<sup>rd</sup> quarter after leaving college and are only included if students are not self-employed and if they do work in the state of Washington. At the suggestion of the SBCTC, groups with less than 15 students are not reported because they are not representative of the programs and because of student privacy (thus some blank cells where you would otherwise expect to find data). All students are included in the total.

Source: DLOA JP Post College Table. Median INFLATION\_ADJ\_WAGE where Wage>0. Leavers are Graddrop=0 and Completers are Graddrop>0.

# Strategic Plan Review Tool

Three reviews of the 2006 Strategic Plan were conducted between 2006 and 2009. Each Vice President provides information on progress.

An earlier document (Year End Report 2007) provides the progress as summarized in June 2007.

This document tracks the reviews summarized in January 2008 and January 2009.

These progress notes resulted in an assessment of each item and, along with an environmental scan and college-wide discussions, constituted the basis for the refreshment of the 2006 Strategic Plan during the academic year of 2008-09.

Submitted by Christine Kerlin, Winter, 2009.



Initiative One – Employees. The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing and diverse staff and faculty.	Timeline	Resources and relation to budget decisions	Assessment Measure (s)	Status Report January 28, 2008	Status Report January, 2009
1.1 EvCC faculty and staff will be highly educated and in demand for their expertise.	Ongoing	Professional Development funds; HR training funds; College Advancement	Number of professional development activities Number of requests to staff from the community	Faculty development plans are in year two – we should be able to assess # of plans in place (plans were due January 20, 2008) No plan in place to assess number of requests for "expertise" requests out in the community Additional \$ dedicated to attract talent; support for travel for candidates added this year; timelines moved up to get better pools.	We appeared to experience success in attracting and hiring faculty though early advertising for faculty positions, and funding for interview travel.  Assessment: We can state that we select highly qualified faculty, but we are not tracking, or cannot accurately track, the notion that faculty are "in demand for their expertise."
1.2 By 2011, our percentages of faculty of color will be the same as, or higher than, the County's percentage of people of color.	August, 2011	HR to fund recruitment efforts; 08-09 budget included funds for Job Fair (CTC Careers)	HR and IR data; Census data	EvCC staff in the 13% range; County around 21.4%	According to recent Diversity and Equity and Center report: Faculty of color are 15.4% (2007), compared to 21.4% for Snohomish County (2007).  Assessment: These are apples and oranges comparisons since our methods of data collection are different, and the cohorts represent different age bands.
1.3 By 2011, our percentage of staff of color will be the same as, or higher than, the County's percentage of people of color.	August, 2011	HR to fund recruitment efforts; 08-09 budget included funds for Job Fair (CTC Careers)	HR and IR data; Census data	EvCC staff in the 13% range, County around 21.4%	According to recent Diversity and Equity and Center report: Classified Staff of color are 13.9% (2007), compared to 21.4% for Snohomish County (2007); Administrators of color are 10.9%  Assessment: These are apples and oranges comparisons since our methods of data collection are different, and the cohorts represent different age bands.
1.4 The College will continue to create focused professional development opportunities that build upon and expand our staff and faculty's talents and strengths.	Ongoing	HR, Outcomes Assessment, Faculty Development, Foundation funding	Number of opportunities offered Number of grants provided by OA and FD committees	Increases in professional development opportunities have come through Title III funding and increased Perkins funding. Outcomes Assessment and Faculty Professional Development funds remain at 2002 levels.	From John: In FY 09 \$6,500 from the Foundation was targeted to Classified Staff Training; \$10,000 to Faculty Development. Sandra reports that the allocation to faculty development increased by \$30,000 for 08-09.  HR scheduled significant Opening Week activities (Fall 2008) and scheduled quarterly Exempt and Supervisors training meetings with designated topics.  Perkins sponsored 9 faculty for professional development through a "return to industry" in Summer 08.  Classified Staff Union collaborated with administrators to highlight the College's tuition waiver program for employees taking classes.  Assessment: The College delivered on this goal well.
1.5 The college will seek ways to maximize compensation of staff and faculty.	Ongoing	State and local funding; Foundation, additional outside resources	State salary list	Increases per legislative and local action have been put in place. Exceptional Faculty awards contribute to this goal.	Following negotiations during 07-08, faculty salaries are moving up from the lower quartile in the state.  Following those same negotiations, Associate faculty became a status for selected faculty.  Assessment, the College is delivering on this goal well.



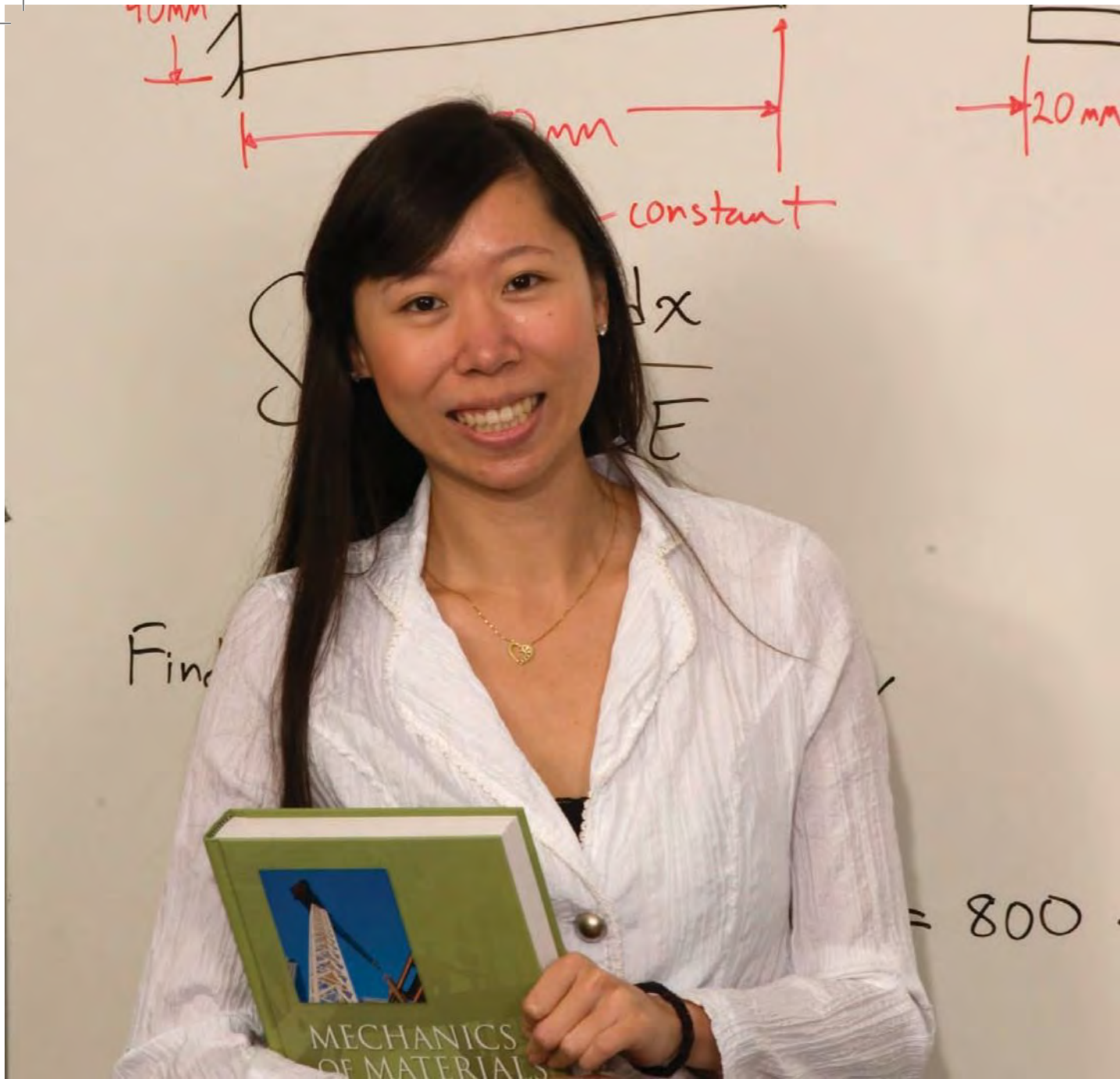
Initiative Two – Access and Retention. The College will increase access and retention, with special attention to underserved populations.	Timeline	Resources and relation to budget decisions	Assessment Measure (s)	Status Report January 28, 2008	Status Report January, 2009
2.1. By the end of AY2006-07 there will be a five-day turn around of financial aid applications.	June 07	Financial aid staff 1 new FTE proposed 06-07	Turnaround stats from Student Financial Services	Need to revise this goal in order to reflect the staffing needs that still exist.	Not achieved.  Assessment: We need to review this goal, since technology and other resources may be mitigating factors. Nonetheless, positive strides have been made toward timely review and response.
2.2. By 2010, funds directed at student scholarships and emergency loans will have increased two-fold.	Fall 2010	Foundation, Local, State, Federal scholarship programs	Baseline measure Spring 06	Scholarships \$573,090 in 05-06 Scholarships \$576,146 in 06-07 Emergency loans 05-06 \$7,000 Emergency loans 06-07 \$35,000	Not achieved.  Funds have shown an incremental increase, but we were not diligent in developing a baseline and creating a focused strategy.  Additionally, Endowment funds have taken a downturn. This may negatively impact the number and/or total dollar amount of EvCC Foundation scholarships offered over the next two years.  Assessment: 2.1 and 2.2 need to be re-worked to reflect new conditions of the FAM implementation and the economic downturn.
2.3. EvCC's Student Success and Retention Plan goals will be met on schedule.	See SSR plan	See SSR plan	See SSR plan	See SSR plan – Opportunities Grant data key to this plan – intended to increase retention and access.	See SSR Year End report, June 2007.  Assessment: All goals have not been met, and SSR is revising its action plans. This statement is too broad and should be revised toward a more specific tactic.
2.4. Strategic Enrollment Management related to access and retention will be met on schedule.	See SEM plan	See SEM plan	See SEM plan	See SEM plan and reports.	See SEM Plan. Overall enrollment target for 2007-08 was met. Special outreach was conducted by Enrollment Services and Diversity and Equity on outreach to underserved populations, such as IDEAS camp, I Am Going to College, Middle School Outreach, Foster Youth outreach, etc.  Assessment: This statement is too broad, and needs to be refocused.

Initiative Three – Baccalaureate Options. The College will provide opportunities for baccalaureate level degrees as a natural extension of the comprehensive mission of the community college.	Timeline	Resources and relation to budget decisions	Assessment Measure (s)	Status Report January 28, 2008	Status Report January, 2009
3.1. EvCC will administer a University Center and partner with universities to bring their bachelor's and master's degree programs here as well as offer our own BA/BS degrees.	Ongoing	College receives a separate allocation from State Board for the University Center	# of degrees # of partnerships	Budget has remained fairly stable; continue to support WWU Human Services and Elementary Ed. programs  Partnerships have expanded to include B.A.S.- I.T.A.M. from Central and B.A. in Liberal Arts from TESC	College leadership has decided not to pursue a baccalaureate degree offered by EvCC.  The University Center continues to expand offerings, recently adding: ** B.S. Interdisciplinary Studies – Social Sciences from CWU; ** BA Environmental Policy and Planning and BS Environmental Sciences from WWU; ** MA Rehabilitation Counseling
					from WWU; *** MIT from WWU.  Assessment: This continues to be a viable tactic.
3.2. EvCC will continue to work with local, regional, and state leaders studying additional baccalaureate degree options for the region.	Ongoing	Board of Trustees President VP Enrollment Services	Board of Trustees Resolutions Participation at meetings where this issue is on the table	UW-North discussions continue	EvCC continues to participate in local and legislative discussions regarding the location of a <b>university "branch"</b> . The addition of University Center-sponsored programs is limited until further FTE funding is allocated. Discussions with other universities are ongoing to develop articulation agreements in teacher education, psychology, and speech communication.  Assessment: The apparent demise of hope for a <b>legislatively approved "UW North" in the near future may</b> affect the types of discussions with other leaders about the near-term future of the University Center and other partnerships. Continue this tactic.
3.3. Strategic Enrollment Management goals in this area will be met on schedule.	See SEM plan	See SEM Plan	See SEM plan	Goals are shared monthly with SEM group and deans. Emphasis on new program development.	By Fall 2009, all dedicated University Center FTE will be allocated.  Assessment: This is a poorly stated goal/tactic and needs to be reviewed.

Initiative Four – Program Development. The College will develop distinguished programs in healthcare, advanced technology, sciences, entrepreneurship, and the visual arts.	Timeline	Resources and relation to budget decisions	Assessment Measure (s)	Status Report January 28, 2008	Status Report January, 2009
4.1 By 2012, EvCC will offer associate degrees in these areas based on Strategic Enrollment Management data.	Varies by program	Existing admin/staff Additional faculty	# of new programs # of existing programs	New programs – Advanced Manufacturing Technology and Tribal Enterprise Management offered and are increasing in enrollments	Current degrees continue and there is progress in working with Providence on new programs related to orthopedic and other technologies.  Assessment: This tactic appears to have efforts behind it. However, it might be better focused on development of new programs, as well as strengthening distinguished programs
4.2 By 2012, at least three of these degrees will be unique in the region.	See SEM plan		Environmental Scan data	Both programs listed above seem fairly unique to the region. Access / tuition provided make them stand out.	Entrepreneurship, Advanced Tech, and our health care programs are unique in the region. Ortho mentioned above may be unique as well.  Assessment: Not sure of the purpose of this tactic.
4.3 By 2012, these programs will be fully articulated with advanced degree programs at EvCC and/or in the region	See SEM plan		#of programs # of articulation agreements	General articulation with the business degree (umbrella ATA for TEM and Entrepreneurship); TESC agreements in place	** The Tribal Enterprise program is articulated with Evergreen's locally offered BA degree program. **Perhaps not fully related to "advanced technology" but nonetheless related to a technology offering at EvCC: The CWU ITAM program in Everett enables ATA and AAS-T graduates in the computer systems areas to continue toward a Bachelor's degree locally. ** New Environmental Studies degree offered in Everett articulates with our science programs. **Articulation of Fire Science with Western Oregon Univ.  Assessment: We are doing well on this, and it offers further distinctiveness to the lower division programs.
4.4 Existing programs in these areas will be stronger in enrollments, resources, and number of students who successfully complete their program goals	By 2012	Financial and Human resources vary by program	Enrollments Resources (see program review) Student completion rates	Program review data for 07-08 will be the baseline used for new programs Data on enrollments shared with VPs and deans Existing programs will report goal completion in program reviews due Jan. 31, 2008	Extra emphasis is being placed on Nursing enrollment. Enrollment in advanced technology programs are strong albeit supported by tuition programs.  Assessment: Is this a well-worded tactic?

Initiative Five – Innovation. The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services.	Timeline	Resources and relation to budget decisions	Assessment Measure (s)	Status Report January 28, 2008	Status Report January, 2009
5.1 By fall, 2012, 25% of our offerings will be on an alternative delivery basis that reduces the time spent by students in traditional classroom settings.	Fall 2011	Distance Learning office funds Faculty development funds Internship	% of offerings # of offerings quality of offerings # of internships/externships	Count will take place in July	From Darryl: In 2007-08, 22% of ALL FTE was in alternative delivery formats. 2007-08 annualized distance FTES = 1418 2007-08 annualized OL FTES = 966 2007-08 annualized HY FTES = 441 2007-08 annualized TC FTES = 12  New courses in online mode are being added, such as PE. % of the “regular” college sections are in total online mode.  Assessment: we appear to be making progress, but lack solid benchmarks.
5.2 Innovative modes of the delivery of student support and learning assistance services will be developed.	ongoing	Staff time; no additional budget	# new, innovative programs quality of services		Fall 2008: e-Tutoring has been implemented, with 24/7 access.  Human Development Dept added one Saturday class and one hybrid class in 2008.  TRIO/SSSP offers pre-nursing support group.  SERC transformed into one-stop for all employment services. Implemented online job postings for students.  SOS program reaches out to students who have stopped attending classes.  Online Orientation program created Winter 08.  <b>More Service Learning options available in “regular” classes.</b>  Increased options for online Writing Center consultations.  Assessment: We appear to be doing well on this, though the alignment is not necessarily deliberate/
5.3 Innovation will be encouraged and supported with professional development funds.	Ongoing	Professional development funds in Instruction and Student Services Professional Leave \$	\$ spent on development of innovative learning experiences \$ spent on professional leave requests that result in innovative learning experiences	Professional Leave requests not at the maximum level in 06-07. For 07-08, 11 leave requests have been submitted  Targeted professional development funds cut from 07-08 budget (\$25,000)  Existing professional development funds from other sources remained at prior years' level.	Foundation budget reflects ongoing commitment to fund faculty development projects - \$10,000 in FY09 was sent to the College from the Foundation.  Assessment: Support appears to be forthcoming.

Initiative Six – Global Awareness. The College will support educational programs that result in a more globally aware and diverse student body and workforce.	Timeline	Resources and relation to budget decisions	Assessment measures	Status Report January 28, 2008	Status Report January, 2009
6.1 By 2012, EvCC's enrollment of certificate and degree seeking students will have increased and be comprised of at least 3% international students.	Pursue annual growth	FY 2009 budget added substantial funds to hire a director and support this goal. Additional staffing and resources to support recruitment, advising, and institutional involvement in international exchange. Scholarship funds.	# of international students per quarter.	Currently at about .75% Funding request to add resources to this initiative is nearly ready to go to the BOT	In Fall, 2008 we have 71 international students, a substantial increase over last year. Based on 6445 cert/degree seeking students in fall 2008, 71 international students is 1.1% of enrollment.  College was awarded CCID grant for education of 8 Egyptian students.  Assessment: The Global Education Initiative launched in Spring, 2008, and funding for the 08-09 year is having a positive effect.
6.2 By 2012, EvCC will host annually at least five exchange faculty from other countries during the academic year.	Pursue annual growth	FY 2009 budget added substantial funds to hire a director and support this goal. Utilize grants and NBI/NLC contacts. Utilize WCCSA as a resource.	# of exchange faculty per year who are in residence at EvCC for at least two weeks	During 2007-08 hosted Chinese Instructor from China. Visitor on a Fulbright Exchange invited to spend time on campus Summer 08	Goal not yet met.  Assessment: The primary emphasis of the Global Education Initiative is on students right now in an effort to build quickly.
6.3 By 2012 EvCC will increase its funding to support annually at least three faculty who study/work/tour abroad.	Pursue annual growth	FY 2009 budget added substantial funds to hire a director and support this goal. Utilize grants (e.g. Fulbright) and other sources to fully or partially fund travel expenses. Link with 6.2 for reciprocal exchanges.	# of faculty per year who receive some form of support from EvCC or EvCC-assisted grants	No faculty members scheduled to work / study abroad 07-08.	Funds used by Board approval in Spring/Summer 2008 for faculty projects.  Assessment: The primary emphasis of the Global Education Initiative is on students right now in an effort to build quickly.
6.4 By 2012, every degree program will include global competence as a learning outcome.	Improvement of Learning Outcomes statements over the years	Faculty time and effort	Presence/absence of this in the Core Learning Outcomes	No action taken on this	Global Studies curriculum guide created Winter 2008. Otherwise this goal is not yet met.  Assessment: There is intention to meet this goal through study by the PGE group.
6.5 By 2012 scholarships will assist 10 EvCC students per year to enroll in a study abroad experience of at least 6 weeks.	Pursue annual growth	Scholarship funds in the amount of about \$30,000 per year	# of students in a study abroad program that yields credit, of at least 6 weeks duration.	Currently at about 2-6 students	No dedicated scholarship fund for this purpose exists. As we seek to build scholarship funds, the FDN Board will be informed of this initiative.  Assessment: The primary emphasis of the Global Education Initiative is on international students right now in an effort to build quickly.



**STANDARD TWO:**  
**Educational Program and  
Its Effectiveness**





Mailed

Onsite

Content Management Table Standard Two: General Requirements and Undergraduate Program		Thumb Drive	In Self-Study Report	In-Appendix	Separate Document	Exhibit Room	Online
<u>Required Documentation (D)</u>	<u>EvCC Documentation</u>						
2D1.1 Measures of educational program effectiveness	D.1a <b>Program Reviews</b>	X				X	
2D1.2 Documents demonstrating appraisal of educational program outcomes	D.2a <b>Summary of Program Reviews</b>	X		X		X	
2D1.3 Inventory of degree programs added and deleted in last five years	D.3a <b>Degrees Programs Added &amp; Deleted</b>	X		X		X	
2D1.4 Number of degrees granted in each program for the last three years	D.4a <b>Awards 2007-09</b>	X		X		X	
2D1.5 Published statements/Written rationale for general education program	D.5a <b>Philosophy Statement on General Education</b>	X		X		X	
<u>Required Exhibits (E)</u>	<u>EvCC Exhibits</u>						
2E1.1 Statement of degree objectives for each degree program	E.1a <b>Listing of Curriculum Guides</b>					X	X
	E.1b <b>List of Degrees and Certificates Offered</b>					X	X
2E1.2 Description of curriculum development bodies and advisory groups	E.2a <b>Instructional Council Operating Procedures</b>					X	
	E.2b <b>Instructional Council Minutes Summary</b>					X	
	E.2c <b>Curriculum Proposal Process</b>					X	
	E.2d <b>Curriculum Proposal Process Follow-up</b>					X	
	E.2e <b>Curriculum Development Procedures chart</b>					X	
	E.2f <b>Program Viability Process</b>					X	
	E.2g <b>Summary of Program Reviews</b>					X	
2E1.3 Complete departmental or program self-studies	E.3a <b>Summary of Program Reviews</b>					X	
2E1.4 Evaluation forms and summary reports of student evaluations	E.4a <b>ABE Student Evaluation Form</b>					X	
	E.4b <b>ESL L1 &amp; L2 Student Evaluation Form</b>					X	
	E.4c <b>ESL L3-L5 Student Evaluation Form</b>					X	
	E.4d <b>IDEA Student Form</b>					X	
	E.4e <b>IDEA Results Report Sample</b>					X	
2E1.5 Self-study and evaluation committee reports from external reviews	E.5a					X	
2E1.6 Criteria and procedures for admission and retention of students	E.6a <b>Application for Admission</b>					X	X
	E.6b <b>Transfer Credit Evaluation</b>					X	X
	E.6c <b>EvCC Course Catalog 2008-09</b>				X	X	X
	E.6d <b>Diploma Application</b>					X	X
	E.6e <b>PEP Guide</b>					X	
2E1.7 Policies regarding transfer of credit, including articulation agreements	E.7a <b>Transfer Credit Evaluation</b>					X	X
	E.7b <b>Transfer Credit Policies</b>					X	
	E.7c <b>Articulation Agreement Listing</b>					X	
	E.7d <b>ICRC Handbook</b>					X	
	E.7e <b>PEP Guide</b>					X	
	E.7f <b>Credit Options listed in EvCC Course Catalog</b>				X	X	X
2E1.8 Policies regarding remedial work	E.8a <b>EvCC Course Catalog 2008-09</b>				X	X	X
2E1.9 Description of materials/forms used in the academic advising process	E.9a <b>Listing of Curriculum Guides</b>					X	X
	E.9b <b>EvCC Student Handbook 2009-10</b>				X	X	
	E.9c <b>EvCC Advisor Handbook 2009</b>					X	
	E.9d <b>EvCC Course Catalog 2008-09</b>				X	X	X
	E.9e <b>Testing Center Schedule</b>					X	X
	E.9f <b>Guidelines for Advising MOU 01/10/08</b>					X	
2E1.10 Grade distribution studies	E.10a <b>Grade Distribution 2008-09</b>					X	
	E.10b <b>Grade Distribution Sample Worksheet</b>					X	
	E.10c <b>Grade Distributions by Dean 2008-09</b>					X	
2E1.11 Policies governing public service	E.11a <b>None exists, per the VP of Admin Services</b>						

## Summary of Program Reviews

Program	Annual Review	3-Year Review	Viability Study
Accounting	2008-2009	2007-2008	
Adult Education	2007-2008	2008-2009	
Advanced Manufacturing	2008-2009	N/A	
Apprenticeship	2006-2007 *	2007-2008	
Aviation Technology	2008-2009	2008-2009	
Business/Economics	2008-2009	2007-2008	
Business Technology	2007-2008	2008-2009	
Chemistry	2007-2008 *	2007-2008	
Child and Family Education	2007-2008	2004-2005 **	
CIS/CP	2007-2008 *	2007-2008	
College in the High School	2008-2009	2007-2008	
Continuing Education	2007-2008	2008-2009	
Cosmetology	2008-2009	???	
Criminal Justice	2007-2008	2007-2008	2008-2009
Distance Learning	2007-2008 *	2007-2008	
Emergency Services	2008-2009	2007-2008	
Engineering	2007-2008 *	2007-2008	
English	2008-2009	2004-2005	
Fire Science	2006-2007	2004-2005	2008-2009
Health Sciences	2008-2009	2007-2008	
High School Completion	2007-2008	2008-2009	
Human Development	2007-2008 *	2007-2008	
Journalism	2008-2009	2007-2008	
Library Media Services	2007-2008	2008-2009	
Life Sciences	2008-2009	2007-2008	
Mathematics	2007-2008	2006-2007 **	
Medical Coding	2007-2008	???	2008-2009
Medical Transcription	2007-2008	???	Requested for 08-09
Monroe program	2007-2008 *	2006-2007	
NBI	2006-2007 *	2007-2008	
Nursing	2007-2008	2008-2009	
ORCA	2007-2008	2006-2007 **	
Performing Arts	2008-2009	2007-2008	
Physical Education	2007-2008 *	???	
Physical Sciences	2006-2007 *	2007-2008	
Physics	???	2007-2008	
Reading/Study Skills	2008-2009	2007-2008	
School of Business Design	2008-2009	N/A	
Social Sciences	2007-2008	2008-2009	
Speech	2008-2009	2007-2008	
Teaching & Learning Coop	2007-2008	2008-2009	
Tutoring Center	2008-2009	2007-2008	
Visual Arts	2008-2009	2007-2008	
Welding	2008-2009	2007-2008	
Workforce Development	2007-2008 *	2004-2005	
World Languages	2006-2007 *	2007-2008	
Writing Center	2008-2009	2007-2008	

\* annual requested 08-09    \*\* 3-year requested 08-09

EvCC Degree Programs  
Added or Deleted

<b>ATA DEGREES As of Fall Quarter, Program Listings</b>	2005	2006	2007	2008	April 2009
Accounting	x	x	x	x	x
Advanced Manufacturing Technology: CAD			x	x	x
Advanced Manufacturing Technology: Composites			x	x	x
Advanced Manufacturing Technology: Manufacturing Operations			x	x	x
Advanced Manufacturing Technology: Precision Machining			x	x	x
Advanced Manufacturing Technology: Welding and Fabrication			x	x	x
Aviation Maintenance Tech	x	x	x	x	x
Business Administration	x	x	x	x	x
Business Technology	x	x	x	x	
CIS Business Applications Specialist					
CIS Network Administration					
CIS Visual Basic Programming					
CIS Web Design and Administration					
Computer Information Technology		x	x	x	x
Corrections	x	x	x	x	might be
Cosmetology	x	x	x	x	x
Drafting Design and Engineering Tech					
Early Childhood Education	x	x	x	x	x
Education Paraprofessional	x	x	x	x	x
Entrepreneurship		x	x	x	x
Fire Science	x	x	x	x	x
Information Technology	x				
Law Enforcement	x	x	x	x	x
Management and Marketing					
Manufacturing Technology Mgmt					
Medical Assistant	x	x	x	x	x
Multimedia Production	x	x	x		
Multimedia Production: Web Design				x	x
Technology Management	x				
Welding	x	x	x	x	x
<b>Certificates As of Fall Quarter, Program Listings</b>	2005	2006	2007	2008	April 2009
Virtual Assistant			x		
Administrative Support	x	x	x	x	x
AMT - Composites		x	x	x	x
AMT - Precision Machining		x	x	x	x
AMT - Technology		x	x	x	x
AMT - Welding/Fabrication		x	x	x	x
AMT- CAD		x	x	x	x
AMT- Manufacturing Operations		x	x	x	x
Aviation Maintenance Tech	x	x	x	x	x
Barber					
Bookkeeping	x	x	x	x	x
Business Administration	x	x	x	x	x
C++ Programming					
Cadet Instructor Cosmetology					
Casino Gaming Systems Tech	x	x	x	x	x
Certified Nursing Assistant					
CIS Network Technician					
CIS Visual Basic					
CIS Visual Programming					
Computer Support Tech	x	x	x	x	x
Cosmetology	x	x	x	x	x
Database Management	x	x	x	x	x
Digital Illustration	x	x	x	x	x
Drafting	x	x			
Early Childhood Education	x	x	x	x	x
Entrepreneurship		x	x	x	x
Esthetics					
Fire Science	x	x	x	x	x

EvCC Degree Programs  
Added or Deleted

	2005	2006	2007	2008	April 2009
Geographic Information Systems	x	x	x	x	x
Graphic Design	x	x	x	x	x
Healthcare Risk Management			x	x	x
Home Health Aide	x	x	x	x	x
I-BEST Welding		x	x	x	x
Legal Office Assistant	x	x	x	x	x
Legal Office Support	x	x	x	x	x
Manicuring					
Medical Administrative Support	x	x	x	x	x
Medical Assistant	x	x	x	x	x
Medical Billing Specialist	x	x	x	x	x
Medical Coding	x	x	x	x	x
Medical Receptionist	x	x	x	x	x
Medical Spanish Interpreter			x	x	x
Medical Transcription	x	x	x	x	x
Metal Fabrication	x	x	x	x	x
Microcomputer Skills					
Microsoft Office Specialist	x	x			
MS Office - fast Track	x	x	x	x	x
Multimedia: Web Design		x	x	x	x
Network Administration					
Nursing (Practical/LPN)	x	x	x	x	x
Nursing Assistant	x	x	x	x	x
Office Support	x	x	x	x	x
PC Technician					
Phlebotomy Technician	x	x	x	x	x
Telecommunications Tech					
Tribal Enterprise Management I-IV				x	x
Web design	x	x	x	x	x
Welding	x	x	x	x	x
Word Processing	x	x			
<b>Other Degrees As of Fall Quarter, Program Listings</b>	2005	2006	2007	2008	April 2009
Associate in Arts and Sciences, Option I	x	x	x	x	x
Associate in Arts and Sciences, Option II	x	x	x	x	x
Associate in Technical Arts	x	x	x	x	x
Associate in General Studies	x	x	x	x	x
Associate in Fine Arts	x	x	x	x	x
Associate in Business - DTA	x	x	x	x	x
Associate in Math and Science/Education (IC approved this, but we	x	x			
Associate of Applied Science - Transfer	x	x	x	x	x
Associate of Science	x	x	x	x	x
Associate in Pre-Nursing (DTA/MRP)				x	x
Associate in Technology DTA				x	x
AAS-Option I - Physical Therapist Assistant			x	x	
This inventory was completed by Christine Kerlin in April 2009, using CIP and EPC reports of approved programs from State Board.					



## Awards

	2006-07	2007-08	2008-09
<b>Associate of Science Transfer</b>			
AS-T AERONAUTICAL ENGRN/MRP	3		1
AS-T BIOL	5	2	2
AS-T BIO/CHEM ENGRN MRP		1	
AS-T CHEM	4	3	1
AS-T CIVIL ENGINEERING/MRP	3	1	4
AS-T COMP	2	3	2
AS-T COMPUTER ELEC ENGRN MRP		1	
AS-T ELECTRICAL ENGRN/MRP	1	1	
AS-T ENGR	8	3	3
AS-T MECHNCAL ENGINEERING/MRP	2	2	4
AS-T MED/DENTISTRY		1	
AS-T OTHER ENGINEER/MRP	2		
AS-T PHYS	2		

<b>Associate of Arts and Science I</b>			
AASI-AVA MNTNCE			1
AASI-DENTAL HYGIENE		1	
AASI-NURSING	91	83	66
AASI-PRE PHRMICY		1	

<b>Associate of Arts and Sciences II DTA</b>			
ASSOC ARTS & SCIENCE II DTA	441	421	404

<b>Associate in General Studies</b>			
ASSOCIATE IN GENERAL STUDIES	20	29	29

<b>Associate of Fine Arts</b>			
AFA-GRAPH DESGN	16	17	7
AFA-PHOTO	7	4	9
AFA-STUDIO ARTS	4	4	
AFA-WRITTEN ART		1	1

<b>Associate of Business</b>			
ASSOCIATE IN BUSINESS-DTA	43	50	41

<b>Associate of Applied Science</b>			
AAS-T COMPUTER INFO TECH	1	4	4

<b>Associate of Technical Arts</b>			
ATA ACCOUNTING	27	18	8
ATA-ADV MFG TECH-CAD		6	6
ATA-ADV MFG TECH-PRCSION MACHN		1	2
ATA-ADV MFG TECH-WELD/FABRICTN			1
ATA-AVIATION MAINTENANCE	4	4	1
ATA-BS APPLICATIONS SPEC	6		
ATA BUSINESS ADMIN	19	6	8
ATA-BUSINESS TECHNOLOGY	21	17	13

ATA-CIS:NETWORK TECHNOLOGY	5		
ATA-COMPUTER INFO TECH	5	9	6
ATA-CORRECTIONS	2		
ATA COSMETOLOGY		5	3
ATA-CRIMINAL JUSTICE	1		
ATA-DRAFTING & DESIGN ENGNR	1		
ATA-EARLY CHILDHOOD EDUC	6	5	10
ATA-ED PARAPROFESSIONAL	7	2	1
ATA-ENTREPRENEURSHIP		1	4
ATA-FIRE SCIENCE	30	18	14
ATA-LAW ENFORCEMENT	6	3	4
ATA-MEDICAL ASSISTANT	18	17	11
ATA-MLTMEDIA PROD:WEB DESIGN	6	6	2
ATA-NETWORK ADMINISTRATION	1		
ATA-WELDING	6	2	3

Certificates			
CERT IN ADMIN SUPPORT	4	1	2
CERT IN ADV MFG TECH-CAD		5	6
CERT IN ADV MFG TECH-PRCSN MAC		10	8
CERT IN ADV MFG TECH-WELD/FABR		1	4
CERT IN BOOKKEEPING	23	15	11
CERT IN BUSINESS ADMIN	13	8	4
CERT IN CASINO GAMING SYS TECH	5	6	2
CERT IN COMPUTER SUPP TECH I	9	11	9
CERT IN COMPUTER SUPP TECH II	9	6	6
CERT IN COSMETOLOGY	15	26	15
CERT IN DATABASE MANAGEMENT	3	4	1
CERT IN DIGITAL ILLUSTRATION	3	2	2
CERT IN DRFT & DESIGN ENGNR TECH	2		
CERT IN EARLY CHILDHOOD EDUC	3	2	8
CERT IN ENTREPRENEURSHIP	2	15	4
CERT IN FIRE SCIENCE	23	14	6
CERT IN GEOGRAPHIC INFO SYSTEM	1	5	3
CERT IN GRAPHIC DESIGN	2	1	2
CERT IN LEGAL OFFICE SUPPORT	12	8	13
CERT IN MED ADMIN SUPPORT	7	7	3
CERT IN MEDICAL ASSISTANT	27	24	23
CERT IN MEDICAL BILLING SPEC	16	9	1
CERT IN MEDICAL CODING	49	24	45
CERT IN MEDICAL RECEPTIONIST	9	12	2
CERT IN MEDICAL TRANSCRIPTION	77	92	98
CERT IN MICROSOFT OFFICE SPEC	12	4	
CERT IN MULTIMEDIA:WEB DESIGN		1	2
CERT IN OFFICE SUPPORT	12	8	10
CERT IN PHLEBOTOMY		1	
CERT IN PRACTICAL NURSING	32	12	24
CERT IN TRIBAL ENTRPRSE MNGT I		4	3
CERT IN TRIBAL ENTRPRSE MNGT II		3	2
CERT IN TRIBAL ENTRPRSE MNGT III			1
CERT IN VIRTUAL ASST		1	
CERT IN WEB DESIGN	2	1	

CERT IN WELDING	5	1	4
CERT IN WORD PROCESSING	3	1	6

High School Diploma			
ADULT HIGH SCHOOL DIPLOMA	147	140	129

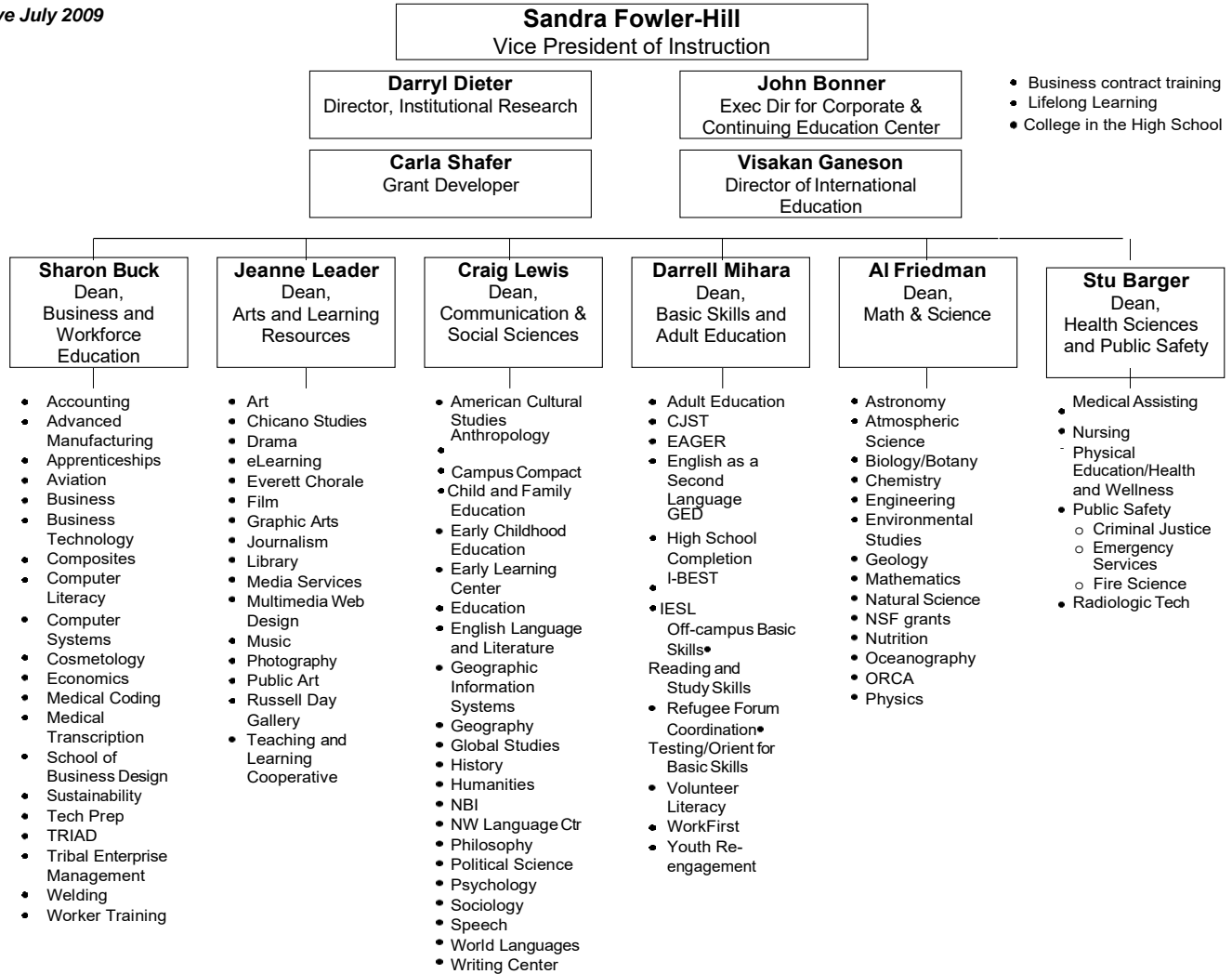
**Retrieved from the EvCC Course Catalog, Spring 2009**

EvCC places a value on study in subjects that broaden a learner's perspectives and competencies. Therefore, some certificates and each degree requires students to take general education courses in communication, computation, human relations and other fields.

## **Philosophy Statement on General Education**

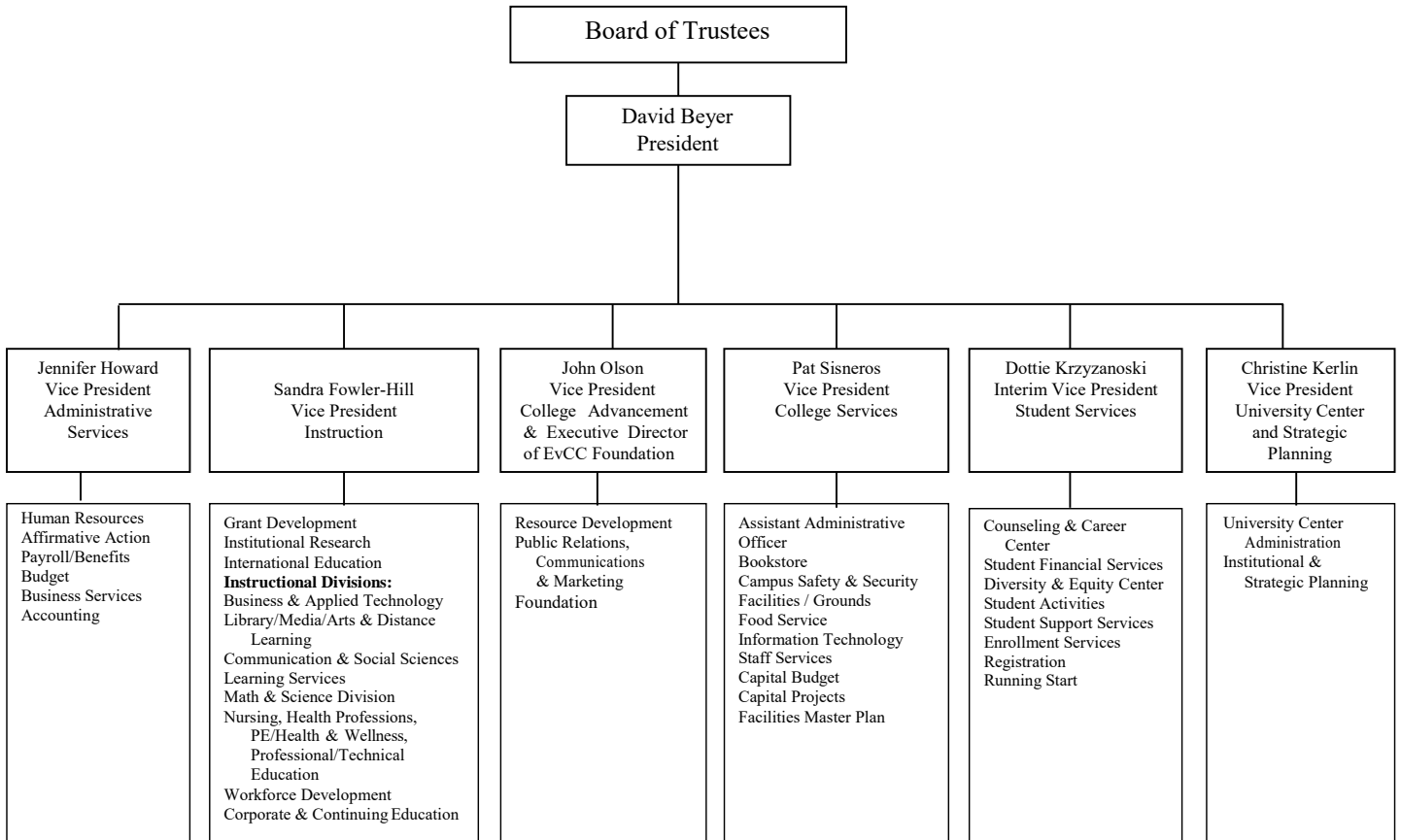
“At Everett Community College we believe that all people have both a right and a responsibility to find out who they are, what they can become and how they relate to others. We further believe that societies, and communities within them, can neither sustain themselves, nor flourish without people who understand themselves and the world in which they live. General Education is the life-long process through which people accumulate the knowledge, skills and understanding necessary to function more completely in complex and diverse societies. As an institution of learning, we acknowledge that we contribute to this process, and we commit ourselves to providing an environment within which people will have the opportunity to further their growth as individuals and members of society.”

***EvCC General Education Task Force, 1998***





# EVERETT COMMUNITY COLLEGE



## Off-Site Programs

### **University Transfer & Distance Learning & Support Lab**

Monroe High School  
17001 Tester Road  
Monroe, WA 98272

Sheila Dunn, Director  
[sdunn@everettcc.edu](mailto:sdunn@everettcc.edu)  
(425)239-8017

### **Adult Education (ESL, GED/ABE, High School Completion, Computer Technology Lab)**

Park Place Middle School  
1408 West Main Street  
Monroe, WA 98272

Sheila Dunn, Director  
[sdunn@everettcc.edu](mailto:sdunn@everettcc.edu)  
(425)239-8017

### **EvCC ESL**

Sultan Elementary School  
501 Date Street  
Sultan, WA 98294

Sheila Dunn, Director  
[sdunn@everettcc.edu](mailto:sdunn@everettcc.edu)  
(425)239-8017

### **Composites**

Snohomish High School  
1316 5th Street  
Snohomish, WA 98290

Sheila Dunn, Director  
[sdunn@everettcc.edu](mailto:sdunn@everettcc.edu)  
(425)239-8017

### **Corporate & Continuing Education Center**

2333 Seaway Blvd.  
Everett WA 98203  
425-267-0150

### **ORCA Program**

Ardi Kveven, Executive Director  
425-267-0156  
[akveven@everettcc.edu](mailto:akveven@everettcc.edu)

### **Aviation Maintenance Technology School**

Paine Field Technology Center  
9711 32nd Place W.  
Bldg C-80, Paine Field  
Everett, WA 98204  
425-388-9533

Bill Loomis, Advisor  
425.388.9519  
[bloomis@everettcc.edu](mailto:bloomis@everettcc.edu)

### **Cosmetology**

9315 G State Avenue  
Marysville, WA 98270  
425-259-8283

Tina Evans  
425.259.8285  
[tevans@everettcc.edu](mailto:tevans@everettcc.edu)

### **Tulalip Education Center**

Marysville Arts & Technology High School  
7707 36th Avenue NW, Bldg B  
Marysville, WA 98271  
360-651-4537

### **Tulalip South Lot Building**

6103 31st Avenue NE  
Tulalip, WA 98271  
425-388-9291

### **Sno Isle Technology Skills Center**

9001 Airport Road  
Everett, WA 98204  
425-368-2220

### Off-Site Classrooms

<u>Location</u>	<u>Room</u>	<u>Sect</u>	<u>Instructor</u>	<u>Evenings Taught</u>	<u>Time</u>	
<b>Mariner High School</b> 200 120th St SW Everett, WA 98204	E 103	MHS	Ted Friedenson	Tuesday/Thursday	6-8:50pm	ESL Level 1
<b>South Everett</b>	E 106		Sue Sander			ESL Levels 1 & 2
	E 107		Adriana Gallagher			ESL Level 2
	E 108		Pat Campbell			ESL Level 3
	E 109		Michael Radford			ESL Level 4
	E 111		Sherry Tuinstra			ESL Level 5
<b>Park Place Middle School</b> 1410 W. Main Street Monroe, WA 98272	A 2	PPM	Shelia Smith	Tuesday/Thursday	6-8:50pm	ESL Level 1
<b>Monroe</b>	A 3		Susie Campbell			ESL Levels 2 & 3
	C 2		Karen Gilbert			ESL Levels 4 & 5
	A 4 & A 5		Computer lab & testing room			
	A-2		Susanne Olson	Monday/Wednesday	6-850pm	ABE Math level 1,2,3 Comm level 2,3
	A-1		Hal Buttery			ABE/GED Math level 4,5 Comm level 4,5
	A 4 & A 5		Computer lab & testing room			
	C-13		Tim Langley	Tuesday/Thursday	6-850pm	HSC
<b>Sultan Elementary School</b> 501 Date Street Sultan, WA 98294	Port #2		Karen Gilbert	Monday/Wednesday	6-8:50pm	ESL Levels 1 - 4
<b>Senior Services MultiCultural Center</b> Airport Rd Business Park 11627 Airport Road Suite F Everett, WA			Carolyn Harano	Wednesday	9:30- 12:30pm	Citizenship
<b>Westin High School</b> 4407 172nd Street NE Arlington, WA 98223	Renee Room		Kim Ramirez	Monday/Wednesday	6-8:50pm	ESL Levels 1 - 4
			Heather Robinson	Monday/Wednesday	6-8:50pm	ABE/GED
	123		Anita Newman	Monday/Wednesday	6:15-8:20pm	HSC

Compiled by Phyllis Bagwell 10/2009



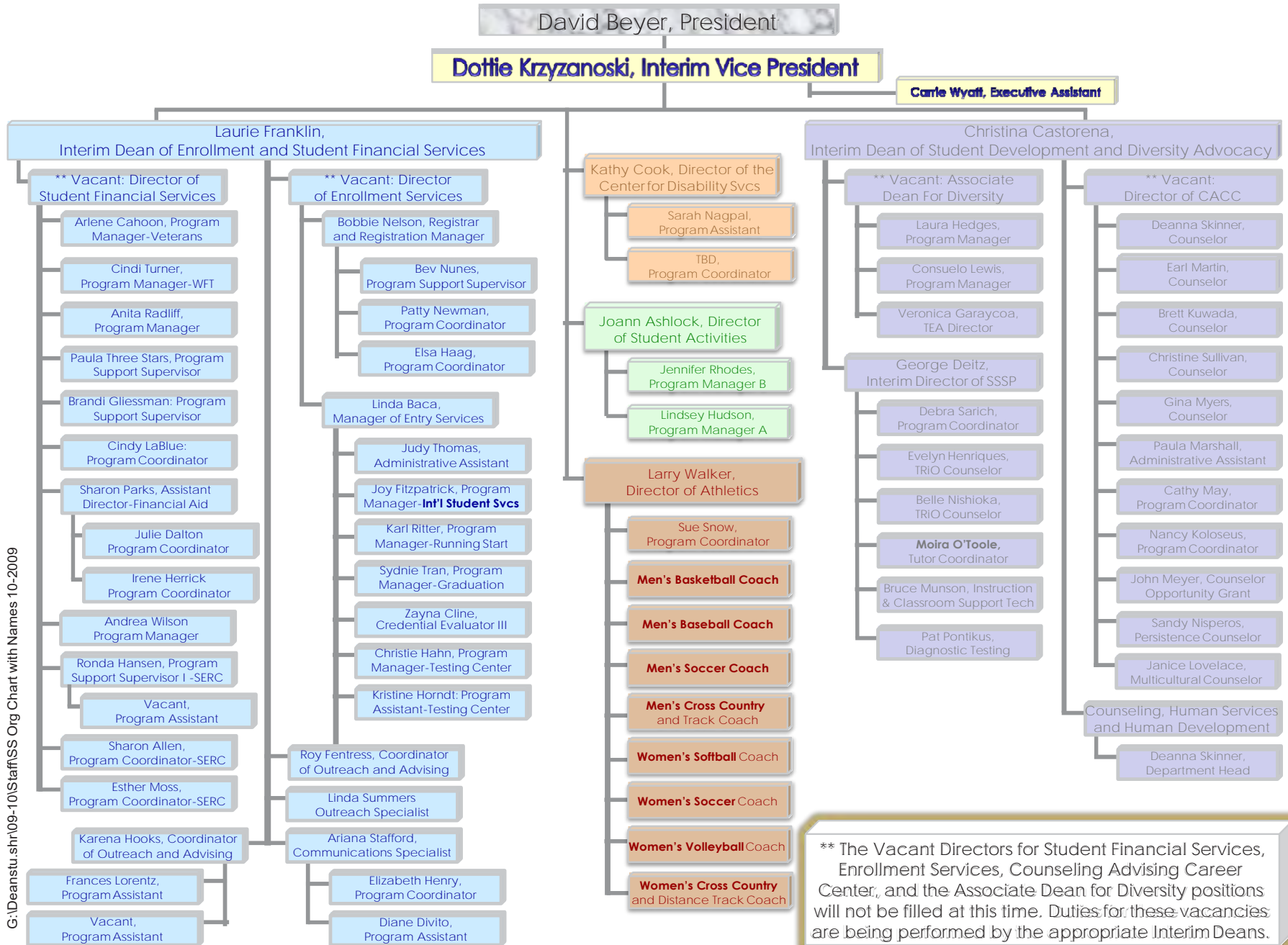
**STANDARD THREE:**  
**Students**





Content Management Table Standard Three: Students		Mailed				Onsite			
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online		
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>							
3D.1	Organization chart for student services	D.1a	<a href="#">Org Chart: Student Services at 09/09</a>	X		X		X	
3D.2	Student handbook	D.2a	<a href="#">EvCC Student Handbook 2009-10</a>	X			X	X	X
3D.3	Summaries of student characteristics: composite of student body	D.3a	<a href="#">EvCC Fact Book 2008</a>	X				X	
		D.3b	<a href="#">EvCC Environmental Scan 2008</a>	X				X	
		D.3c	<a href="#">EvCC Students of Color Data</a>	X				X	
3D.4	Student retention and rate of graduation data for the last three years	D.4a	<a href="#">Graduation Rates</a>	X		X		X	
3D.5	Completed Table #1: Admissions Report	D.5a	<a href="#">Admissions Report</a>	X	X			X	
3D.6	Completed Table #2: Student Affairs Staff Profile	D.6a	<a href="#">Student Affairs Staff Profile</a>	X	X			X	
3D.7	Procedures for policy development including involvement of students	D.7a	<a href="#">EvCC Student Handbook 2009-10</a>	X			X	X	X
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>							
3E.1	Policies on student conduct, rights, resp. & grievance process	E.1a	<a href="#">Student Publications Resolution</a>					X	
		E.1b	<a href="#">EvCC Student Handbook 2009-10</a>				X	X	X
3E.2	Statistics on student financial aid for the last three years	E.2a	<a href="#">Higher Education Coordinating Board</a>					X	
		E.2b	<a href="#">Financial Aid Cohort Default Rates</a>					X	
3E.3	Recent financial aid reviews conducted by state & federal agencies	E.3a	<a href="#">SBCTC Financial Aid Audit</a>					X	
		E.3b	<a href="#">WA State Financial Aid Audit</a>					X	
3E.5	Copy of the mission and goals of each unit	E.5a	<a href="#">Athletics Mission &amp; Goals</a>					X	
		E.5b	<a href="#">Counseling Advising Career Ctr Mission &amp; Goals</a>					X	
		E.5c	<a href="#">Diversity and Equity Mission &amp; Goals</a>					X	
		E.5d	<a href="#">NW Athletic Assoc of CC Mission &amp; Goals</a>					X	
		E.5e	<a href="#">Student Empl. Referral Ctr Mission &amp; Goals</a>					X	
3E.6	Evidence of goal attainment of each unit	E.6a	<a href="#">Athletics Evidence of Goal Attainment</a>					X	
3E.7	Evidence of the impact of student services on students	E.7a	<a href="#">Athletics Evidence of Impact on Students</a>					X	
3E.8	Required institutional publications	E.8a	<a href="#">Required Publications from Course Catalog</a>				X	X	X
<u>Additional Supporting Documentation (A)</u>		<u>EvCC Additional Documentation</u>							
3A.1		A.1	<a href="#">SS in Comm/Tech Colleges: A Practitioner's Guide</a>					X	
3A.2		A.2	<a href="#">EvCC Course Catalog 2009-10</a>				X	X	X
3A.3		A.3	<a href="#">SS Unit Program Reviews</a>					X	
3A.4		A.4	<a href="#">SS Staff Resumes</a>					X	
3A.5		A.5	<a href="#">SS Professional Development Activities &amp; Orgs</a>					X	
3A.6		A.6	<a href="#">EvCC Course List - Winter 2010</a>					X	
3A.7		A.7	<a href="#">SS &amp; Retention Year-End Report</a>					X	
3A.8		A.8	<a href="#">SS Committee Listing</a>					X	
3A.9		A.9	<a href="#">First Year Matters Report</a>					X	
3A.10		A.10	<a href="#">Advising Services &amp; Practices</a>					X	
3A.11		A.11	<a href="#">S &amp; A Fees Funded Programs 2009-10</a>					X	
3A.12		A.12	<a href="#">ASB Constitution 2009-10</a>					X	
3A.13		A.13	<a href="#">SS Strategic Plan</a>					X	
3A.14		A.14	<a href="#">Advising Handbook</a>					X	
3A.15		A.15	<a href="#">SS Philosophy &amp; Mission Statements</a>					X	

# Student Services Organizational Chart at 10/2009



\*\* The Vacant Directors for Student Financial Services, Enrollment Services, Counseling Advising Career Center, and the Associate Dean for Diversity positions will not be filled at this time. Duties for these vacancies are being performed by the appropriate Interim Deans.

# Graduation Rates

of new degree-seeking students

Starting Quarter	New Degree-Seeker Cohort	Earned Degree or Certificate in 2 years		Earned Degree or Certificate in 3 years		Earned Degree or Certificate in 4 years	
		Count	Rate	Count	Rate	Count	Rate
Fall 2003	619	38	6%	100	16%	128	21%
Fall 2004	528	29	5%	77	15%	97	18%
Fall 2005	491	45	9%	76	15%	96	20%
Fall 2006	697	62	9%	117	17%	NA	NA
Fall 2007	623	37	6%	NA	NA	NA	NA

Source: SMIS-STU-D. New degree-seekers identified by STU-SRC=4, INT=B,F,G, PLAN-ATTND=13,14,15, CR-TOT>0, and INSTIT-CAT-IND not 0001, not 0?01?, not 010??.

Degrees or certificates search for: EXIT-CODE 1,2,3,4,A,B,C,D,F,N,T. Diplomas and short-term certificates excluded.



**STANDARD FOUR:**  
**Faculty**



Content Management Table Standard Four: Faculty		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>					
4D.1 Statistics available concerning faculty and administration characteristics	D.1a <a href="#">FT Faculty Characteristics: 2004-2008</a>	X		X		X	
	D.1b <a href="#">FTEF by Department and Employment Status</a>	X		X		X	
	D.1c <a href="#">Faculty Mix of Selected Classes</a>	X		X		X	
4D.2 Completed Table #1: Institutional Faculty Profile Completed Table #2: Number/Source of Terminal Degrees of Faculty	D.2a <a href="#">Institutional Faculty Profile</a>	X	X			X	
	D.2b <a href="#">Num/Srce of Terminal Degrees of Faculty</a>	X	X			X	
4D.3 Salary data for faculty, including compensation for special/extra duties	D.3a <a href="#">Salary Data from 2008-2011 AFT Contract</a>	X		X		X	X
	D.3b <a href="#">2008 Salary Schedule for Associate Faculty</a>	X		X		X	X
	D.3c <a href="#">2008 Salary Schedule for Senior Assoc Faculty</a>	X		X		X	X
	D.3d <a href="#">Appendix A from AFT Contract</a>	X		X		X	X
	D.3e <a href="#">Appendix B from AFT Contract</a>	X		X		X	X
	D.3f <a href="#">Full Time Faculty Benefits from EvCC Website</a>	X		X		X	X
	D.3g <a href="#">College in the High School Stipend</a>	X		X		X	
4D.4 Policy and procedures on evaluation of faculty: full-time and part-time	D.4a <a href="#">Faculty Evaluation Procedures</a>	X		X		X	
4D.5 Examples of the institutional and public impact of faculty scholarship	D.5a <a href="#">Impact of Faculty Scholarship Survey</a>	X		X		X	
4D.6 Summary of most significant faculty activity during the past five years	D.6a <a href="#">Faculty Activities Survey</a>	X		X		X	
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>					
4E.1 Faculty handbook, including personnel policies and procedures	E.1a <a href="#">New Faculty Handbook 2008-09</a>					X	
	E.1b <a href="#">Full-Time Faculty Handbook 2008-09</a>					X	
	E.1c <a href="#">Associate Faculty Handbook 2008-09</a>					X	
4E.2 Policy on Academic Freedom	E.2a <a href="#">Policy from 2008-2011 AFT Contract</a>					X	X
	E.2b <a href="#">EvCC Academic Freedom WAC</a>					X	X
4E.3 Faculty committee and membership	E.3a <a href="#">List of Councils and Committees</a>					X	
4E.4 Evaluation forms and summary reports of student evaluations	E.4a <a href="#">ABE Student Evaluation Form</a>					X	
	E.4b <a href="#">ESL L1 &amp; L2 Student Evaluation Form</a>					X	
	E.4c <a href="#">ESL L3-L5 Student Evaluation Form</a>					X	
	E.4d <a href="#">IDEA Student Form</a>					X	
	E.4e <a href="#">IDEA Results Report Sample</a>					X	
4E.5 Current professional vitae	E.5a <a href="#">Professional Vitae for FT Faculty List</a>					X	
	E.5b <a href="#">Professional Vitae for PT Faculty List</a>					X	
4E.6 Criteria and procedures governing faculty in special programs	E.6a <a href="#">College in the High School Stipend</a>					X	
4E.8 Policies governing part-time faculty	E.8a <a href="#">Associate Faculty Handbook 2008-09</a>					X	
4E.9 Summary reports of faculty involvement with public/comm. services	E.9a <a href="#">Faculty Public/Community Involvement</a>					X	
4E.10 Policies regarding scholarship and artistic creation by faculty & students	E.10a <a href="#">Material Ownership 2008-2011 AFT Contract</a>					X	X
	E.10b <a href="#">EvCC Student Handbook 2009-10 Excerpts</a>				X	X	X
	E.10c <a href="#">Standards of Ethical Conduct Policy</a>					X	X
4E.11 Policies regarding research activity, including sponsored research	E.11a <a href="#">Student Rights re: Use as Research Subjects</a>					X	
	E.11b <a href="#">WAC: Students as Research Subjects</a>					X	X
4E.12 Faculty role in development and monitoring polices and practices	E.12a <a href="#">Impact of Faculty Scholarship Survey</a>					X	
	E.12b <a href="#">Faculty Activities Survey</a>					X	
	E.12c <a href="#">Faculty Role for Developing Policies &amp; Practices</a>					X	



## Full-time Faculty Characteristics

	Total	Gender		Ethnicity			
		Women	Men	Asian Amer/ Pacific	Black	Caucasian	Hispanic
Fall 2004	135	71	64	6	2	121	3
Fall 2005	134	72	62	8	2	114	3
Fall 2006	134	76	58	11	2	113	4
Fall 2007	131	76	55	11	2	111	4
Fall 2008	135	75	60	10	1	116	5

Source: HR Data from Jeff Pearce

Native Amer/ Alaskan	Total People of color
3	14
7	20
4	21
3	20
3	19

# 2007-08 FTEF by Department

Classes exclude CIHS, Con Ed, ATTC, APPR and COM S.

FTEF excludes "Contract" and "Volunteer" statuses

Dept	Annualized FTEF					Annualized FTES
	%Part-time	Part-time	Full-time	Moonlight	Total	
A S L	100%	1.0			1.0	21.1
ABE	92%	6.2	0.6		6.7	174.2
ACCNT	36%	1.6	2.0	0.8	4.3	99.7
ANTHR	36%	1.0	1.0	0.8	2.8	56.6
ART	29%	1.4	3.0	0.3	4.7	99.5
ASTRO	50%	0.3	0.3		0.5	9.9
ATM S	100%	0.3			0.3	3.4
AVA	33%	1.0	1.3	0.6	2.9	43.4
AVA A	57%	1.3	0.7	0.3	2.3	32.4
AVA P	100%	0.6			0.6	9.8
BIOL	56%	4.8	3.4	0.4	8.5	157.5
BOT	0%		0.1		0.1	2.7
BT	67%	3.8	1.3	0.6	5.6	98.3
BUS	59%	5.1	1.9	1.6	8.6	202.9
CHCST	100%	0.1			0.1	1.9
CHEM	18%	1.0	4.0	0.4	5.4	106.5
CHIN	100%	0.3			0.3	3.4
CIS	14%	0.4	2.0	0.8	3.2	41.1
CL	92%	5.3		0.4	5.8	95.6
COSMT	27%	1.2	2.0	1.2	4.4	64.0
CP	100%	1.1			1.1	16.0
CRM J	85%	2.6	0.4		3.0	44.0
ECE	56%	1.0	0.7	0.1	1.7	34.8
ECON	40%	0.7	1.0		1.7	48.6
EDUC	15%	0.2	0.8	0.4	1.3	24.8
EMS	100%	0.5			0.5	21.3
ENG T	14%	0.3	1.8	0.1	2.2	31.1
ENGL	52%	14.2	11.4	1.9	27.5	581.3
ENGNR	3%	0.1	1.5	0.3	1.9	28.0
ENV S	90%	1.0	0.1		1.1	26.3
ESL	76%	15.1	3.8	0.8	19.7	569.7
FAM L	100%	3.9			3.9	58.5
FILM	100%	0.6			0.6	13.0
FIRE	100%	1.7			1.7	40.0
FRNCH	100%	0.3			0.3	7.0
GED	88%	4.8	0.7		5.5	124.4
GEOG	40%	0.7	1.0		1.7	47.3
GEOS	54%	1.0	0.6	0.3	1.9	33.6

# 2007-08 FTEF by Department

Classes exclude CIHS, Con Ed, ATTC, APPR and COM S.

FTEF excludes "Contract" and "Volunteer" statuses

Dept	Annualized FTEF					Annualized FTES
	%Part-time	Part-time	Full-time	Moonlight	Total	
GERM	100%	0.9			0.9	13.6
GRAPH	69%	1.7	0.5	0.2	2.5	55.3
H DEV	57%	0.6		0.4	1.0	17.1
HIST	80%	4.3	0.7	0.4	5.4	147.8
HLTH	49%	3.2	2.8	0.6	6.6	116.5
HSC	78%	2.1	0.5	0.1	2.7	66.3
HUM S	82%	0.2		0.0	0.2	3.4
HUMN	38%	0.7	0.9	0.2	1.8	45.5
IELP	100%	0.1			0.1	12.9
JAPAN	100%	1.0			1.0	19.3
JOURN	17%	0.2	0.8	0.2	1.3	24.1
MATH	59%	12.8	7.8	1.2	21.8	626.7
MC	85%	1.2	0.2		1.4	63.6
MFG T	82%	1.7	0.3	0.1	2.1	27.4
MT	87%	4.8	0.1	0.6	5.5	201.9
MULTI	0%		0.4	0.1	0.6	10.1
MUSIC	40%	0.7	1.0	0.1	1.8	52.2
NAT S	100%	0.1			0.1	2.4
NURS	22%	4.2	11.1	4.1	19.5	150.6
NUTRI	67%	2.0	1.0		2.9	87.6
OCEAN	35%	0.3	0.2	0.3	0.8	15.5
PEHW	65%	1.9	1.0		2.9	58.2
PHIL	64%	1.0	0.6		1.6	45.3
PHOTO	18%	0.5	1.9	0.2	2.6	48.5
PHYS	26%	0.5	1.4	0.1	2.0	38.6
POL S	23%	0.6	1.2	0.7	2.4	56.3
PSYCH	38%	2.1	2.6	0.9	5.6	156.5
RSS	65%	3.8	1.9	0.2	5.8	93.4
RUSS	100%	0.3			0.3	3.6
SOC	14%	0.4	2.2	0.6	3.2	80.6
SPAN	52%	1.8	1.3	0.3	3.4	66.0
SPCH	60%	3.9	2.6		6.4	141.3
THEAT	0%		0.7		0.7	13.5
VESL	100%	1.2			1.2	15.4
WELD	63%	5.1	2.0	0.9	8.0	91.9
WFT	96%	8.0		0.4	8.4	129.8
Total	57%	160.2	95.1	25.1	280.4	5872.5

# 2006-07 Faculty Mix of Selected Classes

Excluded: College in the High School, ATTC, Con Ed (except credit lang), COM S, and classes with employee status of volunteer.

Dept	AnnFTES	AnnFTEF	Student/Faculty Ratio	Full-Time FTEF	%FT FTEF
A S L	23.1	1.16	19.8	0.00	0%
ABE	135.8	4.33	31.4	0.11	3%
ACCNT	86.3	3.89	22.2	2.00	51%
ANTHR	52.6	2.35	22.4	1.01	43%
APPR	94.5	0.00	NA		NA
ART	95.7	4.32	22.1	2.91	67%
ASTRO	9.0	0.50	17.9	0.38	75%
ATM S	6.0	0.38	15.9	0.00	0%
AVA	41.3	2.89	14.3	1.33	46%
AVA A	28.9	1.00	28.9	0.67	67%
AVA P	10.7	0.93	11.5	0.00	0%
BIOL	151.1	8.98	16.8	3.39	38%
BOT	2.4	0.14	17.4	0.14	100%
BT	128.9	6.78	19.0	2.33	34%
BUS	155.6	6.34	24.5	1.33	21%
CHCST	1.1	0.11	10.0	0.11	100%
CHEM	93.3	4.95	18.9	3.07	62%
CIS	54.4	4.33	12.6	2.00	46%
CL	99.8	5.00	20.0	1.33	27%
COSMT	59.8	4.84	12.3	2.04	42%
CP	19.2	1.22	15.7	0.00	0%
CRM J	52.4	3.47	15.1	0.67	19%
ECE	32.1	1.73	18.5	0.68	39%
ECON	42.7	1.55	27.5	1.00	64%
EDUC	22.5	1.20	18.8	0.95	80%
EMS	18.8	0.25	74.4	0.00	0%
ENG T	10.1	1.14	8.9	0.89	78%
ENGL	551.0	26.92	20.5	11.52	43%
ENGNR	29.7	1.99	14.9	1.97	99%
ENV S	25.3	1.11	22.8	0.11	10%
ESL	564.0	20.75	27.2	3.52	17%
FAM L	45.7	4.35	10.5	0.00	0%
FILM	18.9	0.89	21.3	0.00	0%
FIRE	39.8	2.30	17.3	0.00	0%
FRNCH	7.7	0.33	23.0	0.00	0%
GED	224.4	5.81	38.6	0.67	11%
GEOG	39.4	1.67	23.7	1.00	60%
GEOS	32.8	1.64	20.0	0.81	49%
GERM	18.2	1.00	18.2	0.00	0%
GRAPH	56.4	2.38	23.7	0.54	23%
H DEV	17.7	1.09	16.3	0.00	0%
HIST	134.7	5.20	25.9	1.67	32%
HLTH	108.4	6.08	17.8	2.92	48%
HSC	70.2	1.94	36.3	0.74	38%
HUM S	1.7	0.13	12.5	0.00	0%
HUMN	40.3	1.55	26.0	0.78	50%
IELP	12.8	0.44	28.7	0.00	0%
ITALN	4.0	0.28	14.4	0.00	0%
JAPAN	21.9	1.28	17.1	0.00	0%
JOURN	22.5	1.29	17.4	0.84	66%
MATH	600.1	22.50	26.7	8.44	38%

# 2006-07 Faculty Mix of Selected Classes

Excluded: College in the High School, ATTC, Con Ed (except credit lang), COM S, and classes with employee status of volunteer.

Dept	AnnFTES	AnnFTEF	Student/Faculty Ratio
MC	52.7	1.55	33.9
MFG T	12.0	1.11	10.8
MT	83.3	3.65	22.8
MULTI	9.3	0.45	20.6
MUSIC	46.4	1.80	25.8
NAT S	0.0	0.13	NA
NURS	180.8	23.89	7.6
NUTRI	86.0	2.80	30.7
OCEAN	14.1	0.93	15.2
PEHW	45.7	3.78	12.1
PHIL	45.6	1.78	25.6
PHOTO	45.6	2.51	18.2
PHYS	32.3	1.77	18.2
POL S	50.1	2.55	19.6
PSYCH	169.4	6.11	27.7
RSS	93.0	5.39	17.2
RUSS	3.8	0.33	11.3
SOC	75.2	3.22	23.4
SPAN	58.4	3.10	18.8
SPCH	139.2	6.55	21.2
THEAT	9.8	0.89	11.0
VESL	27.3	0.89	30.7
WELD	74.5	6.60	11.3
WFT	81.6	7.63	10.7
Total	5651.6	276.07	20.5

Full-Time FTEF	%FT FTEF
0.33	21%
0.00	0%
0.20	5%
0.45	100%
1.00	56%
0.00	0%
10.79	45%
1.00	36%
0.13	14%
0.88	23%
0.44	25%
1.89	75%
1.61	91%
1.11	43%
2.22	36%
1.67	31%
0.00	0%
1.89	59%
1.33	43%
2.44	37%
0.78	88%
0.00	0%
2.00	30%
0.33	4%
96.35	35%

## From: AFT Contract 2008-11 Section 5

### **5 SALARY**

#### **5.10**

The salary schedule for full-time academic employees shall be in Appendix A.

#### **5.11**

The salary rates for associate academic employees, stipended activities, fourth quarter employment, and all other employment conditions shall be in Appendix B.

#### **5.12**

All years of contracted academic employee service shall mean District V service, including as described in Section 27.70.

### **INITIAL PLACEMENT**

#### **5.2**

In addition to placements on the full-time salary schedule described in Sections 5.21 through 5.25 below, adjustments shall be made in accordance with Appendix A.

#### **5.21**

A newly hired full-time temporary academic employee shall be placed at the Base Step on the full-time salary schedule.

#### **5.22**

A newly hired full-time probationary academic employee shall be placed at an initial salary placement in accordance with Appendix A.

The maximum initial placement for a newly hired full-time probationary academic employee shall be 7 steps above the base, plus doctoral stipend (if applicable).

#### **5.23**

A tenured administrator returning to the bargaining unit shall be placed at the appropriate salary in accordance with the employee's number of years of full-time contracted service to the District beginning with the first year of full-time academic employee service.

#### **5.24**

A previous full-time academic employee who has returned to the District as a full-time academic employee after resignation or other interruption of contracted service shall have all years of previous full-time contracted service included in calculations for salary placement.

#### **5.25**

A full-time temporary academic employee who is hired into a probationary position shall be placed at a salary based on the years of full-time contracted academic employee, in accordance with Appendix A.

### **SALARY INCREASES (INCREMENTS)**

#### **5.3**

A full-time academic employee shall qualify to receive increments and other annual increases shown in Appendix A, except as indicated in Section 5.34, upon completion of an academic year of contracted service, excluding Summer Quarter unless it is in lieu of a quarter of the academic year.



### **5.31**

All calculations for salary increases shall be as of June 30 to be applied for salary increases the following academic year, except for Summer Quarter in lieu of a quarter of the regular academic year.

### **5.32**

For annual salary increase (increment) purposes only, an academic year shall be deemed to have been completed if the academic employee has worked one-half plus one of the total number of contracted days of the academic year as of June 30 to be applied for salary increase the following academic year. Only full-time contracted service shall be included, except as described in Section 27.70. Periods of paid leave shall be included. Periods of unpaid leave shall not.

### **5.33**

**The annual increase (increment) shall consist of state-financed increment funding plus maximum possible turnover, plus other applicable increases as shown in Appendix A.**

### **5.34**

**Each academic year's salary, after increments and other applicable increases, shall constitute the new salary base for that academic employee upon which the following year's salary increases are calculated.**

### **5.35**

An academic employee who has been granted tenure shall receive a salary adjustment pursuant to the Letter of Agreement entitled District Funded Promotional Salary Adjustments.

### **5.36**

A full-time academic employee on a Special A contract shall have his/her increments paid by the funding source.

## **DISTRIBUTION OF SALARY ALLOCATIONS**

### **5.4**

All funds allocated by the SBCTC for general salary increases and COLA's shall be distributed in equal dollar amounts to all applicable academic employees.

### **5.41**

A full-time academic employee on a Special A contract shall have his/her general salary increases (COLA's) paid by the funding source.

## **TURNOVER**

### **5.5**

- A. Turnover is generated whenever a state-funded full-time position is vacated and is filled at a lower salary level.
- B. Maximum Possible Turnover is the total difference in dollars between the salary of each full-time position at the time it is vacated and replacement at the Base Step on that same salary schedule before any general salary increases are added.

### **5.51**

Whenever a tenured or probationary academic employee position is vacated, except for reduction-in-force (RIF), the employer shall fill that position with a full-time replacement for at least one year. The replacement position may be in another academic discipline. However, the employer and the Federation may agree not to fill a position.

### **5.52**

Maximum Possible Turnover shall be used for salary increase.

### **5.53**

If at any time the SBCTC prohibits or fails to authorize the use of turnover as increments, the District and the Federation shall, within 30 contract days of SBCTC notification to the District, set a time to reopen Section 5 and such other parts of the Agreement as may be affected by the bargaining due to this reopening.

## **INDIVIDUAL CONTRACTS**

### **5.6**

All full-time academic employees shall be issued individual contracts. Such individual contracts shall state the following:

- A. The incorporation of this Agreement, by reference;
- B. The agency fee as a condition of employment;
- C. The salary or part-time rate as appropriate;
- D. The contact hour workload or full-time assignment as appropriate;
- E. The total annual or quarterly salary as appropriate;
- F. The beginning and ending dates of the assignment period;
- G. The total number of days or hours, as appropriate, of the assignment period;
- H. The type of appointment held by the employee (e.g. temporary, probationary, tenured, Special A, Special B or associate);
- I. The accumulated sick leave, if applicable;
- J. The choice as to the number of equal payments made to the employee.

### **5.61**

The Employer shall provide such contracts to each full-time academic employee on May 15 prior to the ensuing academic year of assignment.

### **5.62**

Each individual employee who intends to return or commence employment in his/her respective tenured or probationary appointment shall so notify the Employer by signing the individual contract and returning it to the District President no later than ten (10) working days after its receipt. Failure to return a contract on a timely basis shall mean such individual academic employee does not intend to return and no longer desires to be employed by the District.

### **5.63**

Associate Academic Employees' Right to Receive Timely Notice of Class Assignments and Intent to Employ. The Employer shall develop the appropriate form(s) for each associate academic employee indicating employment information. Associate instructional employees shall be assigned a class schedule as far in advance of the start of the quarter as possible. Notification of intent to employ, showing the specific course assignment, shall be received by the associate academic employee within one week of the start of class.

### **5.64**

Right to Notification of and Compensation for Cancellation. Associate instructional employees will be notified within one week of cancellation for classes canceled prior to the first day of class or within one week of the first day of class for classes canceled on or after the first day of class. In the event of a associate academic employee's class(es) being canceled, the academic employee will be compensated by the Employer as follows:

- A. \$150 per course if the course is canceled or reassigned less than one week before the scheduled start of the course and the faculty member does not receive a replacement course;
- B. \$150 per course plus the salary for the percentage of the course taught for courses canceled on or after the first day of class.

**5.65**

Within 30 days after the start of the assignment, academic employees with reassigned time under Section 27.90-92 shall receive a written statement regarding the assigned duties, the percentage of reassigned time, and the starting and ending date.

## From: AFT Contract 2008-11 Section 5

### **5 SALARY**

#### **5.10**

The salary schedule for full-time academic employees shall be in Appendix A.

#### **5.11**

The salary rates for associate academic employees, stipended activities, fourth quarter employment, and all other employment conditions shall be in Appendix B.

#### **5.12**

All years of contracted academic employee service shall mean District V service, including as described in Section 27.70.

### **INITIAL PLACEMENT**

#### **5.2**

In addition to placements on the full-time salary schedule described in Sections 5.21 through 5.25 below, adjustments shall be made in accordance with Appendix A.

#### **5.21**

A newly hired full-time temporary academic employee shall be placed at the Base Step on the full-time salary schedule.

#### **5.22**

A newly hired full-time probationary academic employee shall be placed at an initial salary placement in accordance with Appendix A.

The maximum initial placement for a newly hired full-time probationary academic employee shall be 7 steps above the base, plus doctoral stipend (if applicable).

#### **5.23**

A tenured administrator returning to the bargaining unit shall be placed at the appropriate salary in accordance with the employee's number of years of full-time contracted service to the District beginning with the first year of full-time academic employee service.

#### **5.24**

A previous full-time academic employee who has returned to the District as a full-time academic employee after resignation or other interruption of contracted service shall have all years of previous full-time contracted service included in calculations for salary placement.

#### **5.25**

A full-time temporary academic employee who is hired into a probationary position shall be placed at a salary based on the years of full-time contracted academic employee, in accordance with Appendix A.

### **SALARY INCREASES (INCREMENTS)**

#### **5.3**

A full-time academic employee shall qualify to receive increments and other annual increases shown in Appendix A, except as indicated in Section 5.34, upon completion of an academic year of contracted service, excluding Summer Quarter unless it is in lieu of a quarter of the academic year.

**PART TIME (ASSOCIATE) FACULTY SALARY SCHEDULE  
EFFECTIVE 7/1/08**

**QUARTERLY BASE SALARY: 12067**

Percentage of load is figured to three decimal points. Contracts will show salary figured to three decimal points. The following schedule is based on contract hours per week for ten weeks. The dollar amounts shown are the quarterly salary amounts.

**% OF LOAD AND QUARTERLY SALARY AMOUNTS AT 15, 18, 20 AND 30 MODES**

	% OF LOAD	SALARY	% OF LOAD	SALARY	% OF LOAD	SALARY	% OF LOAD	SALARY
<b>CONTACT</b>	AT 15 MODE	AT 15 MODE	AT 18 MODE	AT 18 MODE	AT 20 MODE	AT 20 MODE	AT 30 MODE	AT 30 MODE
<b>HRS/WK</b>	15	(LECTURE)	18	(SCI LAB)	20	(LAB)	30	(COUN/LIBR)
1	6.7%	\$ 808.49	5.6%	\$ 675.75	5.0%	\$ 603.35	3.3%	\$ 398.21
2	13.3%	\$ 1,604.91	11.1%	\$ 1,339.44	10.0%	\$ 1,206.70	6.7%	\$ 808.49
3	20.0%	\$ 2,413.40	16.7%	\$ 2,015.19	15.0%	\$ 1,810.05	10.0%	\$ 1,206.70
4	26.7%	\$ 3,221.89	22.2%	\$ 2,678.87	20.0%	\$ 2,413.40	13.3%	\$ 1,604.91
5	33.3%	\$ 4,018.31	27.8%	\$ 3,354.63	25.0%	\$ 3,016.75	16.7%	\$ 2,015.19
6	40.0%	\$ 4,826.80	33.3%	\$ 4,018.31	30.0%	\$ 3,620.10	20.0%	\$ 2,413.40
7	46.7%	\$ 5,635.29	38.9%	\$ 4,694.06	35.0%	\$ 4,223.45	23.3%	\$ 2,811.61
8	53.3%	\$ 6,431.71	44.4%	\$ 5,357.75	40.0%	\$ 4,826.80	26.7%	\$ 3,221.89
9	60.0%	\$ 7,240.20	50.0%	\$ 6,033.50	45.0%	\$ 5,430.15	30.0%	\$ 3,620.10
10	66.7%	\$ 8,048.69	55.6%	\$ 6,709.25	50.0%	\$ 6,033.50	33.3%	\$ 4,018.31
11	73.3%	\$ 8,845.11	61.1%	\$ 7,372.94	55.0%	\$ 6,636.85	36.7%	\$ 4,428.59
12	80.0%	\$ 9,653.60	66.7%	\$ 8,048.69	60.0%	\$ 7,240.20	40.0%	\$ 4,826.80
13	86.7%	\$10,462.09	72.2%	\$ 8,712.37	65.0%	\$ 7,843.55	43.3%	\$ 5,225.01
14	93.3%	\$11,258.51	77.8%	\$ 9,388.13	70.0%	\$ 8,446.90	46.7%	\$ 5,635.29
15	100.0%	\$12,067.00	83.3%	\$10,051.81	75.0%	\$ 9,050.25	50.0%	\$ 6,033.50
16	106.7%	\$12,875.49	88.9%	\$10,727.56	80.0%	\$ 9,653.60	53.3%	\$ 6,431.71
17	113.3%	\$13,671.91	94.4%	\$11,391.25	85.0%	\$ 10,256.95	56.7%	\$ 6,841.99
18	120.0%	\$14,480.40	100.0%	\$12,067.00	90.0%	\$ 10,860.30	60.0%	\$ 7,240.20
19	126.7%	\$15,288.89	105.6%	\$12,742.75	95.0%	\$ 11,463.65	63.3%	\$ 7,638.41
20	133.3%	\$16,085.31	111.1%	\$13,406.44	100.0%	\$ 12,067.00	66.7%	\$ 8,048.69

**HOURLY RATES:**

LECTURE (15 MODE):	\$ 80.45
SCIENCE LAB (18 MODE):	\$ 67.04
LAB (20 MODE):	\$ 60.34
COUNS/LIBR/SPEC ASSN/ OUTCOMES ASSESS (30 MODE):	\$ 40.22
COMM SERVICE (40 MODE):	\$ 30.17

**PART TIME (SENIOR ASSOCIATE) FACULTY SALARY SCHEDULE  
EFFECTIVE 7/1/08**

**QUARTERLY BASE SALARY: 13067**

Percentage of load is figured to three decimal points. Contracts will show salary figured to three decimal points. The following schedule is based on contract hours per week for ten weeks. The dollar amounts shown are the quarterly salary amounts.

**% OF LOAD AND QUARTERLY SALARY AMOUNTS AT 15, 18, 20 AND 30 MODES**

	% OF LOAD	SALARY	% OF LOAD	SALARY	% OF LOAD	SALARY	% OF LOAD	SALARY
<b>CONTACT</b>	AT 15 MODE	AT 15 MODE	AT 18 MODE	AT 18 MODE	AT 20 MODE	AT 20 MODE	AT 30 MODE	AT 30 MODE
<b>HRS/WK</b>	15	(LECTURE)	18	(SCI LAB)	20	(LAB)	30	(COUN/LIBR)
1	6.7%	\$ 875.49	5.6%	\$ 731.75	5.0%	\$ 653.35	3.3%	\$ 431.21
2	13.3%	\$ 1,737.91	11.1%	\$ 1,450.44	10.0%	\$ 1,306.70	6.7%	\$ 875.49
3	20.0%	\$ 2,613.40	16.7%	\$ 2,182.19	15.0%	\$ 1,960.05	10.0%	\$ 1,306.70
4	26.7%	\$ 3,488.89	22.2%	\$ 2,900.87	20.0%	\$ 2,613.40	13.3%	\$ 1,737.91
5	33.3%	\$ 4,351.31	27.8%	\$ 3,632.63	25.0%	\$ 3,266.75	16.7%	\$ 2,182.19
6	40.0%	\$ 5,226.80	33.3%	\$ 4,351.31	30.0%	\$ 3,920.10	20.0%	\$ 2,613.40
7	46.7%	\$ 6,102.29	38.9%	\$ 5,083.06	35.0%	\$ 4,573.45	23.3%	\$ 3,044.61
8	53.3%	\$ 6,964.71	44.4%	\$ 5,801.75	40.0%	\$ 5,226.80	26.7%	\$ 3,488.89
9	60.0%	\$ 7,840.20	50.0%	\$ 6,533.50	45.0%	\$ 5,880.15	30.0%	\$ 3,920.10
10	66.7%	\$ 8,715.69	55.6%	\$ 7,265.25	50.0%	\$ 6,533.50	33.3%	\$ 4,351.31
11	73.3%	\$ 9,578.11	61.1%	\$ 7,983.94	55.0%	\$ 7,186.85	36.7%	\$ 4,795.59
12	80.0%	\$10,453.60	66.7%	\$ 8,715.69	60.0%	\$ 7,840.20	40.0%	\$ 5,226.80
13	86.7%	\$11,329.09	72.2%	\$ 9,434.37	65.0%	\$ 8,493.55	43.3%	\$ 5,658.01
14	93.3%	\$12,191.51	77.8%	\$10,166.13	70.0%	\$ 9,146.90	46.7%	\$ 6,102.29
15	100.0%	\$13,067.00	83.3%	\$10,884.81	75.0%	\$ 9,800.25	50.0%	\$ 6,533.50
16	106.7%	\$13,942.49	88.9%	\$11,616.56	80.0%	\$ 10,453.60	53.3%	\$ 6,964.71
17	113.3%	\$14,804.91	94.4%	\$12,335.25	85.0%	\$ 11,106.95	56.7%	\$ 7,408.99
18	120.0%	\$15,680.40	100.0%	\$13,067.00	90.0%	\$ 11,760.30	60.0%	\$ 7,840.20
19	126.7%	\$16,555.89	105.6%	\$13,798.75	95.0%	\$ 12,413.65	63.3%	\$ 8,271.41
20	133.3%	\$17,418.31	111.1%	\$14,517.44	100.0%	\$ 13,067.00	66.7%	\$ 8,715.69



# From: AFT Contract 2008-11 Appendix A

## LETTER OF AGREEMENT, JULY 1, 2008

### District Funded Promotional Salary Adjustments

In order to implement salary adjustments for FY 2008-09, FY 2009-10 and FY 2010-11 the District and Federation agree to the following:

I.

The adjustments below are in addition to other funding (COLA, increment, etc.) that may be provided by the State Board and turnover savings. The calculation of salary adjustment funding provided by the State Board and turnover savings is subject to(a) separate letter(s) of agreement(s).

II.

The adjustments below are applied after salary adjustments from funding provided by the State Board and from turnover savings are calculated.

III.

The annualized salary adjustment for associate faculty with Senior Associate Status assigned a 1.0 load shall be an additional \$1,000 per quarter.

#### Associate Faculty - Senior Associate Implementation

##### A. For Fiscal Year 2008-09

If the College **does not receive** general growth enrollment funding for FY 2008-09:

1. The College will budget twenty thousand dollars (\$20,000) plus benefits to create senior associate faculty positions.
2. Increment funding for associate faculty, if received, will be used to create as many senior associate faculty positions as funding allows.

If the College **does receive** general growth enrollment funding for FY 2008-09:

1. The College will budget thirty thousand dollars (\$30,000) plus benefits to create senior associate faculty positions.
2. Increment funding for associate faculty, if received, will be used to create as many senior associate faculty positions as funding allows.

##### B. For Fiscal Year 2009-10

1. The College will budget thirty thousand dollars (\$30,000) plus benefits to create senior associate faculty positions.
2. Increment funding for associate faculty, if received, will be used to create as many senior associate faculty positions as funding allows.

##### C. For Fiscal Year 2010-11

1. The College will budget an additional thirty thousand dollars (\$30,000) plus benefits to create new senior associate faculty positions.
2. Increment funding for associate faculty, if received, will be used to create as new many senior associate faculty positions as funding allows.

D. If, in fiscal year 2008-09 or 2009-10, any senior associate faculty positions are not fully funded, because the positions are implemented during winter or spring quarter, funding for the following year must fully fund these positions prior to funding new positions. In fiscal year 2010-11 all senior associate faculty positions must have funding budgeted for an entire academic year, regardless of the quarter the position was implemented.

E. No college funding shall be used to create Senior Associate Faculty positions until all available increment funding, if any, has been utilized to create Senior Associate Faculty positions. In the event that the amount of annual increment funding exceeds the funding necessary to create the number Senior Associate Faculty positions the increment funding shall be applied permanently to associate faculty salaries. The use of increment funding is subject to the provisions of the appropriation act(s) and rules issued by the State Board.

F. In the event that not all annual college funding is utilized to create Senior Associate Faculty positions the excess funding may be used for faculty development for only the year for which it was initially budgeted. The excess funding shall be utilized in the next year to create additional Senior Associate Faculty positions prior to utilizing new college funding.

#### IV.

#### Full-time Faculty Salary Adjustments

A. If the College **does not receive** general growth enrollment funding for FY 2008-09:

##### For Fiscal Year 2008-09

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$400 from \$2,000 to \$2,400.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than four (4) percent of the Base Step.

##### For Fiscal Year 2009-10

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$800 from \$2,400 to \$3,200.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than four and one-half (4½) percent of the Base Step.

##### For Fiscal Year 2010-11

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$1,200 from \$3,200 to \$4,400.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than five (5) percent of the Base Step.

**B. If the College **does receive** general growth enrollment funding for FY 2008-09:**

For Fiscal Year 2008-09

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$800 from \$2,000 to \$2,800.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than four (4) percent of the Base Step.

For Fiscal Year 2009-10

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$800 from \$2,800 to \$3,600.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than four and one-half (4½) percent of the Base Step.

For Fiscal Year 2010-11

1. The tenure advancement for existing tenured faculty and newly tenured faculty, except as described in Section D., shall increase by \$800 from \$3,600 to \$4,400.
2. An academic employee who holds an earned doctoral degree shall receive a doctoral advancement that shall equal no less than five (5) percent of the Base Step.

**C. Full-time Temporary Faculty**

For fiscal years 2008-09, 2009-10 and 2010-11, full-time temporary faculty working under a one-year appointment that are offered a new one-year contract shall be placed at a salary that is increased by one-half of the adjustment granted to full-time faculty in the applicable #1 above.

**D. Probationary Faculty**

This clause applies only to the following probationary faculty:

- Linda Berkley
- Dongwa Hu
- Janice Lovelace
- Lisa Miller
- Steven Powell
- Kristine Washburn
- Robert Osnes
- Cynthia Weber

The probationary faculty identified above, upon renewal of probation, shall receive a promotional adjustment equal to one-half of the adjustment granted to full-time faculty in the applicable #1 above. The tenure adjustment for the

probationary faculty identified above shall be \$4,400 less the total amount granted in the preceding sentence.

**E. Alternate Method**

In the event that the adjustment noted in this section cannot be fully or partially implemented for reasons outside the control of the District or Federation, the District and Federation shall renegotiate the provisions of this section. The same amount of salary adjustments that would have occurred under number 1 shall be applied to full-time faculty in an alternative method that can be implemented such as increasing the tenure advancement.

David N. Bejer  
District President

8/15/08

Date

Thomas M. Garbun  
Federation President

8-28-08

Date

LETTER OF AGREEMENT, JULY 1, 2008  
APPENDIX A

The District and Federation agree that the salary schedule in Appendix A is as indicated below.

APPENDIX A  
FULL-TIME SALARY SCHEDULE  
Effective July 1, 2008

Annual Salary Schedule (172 Days)

The incremental difference between steps shall be \$400

The range for initial salary placement shall be from the base step to the amount 7 steps (\$2,800) above the base (plus adjustment for earned doctorate, if applicable)

If the College does not receive general growth enrollment funding for FY 2008-09 the salary schedule will be as follows:

2007-2008 Base Salary	\$43,946
Plus increase to Base	\$2,098
College funded adjustment	\$200
<b>2008-2009 Base Salary Step</b>	<b>\$46,244</b>

<b>Minimum Initial Placement Amount</b>	<b>\$46,244</b>	Plus earned doctorate adjustment, if applicable
<b>Maximum Initial Placement Amount</b>	<b>\$49,044</b>	Plus earned doctorate adjustment, if applicable

If the College receives general growth enrollment funding for FY 2008-09 the salary schedule will be as follows:

2007-2008 Base Salary	\$43,946
Plus increase to Base	\$2,098
College funded adjustment	\$400
<b>2008-2009 Base Salary</b>	<b>\$46,444</b>

<b>Minimum Initial Placement Amount</b>	<b>\$46,444</b>	Plus earned doctorate adjustment, if applicable
<b>Maximum Initial Placement Amount</b>	<b>\$49,244</b>	Plus earned doctorate adjustment, if applicable

David H. Beyer  
District President  
Thomas M. Barber  
Federation President

9/15/08  
Date  
8-28-08  
Date

LETTER OF AGREEMENT, JULY 1, 2008  
TURNOVER, INCREMENT & COLA FUNDING

**I. INCREMENT ADVANCEMENT**

*Note: Increment advancement funding increases actual salary, but does not increase the value of the base step.*

**A. Turnover Savings Calculation**

The District and the Federation agree that the turnover generated as of July 1, 2008, for AY 2007-2008 and the use of that turnover shall be as indicated below.

Full-time academic employees turnover based on the June 30, 2008 salary schedule.

Turnover savings shall be re-calculated if, prior to July 1, 2008, the status of or number of vacated faculty changes or if the status of new faculty changes.

Turnover savings shall be re-calculated if the full-time temporary faculty positions (D-H) are replaced by tenure-track faculty positions at a salary rate (step) above the salary rate (step) of the full-time temporary faculty positions.

Faculty	New Faculty	Current Salary (FY 2007-08)	Replacement Salary (as of June 30, 2008)
A Michal Lotzkar	Barger, Stu	50,301	55,501
B Susan Cross	Tamilarasi, Devasagayam	53,501	44,346
C Ji Jiang	Quarles, Christopher	51,339	44,346
D Tom Hatton	FT -Temp	50,701	43,946
E Nina Benedetti	FT -Temp	45,101	43,946
F Ananth Sriraman	FT -Temp	45,101	43,946
G Steve Robinson	FT -Temp	49,301	43,946
H Barbara Yasui	FT -Temp	44,701	43,946
		<u>\$389,046</u>	<u>\$363,923</u>
	<b>Difference</b>		<u>\$25,123</u>
Local turnover			\$25,123
Divided by 130 FT faculty			130
Total turnover increment per faculty			<u>\$193</u>
 <b><u>B. Increment Funding</u></b>			
SBCTC Increment Funding			\$52,397
Less Benefits @ 16.6%			<u>\$7,460</u>
Net			\$44,937
Divided by 118 FT faculty			118
Total SBCTC increment per faculty			<u>\$381</u>
 <b>TOTAL FOR INCREMENT ADVANCEMENT</b>			 <u><b>\$574</b></u>





From: AFT Agreement 2008-11

## **APPENDIX B**

### **Other Payment Schedules**

#### **SPECIAL PROJECTS**

##### **B.1**

The following compensation shall apply to special student projects:

- A. Each portfolio evaluation for experiential learning shall be compensated on the thirty (30) hour mode for a maximum of four (4) hours per evaluator.
- B. Each course challenge shall be compensated on the thirty (30) hour mode for a maximum of three (3) hours per challenge.
- C. Each special projects (99, 199, 299) shall be compensated on the thirty (30) hour mode for a maximum of five (5) hours per student project.

#### **PART- TIME SALARY**

##### **B.2**

- A. Part-time salary per quarter shall be \$12,067 times load, effective July 1, 2008.

Senior Associate rate for associate academic employees with Senior Associate status shall be \$13,067 times load, effective July 1, 2008.

##### **B. Implementation of Senior Associate Provisions**

The following agreement has been created to govern the implementation of said provisions for the first three years (the term of this contract) and to clarify two issues not addressed in the contract proper:

- I. How to “grandfather in” part-time faculty hired before July 1, 2008 who have or have not yet obtained “Affiliated Faculty” status under the previous contract language and who therefore do not immediately qualify for Senior Associate status but who may have received Dean evaluations and/or student assessments for one or more quarters of their employment, and
- II. How to maintain a predictable cost to the District for the addition of new Senior Associates each year.

I. Grandfathering.

- A. Part-time faculty already designated as “Affiliated Faculty” prior to July 1, 2008, shall be deemed “eligible” for Senior Associate status on July 1, 2008.
- B. Part-time faculty not designated “Affiliated Faculty” prior to July 1, 2008, but who have been employed by the District for at least 6 quarters prior to July 1, 2008 and who have received satisfactory student assessments and Dean evaluations, shall be deemed eligible for Senior Associate status upon completion of 1 additional quarter of employment in which they receive satisfactory student assessments and peer or Dean evaluations and upon submission of a self-assessment, as defined in the Senior Associate provisions.
- C. Part-time faculty not designated “Affiliated Faculty” prior to July 1, 2008, but who have been employed by the District for at least 4 or 5 quarters prior to July 1, 2008 and who have received satisfactory student assessments and Dean evaluations, shall be deemed eligible for Senior Associate status upon completion of 2 additional quarters of employment in which they receive satisfactory student assessments and peer or Dean evaluations and upon submission of a self-assessment, as defined in the Senior Associate provisions, following each such quarter.
- D. Part-time faculty not designated “Affiliated Faculty” prior to July 1, 2008, but who have been employed by the District for at least 3 quarters prior to July 1, 2008 and who have received satisfactory student assessments and Dean evaluations, shall be deemed eligible for Senior Associate status upon completion of 3 additional quarters of employment in which they receive satisfactory student assessments and peer or Dean evaluations and upon submission of a self-assessment, as defined in the Senior Associate provisions, following each such quarter.
- E. Part-time faculty not designated “Affiliated Faculty” prior to July 1, 2008, who have been employed by the District for less than 3 quarters prior to July 1, 2008 and who have received satisfactory student assessments and Dean evaluations, shall be deemed eligible for Senior Associate status upon completion of 6 additional quarters of employment in which they receive satisfactory student assessments and peer or Dean evaluations and upon submission of a self-assessment, as defined in the Senior Associate provisions, following each such quarter, but shall receive credit for 1 quarter for each quarter employed prior

to July 1, 2008 in which they received satisfactory student assessments and Dean evaluations.

- F. Part-time faculty not employed by the District prior to July 1, 2008, shall complete the 6-quarter requirement for eligibility outlined in the contract proper.
  - G. Upon meeting criteria for eligibility for Senior Associate status during the term of this contract, applicants should submit evidence of that eligibility to the administrative member of the "Senior Associate Status Implementation Committee" (hereinafter SASIC).
  - H. SASIC shall consist of one administration representative appointed by the Vice President of Instruction, two tenured faculty representatives appointed by the Federation, and one student appointed by the Student Association.
  - I. SASIC shall grant Senior Associate status to eligible part-time faculty applicants based on the budget for positions available at that time (using the formula outlined in Sec II) and based upon ranking and prioritization of applications using the following criteria:
    - 1. Those already designated "Affiliated Faculty" as of July 1, 2008, shall have highest priority and shall be ranked based on the number of years of service to the District.
    - 2. Those who become eligible for Senior Associate status during the term of this contract shall be ranked according to
      - a. date upon which they become eligible for Senior Associate status
      - b. number of quarters employed by the District multiplied by average load each quarter
      - c. number of quarters in which the applicant received satisfactory or better student assessments
      - d. number of quarters in which the applicant received satisfactory or better peer or Dean evaluations
- II. Number of eligible applicants to receive Senior Associate status shall be determined in the following manner:
- A. In Spring quarter, Contract Administration Committee shall determine the following academic year's budget for new Senior Associate designees and shall notify SASIC of it's budget for new Senior Associate positions.
  - B. The budget shall be determined by adding the State's PT increment allocation to the District's contribution toward new Senior Associate positions.
    - 1. The District's contribution toward new Senior Associate positions shall be \$30,000/year for each of the three years of this contract but shall be reduced to \$20,000 in the first year only if the College does not receive growth money for the first year of the contract based on enrollments from the previous two years.

- C. SASIC will meet during the second or third week of Fall quarter and consider any and all applications for Senior Associate status then before it.
- D. SASIC will award Senior Associate status to as many eligible applicants as possible, using the ranking criteria outlined above, based on consideration of each applicant's likely load, in order of the applicants' rankings, until the budget maximum has been reached.
1. Example: Applicant ranked #1 worked a load of .66 per quarter for the year prior to consideration. The predicted cost of applicant's additional pay for Senior Associate status would be \$2000 for the following year. \$2000 is deducted from the available budget for funding new positions. Applicant ranked #2 is then considered, and so on until reaching the applicant whose Senior Associate status cannot be funded from the available budget. That applicant and those ranked lower shall be at the top of the rankings for the following year.
  2. In estimating an applicant's likely load and therefore that applicant's cost to budget for the applicant's first year as a Senior Associate, SASIC should not consider loads in excess of 1.0 per quarter or summer assignments, as Senior Associate pay does not apply to loads in excess of 1.0 or summer assignments.
- E. If the available budget for new Senior Associates covers all eligible Fall applicants for Senior Associate status, SASIC will meet again during the second week of Winter quarter to consider any and all applications for Senior Associate status then before it and to award Senior Associate status to as many eligible applicants as possible, using the ranking criteria outlined above, up to the limit of the budget still available for that year.
- F. If the available budget for new Senior Associates covers all eligible Winter applicants for Senior Associate status, SASIC will meet again during the second week of Spring quarter to consider any and all applications for Senior Associate status then before it and to award Senior Associate status to as many eligible applicants as possible, using the ranking criteria outlined above, up to the limit of the budget still available for that year.
- G. A Senior Associates relinquishing or losing Senior Associate status, as provided by 3.17. F. 8, gives rise to Senior Associate turnover; the turnover amount is the amount of additional pay received by the Senior Associate in his last year of employment and shall be added to the available budget for creating new Senior Associates in the following year.
- Example: A Senior Associate who leaves the District after Fall quarter and who does not seek employment by Spring quarter relinquishes his/her Senior Associate status. If the Senior Associate worked a .33 load in Fall quarter, he/she received \$333 in additional Senior Associate pay, which shall now be

added to the available budget for funding new positions the following year.

- H. If the actual budget for additional Senior Associate pay for Senior Associates newly designated as such in a given academic year exceeds SASIC's budget, the College may, at its will, reduce its contribution to the budget for new positions in the following year by the amount by which the total budget was exceeded.
- I. If the actual budget for additional Senior Associate pay for Senior Associates newly designated as such in a given academic year is less than SASIC's budget for that year, the amount saved from the budget shall be added to the auspices of the Faculty Professional Development Committee. The District shall make a good faith effort to calculate such a budget surplus early in Spring quarter and distribute funds to the Faculty Professional Development Committee no later than the 6<sup>th</sup> week of Spring quarter.

The above implementation schedule is considered temporary and is not intended to continue beyond the term of this contract. The District and AFT Everett may mutually agree to abandon or modify the terms of this LOA during the term of this contract if they agree that "grandfathering" is complete and the District no longer needs to set limitations on the number of PT faculty members receiving Senior Associate status.

## **COMMUNITY SERVICE CLASSES**

### **B.3**

The community service class hourly rate shall be 0.25 percent of the quarterly part-time full-load rate in B.2. Effective **AY08-09**, the rate shall be **\$30.17** per hour.

If the fees collected from student enrollment are inadequate for the class to be self-supported, the rate shall be 65% of the actual student fees collected instead of the normal hourly rate.

## **STIPENDS**

### **B.4**

Stipended activity consists of duties which are extra and separate from an academic employee's normal duties and which are exempt from tenure application.

- A. Coaching duties: A head coach is responsible for managing the varsity sport and related activities. As assigned by the Athletics Manager, such activities shall include (but not be limited to) recruitment, scouting, fiscal accountability, travel and inventory. The annual stipend for the head coaches shall be 55.6% of the quarterly rate for part-time salary.
- B. Russell Day Gallery: The annual stipend (3 quarters) shall be thirty (30%) percent of the quarterly rate for part-time salary.
- C. Theatre: The stipend for each performance shall be two percent (2%) of the quarterly rate for part-time salary.
- D. English Evaluation Scoring: The annual stipend (4 quarters) shall be 0.0575 percent of the quarterly rate for part-time salary per evaluation.
- E. Math Learning Center and Writing Center: The annual stipend (3 quarters) shall be 29.1 percent of the quarterly rate for part-time salary.

The Contract Administration Committee shall set the stipends and guidelines for all other stipended activities and shall approve changes to the above listed stipends. Nothing herein shall be construed to require the Employer to maintain such activities or assignments. It is understood that the stipends paid are full compensation for such activities and that no additional compensation shall be required in the event the activity (or any portion thereof) generates student credit.

## **FOURTH QUARTER**

### **B.5**

Full-time academic employees who are assigned to the Cosmetology or Aviation programs and assigned a 100 percent load pursuant to Section 27 and additional responsibility as outlined in Section 6 at a level similar to the other three quarters shall be paid 25 percent of step placement.

Full-time academic employees who are not covered by the paragraph above shall receive the amount specified in Appendix B.2 times percent of load. Assigned responsibilities beyond the basic teaching load may be contracted for in addition to the above payment. Office hours shall be compensated in accordance with Section B.9 of this Appendix.

Nothing herein shall be construed to require an academic employee to accept such an assignment or to require the District to conduct any level of activity.

## **COMPENSATION FOR PROFESSIONAL LEAVE**



**B.6**

Compensation for Professional Leave shall be compensated at 100% of salary for the first quarter, and where multiple quarter leaves are granted, at 90% of salary for the second quarter and at 80% for the third quarter.

**SHIFT DIFFERENTIAL**

**B.7**

Full-time academic employees teaching class sections starting at or after 4:45 p.m. and/or assigned contact hours under Section 27.20.E and 27.20.F starting at 5:00 p.m. or later will be paid a shift differential of five percent (5%) of part-time quarterly rate in B.2 per quarter pro-rated according to the percent of load attached to the classes starting at or after 4:45 p.m. or the contact hours starting at 5:00 p.m. or later. For purposes of this section, weekend assignments are considered to be after 4:45 p.m.

**FAMILY LIFE CLASSES**

**B.8**

Family Life classes are paid by multiplying the quarterly salary for the instructor times the percentage of load for the class listed below:

<b>CLASS</b>	<b>LOAD FACTOR</b>
Family Life 46	.100
Family Life 47	.100
Family Life 50/150	.200
Family Life 60/61	.470
Family Life 80	.133
Family Life 82	.133
Family Life 140	.200

Family Life 142	.133
Family Life 160	.133

The load factor listed above is based on a ten week quarter. For those Family Life 50/150 and 60/61 courses which do not meet on the regular 10 week schedule, the following applies: Fall Quarter is generally 13 weeks, Winter Quarter 10 weeks, and Spring Quarter 7 weeks. The load factors for Fall Quarter shall be determined by multiplying the load factor for the class times 13/10ths. The load factors for Spring Quarter shall be determined by multiplying the load factor for the class times by 7/10ths. Compensation for any new Family Life classes shall be established by CAC.

**OFFICE HOUR RATE**

**B.9**

If an associate academic employee is assigned office hours by the Vice President of Instruction, he/she shall be compensated at the part-time rate for the thirty (30) hour mode.

**NONSTATE- FUNDED CLASSES**

**B.10**

Notwithstanding any other provision of this Appendix, compensation paid to academic employees not otherwise employed by the District in conjunction with agreements where the source of funding is not the SBCTC shall be in accordance with the terms of such agreements. Provided, however, nothing herein shall be construed to reduce the basis for compensation for any academic employee employed at the adoption of this Agreement.

LETTER OF AGREEMENT, JULY 1, 2008  
APPENDIX B.2 & B.3

The District and the Federation agree that the numbers below reflect the correct numbers for the part-time full-load salary rate in Appendix B.2 and B.3.

This Letter of Agreement will be recalculated if the allocation amounts, benefit percentages or other information from the SBCTC 2008-09 allocation changes.

CALCULATIONS

I.	<u>Recent History</u>	<u>FTEF</u>	<u>Benefit Rate</u>	
	7/1/2004	328	13.1%	
	7/1/2005	342	13.1%	
	7/1/2006	382	14.3%	
	7/1/2007	386	15.1%	
	7/1/2008	399	15.3%	
II.	, Salary Increase Amounts and Sources			
	A. COLA (SBCTC)		\$268,272	
	B. Increment Allocation (SBCTC)		\$0	
	C. Salary Improvement (SBCTC)		\$125,492	
	Total		<u>\$393,764</u>	
III.	Less Associated Benefits @ 15.3%		<u>\$52,251</u>	
IV.	Net salary funds available		\$341,513	
V.	Divided by 2007 FTEF		<u>399</u>	
VI.	Increase to PT salary rate		\$856	
VII.	Plus 2007 PT salary rate		<u>\$11,211</u>	
VIII.	New full-load quarterly PT rate		<u><u>\$12,067</u></u>	
IX.	Comparisons:			
	A. Annual full-load PT rate equals		\$36,201	
	B. Percent of increase		7.63%	
	C. July 1, 2008 Base Salary Step		\$46,044	(does not include district funding)
	D. Percent to FT Base Step		78.62%	

APPENDIX B

B.2 Part-time Salaries

Part-time salary per quarter shall be \$12,067 times percent of load, effective July 1, 2008.

B.3 Community Service Classes

The community service class hourly rate shall be 0.25 percent of the quarterly part-time full-load rate in B.2. Effective July 1, 2008, the rate shall be \$30.17

<i>David N. Berger</i>	<i>9-5-08</i>
District President	Date
<i>Thomas M. Gaskin</i>	<i>8-28-08</i>
Federation President	Date

## **Full Time Faculty Benefits**

### **Benefits**

The benefit information presented below is a summary of Everett Community College provided benefits. This information is subject to change and subject to the provisions of any legislative mandates and College policy changes. For more detailed information about Everett Community College benefits and to receive more information, please do not hesitate to contact Janice Paulson at EVCC Human Resources email: [jpaulson@everettcc.edu](mailto:jpaulson@everettcc.edu) phone: 425-388-9230.

### **Health Insurance**

The College health benefits are provided through the State of Washington Health Care Authority. The College contribution for employee medical plans currently is \$707 which includes medical/dental, basic life insurance plan, and basic LTD plan. Employees can choose from a variety of medical plans including a Preferred Provider Organization (PPO) and several managed care plans. Employees pay a portion of their medical care cost through employee premiums which are deducted from their pay checks. The employee premium is based on the employee's choice of plan and coverage for lawful spouses, qualified domestic partner, and dependent children. The current monthly employee premiums range from \$20 through \$296 depending on plan choice and dependents covered. If you are employed on the first working day of the month, your insurance would be effective the first of the month. If you are employed after the first working day of the month, your insurance would be effective the first of the next month. Employees can waive the medical insurance provided you are enrolled in medical insurance coverage through another source.

The link to more information is below regarding the medical/dental, life insurance and LTD offered by the State of Washington Health Care Authority and provided to College employees:

[hca.wa.gov/public.shtml](http://hca.wa.gov/public.shtml)

[pebb.hca.wa.gov/](http://pebb.hca.wa.gov/)

### **Vision Insurance**

Vision Insurance is included with all medical insurance plans. Optical service frequency and hardware (glasses, contact lenses) vary per type of plan selected. Employees do not pay a separate employee premium for vision coverage.

### **Dental Insurance**

Employees have a choice of dental plans. Options include a State of Washington preferred provider organization (PPO) dental plan and two managed care plans. The coverage options vary based on plan selection. Currently, employees do not pay an employee premium for dental insurance.

**Flexible Spending Accounts (FSA)**

The College offers an optional flexible spending account for out-of-pocket medical expenses. This is a calendar year plan whereby employees can set aside pretax dollars to pay for out-of-pocket medical expenses. This is a “use it or lose it” IRC governed plan. Employees can set aside between \$240 and \$2,400 per calendar year. Medical expense reimbursements can be requested for the employee, their spouse, and their IRS dependents. Employees are eligible to begin participation the first day of the month following employment.

[pebb.asiflex.com/default.aspx](http://pebb.asiflex.com/default.aspx)

**Voluntary Employee Benefit Association (VEBA) IRC 501(c)(9)**

Upon retirement from the College, full time faculty employees participate in VEBA in the even calendar years. The VEBA CTC plan is a tax-free health reimbursement arrangement (HRA) that enables the College to make tax-free contributions into a special trust account on your behalf. These tax-free funds can then be used to pay or reimburse eligible out-of-pocket healthcare costs and premiums for yourself, your spouse and your qualified dependents. Sick leave buyout at retirement is paid at one quarter of the total hours that you have accumulated in the compensable sick leave account. This is an IRC governed plan and mandatory participation is required based on a group election. VEBA available year upon retirement to full time faculty in even calendar years ie 2000, 2002 etc.

**Life Insurance**

The College provides \$25,000 in basic life insurance from any cause and \$5,000 basic Accidental Death and Dismemberment (AD&D) insurance at no cost to the employee. Employees can enroll in additional optional life insurance benefits for themselves, their spouse, and dependents. Currently, employees can apply for an additional amount equal to \$350,000 plus the amount of the employee’s annualized salary. Upon retirement, employee’s can apply for conversion of their term life insurance into a whole life policy.

**Long Term Disability Insurance**

The College provides a basic long term disability plan at no cost to the employee. This plan pays a benefit between \$50 and \$240 per month 90 days after disability certification or the period of accumulated sick leave, whatever is longer. Employees can also participate in an optional long-term disability plan that provides 60% of the first \$10,000 of monthly predisability earnings, reduced by any deductible income, plus amounts paid into the higher education retirement accounts. This is an after-tax benefit; therefore, any benefits received from this plan are tax free.

**Retirement**

Full time Faculty employees participate in the State Board Retirement Plan (SBRP) defined contribution plan TIAA-CREF. This plan has a matching contributions by the employee and the College. Employees begin the plan on their first date of hire. Employees are immediately 100% vested in the SBRP plan once enrolled and contributions are deducted. Percentages of contributions are age based on the employee’s age.

Ages under 35 contribute 5% of their gross income with a 5% College match.

Ages 35 to age 50 contribute 7.5% of their gross income with a 7.5% College match

Ages 50 and over contribute 10% of their gross income with a 10% College match

Individuals who currently belong to a State sponsored plan can continue with that plan in lieu of participation in the TIAA-CREF plan (i.e. Public Employee Retiree System (PERS), Teachers Retirement System (TRS)).

### **Group Supplemental Retirement Annuity (GSRA)**

The College offers the opportunity to participate in the supplemental retirement annuity (GSRA) in addition to the regular retirement plan. An employee can voluntarily participate in the 403(b) plan (TIAA CREF) and set aside a portion of their income in a tax deferred plan. These plans are easily set-up and provide for employee flexibility. Employees can participate in both supplemental 403(b) plans and the State of Washington's Deferred Compensation Plan which is a 457.

### **Deferred Compensation Plan (DCP)**

Employees of the College can participate in the State's Deferred Compensation Plan. This plan is a 457 IRC which allows an employee to set aside additional pre-tax earnings for retirement savings. Employees can participate in the supplemental retirement annuity 403(b) retirement plan in addition to participation in the DCP State plan.

[dcp.csplans.com/csportal/welcome.do](http://dcp.csplans.com/csportal/welcome.do)

### **Dependent Care Assistance Program (DCAP)**

Employees can set aside pretax dollars to pay for out-of-pocket dependent care expenses. Employees may be able to save in taxes annually if they have children under the age of 13 or elderly parents who require care assistance. Employees can sign up to participate upon hire.

[pebb.asiflex.com/default.aspx](http://pebb.asiflex.com/default.aspx)

### **Leave for Full Time Faculty**

Information on leave can be found in the Agreement By and Between The Board of Trustees of Community College District V and AFT Everett Higher Education Local 1873, AFT, AFL/CIO. The link to the CBA is here:

[everettcc.edu/uploadedFiles/College\\_Administration/HR/Jobs/AF T\\_Agreement\\_2006-2008\\_with\\_Salary\\_Schedule\\_7\\_1\\_07.pdf](http://everettcc.edu/uploadedFiles/College_Administration/HR/Jobs/AF_T_Agreement_2006-2008_with_Salary_Schedule_7_1_07.pdf)

## **19 SICK LEAVE: ILLNESS, INJURY ( IN CBA)**

### **ACCRUAL**

#### **19.10**

A full-time academic employee shall be credited with twelve (12) days of leave on the first day of the initial contract. Thereafter, commencing with the second year of employment, regardless of the total of the accumulated leave, the employee shall be credited with one (1) day of leave per month worked for sickness, injury, bereavement, and emergency during Fall, Winter, and Spring Quarters. Full-time academic employees under contract in Summer Quarter shall be credited with one (1) day of leave each for July and August. Full-time academic employees not under contract in Summer Quarter shall be credited with one (1) day of non-compensable leave each for July and August.

### **BEREAVEMENT LEAVE ( IN CBA)**

#### **19.50**

One (1) day of bereavement leave shall be granted for each death in the academic employee's immediate family or household. With the approval of the Vice President of Human Resources & Affirmative Action, this leave may be extended to three (3) days. Leave granted under this paragraph shall not be deducted from the academic employee's sick leave account.

#### **19.51**

In addition to the three days of leave granted under 19.50 above, an academic employee shall be granted two additional days of paid leave for a total of five (5) days paid leave on each such occasion. In the event of out-of-state travel, an additional five (5) days may be granted by the appropriate administrator.

## **20 OTHER LEAVE (IN CBA)**

### **ACCIDENT LEAVE**

#### **20.10**

The Employer agrees to maintain maximum allowable coverage of on-duty accidents under Workers' Compensation Legislation for both full-time and part-time academic employees.

### **CIVIL DUTIES LEAVE**

#### **20.20**

All academic employees shall be granted paid leave to serve as witnesses at trials or as jurors, provided they are not plaintiff, defendant, or subject of the investigation. In such a case, any net compensation received shall be deducted from the academic employee's salary so that there is neither financial gain nor loss to the academic employee.



## **MILITARY TRAINING LEAVE ( IN CBA)**

### **20.30**

Academic employees shall be entitled to a maximum of fifteen (15) calendar days of annual leave for active duty in the National Guard, Air National Guard, or military reserve forces of the United States.

## **PERSONAL LEAVE ( IN CBA)**

### **20.40**

This leave is intended to be used for reasons of a personal nature; however, such leave shall not be used for holiday or recreational purposes or for gainful employment or self-employment. Reasonable attempts to arrange coverage shall be expected.

- A. Full-time academic employees under annual contract shall receive three (3) personal leave days per instructional year commencing the first day of his/her contract. Personal leave days are non-accumulative and must be used in the year accrued. No more than one (1) personal leave day can be used in a quarter unless such leave is expressly approved by the appropriate administrator.
- B. Part-time academic employees who work one-third or more of the annual band (see Section 27.30) in a quarter shall receive one (1) personal leave day commencing the first day of the individual contract. Personal leave days are non-accumulative and must be used in the quarter accrued.

### **20.41**

Full-time academic employees who work Summer Quarter on a part-time contract shall receive one (1) personal leave day for use in that quarter.

12/01/07

## College in the High School Stipend

All new classes will be available to any qualified full-time faculty in the discipline.

**EvCC Instructor/Mentor** will be compensated at \$30 per student per five-credit class (prorated) and fulfills the following responsibilities:

- Assists the high school teacher (if teacher is new to program) to develop a syllabus, student learning objectives (SLOs) and text list.
- Reviews high school teacher curriculum and text to insure that it meets EvCC standards.
- Reviews high school teacher credentials to insure they meet EvCC hiring qualifications.
- For those high school teachers who are not approved, initiates discussion with high school teacher identifying reasons for denial and makes suggestions for improvement that may lead to approval.
- Submits syllabus and "Teacher Approval Form" to dean for approval. Once approved, submits these materials to Continuing Education. Attends the fall orientation meeting at EvCC.
- Conducts classroom observation the first term of high school teacher's participation and every fourth term thereafter.
- Makes contact with the high school teacher at least once per term (i.e. once for a one-term class, or twice a year for a two-term class). Completes a year-end program evaluation survey sent out by EvCC Continuing Education.
- Coordinates with high school teacher completion of IDEA survey the first term of participation and every fourth term thereafter.

**High School Teacher** will receive compensation at \$40 per student per five-credit class (prorated) and fulfills the following responsibilities:

- Develops syllabus including student learning objectives and college-level textbook information.
- Completes part-time application packet and submits to Continuing Education.
- Submits unofficial transcripts to EvCC Continuing Education.
- Attends the fall orientation meeting at EvCC.
- Distributes registration packets to potential students.
- Markets program to students and parents.
- Reminds students of ASSET testing for English 101.
- Reminds students of registration deadline.
- Assists students with the registration process and insures registration form is accurately completed.
- Provides the student with a receipt by completing the "Received Payment" information and giving the student the pink copy of registration form.
- Makes contact once per term with the EvCC instructor/mentor (i.e. once for a one-term class, or twice a year for a two-term class). Completes a year-end program evaluation survey sent out by EvCC Continuing Education.
- Assigns either a student or staff to administer the IDEA survey the first term of participation and every fourth term thereafter. Returns materials to Karen Landry.
- Records grades to roster supplied by Continuing Education and submits to Continuing Education within one week of the course completion.

\$10 from each student enrolled in a five-credit class will be directed to the EvCC Faculty Professional Development fund.

# AFT Agreement 2008-11

## Faculty Evaluation Procedures

### **8 PERFORMANCE ASSESSMENT**

#### **INTRODUCTION**

##### **8.10**

One measure of the excellence of an academic institution is the strength of its professional staff. In striving for continued academic excellence and the further development of its professional staff, the Employer will conduct periodic assessment of its academic employees.

##### **8.11**

- A. Professional performance and behavior shall refer to the job responsibilities as listed in 6.10 through 6.15, or 6.20 through 6.24, as appropriate.
- B. Performance Assessment—The process by which the professional performance and behavior of academic employees shall be assessed.
- C. Informal Improvement Plan (IIP)—A specific, individual plan to improve and/or correct the professional performance and/or behavior of a full-time academic employee as provided for in Section 9.12.
- D. Formal Improvement Plan (FIP)—A specific, individual plan to improve and/or correct the professional performance and/or behavior of a full-time academic employee as provided for in Section 9.13.
- E. Final Improvement Plan—A specific, individual plan to improve and/or correct the professional performance and/or behavior of a full-time academic employee as provided for in Sections 9.14 and 9.15.
- F. Coaching—One or more informal meetings in which the appropriate administrator makes performance expectations clear, provides training opportunities necessary to meet those expectations, assists in removing work-related obstacles that prevent the individual from performing at a level as set forth in the academic employee's Performance Assessment, and provides appropriate feedback on the individual's attempt to meet performance expectations.

#### **GENERAL PROVISIONS**

## **8.20**

The materials found in Appendix D of this Agreement shall be the tools used in the assessment of the various aspects of the professional performance and behavior which are assigned to academic employees under Section 6, and/or mutually agreed to per Section 6.14.D.

## **8.21**

No peer review of tenured academic employees shall be used in the assessment process unless requested by the academic employee. All peer reviews shall be limited to the job responsibilities assigned under Section 6.

## **8.22**

On-site visitations may be conducted as part of the assessment process. The appropriate administrator (or, in the case of associate academic employees, the appropriate administrator or peer designated by the Dean) who visits and the academic employee shall mutually agree on an appropriate time for the visit. In the event that an academic employee is working under an Improvement Plan, visits may be conducted as frequently as indicated by the Improvement Plan.

## **8.23**

As soon as practicable, the appropriate administrator should bring performance issues or behavior that does not meet expectations to the academic employee's attention. In order to be considered as the first step in progressive discipline, a record of this verbal warning must be recorded as indicated in Section 7.10.A.

## **8.24**

If the actions in 8.23 do not correct the problem, the next step is to move to Coaching. Coaching session documentation may only be used in progressive discipline actions if the appropriate administrator has documented the session and otherwise followed the procedures in Section 7.10.

## **8.25**

Coaching session documentation cannot be used in progressive discipline actions unless the name(s) of the individual(s) making the original allegations of inappropriate behavior by the academic employee are documented to a complaint investigation file as described in Section 7.10.E. Such name(s) need not be disclosed to the academic employee unless formal discipline action per Section 9.13 is taken by the employer.

### **8.26**

If the Coaching efforts described in Section 8.24 do not result in improved performance, further corrective action may be initiated per Section 9.12.

### **8.27**

The content of any Performance Assessment is not grievable. However, the procedures leading to and following from any subsequent Improvement Plan are grievable. Any exclusion from grievances shall not be construed as denial of the employee's right to append answers or comments to such Performance Assessment in accordance with Section 7, PERSONNEL FILES.

## **ASSESSMENT: PROBATIONARY ACADEMIC EMPLOYEES**

### **8.30**

Probationary academic employees shall be assessed as set forth in Section 10 of this Agreement.

## **ASSESSMENT: TENURED ACADEMIC EMPLOYEES**

### **8.40**

A probationary academic employee granted tenure in Winter or Spring Quarter shall begin the post-tenure assessment cycle the following Fall Quarter. A probationary academic employee granted tenure in Fall Quarter shall begin the post-tenure assessment cycle in that Fall Quarter. The appropriate administrator shall advise each tenured academic employee of his/her location in the cycle at the beginning of each Fall Quarter. The assessment cycle shall consist of the following activities, with the

responsible party listed in parentheses:

- Year One: Complete and review the checklist of assigned duties using the appropriate tools in Appendix D. (appropriate administrator and academic employee).
- Year Two: Conduct Student Assessment(s) for instructional academic employees using the appropriate tool indicated in Appendix D (appropriate administrator or designee).
- Year Three: Conduct an administrative site visit as appropriate per Section 8.22 (appropriate administrator).
- Year Four: Conduct Student Assessment(s) for instructional academic employees using the appropriate tool indicated in Appendix D (appropriate administrator or designee).
- Year Five: Complete and deliver the Performance Assessment to the academic employee (appropriate administrator).

Repeat cycle.

#### **8.41**

Tenured academic employees who are on-cycle shall be assessed by the appropriate administrator once every five contract years, excluding years in which two or more quarters of leave are taken.

#### **8.42**

Assessment shall pertain to the academic employee's performance of the applicable institutional and professional responsibilities as set forth in Section 6.10 through 6.15 of this Agreement.

#### **8.43**

Student Assessments of tenured instructional academic employees shall be conducted by the appropriate administrator or designee. Student Assessments shall only be conducted in courses that are part of the academic employee's regular load.

#### **8.44**

- A. The appropriate administrator or designee shall conduct Student Assessments of tenured instructional academic employees in one quarter of Years Two and Four of the five-year cycle. The appropriate administrator and the academic employee shall mutually agree to the date on which the Student Assessments shall take place.
- B. The appropriate administrator may conduct additional Student Assessments as part of a Coaching or Improvement Plan.
- C. Student assessments shall be completed and submitted to the academic employee within twenty (20) working days after the completion of the quarter in which the student assessments were conducted.

#### **8.45**

The Performance Assessment report shall be submitted in writing to the tenured academic employee by April 30 of the applicable year.

### **ASSESSMENT: FULL-TIME TEMPORARY ACADEMIC EMPLOYEES**

#### **8.50**

Full-time temporary academic employees will participate in the assessment activities as listed in Section 8.51 in each year, and any subsequent years, in which the full-time temporary academic employee has a signed employment contract.

#### **8.51**

The assessment cycle for full-time temporary academic employees shall consist of the following activities, with the responsible party listed in parentheses:

- Year One:
  - 1. Complete and review the checklist of assigned duties using the appropriate tools in Appendix D (appropriate administrator and academic employee).
  - 2. Conduct Student Assessment(s) for instructional academic employees using the appropriate tool in Appendix D (appropriate administrator or designee).
- Year Two: Conduct an administrative site visit as appropriate per Section



8.22 (appropriate administrator).

Year Three: Conduct Student Assessment(s) for instructional academic employees using the appropriate tool in Appendix D (appropriate administrator or designee).

Year Four: Complete a self assessment (academic employee).

Year Five: Complete and deliver the Performance Assessment to the academic employee (appropriate administrator).

Repeat cycle.

## **8.52**

Except as specified in Sections 8.50 and 8.51, full-time temporary academic employees shall be assessed by the appropriate administrator in the same manner as tenured academic employees per Section 8.41 through Section 8.45.

## **ASSESSMENT: ASSOCIATE ACADEMIC EMPLOYEES**

### **8.60**

- A. All associate instructional academic employees shall have student assessments performed during the 5<sup>th</sup> or 6<sup>th</sup> week of the 1<sup>st</sup> quarter of employment.
- B. All associate instructional academic employees shall have student assessments performed during the 2<sup>nd</sup> and 3<sup>rd</sup> quarter of employment.
- C. All associate instructional academic employees shall have student assessments performed every other (alternating) quarter employed after the 3<sup>rd</sup> quarter of employment until receiving Senior Associate status.
- D. Senior Associate shall have student assessment performed one quarter per year.

### **8.61**

- A. Student Assessments of associate instructional academic employees shall be conducted by the appropriate administrator's designee.
- B. Student assessments shall be completed and submitted to the academic employee within twenty (20) working days after the completion of the quarter in which the student assessments were conducted.

### **8.62**

- A. All associate academic employees shall have peer or Dean evaluation (as defined in 3.17 F.1.ii) performed during the 5<sup>th</sup> or 6<sup>th</sup> week of the 1<sup>st</sup> quarter of employment.
- B. All associate academic employees shall have peer or Dean evaluation (as defined in 3.17 F.1.ii) performed during the 2<sup>nd</sup> and 3<sup>rd</sup> quarter of employment.
- C. All associate academic employees shall have peer or Dean evaluation (as defined in 3.17 F.1.ii) performed every other (alternating) quarter employed after the 3<sup>rd</sup> quarter of employment until receiving Senior Associate status.
- D. Senior Associates shall have not more than one peer or Dean evaluation (as defined in 3.17 F.1.ii) per year.
- E. Peer or Dean evaluations shall be based upon the academic employee's performance of applicable institutional and professional responsibilities as set forth in 6.20 through 6.24 of this agreement.

### **8.63**

If the performance of an associate academic employee does not meet expectations as evidenced by Student Assessment results, administrative observation, or tenured academic employee reports, additional Student Assessments or administrative observations will be conducted at the discretion of the appropriate administrator.

### **8.64**

As soon as practicable, the appropriate administrator should bring performance issues or behavior that does not meet expectations to the academic employee's attention. Before a decision not to renew the contract of an associate academic employee due to poor performance, the appropriate administrator shall give that employee the option of attending a meeting to discuss his/her performance.

### **10.62**

The evaluative process employed by each Appointment Review Committee shall include the stipulations outlined below:

- A. The first order of business for each Appointment Review Committee shall be to establish, in consultation with the probationer and with the probationer's

immediate administrative supervisor, the procedures it shall follow in evaluating the performance and professional competence of the probationer assigned thereto.

- B. Criteria used in the evaluation shall be limited to the appropriate academic employee position responsibilities as set forth in Section 6, and shall focus on improving the probationer's effectiveness in his/her appointment.
- C. Evaluation shall be based partly on first-hand observations of the probationer's performance in the position. The evaluation process shall also include a self-evaluation by the probationer, an evaluation by discipline peer group (a discipline peer is a tenured academic employee in the same academic discipline as the probationer), an evaluation by the probationer's students (including student comments), and an evaluation by the probationer's immediate administrator.
- D. The probationer shall develop a tenure portfolio that includes the following documents:
  - 1. An annual self evaluation in which the probationer discusses his/her progress during that year with respect to each of the criteria developed by the Appointment Review Committee pursuant to section 10.62.B;
  - 2. Summary reports of quarterly evaluations by the probationer's students and a quarterly self-reflection by the probationer responding to those evaluations;
  - 3. Evaluations and classroom observations by Appointment Review Committee members or discipline peers;
  - 4. An annual evaluation by the probationer's immediate administrator;
  - 5. Quarterly reports by the Appointment Review Committee required by section 10.64;
  - 6. An updated resume; and
  - 7. Other documents that provide evidence of the probationer's contributions to his/her department or program, or to the college. The probationer will initial each of those documents to indicate his/her permission to include the document in the portfolio.
- E. The Appointment Review Committee shall submit tenure portfolio documents as part of the quarterly reports required by Section 10.64. The District shall retain the complete tenure portfolio as one section of the probationer's personnel file.
- F. Each quarter, the District shall provide a copy of each probationer's quarterly report and complete tenure portfolio to the Vice President of Instruction, who will review those materials to ensure that all required documents are included and that the tenure process is being properly followed.
- G. Prior to the meetings between the Appointment Review Committees and the District President required by Section 10.64, the District shall provide a copy of each probationer's complete tenure portfolio to both the committees and to the District President.
- H. All evaluative judgments shall be written in narrative report form and should be as candid and specific as possible.
- I. The procedures and materials found in Appendix E have been specifically developed for application in the Appointment Review Process. Modification to Appendix E may be made by the Contract Administration Committee.

## Standard 4

### Required Documentation 5

Representative examples of the institutional and public impact of faculty scholarship.

#### **Raw results of April 2009 faculty survey**

Pheo (Claudiarose) Martin	I have put into place curriculum innovations in my developmental education classes with great success. I have provided music, live and recorded, for campus events. And, I have quarterly presented "Drawing on Inner Resources to handle External Stress." This is only my first year so I look to contribute more to Everett Community College that has given me the opportunity to educationally contribute to this college and greater education.
Merritt Hicks	Designed and implemented the Phoenix Rising Program, a collaborative program targeting TANF (welfare) recipients who've identified themselves as victims of domestic violence, to provide support, advocacy and entry level advising in transitioning into college programs at both Everett and Edmonds Community Colleges. In two years over 40% of participants entering the program have enrolled in college classes!
Kerri Schwab	I am hoping that the research that our Inquiry Lab members gathered will translate into increased awareness of the needs of underprepared students at EvCC and other community and technical colleges. I also hope that we are able to publish a scholarly article on the subject, thereby encouraging community colleges to engage in more collaborative, Inquiry-based research.
Patricia Stettler	I feel that my activities within the MT professional organization has positively impacted the enrollment for our medical transcription program at EvCC. I also feel that those of us who advocate for the integrity and accuracy of the medical record are doing our part to ensure the delivery of excellent, safe medical care to those who are served by the American healthcare system.
Rene Kratz	My work with K-12 teachers is helping to improve the quality of science education in our local public schools. In addition, it reflects well upon the college because it shows we are forming partnerships with our local community. (The EvCC logo was prominently displayed on the workshop materials for the professional development with Seattle teachers.)
Darryl Dieter	Several community colleges in Washnigton have used EvCC's Diversity Assessment Framework (created by the Diversity & Equity Center and the Institutional Research Office) to assess how well they are serving their Students of Color. Christina Castorena and I have done workshops at Yakima and Bellevue Community colleges on this issue.
John Stewart	By developing and introducing new criminal justice courses, we have been able to attract a diverse range of students that has helped increase our enrollment by 47% over the past year.
Mattie Davis-Wolfe	There has been a big positive impact both at EvCC and in our community because of my scholarly efforts. We are graduating double the number of nursing students than graduated before I started the student success and retention iniative. The critical nursing shortage makes it imperative that the college and the nursing program respond in as many ways as possible to help increase the number of nurses graduating.
Charles P Wikman	As yet, there is no impact of my research other than a presentation to the mathematics faculty and a class of psychology students studying cognitive processes.

Donna Housman	In these hard economic times, our immigrant students seem hardest hit, with jobs in the landscaping and restaurant industry drying up. Now is an ideal time for these students to improve their job skills and get ready to re-enter the workforce as America re-groups.
Beth Peterson	Increase in FTE's and Increase in attendance at Performance events on campus.
Thomas E. Lee	I have greatly contributed to the Humanities Center through participation and leadership in its activities.
Lynn D. Granstrom	I worked for EvCC for 19 years before retiring in 2005. The last 7 years, I was tenured faculty teaching in and coordinating the High School Diploma Program. I returned to EvCC in 2008 to teach part-time in HSC and U3. Even during my retirement I continued to have community people contact me at home about the High School Diploma Program and the Youth Re-Engagement Program that I helped create. It has been interesting to me how many people in North Snohomish County have family members or friends who are currently involved in or have been involved in one of those two programs and how grateful they are that the programs are available.
Greg Kammer	Often work with local business and not-for-profit companies developing there online presence. Including the Everett Theatre, Washington Association of Diabetes Educators, and Everett Parks and Recreation department. I have developed dozens of online Quicktime movies demonstrating design theory and software skills. These movies are open to all students in our program. I plan to have these posted on our department web site for free download to anyone coming to the web site. I believe giving knowledge will bring more in return to our Visual Communications Design program.
Paul Marshall	The Teaching Lab project at Everett has impacted Evcc (as indicated in the research mentioned above)and others in the Washington State Community College System. Members of different Teaching labs have presented at Local and State-Wide conferences over the past few years. Janice Lovelace and I have presented an overview of our work in the Diversity Teaching Lab at the last two Washington State Faculty and Staff of Color Conferences. Stan Goto and I have presented at the National Festival of Scholarship Conference at WWU. I have presented Teaching Lab presentations at the last two State Board Teaching and Learning/Assessment Coordinators Conference. The Collaborative Learning Teaching Lab led to the creation of a state wide collaborative learning conference for teachers. Over two you over 100 educators attended this conference.
Jeffrey Hipolito	This is a difficult question to answer, since "influence" is so often semi-conscious, at best. Nevertheless, my main scholarly focus has been on Coleridge, who helped to create outdoor recreation, and the environment in general, as something of interest to the broad public. It's fair to say that working so closely on his life and thought has heightened by sensitivity to nature, and has made me much more aware of my impact on the world around me than I had been.
Kathy Kneifel, B.A., CCA	I think the largest impact of the work I have done is that it enables me to help people. Besides bringing current coding and billing information to students, the committee work also allows me to present EvCC to potential students and to employers looking to hire graduates. The volunteer service allows me to help a young girl and battered women know that they have value and are worth caring for.
Jason Ripper	My scholarship activities have, I believe, been of great benefit to EvCC for one significant reason: my teaching has improved vastly, both as a result of new knowledge I have acquired and created, and as a result of my involvement in curriculum development and lesson planning with these projects.
Peg Balachowski	I have organized several one-day workshops on campus for local high school math instructors. As a result, more HS teachers feel a connection to EvCC, and they feel free to call when they have questions or concerns about math classes. It has also opened doors for us to visit local high schools.

Rich Ives	A number of students have told me that they chose to take coursework at EvCC because of their responses to my published work and have been part of bringing that work to local libraries, public events and literary venues. The AFA degree I developed in Written Arts, based in part on my research and publishing activities, has become a model for several similar programs around the country and continues to grow here at EvCC.
Alegdy Carrillo-Martin	All my presentations imply the name and prestige of Everett Community College, since I always proudly express it. So, the College's name is always there exposed and honored as much as possible!
Chad Lewis	As a volunteer fund raiser, played the key role in the building of the first native longhouse on Seattle soil in 116 years. As co-author of leading general business classroom computer simulations in U.S. and Canada during the 1980s, contributed significantly to the use of computer-mediated group activities and learning in general business classrooms. As a consultant for the University of Phoenix-Online, contributed significantly to standardization of classroom practices during the early years of online education in the U.S.
Lori Wisdom-Whitley	I believe I have made a difference in the lives of Everett High School Students. As a library volunteer and CE panelist, I've coached and encouraged scholarship and communication skills.
Lynne Munoz	EvCC has a bi-weekly column in the business section of the Herald, which is great exposure for the college. It also demonstrates our leadership in the area of entrepreneurship and helps the local community learn about entrepreneurship, economic development, marketing and other business topics. Many of the businesses we have written marketing plans for are doing well despite the current economic conditions. Several small businesses have started using consulting and marketing/business plans created by our student teams. Serving on the Everett and Mukilteo Advisory Boards has helped develop several new articulations for Tech Prep and College in the High School classes between EvCC and local high schools in the area of business and computer literacy. Community events that help Entrepreneurs: BizArt and National Entrepreneurship Week Panel EvCC's student projects and the organizations they've helped are listed in UW Bothell's Business Development Center's reports to the community and county, which recognize our partnership and support of local business owners. EvCC's presence at Tulalip and Heritage High School are serving a community that wants to develop their college success rate. Approximately 100 students will earn at least five credits of college-level work at Heritage High School this year. Adult students enrolled in the Tribal Enterprise Management program are making progress on earning certificates and the ATA. The Tulalip Tribes had a Learning Service Contract with EvCC in 2008-09 and has asked to continue that contract for 2009-10 based on the success of the program and feedback from students, faculty, and staff.

# Standard 4

## Required Documentation 6

Summary of the most significant artistic creation, scholarly activity and research by faculty during the past five years.

### Raw results of April 2009 faculty survey

#### Artistic Creation

Pheo (Claudiarose) Martin	I have released 5 music cds that are wonderful listening and also a progression to develop the non-relational, non-linear, meditation aspect of the mind. This area of the mind is what will provide more holistic cognitive skills. Two of these cds released to radio were in the top 20 of New Age Music Ratings -- huge acknowledgment of their quality. I have released 5 music cds intended to console, sooth, relax, and bring on restfulness. These cds have musical pieces too long in time for radio, so they have not been rated; but are used in hospitals, hospices, treatment centers, and care facilities. The fifth in this series, "Peace Bringer - Lullabies for All Ages" is especially used in maternity and pediatric wards and daycare centers. The 11th music cd just released for Earth Day 2009 is called "Healing Earth Life." These 10 pieces of music form a prayer/progression for raising human consciousness to realize and act with urgency to replenish all life, including human, on earth. I have an unpublished book of poetry, " Moments of Reflection along the Spiritual Journey" I have had numerous venues for my nature photography series. I am in the process of writing "Parables for the 21st Century" bringing the ageless wisdom to these generations. I am a master Tai Chi Master, having established "The School of the Phoenix Tai Chi" with new forms more biomechanically efficiently based.
Heather Cleveland	In addition to studying mathematics, I have also taken college courses in the visual arts. These courses included bookbinding, weaving, ceramics, and surface design, which studies dyeing processes for fabric design. In addition, I also learned papermaking, which I applied in the bookbinding class.
Gloria McPherson	During the past 5 years I have been involved in watercolor painting. I enjoy painting landscapes, flowers, and nature. I also love to write Children's short stories and play the piano.
Patricia Stettler	I do some creative writing and plan to enter a short story into the 78th Annual Writer's Digest Writing Competition this summer. Two years ago I entered a short memoir in the Pacific NW Writer's Assn. contest and placed in the top 10 with my article.
Rene Kratz	I just completed a nonfiction text designed for the public as part of the "for Dummies" series for J. Wiley Press. The book is called Molecular and Cellular Biology for Dummies and will be released this June (2009).
Ronald W. Kissler	I enjoy playing the guitar for my own enjoyment.
Ed Lucero	"Seedling" jazz piano player.



Kamil Hamaoui	I am trained classical pianist with a B.A. in Music from the USC Thornton School of Music. I am particularly interested in the interpretation of late Brahms piano pieces (the op. 116 - 118 sets). In addition to interpretation, I explore improvisation and composition on my own as time permits. I have also had the opportunity to collaborate with other creative colleagues on campus. I have performed pieces with both Kathleen Goff (former music instructor) and Thom Lee (art instructor) on many occasions as part of the Humanities Center events. I also composed, performed, and recorded original music for a video produced by Deborah Murphey for the Writing Center, and performed music for a musical theater production directed by Beth Peterson.
Charles P Wikman	I make wooden objects with both utility and beauty. Combining both loveliness with use satisfies my needs and pleases my wife Nancy. I also like to make new recipes for bread and beer. I enjoy making them and consuming them, too! Finally, I like to write stories based on my childhood and early adult life and search for hidden meanings inside them. They are meant to entertain my wife and friends.
Cheryl J. Carvajal	I am a charter member of the Seattle Playwrights' Collective, begun this past year, and since then I have had a staged reading of my play "Desdemona." I also read/act for the plays chosen to be staged, and am actively writing more full-length and short plays to share with the collective and to stage at Do North Theatre. My unpublished novel "Mariah's Ark" was selected as a quarterfinalist in the Amazon.com Breakthrough Novel contest this year. It is one of three completed novels. I have also completed a book on ghost stories from SE Kansas, which is published, and am beginning to research ghosts in the Western Washington area to create another book. I write two current blogs, to be found at <a href="http://shakespearemom.today.com">http://shakespearemom.today.com</a> and <a href="http://creativeartsanonymous.blogspot.com">http://creativeartsanonymous.blogspot.com</a> . Both discuss creative writing, music, art, and theatre. I am writing the fifth in a series of children's books about vegetables, to encourage better nutrition, and am working towards getting the series published.
David Ripper	I continue to write poems, as I have done throughout my adult life.
Donna Housman	This quarter putting together digital stories using Windows Movie Maker. Students bring digital photos and learn to download them into Windows Movie Maker. Then they create a story around the photos using a voice recorder for speaking English, writing titles for the photos, and putting it together. This is a pilot project. Haven't determined if we will do a simple story describing family members, or a movie on recipes where students photograph their food as they make it with a step by step directions for the writing portion.
Beth Peterson	Stone Soup Theatre 10 minute Play Festival Participant, My play Wyoming Territory Outrage will be performed in the annual festival of Plays, May 21-24, starring EVCC Students Performed in Open Circle Production of RUR as Helena Glory Directed Robin Hood and The Three Musketeers for Theatre Schmeatre Summer Classics in the Parks Series Directed and produced multiple productions at EVCC Produced Sketch Night at EVCC
Thomas E. Lee	I am a producing artist and designer and actively work in the fields of landscape horticulture, Ceramic Arts, Drawing, Fiber arts, and Culinary arts. I am also an active classical performer and gave a formal recital on campus in February.
Lynn D. Granstrom	I continue to do art work and take classes. In the last 3 years I have taken classes in painting, stained glass, and pottery. I am constantly outside in a variety of environments taking photographs of a variety of things to use for reference and have used them in lessons I prepare for my students in science.
Greg Kammer	Professional Multimedia Design Plein Aire Painting Drawing
Jason Ripper	M.E. Sharpe published my two-volume history of the United States in March 2008. The books are titled "American Stories: Living American History."
Gina Myers	Cambialaria- women's ensemble (12), all monies directed to charities around the world through Seattle Artists, raised approx. \$20,000.00

Christine Malone	I authored a textbook on Administrative Medical Assisting, which was published by Pearson Prentice Hall Publishers (the largest medical textbook publisher in the US) this year. I also co-authored a textbook on Comprehensive Medical Assisting with the same publisher, also published this year.
Rich Ives	I am a writer with closely related interests in music and art. I have published somewhere around 200 pieces of fiction, poetry, nonfiction, translation and especially hybrid works involving more than one of these genres. Much of the work appears in literary magazines, but I have also edited four anthologies and written a text on creative nonfiction.
Mayumi N. Smith	Japanese Cultural Arts: conduct Japanese garden tours, conduct Japanese tea ceremony demonstrations, conduct calligraphy, origami, and Japanese dance demonstrations and instruction for special events
Alegdy Carrillo-Martin	I have been working in my painting. I am exploring the Abstract style, and I have found it as one of my best ways of expression. My work reveals my inner feelings and thoughts. These paintings are from medium size to big formats. I am planning an exhibition in one of the best Spanish restaurants in Seattle. Also, writing poetry and prose is one of my daily activities. I write to the simplest yet profound things. I write about serious and humorous matters. My book "Versos de Loto" (135 poems long) is already digitalized, ready for printing.
Chad Lewis	Lewis, C.T. (2001). The Moons of Earth. Luniverse.com. (90,000 word science fiction novel).
Lori Wisdom-Whitley	Scholarly Activity: "Women's Portrayal and Paradox in Peace Links' Documents, 1981-2001" Published in Women and Language, Vol. 32, No. 1, pp1-12. (with Anna Eblen and Karen Rohrbauck) The project studied the portrayal of women's gender roles in public documents of Peace Links: Women Against Nuclear War, a women's peace organization. The paper used content and rhetorical metaphor analyses informed by liberal/progressive feminist theory regarding paradox to study national Peace Links' early legal documents, newsletters, and a "closing shop" letter. The content analysis, directed toward discrete behavioral descriptions, detected themes of 1) activism, 2) education, 3) family, 4) leadership, and 5) linking. Feminist metaphor analysis identified global, evocative themes related to mothering, the garden/growing, sensory perceptions (i.e. touch, hearing, kinesthetic), and sports. The article discusses the ways that these gender portrayals may have enhanced and impacted the intended audience. Gender portrayals that exposed paradoxical directives may have broadened women's perspectives and located them within the realm of political action.
Mark Crowley	I turn wood pens in my spare time - I like to write, and feel that I (and others) write and express themselves better with nice, quality writing instruments - while perhaps not directly related to artistic expression, what I do create helps others to express themselves.
Lynn Hiblar	I took a course through our community Education in water colors, and found that I actually can paint after learning some techniques.
Ellen Felsenthal	I continually produce photographs, both commercially and for personal expression. My work is exhibited several times a year at various venues.
Kerry Lyste	played piano (classical and blues)
Jeffrey Dennis Pearce	My short story, "All Quiet Along the Potomac Tonight," was accepted for publication in All Hallows, The Journal of the Ghost Story Society, and is slated for publication in 2010. My poem, "The Dragon Poem," was published in Half Price Book's collection, Say Goodnight to Illiteracy 11th Edition, in 2005. My review of the book, Where Love Is, There God Is Also, by Leo Tolstoy was published in Saint Andrew Orthodox Church (Arlington) Newsletter in 2005.

**Scholarly Activity**

Dongwa Hu	<p>1.WAOL Teaching Online: Planning for Success Course. (Aug.-Sep., 2006) 2.Participated International Trade Alliance Meeting, Everett-Snohomish International Roundtable. John Walsh, Vice President, US Bank Overseas Banking Division "A Look at global Economic Trends" Nov. 9th, 2006 3.Participated Together in Business Education: Seminar for Community College and UW Bothell Faculty in Business and Economics. (2007,2008,2009) 4.Participating Trade Development Alliance of Greater Seattle Roundtable meeting. Laura Peterson, Vice President of International Affairs, Boeing Commercial Airplanes on the topics of Boeing's extensive involvement in the global marketplace and how this affects Snohomish County; and the importance of cooperation among Snohomish County businesses to promote their international business and investment interests. (March 2007) 5.Participated seminar "The Value of Diversity: An Exploration of Values, Beliefs, and Discourse", presented by Dr. Alicia Lewis fro University of Idaho. The seminar provided pedagogical considerations and insight as how we view the value of diversity in American culture, and how these values may be carried out in our daily lives. (Oct. 07) 6.Participated 2008 annual Faculty Retreat "The Everett Tapestry: Changing the Design of our College through Home Grown Innovation". Seminar including Evcc's participation in the National Project on Assessing Learning in Learning Communities, Gary Newlin's assessment protocol, How to help under prepared students and Collaborative Learning Techniques. (Jan. 08) 7.Participated Seminar on topics of "How My Space and Facebook Can be used to Help Students Obtain Their Career, Educational and Personal Goals", lectured by Kevin Prentiss. (April 08) 8.Participated International Business Roundtable-Guest Presenter Mr. Pat Lien, Senior Manage at Fluke Corporation on the topics of Keys to Succeeding in Business Outside the U.S. (May 08)</p>
Pheo (Claudiarose) Martin	<p>Decades of teaching "holistic thinking" skill acquisition, beginning with a national conference in 1977. A PhD in this subject matter.</p>
Dale A. Galloway	<p>As a member of the Technology Lab, I have been learning to use the various methods of teaching and communicating with students through the various media available (blogs, elluminate, twitter, notepads, etc.). I have also conducted two presentations to the members of the Technology lab. The first was on the use of software in a hybrid class that was not very effective. Some of the things covered during the presentation dealt with software problems where there was no transfer of learning taking place for the student. We discussed how a faculty would approach an issue where they felt the software was not meeting the objectives of the class. The second presentation was using the video that comes with the book, Brain Rules by Dr. John Medina. The presentation focused on how we use technology to present new information to students. We discussed how technology may not be the "end all" when presenting new information. We discussed the question; are we using technology to provide more information to the student without giving them time to digest the material?</p>
Merritt Hicks	<p>Teaching &amp; Research Methods, Survey of Adult Education, Adult Learning Psychology, Issues in Adult Basic Ed. Working with students from poverty, domestic violence issues,with mental health and drug/alcohol addiction issues, Angel online system, IDEA student/teacher evaluation system, CASAS testing, WA State Standards for Adult Basic Education.</p>
Kerri Schwab	<p>I recently attended the Washington Center's Learning Community Planning Retreat to plan for integration of Psychology and Education disciplines for a Learning Community to be offered in Fall, 2009. I have also been a member of the Teaching and Learning Inquiry Lab for almost two years.</p>

Heather Cleveland	<p>During my graduate studies, I attended the 2006 Pacific Northwest Numerical Analysis Seminar that was held at Simon Fraser University in British Columbia. It was interesting to hear about the current research and how numerical analysis is being applied in real-life situations. I also enjoyed attending the 2007 Washington State Community College Math Conference. The topics that were covered in the workshops increased my awareness of how students learn in the classroom, new ways to discover math concepts, and the importance of keeping mathematics fresh and interesting for both the students and instructor.</p>
Gloria McPherson	<p>In my classes I usually get a chance to interact with the students. But it is really through personal tutoring outside of the classroom where I can most help the student with new concepts. I like to create a positive learning environment in the classroom where students feel free to express their ideas. For shy students who are afraid to speak out in class, I have had much success helping them outside of the classroom.</p>
Patricia Stettler	<p>I attend many meetings, symposia, and conferences sponsored by the Assn. for Healthcare Documentation Integrity (AHDl). The subjects covered in these meetings generally fall into one of several categories: Clinical Medicine which includes: Traditional medical areas and specialties Human anatomy &amp; physiology Surgery Acupuncture, chiropractic Pharmacology Laboratory medicine, imaging Disease processes Medical research and development Allied health areas (physical therapy, podiatry, audiology, occupational therapy, rehabilitation, psychology) Medical Transcription Tools which includes: English language usage MT resources and references Professional practice, applied standards (style, formatting, QA [Metrics]), proofreading, editing, etc.) Developing a Quality Assurance or Quality Improvement program Quality assurance techniques and procedures Document processing tools (word processing, abbreviation expanders) Technology and the Workplace which includes: MT-related technology (all facets including ASPs, FTP, encryption, etc.) Electronic Health Record/Electronic Medical Record Personal Health Record Trends in Healthcare Delivery Coding &amp; Reimbursement Data tagging, data mining, database management Ergonomics and workplace design Business issues related to medical transcription Security issues Medicolegal Issues which includes: Healthcare record &amp; record management Risk management Medicolegal terminology and concepts Accreditation, administrative standards Ethics Confidentiality Healthcare-related legislation HIPAA Standards development (ASTM, HL7, etc.) Complementary Medicine which includes: Holistic medicine, homeopathy, herbal medicine, massage therapy (alternative medicine) Preventive medicine, health and wellness Veterinary medicine Professional Development which includes: Leadership (association &amp; workplace) Communication skills Time management Career pathways Stress management Supervision &amp; management Medical history In the past few months I have created and presented two PowerPoint presentations. At a local "MT Student Day," I presented "Tomorrow's Careers for Today's MTs," which explored future opportunities for MTs given the rapidly changing technology in the MT industry. I have also created and presented twice a PowerPoint presentation called "MT Job Hunting 101." I have been asked to present this PowerPoint via Webinar 4 more times during the upcoming year to teach newly graduated MT students strategies for finding their first job.</p>
Rene Kratz	<p>In June 2008, I attended the General meeting of the American Society for Microbiology as well as the American Society for Microbiology's Conference on Undergraduate Education.</p>
Darryl Dieter	<p>A. Conference presentations at Pacific Northwest Association for Researchers and Planners (PNAIRP):      -Using the IDEA Center's Teaching Evaluations for the Improvement of Teaching      -Creating Program-Level Assessment Measures      B. Member of Inquiry Lab (2008-09) and Developmental Learning Lab (2007-08)</p>
John Stewart	<p>I am currently involved in a workshop/learning lab at Seattle University as part of a statewide endeavor to standardize forensic computer training. We are working on a shared curriculum to enhance forensic computer/cyber crime training for law enforcement and private businesses.</p>

Anita Newman	Presenter at workshops for at risk youths; adult literacy; and teaching teachers how to integrate technology when teaching adults.
Andrew Vanture	I have attended several workshops sponsored by the Center for Astronomy Education at the University of Arizona. I have been active in developing curriculum for non-majors Astrobiology classes. I have presented this material at local and national conferences (summer 2007) and some of the material I have developed was used by Center for Astronomy Education at a national education workshop focused on teaching Astrobiology given during the summer of 2007. I am the co-author of an astronomy lab manual for non-majors. I helped organize a conference of professional astronomers from the Pacific Northwest that was hosted by EvCC in May 2006. I attend local meetings of the Pacific Northwest Association of College Physics (PNACP) and Northwest Astronomy Teaching Exchange (NATE).
Mattie Davis-Wolfe	Working on my doctorate in Health Care Education and Instructional Technology and Distance Education. It is a dual concentration EdD.
Kamil Hamaoui	I was an active participant in the Diversity Teaching Lab, led by Paul Marshall and Janice Lovelace for two years. This experience played a powerful role in furthering my understanding of diversity issues and allowing me to more successfully and comfortably incorporate discussion of diversity issues (such as sexual orientation, religion, and race) within my classes. I have had some rich, meaningful discussions with my students, who through their personal essays, have demonstrated that these discussions strongly impacted their understanding and appreciation of differences amongst us. I am continuing to develop ideas of how to structure discussions around diversity issues and present information that takes students beyond their comfort zones into a realm where critical thinking can develop and flourish. In the last five years, I also finished my Ph.D. dissertation in Psychology on the subject of perceptual grouping in music. I presented my data at a number of conferences. I also co-authored a paper on the Glissando Illusion and handedness that was recently published. Lastly, I have attended conferences regularly in the past five years from the American Psychological Association conventions to smaller service learning conferences hosted by Campus Compact. The one that stands out in my mind was the 28th International Conference on Critical Thinking hosted by the Critical Thinking Foundation. The workshops and literature provided at that conference played a key role in how I now conceptualize "critical thinking" and teach the concept in my classes.
Charles P Wikman	My scholarship activities are one and the same with my research activities. For example, I am attending a conference of neurologists in Seattle this weekend. Some are interested in developing a neuropsychology of our brain.
Donna Housman	I took this workshop in technology of movie-making in Jan. 09. This workshop was originally designed to teach digital storytelling for K-12 classes around the world. Bridges to Understanding is a non-profit which helps teachers and volunteers teach children to create digital stories using modern, easily accessible free software to create movies using still digital photos. My theory is that this technology can be easily taught to adult ESL students, many of whom have digital cameras. It uses all the skills needed: reading, writing, speaking, listening and technology.
Kristine Washburn	I've been active in the local astronomy education community by organizing and attending conferences for educators. I have also been actively involved in physics education efforts in the area, attending conferences for the American Association of Physics Teachers and the Pacific Northwest Association for College Physics. Additionally, I attended a week-long summer workshop two summers ago to become acquainted with the suite of active learning tools used in algebra-based physics at EvCC. This recent fall, I explored inquiry-based learning more deeply by co-teaching Natural Science 107 with Rene Kratz. This course uses the Physics for Everyday Thinking curriculum and is taught in a very unconventional and active way, which benefits students and works great for learning.

Beth Peterson	Taking the Language of Film class at the Seattle Film Institute. Attended the American College Theatre Festival Comedy class at Seattle Sketch Fest Stage Combat Classes from Geoff Alm
Thomas E. Lee	I've recently spoken at the Washington State Community Technical College Humanities Association conference and the Foundations in Art: Theory and Education conference.
Lynn D. Granstrom	Since I teach math, communications skills and science, see number 3 above.
Greg Kammer	Research and exchange of ideas with college faculty and faculty from other institutions. Developing new course curriculum in this area of design studies.
Paul Marshall	I have carried out research on the Teaching Lab Faculty Development model created at Everett CC in recent years. This research gathered data about the impact of Teaching Lab participation in areas such as: Impact on ones scholarship inside of ones discipline and regarding education in general. Transfer of learning from the lab to the classroom. Changes in quantity and quality of collegial interactions as a result of lab participation.
Sue Grigsby	Serve as NWAACC Women's Athletic Commissioner for Northern Region, Serve as Chairperson of NWAACC Track & Field and Cross Country committees, attend WSCCPEA association annually
Patrick Murphy	I have put together a program of study and additional paths for employment in the composite industry. This project started with the development of an outline of potential subjects in the composite field. A focus group met during December 2008 to get input for the program. This was the basis for the four classes in composites that will give students the background and skills required for employment in the composite industry. This program can lead to a certificate or a ATA degree from EvCC. This program will start Fall Quarter 2009. The other program that will start this coming Fall Quarter is an Apprentircship program with local aircraft repair industry where students will earn their Federal Aviation Administration Airframe License. There are eight classes in this group offered over a 2 year span. The classes cover the materials needed to pass the FAA writtens, orals, and practical test for the Airframe License.
Fayla Schwartz	Ongoing participation (3rd year now) in the Diversity Teaching lab. I periodically facilitate sessions with this group. Topics I have led lately are working with English Language Learners, LGBT students and faculty on campus, and campus response to hate crimes that affect staff or students. Each year I attend and often present a session at the NW Biology Instructors' Organization meeting. Next week I will be going to this meeting in Astoria OR and presenting a session on working with English Language Learners in biology classes.
John Meyer	As a coordinator/counselor for the Opportunity Grant Program at Everett Community College, I work with students in the welding and business administration programs (as well as other academic and technical programs). In order to learn more about the above mentioned programs (and for my own development), I have taken multiple welding courses and a business essentials course. I am also pursuing clinical supervision to increase my clinical counseling skills. Finally, I attend case consultations and supervision with my supervisor and colleagues.
Jeffrey Hipolito	I also chaired a panel on Owen Barfield at the annual meeting of Rocky Mountain Modern Language Association. This year I'll present a paper on Barfield at the same conference, focusing on the role of imagination in the learning process.
Donna L. Olson	On April 16, 2009, my colleague, Karen Schilde, and I presented the "Teaching College Students with Mental Health and Substance Abuse Issues" Workshop. About 40 EvCC faculty and staff attended. The workshop was well received, and the Evaluations proved it was a positive professional development opportunity.
Kathy Kneifel, B.A., CCA	Before 2004 I had no experience and little knowledge of medical billing or coding. At the request of my dean, I took medical terminology, CPT coding, and ICD-9 coding classes. After researching, studying, and attending conferences, I took and passed the first coding test to become a certified coder. I helped launch our online medical coding program Fall 2005 and currently provide leadership to that program. The program started with 38 students and has grown to serve 105 students in Fall 2008.



Jason Ripper	I am participating on a Technology Advisory Board for Cengage/Wadsworth, and my duties involve reviewing and evaluating new technology products they are considering for release to college history teachers.
Eric Davishahl	STATEWIDE WORK in ENGINEERING EDUCATION Participated in the core group of the statewide committee to develop the Major-Related Program Associate of Science Transfer degree (MRP AS-T) for community college engineering students. Presented the proposed degree pathways to the Washington Consortium on Engineering and Related Technical Education (WCERTE) in November 2004. Developed a model course outline for an applied numerical methods with MATLAB course that meets changing degree requirements in several engineering programs at UW and WSU. The outline provides a standard model of content and learning outcomes for community college faculty who want to develop a course that is accepted as equivalent to EE 221 at WSU and AMATH 301 at UW. Presented the outline to WCERTE at the October 2007 meeting. Coauthor on two ASEE (American Society of Engineering Education) conference papers: N. Larson, E. Davishahl, J. Davishahl, "The Dos and Don'ts of Student Project Collaboration Between Colleges: A Hindsight View from Two Community Colleges," Proceedings of the Annual Conference of the American Society for Engineering Education, June 2006. K. Gentili, J. Lyons, E. Davishahl, D. Davis, S. Beyerlein, "Measuring Added-Value Using a Team Design Skills Growth Survey." Proceedings of the Annual Conference of the American Society for Engineering Education, June 2005.
Peg Balachowski	I have been involved in 4 different teaching labs, and have been a leader or co-leader in 3. I was the creator (along with Paul Marshall) of the Teaching Lab concept. I was also a member of the development and planning committee for both state-wide conferences on cooperative learning held here on the campus of EvCC. I brought an AMATYC (American Mathematical Association of Two Year Colleges) traveling workshop on statistics to campus. It was attended by faculty from 10 nearby college campuses and high schools. I have presented every year at the state-wide WAMATYC conference held in the spring. I was a member of the first Leadership Academy on campus. I have been a part of a reading/study group on campus that consists of a wide range of campus members, from staff to administration to faculty members. We meet weekly to discuss various books that typically focus on leadership skills.
Gina Myers	Completing a two year, Post Graduate School Psychology certification program- specialized coursework in "Response to Intervention" (RTI) model, strategies for success for students with academic learning differences and disabilities. Transfer Series workshops
Christine Malone	See the answer to #3 above regarding my own studies. I am also speaking on the subject of professionalism in health care at a conference in Sacramento in May 2009.
Juergen Kneifel	Member of NACCE and participant in the 2009 Entrepreneurship Conference, Anaheim, CA
Penny Robins	Currently, I am taking a series of online class through the University of Oregon towards a graduate certificate on Poverty. The series is Poverty 101, 102 and 103. In Spring quarter 2009, I began this series with Poverty 101 and will continue 102 and 103, Summer and Fall 2009. The series begins with understanding the unique needs and barriers of individuals living in poverty and personally changing our paradigms so that as service providers we can effectively serve the student in forward momentum. Pov 101 and 102 also covers interpersonal communication process. Poverty 102 and 103 will continue with Improving Communication and Relationships and then move into leadership and policies for systemic change. Here are the titles of classes: Poverty 101: A New Paradigm For Understanding and Eradicating Poverty Poverty 102: Improving Communication and Relationships Poverty 103: Leadership and Policy Approaches for Systemic Change In addition, I am taking a Grant Writing workshop through Antioch University in Seattle Spring quarter 2009. In this workshop we are learning how to locate grants, how to sell the proposed service of needs and how to interpret grant funders interests. I will be writing a grant proposal this quarter.



Karla Pouillon	Sustainability study in the area of healthcare, including conferences on healthcare and sustainability issues, research into obesity and national health concerns, application of obesity research into a quarter-long "obesity" study in my anatomy and physiology class, and development of a culminating project on the study of obesity.
Rich Ives	I have researched and collected the best of three literary genres as they appear in the work of Northwest writers: Rain in the Forest, Light in the Trees; Contemporary Poetry from the Northwest From Timberline to Tidepool; Contemporary Fiction from the Northwest The Truth About the Territory; Contemporary Nonfiction from the Northwest
Sharon Wellman	I participated in the year long Teaching and Learning Lab focusing on the developmental student and the best practices in facilitating their success. I attended the training for On Course, a nationally recognized program in working with college students to increase their retention and success. I facilitated the delivery of a video conference focusing on advising and the issues involved for faculty and students. I have attended College Reading and Learning Association (CRLA) Conferences and National Association of Developmental Educator (NADE) conferences at both the regional and national level. These conferences focus on best practices in working with developmental students and issues in Learning Center management. I attended a 2 day training put on by Pearson Publishing in the use of My Math Lab, a computerized system for teaching mathematics. Each year I attend the Northwest Bio Instructors conference. This association presents information on best practices for teaching different courses in biology, the use of technology, and also provides an opportunity for discussions outside of ones teaching area.
Alegdy Carrillo-Martin	I regularly attend the Collaborative Learning Lab, where we share, speak, and study new techniques, teaching methods, etc. I have facilitated the activities in two oportunities. I am in the Diversity and Equity Lab. where we consider, analize, study a diversity of topics realted with our community. I have learn new concepts, and I have facilitated this lab once, and I am going to facilitate again talking about what we need to do in order to integrate more our community college.
Larry Baxter	Participation in various scientific lecture series in the community that I live. Participation in various lectures and workshops designed to bridge gaps and promote better understanding and cooperation between people with differing religions.
Lori Wisdom-Whitley	I am a member of the Teaching and Learning Cooperative (TLC) Steering committee. This involves attending both formal and informal meeting about the TLC, "guest speaking" in the collaborative learning lab and helping with the up coming IDEA seminar coming to campus.
Dr. Bev Farb	With colleagues from community colleges across Washington, I have been developing curriculum for the sustainability of the bioregion. This involves the transformation of existing courses. I participated in the Festival of Dreams as a faculty panelist on dream interpretation. I gave a presentation on Utopian society open to the campus community. I have written a chapter for a collaborative Introduction to Sociology textbook. It will be published by Fall 09.
Mark Crowley	Continuing study in the field of Basic Fire Investigation to better communicate the information to firefighters, police officers, and others entering the field of Fire Investigation. I attend an annual, 40 hour training conference, each May that is attended by more than 100 other fire investigators from Washington, Oregon, Idaho, Montana, and British Columbia (professional networking and education).
Lynn Hiblar	I am an avid reader and enjoy reading the most currant books on new topics to early childhood education, usually published through our Nation Association of Early Childhood.
Lynne Munoz	Completed Leadership Snohomish County year-long class in 2008 Co-Chair Leadership Snohomish County's Education Day on Business and Economic Development, 2009
Karen Heys	Nursing Faculty regularly attend continuing education offerings in the community to keep up their expertise and skills set. Such offerings come to us via the internet, our professional contacts, our professional journals and organizations. We find this method of staying current in the field to be an essential addition to our role as educators and a great adjuvant strategy to the professional development funds the college is able to provide.

Kerry Lyste	<ul style="list-style-type: none"> <li>• Supported the creation of “Global Connections “Geography Club (1,3,4,5,6) • Wrote e-tech grant (1,2,3,4,5,6) • Attended Instructional Council Meetings as Division Representative (1,2,3,4,6) • Coordinated ILCC NSF grant proposal with Carla Shafer (1,2,3,4,5,6) • Coordinated software downloads, licenses, and installation with EVCC IT Dept, and move of labs to Grey Wolf Hall (1,3,4,5,6) • Created new Python Workshop for GIS (1,2,3,4,5) • Attended EVCC faculty retreat (1,4) • Conducted events in NW Science Olympiad (1,4,5,6) • Attended and organized GIS Advisory Committee (1,4,5,6) • As President, organized Community College Affinity Group Panels for Association of American Geographers Annual Meeting. (1,4,5,6) • Acting Board Member of Association of Washington Geographers • Developed and organized work study position on Campus Enrollment (1,2,4,5) • Member of Kristine Washburn’s ARC Committee (1,4, 6) • Wrote several letters of reference for students (1,4) • Managed GIS internships, including Snohomish County Surface Water Management and King County positions (1,3,4,5) Strategic Initiatives: 1. Increase institutional effectiveness 2. Access and retention 3. Baccalaureate-level degrees 4. Developing distinguished programs 5. Providing innovative learning experiences for students 6. Supporting educational programs that result in a more globally aware and diverse student body and workforce</li> </ul>
Jeffrey Dennis Pearce	<p>In October, 2007, I went on an American history study tour to Williamsburg, Jamestown, Yorktown, Washington, D.C., and New York with students from Grace Academy in Marysville. In August, 2007, I attended “Tea, Scones and C.S. Lewis” at Seattle Pacific University. This event was presented by C.S. Lewis experts the Reverend Mr. Tom Honey and Mr. Kim Gilnett. In April, 2006, I attended “Reflections on American History” presented by author David McCullough, also at Seattle Pacific University. In 2005 I received my Online Instructor Training Certificate from Washington Online.</p>
Sandy Nisperos, Ph.D.	<p>Participation and presentation in the Diversity Teaching Lab, 2006-07, 2007-08, 2008-09. Leadership Academy at Everett Community College 2007-08</p>

## Research

Pheo (Claudiarose) Martin	<p>1. My greatest concern is incorporating software like Elluminate to add verification that the actual students are indeed taking online classes. I am construting the theory and instructional strategies and skills for this. 2. Based upon the general statistics that 70% of all students have at least one academic skill deficiency, I am developing instructional strategies and skills to respond to the "Developmental academic skills" area, most well known as "Developmental Education." 3. Curriculum innovations are a close to number 2. This work begins with re conceptualization of Educational Theory, but draws upon the educational literature about "educating the person." As we increase the technological and high academic standards, while dealing with students less prepared for college, "bridging the gap" for these students is very needed. We do not want to loss the students in their first 2 quarters because they do not have the skills to succeed in classrooms. 4. A personal priority is that since 1970s children are being born with a 'higher' consciousness in the non-relational, non-linear holistic areas. These students need and deserve educational theory that provides curriculum with learning objectives to develop their minds. This development and education will provide students more capable of "global" thinking, and highly unitive knowledge acquisition.</p>
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Dale A. Galloway	I was actively involved in the Inquiry Lab for the past two years. During this time, a group of faculty members have been creating and working on a research project on the underprepared student. The Inquiry Lab looks at using research in the classroom to increase the effectiveness of learning. The Inquiry lab is designed a survey to get the students perspective of what it takes to be successful in a college environment. The information in the survey is looking at how students determine success, what it takes to be successful, and what skills or resources are needed to succeed in college. The Inquiry Lab will be presenting some of its finding at the Pacific Northwest Teaching and Learning Conference in May 2009.
Merritt Hicks	Researched issues related to students in Adult Basic Education transitioning into college programs. This included conducting a survey of the transitions programs, efforts and barriers of numerous community colleges in the Puget Sound Region including Everett CC. Researched theories and strategies for promoting persistence in perviously underprepared students.
Kerri Schwab	I am in my second year as a participant in the Inquiry Teaching and Learning Cooperative Lab. We are compiling research from both faculty and student surveys on underprepared students administered last year, and are preparing to present our findings. at the Washington State Teaching and Learning Conference in May, 2009. A future plan of collaboration on a publishable research article is in the works for this summer.
Heather Cleveland	While I was taking the fabric surface design class, I was working on a colloquium presentation on numerical partial differential equations. It was exciting to find a connection between the two subjects. In 1947, two mathematicians, John Crank and Phyllis Nicolson, successfully applied their numerical scheme to problems in the dyeing of textiles.
Gloria McPherson	My scholarship activity is mainly done through the media of the classroom. I daily seek new ways to explain ideas and concepts that will be easy for the student to understand and apply. By going back to the basics, the student can most of the time discover a common truth or theorem in math. My job is just to guide them along the way. Math is more than learning rules, it is mainly about knowing why something works.
Patricia Stettler	I recently created and presented a PowerPoint Presentation on "Long QT Syndrome: A Silent Serial Killer." This is a genetic condition which several members of my family suffer from (including me), so I researched the condition and did a presentation on the subject in an online Webinar and at a local meeting of the Assn. for Healthcare Documentation Integrity (AHDI), the national medical transcription nonprofit association of which I am a member.
Rene Kratz	I conduct research on learning in some of my classes, in particular Biology 107.
Ronald W. Kissler	I am trying out a project that has students making out study cards and using them. This will be incorporated into the grading. I will be interested to see if it helps them and if they follow through.
Andrew Vanture	I have been active in Astronomical Research since beginning my teaching at EvCC thirteen years ago. My research has focused understanding the late phases in the evolution of low mass stars and the synthesis of chemical elements in these stars. This has resulted in eight publications in professional journals for which I was primary author and three additional publications for which I was a secondary author.

Mattie Davis-Wolfe	I am currently reasearching student success and retention for non-traditional and underrepresented nursing student populations (males, ethnic and cultural minorities, displaced homemakers, etc.). Three years ago I started a doctorate in order to explore student success and retention and the use of instructional technology to improve and expand our nursing and health sciences programs.
Kamil Hamaoui	I am currently evaluating different instructional methods as used in face-to-face, online, and hybrid classes with the aim of determining which methods are best suited to maximize student learning of course content and the core learning objectives of critical thinking and sensitivity to diversity. I have varied my instructional methods frequently in different courses, for the purpose of comparison, and have collected data through class surveys using i>clickers. The data has been useful to me in improving upon my instructional methods. In the future, I would like to pursue these research interests further, using more carefully controlled quasi-experimental methods.
Charles P Wikman	I have created a new theory of education. I call it the "determinate theory of achievement" and it is based on Charles Spearman's theory of psychology. It may help us improve the effectiveness of our teaching and better tailoring our courses to the abilities of our students. I am also working on a mathematical theory of the development of intelligence in children and integrating that with what is now known about our neuroanatomy.
Thomas E. Lee	I'm constantly researching ceramic technology to apply to my classes. I currently teach a glaze chemistry class that explores these issues.
Lynn D. Granstrom	The research I have done in the last 3 years may not fit this description entirely, however my knowledge in a variety of areas and experiences increased in ways it is difficult to describe. In 2006 our house flooded and we needed to raise it 9 feet and to gut it and completely rebuild the inside. I became the project manager of this rebuilding. I literally knew nothing about construction. In the last two years I have worked with accountants, lawyers, architects, structural engineers, FEMA, insurance companies, contractors, Snohomish County Planning Department, building inspectors, concrete contractors, plumbers, electricians, finishers, painters, house-siders, and roofers as well as financial institutions. I have also learned to drive tractors, trucks, and a bulldozer.
Greg Kammer	Color Theory work and research directed toward local cultural and world culture issues in design.
Paul Marshall	The Inquiry Teaching Lab has generated two lines of research which are intended to add to the applied research base for Scholarship of Teaching and Learning and Scholarship regarding Faculty Learning Communities. The collaboration between Western Washington University and Everett Community College in the Inquiry Teaching Lab created an opportunity to carry out qualitative research on the impact of a faculty learning community on scholarship among Community College faculty. The Teaching Lab Research is intended to add to available research regarding the efficacy of faculty learning communities for impacting the professional practice of community college educators. (see below)
Patrick Murphy	In February of this year I attended a seminar for engineers advancing knowledge in composite engineering. The seminar covered Composite Materials Failure Analysis and Repair. The material covered in this continuing education course will be an asset to the new composite program starting in Fall 2009. The course was 14 hours in length.

Jeffrey Hipolito	I'm currently writing an intellectual biography of S.T. Coleridge. I have also written an essay on Coleridge that will appear next month in <u>The Oxford Handbook of S.T. Coleridge</u> , published by Oxford UP. Last summer I presented a paper at the biannual Coleridge Conference in Somerset, England.
Kathy Kneifel, B.A., CCA	I have conducted research and have attended seminars, professional organization meetings, and conventions to learn about electronic healthcare records, health information management, and updates in medical coding, including ICD-10. I've been able to pass my findings and knowledge on to students taking classes in medical billing and medical coding. These activities have also helped me track employment trends in the medical office which help in updating curriculum.
Jason Ripper	I am rewriting an Instructor's Resource Manual for Cengage/Wadsworth for Craig Lockard's "Societies, Networks, and Transitions," to be newly titled "WORLD."
Peg Balachowski	As a member of the Inquiry Teaching Lab over the 2007 - 08 academic year and part of the 2008 - 09 academic year, I participated in collecting research concerning the underprepared student. I used my classes as a sample and conducted weekly data collections and compiled data that will be contributed to a larger research project being conducted by Dr. Stan Goto from Western Washington, the lead PI for the project.
Christine Malone	I am working on my doctorate in Business Administration with a health care focus. In this endeavor, I have written numerous scholarly papers on various topics relating to health care administration.
Rich Ives	My research work has been in the application of literary theory into practice and the creative uses of the theory. Much of this work involves genre mixing and experimentation with literary structures.
Alegdy Carrillo-Martin	I have been sharing my research and findings about "Constructivism" with my colleagues in the Collaborative Learning Lab. This theory is partially applied in my classes, where the students have the opportunity of learning while doing, and I always insist in "learn how to learn" activities.
Dr. Bev Farb	With my colleagues in the social sciences, I have been conducting outcomes assessments of our sociology courses.
Mark Crowley	Continuing research in Fire Investigation topics. Specifically, I am researching where or not it is possible to tell if a fire setter is LEFT or RIGHT handed by studying patterns in which paper match is torn from a new book of paper matches (i.e. is a LEFT-handed person more likely to select a match from the LEFT or RIGHT side of the matchbook, and whether or not this small trend can be used, with other evidentiary factors found at a fire scene, to assist in the identification of additional investigative leads and/or a person of interest for further investigation).
Lynn Hiplar	I just received my Masters in Education last year. For my project/thesis I devised a Early Language and Emergent Literacy course for our ECE dept. since we did not have one, and it has become more apparent in the last few years that to stay current we needed one.
Kerry Lyste	created learning unit on using Remote Sensing (Landsat Satellite Imagery) to classify impervious surfaces



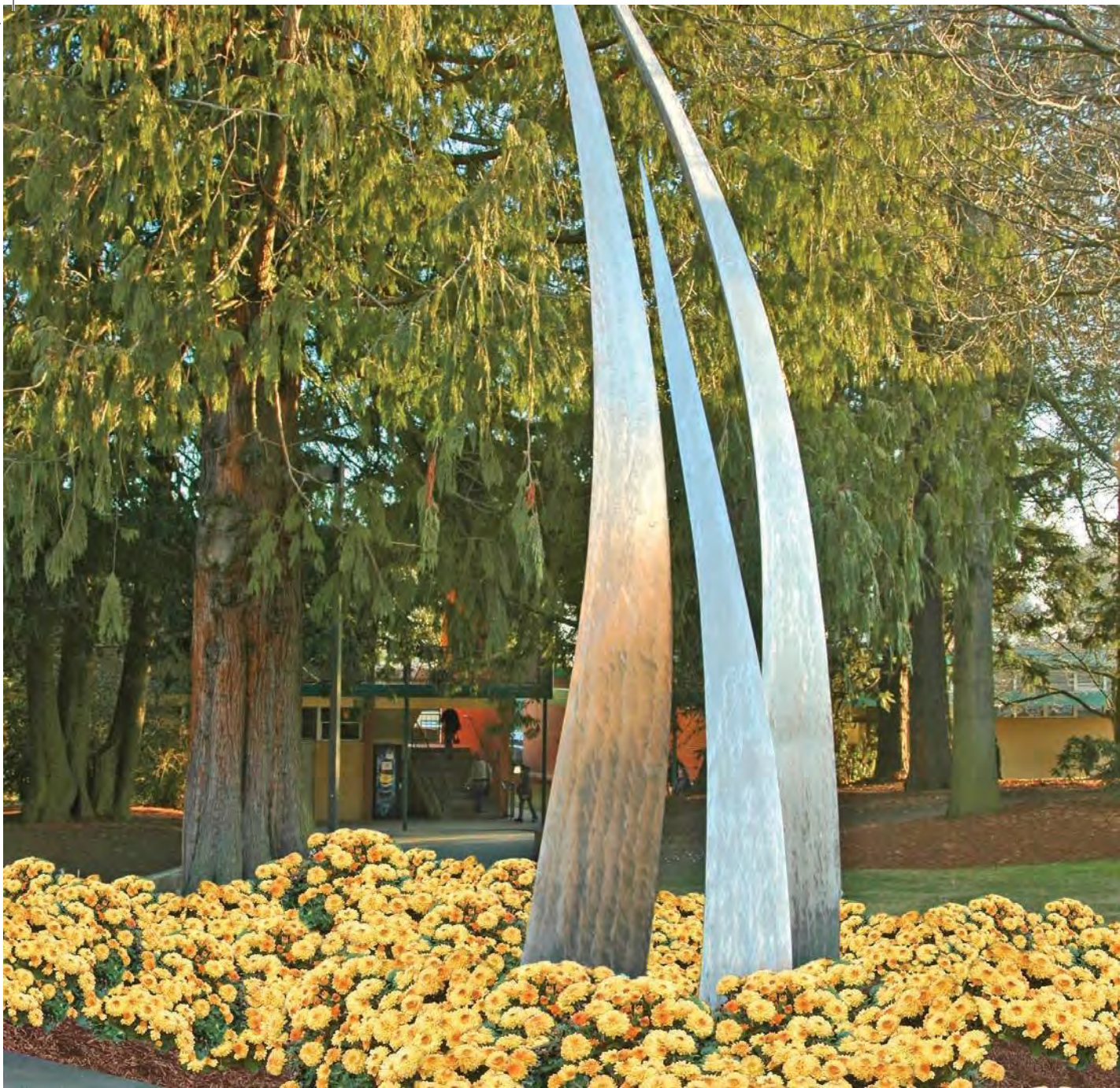


**STANDARD FIVE:**  
**Library and**  
**Information Resources**





Content Management Table Standard Five: Library and Information Resources		Mailed				Onsite			
		Thumb Drive	In-Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online		
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>							
N/A		N/A							
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>							
5E.1	Printed materials for students: hours/svcs of learning resource facilities	E.1a					X		
5E.2	Policies for development and management of learning resources	E.2a	<a href="#">Comm &amp; Tech College Acceptable Use Policy</a>					X	X
		E.2b	<a href="#">EvCC Acceptable Use Policy</a>					X	X
		E.2c	<a href="#">IT Service Levels Agreements</a>					X	
		E.2d	<a href="#">LMC Mission &amp; Goals</a>					X	
		E.2e	<a href="#">LMC Collection Development Policy</a>					X	
		E.2f	<a href="#">LMC Use of Library Computers Policy</a>					X	
		E.2g	<a href="#">LMC Confidentiality &amp; Library Use Procedure</a>					X	
		E.2h	<a href="#">LMC Disruptive Behavior Procedure</a>					X	
		E.2i	<a href="#">LMC Student Media Request Form</a>					X	
		E.2j	<a href="#">Emergency Notification</a>					X	X
5E.3	Statistics on use of library and other learning resources	E.3a	<a href="#">LMC Gate Count 2009</a>					X	
		E.3b	<a href="#">LMC Web Use "1 Month Sample" 10/2007</a>					X	
		E.3c	<a href="#">LMC Collection Statistics 2007-08</a>					X	
5E.4	Statistics on library collection and inventory other learning resources	E.4a	<a href="#">LMC Collection Goals 2005-10</a>					X	
		E.4b	<a href="#">LMC Historical Charges</a>					X	
		E.4c	<a href="#">LMC Item Use/Reference</a>					X	
		E.4d	<a href="#">LMC Item Use/Reference</a>					X	
		E.4e	<a href="#">LMC Item Use/Reference</a>					X	
5E.5	Measures used to determine adequacy of facilities for goals of areas	E.5a	<a href="#">Computer Lab Usage Comparison</a>					X	
		E.5b	<a href="#">Welcome to the EvCC Computer Labs</a>					X	X
		E.5c	<a href="#">LMC Capital Analysis Model</a>					X	
		E.5d	<a href="#">LMC Growth Project Request Report 2009-11</a>					X	
5E.6	Measures used to determine adequacy to support on/off site programs	E.6a	<a href="#">Central Campus Room Scheduling Information</a>					X	
		E.6b	<a href="#">Staff Services Usage Statistics</a>					X	
		E.6c	<a href="#">LMC- ALA Standards for Libraries</a>					X	X
		E.6d	<a href="#">LMC- ALA Guidelines for Media Resources</a>					X	X
		E.6e	<a href="#">LMC- ALA Information Literacy Competency</a>					X	X
5E.7	Data regarding number and assignments of library staff	E.7a						X	
5E.8	Organization chart for managing libraries & other information resources	E.8a	<a href="#">IT Organization Chart at 03/09</a>					X	
		E.8b	<a href="#">LMC Organization Chart</a>					X	
5E.9	Comprehensive budget(s) for library and information resources	E.9a	<a href="#">Information Technology Budget 2008-2009</a>					X	
		E.9b	<a href="#">LMC Account Status Report 2008-09</a>					X	
		E.9c	<a href="#">LMC Budget Development Report 2009-10</a>					X	
5E.10	Vitae of professional library staff	E.10a						X	
5E.11	Formal, written agreements with other libraries	E.11a	<a href="#">Formal Library Agreements</a>					X	
5E.12	Computer usage statistics related to the retrieval of library resources	E.12a	<a href="#">LMC EZ Proxy Report 07/2008-04/2009</a>					X	
5E.13	Printed info describing user services provided by the computing facility	E.13a	<a href="#">LMC Account Status Report 2008-09</a>					X	
		E.13b	<a href="#">LMC Computer Lab Hours of Operation</a>					X	
5E.14	Studies/docs describing evaluation of library and information resources	E.14a	<a href="#">LMC 3-Year Instructional Program/Dept Assessment</a>					X	
		E.14b	<a href="#">LMC Survey</a>					X	
<u>Additional Supporting Documentation (A)</u>		<u>EvCC Additional Documentation</u>							
5A.1		A.1	<a href="#">VP Approved IT Administrative Procedures</a>					X	
5A.2		A.2	<a href="#">IT Staff Resumes</a>					X	
5A.3		A.3	<a href="#">LMC Promotional Materials</a>					X	
5A.4		A.4	<a href="#">LMC Databases 2000-09</a>					X	
5A.5		A.5	<a href="#">LMC Group Instructional Sessions 1998-2008</a>					X	
5A.6		A.6	<a href="#">IT Training 2006-09</a>					X	



**STANDARD SIX:**  
**Governance  
and Administration**



Content Management Table Standard Six: Governance and Administration		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>						
6D.1	Board and committee membership with background statements	D.1a <a href="#">Board of Trustees Members &amp; Background</a>	X		X		X	X
6D.2	Administrative and academic organization charts	D.2a <a href="#">Org Chart: Admin Svcs at 10/09</a>	X		X		X	
		D.2b <a href="#">Org Chart: College Advancement at 03/09</a>	X		X		X	
		D.2c <a href="#">Org Chart: Instruction at 07/09</a>	X		X		X	
		D.2d <a href="#">Org Chart: Instruction Personnel at 07/09</a>	X		X		X	
		D.2e <a href="#">Org Chart: Student Svcs at 10/09</a>	X		X		X	
		D.2f <a href="#">Org Chart: VP Level - No Names</a>	X		X		X	
		D.2g <a href="#">Org Chart: College Svcs at 10/09</a>	X		X		X	
		D.2h <a href="#">Org Chart: University Center at 10/09</a>	X		X		X	
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>						
6E.1	Articles of incorporation and bylaws	E.1a <a href="#">Board of Trustees Procedure and Mission</a>					X	X
		E.1b <a href="#">Washington State TACTC Bylaws</a>					X	
6E.2	Board policy manual, with agenda and minutes for the last three years	E.2a <a href="#">Board of Trustees Meeting Minutes</a>					X	X
6E.3	Administrative policy manuals	E.3a <a href="#">List of Policies &amp; Procedures from Website</a>					X	X
6E.4	Administrative position descriptions	E.4a <a href="#">Exempt Job Description Summary</a>					X	
6E.5	Staff handbook	E.5a <a href="#">Employee Handbook</a>					X	
6E.6	Salary data and benefits for administration and staff	E.6a <a href="#">Classified Staff Salary Schedule</a>					X	X
		E.6b <a href="#">Exempt Salary Data 2008-2009</a>					X	
		E.6c <a href="#">Administrative Salary Survey</a>					X	X
		E.6d <a href="#">Administrative &amp; Exempt Benefits</a>					X	X
		E.6e <a href="#">WFSE HE Contract 2009-11</a>					X	X
6E.8	Collective bargaining agreements	E.8a <a href="#">WFSE HE Contract 2009-11</a>					X	X
		E.8b <a href="#">AFT Contract 2008-2011</a>					X	X
6E.10	List of active committees with names and chair contact information	E.10a <a href="#">List of Councils and Committees</a>					X	



Retrieved from the EvCC Website

## Board of Trustees

A Board of Trustees, appointed by the Governor of the State of Washington for five-year terms, governs Everett Community College. The Board meets on the third Wednesday of each month at 5 p.m. in the Board conference room on the second floor of Olympus Hall. The meetings are open to the public. For information regarding meetings, agenda and board actions call the Office of the President at 425-388-9572.



Thomas L. Gaffney of Everett was appointed by Governor Gary Locke in February 2002. Gaffney is a partner and past managing partner in the Everett office of Moss Adams LLP. He holds a Bachelor of Arts from the University of Washington and is an Everett Junior College alumnus. Gaffney currently serves on the Board of Trustees of EverTrust Bank and Providence General Medical Center. Gaffney has been a past member of the boards of the Snohomish County Boys & Girls Clubs, Everett Area Chamber of Commerce, and the Snohomish County Visiting Nurse Association. He is a former chair of the Snohomish County Economic Development Council and served as co-chair of Ascent 21. In 1996 Gaffney was honored by the Everett Area Chamber of Commerce as "Corporate Citizen of the Year." In 1988, he received the "President's Award" from the Economic Development Council of Snohomish County. Thomas Gaffney is Chair of the Board for 2005-2006.



Gene L. Chase of Arlington was appointed by Governor Gary Locke in April 2000. He is the owner of C&C Contracting in Arlington, WA. Chase holds a Bachelor of Science Degree in Forestry from the University of Washington and an Associate of Arts Degree from Everett Junior College. He is a former Snohomish County Fire Commissioner, former member of the Arlington School Board, a member of the North Snohomish County Rotary Club, and a member of the Everett Community College Foundation Board. Chase also serves as the University of Washington Alumni Association College of Forestry President. In 2001 Mr. Chase was appointed the Vice Chair of the Trustees Association for Community and Technical Colleges Legislative Steering Committee, and was Chair of the EvCC Board of Trustees for 2002-2003.



James Shipman was appointed by Governor Christine Gregoire in September 2005. Shipman, of Snohomish, received his associate's degree from Everett Community College and is a former EvCC Associated Student Body president. After graduating from EvCC, Shipman attended the University of Washington, and then

earned his law degree from Gonzaga University School of Law in Spokane. He is a partner at the law office of Podrasky & Shipman in Everett. Shipman has served as the Chair of the Regulatory Committee of the Snohomish County Citizens Cabinet since 2003 and also sits on the Snohomish County Priorities of Government Committee. Shipman's term of service is October 1, 2005 through September 30, 2010. He replaces Sanford Kinzer, who retired from the Board after serving from 2000-2005.

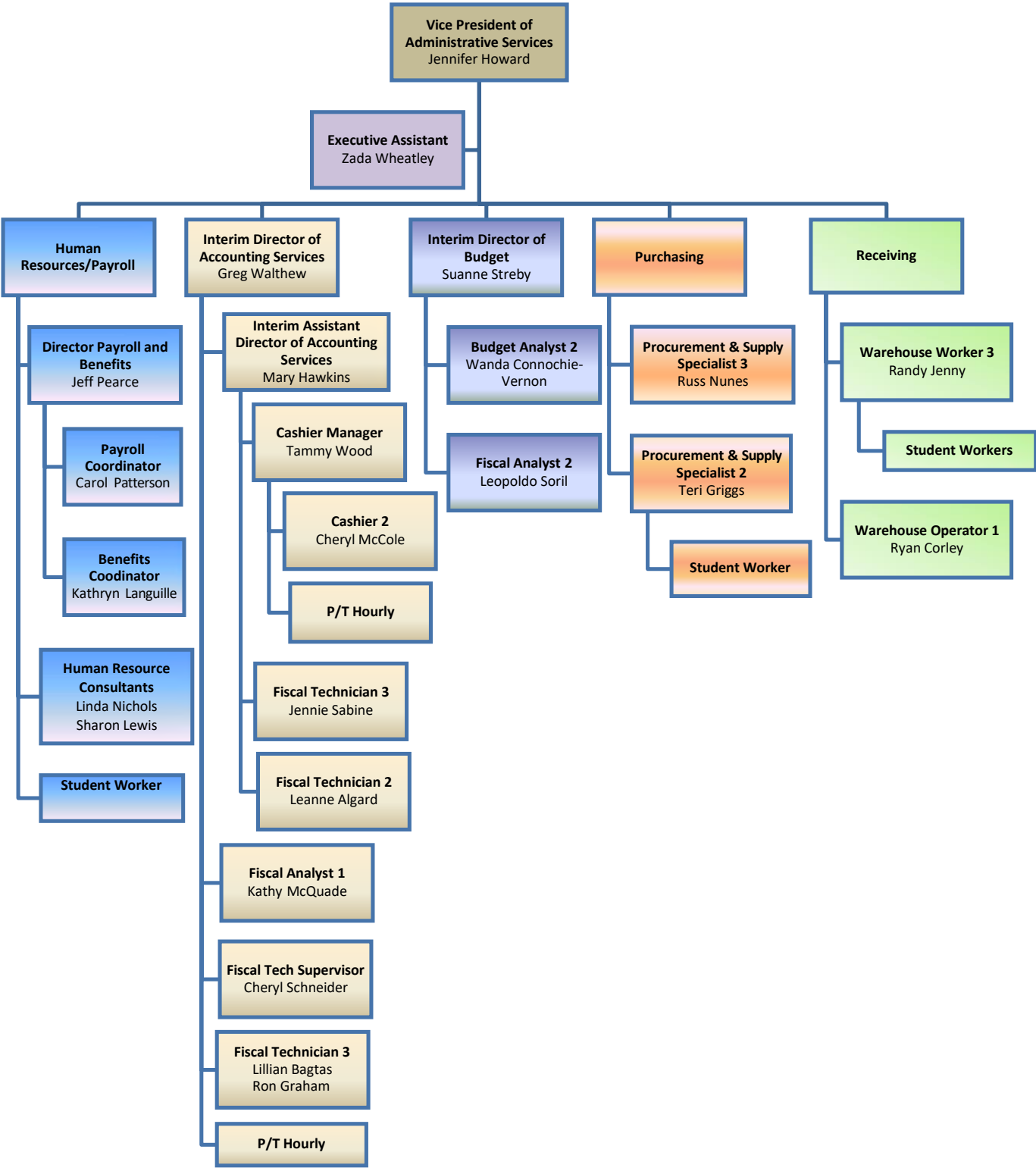


Nancy Truitt Pierce of Monroe was appointed by Governor Gary Locke in September 1998 and re-appointed in 1999 for a full term. Ms. Truitt Pierce served as Chair of the Board in 2000-2001. She is the Founder and President of Woods Creek Consulting Company in Monroe, WA. She holds a bachelor's degree in Human Development from The Evergreen State College and an Associate of Science degree in Math from Bellevue Community College. With South Seattle Community College Truitt Pierce was the Director of the Supervision and Management Program, Women's Programs and the Displaced Homemaker Center. She also managed the Small Business Institute for the Seattle Community College District before entering the consulting business. She has also served as President of the SSCC Foundation Board, and as a member of the Northwest Venture Group, Seraph Capital Forum and Washington Biotechnical and Biomedical Association.



Dr. Betty Cobbs of Everett was appointed by Governor Christine Gregoire in March 2009. Dr. Cobbs is the Director of Human Resources for Everett Public Schools, focusing on K-12 teacher development and recruitment. She has worked in Everett Public Schools for more than 30 years, spending the first nine years of her career as a classroom teacher before moving into administration and serving as a school principal for 25 years. She has a bachelor's degree in education and master's degree in administration from Western Washington University and a doctorate from the University of Washington in Educational Leadership and Policy Studies. Dr. Cobbs is a Civil Service Commissioner for the City of Everett and a member of the board of directors for Volunteers of America Western Washington. In 1993, she was named "Woman of the Year" by the Business & Professional Women, Inc. of Snohomish County. She has also served as a member of boards for the Imagine Children's Museum, Everett Parks and Recreation, Northwest Regional Educational Lab, Everett Performing Arts Theater, Everett Youth Symphony, Luther Child Center, and PTA.

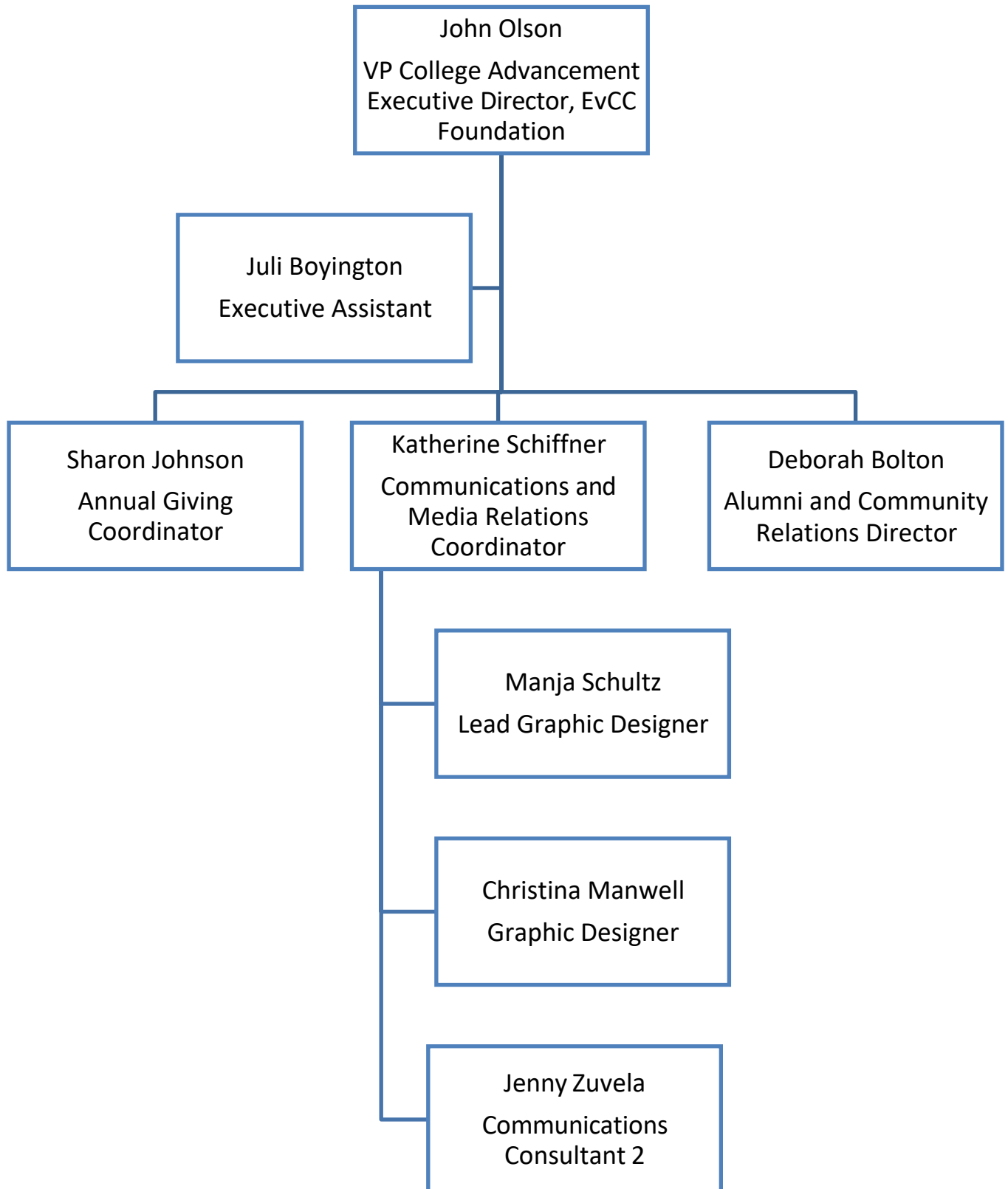
# Administrative Services Organizational Chart October 2009

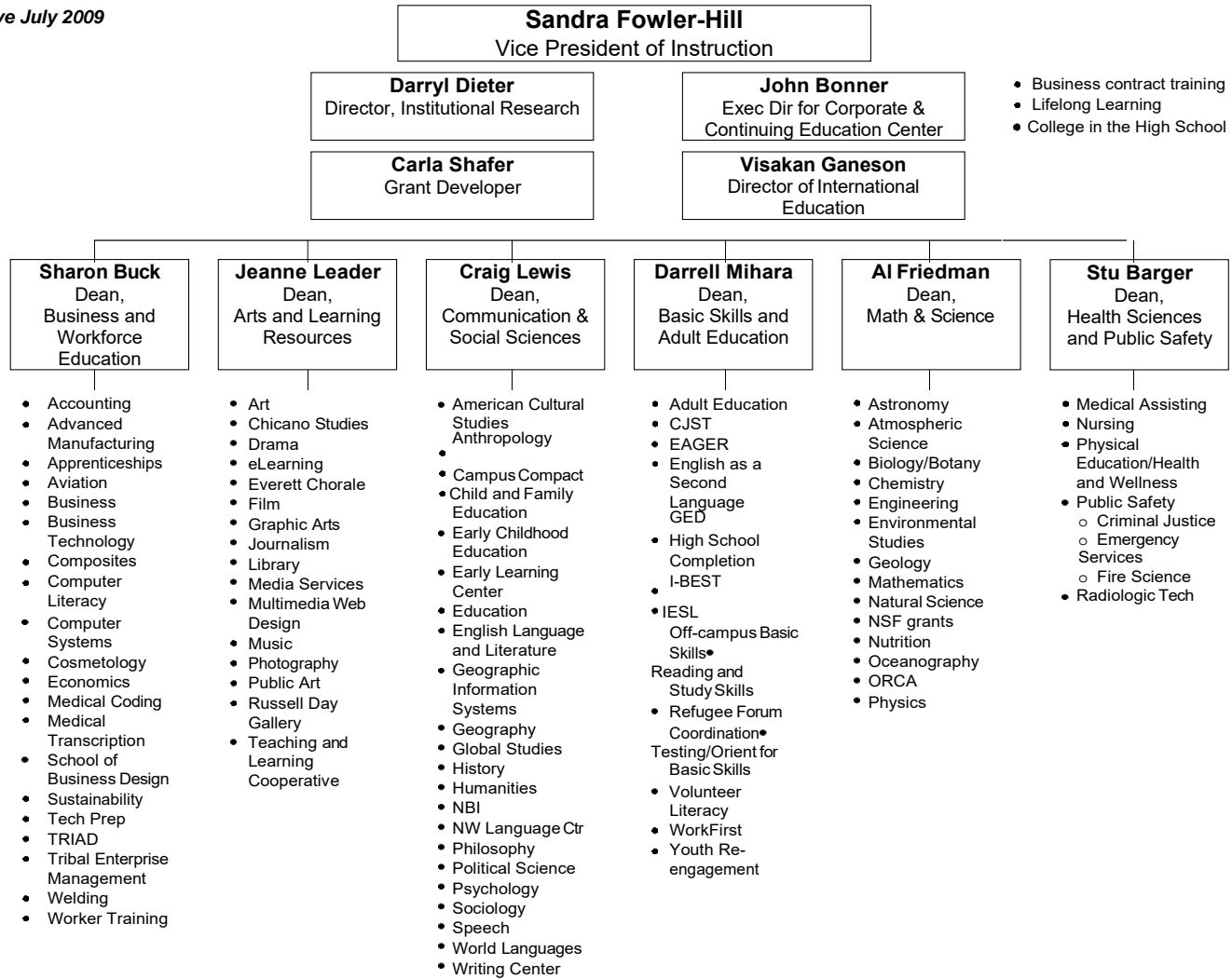




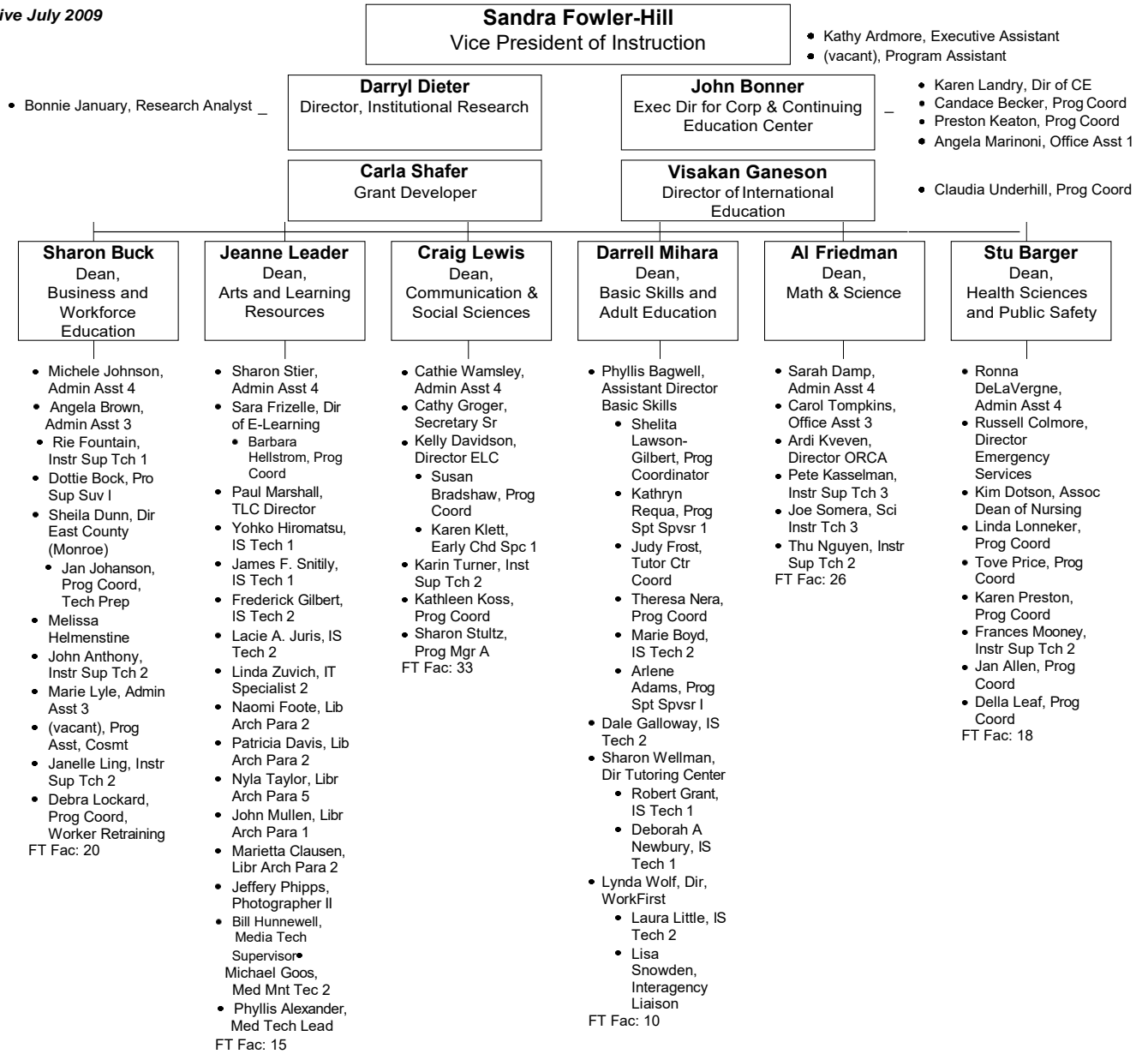
# Office of College Advancement

Effective 03/2009

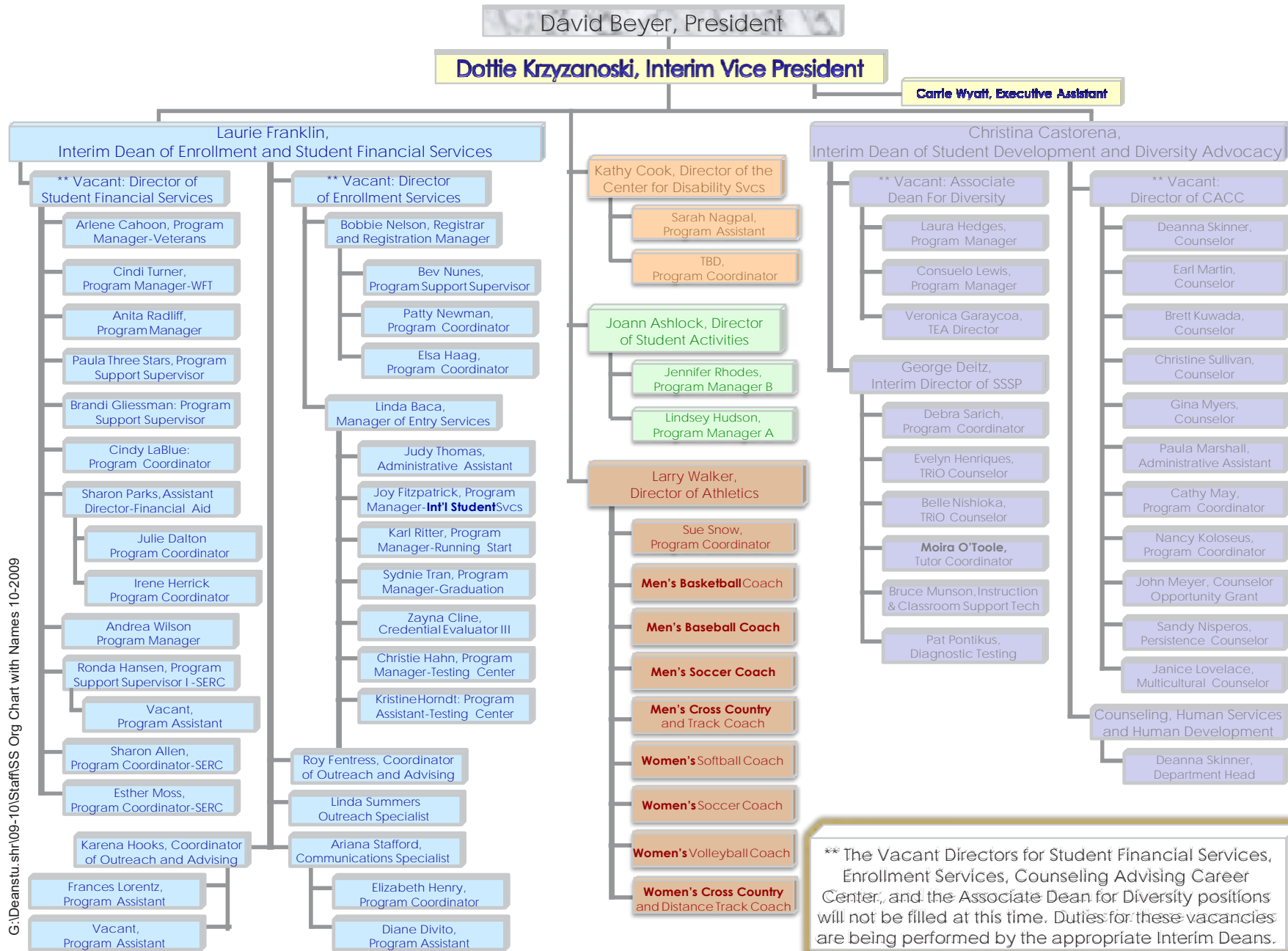




Effective July 2009



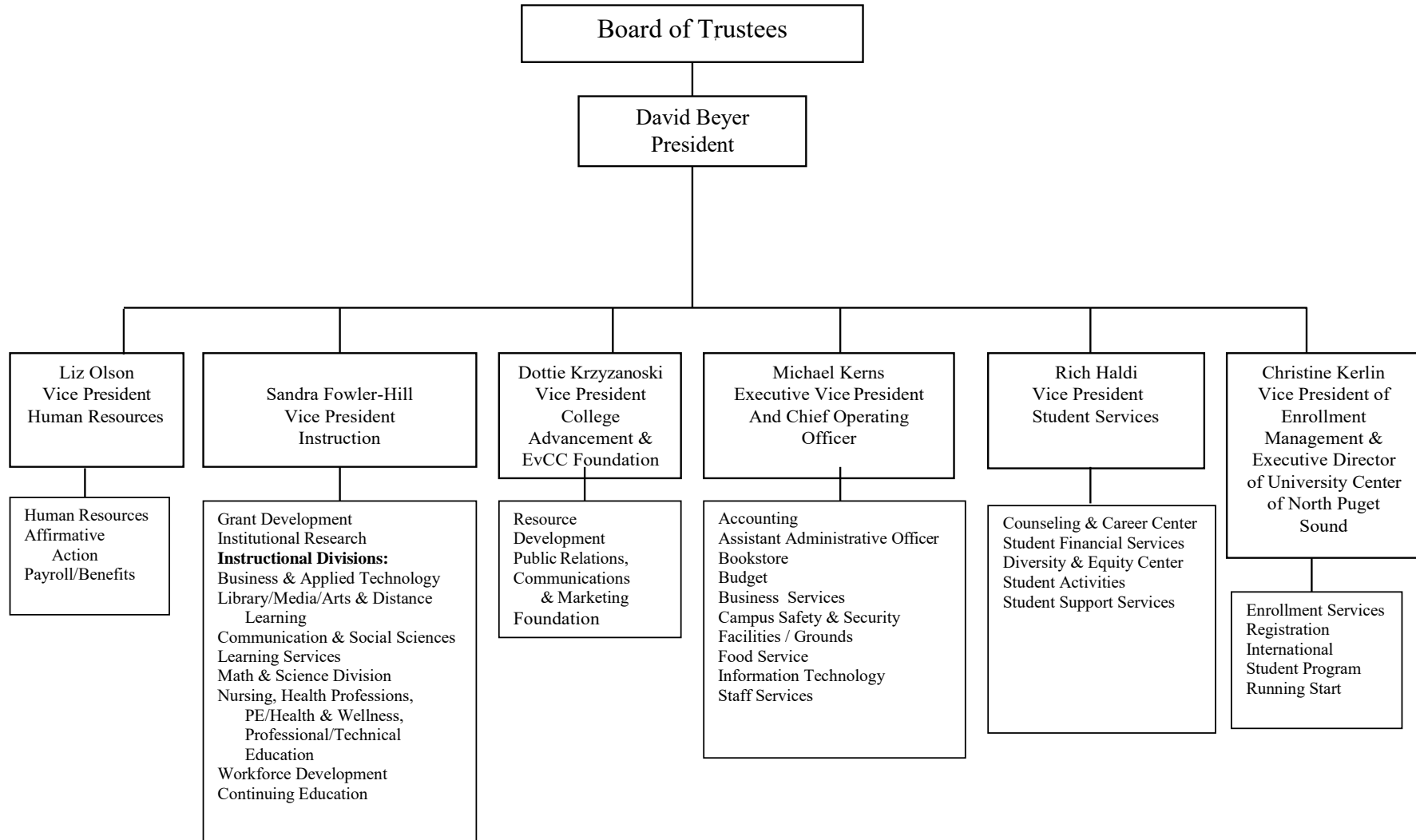
# Student Services Organizational Chart at 10/2009



G:\Deanstu.shr\09-10\Staff\SS Org Chart with Names 10-2009

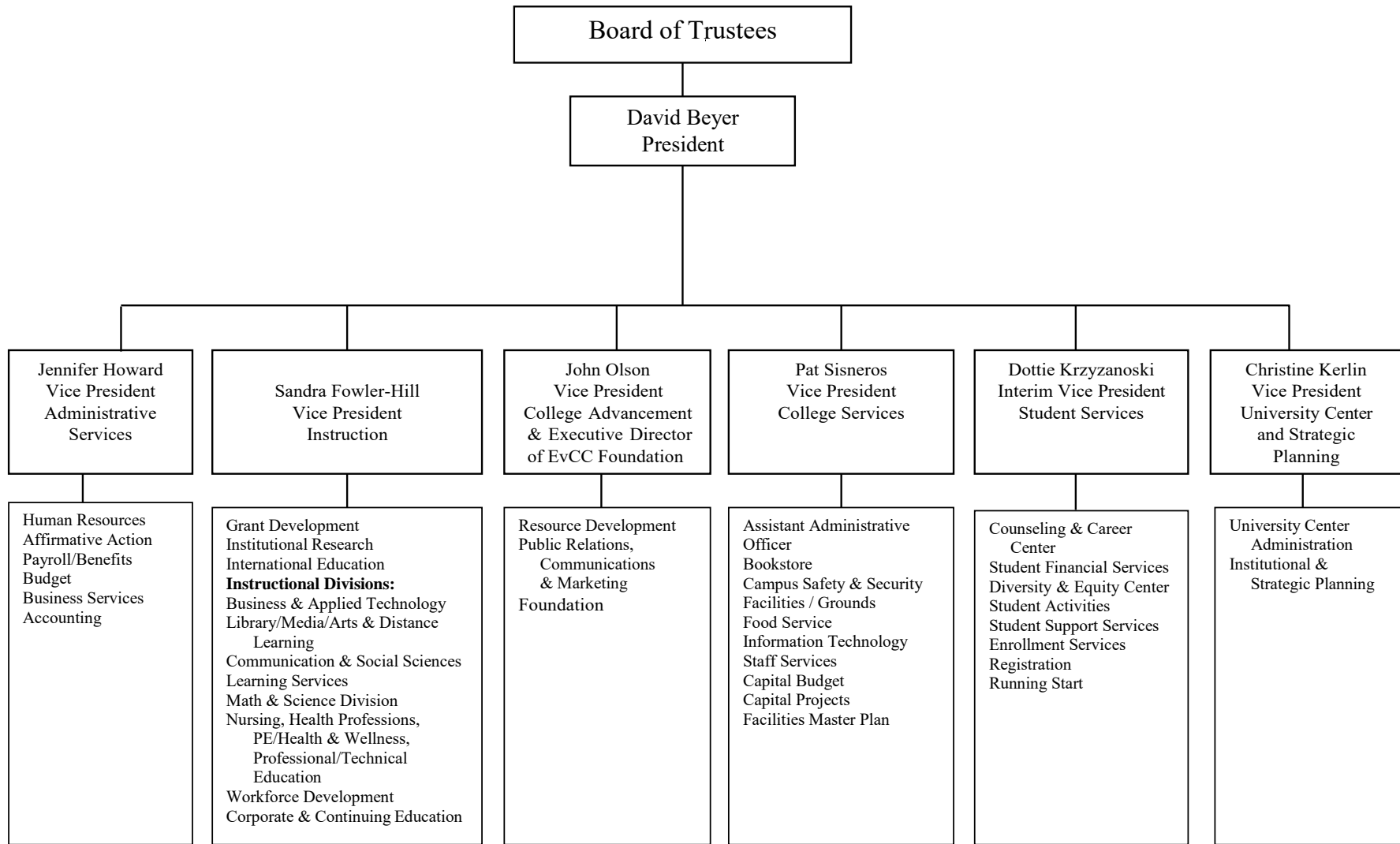
**\*\* The Vacant Directors for Student Financial Services, Enrollment Services, Counseling Advising Career Center, and the Associate Dean for Diversity positions will not be filled at this time. Duties for these vacancies are being performed by the appropriate Interim Deans.**

# EVERETT COMMUNITY COLLEGE



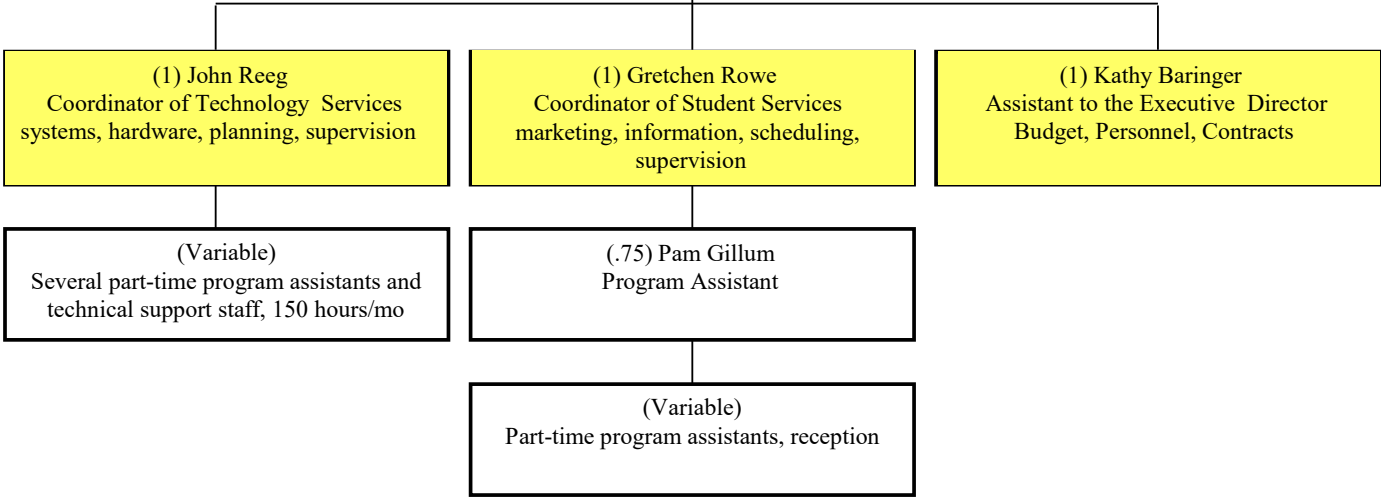
S:/Human Resources/Org Chart / VP level org chart with names

# EVERETT COMMUNITY COLLEGE



**UNIVERSITY CENTER**  
10/2009

Christine Kerlin  
VP Enrollment Management  
Executive Director, UCNPS







**STANDARD SEVEN :**  
**Finance**



Content Management Table Standard Seven: Finance		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>						
7D.1	Completed Table #1: Current Funds Revenues	D.1a <a href="#">Financial Table 1</a>	X	X			X	
7D.2	Completed Table #2: Current Funds Expenditures and Transfers	D.2a <a href="#">Financial Table 2</a>	X	X			X	
7D.4	Completed Table #4: Sources of Financial Aid	D.4a <a href="#">Financial Table 4</a>	X	X			X	
7D.9	Completed Table #9: Operating Gifts and Endowments	D.9a <a href="#">Financial Table 9</a>	X	X			X	
7D.10	Completed Table #10: Capital Investments	D.10a <a href="#">Financial Table 10</a>	X	X			X	
7D.12	Debt service schedule for past three yrs & projection for the next five	D.12a <a href="#">Debt Service Schedule</a>	X		X		X	
7D.13	Endowment and life income fund report for past three years	D.13a <a href="#">Endowment Fund Report</a>	X		X		X	
7D.14	Supplementary documentation of year-end accruals	D.14a <a href="#">Year End Accruals</a>	X		X		X	
		D.14b <a href="#">Balance Sheet</a>	X		X		X	
7D.15	Financial & management reports regularly provided to governing board	D.15a <a href="#">Financial &amp; Mgmt Reports for Gov. Board</a>	X		X		X	
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>						
7E.1	Copies of the financial section of IPEDS report for the past three years	E.1a <a href="#">IPEDS 2005-2006</a>					X	
		E.1b <a href="#">IPEDS 2006-2007</a>					X	
		E.1c <a href="#">IPEDS 2007-2008</a>					X	
7E.2	Summary of latest audited financial statement with auditor's mgmt letter	E.2a <a href="#">EvCC Letter to Auditor 02/05/08</a>					X	
		E.2b <a href="#">Audit Compliance Report</a>					X	
		E.2c <a href="#">Audit Management Letter</a>					X	
7E.3	Detailed, current operating budget, incl off-campus & special programs	E.3a <a href="#">Agenda Item Summary</a>					X	
		E.3b <a href="#">Budget Calendar</a>					X	
		E.3c <a href="#">Budget Planning Assumptions &amp; Principles</a>					X	
		E.3d <a href="#">Budget Summary 2009</a>					X	
		E.3e <a href="#">Guiding Principles-From Pres.Office Budget Update</a>					X	
		E.3f <a href="#">RES Operating Budget</a>					X	
		E.3g <a href="#">Detailed Operating Budget</a>					X	
7E.4	Current operating budgets for auxiliary organizations	E.4a <a href="#">Auxiliary Enterprises Revenue &amp; Expenditures</a>					X	
7E.5	Default rate for two most recent years, as provided by US Dept of Edu.	E.5a <a href="#">Default Rate 2005-07</a>					X	X

**S7 Required Document 12**

**COP DETAIL AND SCHEDULE OF PAST AND FUTURE PAYMENTS**

EQUIPMENT LEASE NUMBER	EQUIPMENT DESCRIPTION	ORIGINAL PRINCIPAL	SETTLEMENT DATE	TERM (YEARS)
s605-15-1	Classroom equipment-Broadway Center	215,863.83	3/13/03	9
s605-15-2	Classroom equipment-Broadway Center	45,658.36	6/12/03	9
s605-16-1	Classroom equipment	160,618.99	12/12/03	6
s605-17-1	Classroom equipment replacement	166,052.98	3/17/05	6
s605-18-1	Mailing equipment with scale interface	25,830.51	6/15/06	5
s605-19-1	Ford Ranger extended cab pickup truck	14,443.92	6/15/06	4
s605-20-1	Telephone replacement system	818,301.96	6/15/07	7
s605-21-1	Lab equipment for Whitehorse Hall	410,947.52	6/15/07	5
s605-22-1	Furniture/furnishings-Whitehorse	706,684.12	6/15/07	10
s605-24-1	Fire Science breathing kits	59,196.78	3/17/09	5
s605-25-1	Health Education & Fitness Center	20,440,000.00	8/11/09	20
		23,063,598.97		

**PAYMENT AMOUNTS**

INTEREST RATE	FUND	Past Year 3		Past Year 2		Past Year 1		Reporting Year		PRINCIPAL BALANCE AS OF 6/30/08
		2004/2005		2005/2006		2006/ 2007		2007/2008		
		INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	
3.22556%	149	5,708.70	21,867.08	4,997.67	22,578.11	4,263.54	23,312.24	3,505.52	24,070.26	90,578.44
2.98634%	149	1,193.98	4,623.76	1,054.86	4,762.87	911.56	4,906.16	763.95	5,053.77	21,782.04
3.41134%	149	4,847.74	24,951.42	3,989.30	25,809.86	3,101.33	26,697.83	2,182.81	27,616.35	43,216.17
3.58600%	149	1,224.07	14,118.15	5,222.40	25,462.08	4,301.10	26,383.38	3,346.46	27,338.02	72,751.35
4.27749%	448	-	-	-	-	1,010.98	4,772.65	848.53	4,935.10	16,122.76
4.30129%	528	-	-	-	-	560.67	3,401.95	437.44	3,525.18	7,516.79
4.40691%	149	-	-	-	-	-	-	33,517.58	103,382.47	714,919.49
4.37838%	149	-	-	-	-	-	-	16,464.96	75,787.83	335,159.69
4.42214%	149	-	-	-	-	-	-	29,336.50	62,134.48	644,549.64
3.44952%	148	-	-	-	-	-	-	-	-	-
4.46300%	147	-	-	-	-	-	-	-	-	-
		12,974.49	65,560.41	15,264.23	78,612.92	14,149.18	89,474.21	90,403.75	333,843.46	1,946,596.37
<b>BY FUND:</b>	147	-	-	-	-	-	-	-	-	-
	148	-	-	-	-	-	-	-	-	-
	149	12,974.49	65,560.41	15,264.23	78,612.92	12,577.53	81,299.61	89,117.78	325,383.18	1,922,956.82
	448	-	-	-	-	1,010.98	4,772.65	848.53	4,935.10	16,122.76
	528	-	-	-	-	560.67	3,401.95	437.44	3,525.18	7,516.79
		12,974.49	65,560.41	15,264.23	78,612.92	14,149.18	89,474.21	90,403.75	333,843.46	1,946,596.37

Future Year 1		Future Year 2		Future Year 3		Future Year 4		Future Year 5		PRINCIPAL BALANCE AS OF 6/30/13
2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		
INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	INTEREST PAYMENT	PRINCIPAL PAYMENT	
2,722.85	24,852.93	1,914.75	25,661.03	1,080.36	26,495.42	218.84	13,569.06			0.00
611.90	5,205.82	455.28	5,362.45	293.95	5,523.79	127.76	5,689.98			0.00
1,232.69	28,566.47	249.88	14,649.70							(0.00)
2,357.29	28,327.19	1,332.31	29,352.17	270.25	15,071.99					0.00
635.17	5,148.46	412.59	5,371.05	180.39	5,603.25					0.00
284.19	3,678.43	124.26	3,838.36							-
30,344.72	106,555.34	25,597.18	111,302.88	20,638.12	116,261.94	15,458.12	121,441.94	10,047.31	126,852.75	132,504.64
13,825.40	78,427.41	10,353.96	81,898.85	6,728.87	85,523.94	2,943.31	89,309.49			-
27,853.82	60,829.64	25,159.09	58,982.61	22,534.14	65,218.56	19,517.64	69,131.24	16,486.02	72,302.98	318,084.61
419.75	6,011.02	1,739.56	11,121.98	1,352.60	11,508.94	952.17	11,909.37	537.81	12,323.73	6,321.74
		733,855.56	-	825,587.50	780,000.00	806,087.50	800,000.00	786,087.50	820,000.00	18,040,000.00
<u>80,287.78</u>	<u>347,602.71</u>	<u>801,194.42</u>	<u>347,541.08</u>	<u>878,666.18</u>	<u>1,111,207.83</u>	<u>845,305.34</u>	<u>1,111,051.08</u>	<u>813,158.64</u>	<u>1,031,479.46</u>	<u>18,496,910.99</u>
-	-	733,855.56	-	825,587.50	780,000.00	806,087.50	800,000.00	786,087.50	820,000.00	18,040,000.00
419.75	6,011.02	1,739.56	11,121.98	1,352.60	11,508.94	952.17	11,909.37	537.81	12,323.73	6,321.74
78,948.67	332,764.80	65,062.45	327,209.69	51,545.69	314,095.64	38,265.67	299,141.71	26,533.33	199,155.73	450,589.25
635.17	5,148.46	412.59	5,371.05	180.39	5,603.25	-	-	-	-	0.00
284.19	3,678.43	124.26	3,838.36	-	-	-	-	-	-	-
<u>80,287.78</u>	<u>347,602.71</u>	<u>801,194.42</u>	<u>347,541.08</u>	<u>878,666.18</u>	<u>1,111,207.83</u>	<u>845,305.34</u>	<u>1,111,051.08</u>	<u>813,158.64</u>	<u>1,031,479.46</u>	<u>18,496,910.99</u>

Everett Community College  
 Endowment Accounts  
 June 30,2009

Endowment Account Name	Account Code	Non-Expendable		Expendable
McHugh Memorial Endowment	859 290 DBWA	\$	35,000.00	
Newland Memorial Endowment	859 200-DBWB	\$	5,000.00	
Crandall Memorial Endowment	859 290-DBWC	\$	2,500.00	
Lee Memorial Endowment	859 290-DBWD			\$ 4,535.00
Shoemaker Memorial Endowment	859 290 DBWE			\$ 4,932.31
Kravik Endowment	859 290-DBWF	\$	29,988.00	
Joan Dugger Memorial Endowment	859 290-DBWG	\$	6,000.00	
		\$	78,488.00	\$ 9,467.31

Endowment Account Name	Account Code	Interest Earned		Interest Earned		Interest Earned		Interest Earned		Total
		2005-2006		2006-2007		2007-2008		2008-2009		
McHugh Memorial Endowment	859 290 DBWA	\$	838.94			\$	2,529.06	\$	2,386.06	\$ 5,754.06
Newland Memorial Endowment	859 200-DBWB	\$	324.66	\$	244.69	\$	157.34	\$	39.13	\$ 765.82
Crandall Memorial Endowment	859 290-DBWC			\$	2,427.24	\$	133.91	\$	22.02	\$ 2,583.17
Lee Memorial Endowment	859 290-DBWD			\$	435.04	\$	242.88	\$	33.03	\$ 710.95
Shoemaker Memorial Endowment	859 290 DBWE			\$	515.06	\$	254.97	\$	38.61	\$ 808.64
Kravik Endowment	859 290-DBWF					\$	3,791.43	\$	248.34	\$ 4,039.77
Joan Dugger Memorial Endowment	859 290-DBWG			\$	476.01	\$	323.12	\$	46.94	\$ 846.07
		\$	1,163.60	\$	4,098.04	\$	7,432.71	\$	2,814.13	\$ 15,508.48

Endowment Account Name	Account Code	Transfer toScholarships		Transfer toScholarships		Transfer toScholarships		Transfer toScholarships		Total
		2005-2006		2006-2007		2007-2008		2008-2009		
McHugh Memorial Endowment	846 271-ESMA	\$	838.94	\$	-	\$	2,529.06	\$	2,386.06	\$ 5,754.06
Newland Memorial Endowment	846 271-ESNA	\$	324.66	\$	1,120.22	\$	157.34	\$	39.13	\$ 1,641.35
Crandall Memorial Endowment	846 271-ESCC	\$	-	\$	2,427.24	\$	133.91	\$	22.02	\$ 2,583.17
Lee Memorial Endowment	846 271-ESLA	\$	-	\$	524.14	\$	242.88	\$	33.03	\$ 800.05
Shoemaker Memorial Endowment	846 271-ESSA	\$	-	\$	2,000.00	\$	254.97	\$	38.61	\$ 2,293.58
Kravik Endowment	846 271-ERKE	\$	-	\$	-	\$	3,791.43	\$	2,312.41	\$ 6,103.84
Joan Dugger Memorial Endowment	846 271-ESDC	\$	-	\$	613.32	\$	323.12	\$	46.94	\$ 983.38
		\$	1,163.60	\$	6,684.92	\$	7,432.71	\$	4,878.20	\$ 20,159.43



Everett Community College  
Endowment Accounts  
June 30,2009

Scholarship Account Name	Account Code	Scholarships Awarded		Scholarships Awarded		Scholarships Awarded		Scholarships Awarded		Total	
		2005-2006		2006-2007		2007-2008		2008-2009			
McHugh Scholarship	846 271-ESMA	\$	-	\$	500.00			\$	500.00		
Newland Construction	846 271-ESNA	\$	-	\$	1,270.66			\$	1,270.66		
Crandall Memorial	846 271-ESCC	\$	-	\$	143.28			\$	143.28		
Lee Memorial	846 271-ESLA	\$	-	\$	61.91			\$	61.91		
Shoemaker Memorial	846 271-ESSA	\$	-	\$	116.96			\$	116.96		
Kravik Scholarship	846 271-ERKE	\$	1,000.00					\$	1,000.00		
Joan Dugger Memorial	846 271-ESDC	\$	-					\$	-		
		\$	1,000.00	\$	2,092.81	\$	-	\$	-	\$	3,092.81

Endowment Accounts	Account Code	Balance		Interest	Tsfr to Scholarship	Balance			
		6/30/2005				6/30/2009			
McHugh Memorial Endowment	859 290 DBWA	\$	35,000.00	\$	5,754.06	\$	(5,754.06)	\$	35,000.00
Newland Memorial Endowment	859 200-DBWB	\$	5,875.53	\$	765.82	\$	(1,641.35)	\$	5,000.00
Crandall Memorial Endowment	859 290-DBWC	\$	2,500.00	\$	2,583.17	\$	(2,583.17)	\$	2,500.00
Lee Memorial Endowment	859 290-DBWD	\$	4,624.10	\$	710.95	\$	(800.05)	\$	4,535.00
Shoemaker Memorial Endowment	859 290 DBWE	\$	6,417.25	\$	808.64	\$	(2,293.58)	\$	4,932.31
Kravik Endowment	859 290-DBWF	\$	32,052.07	\$	4,039.77	\$	(6,103.84)	\$	29,988.00
Joan Dugger Memorial Endowment	859 290-DBWG	\$	6,137.31	\$	846.07	\$	(983.38)	\$	6,000.00
			\$		15,508.48	\$	(20,159.43)	\$	87,955.31

Scholarship Accounts	Account Code	Balance		Interest Received	Scholarships Awarded	Balance			
		6/30/2005				6/30/2009			
McHugh Scholarship	846 271-ESMA	\$	1,241.34	\$	5,754.06	\$	(500.00)	\$	6,495.40
Newland Construction	846 271-ESNA	\$	946.00	\$	1,641.35	\$	(1,270.66)	\$	1,316.69
Crandall Memorial	846 271-ESCC	\$	143.28	\$	2,583.17	\$	(143.28)	\$	2,583.17
Lee Memorial	846 271-ESLA	\$	61.91	\$	800.05	\$	(61.91)	\$	800.05
Shoemaker Memorial	846 271-ESSA	\$	116.96	\$	2,293.58	\$	(116.96)	\$	2,293.58
Kravik Scholarship	846 271-ERKE	\$	5,051.29	\$	6,103.84	\$	(1,000.00)	\$	10,155.13
Joan Dugger Memorial	846 271-ESDC	\$	1,297.98	\$	983.38	\$	-	\$	2,281.36
			\$		20,159.43	\$	(3,092.81)	\$	25,925.38

#### S7 Required Documentation #14

Everett Community College's financial reports are prepared on an accrual basis. Some accruals are done automatically through jobs scheduled through the Financial Management System (FMS), such as payroll, and some accruals are done manually. Guidance for accruals is provided in the state of Washington Fiscal Affairs Manual (FAM).

All goods and services received as of June 30 and not yet paid for are accrued to the year received.

\*\*\*\*\* OTHER \*\*\*\*\*  
 \*\* ASSETS \*\*

<b>A CASH</b>			
1 CASH			
3110 LOCAL CASH IN BANK	743,833.47		
TOTAL CASH	743,833.47	+	
OTHER			
1120 UNDEPOSITED CASH	8,173.99		
1130 PETTY CASH	19,700.00		
1140 ESCROW DEPOSITS	00		
1150 CASH SUMMARY	897,833.87		
1193 CASH SUMMARY CONTRA	843,833.87	-	
TOTAL OTHER	24,081.86	+	
TOTAL CASH	1,017,914.92	**	
<b>B INVESTMENTS</b>			
1205 POOLED CASH INVEST	148,170.44		
1206 INVEST W/LOC GOV MOOD	10,003,861.79		
1210 INVESTMENTS	00		
TOTAL INVESTMENTS	10,152,032.23	**	
<b>C ACCOUNTS RECEIVABLE</b>			
1 CURRENT RECEIVABLES			
1312 CURRENT ACCTS REC	304,035.89		
1319 UNBILLED REC	44,516.87		
1314 CURRENT OTHER REC	41,382.20		
1398 PAYROLL HANDWRITES	19,733.81		
TOTAL CURRENT RECEIVABLES	379,728.77	+	
4 ALLOW UNCOLL REC			
1342 ALLOW ACCTS REC	102,348.00	-	
1343 ALLOW OTHER REC	10,977.00	-	
TOTAL ALLOW UNCOLL REC	113,325.00	-	
5 INTER/INTRA GOV REC			
1381 DUE PR FND GOV	158,254.20		
1352 DUE PR OTHER GOV	4,102,796.83		
1353 DUE PR OTHER FUNDS	103,496.29		
1384 DUE PR OTHER AGENCY	917,310.19		
1386 DUE PR OTHER FND-CASH	17,163,830.87		
TOTAL INTER/INTRA GOV REC	19,045,690.29	+	
6 LONG-TERM RECEIVABLE			
1154 DUE PR OTHER FNDG-VEA	1,623,101.36		
TOTAL LONG-TERM RECEIVABLE	1,623,101.36	+	
TOTAL ACCOUNTS RECEIVABLE	21,244,266.51	**	
<b>D INVENTORIES</b>			
1410 CONSUMABLE INV	126,757.84		
1420 MERCHANDISE INV	86,753.24		

-----  
 OTHER  
 \*\* ASSETS \*\*  
 -----

D INVENTORIES			
	TOTAL INVENTORIES	197,516.00	**
E PREPAID EXPANDED CHRG			
	1510 PREPAID EXPENSES	.00	
	TOTAL PREPAID EXPANDED CHRG	.00	**
F GEN LONG-TERM OBLIG			
	1820 RETIRE LONG-TERM OBL	3,543,263.78	
	TOTAL GEN LONG-TERM OBLIG	3,543,263.78	**
H LAND			
	3110 LAND	6,867,950.00	
	TOTAL LAND	6,867,950.00	**
I BUILDINGS			
	2310 BUILDINGS	113,017,733.93	
	2320 DEPR ALLOW - BLDGS	21,333,870.00	
	TOTAL BUILDINGS	91,677,763.93	**
J IMPR OTHER THAN BLDG			
	2410 OTHR THAN BLDGS	813,233.29	
	2420 DEPR ALLOW - OTHR	802,333.00	
	2430 LIBRARY RESOURCES	1,555,765.30	
	TOTAL IMPR OTHER THAN BLDG	1,566,105.57	**
K FURNISHINGS & EQUIP			
	2410 FURN & EQUIP	5,678,343.91	
	2420 DEPRALLOW-FURN&EQUIP	3,365,760.00	
	2440 DEPR ALLOW-LIB RES	1,555,289.00	
	TOTAL FURNISHINGS & EQUIP	7,599,392.91	**
L CONST IN PROGRESS			
	2510 CONST IN PROGRESS	1,083,015.76	
	TOTAL CONST IN PROGRESS	1,083,015.76	**
	TOTAL ASSETS	144,821,116.10	***

\*\* LIABILITIES \*\*

A CURRENT LIABILITIES			
1 PAYABLES			
	5110 ACCTS PAYABLE	366,221.13	
	5116 RETAINED PERCENT PAY	.00	

\*\*\*\*\*  
 \*\* LIABILITIES \*\*

A CURRENT LIABILITIES

1 PAYABLES

5117 CONSTR CONTRACTS PAY	30
5161 EMP INS OBL PAYABLE	1,627,800
5169 GARNISHMENT DEDUCTN	2,386,860
TOTAL PAYABLES	4,044,966

2 ACCRUED LIABILITIES

5174 ACCRUED SALARIES PAY	861,885.00
5128 ACCRUED COMP TIME	474.00
TOTAL ACCRUED LIABILITIES	862,359.00

3 INTER/INTRA GOV PAY

5151 DUE FED GOV	2,844,800
5153 DUE OTHR FNDS	101,496,380
5154 DUE OTHR AGENCIES	224,474,400
5155 DUE OTHER FUNDS-CASH	11,168,834.47
5158 SALES/USE TAX LIAB	88,408,700
TOTAL INTER/INTRA GOV PAY	457,773,114.67

4 CURR INSTALLEASEPAY

5171 CERT OF PARTICIPATN	347,541,000
TOTAL CURR INSTALLEASEPAY	347,541,000

5 OTHER CURR LIAB

5192 DEFERRED REV	3,314,622.50
5194 ACCRUED LIABILITIES	250,221.81
TOTAL OTHER CURR LIAB	3,564,844.31

TOTAL CURRENT LIABILITIES

485,289,900.00

B LONG-TERM LIAB

2 LT INSTALLEASE PAY

5273 LT CERT OF PARTICPATE	1,310,649,380
TOTAL LT INSTALLEASE PAY	1,310,649,380

3 OTHER LONG-TERM LIAB

5150 DUE OTHER FUNDS-VPA	1,523,151,360
5218 LONG TERM LEAVE PAY	352,263,000
5227 LONG TERM SICK LEAVE	1,087,558,000
TOTAL OTHER LONG TERM LIAB	2,962,972,360

TOTAL LONG TERM LIAB

4,273,661,740

TOTAL LIABILITIES

9,158,551,740

\*\* FUND BALANCE \*\*

C REVENUES

8205 ACCRUED REV	500,846,130
2210 CASH REV	41,582,128,380
2215 IMMATERIAL ADD-PWDR	0.00

MON. SEP 21, 2009 2:33 PM  
 PERIOD ENDING 09/09 AS EVERETT COMMUNITY COLLEGE  
 FTR: 08/09 FMO: 00 BALANCE SHEET  
 ALL FUNDS

PAGE 9  
 REPORT CALLED  
 VERBOT

OTHER		
** FUND BALANCE **		
<b>A REVENUES</b>		
3221 NON CASH OTHR SRC		159,126.78
<b>TOTAL REVENUES</b>		159,126.78 **
<b>B CASH CUSTODY TREAS</b>		
4310 CURR TREAS CASH		88,233,568.11-
<b>TOTAL CASH CUSTODY TREAS</b>		88,233,568.11- **
<b>C BMC, EXPEND/EXPENSES</b>		
6310 ALLOTMENTS		17,057,576.61-
6410 BMC PD 25MO-APPR		.00
6505 ACCRUED EXP/EXPENSES		2,156,297.04
6510 CASH EXP/EXPENSES		31,604,413.44
6511 DEPRECIATION EXP		17,500.00
6514 FIXEDASSET-ACQ PURCH		52,156.78
6515 BAD DEBT EXPENSE		9,467.00-
6516 COST OF GOODS SOLD		2,300,107.89
6591 DEPRWEC EXPENSE		1,411,803.00
<b>TOTAL BMC, EXPEND/EXPENSES</b>		54,030,761.76 **
<b>D FUND EQUITY ACCOUNTS</b>		
<b>1 FUND BALANCE</b>		
3400 RETAINED EARNINGS		2,803,457.36-
3530 RESERVE ENDOWMENTS		80,562.07-
3531 RES VERM FNDG-EXPEND		9,467.31-
3656 RESERVE POSITY CASH		7,450.00-
3580 RES-OTHR FND BAL		1,084,144.03
3590 UNRES/UNDES-FND BAL		13,530,553.49-
<b>TOTAL FUND BALANCE</b>		17,457,173.26- *
<b>OTHER</b>		
9100 BUDGETARY FND BAL		37,027,975.63
9510 RESERVE FOR GL 6410		.00
9540 RESERVE INVENTORIES		22,086.32-
9850 INVEST GEN CAP ASSET		102,988,439.38-
<b>TOTAL OTHER</b>		139,044,401.33- *
<b>TOTAL FUND EQUITY ACCOUNTS</b>		156,501,574.59- **
<b>E FTR'S</b>		
0120 ACTUAL STAFF MONTHS		4,788.08
0320 CONTRA STAFF MONTHS		4,788.08
9399 OPENING CLEASING		.00
<b>TOTAL FTR'S</b>		9,576.16 **
<b>TOTAL FUND BALANCE</b>		138,763,548.00- ***
<b>TOTAL BYBBS</b>		.00 ****

## S7 Required Documentation #15

### Financial and Management Reports Regularly Provided to the Governing Board

#### Board Audit Committee

The president, vice president of administrative services, vice president of college services, and two board members meet one hour each month prior to the regular Board of Trustees meeting to discuss financial matters and review in depth the monthly operating fund budget report. The committee also reviews information on tuition revenue and grants and contracts and discusses capital spending, changes to procedures that impact finances or budget, and the year-end report. The committee reviews draft budgets during the budget development process.

#### General Operating Fund Budget-to-Actual Report

The Board of Trustees is provided monthly with a General Operating Fund Budget-to-Actual Report. The report includes the most recent Board approved annual budget, revenue received to date, and expenditures to date for the current fiscal year; comparison data for the prior fiscal year; and actual expenditures only for one additional prior year.

#### Fiscal Year End Report

The Board of Trustees is provided annually with a year-end financial report. The report includes the Board approved annual budget, final revenue and expenditures for the fiscal year, change in fund balance, and ending fund balance. Comparison data for the prior year is included as well as actual expenditures only for an additional prior year.

#### Audit Report

The Board of Trustees is provided with the audit compliance report (currently on a biennial basis) and audit management letter. At least one Board member attends the audit exit conference with the state auditors.





## **STANDARD EIGHT:** **Physical Resources**



Content Management Table Standard Eight: Physical Resources		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>					
8D.1 Campus map, and/or, if applicable, other educational site maps	D.1a <a href="#">Campus Map &amp; Directory</a>	X	X			X	X
	D.1b <a href="#">Campus Parking Map from EvCC Website</a>	X	X			X	X
	D.1c <a href="#">Directions to EvCC from EvCC Website</a>	X	X			X	X
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>					
8E.1 Policy statements regarding access to campus/visitor information	E.1a <a href="#">Access to Campus Facilities</a>					X	X
	E.1b <a href="#">General Policy Statement</a>					X	X
	E.1c <a href="#">Visitor Parking Information</a>					X	X
	E.1d <a href="#">Pets on Campus Policy</a>					X	X
	E.1e <a href="#">Volunteer Program Policy</a>					X	
	E.1f <a href="#">Campus Safety and Special Events</a>					X	X
	E.1g <a href="#">Affirmative Action Policy</a>					X	X
	E.1h <a href="#">Alcohol &amp; Drugs on Campus Policy</a>					X	X
	E.1i <a href="#">Drug Free Campus Policy</a>					X	X
	E.1j <a href="#">Chemical Hygiene Plan</a>					X	X
	E.1k <a href="#">Communicable Diseases Policy</a>					X	X
	E.1l <a href="#">Emergency Preparedness Plan</a>					X	X
	E.1m <a href="#">Facilities Use Policy</a>					X	X
	E.1n <a href="#">Reasonable Accommodation-Disabilities Policy</a>					X	X
	E.1o <a href="#">Commercial Activity Policy</a>					X	X
E.1p <a href="#">Tobacco Use Policy</a>					X	X	
8E.2 Replacement schedule for instructional equip and inventory examples	E.2a <a href="#">Instructional Equipment Replacement Schedule</a>					X	
	E.2b <a href="#">Equipment Inventory List</a>					X	
8E.3 Campus facilities master plan, with maps and changes indicated	E.3a <a href="#">MP Maps from SRG Architects 2008</a>					X	
	E.3b <a href="#">25 Year MP with Parking Structures at 6-01</a>					X	
	E.3c <a href="#">10 Year MP with Transit Center at 6-01</a>					X	
	E.3d <a href="#">Master Plan</a>					X	
8E.4 Annual & long-term plans for remodeling, renovation and major maint	E.4a <a href="#">Major Capital Projects Plan 2009-2019</a>					X	
	E.4b <a href="#">Capital Projects Summer 2009</a>					X	
8E.5 Major property additions/capital improvements: past 3/next 3 yr plans	E.5a <a href="#">Major Capital Projects Plan 2009-2019</a>					X	
	E.5b <a href="#">Major Property Acquisition &amp; Capital Plans</a>					X	
<u>Additional Supporting Documentation (A)</u>		<u>EvCC Additional Documentation</u>					
8A.1	A.1 <a href="#">Index Hall Pre-Design</a>					X	
8A.2	A.2 <a href="#">Student Fitness &amp; Health Center</a>					X	
8A.3	A.3 <a href="#">PRR for Library Resource Center</a>					X	
8A.4	A.4 <a href="#">Wayfinding Master Plan</a>					X	
8A.5	A.5 <a href="#">President's Climate Commitment</a>					X	
8A.6	A.6 <a href="#">Program Review-Equipment List</a>					X	
8A.7	A.7 <a href="#">BOT Minutes 11/2007</a>					X	
8A.8	A.8 <a href="#">BOT Minutes 03/2002</a>					X	
8A.9	A.9 <a href="#">Building Overview</a>					X	

## MAIN CAMPUS DIRECTORY

Information for off-campus programs is included with the maps of the Satellite Centers

(When calling from off campus, use prefix: 425-388-...)

DEPARTMENT/OFFICE	PHONE/EXTENSION
<b>Accounting Services</b>	
Olympus 101	9251
Accounts Payable	9255
Accounts Receivable/Grants/Contracts	9479
Budget	9165
<b>Administration</b>	
Olympus 208, 209	9527
<b>Admissions</b> (See Enrollment Services)	
Jackson Center	9219
<b>Adult Education</b>	
Rainier 227	9291
<b>Advising</b>	
Entry and Outreach	Jackson Center 9206, 9106
Counseling, Advising & Career Center	Parks third floor 9260
<b>Arts/Media/Journalism Division Office</b> (Art, Graphic Arts, Journalism, Multimedia Production, Music, Photography, Acting/Theatre)	
Whitehorse 209	9501
<b>Athletics</b> (Intercollegiate Team Sports)	
Broadway Center/Irojan Fitness Center	9328
<b>Aviation Department</b>	
Paine Field, Building C-80, Everett	9533
<b>Bookstore</b>	
Parks second floor	9413
Bookstore Annex - Whitehorse 290	9433
<b>Business/Applied Technology Division Office</b> (Accounting, Aviation, Business Technology, CIS, General Business, Welding)	
Olympus 135	9584
<b>Campus Operator</b> (switchboard)	9100
<b>Cascade Range Café</b> (Food Services)	
Parks 233	9400
<b>Cashier</b>	
Jackson Center	9224
Accounts Receivable-Sponsored Students	9014
<b>Center for Disability Services</b>	
Parks 267-268	9272
<b>The Clipper</b> (Student Newspaper)	
Whitehorse 265	9522
<b>College Advancement/Foundation/Alumni</b>	
Olympus 224-229	9434
<b>College in the High School</b>	
Corporate & Continuing Education Center, 2333 Seaway Boulevard, Everett	425-267-0150 off campus; 0150 on campus
<b>Communication and Social Sciences Division Office</b> (Communication: English, Speech, World Languages - American Sign Language, Chinese, French, German, Italian, Japanese, Russian, Spanish; Social Sciences: Anthropology, Early Childhood Education, Education, Family Life, Geographic Information Systems, Geography, History, Philosophy, Political Science, Psychology, Sociology)	
Gray Wolf 322	9387

<b>Computer Labs</b>	
Adult/Basic Education	Rainier 203 9523
Corporate & Continuing Education Center	2333 Seaway Boulevard, Everett 425-267-0180
Business/Applied Technology (BAT)	Olympus 135-139 9243
Desktop Publishing	Index 124 9419
Engineering Lab	Shuksan 231, Index 116 8726
Library Lab	Parks 103 9353
Open Lab	Baker 112, Shuksan 231 8726
Paperclip	Parks 203 9508
Reading Lab	Rainier 108 9004
Tutoring Center	Rainier 119 9024, 9025
Shuksan Labs	Shuksan 223, 224, 226, 227, 230, 233 8726
Writing Center	Rainier 112 9036
<b>Construction Hotline</b>	9557
<b>Cosmetology</b>	
9315 State Avenue, Marysville	425-388-9339
<b>Counseling, Advising, Career Center</b>	
Parks third floor	9260
<b>Corporate &amp; Continuing Education Center</b> (Corporate & Continuing Education Center, 2333 Seaway Boulevard, Everett)	425-267-0150 off campus; 0150 on campus
<b>Criminal Justice</b>	
Index 105	9545
<b>Diversity and Equity Center</b>	
Parks third floor	9306, 9282
<b>Early Childhood Education</b>	
Rainier Hall 309, 311	9301, 9387
<b>Early Learning Center</b>	
820 Waverly Ave, Everett	9300
<b>eLearning</b>	
Whitehorse 210, 211	9367, 9585
<b>EMERGENCY</b>	
Campus Safety	9998
Police and Fire	911
Non-Emergency Security/Safety/Traffic	9990
<b>Emergency Services Program</b> (EMT/Fire Science)	
Baker 106	9591
<b>Enrollment Services</b> (Admissions, Advising, International Students Program, Navy Office, Registration, Running Start)	
Jackson Center	9219
<b>EvCC Foundation</b> (See College Advancement)	9434
<b>Everett Education Center (WWU)</b>	
840 North Broadway, Everett	425-339-3810
<b>Facilities/Maintenance</b> (Construction, Grounds, Custodial, Resource Conservation)	
Maintenance Building	9512, 9516
<b>Financial Aid</b>	
Parks third floor	9280
<b>Fire Science Program/EMT</b>	
Index 102	9591
<b>Fitness and Sports Center</b>	
Irojan Fitness Center	9227, 9328
<b>Food Services</b>	
Parks Student Union	9400
<b>Gallery</b> (Russell Day Gallery)	
Parks 219	9036

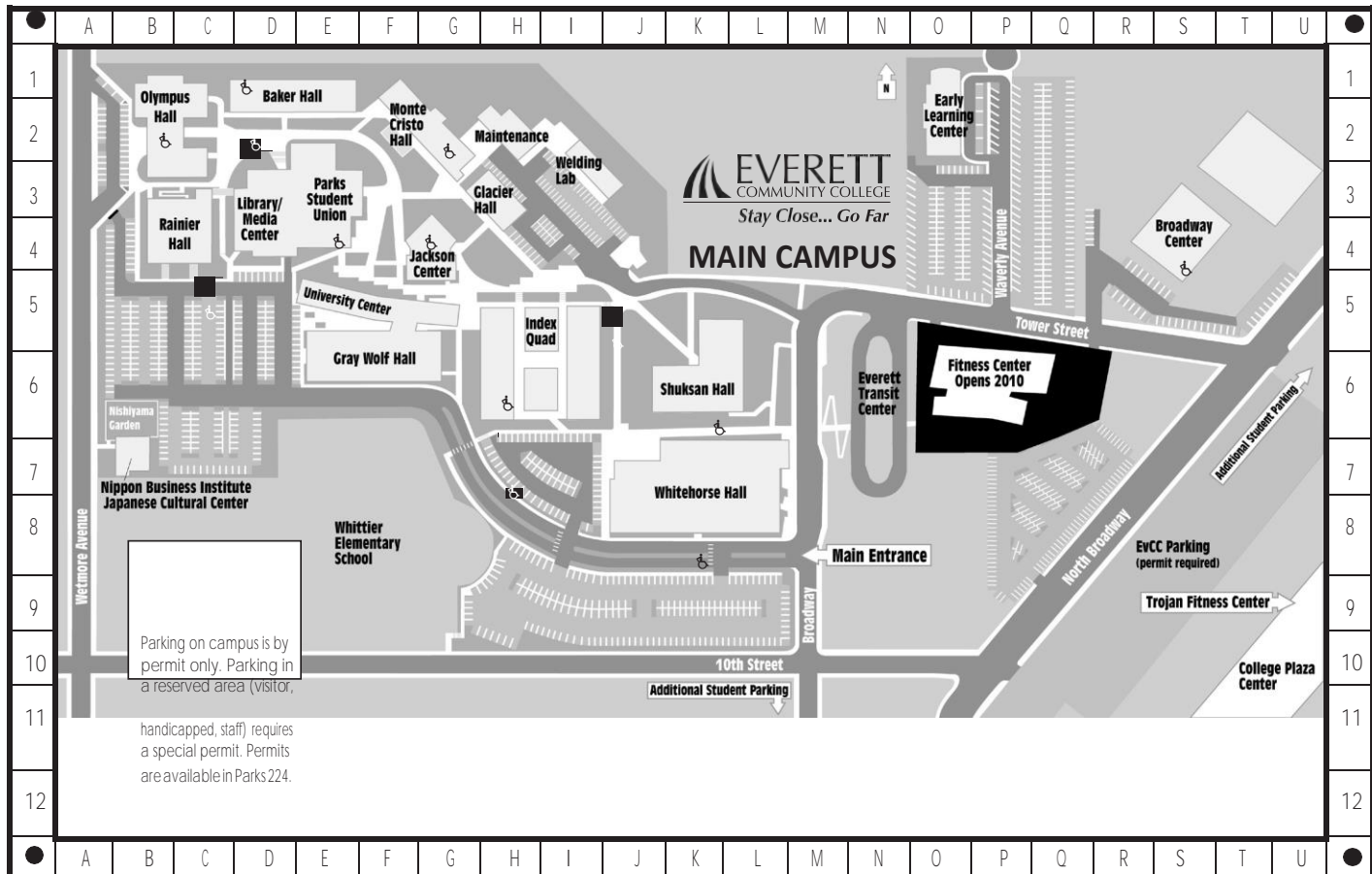
<b>GED Testing</b> (see Testing Center)	
<b>Grants Administration</b>	
Olympus 220	9389
<b>Health Sciences Department</b> (Medical Assisting, Phlebotomy)	
Index 141	9461
<b>High School Completion Department</b> (see Learning Services)	
<b>Human Resources</b>	
Olympus 116	9227
<b>Information Technology</b>	
Help Desk	Shuksan 221/212 9333
Administrative Offices	Shuksan 215 8787
<b>Instruction Office</b>	
Olympus 201	9215, 9216
<b>International Students</b>	
Jackson Center	9220
<b>Learning Services Division Office</b> (Adult Basic Education, English as a Second Language, GED, High School Completion)	
Rainier 227	9291
Adult Literacy Center / Tutoring	Rainier 205 9524
Youth Re-Engagement	Rainier 217 8738
<b>Library/Media/Arts/Distance Learning Division</b>	
Administration	Whitehorse 209 9501, 9502
Circulation	Parks first floor 9353
Instructional Media Design Center	Parks 258 9421
Media Equipment	Parks 112 9350
Reference Desk	Parks first floor 9354
<b>Literacy Coalition (SCLC)</b>	
Rainier 205	9524
<b>Lost and Found</b> (see Student Activities - The Paperclip)	
<b>Math Learning Center</b>	
Baker 108, 109	9369
<b>Nippon Business Institute</b>	
NBI Center, 905 Wetmore Avenue, Everett	9195, 9380
<b>Nursing</b>	
Index 140	9463
<b>ORCA</b> (Ocean Research College Academy) (Corporate & Continuing Education Center, 2333 Seaway Boulevard, Everett)	425-267-0156
<b>Parking</b> (see Security/Safety/Traffic)	9912
<b>Payroll</b>	
Olympus 115	9231
<b>Physical Education/Health/Wellness</b>	
1815 13th Street, Everett	9323
<b>President's Office</b>	
Olympus 200	9202, 9572
<b>Purchasing</b>	
Olympus 110	9233, 9234, 9026
<b>Rainier Learning Center</b>	
Rainier Hall first floor	9580, 9549
<b>Refugee &amp; Immigrant Services Northwest</b>	
Rainier 228	9307
<b>Registration/Student Records</b>	
Jackson Center	9357, 9208, 9210
<b>Room Rental</b> (facility use)	9315

<b>Running Start</b>	
Jackson Center	9211
<b>Science/Math Division Office</b> (Astronomy, Atmospheric Science, Biology, Botany, Chemistry, EMT/Fire Science, Engineering, Environmental Science, Geoscience, Math, Nutrition, Oceanography, Physics, Zoology)	
Shuksan 120	9429, 9399
<b>Security/Safety/Traffic</b>	
Parks 224	9990
<b>Staff Services/Print Shop</b>	
Glacier 104	9510, 9511
<b>Student Activities Office</b>	
Parks 209	9561, 9508, 9509, 9507
Club Resource Center	Parks 206 9561, 9508
Programs Board	Parks 209 9505, 9506, 9509
Publicity Services	Parks 209 9005, 9362, 9509
The Paperclip (Photoid)	Parks 203 9258, 9509
Student Government (ASB)	Parks 209 9317, 9507
<b>Student Employment Referral Center</b>	
Parks third floor	9278, 9279
<b>Student Services</b> (Athletics, Center for Disability Services, Counseling, Advising and Career Center, Diversity & Equity Center, Enrollment Services, Student Activities, Student Employment Referral Center, Student Financial Services, Student Government, Student Support Services Program, Testing)	
Parks third floor	9588, 9589
<b>Switchboard</b> (Campus operator)	9100
<b>Teaching and Learning Cooperative</b>	
Rainier 341	9390
<b>Testing Center</b>	
Glacier Hall	9288
<b>TRIO-Student Support Services Program</b>	
Parks third floor	9275
<b>Tutoring Center</b> (Rainier Learning Center)	
Rainier 119	9356
<b>University Center</b>	
Gray Wolf Hall	425-259-8900
<b>Veterans' Services</b>	
Parks third floor	9277
<b>Vocational Education</b>	
Index 145	9548
<b>Workforce Training</b>	
Olympus 136	9547
<b>Welding</b>	
Monte Cristo 110	9447, 9453
<b>Western Washington University</b>	
Gray Wolf Hall 254	8890
<b>Writing Center</b> (Rainier Learning Center)	
Rainier 112	9309

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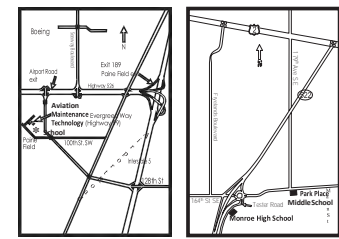






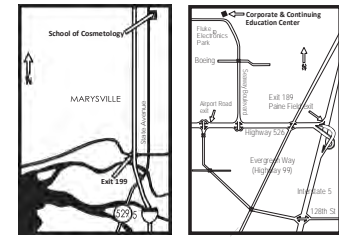
Parking on campus is by permit only. Parking in a reserved area (visitor, handicapped, staff) requires a special permit. Permits are available in Parks 224.

### SATELLITE CENTERS



**Aviation Maintenance Technology School**  
9711 32nd Place W, Bldg. C-88,  
Prairie Fields, Everett 98204  
425-888-9533

**Monroe High School/  
Park Place Middle School**  
Middle School: 1426 W. Main Street, Monroe 98272  
High School: 17001 Lester Road, Monroe 98272  
360-863-4011



**School of Cosmetology**  
9315 G. State Avenue, Marysville 98270  
425-388-9339

**Corporate & Continuing  
Education Center**  
2233 Secretary Boulevard, Everett 98203  
425-267-0150



**Tulalip South Lot Building/  
Tulalip Education Center**  
Tulalip Education Center:  
707 8th Ave. NW, Bldg. 8,  
Tulalip, WA 98271  
360-651-4535  
Tulalip South Lot Bldg:  
4903 31st Ave. NE, Bldg. B,  
Tulalip, WA 98271  
425-388-9291

Everett Community College does not discriminate on the basis of race, religion, creed, color, national origin, age, sex, sexual orientation, marital status, the presence of any physical, sensory or mental disability, or status as a disabled or Vietnam era veteran in its programs and activities, or employment.

The Vice President of Student Services has been designated to handle inquiries regarding student related non-discrimination policies and can be reached at 2000 Tower Street, Everett, WA 98201, or by phone at (425)388-9589.

The Vice President of Administrative Services/Human Resources has been designated to handle employment related inquiries regarding the non-discrimination policies and can be reached at 2000 Tower Street, Everett, WA 98201, or by phone at (425)388-9232.

### DIRECTIONS TO THE MAIN CAMPUS

**To reach EvCC from Interstate 5 Northbound**  
Take Exit 195 and turn left onto Marine View Drive. Go one half mile to 16th Street and turn left. Follow 16th Street to Broadway. Turn right onto Broadway and continue to Tower Street and turn left. Follow Tower Street two blocks and turn left to the main college entrance and campus parking on your right.

### To reach EvCC from Interstate 5 Southbound

Take Exit 198 and follow the highway south into Everett to Tower Street and turn right. Follow Tower Street two blocks and turn left to the main college entrance and campus parking on your right.

**To reach EvCC from Downtown Everett**  
Take Broadway north to Tower Street and turn left. Follow Tower Street two blocks and turn left to the main college entrance and campus parking on your right.

On the cover: Gray Wolf Hall

### KEY LOCATIONS

Admissions.....G-4	Financial Aid.....E-3	Nippon Business Institute.....Security.....E-4
Baker Hall.....E-1	Glacier Hall.....H-3	Japanese Cultural Center.....B-8
Bookstore.....D-3	Index Quad.....H-5, 6	Olympus Hall.....C-2
Broadway Center.....S-4	Jackson Center.....G-4	Parks Student Union.....E-3
Cascade Range Cafe.....E-3	Library/Media Center.....D-3	Registration.....G-4
Cashier.....G-4	Maintenance.....H-2	Rainier Hall.....C-4
Early Learning Center.....O-2	Monte Cristo Hall.....G-2	Whitehorse Hall.....K-7, 8

Buildings that have ADA restrooms are indicated by ♿. All areas are ADA accessible except those marked ■.



## Designated Parking



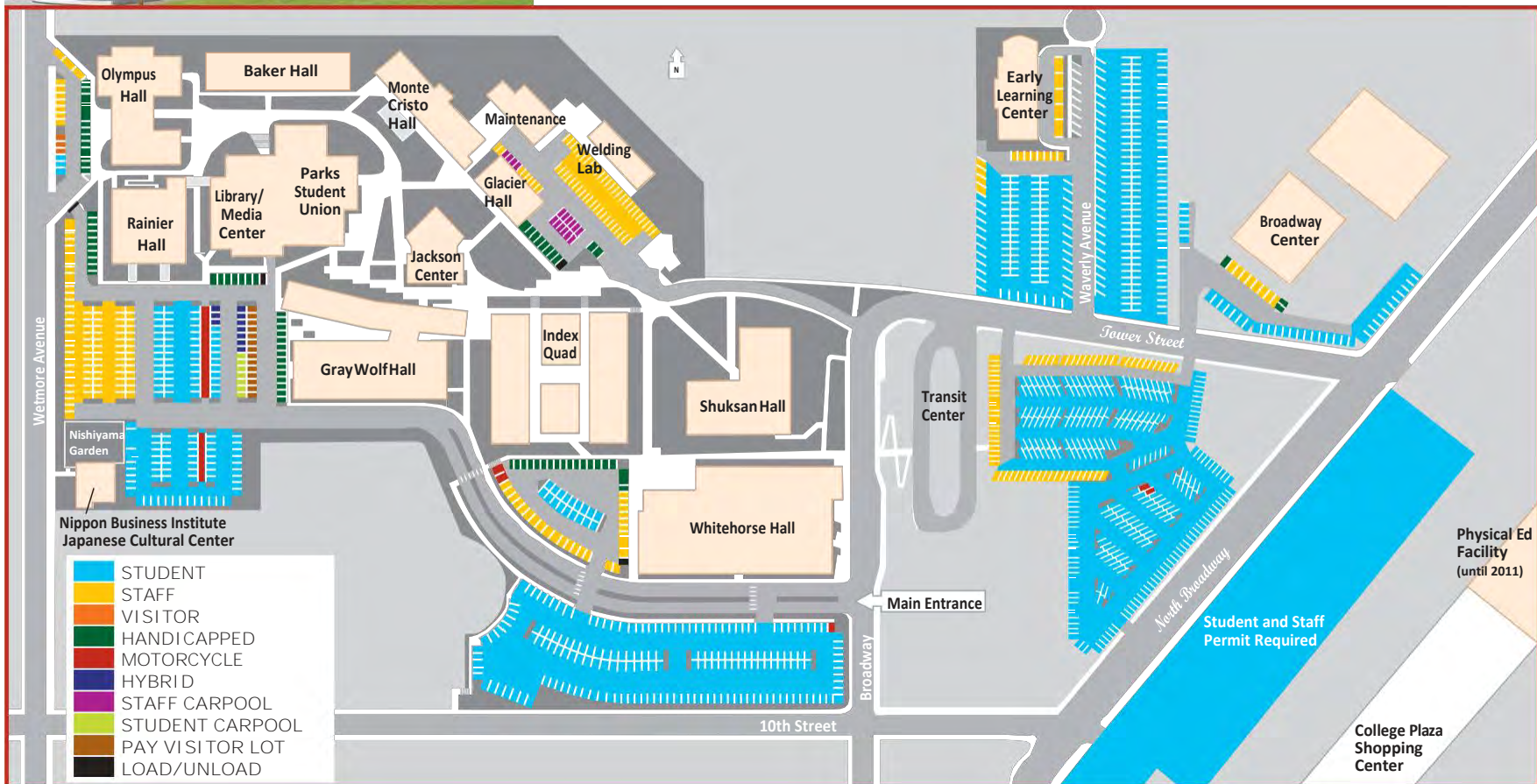
### Where to Park

Need a parking spot? This map highlights the student, staff, visitor, and handicapped parking on campus. A parking permit is required for all parking. Special event one-day guest passes can be mailed to you by certain EvCC departments. For more information about permits, go to [www.everettcc.edu/parking/](http://www.everettcc.edu/parking/)

### Visiting?

Visitor parking is located in Parking Lot 1 on the west side of Gray Wolf Hall, and costs \$1 for two hours parking. Pay for visitor parking at the yellow pay parking machine located just north of the designated visitor parking stalls next to the new bicycle shed. This machine requires exact change, or payment can also be made in the Cashier's Office located inside of Jackson Hall.

Always place your payment receipt on your driver's side dashboard in plain view.



Retrieved from the EvCC Website

## Maps and Directions

### Official Address

Everett Community College  
2000 Tower Street  
Everett, WA 98201

Everett Community College's main campus easy to reach from north or south I-5. In addition to the main campus in north Everett, there are also satellite facilities providing a wide variety of off-campus courses.

**Where to Park?** [Check out the Parking Map.](#)

### To reach us from I-5 Southbound

#### Exit 198 DOT Web Cam

- Take Exit 198 and follow the highway south into Everett to Tower Street and turn right.
- Follow Tower Street two blocks and continue left to the main college entrance and campus parking to your right.

### To reach us from I-5 Northbound

#### Marine View Dr. DOT Web Cam

- Take Exit 195 and turn left onto E. Marine View Drive.
- Go one half mile to 16th Street and turn left.
- Follow 16th Street to Broadway.
- Turn right onto Broadway and continue to Tower Street and turn left.
- Follow Tower Street two blocks and continue left to the main college entrance and campus parking to your right.

### To reach us from US 2 Westbound

#### US 2 Trestle DOT Web Cam

- Head West on the U.S. Highway 2 from Lake Stevens/Snohomish
- Take the exit toward Hewitt Ave./Everett
- Turn right on Walnut Street
- Turn left heading west on Everett Ave.
- Turn right heading north on Broadway (9 Blocks from Walnut St.)
- Continue on Broadway to Tower Street and turn left.
- Follow Tower Street two blocks and continue left to the main college entrance and campus parking to your right.



### To reach us from downtown Everett

- Take Broadway north to Tower Street and turn left.



- Follow Tower Street two blocks and continue left to the main college entrance and campus parking to your right.

#### Parking, Carpool, Transit

- **Rideshare Information:** Call 1-888-814-1300 or see [RideShareOnline.com](https://www.rideonline.com) 
- **Looking for carpool member to the EvCC Campus?** [Request a Carpool](#).
- **Looking for information on Bus and Transit?** [Check out the Bus and Transit information](#)
- **Parking and Security**, go to [Campus Parking](#) and [Campus Security](#).
- **Travel Alerts and Slowdowns**  from WA Department of Transportation



**STANDARD NINE:**  
**Institutional Integrity**



Content Management Table Standard Nine: Institutional Integrity		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
<u>Required Documentation (D)</u>		<u>EvCC Documentation</u>						
N/A		N/A						
<u>Required Exhibits (E)</u>		<u>EvCC Exhibits</u>						
9E.1	Statements or policies on academic freedom	E.1a	<a href="#">Policy from 2008-2011 AFT Contract</a>				X	X
9E.2	Statements or policies on conflict of interest	E.2a	<a href="#">Conflict of Interest Policy from Website</a>				X	X
		E.2b	<a href="#">Standards of Ethical Conduct Policy</a>				X	X
9E.3	Policies that guarantee fair treatment of faculty, admin, staff & students	E.3a	<a href="#">AFT Contract 2008-2011</a>				X	X
		E.3b	<a href="#">AFSCME Contract 2007-2009.pdf</a>				X	X
		E.3c	<a href="#">EvCC Student Handbook 2009-10</a>			X	X	X
		E.3d	<a href="#">Employee Handbook 2009-10</a>				X	
		E.3e	<a href="#">EEO Anti-Discrimination Policy</a>				X	X
		E.3f	<a href="#">Workplace Violence Prevention Program</a>				X	
		E.3g	<a href="#">Harassment in the Workplace Presentation</a>				X	
		E.3h	<a href="#">Sexual Harrassment Presentation</a>				X	
		E.3i	<a href="#">Affirmative Action Policies</a>				X	X
9E.4	Copies of print and electronic promotional materials	E.4a					X	
9E.5	Code(s) of conduct, statement(s) of ethical behavior	E.5a	<a href="#">Standards of Ethical Conduct Policy</a>				X	X
		E.5b	<a href="#">EvCC Standards of Ethical Conduct Policy</a>				X	X
		E.5c	<a href="#">EvCC Civility Guide</a>				X	