

STANDARD ONE:
INSTITUTIONAL MISSION AND GOALS,
PLANNING AND EFFECTIVENESS

Introduction

Everett Community College Mission Statement

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

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

Adopted June 1995

This mission statement outlines the overall direction the College has been moving since 1995. As a member of the Washington State Community and Technical College system, the College is committed to fulfilling its mission through careful planning and assessment of effectiveness.

Everett Community College is in a period of significant transition. Since the last full-scale NASC visit, leadership changes have been made; enrollments have fluctuated; federal, state, and local requirements have been modified; and innovations in the way instruction is delivered to students have been instituted. During this period of transition, the College has responded positively to opportunities and problems through planning efforts on the part of the people who work here.

The College meets each of the listed standards. During the process of self-study, the subcommittee on Standard One made several recommendations regarding planning, and action was taken on each of these recommendations (see Exhibit 1.2.N). Those involved with the planning efforts believe that the self study process has been beneficial to the College, and look forward to continuing this work as the College continues its tradition of quality education into the next century.

Mission and Goals

The mission and goals statement of Everett Community College is the product of a great deal of work on the part of the campus community since 1990.

The initial strategic planning process began in 1990 following an NASC Evaluation Committee recommendation that the College improve its planning function. As a response to this recommendation, the College put together a planning group that produced a set of assumptions to guide the planning process. Preliminary goals and objectives were outlined, and in November 1992, an assessment of the plan was conducted. The results of this assessment were circulated to the campus community in January 1993 (see Exhibit 1.2.A.1). A community needs assessment was completed in September 1993 (see Exhibit 1.7.B). Concurrently, subgroups of the planning committee conducted analysis of College needs, and produced a set of strategic planning assumptions that were reviewed by staff and faculty. These assumptions were used to create strategic initiatives and action steps for implementation.

In 1993, an NASC Focus Visit recommendation prompted the College to narrow the scope of planning in order to both speed up the process and to place emphasis on measuring educational effectiveness. As a result, the final draft of the strategic plan was the focus of an all-campus meeting in November of 1993. In early 1994, a task force was formed to work on developing assessments in seven specific areas. This task force included over fifty employees from a wide variety of units on campus. A summary of the task force's recommendations was circulated in summer 1994.

As part of the strategic planning process (and for the purposes of writing a Title III grant proposal), the mission statement was reviewed by the campus community in late 1994. In November 1994, the new mission statement proposal was sent out for comment. These comments were reviewed and incorporated into the final draft of the mission statement that was circulated for comment as part of the overall strategic plan in April 1995, and in June 1995 the Board of Trustees formally adopted the new mission statement and eight strategic initiatives. The 1995 NASC Interim Evaluation Report commended the College for the strategic plan, and recommended the College continue assessing the plan as it is implemented. Updates on the Strategic Plan were disseminated to the campus community in 1996, 1997, and 1999. Materials related to this process are found in Exhibit 1.2.A.

Currently, the College is working on assessing the plan and improving the existing strategic planning process. A core group of administrators, faculty, and staff gathered for a two-day retreat in late Summer 1999 to outline a sense of direction for the College. Following this retreat, the President convened a smaller planning group to work on integrating existing planning and assessment efforts. This group also is responsible for taking the input from the retreat, reporting on existing initiatives, and developing the new strategic plan for 2000-2003.

At each stage the planning committee communicated the progress of the group to the College in memos, the campus newsletter (*The College Report*) as well as in department, division, and all-campus meetings. Feedback from the College staff was asked for and received for each revision of the mission statement and strategic initiatives. The mission and goals statement appears in all appropriate institutional publications, including each current College catalog. Flyers produced by the Office of College Relations and Business Development outlining the mission and goals are available for all campus employees and are also circulated to community members as appropriate.

The history of the current mission and goals statement illustrates a college-wide interest in examining the purpose of its activities. The College has responded to the recommendations of evaluators and has modified the focus and scope of the strategic plan to better accomplish the mission. During periods of transition and changes in institutional leadership, there have been significant shifts in institutional priorities that have affected the planning process.

During the past three years, institutional leadership has focused on FTE growth, facilities expansion and maintenance, and program development. Part of the difficulty in maintaining continuity in planning has resulted from the need to inform persons new to leadership positions about existing planning and assessment efforts.

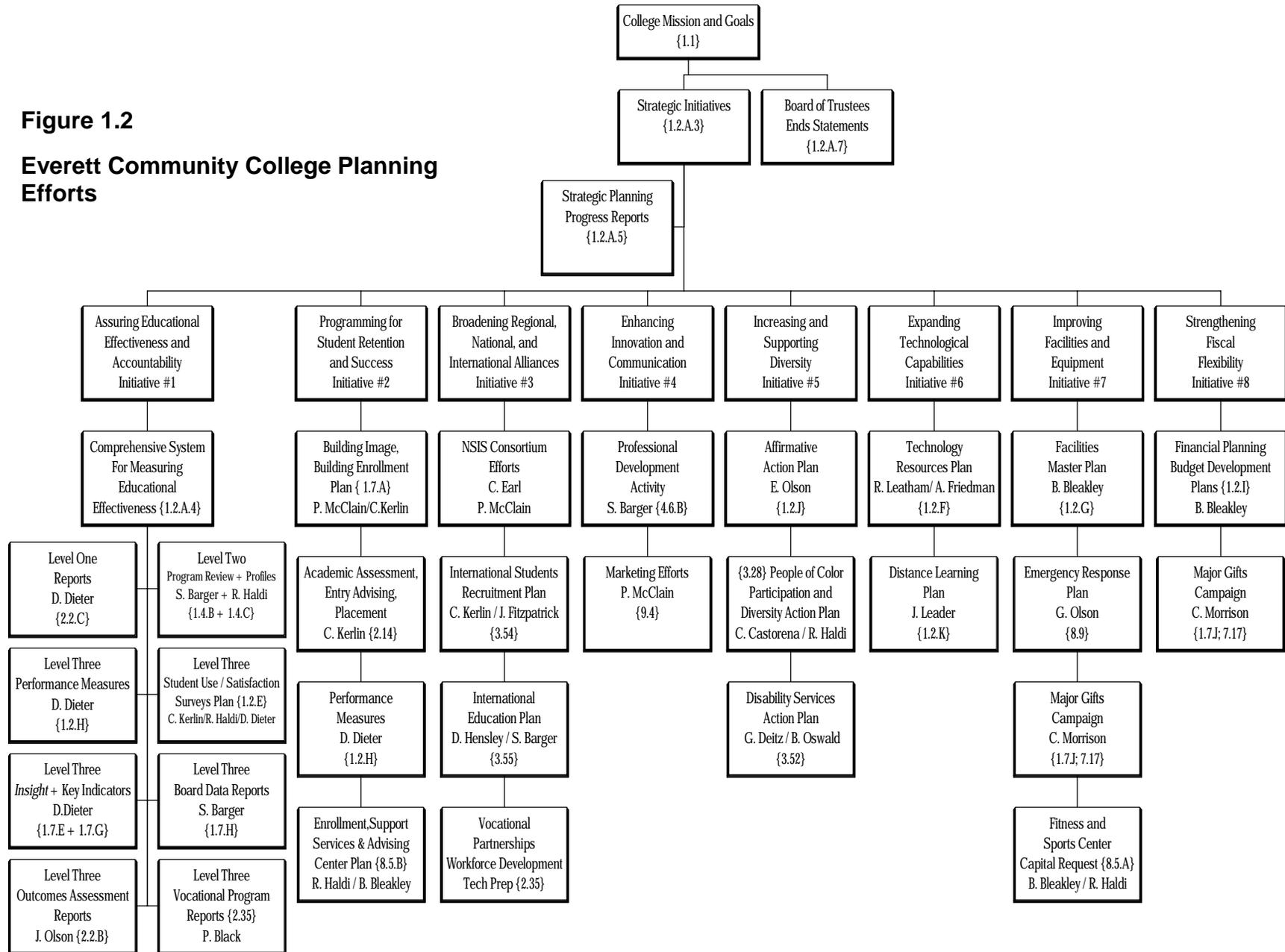
Throughout the process of self-study, the College has learned that more frequent updates on the strategic plan are desirable, as are improvements in how the various planning and assessment efforts are integrated. The current efforts to create the strategic plan for 2000-2003 shows the determination of the College to continue to make progress toward comprehensive, integrated planning at the institutional level.



Strategic Initiatives

The College's goals are phrased in terms of eight strategic planning initiatives (see Figure 1.1 and Exhibit 1.1). Figure 1.2 shows the operational planning efforts that accompany each of the eight initiatives. These plans take into account the human, physical, and financial resources available to commit to the initiatives. For example, under Initiative One, each instructional and student services program on campus is asked to assess the human, physical, and financial resources and make recommendations. These recommendations are forwarded to the appropriate administrator for review of effectiveness, and action is taken through the budget process.

Figure 1.2
Everett Community College Planning Efforts



Admissions Policies, Selection of Faculty, Allocation of Resources

Initiatives One and Two (see Exhibit 1.1) form the basis of the College's educational activities. Assessment of educational activities is the dominant feature of Strategic Initiative One, and the specific benchmarks for this initiative reflect the College's interest in improving the ability to assess educational effectiveness.

Admissions policies reflect the mission's goal to serve all students by providing equal access and excellence in student services. The policies found in the college catalog (p. 14-17) reflect Strategic Initiatives Two (Programming for Student Retention and Success) and Four (Increasing and Supporting Diversity).

The mission reflects the reality that the College serves a diverse group of students who need a wide variety of educational programs and support services in order to succeed. The admissions policies include basic eligibility requirements (a student must be a high school graduate, have a GED, or be at least 18 years of age; or be part of the Running Start program; or qualify under other special admissions criteria as outlined on pages 14-15 of the catalog), entry assessment and placement, academic advising, special admission, and transfer credit--all of which support the mission and goals of the College. Also included is an "ability to benefit" statement.

The College attempts to reach out to all its constituencies to make them aware of educational opportunities. High school visitations, college fairs, newspaper advertisements, on-campus events and publications are some of the ways the College works to communicate with all members of the community.

Selection of faculty is an integral part of how the College makes progress toward its mission and goals. As part of an ongoing effort to maintain high standards of excellence, applicants for faculty positions must meet minimum standards as determined by representative hiring committees. The college is interested in faculty members whose primary commitment is to excellence in teaching, as stated in the mission. There has been an increase in the diversity of the faculty as an outgrowth of Initiative Five (Increasing and Supporting Diversity). The Affirmative Action plan includes strategies and goals for increasing diversity as well (see Exhibit 1.2.J).

The allocation of resources is integrated well in Strategic Initiative Eight (Strengthening Fiscal Flexibility). The budgeting process is driven by college needs; however, a more solid causal connection is needed between identification of activities that will result in progress toward the initiative and allocation of resources that will support those activities. This is more fully detailed in Standard Eight.

The strategic plan has been evaluated three times since initial implementation (see Exhibit 1.2.A.5), and should be evaluated more frequently. This is discussed more fully below. Assessment of the individual plans associated with each of the initiatives is, in some cases, also completed on a less-than-systematic basis, and the College is aware that an integrated schedule of assessment tied to each of the planning efforts is needed. During the summer retreat in 1999, campus officials made a concerted effort to make linkages between the various planning efforts and subsequently began work on an integrated assessment schedule (see Exhibit 1.2.P).

Public Service

The College mission statement calls for the institution to "collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships." In support of this part of the College mission, Strategic Initiatives Three and Five direct the college to broaden regional, national, and international alliances, and increase and support diversity.

Figure 1.3

Public Service Spotlight: Snohomish County Literacy Coalition

The EvCC Adult Basic Education/ English as a Second Language program is unique among community colleges in that it operates within a formal partnership with the Snohomish County Literacy Coalition.

The Literacy Coalition has a 14-year history at the College. It helps provide the one-on-one support to adult beginning readers and beginning English students that they need to be successful. Through the years EvCC instructors have trained over 450 volunteer tutors at EvCC to work with Adult Basic Education students.

Approximately 150 volunteer tutors worked with EvCC students during the 1998-99 school year, each providing 1-40 hours of trained support each week for students developing basic skills.

The College role in the communities it serves is varied and dynamic. In addition to the high level of involvement of College employees in public service agencies (see Exhibit 1.7.F), the College actively engages in partnerships with business, education, and state and local government agencies to provide job training programs. Workforce training is a major commitment of the College and the track record for retraining area aerospace, timber, and unemployed/under-employed workers is commendable. Alliances with state and local government agencies, non-profit organizations, and business have produced joint-sponsored training programs, one-stop career centers, regularly scheduled on-campus job fairs, and direct access to the region's major employers.

Through the Nippon Business Institute and Japanese Cultural and Resource Center, the College plays an integral part in the region's economic and cultural relationships with Japan and the Pacific Rim. College staff members frequently accompany area trade missions to Japan and the Far East. Student and faculty cultural exchanges are a regular feature of these partnerships. The College enjoys a sister-college relationship with Toho

Gakuen Junior College and participates annually in opening week ceremonies at the Nagoya school. The College's Northwest Language Center has opened new opportunities for students and the community to participate in other cultures. New student exchanges, study abroad programs, and cultural workshops have been initiated around Spanish, German, Italian, and French languages.

During this decade the College has participated in the development of a seven-school higher education consortium designed to provide greater access to upper division course work to North Snohomish, Island and Skagit Counties. New and continuing classes from the University of Washington, Washington State University, Western Washington University, Central Washington University, and Eastern Washington University are being offered at EvCC facilities.

Located within the Adult Education department, the College for many years has provided office space in partnership with The Snohomish County Refugee Forum and the Snohomish County Literacy Coalition. Working together, the College trains literacy volunteers and provides classroom space and instructors, while the

Coalition and the Forum provide access to an important and growing part of our community (see Figure 1.3).

Women's Programs and Services partners with Operation Improvement, providing office space two half-days per week for counselors who meet with low-income students enrolled in short-term training programs. The Snohomish County Displaced Homemaker Program Consortium--Pathways for Women/YWCA, the Edmonds and Everett CC Women's Programs, and the Everett Library, provide 36 workshops per year throughout the County. On the Everett campus the Center provides a winter evening program (14 four-hour sessions) as well as 12-15 campus orientations per year. The Women's Center also is in partnership with the Center for Battered Women, providing them with weekly space for the domestic violence support groups. In addition, in 1999 the Center entered into a partnership with Pathways/YWCA in the Wardrobe Project, a clothing referral program in Snohomish County for women who are job hunting. The program provides clothing for interviews and women entering new jobs, complete with makeover and wardrobe coordination.

The Early Childhood Education Department works in collaboration with the Department of Social and Health Services (DSHS) and Volunteers of America (VOA) on a training and technical assistance grant for TANF (Temporary Assistance to Needy Families) recipients, providing classroom space, technical assistance, and trainers.

College physical fitness facilities are operated in cooperation with the City of Everett to provide for year-round community use.

A College commitment to diversity is demonstrated broadly. The Student Activities Artists and Lecture Series dedicates its programs to the theme of diversity with multicultural speakers, performers, and exhibitions. All the College multicultural organizations on campus sponsor a variety of cultural workshops, performances, exhibits and exhibitions, and speakers to promote cultural awareness, understanding, and acceptance within the community.

The College, in partnership with community groups, produces the annual Martin Luther King Week celebration and the summer Nubian Jam festival. Many Native American, Hispanic, and Asian-Pacific Islander events are also campus-centered. The campus celebrates Native American month and has been the site for regional and local pow-wows. Hispanic celebrations have centered on Cinco de Mayo. The campus has hosted the annual Asian-Pacific Islander festival as one of several sites in the community.

The College plays host to a multitude of public meetings from town hall gatherings convened by state and local public officials, to neighborhood associations. Everett Community College was selected by Governor Gary Locke for his first "Capital for a Day" outreach event. U.S. Senator Patty Murray selected EvCC to host workshops on social security. Special interest and community groups use campus facilities regularly.

Women's Programs and Services hosts an annual career conference for young girls, an auction to assist disadvantaged students, a holiday party for low-income families, and frequent focus groups on women's issues that are open to the public. College staff developed the Washington Science Olympiad years ago and annually hosts a regional or state finals competition. The College has succeeded Scott Paper Company/Kimberly-Clark as the primary sponsor of the Hi-Q regional academic

competition in 1999 and produced its first 24-school competition beginning January 2000.

An assessment of the institutional public service activities of the College revealed, however, that civic involvement remains limited to the City of Everett and the campus vicinity. College participation in outlying communities, with the exception of recruiting activities, is limited. The College could serve its district better with additional activity in the surrounding communities. Trustees from outlying communities could host focus groups. While some faculty and administrators are active in community affairs from environmental protection to hospitals to charitable work, college representatives could broaden their involvement in service and civic activities in north and east county. College expertise and resources can be made more accessible to communities, tribes, schools, and businesses with a proactive outreach from the campus. These issues are part of the ongoing discussion and planning processes associated with the new strategic plan.

Major Accomplishments and Future Directions

The mission statement and strategic initiatives have served the College well over the past five years. Direction was given to selection of faculty, allocation of resources, and admissions policies. Specific benchmarks were established and assessed as part of the planning process. Despite significant turnover at the senior administrative level, the focus on the mission is evident in the programs and services at the College.

Public service remains a hallmark of the College. The wide variety of public service activities described above signify a major College commitment to the community. People at the College are working to expand the influence of the College to a wider constituency, and positive learning experiences have taken place as a result of this work.

Finally, the assessment of progress toward College goals has allowed the College to improve student learning and reduce barriers to organizational effectiveness. Work has begun on the new strategic planning initiatives, which will enable the College to focus on the cycle of program implementation, assessment, and improvement.

Planning and Effectiveness

Evaluation and planning processes at the institutional level are clearly defined by the College. This includes the institutional-level planning efforts outlined above (see Figure 1). Each of the plans includes goals and/or benchmarks that are evaluated periodically in order to assess the progress of the institution toward those goals.

As part of strategic planning Initiative 1, the Comprehensive System for Measuring Educational Effectiveness (MEE -- see Figure 1.5) has three levels of indicators that are in continuous cycles of assessment, planning, and implementation.

Revisions to the Technology Resources Plan include a section that reports the status of the previous years' projects. The Affirmative Action Plan benchmarks are assessed yearly. Long-term financial projections are revised and assessed extensively in the budget development process.

Many of the institution-level plans are made available on the campus network. When necessary, hard copies of the plan (or updates) have been distributed to the campus community for review and comment. Progress toward institutional goals is communicated through periodic published updates. (See Exhibits for Standard 1)

During the self-study process, the College staff discovered several issues around how the College evaluates progress toward institutional goals. First, though many planning processes are in place, more frequent updates measuring progress toward the goals of each of the plans is necessary. Gaps existed in reporting on the strategic plan, the Comprehensive System for Measuring Educational Effectiveness plan, and on the Technology Resource Plan. A facilities master plan did not exist. The College began a concerted effort in 1998-99 to address these areas. A strategic planning update was published in Fall 1999; work on a facilities master plan commenced during Summer 1999, and the task of updating the Technology Resource Plan has been assigned to the Technology Committee. Self-study revealed that much of the difficulty in maintaining continuity in these areas came from leadership transitions at the presidential, vice-presidential, and dean level. This is described more fully in Standard Six.

Planning Activities -- Teaching and Research

Systematic planning for, and evaluation of, teaching and research takes place on campus in a variety of forms. Planning and evaluation of teaching is included in the MEE plan and as part of the negotiated agreement between the member faculty federation and the College. Additionally, a General Education Task Force assessed the overall instructional requirements for degrees in 1998 (see Exhibit 2.5). This assessment included planning for the teaching activities that lead to the degrees and certificates awarded by the College.

The College mission does not highlight research as one of the central activities of the faculty. However, faculty members have the freedom to conduct and publish the results of research.

The College has chosen to adopt a highly participatory model of planning. This approach is a result of several initiatives. The College has made an effort since the NASC 1990 visit to improve communication on campus. One example of this was to ensure widespread participation on the standing college committees, including planning. As a result, all interested parties have the opportunity to participate on the planning committees of the College. The names of committee members are

circulated to the campus community, and each fall volunteers are solicited to become members of the Strategic Planning committee. Membership lists from the past eight years shows broad representation from all interested groups (see Exhibit 6.11). For area-specific planning groups (financial planning, technology planning, etc.) the structure is similar--there is definitely opportunity for any campus employee to play a role in the development of and implementation of the plans of the College.

Resources and Integration of Planning Efforts

Instructional and student services program resource allocation is directed by the evaluation activities of the College. Programs are asked to conduct a self-assessment that will identify, evaluate, and prioritize needs in the program review and program profile processes (see Standard Two). These assessments lead to recommendations at the department and division level, which are discussed, prioritized, and acted on in the budget process. Limited resources limit the process in certain cases but, on the whole, the system is designed to use the results of the educational effectiveness assessment plan to improve instruction and student services. This process is outlined in more detail in the response to Standard 2.

There has been and will continue to be institutional support for effective planning and evaluation. At the institution level, the College supports a full-time institutional researcher who is a key part of the evaluation and planning functions of the college. Financial resources are devoted to assessment and improvement of classroom teaching in the form of a state allocation earmarked for assessment activities. The Outcomes Assessment committee is charged with coordinating relevant assessment activities of the faculty, and each year part of that state allocation is devoted to faculty projects that are evaluative in nature (see Standard 2).

The human and financial resources devoted to planning are evidenced by the quality of the plans, the number of hours spent working on the plans, and the assessments of the plans that emerge from the institution. Most of the planning efforts are program specific, with appropriate links to other related and affected areas. The College would benefit from more coordination of planning efforts, and has begun the process of identifying and informing the college community of the various planning efforts that exist. The strategic planning retreat and subsequent meetings of that planning group in Summer and Fall of 1999 focused on this issue.

Integration of planning efforts is a continuing challenge at the College, especially during times of significant transition. While the links between operational plans are strong under each initiative, there is a need for more discussion and action that connects the various planning efforts. One example is the continuing challenge of linking instructional program planning to facilities planning activities. Another would be the existence of occasional problems resulting from program-level computer services planning not interfacing with the planning done by instructional departments. At times planning and evaluation takes place in one area without consideration given to how it may impact other planning efforts. The College is making a concerted effort to minimize these issues by ensuring that all administrators have a basic understanding and awareness of the various planning efforts, and by adopting the philosophy of "inform and do." Under this philosophy, decision-makers are responsible for considering the impact of their decisions on others, and for communicating to each other in order to prevent conflicts. For example, Computer Services may now ask instructional divisions to report anticipated computer services needs more fully in the program review and new course proposal processes.

As a result of self-study, efforts have been made to integrate the strategic initiatives into planning at the course and program level. Beginning in Spring 1999, course information forms require instructors to identify how the course helps the college make progress toward program goals, the strategic initiatives, and the college mission. Additionally, as part of Strategic Initiative Two, questions were added to the program review template that were intended to make linkages between the program goals, strategic initiatives, and the College mission. This should give the administration and faculty a greater sense of how programs and courses fit into the overall institutional strategic plan.

Institutional Research

In 1993, the College identified a need for an improved form of institutional research. In 1996, after operating with a part-time researcher, the institutional research committee recommended funding a full-time position. This position was created and filled, but the researcher left the college after one year. From that point on, the college split the research efforts between an academic dean and a records analyst. While this situation was not ideal, the expertise of these two individuals allowed some continuity of research. In early 1998 an assessment of the research function again revealed a need for a full-time institutional researcher. This position was filled in July of 1998. It is clear that a full-time coordinator of institutional research enhances the effectiveness of the research efforts of the college.

Both the strategic initiatives and the measures of effectiveness of the instructional programs rely on research that provides evidence of meeting or exceeding the benchmark levels. As a result, the research findings are well integrated with the planning activities of the College. In the years when the College has not had an institutional research person on staff, the evaluation and planning processes suffered from the lack of timely information.

Now that the College has a full time researcher, it has become necessary to coordinate requests for research in order to avoid overwhelming the researcher with overlapping requests. When possible, the institutional researcher gathers data that can be used in more than one area. For example, the research necessary to report on the Comprehensive System for Measuring Educational Effectiveness can also be used in Board of Trustees reports and in the development of state-mandated performance measures. The emphasis is to coordinate research efforts in an effective manner to serve as many campus constituencies as possible.

The college reviews the institutional research efforts in two ways. First of all, an administrative review of the coordinator of institutional research is completed yearly by the immediate supervisor. Review of the institutional research effort has also come about through personnel changes.

Assessment of Planning

A systematic review of the planning efforts exists at the College. The progress reports on the Strategic Plan and Fall reports on the MEE plan are examples of the institution level planning and evaluation efforts. Updates are circulated to the entire campus for review and comment, and changes in benchmark levels are made to ensure effectiveness. The 1997 update to the strategic plan was completed in order to make the plan and the goals realistic and achievable. While the changes were not substantial, they do reflect an increased emphasis on assessment. The 1999 update was done in order to check progress on each of the benchmarks in order to close the loop on the plan in anticipation of setting the direction for the next five

years. Shortly after this October update, a full analysis of the strengths and weaknesses of the 1995 strategic plan was completed and circulated to the planning group (see Exhibit 1.2.A.5).

Assessment also led to changes in the benchmarks of the MEE plan. Modifications were made in order to refine and focus the application of the MEE plan to specific instructional activities. Technology planning was assigned to an instructional dean familiar with the technology needs of the College. Financial planning documents are available campus-wide for review and comment both during and following the budget planning process.

The College conducted a thorough assessment of planning activities beginning in August 1999. At that time, the self-study process was the driving force behind this assessment, and the administrators who had been hired within the past three years were beginning to play a more active role in the planning process. The College leadership team recognized the need to both assess the 1995-2000 strategic plan and to begin the planning process for the next three years. As part of this effort, each of the plans and activities associated with the eight initiatives was examined for completeness, accuracy, and evidence of impact. Those individuals responsible for implementation and assessment of the various plans were asked to improve in the areas of integration and understanding of the impact of one plan's activities on the others. Finally, administrators were asked to provide more public evidence of planning, action, assessment, and modification of plans.

In December 1999, the planning group gathered to develop both a vision statement and draft initiatives for the 2000-2003 strategic plan. During a two-day retreat, the participants engaged in discussions about the future of the College using information from an environmental scan (see Exhibit 1.7.I). The resulting draft initiatives will be sharpened during Winter Quarter 2000 (see Exhibit 1.7.I for the retreat report).

Communication of Planning Activities and Results

Information about planning activities is communicated in several ways:

- Level One Reports on the MEE, published in April;
- Financial planning reports to the College community and to the Board of Trustees on a quarterly basis;
- Board updates on planning provided by the College President;
- Updates on planning activities specific to a certain function of the college occur within the appropriate department/division (see Figure 1.2);
- Reports on each of the benchmarks listed in the Strategic Plan have been published several times since 1995 (see Exhibit 1.2.A).

These updates and reports are circulated as appropriate across campus and contain the evidence of institutional effectiveness (See Exhibits 1.2.A -- 1.2.M). The campus newsletter, *The College Report*, is the medium used to highlight timely elements of success in various areas of the institution. Institutional research updates and reports on effectiveness are contained in periodic issues of *Insight*, a newsletter generated by the office of institutional research.

While the channels exist for effective communication, in the past two years the College has not done enough to publish frequent, regularly scheduled updates on all its planning efforts in a clear, comprehensive manner. Reports on the progress of strategic planning efforts were not produced in 1998. In Summer 1999, the College realized it would benefit from a more active strategic planning committee, and took action. The Fall 1999 retreat and subsequent planning meetings produced public evidence of progress toward the strategic planning goals and set the groundwork for establishing the planning process that will guide the college in the future.

Major Accomplishments and Future Directions

At the end of the strategic planning cycle, the College was able to show completion of nearly 85% of the goals set in 1995. Those that were not met were revised, adjusted, or eliminated as necessary. The resulting improvements have made the College a better place to learn and to work.

Currently, the strategic planning process is characterized by openness, widespread participation, and an increased emphasis on assessing community and College needs. This will result in a clear vision and set of goals that will make up the 2000-2003 strategic plan.

The Comprehensive System for Measuring Educational Effectiveness was put in place in 1995 and remains the cornerstone of the educational program assessment instruments. Both the annual and the five-year assessments provide valuable information that is used to make improvements in instruction.

The College's institutional research function has improved significantly since 1995. A full-time position has allowed the College to conduct better research, access data in a more timely manner, and analyze trends and demographic information with the goal of improving student learning.

In the future, more emphasis will be placed on integrating the planning efforts of the College. Communication about the various planning efforts on campus will improve as more members of the campus community are made aware of and held accountable for making progress toward College goals.

The College will benefit from improved technology planning. This will take place as current College administrators (including a new Vice-President for Information Resources) work with each other to determine the best uses of technology within existing resources.

List of Appendices

Appendix A -- College Mission and Strategic Initiatives

Appendix B -- Recommendations and Actions Taken

Standard One -- Materials Available in the Exhibit Room

- 1.1 - Statement of Mission
- 1.2 - Evidence demonstrating analysis and appraisal of institutional outcomes, and institutional short term and strategic plans.
 - 1.2.A - Strategic Planning documents
 1. Planning Update (January 1993)*
 2. Memorandum and Draft of Planning Materials (April 1995)
 3. Strategic Initiatives for the Next Five Years - *EvCC 2000* document (June 1995)
 4. Comprehensive System for Measuring Educational Effectiveness (March 1995)*
 5. Strategic Planning Progress Reports (January 1996, September 1996, November 1999)*
 6. Revised Planning Document (February 1997) *
 7. Board of Trustees Ends Statements
 8. 1993 Assumptions Memos for Strategic Planning
 - 1.2.B. - American College Testing (ACT) Alumni Surveys (1994-1998)
 - 1.2.C. - Engineering Graduates Surveys (1994-1998)
 - 1.2.D. - Vocational Program studies
 - 1.2.E - SERQUAL Student Satisfaction Survey (1999)
 - 1.2.F. - Technology Resources Plans (1993-94*; 1996-97*)
 - 1.2.G. - Facilities Master Plan
 - 1.2.H. - Performance Measures Plans and Reports *
 - 1.2.I. - Financial Planning and Budget Development Plans *
 - 1.2.J. - Affirmative Action Plan
 - 1.2.K. - Distance Learning Plan (1997)*
 - 1.2.L. - Transportation Demand Management Plan
 - 1.2.M. - Stakeholders Survey
 - 1.2.N. - Subcommittee Recommendations (Standards 1-9)
 - 1.2.O. - NSIS Consortium Materials
 - 1.2.P - Integrated Schedule of Planning Efforts
- 1.3 - Student Enrollment Profile in FTEs 95-99
- 1.4 - Program Need Analyses
 - 1.4.A. - Title III Planning Grant Proposal (April 1993)

1.4.B. - Program Reviews

1. Five Year Schedule*
2. Program Profile and Program Review Templates*
3. 1995-96 Program Review Recommendations*
4. 1995-96 Facilities Recommendations*
5. 1995-96 Follow Up*
6. 1996-97 Program Review Recommendations*
7. 1996-97 Facilities Recommendations*
8. 1996-97 Follow Up*
9. 1997-98 Program Review Recommendations*
10. 1997-98 Facilities Recommendations*
11. 1997-98 Follow Up*
12. 1998-99 Program Review Recommendations*
13. 1998-99 Facilities Recommendations*
14. 1998-99 Follow Up*

1.4.C Students Services Program Review Information

1.5 - Personnel Availability Data

1.6 - Development Possibilities

1.7 - Other Products of Institutional Research

- 1.7.A. Building Image, Building Enrollment plan *
- 1.7.B. Community Needs Assessment (1993) *
- 1.7.C. EvCC Campus Survey (1993) *
- 1.7.D. Fact Book
- 1.7.E. Issues of *Insight*
- 1.7.F. Public Service Activities of Campus Employees
- 1.7.G. Key Indicators research report
- 1.7.H. Board of Trustees Data Report
- 1.7.I. Strategic Planning Materials (1999) and Environmental Scan
- 1.7.J Major Gifts Campaign materials

*Indicates exhibit is also available on the network "S" drive

Appendix A -- (Exhibit 1.1)

Everett Community College Mission

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

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

Eight Initiatives for the 21st Century

Initiative One: Assuring Educational Effectiveness and Accountability

An on-going goal of the College is to continuously improve the effectiveness of the teaching-learning process through a variety of strategies, including the expansion of instructional technology and delivery methods. Improved means of measuring, documenting and reporting effectiveness will provide better feedback for this effort, as well as provide a broader foundation from which the College can respond to increased external demands and accountability.

Initiative Two: Programming for Student Retention and Success

Too many students who express intent to complete degrees or certificates leave school prior to reaching this goal. Greater emphasis will be placed on determining the reasons for attrition and implementing intervention strategies that will most effectively result in completion of certificate and degree programs.

Initiative Three: Broadening Regional, National and International Alliances

Everett Community College has always enjoyed broad support from the communities served. Over the next five years, even more focus will be placed on collaborative efforts as both needs and opportunities outpace projected resources.

Initiative Four: Enhancing Innovation and Communication

As the College continues to change and grow, planning will include ways to further improve communication, implement creative ideas, and provide additional opportunities for professional development at all levels.

Initiative Five: Increasing and Supporting Diversity

The increasingly diverse population within the College's district calls for greater attention to cultural diversity, as well as to students and staff needing specialized or additional support to accomplish their goals. A comprehensive approach to this initiative is key to its success.

Initiative Six: Expanding Technological Capabilities

Everett Community College is, and will continue to be, committed to the use of technology for education. Planning for the next five years includes major improvements in faculty and staff access to computers, as well as expansion of distance delivery and multimedia applications.

Initiative Seven: Improving Facilities and Equipment

The EvCC campus, one of the oldest in the state, clearly reflects the consequences of underfunded and/or deferred maintenance. Existing space is nearly at maximum capacity, limiting the amount of potential growth in program offerings. Critical to the effective operation of the institution is the utilization of replacement/repair schedules, projection for renovation/retrofit, plans for the most efficient use of available space and proposals for the acquisition of additional facilities.

Initiative Eight: Strengthening Fiscal Flexibility

Over the past decade, state funding for community and technical colleges has decreased substantially. Financial stability, growth, and fiscal flexibility are concerns that will be central to the planning process for the remainder of this decade.

Appendix B

Recommendations and Actions Taken

Recommendation	Actions Taken
<p>The strategic planning document should be updated and reported on by the strategic planning committee, with the results of this revision and update circulated to the entire campus community.</p>	<p>Summer Retreat 1999 focused exclusively on rekindling the Strategic Plan. This was a two day retreat; participants included faculty, staff, and administrators. President Charlie Earl led the retreat.</p> <p>An update on the benchmarks of the Strategic Plan was done in Fall 1999.</p> <p>Administrative discussions of process and product of the new strategic plan took place in Fall 1999 and Winter 2000 (three meetings) with emphasis on integration of existing planning efforts, especially budgeting and program planning.</p>
<p>The Educational Effectiveness Plan has three levels. Level I is designed to gather data on institution-wide educational activities. Level II is the program review system, and Level III includes outcomes assessment data, performance measures reports, Key Indicators, and other similar educational program research.</p> <p>The Level I report was completed in April 1999. This plan is part of Strategic Initiative Two, and the report on that plan revealed problems with several of the benchmarks and/or data sources. These problems should be addressed, with benchmarks and data sources revised where necessary.</p> <p>The Level II program review process is in good shape. However, there is a need for follow-up on recommendations listed in the five-year program reviews.</p>	<p>Recommendations for revision of Level One measures were approved pending development of new strategic initiatives and accompanying strategies. In the interim, the College will focus on system performance measures, adult basic education performance measures, and Key Indicators data.</p> <p>Division deans updated program review recommendations.</p>

Recommendation	Actions Taken
The College would benefit from a more solid connection between identification of activities that will show progress toward the eight initiatives and funding for those activities in advance of the activities rather than after the fact.	Summer Retreat and subsequent meetings of planning group have addressed this issue; it will be a key component of the new strategic plan.
Work needs to begin on a facilities master plan.	Work on the plan began in Fall 1999. See Standard Eight for details.
The Technology Resources Plan needs to be updated.	Technology Planning Committee took the lead in late 1999 and worked with Vice-President of Instruction and Vice President for Administrative Services to continue the technology planning function of the College. New Vice President hired in January 2000 will work on planning beginning February 2000.
The College may want to plan and evaluate public service activities in a more formal manner.	Office of College Relations will make this part of its assessment function

