



2023

Policies Regulations & Financial Review

Prepared for the Northwest Commission on Colleges and Universities



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POLICIES, REGULATIONS, & FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges and Universities

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Introduction:

The PRFR, EvCC's Strategic Plan and Mission Fulfillment

Everett Community College's Policies, Regulations and Financial Review (PRFR) demonstrates the college's commitment to our mission to "educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society." At the same time, the report reflects the college's recognition that mission fulfillment demands deliberate attention, realignment and adaptation, particularly in a post-pandemic socioeconomic context that continues to disproportionately and negatively impact communities of color.



That recognition is also at the heart of *Charting a Path Forward to Equity: Strategic Plan 2022-2027*. The plan places equity at the core of the community college’s democratic promise while also acknowledging the substantive changes necessary to fulfill that promise. Driven by four equity-minded priorities – Belonging, Student-Readiness, Sustainability, and Career Connections – the plan’s specific goals and objectives mandate close attention to understanding both how marginalized students experience higher education and how alterations in the post-pandemic higher education ecosystem impact those experiences. As a blueprint for action, the plan affirms our purpose, emphasizes our values, tests our core strengths, and refocuses our priorities to reflect a culture of resilience and perseverance.

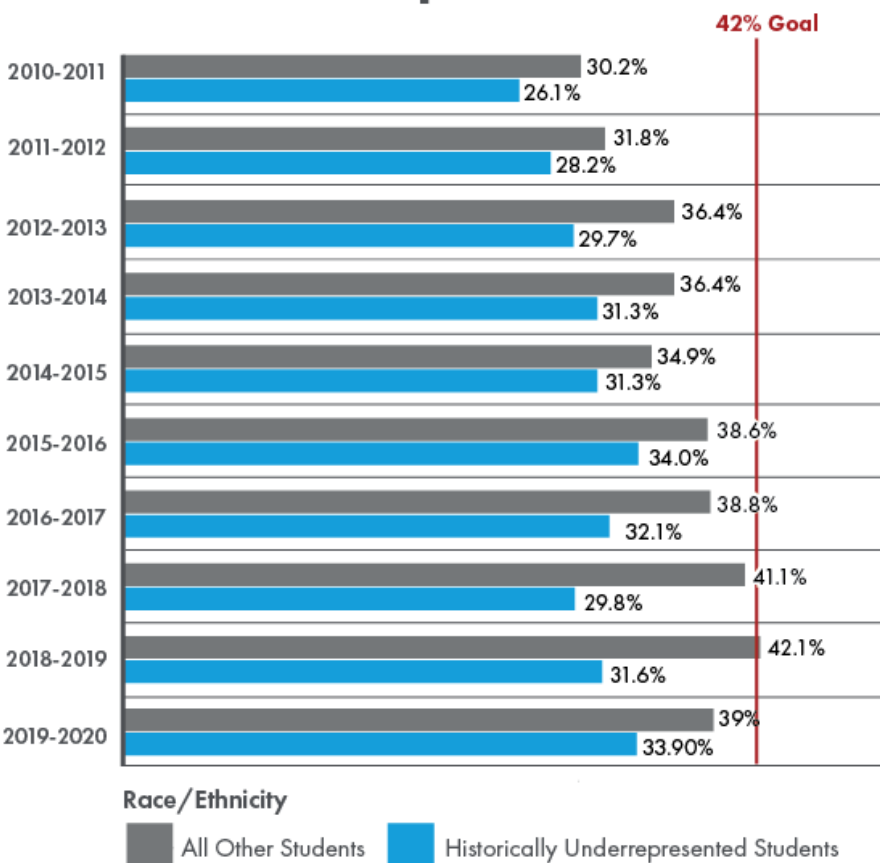
EvCC’s strategic plan, therefore, establishes a frame for assessing mission fulfillment that is both forward-looking and grounded in institutional accountability. Its emphasis on an intentional and iterative process of affirming, testing and refocusing has also been central to EvCC’s approach to the Year Six PRFR. More specifically, as the table below illustrates, the plan calls for the college to review and renew, through an equity lens, several key elements in Standard Two.

NWCCU Standard	EvCC Strategic Plan Objective
2.C: Policies and Procedures	2.1.1: Reexamine policies, practices, and processes to alleviate barriers to student engagement and success.
2.E: Financial Resources	3.1 Implement a financial stewardship model that promotes transparency, accountability and strategic alignment with equity and social justice values.
2.F: Human Resources	1.2.1: Recruit and retain faculty and staff that reflect the student population and community. 1.2.3: Develop and implement a professional development program for faculty and staff focused on diversity, equity, inclusion, and anti-racism to inform new and ongoing initiatives.
2.G: Student Support Resources	2.1.2: Scale equity-minded support services that center the experiences of students disproportionately impacted by college delivery systems. 2.2.1: Implement an advising model that leads to student access, persistence, success, completion, and successful transfer and/or placement.

The alignment between EvCC’s strategic plan and NWCCU’s Standard 2 goes beyond the simple overlap of strategic objectives with Standard 2 elements. Both EvCC’s strategic plan and NWCCU’s Accreditation Standards are animated by a profound, mission-driven spirit of renewal and revision. That same spirit shapes the evidence and narrative that comprise EvCC’s PRFR report, reflecting an institution engaged in assessing and revising policies and practices to ensure that, by design, they hold us accountable to leading with equity.

Further linking strategy to mission fulfillment, EvCC has adopted the following Wildly Important Goal (WIG): Everett Community College will close all 3-year completion or transfer opportunity gaps by 2027. Since 2017, 3-year transfer or completion rates for historically underrepresented EvCC students lag behind those of white and Asian students by an average of 10 base points, almost three times the college’s 2011 opportunity gap. An institution-wide clarion call to action, the WIG functions as an accountability metric both for EvCC’s strategic plan and for the college’s adherence to NWCCU standards (as reflected both in this PRFR report and in the upcoming Year Seven Evaluation of Institutional Effectiveness). To track progress toward the WIG and to coordinate the strategic plan objectives that drive it, EvCC has adopted the 4 Disciplines of Execution (4DX) as a methodology.

Three Year Completion and Transfer



Through the WIG, the strategic plan, and the evidence supporting NWCCU standards, Everett Community College reiterates our commitment to advancing equity and social justice. As a diverse community, we believe that this commitment demands institutional transformation, ongoing culture change, and a capacity for listening, reflecting, and adapting. With equity at the heart of our strategic plan, we strive for a future at EvCC where all staff, faculty, and students are valued, welcomed, and actively supported.



STANDARD 2.A

Governance

2.A.1: GOVERNING BODY

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system [shall clearly define] roles and responsibilities.

EvCC is one of 34 community and technical colleges (CTCs) in Washington established by the legislature ([RCW 28B.50.020](#)) and supervised by the State Board for Community and Technical Colleges (SBCTC) ([RCW 28B.50.050](#)). As an agency of the state of Washington, our governing body is established by legislation. Specific Washington Administrative Codes (WACs) and Revised Codes of Washington (RCWs) address the legislative rules that apply to the College.

As stipulated in Washington state law ([RCW 28B.50.140](#)), the college is governed by a five-member Board of Trustees. Members are appointed by the governor and serve without compensation for five-year terms, though these terms may be extended. As stipulated by statute, the Board has comprehensive decision-making authority over all major functions of the college, including the creation of educational and training programs; the appointment of a President; oversight (in collaboration with faculty) of curricula of study in all programs; the award of diplomas, certificates and degrees; and fiscal management/fiduciary authority. The Board is empowered to delegate the daily management of these responsibilities to the college President; in June 2023, EvCC's Board of Trustees delegated authority to our 18th President, Dr. Chemene Crawford, in Resolution No. 2023-06-04 ([Exhibit 2.A.1.b](#)).

EvCC's current Board of Trustees comprises the following community members from the college's service district.

Jerry Martin, Chair: Martin was appointed by Gov. Jay Inslee in February 2020. He is currently a consultant with RE/MAX Northwest Realtors.

Kelly Shepherd, Vice-Chair: Shepherd of Mukilteo was appointed by Inslee in October 2021. Shepherd is the Principal at Sequoia High School, OnlineHS, and Port Gardner School in the Everett Public Schools.

Bob Bolerjack: Bob Bolerjack of Everett was appointed by Gov. Chris Gregoire in October 2012. In July 2020, he retired from the position of Executive Director of Governmental Affairs for the City of Everett.

Dr. Betty Cobbs: Dr. Betty Cobbs of Everett was appointed by Gregoire in March 2009 and was reappointed by Inslee in 2013. Dr. Cobbs is the Principal at Woodside Elementary School in the Everett Public Schools.

Toraya Miller: Toraya Miller of Lake Stevens was appointed by Inslee in November 2015 and reappointed in November 2020. Miller is Director of Training and Consulting at the Greater Seattle Business Association.

No current trustee has served more than two full five-year terms. No trustee has substantive employment or other financial interest with the College. All appear as employees on the college payroll only insofar as the law requires them to be part-time employees in order to receive a per diem for services rendered in connection with their work as trustees.

The [Board of Trustees Bylaws](#) enumerate the Board's powers, duties, organization, and operating procedures. The by-laws specify the [BOT's procedures](#) for monthly meetings; election of officers; duties of the chair, vice chair, and secretary; and audience participation procedures.

EvCC's Board of Trustees maintain a substantive public presence on EvCC's website. Information posted to the [Board of Trustees](#) webpage includes profiles of the Board members, a [schedule of meetings](#) (including agendas and minutes) and an annual list of [Board Priorities](#) for the college. As noted on the webpage, the Board of Trustees meets on the third Tuesday of each month except August and December at 5 p.m. at the Henry M. Jackson Conference Center.

Evidence for 2.A.1

- RCW 28B.50.020*
- RCW 28B.50.050*
- RCW 28B.50.140*
- BOT President Resolution*
- The Board of Trustees Bylaws*
- BOT Procedures*
- Board of Trustees (college website)
- BOT schedule of meetings (college website)*
- Board Priorities for EvCC (college website)*

*Required Evidence for 2.A.1

2.A.2: LEADERSHIP

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

EvCC's nine-member administrative Leadership Team shares responsibility for management of the college under the overall vision and guidance of President Chemene Crawford. Each member of the Leadership Team exercises broad authority over their area of expertise/responsibility, working closely with, and empowering, leaders at the divisional and departmental levels. Educational credentials for all administrators are published in the College catalog. In all cases, appointment to these positions follows hiring processes that assure senior administrators have the appropriate educational and experiential qualifications as evidenced by their curriculum vitae.

Members of the Leadership Team are identified in the table below, which also includes links to their curriculum vitae and to the organizational charts for the divisions they oversee.

Name and Title	Division Organizational Chart	Curriculum Vitae/ Resume Submissions
Chemene Crawford, Ed.D. President	President's Office *	President's CV *
Edward Alexander, B.A. Interim Executive Director of IT	Information Technology *	IT Director's CV *
Shelby Burke, B.A. Vice President of Finance	College Financial Services *	VP of Finance's CV *
Erica Dias, A.A. Executive Director of Facilities and Operations	Facilities and Operations *	Facilities Director's CV *
Laurie Franklin, M.A. Vice President of Student Services	Student Services *	VP of Student Services' CV *
Joshua Ernst, J.D. Vice President of Human Resources	Human Resources *	VP of Human Resources' CV *
John Hudson, Ph.D. Vice President of Diversity, Equity and Inclusion	Equity and Social Justice *	VP of DEI's CV *
Cathy Leaker, Ph.D. Vice President of Instruction	Instruction *	VP of Instruction's CV *
Jenny Marin, B.A. Public Information Officer	Student Services (p.3) *	PIO's CV *
John Olson, Ph.D. Executive Director of Government and Community Relations and Executive Director of the EvCC Foundation	EvCC Foundation *	Foundation Director's CV *

*Required Evidence for 2.A.2

2.A.3: CHIEF EXECUTIVE OFFICER

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

In June 2023, Everett Community College’s Board of Trustees hired our current President, [Dr. Chemene Crawford](#), after an extensive national selection process conducted in consultation with the Association of Community College Trustees (ACCT) Searches.

Dr. Crawford began her tenure as the 18th President of Everett Community College on July 3, 2023. She has served over 30 years in higher education, previously serving as President and CEO of North Seattle College and as associate vice-chancellor of Dallas County Community College District (now Dallas College). She also brings considerable experience within the California Community College system. Dr. Crawford earned a doctorate of education in organizational leadership from Nova Southeastern University, a master’s in human resources and organization development, and a bachelor’s of science in organizational behavior, both from University of San Francisco. Dr. Crawford has an extensive teaching background that includes service as a full-time faculty member for Western Governors University and as an adjunct faculty member for the University of North Texas at Dallas, University of Phoenix, Nevada State College, and College of Southern Nevada.

In her first 90 days at EvCC, Dr Crawford has prioritized finalizing a balanced budget for fiscal year (FY) 2024, long-term financial planning, strategic enrollment management, and ongoing implementation of the college’s strategic plan.

Evidence for 2.A.3

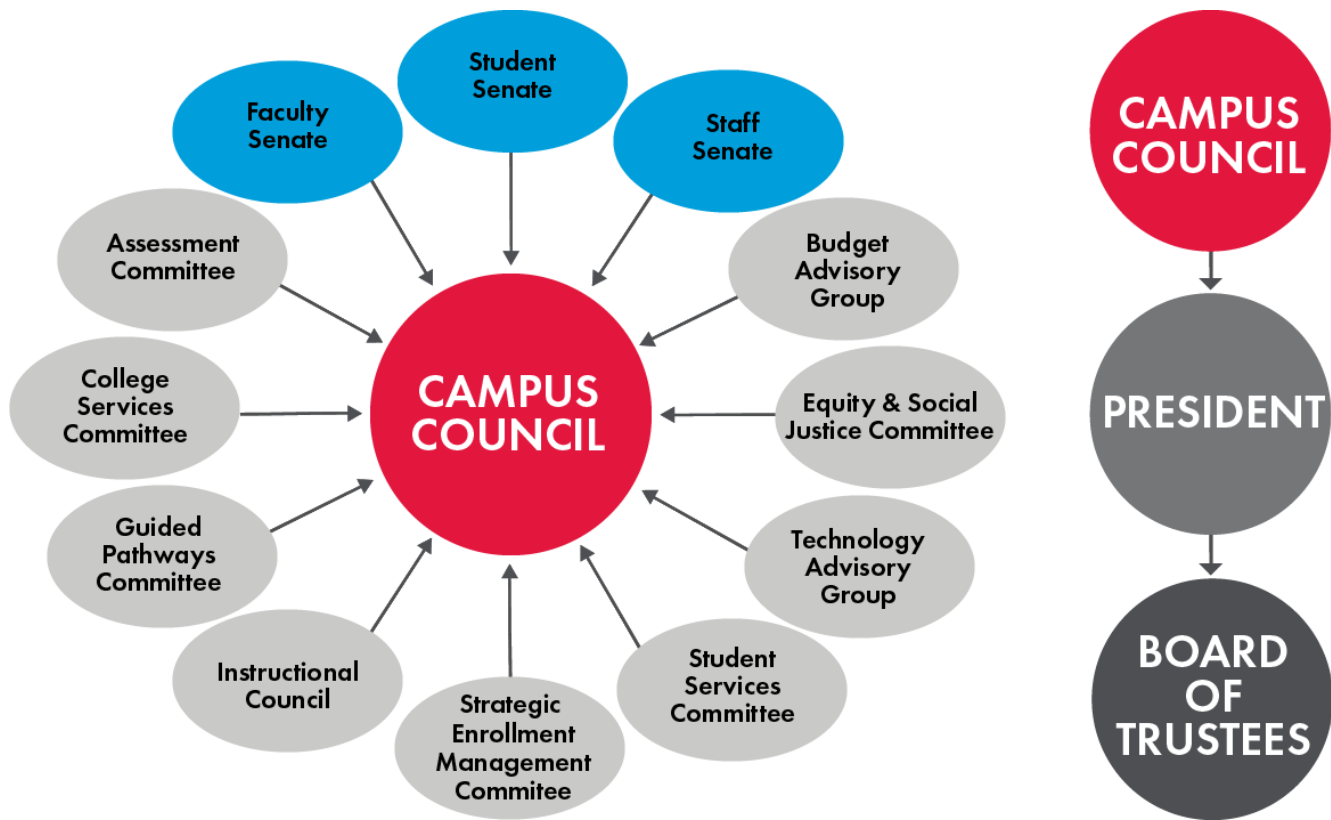
President Dr. Chemene Crawford (college website)

2.A.4: DECISION-MAKING STRUCTURES AND SHARED GOVERNANCE

The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

CAMPUS COUNCIL

EvCC’s [2020 Mid-Cycle Accreditation Report](#) identified the design and implementation of a new shared governance structure as a critical goal for the college as we prepared for a successful Year Six and Year Seven Review. [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#) further stipulated that the purpose of EvCC’s new shared governance was “to promote transparency, trust and accountability in the decision-making process”; that purpose was itself articulated in the broader context of Goal 3.2 in the strategic plan: Build institutional capacity for equity and social justice through structures, systems, and processes that promote enfranchisement, inclusivity, and dialogue.



In the 2022-2023 academic year, we launched a new model of shared governance at the college. Developed over a [three-year collaborative design process](#), our shared governance model includes several features to ensure that it meets the expectations identified in the strategic plan. These elements are explicitly captured in the EvCC [Campus Council Bylaws](#). In order to promote inclusivity, the Staff Senate was created as a parallel to the already existing Faculty and Student Senates to ensure that classified and professional staff not only had representation on the Campus Council, but also their own forum for discussing shared interests. In order to promote trust and foster dialogue rather than debate, Article VII of the Bylaws adopts a consensus model for decision-making rather than the standard Roberts Rules.

Transparency is facilitated through [EvCC's shared governance website](#), which serves as a central communication space about governance activity. Agendas, minutes and recordings of Campus Council meetings are shared publicly on the [Campus Council page](#), so that any campus constituent has easy access both to issues coming before the Council and actions taken by the Council. As we continue to develop shared governance at EvCC, the nine standing committees of the Campus Council will also be expected to post their agendas and minutes to the shared governance site.

Finally and most importantly, EvCC's Campus Council itself was purposefully designed to lead with equity by "ensuring that equity-mindedness is evident in our inquiry process, decision-making, interactions, and reflections." To enact this principle, Article III of the Bylaws establishes the expectation that all actions that come before the Council must be accompanied by explicit attention to their potential equity impact. Responses to a brief series of equity-minded prompts must be provided by the initiators

of the action and reviewed by the Campus Council prior to making any decision on the proposal. An example of Article III in action is the document [ACPL as Equity Minded-Policy and Practice](#), which was shared with both the Campus Council and the Board of Trustees prior to either body taking action on a proposed new academic credit for prior learning policy.

Goal 2.1.1 of [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#) establishes the expectation that the college will “Reexamine policies, practices, and processes to alleviate barriers to student engagement and success.” As we approach our Year Seven Evaluation of Institutional Effectiveness (EIE), the challenge for Campus Council is to clarify a clear process and timeline for policy deliberation that allows for the inclusion of multiple voices and for equity mindedness as principle and practice, while still ensuring that the college meets its obligation to design and/or redesign policies that unequivocally support mission fulfillment.

STUDENT GOVERNANCE

While a Student Senate representative is a valued voting member of the Campus Council, EvCC’s history of robust independent student governance long predates the formal launch of the Campus Council in September 2022. All registered students at EvCC are members of the Associated Students of Everett Community College (ASB). As outlined in our [ASB Constitution](#), the ASB is led by a five-member Executive Council and Student Senate and is supported by the Dean of Student Development. In addition to deliberating and acting on issues of interest to students and pursuant to state legislation (as reflected in [WAC 132E-122-110](#)), the Student Senate and Executive Council have authority over funds collected through EvCC’s Services & Activities (S & A) Fees, E-Tech Fees, and Green Fees. Guidelines for the management and expenditures of these funds are published in the [ASB Financial Code](#), the [E Tech Financial Code](#), and the [Green Fee Financial Code](#). Annual S & A fee reports are posted to the [ASB Documents](#) webpage.

Evidence for 2.A.4

Campus Council

- 2020 Mid-Cycle Accreditation Report
- Charting a Path Forward to Equity: Strategic Plan 2022-2027**
- Shared Governance three-year collaborative design process (college website)*
- EvCC’s shared governance (college website)
- Campus Council (college website)
- ACPL as Equity Minded-Policy and Practice*

Student Governance

- ASB Constitution*
- WAC 132E-122-110*
- ASB Financial Code*
- E Tech Financial Code*
- Green Fee Financial Code*
- ASB Documents (college website)*

*Required Evidence for 2.A.4



STANDARD 2.B

Academic Freedom

2.B.1 AND 2.B.2: ACADEMIC FREEDOM

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

EvCC's commitment to the principles of academic freedom is defined, affirmed and contextualized in collective bargaining agreements and in both college and statewide policies. The college's overarching commitment to academic for all constituents is captured in EvCC's [preamble policy](#) for our code of student conduct. Based on Washington Administrative Code ([WAC 132E-122-030](#)) the preamble states:

As a center of learning, the college also has the obligation to maintain conditions conducive to the freedom of inquiry and expression to the maximum degree compatible with the orderly conduct of its functions. For these purposes, the college

is governed by rules, regulations, policies, procedures, and standards of conduct, including this conduct code, that safeguard its functions and protect the rights and freedoms of all members of the college community. (Emphasis added)

Similarly, academic freedom is defined in the explicit context of the college's educational mission in Article 9.10 of the [2022-2025 CBA between the Everett Community College Board of Trustees and the American Federation of Teachers AFT Higher Education Everett Local 1873](#):

*A major purpose of community college education is to share with students the scholarly, imaginative, and scientific efforts that have been made toward understanding our human condition and our world. Informed and critical students will be more able to act responsibly as citizens to make choices in their own lives and to solve future problems. **The purpose of Academic Freedom is to ensure this intellectual development of students.** (Emphasis added)*

Article 9.11 goes on to enumerate the rights guaranteed to faculty under the defining framework quoted above. Among the six enumerated freedoms in Article 9.11 is "the freedom to select the content and methods through which to discharge their responsibilities as instructors, counselors, and librarians/media specialists." In addition to these contractually mandated individual freedoms, the collective academic freedom of the faculty is enshrined within EvCC's shared governance structure; the [Instructional Council](#) and the Assessment Committee, both standing committees on, [EvCC's Campus Council](#) are the vehicles through which the faculty exercise their oversight of curriculum and of the assessment of learning respectively.

[EvCC's Statement of Student Rights](#) asserts unequivocally that "freedom to teach and freedom to learn are inseparable facets of academic freedom." The policy goes on to enumerate both four specific freedoms guaranteed to students and three corresponding rights of due process. The Statement of Students Rights is posted in EvCC's Policy Library and included on p.12 of [EvCC's Handbook of Student Rights and Responsibilities](#). An additional policy statement, [Editorial Independence of Student Publications Policy](#), explicitly grants press freedom to student publications, like Everett Community College's student newspaper, [The Clipper](#), and its creative art magazine, [Vibrations](#).

Finally, [EvCC's Civility Statement Policy](#) reiterates the college's commitment to protecting the right of expression and to intellectual freedom in the context of controversial perspectives:

We honor the right of expression as a hallmark of learning, and we treasure intellectual freedom even when individual or group points of view are controversial or out of favor with prevailing perspectives. Individuals should not feel intimidated, nor be subject to reprisal for voicing their concerns or for participating in governance or policy making.

The policy goes on to specify the values that uphold, and are upheld by, these freedoms, including respect, accountability and inclusion. The policy concludes by linking the exercise of freedom at EvCC to the critical role of collaboration at the college.

Taken together, the statements described above signal EvCC’s unwavering adherence to academic freedom, both as employer and as an institution of higher learning. At the same time, our ongoing review of policy (in accordance with goal 2.1.1 of [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#)) suggests that the EvCC college community might benefit from a single policy statement outlining the mission-critical value of academic freedom and explaining its application across different college roles and contexts. Recent challenges to academic freedom in Florida and Texas, among other states, lend additional urgency to the development of such a policy. EvCC’s Campus Council has charged a small working group to craft a college-wide academic freedom policy grounded in equity. The draft policy is scheduled to be taken up for deliberation and action by the Campus Council in Fall 2023.

Evidence for 2.B.1 and 2.B.2

EvCC’s Preamble Policy*

WAC 132E-122-030

2022-2025 CBA between the Everett Community College Board of Trustees and the American Federation of Teachers AFT Higher Education Everett Local 1873 (Article 9.10 and 9.11)

Instructional Council*

EvCC’s Campus Council (college website)

EvCC’s Statement of Student Rights*

EvCC’s Handbook of Student Rights and Responsibilities (p.12)*

Editorial Independence of Student Publications Policy*

EvCC’s Newspaper The Clipper (college website)

EvCC’s Art Magazine Vibrations (college website)

EvCC’s Civility Statement Policy*

Charting a Path Forward to Equity: Strategic Plan 2022-2027 (goal 2.1.1)

*Required Evidence for 2.B.1 and 2.B.2



STANDARD 2.C

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1: ADMISSIONS AND PLACEMENT

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

EvCC is committed to developing practices and procedures to ensure that students have sufficient information and understanding to support seamless transfer, whether those students are seeking to transfer credits toward an EvCC credential or planning to apply EvCC credits to a degree program at another institution. Ensuring that both transfer in and transfer out opportunities are responsive to the needs of an increasingly diverse group of students is critical to our mission.

New students have a number of different opportunities to apply previously earned college credits and other kinds of prior learning to EvCC's instructional programs. Information about these options is published in the college catalog (p.18-29) and posted to [EvCC's Transfer Credit Options](#) webpage. Transcripts from accredited colleges and universities are evaluated by a member of Enrollment Services upon submission of a [Transfer Credit Evaluation Form](#).

Beyond transcribed credit from accredited institutions, new and enrolled students may request credit for prior learning in a range of categories including military training, standardized testing (CLEP, AP, CIU and IB), extra institutional learning, and prior learning portfolio review. Recognizing the critical role of prior learning assessment as a mechanism for advancing equity within higher education, we recently revised our [Academic Credit for Prior Learning](#) (ACPL) policy. The revised policy aligns with the [Ten Standards for Assessing Prior Learning](#) established by the Council of Adult and Experiential Learning (CAEL) and commits the college to developing equitable practices for awarding academic credit for prior learning and to tracking and publishing the impact of those practices. The policy also supports [EvCC's Title III SIP initiative](#) to expand and promote ACPL and EvCC's strategic plan's objective to increase accelerated and non-traditional program offerings (Goal 2.2.2).

Approximately two-thirds of EvCC's degree-seeking students enroll with the goal of transferring to complete their baccalaureate degree. These students benefit from intentionally designed reciprocity protocols within Washington state; statewide transfer and articulation practices are guided by Washington's [Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges and Universities](#). The statewide [Inter-College Relations Commission](#) works to improve the agreements, guidelines, and procedures that govern transfer within Washington's post-secondary community technical colleges and universities. A key part of that work is the joint design and periodic review of the Direct Transfer Agreement (DTA) associate degree which, in accordance with [RCW 28.B.10.696](#), ensures that a student who completes a DTA associate degree at a public community or technical college in Washington will have satisfied the lower division general education requirements – and in most cases junior standing – at the signatory baccalaureate institutions. In part because of the clarity and broad applicability of the DTA, EvCC awards more Associate in Arts and Sciences - Direct Transfer Agreement (AAS-DTA) degrees than all other credentials combined.

EvCC publishes information about the DTA associate degree and about other transfer out options in the college catalog (p.9-10) and on the [Transfer Information Center](#) webpage. The latter includes links to transfer application deadlines for EvCC's common transfer partners, to [EvCC's articulation guide](#), and to [Transfer Rights and Responsibilities](#) published by the Washington Higher Education Coordinating Board. EvCC's Transfer Information Center also includes a link to [AAS-DTA curriculum checklists](#), which outline the expectations of the degree in an easily readable format. Because each four-year college has considerable discretion about which credits from the DTA may be applied toward certain majors, students who intend to transfer work closely with their faculty program advisors to develop customized DTA or Associate of Science degree plans specific to their intended transfer destination.

In addition to the DTA associate degree, EvCC offers several Associate in Science-Transfer (AS-T) degrees; these statewide degrees are modeled on the DTA but are especially designed to prepare students for upper division study in the areas of Biology, Chemistry, Engineering, Geology, Physics, and Astronomy. Because these degrees do not guarantee admission into competitive majors, and because the admission requirements for the major are often institution specific, students pursuing

AS-T degrees work closely with faculty program advisors who are familiar with the specific requirements of statewide university partners like the University of Washington and Washington State University. In some cases, these institution specific expectations are also included in the curriculum checklists, such as in this example of the curriculum checklist for the [AS-T in Engineering](#).

Evidence for 2.C.1

Transfer of credit Policies and Procedures

- EvCC Course Catalog 2023-24 Transfer Credit Policies (p.18-29)*
- Transfer Credit Options (college website)*
- Transfer Credit Evaluation Form
- Academic Credit for Prior Learning*
- Ten Standards for Assessing Prior Learning (CAEL website)
- EvCC's Title III SIP initiative (college website)
- Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges*
- Inter-College Relations Commission (Washington Council website)
- RCW 28.B.10.696*
- EvCC Course Catalog 2023-24 Transfer Programs (p.9-10)
- Transfer Information Center (college website)*
- EvCC's Articulation Guide*
- Transfer Rights and Responsibilities*
- AAS-DTA Curriculum Checklist
- AS-T in Engineering Qualifications

*Required Evidence for 2.C.1

2.C.2: STUDENT RIGHTS AND RESPONSIBILITIES

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The College policies regarding [student rights and responsibilities](#) (including policies related to academic dishonesty, non-discrimination, student conduct and grievance processes) are published in EvCC's comprehensive [Student Rights and Responsibilities Handbook](#) available on the [Rights, Responsibilities, and Policies](#) webpage. The Handbook includes several policies relating to student rights and responsibilities, many of which are governed by statewide regulations as detailed in [WAC 132 E-122](#). These policies are also posted to [EvCC's Policies Library](#). The chart below lists the most critical policies alongside page numbers from the Student Rights and Responsibilities Handbook and links to the Policy Library.

Policy	Student Rights and Responsibilities Handbook page #
EvCC3020: Americans with Disabilities Act Policy	p.3
EvCC6070: Statement of Student Rights Policy	p.9
EvCC6120P: Academic Affairs Grievance Procedure	p.11
EvCC6120P: Student Affairs Grievance Procedure	p.15
EvCC6130: Disclosure of Student Information Policy	p.17-18
EvCC6160: Prohibited Student Conduct Policy	p.20-28
EvCC6180: Confidentiality and Right to Privacy Policy	p.29-30
EvCC6200: Disciplinary Sanctions Policy	p.30-31
EvCC6350: Full Adjudicative Proceedings - Student Conduct Committee Appeal Policy	p.42-43
EvCC6360: Summary Suspension - Purpose and Proceeding Policy	p.43-44
EvCC6390: Summary Suspension Appeal Policy	p.45

In theory, EvCC’s clear student code of conduct, procedures for disciplinary actions, and information on the jurisdiction of college personnel ensure fair and consistent responses to student conduct issues. Yet, our preliminary equity-minded review of these policies and their disparate impacts (undertaken in accordance with Goal 2.1.1 of EvCC’s strategic plan) indicates that some policies can act as unintended barriers, particularly for marginalized groups of students. For example, the academic grievance policy assumes a degree of academic capital, positional power, and capacity for self-advocacy that may not be evenly available across different demographic groups. Moreover, the student conduct policies are, by their nature, primarily prohibitive and punitive and do not always provide opportunities for learning and growth, much less obligate the college to embrace those opportunities.

A cross functional team, involving faculty, students, and student support personnel, is currently working to update EvCC’s Student Conduct policies and to design new procedures for enforcing them, beginning with Academic Dishonesty. In the Spring of 2023, Lin Latt P Myint and Clay Paw, two EvCC student learning analysts, conducted a survey to determine students’ understanding of the Student Rights and Responsibilities Handbook in general and the Academic Integrity Policy in particular. They shared the results of the survey, and their analysis of those results, in a report, [Trojan Partnership Program: Academic Integrity](#). Among the conclusions they drew was that

although various forms of academic dishonesty are identified in EvCC’s Student Conduct Policy Section 3, the policy lacks a clear and consistent explanation of what follows when a student violates, or is accused of violating, the policy. As a result, the report concludes, the policy “leaves too much room for biases and misunderstandings as students won’t know what is their rights in this and what to do or expect in situations around Academic Integrity policies and its violation.” A revised Academic Integrity policy will be brought to the Instructional Council and Campus Council in Fall 2023. The proposed revised policy stresses developmental models for promoting academic integrity and restorative justice practices for addressing violations.

[EvCC’s Americans with Disabilities Act Policy](#) applies to all College patrons, visitors, employees, and students and stipulates that people with disabilities have the right to request and receive reasonable accommodation. The college’s [Center for Disability Services](#) (CDS) works with students to ensure equitable access to our academic programs and services. CDS maintains a comprehensive presence on the college website and publishes a [CDS Student Handbook](#); the CDS website also includes [video tutorials](#) and other resources for faculty regarding their obligations.

Evidence for 2.C.2

- Student Rights and Responsibilities (college website) *
- Student Rights and Responsibilities Handbook *
- WAC 132 E-122
- EvCC’s Policies Library (college website)
- Trojan Partnership Program: Academic Integrity (Box Submission 2C2 a)
- Americans with Disabilities Act Policy *
- Center for Disability Services (college website) *
- CDS Student Handbook *
- Faculty AccessPortal Guide: Faculty obligations video

**Required Evidence for 2.C.2*

2.C.3: ADMISSIONS AND PLACEMENT POLICY

The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations.

Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

ADMISSIONS

Per Washington State Administrative Code ([WAC 131-12-010](#)), admissions criteria for the state’s 34 technical and community colleges are broad and inclusive, stipulating only that successful applicants must be 18 years of age or older and possess a high school diploma or GED; students who do not meet these criteria may still access college programming through a range of dual credit

options. Beyond adhering to these core open admissions practices, EvCC is committed to continually evaluating and restructuring its admissions procedures to remove barriers to both access and success. Working within the Guided Pathways Essential Practices framework, EvCC has adopted a series of innovations to help clarify the path for prospective students and applicants; these measures include establishing eight pathways based on disciplinary clusters, mandating both new student orientation and entry advising for new students, and redesigning developmental education in Math and English, including the adoption of multiple measures for placement.

EvCC publishes standard admissions procedures in the college catalog (p.15-16) and on our website at [EvCC Online Admissions Guide](#). In addition, as part of the college's work with Achieving the Dream and Guided Pathways essential practices, we instituted a seven-step [Get Started Checklist](#) which requires new students, with few exceptions, to complete [New Student Orientation](#) and [Entry Advising](#) in order to be eligible to register for classes.

Washington state also provides generous support for a range of dual credit opportunities, and we have enthusiastically embraced dual credit programs as an impactful tool of access. High school students who are at least 16 years of age may attend EvCC through high school dual credit options like Running Start, Youth Re-Engagement Program (U3), and EvCC's Ocean Research College Academy (ORCA). In addition, the college offers a Special Underage Admissions Process for underage students who are still in middle school or high school and who are not enrolled in the dual credit programs listed above. Details about admission into dual credit programs are published in the college catalog (p.16-17) and on [EvCC's High School/Dual Credit Programs webpage](#), which includes specific information on admission to [Running Start](#), [College in the High School](#), [CTE Dual Credit](#), [Youth Re-Engagement Program \(U3\)](#), and the [Ocean Research College Academy \(ORCA\)](#). Information about the Special Underage Admissions process can be found in the college catalog (p.17) and on the [Special Underage Admissions Process](#) webpage. The college also accepts international students. The International Students admissions process is published in the college catalog (p.16) and on EvCC's Office of International Education's [Online Application](#) webpage.

Currently, EvCC offers two programs with selective admissions processes: the Associate in Arts and Sciences in Nursing and the Bachelor of Applied Science in Accounting. Information about the admissions processes for these programs are posted online at [Nursing Admissions Procedures](#) and [BAS Accounting: How to Apply](#). Some college programs (such as Advanced Avionics, Cosmetology, and Emergency Medical Services) require an additional application, which outlines additional entry requirements as established by national accrediting organizations with specific industry standards. Finally, our [Transitional Studies](#) program admits students into a range of basic adult education, English Language acquisition and High School Completion programs.

PLACEMENT

Admissions and placement procedures are published in the College catalog (p.14-17) and on the [Placement](#) webpage. With few exceptions, all new students must establish English and Math placement before registering for classes. EvCC has adopted a multiple-measure approach to placement.

Students can place into Math either by taking the [Math Accuplacer Test](#) or by a series of alternative options described on [EvCC's Alternative Placement Options](#) webpage. Students choosing to establish math placement through an alternative measure submit the [placement form](#), including any required documentation, to EvCC's Enrollment Services.

Students can place into English either by utilizing the alternative placement options used for Math placement or by completing the Rapid English Directed Self Placement (REDSP) process. In July 2021, we discontinued the use of Accuplacer for English, adopting the [REDSP form](#) instead. Validated through a pilot study, the REDSP is a short, three-part questionnaire that prompts students to reflect on their reading and writing readiness and then use the holistic scoring chart to choose the English placement that works best for them. Once students have completed the form, we give them the option either to submit their preferred placement or to seek further guidance from a Faculty Entry Advisor. In the two years since its implementation, students have benefitted from the simplicity of the free, low-stakes REDSP process, and there has been no statistical difference in the placement accuracy of REDSP versus the Accuplacer.

In addition to Math and English placement, some students may need to establish additional placements based on the classes they wish to take. Students who wish to enroll in Chemistry or Physics are required to establish placement in one of three ways: the alternative placement form, the Math Accuplacer test or the Chemistry and Physics Test. Students interested in studying World Languages who have prior experience in a language (French, German, Spanish, Italian, Russian and Chinese) are encouraged to take an online language placement test as described on the [World Languages](#) webpage.

DISMISSAL AND READMISSION

EvCC students are required to maintain [Satisfactory Academic Progress](#), as indicated by a minimum quarterly grade point average of 2.0. Students who fall below this standard will be subject to a progressive system of academic warning, academic probation, and ultimately academic dismissal (following a fourth consecutive quarterly GPA below 2.0).

Students may also be dismissed from the college based on a student conduct violation. Student conduct violations can result in a range of progressive [disciplinary sanctions](#) including warning, probation, summary suspension, suspension and dismissal. EvCC's extensive policies and procedures regarding student conduct violations are dictated by state regulations and, as outlined in the Table for 2C above, are published in the Student Rights and Responsibilities Handbook and on the college's Policy Library.

Students who are academically dismissed from the college may, after an absence of at least four quarters, be readmitted to EvCC subject to approval by the Readmission Committee. Per [EvCC's Readmission after Dismissal Policy](#), students who are dismissed from the college based on a student conduct violation may petition the chief student affairs officer for readmission.

EvCC's Nursing program has separate criteria for dismissal and readmission based on the program's specialized education and professional contexts, on the regulations of clinical partners, and on the expectations of the [Accreditation Commission for Nursing Education](#). The Nursing Program's policies and procedures regarding dismissal and readmission are published in [EvCC's Nursing Program Student Handbook](#) (p.25-27).

Evidence for 2.C.3

Admissions

WAC 131-12-010

EvCC Pathways (college website) *

EvCC Online Admissions Guide (college website) *

Get Started Checklist (college website) *

New Student Orientation (college website) *

Entry Advising (college website)

EvCC Course Catalog 2023-24 Admission into Dual Credit (p.16-17) *

High School/Dual Credit Programs (college website) *

Running Start (college website) *

College in the High School (college website)

CTE Dual Credit (college website) *

Youth Re-Engagement Program (U3) (college website)

Ocean Research College Academy (ORCA) (college website)

EvCC Course Catalog 2023-24 Special Underage Admission (p.17) *

Special Underage Admissions Process (college website) *

EvCC Course Catalog 2023-24 International Students Admission (p.16) *

International Education's Online Application (college website) *

Nursing Admissions Procedures (college website) *

BAS Accounting: How to Apply (college website) *

Transitional Studies (college website)

Placement

EvCC Course Catalog 2023-24 Admissions and Placement (p.14-17) *

EvCC Placement (college website) *

Math Accuplacer Test (college website) *

Alternative Placement Options (college website) *

Placement form *

Rapid English Directed Self Placement REDSP Form *

World Languages (college website)

Dismissal and Readmission

- Satisfactory Academic Progress (college website) *
- EvCC Disciplinary Sanctions *
- Readmission after Dismissal Policy *
- Accreditation Commission for Nursing Education
- Nursing Program Student Handbook (p.25-27) *

**Required Evidence for 2.C.3*

2.C.4: STUDENT RECORDS

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

[EvCC's Confidentiality and Right to Privacy Policy](#) and [Disclosure of Confidential Information Policy](#) dictate how we handle student records. The policies are compliant with the federal Family Education Rights and Privacy Act (FERPA). We publish information about these policies in the Student Handbook of Rights and Responsibilities (p.17, 29), in the College catalog (p.34-36) and on the [FERPA/Confidentiality](#) webpage. Finally, we maintain student records in compliance with Washington state records retention guidelines ([WAC 490-105-200](#)).

Evidence for 2.C.4**Secure Retention of Student Records and Confidentiality**

- Confidentiality and Right to Privacy Policy *
- Disclosure of Confidential Information Policy *
- Student Rights and Responsibilities Handbook Student Records (p.17, 29) *
- EvCC Course Catalog 2023-24 Student Records(p.34-36) *
- FERPA/Confidentiality (college website) *
- WAC 490-105-200

**Required Evidence for 2.C.4*



STANDARD 2.D

Institutional Integrity

2.D.1: COMMUNICATIONS AND PUBLICATIONS

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Everett Community College is committed to clear, accurate and consistent information about our mission, programs, and services. The college's Marketing and Communications Division (MarCom) oversees all official communications coming from the college, including social media. MarCom maintains a Communications Toolkit which is made available to all college employees on MarCom's Intranet page. The Toolkit includes the [EvCC Style Guide](#), a [Writing Style Guide](#), a [Non-Discrimination Statement Guide](#) and other related resources.

Information about college programs and services is collected and published in our [college catalog](#), jointly produced by MarCom and the divisions of Instruction and Student Services. As noted in 2.G.1 of this report, each college service maintains its own web page(s) on the college website, under the oversight of the Web Steering Committee. The [Web Styles and Standards](#) dictate policies, procedures and styles for our web presence, both for official and unofficial websites. Information about instructional programs is maintained on program webpages and on the college's [Curriculum Checklist](#) page, which provides specific links to the curricular requirements for all credentials awarded by the college. Most instructional programs also maintain program-specific webpages and/or program maps, which provide additional information about program requirements and

outcomes. Examples of program maps include [Information Technology](#), [Graphic and Web Design ATA](#), and [Engineering AS-T](#). Examples of program pages include [Business](#), [Early Childhood Education \(ECE\)](#), and [Medical Assistant](#).

[EvCC's Consumer and Disclosure Information](#) webpage provides further comprehensive information to the public, including information related to accreditation, cost of attendance, retention rates, graduation and transfer rates, and Title IV complaint processes in the state of Washington.

Evidence for 2.D.1

- EvCC Style Guide*
- Writing Style Guide
- Non-Discrimination Statement Guide*
- EvCC's College Catalog
- Web Styles and Standards
- Curriculum Checklist (college website)*
- Information Technology Program Map (college website)
- Graphic and Web Design ATA Program Map (college website)
- Engineering AS-T Program Map (college website)
- Business Program Page (college website)
- Early Childhood Education (ECE) Program Page (college website)
- Medical Assistant Program Page (college website)
- EvCC's Consumer and Disclosure Information (college website)

*Required Evidence for 2.D.1

2.D.2: MANAGEMENT AND OPERATIONS

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

EvCC's ethical standards are set both by the [Washington State Ethics in Public Service Law](#) and by college policies aligned with that law. The college's [Ethics Policy](#) stipulates that all college employees are obligated to use their powers and college resources exclusively to serve the public interest; the policy further states that EvCC employees best serve the public interest and honor the public trust by acting in accordance with "the highest ethical standards, demonstrating honesty and integrity in all aspects of their work, with the goal of avoiding even the appearance of impropriety." The Ethics Policy is distributed to all new employees upon hire, and all employees are responsible for understanding and complying with the college's Ethics Policy and with the state's Ethics in Public Service Law. Washington State's [Executive Ethics Board](#) maintains a website that includes additional training as well as opportunities for consultation.

Processes and procedures to ensure fair and equitable treatment of student and employee grievances are dictated by state and college policy and by collective bargaining agreements. The EvCC [Statement of Student Rights Policy](#) guarantees rights of due process; as outlined in section 2.C.2 of this report, the EvCC [Handbook of Student Rights and Responsibilities](#) includes a series of policies designed to operationalize this right by establishing strict procedures for handling student grievances (i.e. [Academic Affairs Grievance Procedures](#), [Student Affairs Grievance Procedure](#)). EvCC's three collective bargaining agreements (for [faculty](#), [classified staff](#), and represented [exempt administrative staff](#)) describe contractually agreed upon processes for addressing employee grievances within each bargaining unit.

Fully committed to providing a safe and inclusive campus for all students, employees and patrons, Everett Community College honors our responsibilities under relevant federal and state laws to ensure a work and learning environment free of discrimination and harassment. EvCC's [Title IX Policy](#) and [Title IX Procedure](#) outline procedures for receiving and investigating allegations of sexual harassment on campus; they further establish that anyone found responsible for violating Everett Community College's Title IX policy is subject to disciplinary action up to and including dismissal from the college. Similarly, EvCC's [Discrimination and Harassment Policy](#) and our [Discrimination and Harassment Procedure](#) outline procedures for reporting and managing complaints of alleged discriminatory conduct; they also alert the campus that if anyone is found to have engaged in discriminatory conduct based on a preponderance of evidence they may be subject to disciplinary action up to and including expulsion or dismissal from employment. EvCC's Director of Equal Opportunity and Title IX Programs is responsible for responding to and investigating all reported violations of both the Title IX Policy and the Discrimination and Harassment Policy.

As noted earlier in this report (Section 2.C.2), Goal 2.1.1 of [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#) obliges the college to "reexamine policies, practices, and processes to alleviate barriers to student engagement and success." This obligation not only requires us to ensure that equity-minded policies and practices are in place, but that they operate in an equity-minded way. In Spring 2022, EvCC conducted a campus climate assessment in accordance with [RCW 28B.10.147](#). The results of the assessment, as documented in the [HEDS Climate Survey Report](#), indicated that 18% of total respondents had experienced some form of discrimination or harassment in the previous year; that total included 8% of 423 student responses, 29% of 171 staff/administrative respondents and 31% of 159 faculty respondents (Figures 12 and 13, [HEDS Climate Survey Report](#)). Just as concerning, based on data from follow-up questions, it is more likely than not that many if not most of these incidents were not reported either because of a lack of awareness or understanding of reporting mechanisms or a lack of understanding about investigatory procedures (Figure 17, [HEDS Climate Survey Report](#)). In response to this element of the report, EvCC's leadership team made a commitment to taking ongoing action to promote better college-wide awareness of college policies and procedures related to discrimination and harassment; these actions included hiring a new Director of Equal Opportunity and Title IX Programs, who has been giving presentations across the college about implementing regulations of Title IX of the Federal Educational Amendments of 1972,

Title VII of the Civil Rights Act of 1965, the Americans with Disabilities Act, and Washington State’s Law Against Discrimination ([RCW 49.60](#)). Through these and other proactive measures, college leadership anticipates that the campus-wide understanding of discrimination and harassment will have greatly increased when the next climate survey is conducted.

Evidence for 2.D.2

Washington State Ethics in Public Service Law*
EvCC’s Ethics Policy*
Washington State’s Executive Ethics Board
EvCC’s Statement of Student Rights Policy*
EvCC’s Handbook of Student Rights and Responsibilities*
Academic Affairs Grievance Procedures*
Student Affairs Grievance Procedure*
EvCC’s Faculty Collective Bargaining Agreement*
EvCC’s Classified Staff Collective Bargaining Agreement*
EvCC’s Represented Exempt Administrative Staff Collective Bargaining Agreement*
EvCC’s Title IX Policy*
Title IX Procedure*
EvCC’s Discrimination and Harassment Policy*
Discrimination and Harassment Procedure*
*Charting a Path Forward to Equity: Strategic Plan 2022-2027** (Goal 2.1.1)
RCW 28B.10.147*
HEDS Climate Survey Report (figures 12, 13, and 17)
RCW 49.60*

*Required Evidence for 2.D.2

2.D.3 CONFLICT OF INTEREST

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

EvCC’s [Ethics Policy](#) describes required and prohibited employee conduct with respect to conflict of interest. The policy applies to all college officers and employees at the college and cites Washington State Public Ethics Law, which declares that “No state officer or state employee may have an interest, financial or otherwise, direct or indirect, or engage in a business or transaction or professional activity, or incur an obligation of any nature, that is in conflict with the proper discharge of the state officer’s or state employee’s official duties” ([RCW 42.52.020](#)).

Evidence for 2.D.3

EvCC’s Ethics Policy*
RCW 42.52.020*

*Required Evidence for 2.D.3



STANDARD 2.E

Financial Resources

2.E.1 AUDITS AND OVERSIGHT

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

AUDIT PROCESSES

Everett Community College is an agency of the State of Washington, and the financial activity of the college is included in the State's Comprehensive Annual Financial Report. To ensure compliance with state regulations, Washington state undertakes annual audits of all agencies through the State Auditor's Office (SAO). EvCC's yearly audited financial statements include detailed reports on the College's finances and on the finances of the [Everett Community College Foundation](#), a separate but affiliated non-profit entity, incorporated under Washington law in 1984 and recognized as a tax exempt 501(c)(3) charity.

For each annual audit, EvCC's Vice President of Finance provides independent state auditors with a college financial statement prepared in accordance with generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB), which establishes standards for external financial reporting for public colleges and universities. For financial reporting purposes, the College is considered a special purpose government agency engaged only in Business Type Activities (BTA). In accordance with BTA reporting, the college's [financial statement](#) includes a Management's Discussion and Analysis; a Statement of Net Position; a Statement of Revenues, Expenses and Changes in Net Position; a Statement of Cash Flows; and Notes to the Financial

Statements. Together, the financial statement and auditor’s report provide a comprehensive, entity-wide perspective of the college’s assets, deferred outflows, liabilities, deferred inflows, net position, revenues, expenses, and changes in net position and cash flows.

EvCC’s [annual financial statements/audits](#) are posted both to the SAO website and to the college’s [Financial Services](#) webpage. Because the timing of annual audits was disrupted by COVID, EvCC’s most recent annual audit covers fiscal year 2021. Since the current system of annual state audits began in 2013, EvCC’s audits have come back with “unmodified opinions” and no findings, which means that we are in complete compliance to date with state auditing regulations.

RESERVES

Since the beginning of fiscal year 2020, we have identified depleting reserves as a significant institutional risk and have taken fiscal measures to replenish reserves with the goal of reaching a threshold of 25% of our annual operating budget (three months operating funds). While EvCC’s [Reserve and Contingency Fund Policy](#) (approved in 2010) stipulates that only 15% of the operational budget is sufficient for reserves, the pandemic, the ongoing enrollment crisis, and new accreditation guidelines have demonstrated that colleges across all sectors need to be more fiscally prepared for emergencies and for the uncertain impact of long-term changes in the higher education economy. In Fall 2023, EvCC will present a revised Reserve and Contingency Fund Policy to the Campus Council and to the Board of Trustees that reflects this new fiscal reality.

EvCC’s Board of Trustees, President and executive leadership have made a point of communicating to the college community the critical importance of building back reserves. To support this message, the Vice President of Finance created an [Unrestricted Reserves Dashboard](#); posted to the college’s intranet, the dashboard allows college employees and the Board of Trustees to track the annual changes in unrestricted reserves. Based on the college’s prudent fiscal management, EvCC has been able to replenish its reserves from a low of \$5,543,742 (8% of operating budget) in FY 2021 to a FY 2023 level of 12,107,436 (16.2% of operating budget).

REPORTING

As noted above, EvCC complies with state fiscal reporting requirements. We also have several mechanisms for reporting its financial status to college constituents. As noted above, the college posts its [annual financial audits](#) to the website. In addition, the Vice-President of Finance provides expenditure/revenue and tuition reports to the Board of Trustees Audit Committee, and these monthly reports are then posted on the [Board of Trustees Financial Reports](#) page on the college’s intranet.

The college is also committed to sharing details of the college’s budget with faculty and staff in order to promote a collective understanding of the fiscal constraints within which the college is operating. The Vice President of Finance updates the campus on the status of the annual budget at various times through the year, including during Opening Week, in open share outs over the course of the budget development period, and at periodic Trojan Talks (campus wide forums led by the President and

the leadership team). In addition, the college leadership provides contextual budget information as situations and the goal of transparency demand. For example, President Crawford recently recorded a [video message](#) for college employees in which she provided an update on our fiscal year 2024 budget as of the end of August, 2023; during the video, she also shared a link to an anonymous form and invited campus members to provide their suggestions for reaching a balanced budget for the 2024 fiscal year.

Finally, the Budget Advisory Group is a standing committee of the Campus Council under our new shared governance structure. The [Bylaws of the Budget Advisory Group](#) stipulate that one of its primary functions is to “Foster a climate of campus-wide budget transparency and collaboration that invites solutions and supports a mutual understanding of the budget process.” As such, the Budget Advisory Group is a critical channel, not simply for disseminating the information contained within the college’s financial statements/audits, but also for ensuring that the financial reporting process is more than a one-time information push but instead an occasion for dialogue, reflection, and collective strategizing.

EvCC is required to report broad financial data to IPEDS. The college’s 2022 IPEDS [Data Feedback Report](#), (Fig. 19, 20) includes charts that break down the college’s core revenue by source and core expense by FTE and function.

Evidence for 2.E.1

Audit Processes

- Everett Community College Foundation (college website)
- EvCC’s annual financial statements/audits*
- Financial Services (college website)

Reserves

- EvCC’s Reserve and Contingency Fund Policy*
- Unrestricted Reserves Dashboard*

Reporting

- Board of Trustees Financial Reports*
- 2024 Fiscal year budget video
- Bylaws of the Budget Advisory Group*
- 2022 IPEDS Data Feedback Report (Fig. 19, 20)*

**Required Evidence for 2.E.1*

2.E.2: PLANNING

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

EvCC manages financial resources through a two pronged approach of long-term planning and annual budget development. Over the past two years, we have worked to adjust both planning and budgeting processes so that they support Goal 3.1 of [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#): “Implement a financial stewardship model that promotes transparency, accountability and strategic alignment with equity and social justice values.”

PLANNING

As it is for most colleges across the state and the country, fiscal planning at EvCC is extremely challenging, and all indications are that it will continue to be so for the next several years. Approximately 50% of our operating budget comes from state allocations. While Washington state’s practice of funding colleges on a biennial basis provides some stability, much uncertainty remains, especially given the state’s commitment to revising its allocation model. Therefore enrollment growth, especially of tuition-paying students, remains critical to our long-term fiscal health. Beginning in 2017-2018, however, EvCC experienced declines in enrollments and attendant revenue streams, a trend that was exacerbated by the pandemic. While enrollment has slowly begun to recover, our FTE remains below pre-pandemic levels across all categories and revenue sources (tuition, self-support, contract, international, dual credit, grants).

At the same time, the enrollment growth the college is seeing is largely concentrated in Adult Basic Education and English Language Acquisition, a demographic critical to our mission but whose students, by state law, pay a maximum tuition of \$25 per course. In addition, a higher percentage of EvCC’s new students come from lower income brackets than EvCC has seen in the past, and within this group, the Expected Family Contribution (EFC) is on average lower than in the past. Together these challenges have compelled the college not simply to manage costs, but to allocate limited resources in a way that will have the greatest impact for equitable success of all the students we serve, particularly those most marginalized.

EvCC’s fiscal health measures also loom large in the college’s long range financial challenges. Every year, the Washington State Board of Community and Technical Colleges shares a series of Fiscal Health Measures with each college; the measures for each college are compared with similar metrics in its peer group. The Vice-President of Finance creates a [presentation](#) based on these measures which is then shared with the Board of Trustees, the executive leadership team, and the Budget Advisory group. The presentation’s longitudinal and comparative information is critical for collective decision-making for long-term sustainability. For example, while we have made important strides towards addressing risk factors, such as reserves relative to operating expenses,

the gap between EvCC and peer colleges on this metric has actually increased. This kind of detailed information ensures that our planning process continues to prioritize building back reserves, even though, taken as an isolated metric, the commitment to building EvCC's reserves since 2021 has been successful.

From an action perspective, EvCC's financial planning has three core components: targeted cost reductions, strategic enrollment management, and redeployment of new and current resources to support educational equity.

Prior to the pandemic, Everett Community College had engaged in a multi-year period of expansion where expenses considerably exceeded revenue to an extent that peer evaluators warned was not sustainable given enrollment trends even at that pre-pandemic time (NWCCU Year Seven evaluation report). Over the last three fiscal years, the college has retreated from this growth strategy and sought opportunities to identify cost savings and efficiencies. In early fiscal year 2021, in the context of the COVID-19 crisis, the college made the difficult decision to go through a series of layoffs, furloughs, and other cost saving measures. Subsequent cost savings included a withdrawal from long-term lease commitments that were not generating the kind of return on investment that we anticipated when we entered into those agreements.

EvCC's [Strategic Enrollment Management Committee](#) is a standing committee of our Campus Council. The SEM Committee is responsible for defining enrollment targets and building the strategies that will support them. The SEM committee works with EvCC's Institutional Research Office to develop annual and quarterly enrollment and tuition revenue projections based on scenario modeling and predictive factors like financial aid distribution. To communicate with college constituents about enrollment data and to inform short-term planning, the committee maintains a comprehensive webpage on the college's intranet and the Executive Director of Enrollment Management sends weekly enrollment reports through email that are then posted to the site.

Despite the imperative to address the kinds of escalating costs associated with ambitious growth strategies, we remain committed to directing our resources to support new and better ways to ensure student success. We strategically identify [grant opportunities](#) to fund critical equity-minded initiatives and support the Strategic Plan. For example, in FY 2023, EvCC received a federal Title III Strengthening Institutions grant focused around three key student success goals: improved affordability and access to resources; increased flexibility in how and when credit is earned; and development of practices and policies to ensure seamless transition between pre-college and college-level work and between learning and work. Each of these goals was based on a careful analysis of the needs of our current and likely future students (for example, adult and nontraditional students) and a recognition that we need to develop a more adaptive infrastructure in order to serve those students effectively. For example, the grant will be used to expand and promote ACPL services, to establish a Career and Experiential Learning Center, and to provide enhanced opportunities and support for students moving from non-credit work (either from [Transitional Studies](#) or the

college’s [Corporate and Continuing Education Center, CCEC](#)) to college-level programs leading to recognized credentials. With these and related initiatives, the Title III funds provide the college with an opportunity to invest in strategic priorities that will position us to adjust to the changing higher education landscape, to prepare for changing student demographics, and to maximize new revenue streams by reimagining what it means to be student-ready.

BUDGET DEVELOPMENT

Goal 3.1.1 of [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#) stipulates that the college will align budget planning, allocation, and management with EvCC’s Strategic Plan, specifically our commitment to equity. In keeping with this goal, EvCC’s Finance Office has made substantial modifications to the budget development process over the past two years. EvCC has a long-standing commitment to bottom-up budget development, with department heads and directors funneling their annual budget requests up to deans and then to the relevant VPs. Final decisions on budget requests are made by the executive leadership team; however, those decisions often felt opaque to campus stakeholders. An unfortunate side effect of this opacity was that departments treated budget requests as a kind of wish list rather than as an exercise in balancing critical need, strategic equity impact, and increasingly strained resources.

In FY 2022, EvCC adopted a new budget development process designed to promote greater inclusivity and transparency, to allocate resources for maximum strategic equity impact and to provide a framework for assessing the effects of budgetary decision-making. The budget was further refined in FY 2023 and presented to the college during Opening Week 2022.

Student-focused Operational Need

#2 Critical Operational Need; Low Strategic Equity Impact	#4 Critical Operational Need; High Strategic Equity Impact
#1 Not Critical Operational Need; Low Strategic Equity Impact	#3 Not Critical Operational Need; High Strategic Equity Impact

Strategic Equity Impact

The [FY 2023 budget development process](#) introduced three substantive innovations. The first requires that all new budget requests over \$25,000 be justified through a [high-cost budget request form](#) that includes

disaggregated supporting data and a multi-year plan for assessing the effectiveness of the requested resource if it were funded. The second is the expanded role of the Budget Advisory Group within a more inclusive decision-making process; in addition to their regular conversations with the Vice President of Finance regarding budget processes, the Budget Advisory Group also works with the leadership team to review and rank all high-cost budget requests. The third innovation is

the implementation of a Critical Needs/Strategic Equity Impact Quadrant evaluation tool. The tool prompts both budget requesters and budget reviewers to plot requests along two axes (Critical Operational Need and Strategic Equity Impact) resulting in four categories of prioritization: Low Critical Operational Need/Low Strategic Equity Impact; High Critical Operational Need/Low Strategic Equity Impact; Low Critical Operational Need/High Strategic Equity Impact; and High Critical Operational Need/High Strategic Equity Impact.

The development process described above has been in place for the past two years, providing a critical opportunity for the college. Based on lessons learned during the first year using the new process in FY 2022, the Vice Presidents of Finance, Student Services and Instruction created and posted to the internet a [video tutorial](#) for high-cost budget requesters. This, combined with other tweaks to the process, resulted in an improved process for FY 2023, even as further work needs to be done with respect to utilizing and interpreting data, norming the Critical Needs/Strategic Equity Impact Quadrant evaluation tool, and both developing and implementing comprehensive assessment plans for allocated resources. The process has successfully promoted conversations across the college about the importance of demonstrating strategic equity impact when requesting new resources from the college. The process has also led to greater transparency, inclusiveness and consensus; of the 31 high-cost budget requests submitted, 10 were approved for funding, if available.

Evidence for Standard 2.E.2

Planning

- Everett Community College Strategic Plan: 2022-2027 (Goal 3.1)
- Fiscal Health Measures Presentation *
- Strategic Enrollment Management Committee (college website)
- Grant opportunities list*
- Transitional Studies (college website)
- Corporate and Continuing Education Center (college website)

Budget Development

- EvCC Strategic Plan (college website)
- FY 2023 budget development process *
- High cost budget request form *
- Video tutorial for high cost budget requesters *

*Required Evidence for 2.E.2

2.E.3: MANAGEMENT

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

As a Washington state agency, the college adheres to the terms of the [Washington Budget and Accounting Act](#) and the policies/practices outlined in the comprehensive [State Administrative and Accounting Manual \(SAAM\)](#). Developed by the Washington state Office of Financial Management and available on their website, SAAM articulates the [minimum accounting policies](#) and [procedures](#) state agencies must follow.

In addition to these state requirements, EvCC has adopted specific institutional Business and Finance Policies and Procedures, including the [Reserve and Contingency Fund Policy](#), the [Investment of District Funds Policy](#), the [Debt Service Limit Policy](#), the [Commercial Activity Policy](#), the [Budget Management Procedure](#), the [Revenue Procedure](#), and the [Purchasing Procedure](#). These institutional policies and practices serve a number of functions: to communicate and enforce relevant state and finance processes within the college community, to supplement state finance policies with internal controls, and to increase the transparency of budget and finance functions overall. They are complemented by a comprehensive suite of training and support tools posted on the College Financial Services intranet page.

Evidence for 2.E.3

- RCW 43.88 Washington Budget and Accounting Act*
- State Administrative and Accounting Manual* (Chapter 80 and 85)
- Reserve and Contingency Fund Policy*
- Investment of District Funds Policy *
- Debt Service Limit Policy*
- Commercial Activity Policy*
- Budget Management Procedure*
- Revenue Procedure*
- Purchasing Procedure*

*Required Evidence for 2.E.3



STANDARD 2.F

Human Resources

2.F.1: INFORMATION FOR EMPLOYEES

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The [Human Resources](#) team at EvCC shares information about conditions of employment, work assignments, and rights and responsibilities with prospective employees and current employees throughout the employment life cycle. Employees are also provided with criteria and procedures for evaluation, retention, promotion, and termination through a variety of communication methods, including in-person meetings and trainings as well as online resources, including access to a [policy and procedure library](#), [employee resources](#) webpage, and relevant forms.

During recruitment, candidates have access to [detailed job announcements](#) that provide descriptions of job duties and responsibilities, minimum and preferred qualifications, work location, general conditions of employment (including work hours and telework options), physical demands, and salary range. Job applicants also have access to the collective bargaining agreements for each bargaining unit ([faculty](#), [classified](#), and [administrative](#)).

New hires receive an [offer letter](#) or contract, depending upon their job classification, which contains conditions of employment and salary and benefits information. All employees are provided with a [new hire packet](#) that includes information about benefits as well as important college policies. [New Employee Orientation \(NEO\)](#) sessions are conducted twice monthly, both in person and online, and include a more detailed review of policies and procedures, rights and responsibilities, working conditions, and an overview of EvCC's mission, vision, strategic plan, and core values.

New employees are advised of mandatory and recommended trainings, including [Title IX/EEO](#), [Mandatory Reporting](#), [FERPA](#), [Belonging at EvCC](#), Anti Hazing, Purchasing/Contracting, and Ethics. Faculty can also participate in [professional development](#) like the New Faculty Academy (for full-time faculty) or Associate Faculty Academy (for part-time faculty), both of which cover additional topics such as creating community, inclusive teaching, and accessibility. Benefits are covered generally during NEO and new employees are invited to attend an individualized benefits meeting with Human Resources to learn more about our comprehensive benefits package.

Human Resources maintains job descriptions for all positions at the college. Supervisors and employees are encouraged to review these descriptions regularly and to revise them not only during annual performance evaluations but whenever responsibilities change significantly. Employees are evaluated regularly as set forth in the CBA for each employee group using [evaluation templates](#) that are provided in the respective CBAs and/or made available to employees and supervisors on the intranet.

Evidence for 2.F.1

- Human Resources (college website)
- Policy Library - Human Resources (3000-3999) (college website)*
- Employee Resources Page (college website)
- Job announcement sample
- Faculty Collective Bargaining Agreement (Assessment Instruments - Appendix G)*
- Classified Staff Collective Bargaining Agreement*
- Exempt/Administrative Collective Bargaining Agreement*
- Offer Letter Sample*
- New Employee Packet*
- New Employee Orientation slides*
- Mandatory Reporting webpage*
- FERPA policy*
- Belonging at EvCC (college website)
- Faculty Professional Development (college website)*
- Exempt Employee Performance Review Form template*

**Required evidence for 2.F.1*

2.F.2: PROFESSIONAL GROWTH AND DEVELOPMENT

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

EvCC employees have numerous opportunities for professional growth and development. In-house training is provided for new and existing employees on Title IX/EEO/Anti-Discrimination, Mandatory Reporting, Anti-Hazing, and a variety of topics related to Safety & Security, as appropriate for each position. Additionally, Human Resources conducts training on Respectful Workplace for all employees and hosts regular Supervisor Roundtables to address topics that are timely and relevant for new and existing employees with supervisory responsibilities. All employees

have access to free [Wellness classes](#) every quarter, along with periodic skill-based workshops and a full catalog of continuing education courses offered through the [Corporate and Continuing Education Center](#) at no cost to employees.

Faculty have access to a variety of professional development resources through the [Center for Transformative Teaching \(CTT\)](#). CTT conducts the New Faculty Academy and Associate Faculty Academy for new full- and part-time faculty each year, as well as the Innovations Academy. Faculty can also earn certification in a variety of online teaching skills and techniques through courses offered by CTT and the College's eLearning Division.

In addition to these internal offerings, each employee group has access to funding to support professional development opportunities outside the College. These include tuition waiver and tuition support, sabbaticals, and other types of professional leave. There are Professional Development Committees for Faculty, Classified, and Exempt/Administrative employees that award funds annually to employees seeking additional training or education to support their professional growth. The procedures governing for each of these committees are outlined in the respective forms and webpages for [classified](#), [faculty](#), and [exempt](#).

EvCC's [Center for Transformative Teaching](#), in collaboration with [eLearning](#), provides a number of [professional development opportunities](#) focused on best practices in teaching and learning. While faculty are the primary audience for these opportunities, staff are free to participate if they are interested. These opportunities include Fundamentals of Online Learning, Introduction to Open Pedagogy, and Flex Teaching Certification; these are self-paced Canvas courses through which faculty can earn institutional certification allowing them to teach within distinct and/or emerging modalities. CTT also offers over 20 different hour-long training sessions on a variety of topics; in 2022-2023, 82 faculty members had signed up to participate.

In addition to the training opportunities identified above, CTT has played a critical role in linking our training and professional development opportunities to Goal 1.2.3 of [Charting a Path forward to Equity: Strategic Plan 2022-2027](#): "Develop and implement a professional development program for faculty and staff focused on diversity, equity, inclusion, and anti-racism to inform new and ongoing initiatives." CTT led the development of a faculty Community of Practice around the assessment of Equity and Social Justice, EvCC's [third core learning outcome \(CLO3\)](#). Funded with a three-year grant from College Spark Washington, the CLO3 assessment project has to date brought two faculty cohorts together to unpack not simply the outcome itself, but the critical importance of adopting an equity-minded framework for assessing it (by, for example, decentering whiteness in ESJ pedagogy, shifting from a deficit-to an asset-based mindset, and providing for multiple ways of demonstrating learning).

In 2022-2023, the Center for Transformative Teaching launched "Belonging at EvCC", a course designed with input from faculty, staff, and administrators across campus to meet the requirements of Washington State Senate Bill 5227; an overarching goal of the course is to generate a shared understanding of the concept of "belonging," the first of the [four strategic priorities](#) that anchor our

strategic plan. Focused on participant engagement and individual reflection, the course explores such concepts as implicit bias, racial microaggressions, and the construction of social identities. In 2022-2023, the first year the course was offered, "Belonging at EvCC" was required for all new employees and optional for all other employees.

Evidence for 2.F.2

- Wellness classes (college website)*
- Corporate and Continuing Educations Center (college website)*
- Center for Transformative Teaching (college website)*
- Classified Staff Training Committee Procedure*
- Exempt Employee Training Reimbursement Procedure*
- Faculty Development Funds Procedure*
- eLearning (college website)
- Charting a Path Forward to Equity: Strategic Plan 2022-2027** (Goal 1.2.3)
- EvCC's Core Learning Outcomes (college website)
- Priorities, Mission, Vision, Purpose (college website)

*Required evidence for 2.F.2

2.F.3: STAFFING CAPACITY AND QUALIFICATIONS

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The leadership team at EvCC regularly reviews staffing levels, workloads, vacancies, recruitment processes, and division and department level organization to ensure that the College is sufficiently staffed to meet the instructional and operational needs of the institution and to achieve its mission and goals.

Staffing needs are assessed during the annual budget planning process. Position requests are reviewed by the [Extended Budget Advisory Group \(EBAG\)](#) and shared with the larger campus community during multiple share-outs that occur as the budget is developed. The leadership team evaluates the recommendations of the EBAG and includes positions in the proposed operating budget that is forwarded to the Board of Trustees for approval.

The leadership team also reviews position requests on an ongoing basis using a [Position Assessment Form \(PAF\)](#) that includes the rationale for filling the position, job duties, cost analysis, and availability of resources to fund the position. Once approved by the leadership team and the President, recruitment is managed by Human Resources, following minimum qualifications set forth in [WAC 131-16-091](#) and applicable CBAs, as well as HR policies and procedures, including the [10-step hiring process](#). Open positions are advertised locally, regionally, and/or nationally, using a variety of online sources and job fairs, depending on the nature of the job. Specific attention is paid to recruiting a diverse pool of candidates through the use of specialty publications, websites, and networks.

There are [specific proposed guidelines](#) for when internal hires are recommended. Screening committees composed of constituents from across departments, divisions, and employee groups review applications, conduct interviews, and recommend finalists to the hiring authority. Screening committee chairs go through required training to ensure the hiring process is conducted with a focus on equity and they are following the [hiring procedures](#). [Organizational charts](#) are updated monthly and published on the College website.

Faculty are required to have at least a master's degree in their subject area, and many have doctoral degrees. Career and Technical Education (CTE) faculty are required to meet the qualifications established by the State of Washington for their area, which may include licensing, professional experience, and/or education and training requirements.

Evidence for 2.F.3

- Extended Budget Advisory Group (college website)
- Position Assessment Form *
- WAC 131-16-091 *
- 10-step Hiring Process *
- Proposed Guidelines for Internal/Interim Hiring *
- Hiring Procedures *
- Organizational Charts (college website) *

*Required evidence for 2.F.3

2.F.4: PERFORMANCE MANAGEMENT

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

All EvCC employees are evaluated on a regular schedule using standards set forth in the CBAs and our policies and procedures to ensure that employees are furthering EvCC's mission, objectives, and goals and making progress toward their own professional development goals. Written [evaluation templates](#) are utilized for each employee group to make the evaluation process standardized, equitable, and consistent. All employees have access to the forms via the College intranet. Employees are given the opportunity to set performance and professional development goals, and supervisors provide feedback across a number of different aspects of job performance and effectiveness. Evaluations are signed by both employee and supervisor and retained in Human Resources, where employees have access to them upon request.

Faculty are evaluated in accordance with the schedule in the [CBA](#), which provides specific evaluation processes and criteria for full-time tenured instructors, probationary (tenure-track) instructors, full-time temporary instructors, and associate (part-time) instructors. [Classified staff](#) are evaluated prior to completion of their six-month probationary period and annually thereafter, while [exempt/administrative](#) employees are evaluated annually.

Evidence for 2.F.4

- Faculty Bargaining Agreement Article 13 *
- Classified Bargaining Agreement Article 6 *
- Exempt Agreement Article 7.3 *
- Evaluation template *

**Required evidence for 2.F.4*



STANDARD 2.G

Student Support Resources

2.G.1: PROGRAMS AND SERVICE TO SUPPORT STUDENT SUCCESS

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Everett Community College’s holistic approach to our educational mission is grounded in the premise that effective student learning demands a comprehensive array of resources that support the whole student, both in and out of the classroom. In keeping with this vision, [Student Support Resources](#) at EvCC are housed throughout the divisions of Instruction, Student Services, and Equity and Social Justice, all sharing the broad goal of providing targeted support for specific student learning needs.

While the breadth of the services outlined below is a source of pride for the college, [Charting a Path Forward to Equity: Strategic Plan 2022-2027](#) challenges us to go further and interrogate the systems underlying the services. By setting a goal for “equity-minded support services that center the experiences of students disproportionately impacted by college delivery systems,” the plan clarifies how we can and must be “student-ready” for an increasingly diverse body of current and prospective students. Based on the 4DX model, each of the student support areas in the following list is working to identify how they might design and measure specific interventions that will advance the strategic plan's goals.

BRIDGES Center: Launched in 2013 with the support of a Title III grant, the BRIDGES Center serves students in the Transitional Studies Division with free tutoring, workshops and sociocultural support. BRIDGES stands for Building Readiness, Inspiring Dreams, Gaining Educational Success. The center focuses on building access and advancing retention and transition rates for non-native English learners and at-risk students into pathway careers like Advanced Manufacturing and Health Sciences. The Bridges Center also acts as the administrative hub for EvCC's highly successful [I-BEST](#) (Integrated Basic Education and Skills Training) program. All BRIDGES documents and resources are provided in both Spanish and English, and the Center's tutors are trained specifically in cultural competency to enhance their ability to work effectively with people from diverse populations.

Center for Disability Services (CDS): EvCC's Center for Disability Services (CDS) works with students to ensure equitable access to academic programs and services. CDS coordinates [accommodations for students](#), providing intake, notifying faculty, and arranging for both services and additional technological aids. CDS maintains a comprehensive web presence and publishes a [CDS Student Handbook](#); the CDS website also includes [video tutorials](#) and other resources for faculty regarding their obligations.

Counseling & Student Success (CSS): EvCC's CSS Office provides an array of free holistic support services to currently enrolled and returning students, including career counseling, academic/educational counseling, advising, and short-term counseling. Counselors are available for mental health crisis care during business hours, with after-hours crisis care available by phone. All CSS counselors are Washington State Licensed Mental Health Counselors.

Diversity and Equity Center (D&E): The Diversity and Equity Center (D&E) offers a welcoming space and enriched programming for students from historically underrepresented communities. Focusing on retention and ongoing support, the D&E Center provides students with one-on-one student services, peer navigation, volunteer and job opportunities, and scholarships. The D&E Center maintains a robust web presence that includes links to multiple [Diversity and Equity Center Resources](#), including a comprehensive [Undocumented Student Resources](#) webpage.

Early Learning Center (ELC): EvCC's Early Learning Center is a college and community resource providing a safe, nurturing, and stimulating learning environment for infants through age 5. EvCC student parents receive priority enrollment in ELC programming and can access EvCC's [CCAMPIS](#) funding to defray the costs. The ELC is accredited by the National Association for the Education of Young Children (NAEYC), and structured programs include Washington State's Early Childhood Education and Assistance Program (ECEAP) for children ages 3-4 and its Early ECEAP for children from birth to age 3. While these models ensure the highest standard of developmentally appropriate care, they do not meet the needs of all student parents, many of whom may require more flexible child care options. EvCC's ELC team is currently investigating how the center's business model can be adjusted to better serve the different needs of EvCC families.

Food Pantry: EvCC's food pantry is organized and managed by EvCC students and provides free food to students and college employees struggling with food insecurity.

Mathematics, Engineering, Science Achievement (MESA): EvCC's MESA program is part of a nationally recognized academic support program that looks beyond traditional student populations to meet current, future, and global workforce demands in Science, Technology, Engineering, and Mathematics (STEM) fields. MESA's mission is to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, or Pacific Islander/Hawaiian) community college students who are planning to transfer to four-year colleges or universities in pursuit of STEM related degrees.

Student LIFE: Under the leadership of the Dean of Student Development, Student LIFE (Leadership, Inclusion, Fun and Engagement) serves the Associated Students of EvCC and the campus community by providing programs and services that support students' educational, cultural, social, and personal growth. Students can participate in a wide range of Student LIFE activities that emphasize leadership development, personal and professional relationship-building, community connections, and healthy work-life balance. In addition to advising and mentoring [Student Government](#) and the Office of Student Life, the Dean of Student Development oversees [Athletics, Clubs and Organizations](#), [Student Housing](#), and the [Student LIFE Ambassador Program](#).

TRiO Student Support Services: TRiO empowers first-generation, low-income students, and students with disabilities to navigate opportunities and barriers in order to author their authentic dreams. TRiO cultivates personal growth, academic progress, and community development through a social justice lens.

Tutoring Center: Located in the EvCC's new [Cascade Learning Resource Center](#), the Tutoring Center provides free academic and tutorial support to students enrolled in courses offered by EvCC. The Tutoring Center services are offered both virtually and face-to-face and include drop-in, one-on-one tutoring; small group tutoring; supplemental instruction, workshops, computer support, and an array of learning support resources. Students can access online tutoring services and resources by self-enrolling in EvCC's [Online Tutoring Center](#) Canvas page. EvCC is also a member of the Western eTutoring consortium, which allows the college to expand the scope of available discipline-specific tutoring opportunities.

Veterans' Resource Center: The Veterans' Resource Center serves as a liaison between Everett Community College, the U.S. Department of Veterans Affairs, and the Washington Student Achievement Council as the State Approving Agency (SAA). The Center assists veterans and active duty members in activating and maintaining their educational benefits.

Writing Center: Located in the Cascade Learning Resource Center, EvCC’s Writing Center supports student writers through individual sessions either in-person or via Zoom. The Writing Center also maintains a [Canvas page](#) through which students may submit writing drafts and receive asynchronous written feedback. In addition to providing support for the college’s core learning outcomes, the Writing Center designs learning activities around two learning outcomes specific to writing tutorials: to foster the confidence of student writers by clarifying and promoting techniques for effective writing and to enhance the academic experience of peer tutors by encouraging academic development activities and self-reflection.

Evidence for 2.G.1

- Student support resources (college website) *
- Charting a Path Forward to Equity: Strategic Plan 2022-2027*
- BRIDGES Center (college website) *
- Integrated Basic Education and Skills Training (I-BEST) (college website) *
- Center for Disability Services (CDS) (college website) *
- CDS Accommodations request form for students (college website) *
- CDS Student Handbook *
- Video tutorial for faculty obligations
- Counseling & Student Success (CSS) (college website) *
- Diversity and Equity Center (D&E) (college website) *
- Diversity and Equity Center Resources (college website) *
- Undocumented Student Resources (college website) *
- Early Learning Center (ELC) (college website) *
- EvCC’s CCAMPIS funding *
- Food Pantry (college website) *
- Mathematics, Engineering, Science Achievement (MESA) (college website) *
- Student LIFE (college website) *
- Student Government (college website) *
- Athletics (college website) *
- Clubs and Organizations (college website) *
- Student Housing (college website) *
- Student LIFE Ambassador Program (college website) *
- TRiO Student Support Services (college website) *
- Tutoring Center (college website) *
- Veterans’ Resource Center (college website) *
- Cascade Learning Resource Center (college website)
- EvCC’s Online Tutoring Center canvas page
- Writing Center (college website) *
- Writing Center Canvas page

*Required Evidence for 2.G.1

2.G.2 PUBLICATION OF INFORMATION

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

EvCC’s college catalog is available in both a [web based format](#) and as a [PDF](#).

NWCCU Required Evidence or Standard 2.G.2	EvCC 2023-2024 Catalog Page Number
Institutional Mission *	p.5
Admission Requirements and Procedures *	p.14-17
Grading Policy *	p.57-61
Information on academic programs and courses, including degree and program completion requirements, and required course sequences	p.54-169
Information on Learning Outcomes * EvCC Core Learning Outcomes (CLOs) EvCC Program Learning Outcomes (PLOs)	p.8 p.85-166 (where relevant PLOs are included with disciplinary course listings)
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty *	p.170-175
Rules, regulations for conduct, rights, and responsibilities *	p.51-54
Tuition, fees, and other program costs, as well as payment policies and procedures *	p.31-34
Refund policies and procedures for students who withdraw from enrollment *	p.33-34
Opportunities and requirements for financial aid *	p.36-38
Academic calendar *	p.5

*Required Evidence for 2.G.2

2.G.3 LICENSURE AND EMPLOYMENT REQUIREMENTS

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

For all applicable programs, EvCC provides information about licensure and other professional requirements through a variety of channels including program webpages, program specific student handbooks (where applicable), and curriculum checklists. The table below identifies how and where specific programs inform their students about relevant licensure requirements.

Program	Language about Professional Licensure/Certification Requirements	Link to Information
Aviation Maintenance Technician	In order to work as an aviation maintenance technician, students must possess a Federal Aviation Administration (FAA) Mechanic certificate with Airframe and/or Powerplant ratings. This certificate (license) is granted to students who complete the 14 Code of Federal Regulations (CFR) Part 147 program and pass the FAA written and practical & oral exams for each rating.	Aviation Maintenance Technology AAS-T Curriculum Checklist Aviation Maintenance Technology ATA Curriculum Checklist Aviation Maintenance Technology Certificate Curriculum Checklist
Avionics	In order to work in an FAA-authorized repair station as an avionics technician, students must possess either a National Center for Aerospace & Transportation Technologies (NCATT) Aircraft Electronics Technician (AET) certificate, or a Federal Communications Commission (FCC) General Radiotelephone Operator License (GROL). Both the certificate and license are granted to students who complete the two-quarter Avionics program and pass the exams.	Avionics ATA Curriculum Checklist Avionics Technician Certificate

Cosmetology	<p>Note: In order to work as a Cosmetologist or Hair Designer, students must possess a Washington state Cosmetology or Hair Design license. This license is granted to students who complete the program, acquire 1730 cosmetology hours or 1500 hair design hours and pass the Washington State Licensure exam for Cosmetology or Hair Design.</p>	<p>Cosmetology Certificate Curriculum Checklist</p> <p>Hair Design Certificate Curriculum Checklist</p> <p>Cosmetology ATA Curriculum Checklist</p> <p>Cosmetology ATA with Hair Design Curriculum Checklist</p>
Early Childhood Education Certificate, ATA Degree and DTA Degree	<p>Our stackable certificates meet licensing requirements for the state of Washington. Everett Community College has not determined if they meet the state education requirements in any other state, any U.S. Territory, or the District of Columbia. The Associate in Technical Arts (ATA) degree is accepted as an alternative pathway to Head Start Lead Teacher.</p>	<p>Early Childhood Education Program webpage</p>
Medical Assisting Certificate	<p>Employers prefer to hire experienced workers or those who are certified. Although not required, certification indicates that a medical assistant meets certain standards of competence. The American Association of Medical Assistants awards the Certified Medical Assistant (CMA) credential while the American Medical Technologists awards the Registered Medical Assistant (RMA) credential.</p>	<p>Medical Assisting Student Handbook (p.11)</p>
Nursing	<p>In order to work as a Registered Nurse, students must possess a Washington State Nursing license. This license is granted to students who complete the Nursing program and pass the NCLEX exam.</p>	<p>Nursing AAS-DTA Curriculum Checklist</p>

As a participating institution with the National Council for State Authorization Reciprocity Agreements (NC-SARA), EvCC has adopted additional measures to ensure that out-of-state students are informed of the applicability of Washington state licensure requirements in their home state; EvCC's eLearning office sends the following quarterly notifications to students in Nursing, Cosmetology and Early Childhood Education:

You are enrolled in a program that is preparing you for Washington State licensure/certification. We are required by federal regulation 34 CFR § 669.43(a)(5)(v) and 34 CFR § 668.43(c) to let you know that Everett Community College offers some on campus programs that meet the educational requirements for specific professional licensure/certification required for employment in an occupation in Washington only. Everett Community College has not determined if the curriculum of [your program] meets the educational requirements for licensure/certification in any other state. All of our courses and programs are fully accredited and course credits may transfer to university programs that are designed to meet state professional licensure/certification. Additional information about licensure/certification concerns can be found on the NC-SARA webpage. Please contact eLearning with any questions at eLearning@everettcc.edu.

In addition, eLearning sends quarterly notifications through Canvas reminding students to keep their address updated. Detailed information for out-of-state students is posted to EvCC's Information for [Out of State Students](#) webpage.

Evidence for 2.G.3

- Aviation Maintenance Technology AAS-T Curriculum Checklist*
- Aviation Maintenance Technology ATA Curriculum Checklist*
- Aviation Maintenance Technology Certificate Curriculum Checklist*
- Avionics ATA Curriculum Checklist*
- Avionics Technician Certificate*
- Cosmetology Certificate Curriculum Checklist*
- Hair Design Certificate Curriculum Checklist*
- Cosmetology ATA Curriculum Checklist*
- Cosmetology ATA with Hair Design Curriculum Checklist*
- Early Childhood Education Program (college website)*
- Medical Assisting Student Handbook (p.11)*
- Nursing AAS-DTA Curriculum Checklist*
- Information for Out of State Students (college website)*

*Required Evidence for 2.G.3

2.G.4 FINANCIAL AID

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

PELL GRANTS AND WASHINGTON COLLEGE GRANT

EvCC offers federal and state financial aid packaging to eligible students who have completed a Free Application for Federal Student Aid (FAFSA). The college focuses primarily on need based awards through Pell funding and Washington state's College Grant. In order to expand financial support to a broader population, the state of Washington has removed barriers (i.e. immigration status, financial history) that still limit the reach of FAFSA. Therefore, EvCC directs students who may not be eligible to complete the FAFSA to apply for state funding via Washington Application for State Financial Aid (WASFA).

An example of Washington's national leadership in removing financial barriers for specific populations is the state's development of an approved process for awarding Pell and Washington College Grant funding through the Ability to Benefit provision of the 2014 Higher Education Act. EvCC has embraced [Ability to Benefit](#) as a critical equity initiative and has dedicated resources to both informing students about their options and to helping them navigate the application process. Under the approved process, EvCC students without a high school diploma may qualify for federal or state Financial Aid if they are enrolled in an eligible EvCC [career program](#). To demonstrate the ability to benefit from a college education, students must either have earned six hours of college credit or co-enroll in our High School Plus and Integrated Basic Education and Skills Training ([I-BEST](#)) programs.

EvCC's Financial Aid Office maintains a comprehensive webpage. The page includes video and print guides for filling out the FAFSA and WASFA in both English and Spanish ([2023-2024 FAFSA Walkthrough Video English](#); [2023-2024 FAFSA Walkthrough Video Spanish](#); [FAFSA Helpful Hints English](#); [FAFSA Helpful Hints Spanish](#); [WASFA Helpful Hints English](#); [WASFA Helpful Hints Spanish](#)). The website also includes a link to a broader [Ways to Pay for College web guide in English](#) and [Spanish](#), which is also available as a print guide in [English](#) and in [Spanish](#).

Students who receive federal or state financial aid are informed of the amount of aid and type of award in the student's ctLink account and in an email. Included with this information is a comprehensive [Conditions of Financial Aid Award](#) document that provides students with detailed information of the terms of their award. If applicable, funds that exceed the balance of tuition and fees (financial aid refunds) are distributed quarterly via [BankMobile Disbursements](#), a technology solution powered by BMTX, Inc.

ADDITIONAL FUNDING

In addition to financial aid offered through Pell and the Washington College Grant, EvCC students, especially those from underserved populations, may be able to access additional funding sources, though the criteria for eligibility for these funds is more restrictive.

EvCC Institutional Grant: EvCC reserves 3.5% of tuition revenue received and awards funds to students who show significant financial need through the FAFSA application. Students must be Washington State residents. Funds may be used toward any educational expenses.

EvCC Tuition Waiver: EvCC reserves an additional 3% of tuition revenue to award waivers to Washington State residents who demonstrate significant financial need through the FAFSA application. Funds can only be used toward tuition charged at Everett Community College.

Passport to College Promise: The EvCC Connect program provides funding and wrap-around services to former foster youth and unaccompanied homeless youth. Funds may be used toward any educational expenses and students are provided the opportunity for counseling, advising, and tutoring services.

EvCC Foundation Scholarships: The Financial Aid Office coordinates with the EvCC Foundation to award scholarships on the basis of academic performance, potential to benefit, financial need, program pathway, and/or donor intent. Any student who plans to enroll during the academic year may apply for scholarships via an online general scholarship application; the application for the 2024-2025 academic year will open in January 2024 with award notifications sent in July.

Workforce Funding: EvCC's Workforce Funding department increases opportunities for adult learners by facilitating access to grant funded programs and resources. Workforce Funding has an active face-to-face and virtual presence; their webpages provide detailed information about eligibility for, and benefits of, the range of programs the office manages. Brief details about those programs are provided below.

- **Basic Food and Training Program (BFET):** BFET is a job-training partnership between EvCC and Washington's Department of Social and Health Services (DSHS). BFET provides tuition, books, and emergency assistance to students who are enrolled in an approved BFET program, who are eligible to complete the FAFSA, who receive SNAP benefits, and who have the ability to work.
- **Opportunity Grants:** The Opportunity Grant program supports educational training for low-income students enrolled in approved non-transfer programs of study that lead to high-wage, high-demand occupations. The program funds 45 credits of tuition and fees as well as additional student support services, including career and educational advising, referral to college and community resources, and funds for books, supplies, and tools.

- **WorkFirst:** The Everett Community College WorkFirst Program and its partners (Department of Social and Health Services, Employment Security Department, Department of Commerce) provide tuition and books for student parents who receive Temporary Aid for Needy Families (TANF) and who are enrolled in an eligible [vocational certificate program](#), a GED completion program, or a High School Completion program.
- **Worker Retraining:** EvCC partners with the Employment Security Department to provide job training for unemployed and underemployed workers who wish to upgrade their skills or train for a new career. The program provides financial assistance for tuition, fees, books, supplies, and emergency needs to students enrolled in an eligible [vocational certificate program](#); ESL, a GED completion program, or a High School Completion program.
- **Student Emergency Assistance Grant (SEAG)** is a state-funded grant provided to assist students with unforeseen financial emergencies or situations that prevent a student's ability to attend class. The program provides financial assistance for expenses such as money, bus fares, car repairs, rent assistance, short-term emergency housing (hotel stays), security deposits, child-related expenses, groceries, health-related expenses, utilities, books and school supplies, technology, testing fees, and laundry vouchers.
- **Supporting Students Experiencing Homelessness Grant (SSEH)** is a state-funded grant provided to assist students experiencing housing insecurities. The program provides assistance for expenses such as access to laundry facilities; access to storage, locker room and shower facilities; reduced-price meals or meal plans; access to food banks; access to technology; access to short-term housing or housing assistance, especially during seasonal breaks; and case management services.

COVID-19 EMERGENCY SUPPORT

EvCC received funding from the Department of Education to assist financially needy students from the Coronavirus (COVID-19) Emergency Grants for Postsecondary Education: CARES (HEERF I), CRRSAA (HEERF II), and ARP (HEERF III). Following federal guidelines established through the Department of Education, Everett Community College awarded \$12.4 million to student applicants who demonstrated financial need due to effects of COVID-19 over a span of three years. EvCC also used \$1.2 million of institutional CARES funding to pay off tuition balances for students who were unable to pay tuition during the pandemic. Per EvCC's agreement with the Department of Education, the college posted quarterly reports of its CARES act expenditures to its [CARES Act Reports](#) webpage.

Evidence for 2.G.4

Pell Grants and Washington College Grant
Eligible EvCC career programs (college website)
Integrated Basic Education and Skills Training (I-BEST) (college website)
Financial Aid (college website)*
2023-2024 FAFSA Walkthrough Video English*
2023-2024 FAFSA Walkthrough Video Spanish*
FAFSA Helpful Hints English*
FAFSA Helpful Hints Spanish*
WASFA Helpful Hints English*
WASFA Helpful Hints Spanish*
Ways to Pay for College web guide English (college website)*
Ways to Pay for College web guide Spanish (college website)*
Ways to Pay for College print guide English*
Ways to Pay for College print guide Spanish*
Conditions of Financial Aid Award*
BankMobile Disbursements

Additional Funding

EvCC Institutional Grant*
EvCC Tuition Waiver*
Passport to College Promise*
EvCC Foundation Scholarships (college website)*
Workforce Funding (college website)*
Basic Food and Training Program (BFET) (college website)*
Approved BFET programs (college website)*
Opportunity Grants (college website)*
WorkFirst (college website)*
Eligible vocational certificate programs (college website)*
Worker Retraining (college website)*
Student Emergency Assistance Grant (SEAG) (college website)*
Supporting Students Experiencing Homelessness (SSEH) (college website)*
CARES Act Reports (college website)*
Ability to Benefit (college website)*

*Required Evidence for 2.G.4

2.G.5: LOAN REPAYMENT

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

EvCC provides comprehensive student loan information to student borrowers prior to the student's loan application submission, at the time of disbursement, and when the student enters into repayment. EvCC publishes an online [Federal Student Loan Guide](#). The page includes information about the loan application process, loan eligibility, and annual loan maximums. This page includes pdfs of the [Direct Loan Entrance Counseling guide for Borrowers of Direct Loans](#) and the [Direct Loan Exit Counseling Guide for Borrowers of Direct Loans and Federal Family Education Loans](#). Students may also link from this page to the [Federal Student Aid](#) website for comprehensive information about student loans, to the [National Student Loan Data System](#) for information on their specific loans, and to the [Washington Student Achievement Council Student Loan Advocate](#) for further guidance and/or complaint support.

EvCC's Financial Aid Office regularly monitors the college's student loan programs. EvCC's three-year College Default Rates (CDRs) are posted to the college's [Federal Direct Student Loan Guide](#) and the [Student Loan Default Rate](#) webpages. The most current cohort default rates are 9.6 % in FY 2017, 7.1 % in FY 2018, and 2.6 % in FY 2019. These default rates represent a considerable decrease from comparable rates reported in [EvCC's 2017 Year Seven Self Study](#).

Evidence for 2.G.5

- Federal Student Loan Guide (college website)*
- Direct Loan Entrance Counseling guide for Borrowers of Direct Loans*
- Direct Loan Exit Counseling Guide for Borrowers of Direct Loans and Federal Family Education Loans*
- Federal Student Aid*
- National Student Loan Data System
- Washington Student Achievement Council Student Loan Advocate
- Federal Direct Student Loan Guide (college website)*
- Student Loan Default Rate (college website)*
- 2017 Year Seven Self Study*

*Required Evidence for 2.G.5

2.G.6: ADVISING

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

EvCC's approach to advising is grounded in the principles and practices of [Washington state's Guided Pathways \(GP\)](#), specifically the expectation that equity-minded educational planning is mandatory and easily accessed, allowing students to make informed program choices and develop degree plans within their first two quarters. The critical role of advising to EvCC's mission fulfillment is captured in Goal 2.2.1 of [Charting a Path Forward Toward Equity: Strategic Plan 2022-2027](#), which tasks the college with implementing an advising model that leads to student access, persistence, success, completion, and successful transfer and/or career placement.

Since 2016, when EvCC was identified as a Cohort One college for the implementation of GP in Washington, we have been engaged in an iterative process of designing, implementing, revising, and scaling a holistic, distributed advising model that seamlessly links mandatory entry advising, required college success courses, pathway success coaches, and the disciplinary expertise of almost 200 faculty program advisors. While the COVID-19 pandemic and the introduction of a new college enterprise system disrupted the model's implementation just as it was coming to scale, EvCC's distributed advising structure is now an established part of the EvCC student experience, on the one hand, and of the enumerated responsibilities of faculty, on the other.

Advising at Everett Community College is the responsibility of the faculty. Typically, students are served by two different types of faculty advisors during their time at the college: generalist entry advisors and specialized program advisors. With a few [programmatic exceptions](#), all incoming new students are required to meet with Entry Advisors prior to their first enrollment. Broadly speaking, entry advisors facilitate the process of entering a pathway by informing new students about college programs and policies, interpreting placement scores, identifying placement-appropriate courses, and collaborating with students to create first-quarter enrollment that aligns with their goals and optimizes the likelihood of first quarter success. The objectives of the entry advising session are further elaborated upon and expanded in [College 101](#), a two-credit college success course required for most students; as outlined in this [sample course syllabus](#), the course is organized around four common learning outcomes designed to give each student the ability and the tools to chart, navigate, and finance their educational pathway from entry through completion. [STEM 101](#), a variation of College 101 designed especially for students focusing on math and science-based careers, models the kind of pathway-specific college success course that EvCC plans to include in every pathway.

Based on the preferred pathway, every EvCC student is assigned a faculty program advisor by the third or fourth week of their first quarter. Program advisors help students stay on their path by creating, reviewing and approving their advisees' degree plans (including any modifications), referring them to college support services and resources, and engaging them in career and transfer planning appropriate to their pathway and program. The contractual obligations of both entry and program advisors are explicitly itemized in the [2022-2025 Collective Bargaining Agreement](#) (Articles 14.50 A9, 14.50 B, 14.60 H, 14.80 and 15.20) between Everett Community College Board of Trustees and the AFT Everett Local Chapter. The delineation of advising roles is also published in the [college catalog](#) on pages 16 and 42.

Although advising on program planning and course collection is exclusively the preview of faculty, the EvCC advising model is built on the premise — formally recognized in Article 14.80 of the faculty CBA — that the range of holistic support that may fall under the umbrella of advising exceeds the capacity of the faculty. Therefore, the ideal design vision for advising at EvCC assumes that every student has access to a pathway resource team or success network. Initially this more expansive advising model was limited to students in TRiO and the Diversity and Equity Center. More recently, the college has been able to hire five pathway success coaches who serve as points of contact, proactive facilitators, and supplemental guides for students in EvCC’s largest pathways (Business, Healthcare, Social Sciences, STEM, and Transitional Studies). To help coordinate the range of roles and resources supporting the advising function at EvCC, a team of advisors and success coaches developed a [Student Support Role and Responsibilities chart](#) that can be shared with students.

EAB’s Starfish Student Success Platform facilitates EvCC’s vision of an integrated, networked and expansive framework for advising in several critical ways. First, it connects students, faculty advisors, and success coaches and enables streamlined communication between and among them. Second, its degree planning tools provide a shared space for students and faculty to co-create degree plans early in the students’ EvCC journey and to use that plan to manage enrollment and monitor progress. Third, its flagging and hand-raising systems operationalize just-in time intervention, ensuring that students can receive the targeted help they need when they need it. Fourth, its progress survey function supports an early alert strategy that is both comprehensive and differentiated by student population. Finally, its robust analytics — which have just begun to be utilized — have multiple operational and strategic applications, particularly for the ongoing assessment and continuous improvement of advising. While EvCC’s implementation of Starfish in both scope and scale was slowed by the implementation of a new state-wide enterprise system, the college remains committed to Starfish and its capacity to enrich the advising experience at EvCC.

TRAINING AND ASSESSMENT

EvCC has developed a series of training resources and supports designed to continuously improve the knowledge and skills of faculty advisors and to enhance the college’s advising capacity more broadly. Each year, the college appoints seven pathway-specific faculty advising fellows from among the faculty program advisors. Supported with a generous stipend, the advising fellows provide peer mentoring for faculty advisors in their pathway, onboard new faculty to the advising role, develop and lead quarterly faculty training sessions (including the annual college-wide Winter advising summit), and participate in collaborative work groups focused on program advising priorities. Examples of such collaborative projects include a program advising Canvas course with 10 training and resource modules and the ongoing development of advising competencies and corresponding tools for feedback and assessment.

While EvCC’s long term goal is to build a comprehensive assessment that will accurately measure the collective equity impact of our multifaceted advising model, our focus to date has been on assessing its various components. For example, after a series of negotiations with the faculty union, the college

charged a team of faculty advisors to develop a student feedback tool, the [Student Advising Experience Survey](#), modeled on EvCC's course feedback tool, the [Student Learning Experience Survey](#). The survey was piloted in the Spring 2023 quarter but received negligible response rates. In the 23-24 Academic year, EvCC's advising fellows will work with the IR Office, the Student LIFE team, and the Student Senate to develop a strategy for increasing response rates.

As noted above, Starfish offers rich opportunities for disaggregated data collection that in turn have the potential to provide the college with a composite picture of the effectiveness of advising as measured by student and faculty engagement. But unless that picture can be calibrated by complexity of program and student history, its value from an impact standpoint is likely to be misleading. Pending a more reliable aggregation of measures, EvCC has adopted as its Starfish metric for advising impact a complete individualized degree plan posted to Starfish and approved by the faculty program advisor, preferably by the end of the first or second quarter. This decision is based on the hypothesis, supported by several years of Guided Pathways research, that establishing a set degree plan early in the student journey, builds academic capital and self-efficacy, facilitates effective progress monitoring, supports strategic course scheduling (both at the individual student level and the institutional level), and leads to improved completion and transfer rates.

Moving forward, EvCC will continue to invest in advising and its mission-critical potential to advance equity. In Summer 2023, EvCC commenced a search for an Associate Dean of Advising and Pathways; the new associate dean is charged with ensuring that our advising model remains intricately embedded with our Guided Pathways initiatives and the core principles and practices that drive them. Key priorities for this work include the development of a comprehensive advising assessment plan, the coordinated use of Starfish's analytics potential, the design of additional pathway specific college success courses, and the inclusion of enriched opportunities for career learning within the EvCC advising framework.

Evidence for 2.G.6

Guided Pathways

*Charting a Path Forward Toward Equity: Strategic Plan 2022-2027 (goal 2.2.1) **

Mandatory Advising programmatic exceptions (college website) *

College 101 (college website)

COLL 101 Sample course syllabus

STEM 101 Sample course syllabus

2022-2025 Collective Bargaining Agreement (Articles 14.50 A9, 14.50 B, 14.60 H, 14.80 and 15.20 *)

EvCC college catalog (p.16, 42-42) *

Student Support Role and Responsibilities chart *

Student Advising Experience Survey *

*Required Evidence for 2.G.6

2.G.7: VERIFICATION OF IDENTITY

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity verification for all EvCC students begins during the admissions process. Upon application to the college, prospective students are given a unique ctLink identification number and are asked to create two accounts. The first account is ctLink itself; this account gives students access to their student records, financial aid, and to the registration system. Students use their ctLink number as their username and are asked to create a password using two factor authentication. Students can find the procedures for activating a student's [ctLink ID](#) on our website. The second account provides access to Canvas (EvCC's learning management system), Starfish, and MyEvCC; to create a username and password for this account, students must enter their ctLink identification, their date of birth and either the last four digits of their social security number or the email address they used to register. Passwords for both accounts expire every six months.

Once the initial process of ID verification has been completed, both IT and eLearning collaborate on processes that keep that identity secure. For example, EvCC's [online password reset tool](#) requires multiple data points (ID number, birthdate, home email on file, and SSN) before allowing a password change. If students reach out to the IT Help Desk regarding a login problem, they are expected to provide at least two of the following pieces of information: ctLink ID number, birthdate, home address, home email, SSN, and possibly a class they are taking.

In addition, EvCC's GSuite Administrator portal alerts IT if student accounts are logged into from a new physical place. For example, if a student normally logs in to their email from the Seattle area, and then a login comes from another part of the world, we receive an alert. When the login is from a location known for security issues, the student account is paused until IT can confirm their location via other means.

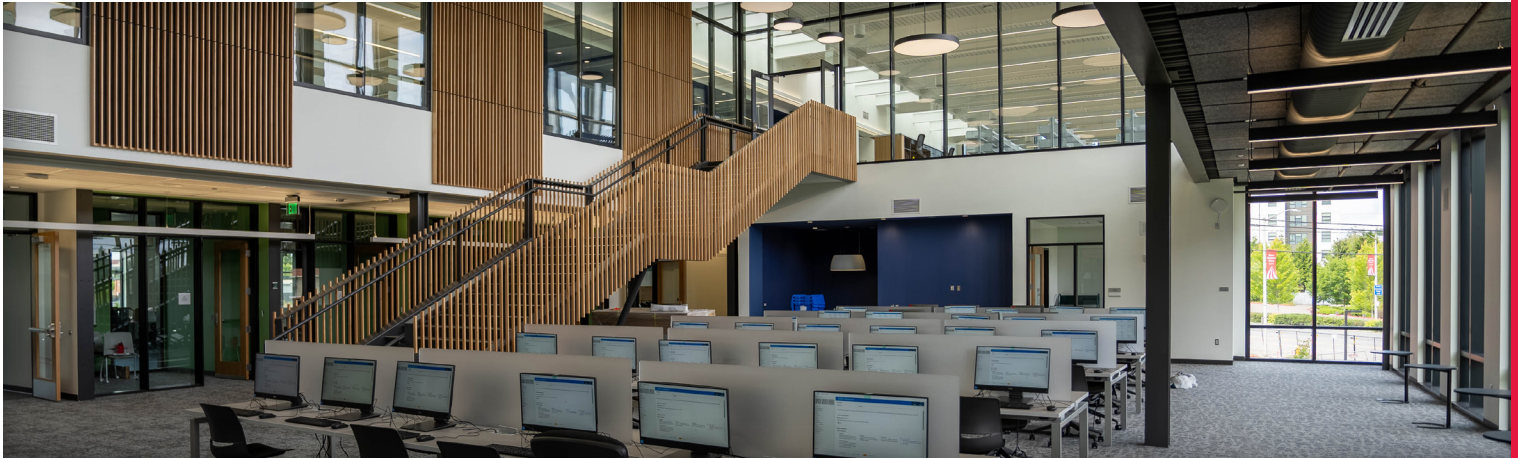
In Fall 2023, EvCC will complete the process of making multi-factor authorization (MFA) mandatory for all EvCC employee users of the ctLink Enterprise Management System. As of Fall 2023, MFA is available to students in ctLink but not required; however the college is moving toward making ctLink MFA mandatory for students as well as employees, and we anticipate a Winter 2024 implementation date for this rule.

Evidence for 2.G.7

Procedures for activating a student's ctLink ID (college website)*

EvCC's online password reset tool (college website)*

*Required Evidence for 2.G.7



STANDARD 2.H

Library and Information Resources

STANDARD 2.H: INFORMATION AND LIBRARY RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The EvCC Library provides important resources, services, and spaces to support student success and development as scholars. As part of the newly opened Cascade Learning Resource Center, the Library and other academic support services endeavor to support access, reduce barriers, and meet individual learners at their point of need.

LIBRARY PLANNING, PARTNERSHIPS, AND OUTREACH

The Library Department Head is responsible for coordinating departmental planning and communication among department leads and with the Dean. This planning takes place between department leads and the Dean during monthly meetings held in fall, winter, and spring quarters; and between the department chair and the Dean during bi-weekly meetings. These meetings include [policy/procedure development](#), services and collection development planning, resource planning and requests ([2021-2022 Annual Resource Plan](#), [2023-2024 New High Cost Budget Request](#)), and assessment. The Library Department Head also participates in the Instruction Office's Department Head meetings, led by the Vice President of Instruction.

A librarian and the Dean participate in the [Instructional Council](#), a body under the Instruction Office responsible for reviewing any additions, revisions, or deletions of curriculum. This review includes a discussion of library resources needed to support the assignments and learning objectives associated with the curriculum. Librarians review the course forms in advance and make recommendations as part of discussion during committee meetings. Faculty representing the new/revised courses follow up with librarians to ensure the availability of resources to support course work, add materials to the collection if needed, and to review assignments. This ensures new and revised courses have adequate research materials available to students through the library's collections.

A librarian also participates in the EvCC [Assessment Committee](#), which leads assessment initiatives associated with the college's core learning objectives and accreditation. Maintaining the visibility of library resources and services in assessment discussions and activities is key because all of the college's [Core Learning Outcomes](#) have connections to information literacy and research skills, particularly the Effective Communication learning outcome.

The Library provides and promotes a robust offering of resources and services through the [Library website](#), [Faculty Support](#) webpage, and regular communication through campus email, Canvas announcements, Instagram, and the Student 411 all-student email organized by Student LIFE. The Library's website is designed to help students both on and off campus discover and connect to the information they need to succeed, including: a [video tour of the Library website](#), [FAQ page](#) that provides answers to key recurring questions about services and resources, [LibGuides](#), which offer self-paced virtual tutorials for a wide variety of general subjects and specific courses, and the [LMC policies page](#) for those who need more detail about formal campus guidelines.

COLLECTION DEVELOPMENT AND ASSESSMENT

The EvCC Library assesses the adequacy of the collection in a variety of ways. Librarians prioritize curriculum needs when selecting materials by responding to direct faculty requests, keeping abreast of the courses requiring research, and reviewing reference desk interactions for unmet needs. Collection development planning takes place in the spring quarter, when librarians responsible for collection development advocate for changes to funding for the library subscriptions and book budget. Settling these requests determines the allocation of purchasing funds for the next fiscal year, which begins in July of each calendar year.

Departments such as nursing and medical coding assist in periodic reviews of materials used by their students. Faculty input plays a major role in the selection and deselection of instructional media, serials, and databases. Per the [Collection Development Policy](#), library faculty maintain a core collection in all subject areas for independent study. Periodic reports of usage by subject area help librarians monitor patron interest. Librarians adjust formats based on advances in technology, user needs, usage statistics, and available licensing.

The Library specifically purchased more ebook and streaming video collections during the COVID college closure and has been moving away from print journals to online databases for ease-of-access and cost-savings. Print monograph, ebook, database and media usage are tracked monthly and added to a cumulative spreadsheet. Every quarter, library faculty review the list of lost or missing items and replace titles with continuing value to the collection based on subject matter or heavy usage.

Library faculty deselect in their subject areas based on usage statistics, item currency, and condition. During 2021-2022, in preparation for a move to a new building, we completed a [major weeding project](#) of the entire print collection, removing 7,000 volumes that were no longer useful for supporting the curriculum or were damaged beyond repair. Every few years, the librarians review the list of standing order books, making adjustments due to changes in format, patron demand, and budget considerations.

INSTRUCTION AND INFORMATION LITERACY

The Library's instructional program is based on ACRL's "[Framework for Information Literacy for Higher Education](#)" and is a collaboration with EvCC faculty to integrate information literacy skill development into the curriculum. Faculty are encouraged every quarter to collaborate with the library and request library instruction for their classes. Instruction is tailored to a courses' learning outcomes and information literacy assignments.

A library orientation is formally embedded in the [COLL 101: College Success](#) course, which is a 2-credit class covering topics such as "campus services and technology, goal setting, academic planning, learning and motivation strategies, and school funding sources." The library orientation includes one tutorial, three videos, and four brief quizzes. Students who view the material, correctly answer the quiz questions, and submit a response to a reflection question are awarded a digital badge. For the academic year 2022-2023, 791 COLL 101 students (69%) were awarded the digital badge.

A variety of assessments are employed to capture student learning, confidence, and self-reflection about their learning in different information literacy sessions, as seen in the [2022-2023 Learning Outcomes Planning and Assessment report](#). Assessment method examples include a database confidence survey, a student worksheet that captures their ability to generate robust search terms, annotated citations, timed quizzes about the significance of primary and secondary sources, and their reflections on their learning.

LIBRARY STAFFING

The [Library's staffing](#) consists of four full-time Library Faculty with MLIS degrees, five full-time Library and Archives Paraprofessionals, an Information Technology Specialist, two Media Maintenance Technicians, and the Dean of Arts, Learning Resources, and Pathways.

With the opening of the Cascade Learning Resource Center this year, the Library is committed to re-envisioning “access services” with the recent addition of a student staff leadership team, a future Access Services library faculty member, and collaboration with the other partners in this new building to increasingly demonstrate contributions to our strategic plan Goals 1.1 to promote students’ sense of belonging and [Goal 2.1.2](#) to offer equity-minded support systems that center student experience while challenging systemic inequities.

Evidence for Standard 2.H

- Policy/Procedure Development Process *
- 2021-2022 Annual Resource Plan *
- 2023-2024 New High Cost Budget Request*
- Instructional Council Bylaws
- Assessment Committee (college website)
- EvCC Core Learning Outcomes (college website)
- Library Main Page (college website)
- Video Tour*
- FAQ page (college website)
- LibGuides (college website) *
- Library Policies (college website) *
- Collection Development Policy and Procedures*
- Weeding procedures*
- ACRL’s “Framework for Information Literacy for Higher Education”
- COLL 101: College Success (college website)
- 2022-2023 Learning Outcomes Planning and Assessment report*
- Library Staffing*
- Faculty Support*
- Charting a Path Forward to Equity: Strategic Plan 2022-2027** (Goal 1.1 / Goal 2.1.2)

*Required Evidence for 2.H



STANDARD 2.1

Physical and Technology Infrastructure

STANDARD 2.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

PHYSICAL INFRASTRUCTURE

FACILITIES PLANNING AND DEVELOPMENT

Everett Community College’s approach to our facilities and campus footprint is grounded in the recognition that the type and condition of formal and informal learning spaces is a fundamental matter of equity. Effective, innovative, flexible, and collaborative learning environments – broadly understood – remain absolutely critical to student success, even as the COVID-19 pandemic has forever altered our understanding of what those spaces can and should be.

Everett Community College’s most recent [Facilities Master Plan](#) was approved in 2014, and a [map update](#) was approved in 2018. Just as the college was due to launch a new Facilities Master Planning Process, the pandemic disrupted our planning cycle. The pandemic did more than simply extend our planning timeline; it also forced us to rethink how we conceptualize physical learning spaces given the exponential growth in online learning and the continued student demand for online courses post pandemic.

An example of this reconceptualization is EvCC’s difficult decision to divest in alternate sites like the [Corporate and Continuing Education Center \(CCEC\)](#) and EvCC’s East County Campus in the City of Monroe. As explained in EvCC’s 2017 Year Seven Self Study, the college had previously established a goal of an annual growth in square footage as an indicator of success and mission fulfillment ([2017 Year Seven Self-Evaluation Report](#) p.57). Even in 2017, NWCCU’s peer evaluators were skeptical about the college’s equation of expanded square footage with improved quality of learning spaces; further, as they noted, “it may not be sustainable to continue growing square footage while enrollment is flat or declining” ([Year Seven Peer Evaluation Report](#), p.42). Since then, the exploding demand for online learning, during and after the pandemic, has considerably mitigated the need for EvCC to maintain a physical presence in these locations. Based on a careful cost-benefit analysis and a commitment to ensuring robust virtual services for continuing education and east Snohomish County students respectively, we withdrew from the Lake Tye building leases and sold the CCEC building (relocating its physical offices to available space in our AMTEC facility) in the summer of 2023.

Recognizing the urgent need to align EvCC’s physical campus vision with both the college’s new strategic plan and a permanently altered, post-pandemic higher education landscape, we launched a new Master Planning process in July 2023 with the goal of sharing a complete plan with the college community within 12-16 months. This substantial endeavor will be conducted by an outside architectural firm (chosen through an RFQ process) with EvCC’s Executive Director of Facilities and Operations serving as internal coordinator for the college. The process will involve multiple stakeholders within the campus, community, the City of Everett, and other municipalities to the north and east of the college. The broad goal of the completed plan will be to enhance the learning experience by ensuring current and future campus learning environments (short-range, mid-range and long-range) are aligned with the strategic plan and with inclusive design principles that promote and sustain a sense of belonging for all members of the college community.

MAJOR CAPITAL PROJECTS

EvCC’s Executive Director of Facilities and Operations manages both the campus master planning process and the capital budget, ensuring close coordination between plans for physical facilities and capital budget requests. The college’s capital budget is the primary vehicle for investing in our physical infrastructure. The Washington state legislature awards capital funds on a biennial basis to the State Board of Community and Technical Colleges (SBCTC); the capital funds are then allocated based on a competitive ranking system that assesses each college’s capital project proposals according to need for space, condition of existing facilities, systemwide policy objectives, and estimated costs. Status updates for EvCC’s current capital projects (the [Cascade Learning Resource Center project](#) and the [Baker Hall replacement project](#), described in detail below) are posted to the SBCTC website.

EvCC’s successful capital proposals have focused on enriching the learning environment both inside and outside the classroom. In Spring 2023, we opened our most recent capital project, the [Cascade Learning Resource Center](#). The 65,000-square-foot facility replaced the college’s aging Library Media Center and also houses the Tutoring Center, Writing Center, eLearning, Instructional Media

Services and the Center for Transformative Teaching in a collaborative environment. The intentional integration of these services within a single learning resource space materializes the theoretical connections between programs to strengthen the network of instructional support the college offers all students. Centered on the needs of all EvCC learners, the CLRC provides a variety of flexible spaces to support project based and collaborative learning, instructional experimentation and innovation, and community and social engagement.

EvCC's record of successful capital project proposals positions us well for the future. The capital budget for the 2023-25 biennium includes funding for the [Baker Hall Replacement project](#). Designed in 1961 and renovated in 1987, EvCC's current Baker Hall (which will be demolished as part of this project) is plagued with a series of challenges including space limitations, classrooms equipped with rudimentary technology, and structural deficiencies that impact the college's capacity to secure the building and to comply with the Americans with Disabilities Act. The new Baker Hall will provide a fully immersive environment for EvCC's programs in Business and Information Technology. The building design plan also includes an auditorium based on a black-box theater concept. The new Baker Hall will be located on the east side of Broadway, enhancing the college footprint and joining the Cascade Learning Resource Center, the Advanced Manufacturing Education and Training Center (AMTEC), and Washington State University-Everett. Pending additional capital funding in the next biennium, EvCC's most recent capital project proposal, the [Student and Family Resource Center](#), will further develop the east side of campus and continue the theme of seamlessly integrated learning and student support spaces that both increase access to education and genuinely support the multifaceted needs of our students and faculty.

FACILITIES CONDITIONS SURVEY AND MINOR WORKS

The Washington State Board of Community and Technological Colleges conducts a biennial Facilities Condition Survey on all 34 state owned community and technical colleges in order to assess their physical infrastructure and provide for capital budget planning, which includes both major projects like those listed above and minor work projects designed to support small but critical projects to prolong the life of campus buildings and ensure continuing viability of campus spaces. The most recent [Everett Community College Facilities Conditions Survey](#) was conducted in 2021; overall, EvCC's facilities were ranked fifth among SBCTC institutions with a weighted average building score of 188 (based on the following scale: 146-175=Superior, 176-275=Adequate, 276-350=Needs Improvement by Additional Maintenance, 351-475=Needs Improvement by Renovation, >475=Replace or Renovate).

In the 2023-2025 biennial capital budget, EvCC received an allocation of \$1,564,705 for Minor Works Program funding and \$964,000 for Unanticipated Repair Funds (URF). The funding will be used to address any remaining deficiencies from the 2021 Facilities Conditions Survey and any new deficiencies that might emerge in the 2023 report. In addition, the funds will help the college continue the reconfiguration of current campus spaces following the opening of the Cascade Learning Resource Center, the planned demolition of the outdated Monte Cristo building, and the renewed focus on an enhanced main campus rather than on alternate sites.

CAMPUS SAFETY AND SECURITY

Under the leadership of the Director of Campus Safety and Security, the College's Office of Campus Safety, Security and Emergency Management is responsible for ensuring the overall safety of our campus. EvCC's uniformed security officers are unarmed and have limited authority to enforce parking and ticketing violations; they maintain an active physical presence on campus and are available 24 hours a day, seven days a week to respond to both routine issues and potential emergencies. Campus or community members can request assistance either by calling the Campus Security Office (425-388-9990) or by submitting [online reports](#) regarding a [crime or incident of concern](#), an [injury or accident](#) or a [safety hazard](#). Security cameras are distributed outside across campus to provide additional surveillance.

The Safety and Security Office maintains the comprehensive public-facing [Campus Safety, Security and Emergency Management](#) webpage, with links to specific information and resources on [safety and security](#) and [emergency management](#) respectively. The Safety and Security webpage includes a link to EvCC's [Campus Crime and Fire Report \(Clery report\)](#). The report provides information on criminal activity on or near EvCC's campus; in addition, the report references a series of campus safety policies that are also posted to EvCC's [Policy Library](#) and described in the EvCC [Handbook of Student Rights and Responsibilities](#) (p.21 -29), [Weapons on Campus Policy](#), [Missing Student Policy](#), and [Drug Free Campus Policy](#).

The Director of Campus Safety and Security works closely with the Executive Director of Facilities and Operations to ensure the security of facilities, the procedures for disposal of hazardous waste and chemicals, and the management of emergency alerts, with communications support from the Director of Public Relations. Security, fire, supervisory, and trouble alarms are monitored by Sonitrol and are maintained by the college. Building mechanical systems, alarms, and fire-suppression equipment are regularly inspected and serviced. Access control for campus buildings is also provided by Sonitrol, while offices and classrooms are opened by keys. To strengthen the security of campus facilities, EvCC's Executive Director of Facilities and Operations is in the process of revising, and codifying in policy, the college's key management procedures.

The [Emergency/Incident Communication Overview](#) outlines for the college's incident response team the tools, external resources, personnel and principles to be used to communicate during and after an incident. EvCC uses the RAVE alert system to facilitate campus-wide communications in the event of an emergency or unexpected closure. Students and employees receive automated emails and may sign up to receive alerts through texts; text alerts are also available to any community member who subscribes to the system. Details about the emergency alert system, including instructions for how to subscribe, are posted to the [Emergency Closure](#) webpage. EvCC also uses Informacast to broadcast audio messages on campus phones and outdoor speakers paired with text alerts on campus phones and digital displays. The emergency alert system is part of a broader campus emergency response and management plan, the components of which are posted on the [Emergency Response and Management](#) webpage.

A small number of EvCC departments use hazardous materials for instructional or maintenance purposes. Broad guidelines for the handling and posting of hazardous materials are posted on the [Campus Emergency Management Resources](#) webpage. Lab technicians, custodians, and grounds personnel are trained in handling hazardous materials and in the use of those substances in accordance with instructions provided by the manufacturer. Under the oversight of the director of Campus Safety and Security, each department or instructional program that deals with hazardous materials is responsible for their safe handling and disposal and for taking additional measures to ensure the safety of students who may be required to use them. For example, the following plans and procedures address safety measures for specific instructional or organizational contexts: [Chemical Hygiene Plan](#); [General Biology Laboratory: Safety, Procedures and Emergencies](#); [General Chemistry Laboratory Policies and Procedures](#); and [Facility Department Disposal of Hazardous Wastes](#).

Several programs at the college have developed more comprehensive Health, Safety and Accident Prevention Programs that address the safe management of all potential hazards and risks within their specific learning environments: [AMTEC Health Safety and Accident Prevention Program](#); [Aviation Health Safety and Accident Prevention Program](#); and [Physics and Engineering Safety and Accident Prevention Program](#).

INFORMATION TECHNOLOGY LANDSCAPE

EvCC's [Information Technology](#) department has overall responsibility for installation, maintenance, quality assurance, troubleshooting and/or technical support for campus applications, hardware, software, and network infrastructure. The team consists of 19 full-time employees broken out into four sub-groups: Desktop Management/IT Support, Enterprise Services, Web Development, and IT Business Analyst (ctcLink). The department's staffing, facilities, and technology inventory are adequate to support the college's mission, educational platforms, and support services.

IT's Desktop Management team supports a full range of end-user equipment, which includes 3,800 computer desktops and laptops (both Windows and Mac based), 400 iPads, 1,200 Chromebooks, 500 wireless hotspots, 46 multi-function devices (MFD) and printers, and a variety of virtual meeting and presentation technologies. Our Enterprise Services group supports our campus network infrastructure and server infrastructure, which includes physical network switches, firewalls, and routers, wireless access points, the campus phone system, data backup process, security cameras, and our virtualization environment. The Web Development group provides support and leadership for our main web page and intranet, supplemental campus-built applications, third-party software integrations, and data management and administration. Finally, the IT Business Analyst group leads the campus through the use and updates pertaining to our core business application, known as [ctcLink](#). Alongside this work, the team focuses on IT or campus business processes, project planning, and [IT accessibility](#).

The IT budget is supported both through college funding and student fees. The overall IT budget is approximately \$3 million, which includes staffing, operational costs, and technology. Starting in 2020, the Consolidated IT Budget was approved by EvCC leadership as a way to better understand

the amount and purpose of all technology-based purchasing. Over the past few years, all technology purchases have been directed through the IT department for tracking and consolidation. This has also allowed for better advocacy, transparency, planning, and cost savings since technology funding is ported through a single budget rather than spread out across the campus. In 2004, EvCC student leadership instituted an annual technology fee, entitled eTech, which partly funds the student-facing technology equipment purchase and refresh cycle. Each year, IT obtains between \$200,000 and \$500,000 for refreshing both student technology and student staffing.

TECHNOLOGY SUPPORT STRUCTURE

Campus technology support is available through a number of pathways. EvCC's IT Department operates the campus [InfoTech Helpdesk](#), which provides in-person, phone, email and online assistance with technology. Through the HelpDesk, campus users can obtain help with accounts, passwords, email, various software products, ctLink login, and Wi-Fi access.

Support for EvCC's Canvas Learning Management System (LMS) is provided through [eLearning](#), which reports to the [Center for Transformative Teaching](#). In addition to providing assistance on utilizing and navigating the LMS, eLearning targets learning technology resources and training to both [students](#) and [faculty/staff](#). Student resources include an online EvCC Technology Orientation in multiple languages, and resources for faculty include a [Teaching Online at EvCC](#) webpage.

CLASSROOM TECHNOLOGY SUPPORT

All classrooms are fitted with presentation technology, including a computerized instructor station and projectors or large-format displays with multimedia capability. General purpose student computer lab classrooms are located in various buildings across campus. The IT Department also supports dedicated special-use computer labs, which provide unique environments for technology-based instruction (e.g. Computer Science, Web Design, Digital Photography and Design, Engineering, and Robotics). Classroom technology continues to evolve along with teaching methodologies and pedagogical needs. Over the past year, IT, Media Services, and the Educational Technology groups have collaborated on incorporating equipment that supports hyflex classroom configurations. This includes additional cameras, audio, and presentation devices that work with existing classroom technology.

CYBERSECURITY

Since 2017, institutions of higher education, including those within the Washington State Board of Technical and Community Colleges system, have experienced a dramatic increase in cyber-attacks, with phishing attempts and ransomware being the top vectors of intrusion. EvCC has responded to this pattern by investing in staff with cybersecurity skills and improved security platforms that mitigate possible threats.

To ensure the effectiveness of IT security measures, EvCC's IT Enterprise Services group maintains both formal and informal security audits during the course of the year. Informal audits occur during normal staff work and consist of reviewing server and network logs and investigating login irregularities. EvCC's most recent [external audit](#) was performed by CDW in July of 2018; the audit identified risk factors primarily related to user accounts. The college addressed these risks by implementing the following large-scale projects or decisions:

1. Creation of an EvCC Security Manual based on WA State OCIO recommendations (2017)
2. Off-site backup process for disaster recovery (2018)
3. Investment in Web Application Firewalls (WAF) for public facing websites (2019)
4. Updated password complexity requirements for all accounts (2019)
5. Investment in an updated network firewall (2021)
6. Investment in a dedicated, full-time IT Security Manager (2021)

In furthering this work, the IT Department is currently working on campus-wide cybersecurity training, expanding the use of multi-factor authentication, auditing staff roles and access levels, and increasing our understanding of how EvCC interacts with data. Along with this, IT is actively updating, patching, and retiring systems, software, and hardware that could serve as cybersecurity attack vectors. This includes outdated operating systems and technology platforms.

The System Auditor of the State Board of Technical and Community Colleges conducted a fiscal and program review of Everett Community College on June 28, 2023 that included a review of cybersecurity practices. The review found that our Information Technology division follows industry guidelines and has established processes and procedures to reduce risk in this area to an acceptable level. The report further found that EvCC's IT staff are maintaining controls and systems to monitor assets, to prevent unauthorized access, and to regularly scan and review the network for vulnerabilities. In addition, the report recommended that the college undertake a current external audit, perform penetration testing, access logs and information, and update IT policies and procedures around IT.

EvCC's IT Security Manager is responsible for building, managing, and verifying that cybersecurity awareness and training occurs on a regular schedule. Historically, IT has supported yearly training, both virtual and in-person, for the campus to participate in. In October of 2022, IT presented a training and informational session to both the Board of Trustees and all-campus via the [Trojan Talk](#) communication series. Prior to 2020, however, annual online, formal training had not been regularly or reliably conducted campus-wide; thus in FY 24, IT and HR have invested in an online training program created by [GetInclusive](#). This program will be rolled out to the campus over the next six months and then institutionalized for each year after that.

TECHNOLOGY STRATEGIC PLANNING

In 2020, EvCC's [Technology Strategic Plan](#) was written and approved by the Board of Trustees. This document sought to set a framework to achieve the basic operational goals and needs of technology on the campus, but also spoke to the desire of investing in innovation and growth. Within the document, there are comprehensive strategies on technology refresh cycles, centralized technology budget, and IT governance.

Since the Technology Strategic Plan document was approved, EvCC has instituted many of the aspects called out in this plan. First, a consolidated IT budget was implemented. Almost all technology purchases are documented, tracked, and approved through this budget, which allows for these purchases to be held up against the overall strategic plan and gives a pathway for all voices to advocate for resources. Second, as part of the larger Campus Council, the Executive Director of IT chairs the [Technology Advisory Group \(TAG\)](#) whose purpose is to "align IT decisions with institutional mission and stakeholder needs." Third, a Data Governance group has been established to begin a culture of oversight toward how we interact with campus data and who has access to this information. Finally, the campus leadership has agreed on a technology refresh cycle. While this important first step has been completed, the college is still working on ways to fully fund this cycle.

Evidence for 2.1**Facilities Planning and Development**

- EvCC Facilities Master Plan 2014*
- EvCC Master Plan Map Update 2018*
- Corporate and Continuing Education Center (CCEC) (college website)
- EvCC 2017 Year Seven Self-Evaluation Report (p.57, 42)*

Major Capital Projects

- June 2023 Cascade Learning Resource Center Project Status Update Report*
- June 2023 Baker Hall Replacement Project Status Update Report*
- Cascade Learning Resource Center (college website)
- Baker Hall Replacement Project Request Report*
- EvCC Student and Family Resource Center Project Request Report*

Facilities Conditions Survey and Minor Works

- 2021 Everett Community College Facilities Condition Survey*

Campus Safety and Security

- EvCC Campus online reports (college website)
- Crime or Incident of Concern online reporting (college website)
- Injury or Accident online reporting (Google fillable form)
- Safety Hazard online reporting (Google fillable form)
- Campus Safety, Security and Emergency Management (college website)
- Emergency Management Resources (college website)
- Campus Crime and Fire Report (Clery report)*
- EvCC's Policy Library (college website)

EvCC Handbook of Student Rights and Responsibilities (p.21 -29)
Weapons on Campus Policy*
Missing Student Policy*
Drug Free Campus Policy*
Emergency/Incident overview
Emergency Closure (college website)
Emergency Response and Management Plan (college website)
Chemical Hygiene Plan*
General Biology Laboratory: Safety, Procedures and Emergencies*
General Chemistry Laboratory Policies and Procedures*
Facility Department Disposal of Hazardous Wastes*
AMTEC Health Safety and Accident Prevention Program*
Aviation Health Safety and Accident Prevention Program*
Physics and Engineering Safety and Accident Prevention Program*

Information Technology Language

EvCC's IT department (college website)
ctLink information (college website)
IT Accessibility (college website)

Technology Support Structure

It HelpDesk (college website)
eLearning (college website)
Center for Transformative Learning (college website)
eLearning Student Information (college website)
eLearning Faculty Information (college website)
Faculty online teaching (college website)

Cybersecurity

EvCC External Audit*
Trojan Talk
GetInclusive Online Training

Technology Strategic Planning

EvCC's Technology Strategic Plan*
Technology Advisory Group Bylaws*

**Required evidence for 2.1*



Moving Forward: Continuous Improvement and Strategic Equity Impact



As we prepare to shift from the PRFR review to our Year Seven Evaluation of Institutional Effectiveness (EIE), Everett Community College’s faculty and staff will continue to be guided by *Charting a Path Forward to Equity: Strategic Plan 2022-2027*. The strategic plan directs our ongoing accreditation and continuous improvement efforts in two specific ways. First, as outlined in this report, it focuses our attention on the elements of Standard Two that require vigilant analysis and continued adaptation in order for the college to meet the plan’s equity mandate. Second, it establishes a framework for reimagining our Standard One practices and processes in the service of mission fulfillment.

With regard to the alignment of EvCC’s strategic plan with the elements of Standard Two, this report suggests a number of specific and mission-critical institutional emphases moving forward. These are identified in the table below:

Critical Institutional Emphasis	EvCC Strategic Plan Goals	NWCCU Standard Two Elements
Refine and monitor process for equity-minded policy review/development through shared governance	2.1.1 and 3.2.2	2A and 2D
Allocate limited resources to support equity-minded institutional transformation	3.1.1	2E
Redesign, scale and assess advising and other student support services based on equity-minded principles	2.1.2 and 2.2.1	2G
Build capacity for equity leadership across all employee groups	1.1.3, 1.2.1, 1.2.3, 3.2.1 and 3.3.3	2F
Develop equity-minded vision for EvCC’s post-pandemic physical campus through inclusive Master Planning process	1.2.2	2I

While the emphases identified above are directly linked to both our strategic plan and our review of Standard Two, their impact extends to Standard One as well. More broadly, because *Charting a Path Forward to Equity: Strategic Plan 2022-2027* essentially establishes the college’s criteria for measuring mission fulfillment, all elements of Standard One are impacted by the plan’s priorities, goals and objectives. At the same time, several of the plan’s specific strategic objectives have reframed our practices connected to Standard 1C in particular. This strategic reframing will be apparent in our Year Seven EIE with regard to how we conceptualize, design, monitor and act on the quality of student learning – broadly understood – in our instructional programs.

Ultimately, EvCC’s Strategic Plan and NWCCU’s Standards work together to support the college’s mission, a mission grounded in a vision of educational equity. In order to “educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society,” EvCC will continue to work relentlessly to remove barriers that result in sustained opportunity gaps in student achievement and momentum. The four priorities of our strategic plan (Belonging, Student Ready, Sustainability and Career Connected), woven in and through the elements of NWCCU’s accreditation standard, comprise the roadmap for the EvCC community to reach our Wildly Important Goal: closing all equity gaps in transfer and completion by 2027.

APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Everett Community College

(Name of Institution)

Dr. Chemene Crawford

(Name of Chief Executive Officer)

Chemene Crawford

(Signature of Chief Executive Officer)

August 29, 2023

(Date)



2023 Policies, Regulations, & Financial Review

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment. Contact the following people with inquiries or complaints regarding discrimination, Title IX compliance, or Americans with Disabilities Act compliance: Equal Opportunity Director: EqualOpportunity@everettcc.edu, 425-388-9271; ADA Coordinator: ADAcoordinator@everettcc.edu, 425-388-9232; Title IX Coordinator: TitleIXCoordinator@everettcc.edu, 425-388-9271. All offices are located in Olympus Hall 111, 2000 Tower St. Everett, WA 98201. For more information, visit the Equal Opportunity and Title IX website: EverettCC.edu/EqualOpportunity