Year One Report
Northwest Commission on Colleges and Universities

EVERETT COMMUNITY COLLEGE
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Introduction

Everett Community College (EvCC) was founded in 1941, with the College’s first students taking classes at a converted elementary school. First accredited in 1948, EvCC’s accreditation was reaffirmed in 2010 on the basis of a Spring 2010 comprehensive evaluation. The College’s main campus moved to its present site in north Everett in 1958. EvCC educates more than 20,000 students every year at learning centers throughout Snohomish County, with most students and faculty at the main campus in north Everett. During the past five years, student enrollment has increased by nearly 25 percent to serve 7907 total FTE’s in Fall 2010.

The College serves students seeking a wide variety of education options. Students come to EvCC to affordably start their four-year degrees, earn certificates, train for a new job, experience hands-on training in professional and technical programs, learn English, develop basic skills, finish high school, train for a promotion, or learn just for fun. Now is an exciting time to be a part of EvCC’s future as we strive to meet the needs of a diverse group of students in the face of massive budget cuts, changing demands of the labor force, and a transforming global environment.

In accordance with the Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year One Report addresses Standard One: Mission, Core Themes and Expectations. EvCC presents its Mission, Core Themes, indicators of achievement, and means of evaluation, and it includes responses to the recommendations of EvCC’s 2010 accreditation review.

The process of developing the Year One Report began as we were completing the 10-year Self Study in 2010. Building upon lessons learned through the accreditation visit, EvCC’s Accreditation Steering Committee has met regularly since Spring 2010 to develop a working document that established our four Core Themes with Objectives, Indicators, and Rationales for each Indicator, as well as goals for success based on 2010 benchmark measurements.

The Year One Report was prepared by the institutional Accreditation Steering Committee made up of the following individuals:

- Chair, Dr. Sandra Fowler-Hill, Vice President of Instruction and Student Services
- Dr. Christine Kerlin, Vice President of the University Center and Strategic Planning
- Dr. John Olson, Vice President of College Advancement and Executive Director of EvCCFoundation
- Pat Sisneros, Vice President of College Services
- Heather Bennett, Executive Director of Resource Development
- Dr. Sharon Buck, Dean of Business and Workforce Education
- Laurie Franklin, Dean of Enrollment and Student Financial Services
- Darrell Mihara, Dean of Basic Skills and Adult Education
- Dr. Darryl Dieter, Director of Institutional Research
- Dr. Gary Newlin, English Faculty
- Kassandra Brooks, Program Assistant
- Sara Ohlin, Grant & Contract Specialist
Institutional Context

Everett Community College (EvCC) is an open-access, comprehensive, two-year institution serving the higher education needs of the residents in and beyond Snohomish County. The College is located at the northern edge of the state’s major metropolitan region (Seattle), and for 70 years has drawn students from the city of Everett (where the main campus is located), small towns, suburban and rural areas, and the Tulalip Indian Reservation.

One of 34 community and technical colleges governed by the Washington State Board of Community and Technical Colleges (SBCTC), EvCC is administered by a five-member board of trustees appointed by Washington State’s governor.

The College offers associate degrees in Arts and Sciences-Direct Transfer Agreement (DTA), Business-DTA, Science, Applied Science, Technical Arts, Fine Arts and General Studies. Certificates of Completion are awarded in more than 30 technical and career fields. Students also enroll in Adult Education, English as a Second Language, and high school completion programs. In addition, EvCC offers professional and employee training through its Corporate and Continuing Education Center. The University Center of North Puget Sound offers more than 17 bachelor’s and master’s degree programs at EvCC’s north Everett campus.

EvCC employs more than 600 faculty, staff and administrators, including 126 full-time faculty, 225 part-time faculty, 70 administrators, and 208 classified staff. The College has an active student body with more than 250 athletes participating in EvCC’s nine league sports, a wide variety of student clubs, and a dynamic Associated Student Body engaged in shared governance activities.

EvCC participates in the Student Achievement Initiative (SAI), adopted by the SBCTC, and focuses on momentum achieved in four categories:

- Building towards college-level skills (basic skills gains, passing pre-college writing or math)
- First year credit thresholds (earning 15 then 30 college level credits)
- Completing college-level math (passing math courses required for associate degrees)
- Completions (degrees, certificates, apprenticeship training)

The College uses strategic planning with comprehensive campus participation to guide decision making and provides the financial and human resources to support the planning process.
Preface

Eligibility Requirements for Year One Report

OPERATIONAL STATUS

Everett Community College (EvCC) has been in continuous operation since 1941, offering multiple associate degree programs and graduating students annually.

AUTHORITY

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

MISSION AND CORE THEMES

Everett Community College’s mission and core themes are defined in detail in the current Year One Report on Standard One—Mission, Core Themes, and Expectations, which has been approved by its governing board (January 2011). The principal programs at the College lead to certificates and degrees. Community colleges in Washington State also have legislative direction to provide community education courses, and EvCC offers non-degree completion classes in accordance with that part of the system’s mission. The income received by the institution goes to support the educational mission and core themes as outlined in this report.

Institutional Changes Since Last Report

While EvCC has seen a 25% increase in student enrollments in the last five years, we have also experienced a 20% reduction in state funding allocation since 2008-09. These reductions have been especially challenging as nearly half have been taken unexpectedly mid-budget year, requiring the College to take immediate actions to absorb the loss of budgeted allocation funding. At the same time, the state has imposed new budget restrictions on the colleges, including hiring and travel freezes, which limit our ability to use our remaining allocation funding to serve students as effectively as possible. In response to this reduced financial support from the state, EvCC has worked to reduce expenses through restructuring of personnel and by strategically and intentionally increasing revenue by investing in a new Resource Development Office, increased Corporate and Continuing Education, and greater international student recruiting.

The Resource Development Office provides increased capacity to pursue and manage grant funding of College initiatives. Since the beginning of 2010, EvCC has been awarded more than $7 million in grant funding, primarily to provide resources to support our Health Sciences programs and double the size of our Nursing program. Other significant grant awards include support for an International Business Exchange program, various workforce training projects, campus Emergency Management Planning, and state work study funding specifically for work in K-12 education and community service placements. The three top funding agencies are the US Department of Labor, the US Department of Education, and the Washington State Board of Community and Technical Colleges (SBCTC).
Corporate and Continuing Education works with local corporations and small businesses to develop customized training unique to their needs. These community partnerships have resulted in individual industry-driven courses like Basic Electronics Troubleshooting for the aerospace industry, a robust new leadership training program, and the Small Business Accelerator program, which provides group training and one-on-one business consulting services once each month for a year to assist small business owners who are seeking to grow their existing businesses. This program is supported by foundation grant funding and local financial institutions.

Since hiring our Director of International Education in 2008, the number of international students at EvCC has nearly tripled, from approximately 50 international students enrolled each quarter to close to 150 students enrolled each quarter. These students come from more than 25 countries, including Brazil, Egypt, France, Ghana, India, Indonesia, Iraq, Kenya, Kuwait, Nepal, Philippines, Russia, South Africa, Tunisia, and Thailand. The top five countries of origin are Korea, Hong Kong, Japan, People’s Republic of China, and Vietnam.

The growth in enrollments, both international and domestic, has created an increased demand for student support services such as financial aid, tutoring, and educational and career advising. In response to these demands, the College has increased access to scholarships and other financial aid, increased access to tutoring using grant funds, and implemented a new mandatory faculty advising policy. The College has also been working to expand student spaces using self-imposed student fees. The new Student Fitness Center opened in January 2011, and construction of the remodeled and expanded Parks Student Union is underway. In addition, EvCC is growing to serve more students in east Snohomish County through its new East County Campus.

**Topics Previously Requested By the Commission**

Everett Community College completed its most recent Self Study in April 2010. The Commission requested that the institution submit an addendum to this report addressing Recommendations 1, 2, 3, and 4 of the Spring 2010 Comprehensive Evaluation Report. The College has taken appropriate action to ensure that these Recommendations have been addressed and resolved. The College was commended for its clear commitment to and support of academic freedom. Moreover, the Commission applauded the College and its students for cultivating an environment where students actively participate in governance and advocacy. This environment enhances student learning and development.

**EVERETT COMMUNITY COLLEGE COMMENDATIONS**

1. The College is commended for its clear commitment to and support of academic freedom.
2. The College and the students are commended for cultivating an environment where students actively participate in governance and advocacy. This environment enhances student learning and development.
3. The College is commended for a high level of student satisfaction with the quality of education and the College’s focus on student success.
4. The College is commended for developing innovative programs in response to community needs.
5. The College is commended for implementing programs and services that demonstrate its commitment to diversity.

**EVERETT COMMUNITY COLLEGE RECOMMENDATIONS**

Actions taken in response to each of the following recommendations are detailed in Addendum A and Appendices 1A – 8C:

1. The evaluation committee recommends that Everett Community College implement a systematic program of academic advisement. Structures need to be established that encourage meaningful participation of faculty and staff in a collaborative effort to strengthen advising support to students. A system that facilitates two-way communication between faculty and staff and an improved alignment of advising loads is recommended. The Committee further recommends that specific advising responsibilities are defined, published, and made available to students (Standards 2.C.5, 3.D.10, 4.A.2).

2. The evaluation committee recommends that administration and faculty define and understand their respective roles in governance and that they demonstrate participation in institutional planning and the formation of policy. (Standards 1.B.3, 4.A.2, 6.A.2, 6.A.3, and Eligibility Requirements 7).

3. The evaluation committee recommends that the governing board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner (Standard 6.B.6).

4. While much progress has been made in assessment, Everett Community College has not provided sufficient evidence that its assessment activities lead to the improvement of teaching and learning. The evaluation committee recommends that Everett Community College provide evidence of program effectiveness by using the results of its instructional assessment process in a comprehensive manner. The committee recommends that Everett Community College fully implement a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements. This is a long-standing issue as noted in the Interim Reports in 2001, 2002, 2005, 2006, and 2008 (Standard 2.B.3 and Policy 2.2).

5. The evaluation committee recommends that Everett Community College demonstrates that its financial planning includes a minimum of a three-year projection of major categories of income and specific plans for major categories of expenditures (Standard 7.A.2).

6. The evaluation committee recommends that Everett Community College publishes its annual budget and distributes it to appropriate constituencies (Standard 7.A.3).

7. The evaluation committee recommends that Everett Community College develops a governing board policy guiding the use and limit of debt (Standard 7.A.4).

8. The evaluation committee recommends that Everett Community College develops a governing board policy regarding cash management and investments (Standard 7.C.4).
Chapter One
Standard One: Mission, Core Themes, Goals, and Outcomes

SECTION I: MISSION

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

Mission Statement (Standard 1.A.1)

MISSION STATEMENT
Everett Community College creates life-changing educational opportunities where students become active learners who strengthen our diverse local and global communities.

Everett Community College uses a Strategic Plan to achieve its mission. The most recent Strategic Plan was reviewed and approved by the Board of Trustees in 2009. EvCC’s Strategic Plan specifies six initiatives, each of which implements an aspect of the College’s mission.

STRATEGIC INITIATIVES

Initiative One: EvCC will develop practices and procedures that build the legacy of sustainability in all areas of the College, including instruction, operations, construction, facilities, land use, energy conservation, and financial management.

Initiative Two: The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees with multi-cultural experiences and diverse backgrounds.

Initiative Three: The College will increase access and retention, with special attention to underserved populations.

Initiative Four: The College will promote signature programs in healthcare, advanced technologies, sciences, entrepreneurship, and the visual arts, and serve additional regional educational needs through the distinctive University Center.

Initiative Five: The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services.

Initiative Six: The College will support educational programs that result in a more globally aware and diverse student body and workforce.
Core Themes (Standard 1.B.1)

EvCC has identified four Core Themes that contribute to achieving its mission:

1. **Access** – We strengthen our communities by providing access to higher education.
2. **Readiness** – We strengthen our communities through Readiness: Basic Skills and Developmental Education.
3. **Workforce Education and Training** – Workforce Education and Training educates students to be job ready, technically excellent, culturally literate, ethically grounded, future oriented, and skilled in collaboration.
4. **Transfer Education** – We prepare students to successfully transfer to and succeed at four-year institutions.

Mission Fulfillment (Standard 1.A.2)

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

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

Everett Community College’s Mission Statement was developed with comprehensive campus participation to reflect the following principles and fulfillment measures:

- We are an educational organization. Our job is to create and deliver educational opportunities. We can measure this through assessing programs for quality and relevance, and by enrollment.

- We believe that an important outcome of our programs, processes and services, is that students develop the active learning skills that will help them continue to learn and be successful in transfer and in careers. We can measure this through transfer success, through employment rates and salary. We can document CCSSE results, other student opinion surveys, and by providing internships, study abroad, interactive classrooms, etc.

- We believe that preparing students to strengthen communities includes aspects of employability; economic benefit to individuals, families and the community at large; responsible citizenship; community involvement, and the opportunity to gain global competencies through instructional emphases as well as diverse student enrollment. We can measure basic skills improvement points, license pass rates, employment and document community involvement through College programs.
The inclusion of local and global communities indicates our belief that our impact is not simply our district, nor should it be. Those who live in our district inevitably have economic and/or social ties that are global. Those who come from other nations and cultures also have impact locally and globally. Furthermore, the reference to communities implies the diversity of communities—and the individuals within them—that we serve. We can describe our student profile and document programs and activities that involve diversity.

EvCC’s four Core Themes—Access, Readiness, Workforce Education and Training, and Transfer Education—define the essential work necessary to fulfill our mission and connect our Mission Statement with our Student Core Learning Outcomes, which state that education at EvCC will result in students who are able to:

- Engage and take responsibility as active learners
- Think critically
- Communicate effectively
- Participate in diverse environments
- Utilize information literacy skills
- Demonstrate computer and technology proficiency

Successful achievement of the desired outcomes established in this report will be considered fulfillment of our mission, with the understanding that the measurement of these outcomes is to be used for the purpose of continuous performance assessment and improvement.

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

The College’s Mission Statement was most recently reviewed and revised in 2009-10 following a comprehensive, campus-wide assessment of the Strategic Plan. Knowing that the formal mission statement of the State’s community colleges resides in the Revised Code of Washington (RCW), the EvCC community wanted a succinct EvCC mission statement that uniquely represented our common sense of purpose.

The review and revision of the Mission Statement involved comprehensive campus engagement in the process. Campus-wide meetings, campus e-mail, and departmental meetings were used to gain input. The Community Diversity Advisory Committee was consulted, and the Associated Student Body participated in two sessions. College Council was consulted at several points, and consensus was finally reached at the Cabinet level. Their recommendation was approved by the Board in February 2010. The Mission Statement is posted in the catalog, on the web, in various publications and on posters in all College buildings and classrooms.

Using the Mission Statement and Core Learning Outcomes as a basis, each Core Theme’s objectives, indicators, desired outcomes, baseline measures, and rationales were developed by a small group within the Steering Committee, and was reviewed and revised as necessary. The Chair of the Steering Committee shared the Core Themes with and requested input from various campus stakeholders at group meetings with College Council, Instruction Council, individual departments, all faculty, all Instruction and Student Services administrative personnel, and the Associated Student Body leadership. They were also posted on the College’s accreditation website for general review and comment. The Core Themes were reviewed and approved by the President and the Board of Trustees in January 2011.
SECTION II: CORE THEMES (Standard 1.B.2)

Core Theme One: Access

We strengthen our communities by providing access to higher education. In order to achieve our mission, EvCC offers an “open door” to all students, including those who may not be eligible for admission to selective institutions of higher education. Our goal is to reduce barriers to enrollment so that more students can successfully achieve their individual education and employment goals. We reach out to diverse populations in our community in coordination with community partners such as K-12 school districts and the Workforce Development Council Snohomish County. EvCC actively works to offer scholarships and other financial aid, mandatory orientation and advising, and class scheduling that can fit into our students’ work and family responsibilities. We offer classes at satellite campuses in East County (Monroe) and North County (Tulalip/Marysville), online and hybrid classes, a grant-funded extended nursing program, and I-BEST (Integrated Basic Education & Skills Training) classes to better meet our students’ needs. Our success in providing access will be measured using enrollment figures, student satisfaction surveys, Student Achievement Initiative points, and retention and completion figures.

Objective 1: Facilitate access through outreach strategies to, and partnership programs with, selected agencies, middle schools and high schools, school districts and other organizations.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1A</td>
<td>We are able to identify our outreach strategies, activities, and results.</td>
</tr>
<tr>
<td>1.1B</td>
<td>We are able to identify our partnerships and the resulting programs with enrolled students or other measures relevant to the partnership.</td>
</tr>
<tr>
<td>1.1C</td>
<td>Total Annual FTE enrollment.</td>
</tr>
</tbody>
</table>

Rationale

As a community college, we must be present in our communities in ways that affect our residents’ understanding of educational opportunities and improve the area’s participation rate in higher education. Partnership programs can optimize mutual interests in engaging our residents in higher education at EvCC. We expect to maintain or increase our targeted state-supported FTE enrollment, and utilize self-support classes to meet need and demand.
**Objective 2: Facilitate access through support services that reduce barriers to enrollment and completion.**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2A Turnaround time for financial aid processing.</td>
<td>Four week turnaround time.</td>
</tr>
<tr>
<td>1.2B Number of scholarship awards and number of dollars awarded through scholarships annually.</td>
<td>We award scholarships to more students and more scholarship dollars are awarded each year.</td>
</tr>
<tr>
<td>1.2C Student satisfaction survey responses regarding advising services.</td>
<td>Surveys show increased student satisfaction .</td>
</tr>
<tr>
<td>1.2D Positive change in retention for selected populations.</td>
<td>Fall to Fall retention of identified sub-populations as well as all certificate and degree-seeking students show improvement. Total retention increased by 3% over baseline by Fall 2013.</td>
</tr>
<tr>
<td>1.2E Student Achievement Initiative (SAI) indicators will show increases.</td>
<td>We continue to show increases in SAI points.</td>
</tr>
</tbody>
</table>

**Rationale**
Previous evidence suggests that delays in financial aid award notification and lack of financial aid support inhibit attendance. The indicators provide measure of improvement in timeliness and quantity of financial aid support. We believe that developing stronger relationships between students and college advisors can positively affect retention. Student satisfaction surveys and SAI indicators will help us determine whether our efforts in advising have an effect on students’ ability to enroll, stay in college, and achieve their individual educational goals.

**Objective 3: Provide alternatives in program delivery to special populations to reduce barriers to enrollment and success.**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3A Enrollment in East County programs and in Tulalip/North County programs.</td>
<td>Increased enrollments.</td>
</tr>
<tr>
<td>1.3B Online and hybrid enrollments.</td>
<td>Increased enrollments.</td>
</tr>
<tr>
<td>1.3C Three-Year Evening Nursing program (which begins January 2011).</td>
<td>A high proportion of admitted students graduate within 3 years.</td>
</tr>
<tr>
<td>1.3D I-BEST enrollments.</td>
<td>Increased enrollments and stability or increases in types of classes offered.</td>
</tr>
</tbody>
</table>

**Rationale**
We will be able to determine if we are improving our level of service and ease of access to these special populations by observing enrollment changes in our East County and Tulalip/North County programs, online and hybrid classes, Three-Year Evening Nursing program, and our basic education and career programs.
Core Theme Two: Readiness

We strengthen our communities through Readiness: Basic Skills and Developmental Education. Providing Basic Skills and Developmental Education is an essential part of EvCC’s mission. In order to truly offer access to higher education, we must serve each student as he or she comes to the college. Many students are not college-ready when they graduate from high school. Others have dropped out of high school, or they have been out of school for many years and some skills have been lost through disuse. Still other students are English language learners who need ESL classes or ESL I-BEST classes to make that life-changing jump to family wage employment and full participation in our community. Often these students need additional wrap around services such as child care or tutoring that address the multiple barriers to success. Our objective is to continue serving these students with increasing effectiveness that will lead to more Basic Skills and Developmental Education students successfully transitioning to college-level courses and achieving their employment and educational goals. Success in this Core Theme will be measured using enrollment data; Student Achievement Initiative points; and student retention, completion, and employment rates. This work is supported by EvCC’s Pre-College Task Force.

Objective 1: The College maintains a commitment to serving Basic Skills and Developmental level students.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1A ABE/GED/ESL annualized FTE.</td>
<td>Maintain annualized FTE.</td>
</tr>
<tr>
<td>2.1B Basic Skills enrollments as a percentage of FTE vs. other colleges.</td>
<td>Basic Skills FTE as a percentage of all FTE is at or above state average.</td>
</tr>
<tr>
<td>2.1C I-BEST annualized FTE.</td>
<td>Annualized enrollment increases (state and self-support).</td>
</tr>
<tr>
<td>2.1D Development Ed annualized FTE.</td>
<td>Increase in annualized FTE.</td>
</tr>
</tbody>
</table>

Rationale

Chosen objectives indicate ongoing commitment to serving students who need remedial and transitional education, including I-BEST courses that provide workforce training in the same classroom with ABE/ESL instruction.

Objective 2: Students demonstrate progress through their programs (Student Achievement Initiative [SAI] points)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2A SAI points per student ESL.</td>
<td>Increase in SAI points per student.</td>
</tr>
<tr>
<td>2.2B SAI points per student ABE/GED.</td>
<td>Increase in SAI points per student.</td>
</tr>
<tr>
<td>2.2C SAI points per student remedial math.</td>
<td>Increase in SAI points per student.</td>
</tr>
<tr>
<td>2.2D SAI points per student remedial English.</td>
<td>Increase in SAI points per student.</td>
</tr>
</tbody>
</table>

Rationale

Student Achievement Initiative points indicate level of institutional improvement in serving students in Basic Skills and Developmental Education.
Objective 3: Students transition to higher level education programs.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3A ESL and ABE students transition to developmental level.</td>
<td>Increase in percentage of students transitioning.</td>
</tr>
<tr>
<td>2.3B ESL, ABE, Developmental Math, Developmental English, Reading and Study Skills students transition to college level.</td>
<td>Increase in percentage of students transitioning.</td>
</tr>
</tbody>
</table>

Rationale
EvCC’s mission to create life-changing educational opportunities for students is best fulfilled when students achieve at least some post-secondary education. Thus, it is important for us to measure how successful we are at helping Basic Skills and ESL students’ transition to Developmental Education and Developmental Education students bridge to college-level studies.

Objective 4: Students achieve outcomes in career and educational pathways.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4A Basic Skills students with employment goal find employment.</td>
<td>Increase in percentage of students reaching employment goal.</td>
</tr>
<tr>
<td>2.4B Basic Skills students with GED goal complete GED.</td>
<td>Increase in percentage of students reaching GED goal.</td>
</tr>
</tbody>
</table>

Rationale
Unlike four-year colleges where most students have the same educational goal—to earn a bachelor’s degree—community colleges welcome a widely diverse population of learners, each with different life experiences and different personal goals. We count every goal accomplished as a success, whether that is a GED, a job, or a degree.
Core Theme Three: Workforce Education and Training

Workforce Education and Training educates students to be job ready, technically excellent, culturally literate, ethically grounded, future oriented, and skilled in collaboration. Preparing students for employment in the 21st century workplace is an important part of EvCC’s mission. An educated workforce attracts new businesses to our communities, strengthening our region’s economy and providing opportunities for our students to thrive. Truly skilled workers need more than the ability to follow instructions to complete repetitive tasks. In order to compete effectively in the local and global marketplace, students must become adept with quickly-changing technology and learn to work cooperatively with diverse colleagues and customers. The mix of workforce education and training programs offered is determined to meet regional industry needs as informed by advisory boards and local data to facilitate subsequent student employment. EvCC also provides ongoing training for incumbent and displaced workers to facilitate the career pathway of each student. Success will be reflected by enrollment figures; student retention; completion of certificates or degrees; employment in family wage jobs; student and employer satisfaction; successful industry licensure; and observation of soft skills like ethics, collaboration, communication, and math.

Objective 1: Enrollment sufficient for program viability

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1A</td>
<td>Students appropriately coded to the program they are pursuing.</td>
</tr>
<tr>
<td>3.1B</td>
<td>Total Annual FTE enrollment and total self-support enrollment as appropriate.</td>
</tr>
</tbody>
</table>

Rationale
Accurate data is essential for student success and program performance tracking and to tie funding such as Perkins, grants, etc. to program. We expect to maintain or increase our state-supported FTE enrollment. We expect to provide necessary community and grant supported initiatives to meet local need when state support may not be the best approach.

Objective 2: Produce graduates who are job ready

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2A</td>
<td>Number of certificates and/or degrees awarded annually by program.</td>
</tr>
<tr>
<td>3.2B</td>
<td>Program graduates get jobs in their fields at greater than Snohomish County family wage.</td>
</tr>
<tr>
<td>3.2C</td>
<td>Employer satisfaction with graduates</td>
</tr>
<tr>
<td>3.2D</td>
<td>Upon program completion, students have prepared professional job search materials as appropriate to their career.</td>
</tr>
<tr>
<td>3.2E</td>
<td>Students are supported by campus job search resources.</td>
</tr>
</tbody>
</table>
Rationale
It is necessary for us to identify exiting students by appropriate exit codes or awards of certificates and/or degrees because this measure determines state incentive funding, program viability, and status as an eligible provider of specific programs. The major goal of vocational programs is to educate students to attain at least family wage jobs, so improvement in this metric is essential. Our graduates must also have professional job search materials, which are key components to employment success. Building on this foundation of graduates who have the necessary industry skills and professional job search materials, employment success will be positively influenced by assisted connection to jobs.

Objective 3: Produce graduates who are technically adept

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3A Program content is aligned with industry skill standards, when available.</td>
<td>Programs will incorporate industry standards/certifications where present.</td>
</tr>
<tr>
<td>3.3B Program content is reviewed by technical advisory committee.</td>
<td>Advisory committee and/or industry input will occur at least annually for program planning and updating.</td>
</tr>
<tr>
<td>3.3C Students achieve satisfactory pass rate on industry required licensure exams as appropriate.</td>
<td>Industry certification pass rates for reported programs will exceed 85%.</td>
</tr>
<tr>
<td>3.3D Students achieve satisfactory pass rate and GPA in technical core of program, or in individual classes.</td>
<td>Steady increase over time.</td>
</tr>
<tr>
<td>3.3E Students use contextually applicable vocabulary and communicate to industry expectations.</td>
<td>Classroom assessment maps to reflect applied vocabulary use.</td>
</tr>
<tr>
<td>3.3F Students are satisfied with experience and results of workforce education and training programs.</td>
<td>Graduate follow-up surveys express satisfaction with workforce education.</td>
</tr>
</tbody>
</table>

Rationale
Chosen indicators measure accomplishments that determine a student’s ability to become employed in a family-wage job after completing his or her chosen workforce education program. Industry involvement in program design provides context, currency, and local relevance to curriculum. Student achievement of satisfactory GPA, industry licensure, and adoption of industry standard behavior and vocabulary demonstrate professional competency to work in the specific industry or field. Student satisfaction influences word of mouth referrals and program reputation in the community.

Objective 4: Produce graduates who are culturally literate and skilled in collaboration.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4A Degree programs contain Human Relations class; diversity courses required of all degrees.</td>
<td>All programs meet Human Relations in the Workplace standards.</td>
</tr>
<tr>
<td>3.4B Certificate programs address ability to work in teams, including non-homogeneous teams.</td>
<td>Classroom assessment maps to reflect ability to work in teams.</td>
</tr>
</tbody>
</table>
Rationale
All programs must meet Human Relations in the Workplace standards. Employers need assurance that employees understand the contemporary workplace. Simulation of workplace environments provides a ‘safe’ environment for practice of collaboration and team building skills.

Objective 5: Produce graduates who are ethically grounded.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5A Programs address student code of conduct, including ethical behavior and actions.</td>
<td>Violations of student code of conduct decrease.</td>
</tr>
<tr>
<td>3.5B Professional ethics are a skill standard addressed in curriculum with performance to industry standard expected.</td>
<td>Professional ethics included in appropriate workforce course syllabi.</td>
</tr>
</tbody>
</table>

Rationale
Employers expect ethical behavior and legal actions from employees. Understanding and practice of workplace ethics are essential elements of workforce education and training.

Objective 6: Produce graduates who are capable of performing the numeracy and problem solving required by their trade.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6A Appropriate content, course selection and resulting pass rate of specified quantitative course in the degree or certificate program.</td>
<td>Minimum pass rate of 55%.</td>
</tr>
</tbody>
</table>

Rationale
Mathematic skills and problem solving are essential skills in the workplace.

Objective 7: EvCC has qualified faculty

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7A All faculty meet state criteria for Vocational Certification for academic preparation, relevant work experience, and currency of experience.</td>
<td>All Prof/Tech Faculty will meet state Vocational Certification guidelines and will be reviewed annually.</td>
</tr>
</tbody>
</table>

Rationale
A well-qualified faculty facilitates student learning and successful completion of certificate, degree, and/or industry licensure.
Core Theme Four: Transfer Education

We prepare students to successfully transfer to and succeed at four-year institutions. By building a strong foundation of general education requirements and active learning skills with the help of a highly qualified faculty, EvCC students are positioned to excel in their last two years of college at a four-year institution. For the last 70 years, EvCC has been a center of higher education for Snohomish County, and it is an important part of our mission to prepare our students to be intellectual and industrial leaders. EvCC’s objective is to ensure that students pursuing a transfer degree develop the skills necessary to succeed at a four-year institution, transition smoothly to a four-year college or university, and successfully complete a bachelor’s degree. EvCC supports the University Center of North Puget Sound as a demonstration of our commitment to provide local access to four-year degree transfer options. We will measure fulfillment of this Core Theme with SAI points, core learning outcome measures, student retention and completion rates, transfer rates, GPA and graduation from four-year institutions, and student satisfaction surveys.

Objective 1: Students make progress toward and complete their transfer degree.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1A Number of transfer degrees awarded and graduation rate.</td>
<td>Percentage growth in number of transfer degrees awarded each year and graduation rate will be greater than the percentage growth in enrollments two years prior.</td>
</tr>
<tr>
<td>4.1B Pass rate in barrier courses.</td>
<td>Percentage of students earning a grade of C or better will increase in each course each year.</td>
</tr>
<tr>
<td>4.1C Retention rate.</td>
<td>Fall to Fall retention rate will increase from year to year.</td>
</tr>
<tr>
<td>4.1D Student Achievement Initiative Momentum Points. (College readiness, first 15 college-level credits, first 30 college-level credits, and first college-level quantitative course passed.)</td>
<td>In each momentum point category, there will be an increase in points per student each year.</td>
</tr>
</tbody>
</table>

Rationale

A primary mission of the College is to prepare students to transfer to a four-year institution. Students who pass barrier courses, those who are retained Fall to Fall, and those who progressively meet Student Achievement Initiative Momentum Points are significantly more likely to complete a transfer degree and continue their post-secondary education at a four-year institution.

Objective 2: Transfer students transfer and successfully perform at four-year institutions.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2A Number of students who transfer to four-year institutions.</td>
<td>Percentage growth in number of transfers each year will be greater than the percentage growth in enrollments two years prior.</td>
</tr>
</tbody>
</table>
4.2B GPA at four-year institutions. | Average cumulative GPA will be 2.5 or higher.
---|---
4.2C Number of credits earned at four-year institutions. | Average number of credits earned per year by full-time students is at least 30 (quarter schools) or 24 (semester schools).
4.2D Graduation rate at four-year institutions. | The average graduation rate for student who transferred from EvCC will equal or exceed the average graduation rate for colleges and universities in Washington as specified in the Chronicle of Higher Education Almanac issue.

Rationale
Success at four-year institutions as defined by admission rate, GPA, number of credits completed, and graduation rate demonstrates effective preparation at EvCC.

Objective 3: EvCC has up-to-date articulation with four-year institutions.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
</table>
| 4.3A Up-to-date articulation agreements with four-year institutions. | Articulation agreements are current with all Washington State four-year institutions.

Rationale
Articulation agreements help students transition smoothly to admission to four-year institutions.

Objective 4: Transfer students demonstrate competency in core learning outcomes.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
</table>
| 4.4A Program-level outcomes data from program reviews. | Assessment of program-level outcomes data improves over time.
| 4.4B Degree-level outcomes data. | Assessment of degree-level outcomes data improves over time.
| 4.4C Student self-reporting of progress in courses linked to core learning outcomes. | Maintain 85% of student who indicate moderate or better progress with respect to core learning outcomes assessed in the “Aggregate IDEA Results for Selected Questions” report, and 85% of transfer students indicate “fairly successful” or “very successful” in response to each of the core learning outcomes in question 11.
Rationale
Skill development across a variety of core learning outcomes is key to achieving a transfer degree and successful enrollment at a four-year institution.

Objective 5: EvCC has a highly qualified faculty.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5A Full-time to part-time faculty ratio.</td>
<td>Maintain ratio of state average or better.</td>
</tr>
<tr>
<td>4.5B Faculty diversity in age and ethnicity.</td>
<td>Maintain or increase diversity over time.</td>
</tr>
<tr>
<td>4.5C Percentage of faculty with a doctoral or terminal degree.</td>
<td>Maintain or increase percentage of faculty holding terminal degree.</td>
</tr>
<tr>
<td>4.5D Student perceptions of faculty qualifications.</td>
<td>Average rating of 3.5 or higher on IDEA Survey Form question 41.</td>
</tr>
</tbody>
</table>

Rationale
A well-qualified faculty facilitates student learning and successful completion of degree.

Objective 6: Transfer students positively evaluate their educational experience at EvCC.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6A Overall indication of satisfaction.</td>
<td>85% of transfer students indicate “probably yes” or “definitely yes” in response to question 1 of the Graduation Survey and “satisfied” or “very satisfied” in response to question 2 of the Graduation Survey.</td>
</tr>
<tr>
<td>4.6B Indication of development of abilities in core learning outcomes.</td>
<td>85% of transfer students indicate “fairly successful” or “very successful” in response to each of the core learning outcomes addressed in question 11 of the IDEA Survey.</td>
</tr>
</tbody>
</table>

Rationale
Students who indicate overall satisfaction with EvCC and with their development of abilities in core learning outcomes are more likely to graduate and transfer to a four-year institution.
SECTION III: CHAPTER SUMMARY

Everett Community College’s Year One Report defines the College’s Mission, Core Themes and Expectations.

Achievement of the Core Themes will lead to fulfillment of EvCC’s mission to **create life-changing educational opportunities where students become active learners who strengthen our diverse local and global communities.** Each Core Theme is defined with objectives, indicators of how we will measure and assess whether we achieved the objectives, and desired outcomes for each indicator, as well as a rationale for why we chose each indicator and how they will help us achieve the objective. These Core Themes and their measures of evaluation will help us determine the extent of mission fulfillment.

EvCC’s four Core Themes are:

- **Access;**
- **Readiness;**
- **Workforce Education and Training;** and
- **Transfer Education.**

By offering access to higher education, readiness assistance, workforce training, and transfer education, EvCC is changing our students’ lives one at a time while building strong, diverse local communities and bridges to global opportunities. We will collect and analyze data in order to assess our performance in achieving the established desired outcomes. Benchmark data has been gathered to permit comparison and reveal changes needed to position EvCC for continued growth and improvement of teaching and learning.

The College seeks to improve its planning by sharing its Vision Statement, Mission Statement, Core Themes, and Strategic Plan within the communities served by the College and incorporating the views of more community groups and interested parties during the strategic planning process. It is an ongoing goal of EvCC to strengthen and maintain its relationship with the community, including students and their families, industry stakeholders, K-12 education partners, four-year education partners, and other community members.

By using the evaluation tools defined in the Year One Report, EvCC strives to be a model community college in quality of education and environment. EvCC endeavors to meet the needs of its diverse student body in the face of environmental and economic shifts and the changing demands of a local and global workforce.

The Year One Report helps create a foundation that will guide EvCC through the ongoing accreditation process. EvCC plans to use the Year One Report as a means of self-reflection as the College continues to improve the quality of education and student services it provides. Additionally, the Year One Report will help to develop the additional reports in the seven-year accreditation process.
ADDENDUM
INTRODUCTION

Everett Community College (EvCC) respectfully submits this addendum to the First Year Report to the Northwest Commission on Colleges and Universities as requested in its July 28, 2010 letter. The Commission requested that the institution address Recommendations 1, 2, 3, and 4 of the spring 2010 Comprehensive Evaluation Report. The Commission also requested that the institution prepare a Financial Resources Review in Spring 2011 to address Recommendations 5, 6, 7, and 8 of the Spring 2010 Comprehensive Evaluation Report. The following responses describe actions taken to address and resolve each of these recommendations.

Actions Taken Regarding Recommendations

Recommendation 1

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 1:

The evaluation committee recommends that Everett Community College implement a systematic program of academic advisement. Structures need to be established that encourage meaningful participation of faculty and staff in a collaborative effort to strengthen advising support to students. A system that facilitates two-way communication between faculty and staff and an improved alignment of advising loads is recommended. The Committee further recommends that specific advising responsibilities are defined, published, and made available to students (Standards 2.C.5, 3.D.10, 4.A.2).

Action Taken

EvCC has implemented mandatory orientation for all students in summer 2010 and mandatory advising with faculty for students prior to their third quarter (Appendix 1.A). A standing committee, Mandatory Orientation and Advising Committee, includes faculty and staff and reports directly to the vice president of instruction and student services, has met regularly to implement the timeline and training. The committee continues to review the processes that have been put in place and evaluates each implementation phase.

Students complete an online orientation or a face-to-face orientation prior to registering for classes their first quarter. Enrollment Services unblocks students in order to enroll upon successful completion of the orientation. This new requirement is communicated to all students through the web, published
schedules, outreach activities, and advising. Enrollment Services is tracking the total number of students completing the online application and online orientation to determine if this requirement is impacting overall enrollments.

An online advising tool, Degree Audit, was implemented to provide students and faculty with an individualized degree plan. Degree Audit allows faculty and students to see assessment scores, current transcript information, as well as notes posted by an Advisor. Enrollment Services has also integrated transcript evaluation process for electronic transcripts from other colleges to be uploaded directly into Degree Audit. A new policy was implemented to block continuing students from enrolling in their third quarter until a Degree Plan has posted in Degree Audit.

In the spring 2010 the AFT, Everett, Higher Education, Local 1873 and EvCC management successfully negotiated mandatory advising loads of thirty students annually for each tenured faculty member (Appendix 1.D). An ongoing training program (Appendix 1.B) has been implemented for all faculty to be trained in advising including the following topics:

- How new students are informed of this requirement
- How and when faculty advisor assignments are made
- What is a Degree Plan
- Where is the Degree Plan maintained
- How do faculty advisors notify us that a Degree Plan has been completed for a student to remove the registration block
- Answers to frequently asked questions about Mandatory Advising

Faculty develop a degree plan for all new students before they reach 45 credits and then electronically submit a release of the registration block to Enrollment Services. A plan was developed by the faculty to assign students to faculty (Appendix 1.F). Each quarter students are notified by mail how to contact their advisor. Deans and faculty are provided a list through a shared drive of all of their assigned students with contact information each quarter.

In August 2010 five Educational Planner positions were created and filled to provide entry information for students. These Educational Planners work fulltime in the Counseling, Advising, and Career Center (CACC) providing twelve months of coverage in the CCAC. They are available to meet with students after completing assessment testing in order to schedule first quarter classes and direct the student to the appropriate program advisor. In our effort to ensure that students get connected with the appropriate personnel in the CACC, the Dean of Student Development and Diversity Advocacy informed the campus community in September of the services of Counselors and Educational Planners (Appendix 1.E).

Faculty Counselors are available on an appointment basis to provide educational, career and personal counseling services for students. Educational Planners are available on a walk-in basis to assist students in getting started, understanding placement test scores, helping with course selection, unofficial transcript evaluation, etc. In the past, students were sent to CACC to see a Counselor for all of the above. With the recent addition of Educational Planners, additional access was created for students to receive entry advising information.
An Advising website for students [http://www.everettcc.edu/advising](http://www.everettcc.edu/advising) has been developed and updated to include information on online orientation, curriculum guides, Educational Planners, faculty advisors and resources available to students.

**Conclusion for Recommendation 1**

EvCC has developed a systematic program of Academic Advising that encourages meaningful participation of faculty and staff in a collaborative effort that has strengthened advising support to students. Two-way communication has been facilitated by both faculty and staff participating together on the Mandatory Orientation and Mandatory Advising Committee and implementation of these two new requirements for all students. The AFT has collaborated with management to successfully implement a Mandatory Advising Plan and to provide training and support for all faculty, librarians, and counselors. Specific advising responsibilities for students are published on the Advising website and college publications including the quarterly schedules. Degree Audit has been fully implemented to provide students and faculty individualized information in regard to progress toward meeting their academic plan. In addition, direct mailings, posters, advising website, and digital signage are utilized each quarter to notify students of specific advising responsibilities.

**Appendices**

- Appendix 1.A: Mandatory Advising and Orientation Status Timeline
- Appendix 1.B: Mandatory Advising Degree Audit – Opening Week
- Appendix 1.C: EvCC Advising
- Appendix 1.D: Letter of Agreement AFT/EvCC
- Appendix 1.E: Educational Planners Role/Responsibilities
- Appendix 1.F: Mandatory Advising Faculty Plan

**Recommendation 2**

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 2:

> The evaluation committee recommends that administration and faculty define and understand their respective roles in governance and that they demonstrate participation in institutional planning and the formation of policy (Standards 1.B.3, 4.A.2, 6.A.2, 6.A.3, and Eligibility Requirements 7).

**Action Taken**

Since last spring, both the administration and the faculty have worked to better define and understand respective roles in governance by redefining the College Council (Appendix 2.A), developing a faculty senate, updating and reviewing policies and procedures, updating organizational charts for every area, and a review of Policy Governance by the Board of Trustees (Appendix 2.B).

A memo from the President on October 4, 2010 was distributed to the campus defining the College Council; its importance to college governance and decision-making, and several changes to be
incorporated within its operations. More emphasis has been placed on the concept of "shared governance" with the Council selecting its own leadership, determining annual priorities, running meetings and greater connection to the Vice-Presidents in their weekly meetings. Membership has also been increased to facilitate broader representation.

During the summer a faculty task force convened and continued to meet during Fall Quarter (with the support of the administration) to develop a proposal for a Faculty Senate. The task force developed a proposal, based upon research and discussions of senate models and best practices across the country. The proposed model consists of three components—a Faculty Forum (to which all faculty are members), a Faculty Council (which sets the agenda and, therefore, the priorities of the Faculty Forum) and a Faculty Council President (who chairs the other two bodies and serves as their primary voice). The model has been shared with the vice president of instruction and student services as well as the president. During Winter Quarter, the faculty are developing by-laws and formalizing the proposal.

A comprehensive effort to review and post all college policies in one location on the EvCC website has been implemented. Each existing policy has been developed into a consistent format, reviewed by the President’s Executive Team, and posted to a website available to everyone: [http://www.everettcc.edu/administration/policy/](http://www.everettcc.edu/administration/policy/). New policies (such as staff/student relationships) have been developed by a committee representing faculty, staff, administration and students, distributed to the entire campus through email to review, and presented at public forums for discussion before it is on the Executive Team’s agenda for discussion. Upon approval of the Executive Team, new policies are then brought to the Board of Trustees for their consideration and approval. Once a new policy is approved by the BOT, it is posted to the policy website (Appendix 2.C).

There are numerous opportunities for the campus community to review and provide input to the Strategic Plan and budget planning. Open meetings inviting the entire campus are scheduled from January through June to provide input into the budget process, in addition to online discussion boards, Presidential chats, and departmental meetings with the vice president of administrative services.

The college has updated and posted all department organizational charts on the EvCC website [http://www.everettcc.edu/visitors/](http://www.everettcc.edu/visitors/) for the entire campus and community to refer to. Since the spring 2010 Comprehensive Evaluation, the college has reorganized some areas in response to budget cuts as well as efficiencies. The combination of Instruction and Student Services has brought together the Deans from both areas to meet weekly resulting in a unified effort to meet the common goal of student success (Appendix 2.D).

The role and responsibility of Faculty Department Heads are reviewed each fall by the vice president of instruction and student services. A quarterly meeting with all Department Heads provides an opportunity for input and discussion of annual budgets, scheduling, associate faculty evaluations, and program reviews (Appendix 2.E).
Conclusion for Recommendation 2
The administration and the faculty have both worked very hard to define and understand respective roles through better communication, regular meetings and opportunities for feedback, and using online tools including discussion boards and the college website. As new policies have been developed, an open and inclusive process has been implemented for representative groups to have a voice and for the entire campus to have multiple opportunities to provide feedback. Compiling, organizing, and posting in one online location has provided everyone with quick access to all college policies.

Appendices
Appendix 2.A: President’s Memo 10/4/10
Appendix 2.B: BOT Agenda 10/19/10
Appendix 2.C: EvCC Policies
Appendix 2.D: Instruction and Student Services Organization Chart
Appendix 2.E: Department Head Responsibilities

Recommendation 3
The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 3:

The evaluation committee recommends that the governing board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner (Standard 6.B.6).

Action Taken
Prior to the Board of Trustees January 18, 2011 meeting, board members individually responded to a survey that assessed their role as a board member, board organization, policy planning, fiscal management, and support (Appendix 3.A). The report was reviewed by the members at the January 18th open public meeting. A summary of the ratings for each item resulted in a high score of 5.0 in four areas, 3.4 in three areas, and the remainder scores were in between. The Board of Trustees discussed strengths and areas of improvement as a result of Self Evaluation. The Board Chair also asked that the Evaluation be placed on the agenda each January in order to complete the evaluation annually.

Conclusion for Recommendation 3
With the implementation of an annual evaluation at their open meeting, the Board of Trustees has demonstrated to its constituencies that it successfully carries out its responsibilities in an effective and efficient manner.

Appendices
Appendix 3.A: BOT Agenda 1/18/11 with evaluation
Recommendation 4

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 4:

While much progress has been made in assessment, Everett Community College has not provided sufficient evidence that its assessment activities lead to the improvement of teaching and learning. The evaluation committee recommends that Everett Community College provide evidence of program effectiveness by using the results of its instructional assessment process in a comprehensive manner. The committee recommends that Everett Community College fully implement a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements. This is a long-standing issue as noted in the Interim Reports in 2001, 2002, 2005, 2006, and 2008 (Standard 2.B.3 and Policy 2.2).

Action Taken

The College immediately addressed this recommendation in spring 2010 by fully implementing a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements. Several steps were immediately taken to meet this standard:

1. The vice president of instruction and student services allocated summer 2010 funding for departments to include their Associate Faculty and Advisory Committees to define program level outcomes and assessment methods for each outcome. (Social Sciences, Early Childhood Education, Biology, Education Transfer, Written Arts, and Advanced Manufacturing completed this project.)

2. ALL instructional programs defined Program Level Outcomes and posted these outcomes on the program web landing page http://www.everettcc.edu/programs/ and the program curriculum guide.

3. A Faculty Assessment Coordinator continued to be funded .33 reassigned time to implement degree level assessment program. He worked directly with general education faculty in developing specific assessment methods for each of the major distribution areas: Communication, Quantitative Skills, Diversity, Humanities, Social Science, and Natural Science. In addition, the College has asked the director of institutional research to dedicate a portion of his time to assisting the assessment coordinator. The assessment coordinator and the director of institutional research have held workshops for faculty and deans, have consulted with departments, and have advised individual faculty members in the design of assessment measures.

4. ALL instructional programs completed an annual self-assessment by January 31, 2011. Each educational program assesses its needs for human, physical, and financial resources annually through the program review process: Three-Year Instructional Program Assessment Plan or Annual Instructional Program Assessment Plan. The needs identified in those reviews become the basis for the development of each program’s budget and the overall College budget for 2011-12. Through this process, the College focuses its resources on high standards of teaching and learning and allocates its resources to achieve that goal. Specific program improvements based upon assessment are listed in a chart below.

5. EvCC completed the following studies Spring 2010 to assess its programs and to make educational improvements:
a. Contracted with Washington State University to complete a Professional Technical Program Graduate Follow-up Study — provided feedback to program placement and salaries. This is now being disseminated to programs and advisory committees to review. One example of change made is the elimination of Corrections ATA with the development of AAS-T Criminal Justice Degree.

b. Contracted with Washington State University to complete a Leavers Study — determined that students leave the college due to work, financial resources, or transfer to another college. This led to creation of a Financial Resource Center to centralize financial information and emergency resources for students.

c. Community College Survey of Student Engagement (CCSSE) results indicated a concern in student-faculty interaction. This was addressed in implementation of Mandatory Advising and requiring all faculty to meet with and develop degree plans for thirty students annually.

<table>
<thead>
<tr>
<th>Community College Survey of Student Engagement</th>
<th>2010 Benchmark Summary Report - Everett Community College [Weighted]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Your College(s) Score</td>
</tr>
<tr>
<td>All Students Active and Collaborative Learning</td>
<td>49.8</td>
</tr>
<tr>
<td>All Students Student Effort</td>
<td>50.7</td>
</tr>
<tr>
<td>All Students Academic Challenge</td>
<td>50.6</td>
</tr>
<tr>
<td>All Students Student-Faculty Interaction</td>
<td>48.4</td>
</tr>
<tr>
<td>All Students Support for Learners</td>
<td>53.2</td>
</tr>
</tbody>
</table>

d. The College participated in a national benchmarking project using The IDEA Benchmarking for Learning Service allowing campuses to compare their student ratings results to a group of 6 to 10 peers (selected by the institution) who also use the IDEA Student Ratings System. In addition, comparative data is provided for all campuses and for campuses in the same general Carnegie classification using IDEA. Data was provided by academic year for at least three years and up to five of the most recent academic years so trends can also be examined. This work built upon using cumulative student scores to assess progress on Core Learning Outcomes achievement.

**Instructional Program Review Process:**
The vice president of instruction organizes and supervises the educational program review process. Program assessment plans are prepared during each fall quarter. Evaluation teams—consisting primarily of faculty in the programs being assessed—review, analyze, and complete the assessment of each program. The department chair has primary responsibility for preparing the final assessment, but other faculty, staff, and advisory committee members contribute information and analysis. Each assessment plan is then reviewed and commented on by the program’s dean, associate dean, or director during the first part of winter quarter. The program plans are then submitted to the vice president of instruction during winter quarter, prior to the start of the College’s annual budget process. The vice
president of instruction and the division deans use these assessments to expand or reduce educational programs, determine appropriate course offerings and staffing levels, prioritize equipment purchases, and make other budget decisions.

Each type of assessment is designed to improve the College’s educational programs and to improve student learning, but each serves a somewhat different purpose:

Three-Year Instructional Program Assessment Plan (Three-Year Plan)

The Three-Year Plan makes a broad assessment of a program. Each program first looks historically at its experience. The program reviews its curriculum developments, advisory committee activities, student learning outcomes, personnel changes, equipment acquisitions, facilities improvements, and other significant activities over the last three years. This analysis leads to an overall assessment of the program, which discusses the program’s strengths, weaknesses, threats to success, and program objectives for the next three years. The Three-Year Plan then specifies the objectives the program will pursue during the next academic year and the professional development, curriculum development, staffing, equipment, and facilities requirements needed to achieve those objectives. This three-year projection becomes the basis for the two annual reviews to follow.

Annual Instructional Program Assessment Plans (Annual Plan)

The Annual Plan assesses the program’s objectives, accomplishments, and environment during the previous academic year and develops objectives and requirements for the next academic year. To complete this analysis, each program reviews certain data from that program for the most recent three-year period: enrollment, staffing, grade distributions, and transfer/placement rates. This data is analyzed to determine any trends and their significance. In addition, the plan reviews changes in the program’s curriculum over the last year, identifies external and internal factors that significantly influenced the program during that year, and assesses the extent to which the previous plan’s program objectives have been met. Based on this analysis, the plan identifies specific program objectives for the next academic year. These objectives focus on activities that will improve student learning and the success of the program. The plan then specifies the professional development, curriculum development, staffing, equipment, and/or facilities requirements necessary to implement those objectives.

Assessment of Student Learning Outcomes:
In 2005, the College developed six student learning outcomes that apply to its degree and certificate programs:

1. Engage and take responsibility as active learners
2. Think critically
3. Communicate effectively
4. Participate in diverse environments.
5. Utilize information literacy skills
6. Demonstrate computer and technology proficiency

The student learning outcomes are published in the college catalog and on the college website, and are prominently displayed in every classroom. Moreover, all degree and certificate programs have program specific outcomes in addition to the core learning outcomes (Appendix 4.A). Specific student learning
outcomes are listed on each Course Information Form and reviewed prior to approval by the Instructional Council.

The College systematically assesses student achievement of both student learning outcomes and program specific outcomes as part of the annual program review process. The Three-Year Plan and the Annual Plan both require programs to indicate how they assess student achievement of the learning outcomes. Programs are not required to assess all learning outcomes simultaneously; they may assess one or two at one time and others at another time.

The program must describe its assessment process in either a standardized information grid or in a narrative in the program review document. This allows programs flexibility in designing assessment practices that best meet the needs of that program. In either case, however, the program must identify the learning outcome being assessed, the assessment measures used, the type of data collected, the program’s evaluation of that data, and actions taken as a result of the assessment.

Program reviews, including the discussion of assessment of student learning outcomes, are submitted to the appropriate dean. The dean reviews the program’s assessment process and works with program faculty to clarify and finalize the assessment measures. If necessary, the dean requests assistance from the assessment coordinator and the institutional researcher.

After the deans have reviewed and approved the program reviews, they are submitted to the vice president of instruction. If a program’s assessment measures seem inadequate, the vice president directs the assessment coordinator and institutional researcher to work with the appropriate dean and faculty to revise those measures.

The program reviews demonstrate that systematic assessment of student learning outcomes has led to improvements in teaching and learning. The following table contains examples from the program reviews and reports from department heads on best practices completed in winter 2010.

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Learning Outcome Assessed</th>
<th>Actions Taken in Response to Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Participate in diverse environments</td>
<td>Curriculum Guide updated to revising all courses to be recognized as “D-Diversity” course</td>
</tr>
<tr>
<td>World Language</td>
<td>Participate in diverse environments</td>
<td>Increased beginning language sections and added Arabic</td>
</tr>
<tr>
<td>English (Composition)</td>
<td>Think critically</td>
<td>Through portfolio review project over three years have adjusted assignments and changed the way teaching Engl&amp;101 and 102. Developed English Conversation Series with Dev Ed faculty.</td>
</tr>
<tr>
<td>English (Written Arts)</td>
<td>Engage and take responsibility as active learners</td>
<td>Implemented online and practical experience for writers through internships and practicums. Deleted specific literature courses.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Engage and take responsibility as active learners</td>
<td>Funded by the Rethinking Math Project, the Math faculty have redesigned the scope and sequence of pre-college math courses resulting in new options for students.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Utilize information literacy skills</td>
<td>Increased the number of assignments using graphing calculators, computer-mediated instruction, and math analysis software in appropriate courses.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Engage and take responsibility as active learners</td>
<td>Funded by Boeing, equipment was acquired to expand hands on learning. Implemented 4/year engineering degree on campus with St. Martins University. Partnered with WWU to provide $5,000 Space Grant scholarships for students</td>
</tr>
<tr>
<td>Pre-Nursing (Biology, English, and Chemistry)</td>
<td>Think critically</td>
<td>A fast track learning community was implemented that increased time to degree and critical thinking skills.</td>
</tr>
<tr>
<td>Physics</td>
<td>Engage and take responsibility as active learners</td>
<td>Restructured lab curriculum leading to independent student research project at the end of three quarter series.</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Think critically</td>
<td>Implemented new course in academic reading that is linked with a college level course.</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Demonstrate computer and technology proficiency</td>
<td>Updated software applications identified by advisory committee as current standard.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Think Critically</td>
<td>Developing common questions used in all sections to assess critical thinking.</td>
</tr>
<tr>
<td>Library</td>
<td>Utilize information literacy skills</td>
<td>Implemented online instruction tutorial on information literacy (IRIS). Replaced LIB Guides with online documents on the Library homepage. Through national project provide online chat reference services. Added computers to meet student demand and provide netbook rentals.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicate effectively</td>
<td>Implemented online Interpersonal Communication classes to provide greater access. Implementing Smart Board classroom.</td>
</tr>
</tbody>
</table>
**Assessment of General Education Distribution Requirements:**
For several years, instruction departments have assessed the College’s core learning outcomes and each department’s program-specific learning outcomes as part of the annual departmental Program Review process. The College has now expanded its assessment program to include the general education distribution requirements for the Associates in Arts and Sciences Direct Transfer degree (DTA degree).

The DTA degree includes six distribution requirements: Basic Communication Skills, Basic Quantitative Skills, Diversity Course Requirement, Humanities Distribution, Social Sciences Distribution, and Natural Sciences Distribution. During Fall Quarter 2010, groups of faculty who teach in each of these areas developed degree-level learning outcomes for each distribution area. In addition, faculty members developed tools for assessing the achievement of those outcomes. Faculty will implement the degree-level assessment program during winter and spring Quarters of the 2010-2011 academic year. The results of the degree-level assessment process will be evaluated by faculty committees and departments as discussed below and will be provided to the Instruction Assessment Committee at the beginning of Winter Quarter each year.

The following is a summary of the degree-level assessment program:

**Basic Communication Skills**
Degree-level learning outcomes

Students will demonstrate the following communication skills:

- Use language clearly and effectively to communicate information and ideas.
- Employ a communication style that is appropriate for the intended audience and that contains minimal errors of grammar and syntax.
- Demonstrate clear organization, appropriate format, and effective transitions.
- Attribute quotations and document sources correctly and ethically.

**Assessment Plan**
Assess student achievement of these learning outcomes in English 101, Communication Studies 220, and Journalism 101 classes each quarter. A committee of faculty from these disciplines will evaluate the assessment data and will report the results and any recommended actions to their departments.

**Basic Quantitative Skills**
Degree-level learning outcome

Students demonstrate the ability to interpret and manipulate symbolic language.

**Assessment Plan**
Assess student achievement of this learning outcome in Math 107, Math 138, Math 141, and Math 148 each Winter Quarter. The Math Department Assessment Committee will evaluate the assessment data each Spring Quarter and will report the results and any recommended actions to the Math Department.

Diversity Course Requirement
Degree-level learning outcomes
Students will demonstrate the following:
- Awareness of and sensitivity to cultural diversity, including one’s own place in society.
- Knowledge and understanding of the multiple expressions of diversity.
- Ability to recognize, analyze, and evaluate diverse perspectives and issues.

Assessment Plan
Assess student achievement of these learning outcomes in each diversity course each quarter. The Instructional Council Diversity Committee will review and evaluate the data each quarter, and will recommend appropriate changes to the diversity course requirement.

Humanities Distribution
Degree-level learning outcomes
Students will demonstrate the following abilities:
- Use interpretive, non-quantitative methodologies to investigate and express the human condition and ask questions about meaning, value, and significance.
- Pursue investigation across boundaries, engaging interdisciplinary study and collaboration, striving to connect disparate fields and to integrate knowledge around the experience of being human.
- Study primary sources in literature, art, music, film and other humanities which are the vehicles of cultural memory, discovering how humanities texts preserve, transmit, and critique the experiences of humanity.
- Gain a deeper understanding of themselves and their place in the world.

Assessment Plan
Each instructor who teaches a course that satisfies the humanities distribution requirement will assess student achievement of these outcomes each quarter. A committee of faculty from humanities disciplines will evaluate the quarterly assessment data and will report the results and any recommended actions to their departments.

Social Science Distribution
Degree-level learning outcomes
Students will demonstrate the following:
- Knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
• The ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.
• The ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
• An understanding and tolerance of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

Assessment Plan
Assess these learning outcomes in each social science class Spring Quarter 2011. A committee of social science faculty will review and evaluate the assessment data. The committee will report the results and any recommended actions to the full Social Science Department, including a recommendation on how often to assess these learning outcomes each academic year.

Natural Science Distribution
Degree-level learning outcomes
Students will demonstrate understanding of the following concepts about science:
• Scientific conclusions are supported by observations (data).
• Scientific conclusions change as new observations are collected and analyzed.
• Scientific conclusions increase in validity as the amount of data increases.
• Scientific explanations are recognizable and distinct from non-scientific explanations.

Assessment Plan
Assess student achievement of these learning outcomes in all non-majors courses in the life sciences and physical sciences each quarter. A committee of faculty from these disciplines will review and evaluate the assessment data each quarter and will report the results and any recommended actions to their departments.

Conclusion for Recommendation 4
The College has built upon the progress that has been made and implemented assessment activities in all degree and certificate programs. Program specific outcomes have been defined and assessment strategies identified. The faculty assessment coordinator will continue to guide this process with .33 reassigned time to assist the program and general education faculty to use the assessment data to improve teaching and learning. The results of the reviews received in January 2011 reviews have been used in a comprehensive manner to develop the 2011-2012 budget requests. A systematic process is in place to collect data and continue this cycle each year. The College has implemented a complete, comprehensive, and systematic education outcomes assessment program, with a focus on utilizing assessment results as a basis for making education program improvements.

Appendices
Appendix 4.A: Program Level Outcomes summary with links
Appendix 4.B: List of One Year and Three Year Program Reviews Completed 2010-11
Recommendation 5

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 5:

The evaluation committee recommends that Everett Community College demonstrate that its financial planning includes a minimum of a three-year projection of major categories of income and specific plans for major categories of expenditures (Standard 7.A.2).

Action Taken

In preparation of the Comprehensive Self Study, EVCC reviewed its long range financial plans. College personnel researched EVCC’s financial planning history and discovered that no current long range financial plan existed. The college then started a long range financial planning committee, made up of representatives from across campus, including faculty, classified and exempt staff from Instruction, College Services, Administrative Services, College Advancement and Student Services. These representatives met during the 2009/2010 academic year to discuss EVCC’s financial issues, challenges and possible strategies for managing college finances over the next three to five years. Each representative volunteered to write sections of the report, and all representatives reviewed and discussed the draft submissions. The final document is a culmination of the efforts of the whole group and was brought to the Board of Trustees for consideration (Appendix 5.A).

The purpose of the Long Range Financial Plan is to present a financial strategy for EVCC over the next three to five years. The plan (Appendix 5.B) will be reviewed each year by the Long Range Financial Planning Committee (a standing committee at EVCC) who will modify the plan as necessary to extend the plan into the next year. The vice president of administrative services will continue to lead a Long Range Financial Planning Committee and will report plan modifications annually to the College President and to the Board of Trustees. This was completed September 2010 with the publication of a Long Range Financial Plan went to the Board of Trustees October 2010 and shared via email and open public meetings with the campus community during Opening Days. The committee regrouped to update the plan in February 2011. The entire plan is posted on the shared drive and Intranet under Budget Development 2010.

These global recommendations were provided as suggestions for the campus as a whole. Each department was encouraged to apply the recommendations to their financial decisions as applicable.

1. EVCC should continue its strategy to diversify and expand its sources of revenue beyond state allocations.

2. EVCC should analyze its participation in state consortiums, committees and in other groups requiring membership dues.

3. EVCC should plan its equipment purchasing. Schedules for equipment replacement are included in this document, but additional plans should be developed for furniture, carpet and instructional equipment replacements. Purchasing software should be used to make a paperless, efficient system. Purchasing should continue to consider green options for equipment as available and should continue to consider less expensive alternatives whenever possible.
4. EVCC should develop a staffing succession plan. EVCC should continue its practice of evaluating positions that become available through attrition. Employees should continue to be offered professional development, especially in leadership and management strategies, so that as openings occur, current employees can be considered for promotion. This allows for restructuring using employee strengths in a cost-effective way. EVCC should consider increasing the use of overtime and, for faculty, moonlight assignments, to meet immediate staffing needs. (Successful examples of this strategy include our grounds keeping/weeding crew in spring 2009 and our inventory crew in August 2010.)

5. EVCC should maintain its 8% fund balance. While the fund balance is seen by some as a ‘rainy day’ fund, the current financial difficulties may not be the worst EVCC will experience.

Conclusions for Recommendation 5
EVCC has successfully developed a Long Range Financial Plan that includes a three to five-year projection of major categories of revenue and specific plans for major categories of expenditure. This plan has been shared with the campus community and the Board of Trustees. Annually, a standing committee will review the plan in order to modify as necessary and to extend the plan into the next year.

Appendices
Appendix 5.A: BOT Agenda 10/19/10
Appendix 5.B: Long Range Financial Plan Executive Summary

Recommendation 6

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 6:

The evaluation committee recommends that Everett Community College publishes its annual budget and distributes it to appropriate constituencies (Standard 7.A.3).

Action Taken
Currently available for review in the Library and posted on the Intranet. The Budget Development Intranet site includes an active discussion board, calendar of timelines, and drafts of the 2011-12 budget will be posted as each draft is developed. The final proposed budget will be presented to the campus prior to the Board of Trustees considering at its June 2011 open meeting.

Conclusion for Recommendation 6
The College has published the annual budget on the College Intranet site and distributed a copy to the library to be available to its constituencies. An open and inclusive process has been implemented in the budget development process to include all faculty, staff, students, and administrators with regular campus report-outs.

Appendices
Appendix 6.A: EvCC Policies
Appendix 6.B: 2010 Annual Budget
**Recommendation 7**

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 7:

> The evaluation committee recommends that Everett Community College develops a governing board policy guiding the use and limit of debt (Standard 7.A.4).

**Action Taken**

The vice president of administrative services worked with a committee to develop policies regarding Debt Service Limit following Washington State Office of Financial Management (OFM) regulations. The policy was reviewed by the Presidents Executive Team and by the Board of Trustees in November 2010. EvCC 2050\P: Debt Service Limit Policy was approved by the Board of Trustees December 21, 2010 and posted on the Policy website [http://www.everettcc.edu/administration/policy/](http://www.everettcc.edu/administration/policy/).

**Conclusions for Recommendation 7**

The governing board approved policies regarding Debt Service Limit based upon OFM regulations. The policies have been implemented by the Administrative Services Department.

**Appendices**

- Appendix 7.A: BOT Agenda 12/21/10
- Appendix 7.B: EvCC 2050: Debt Service Limit Policy

**Recommendation 8**

The Comprehensive Evaluation Report Spring 2010 stated the following as Recommendation 8:

> The evaluation committee recommends that Everett Community College develop a governing board policy regarding cash management and investments (Standard 7.C.4).

**Action Taken**

The vice president of administrative services worked with a committee to develop policies regarding cash management and investment following Washington State Office of Financial Management regulations. The policy was reviewed by the Presidents Executive Team and by the Board of Trustees in November 2010. EvCC 2040: Investment of District Funds and EvCC 2020P: Budget Management Procedures were approved by the Board of Trustees December 21, 2010 and posted on the Policy website [http://www.everettcc.edu/administration/policy/](http://www.everettcc.edu/administration/policy/).

**Conclusion for Recommendation 8**

The governing board approved policies regarding cash management and investments based upon OFM regulations. The policies have been implemented by the Administrative Services Department.

**Appendices**

- Appendix 8.A: BOT Agenda 12/21/10
- Appendix 8.B: EvCC 2040: Investment of District Funds
## Mandatory Advising, Mandatory Orientation and Degree Audit

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Mandatory Advising</th>
<th>Mandatory Orientation</th>
<th>Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All new students beginning Summer 2010 prior to 3rd quarter registration. (See Waivers and Overrides)</td>
<td>All new students beginning Summer 2010 before registering for 1st quarter. (See Waivers and Overrides)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes CCEC credited courses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Format: On-line, group, and individual (by request only).</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>November 2010 (for Winter 2011 registration of new students who started Summer 2010)</td>
<td>Summer 2010</td>
<td>Fall 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.everettcc.edu/orientation">www.everettcc.edu/orientation</a></td>
<td><a href="http://www.wctcs.ctc.edu/wctcs/">www.wctcs.ctc.edu/wctcs/</a></td>
</tr>
</tbody>
</table>
|                      |                                                                                    | Student ID: 808-99-9988  
First Name: Test  
Last Name: Orientation | Phase I – Spring 2010  
All transfer degrees (DTA) will be completed first. Sequence of completion will be determined by committee. |
| Waivers &Overrides   | Waiver: Waive requirement for students using senior citizen tuition waiver or enrolled in Continuing Education noncredit courses. Override: Override block for ABE, GED or ESL/IELP (under 098). Override block for College in HS, TechPrep and WFT until they transition to college. | Waiver: Waive requirement for students using senior citizen tuition waiver or enrolled in Continuing Education noncredit courses. Override: Override block for ABE, GED, or ESL/IELP (under 098). Override block for College in HS, TechPrep and WFT until they transition to college. | N/A                  |
| Academic Plan        | Completed educational plan in the Degree Audit Academic Planner link by faculty/advisor.  
An educational plan should include students’ academic goal and a quarter-by-quarter course schedule (to include course sequencing) to | Notify students of mandatory advising requirement at orientations and introduce degree audit and academic planning. | Use the Academic Planner link in the system. Degree Audit allows for multiple educational plans to be created. |
## Mandatory Advising, Mandatory Orientation and Degree Audit

<table>
<thead>
<tr>
<th>Controls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unusual Action Code</strong> entered by ES in Unusual Action Screen. Code removed by ES based on form from faculty advisor verifying completion (form to include student name and SID).</td>
<td><strong>Unusual Action Code</strong> entered by ES in Unusual Action screen at time of application. Code removed by ES based on online verification of completion OR by roster from group or individual orientation OR waiver (if granted).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Fall 2010 with Opening Week and during fall quarter.</td>
<td>N/A</td>
<td>Phase I - Jan/Feb 2010 pilot AASII with a small group of faculty to help identify bugs, and assist with training other faculty. Training for all faculty June 2010, Opening Week and during fall quarter. Phase II – all faculty starting in Fall 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation/Measures</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish base-line data on retention and completion pre-MO/MA and compare to post-MO/MA, student/staff surveys, etc.</td>
<td>Establish base-line data on retention and completion pre-MO/MA and compare to post-MO/MA, student/staff surveys, etc.</td>
<td></td>
</tr>
</tbody>
</table>

## Mandatory Advising and Degree Audit

### Mandatory Advising = Degree Plan

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>All new students beginning Summer 2010 prior to 3rd quarter registration must have a Degree Plan completed by a faculty advisor in the Degree Audit System. (See Waivers and Overrides)</td>
<td><a href="http://www.wctcs.ctc.edu/wctcs/">www.wctcs.ctc.edu/wctcs/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Waivers &amp; Overrides</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver: Waive requirement for students using senior citizen tuition waiver or enrolled in Continuing Education noncredit courses. Override: Override block for ABE, GED or ESL/IELP (under 098). Override block for College in HS, TechPrep and WFT until they transition to college.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Implementation

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Services will assign students to faculty around the 4th week of the quarter. Students will receive a letter informing them of the Mandatory Advising requirement and provide the name of assigned faculty. Students are responsible for initiating contact with their assigned faculty member. Each Dean will have a list of students assigned to faculty in their division and the list will also be available on the Intranet (Enrollment Services/Faculty Resources).</td>
<td>Phase I - Jan-Feb 2010 pilot test with small group of faculty. Phase II – June training for all faculty Phase III – January students have access to Degree Audit</td>
</tr>
</tbody>
</table>

#### Exception: New Students Summer 2010 - If enrolled Fall, students will receive a letter 2nd week in October.  

### Degree Plan

<table>
<thead>
<tr>
<th>Degree Plan</th>
<th>Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Degree Plan in the Degree Audit Academic Planner link by faculty advisor. The Degree Plan should include students’ academic goal and a quarter-by-quarter course schedule (to include course sequencing) to achieve their educational goal.</td>
<td>Use the Academic Planner link in the Degree Audit system. Degree Audit allows for multiple degree plans to be created. Also, the system allows for advisor notes.</td>
</tr>
</tbody>
</table>

### Registration Hold/Release

<table>
<thead>
<tr>
<th>Registration Hold/Release</th>
<th>Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration hold (EP) is entered into the Unusual Action screen by Enrollment Services. The EP code means that the student is required to complete a Degree Plan. Registration hold (EP) is removed when Enrollment Services receives form from faculty advisor. The form will be available on the Intranet (Enrollment Services/Faculty Resources).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

CCastorena
Appendix 1C

Advising Services

Mandatory Advising

New students are required to meet with a faculty adviser and create a degree plan prior to registering for their 3rd quarter. Learn more about mandatory advising.

Check out Getting Started and Online Orientation

- Review Curriculum Guides, also located in:
  - Jackson Center
  - Parks at the Career Center third floor
  - Shuksan Hall, first floor
  - Gray Wolf Hall, first floor
  - Whitehorse Hall, second floor
- Attend an Information Session. Many of our technical career programs host information sessions. Dates and times are in the class schedule and the online calendar.
- Meet with an Educational Planner in the Counseling, Advising and Career Center.
- Meet with a subject area Faculty Adviser. Students seeking information about specific degrees/certificates or a field of study should meet with a faculty adviser.
- Meet with a variety of university representatives. Each week university representatives are at information tables located in the Parks Building.
- Check out the University Transfer Advising Website.
- Enroll in a Career Planning Class. Each quarter, EvCC offers a class in career planning. Look in the Human Development section of the schedule.

Contact us:
425-388-9263
counseling@evcc.edu

3rd floor Parks Building (PSU)
Visitor Parking information

ANNOUNCEMENTS:
CAMPUS CLOSURES:
February 21, 2011
NO WALK-IN ADVISING:
January 21

Winter Quarter:
Jan. 3, Mar. 18

Educational Planners
For entry and general transfer advising.
Walk-in advising hours:
Mon. 8:30am - 5:00pm
Tues. 9:00am - 4:00pm
Wed. Fri. 8:30am - 4:00pm
(No sign in to be seen)

Counselors For students currently registered or classes
By appointment only
Call 425-388-9263

If you have chosen a program of study, contact your faculty adviser.

Resource Links
CADC Home
Letter of Agreement  
May 26, 2010

PROMOTIONAL INCREASE BASED ON INCREASED DUTIES

1. Tenured faculty will earn an additional $1600 as a promotional increase based on increased duties, and that sum will be added to the faculty member's salary. The compensation will be prorated, if the faculty member does not work the entire year.

2. Probationers will not earn the $1600 salary increase, but if they earn tenure in 2010-11, they will earn the tenure pay called for in the current negotiated contract.

Increased Duties Described

1. Full-time tenured faculty (excluding probationers and full-time temporary faculty) will participate in a one hour advising meeting before the end of the 2009-10 academic year and the tenured faculty will devise one written plan before June 30th to assign students, who need an educational plan in 2010-11 under the mandatory advising policy, to full-time tenured faculty. The plan will not allot student advisees in 2010-11 to faculty who are designated probationary faculty this year, even if they are awarded tenure in 2010-11. This plan will be submitted in writing in final draft form to the VP of Instruction and the Dean.

2. Starting in the Fall of 2010 through the end of Spring of 2011, full-time tenured faculty, (excluding full-time Library Media faculty), will complete 30 educational plans (via degree audit) and attend three different one hour advising meetings. Full-time tenured Library and Media faculty will complete 20 educational plans and attend five extra one hour advising sessions. These extra sessions, as the case with all of the advising sessions will be conducted during the normal work hours of the faculty member. Probationary faculty members will not have to attend any of the advising meetings or complete any student educational plans.

3. The College will conduct the appropriate advising sessions this year and next with enough frequency to allow the appropriate faculty to have multiple opportunities to attend the sessions.

DOCTORAL STIPEND

1. New full-time faculty (probationary or temporary) with doctorates who work in the 2009-10 academic year will be paid before the end of this fiscal year 5% of the base salary after the base is adjusted with 2009/2010 turnover money. The compensation will be prorated, if the faculty member does not work the entire year.

2. New full-time faculty (probationary or temporary) with doctorates who work in the 2010-11 academic year will be paid 5% of the base salary after the base is adjusted with 2010/2011 turnover money. The compensation will be prorated, if the faculty member does not work the entire year.

3. Continuing full-time faculty (tenured, probationary and temporary) with doctorates employed in 2009-10 will document in a narrative before June 11, 2010, additional duties beyond the faculty member's contractual duties that have been performed during the academic year in the areas of community service, professional organizations, college service, professional development or research. Narratives are to be
turned in to the supervising Dean by the due date. The Dean will then notify Payroll of the completion of the duties and the approved compensation, and the faculty member will receive compensation in the regular paycheck within 30 days. Full-time (tenured, probationary and temporary) faculty with doctorates will receive 5% of the base salary after the base has been adjusted with 2009/2010 turnover money.

4. Continuing full-time (tenured, probationary and temporary) faculty with doctorates in 2010-11 will document in narrative form by June 1, 2011, as described in #3 above. Base is calculated with the addition of 2010/2011 turnover money.

**TURNOVER**

1. Turnover money will be added to each full-time (tenured, probationary and temporary) faculty member's base salary and the base step. Turnover will be calculated based on the projections available for 2009/2010. Projections for 2010/2011 will be calculated in June 2010 and awarded in fall 2010 for the 2019/2011 year.

**OTHER ITEMS**

1. Full-time faculty will select four instead of five Choice Days. Consequently, the number of contract days for 2010-11 will be reduced to 171 days.

2. There will be no Palooza Day on November 2nd, but it will remain a Faculty Day.

3. The College agrees that full-time faculty will not be assigned specific duties during Opening Week. AFT Everett agrees to withdraw its grievance and drop the arbitration concerning this matter.

**TIMELINE**

This LOA begins effective upon the signatures of both parties, and ends June 30, 2011. All elements of the LOA cease at the close of business on June 30, 2011.

---

David N. Beyer, Everett Community College President

Thomas M. Gaskin, AFT President

Thomas M. Gaskin, AFT President

Date May 26, 2010

Date May 28, 2010
# Counseling, Advising and Career Center (CACC)

<table>
<thead>
<tr>
<th>CACC Counselor</th>
<th>CACC Educational Planner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provides educational counseling</strong> (study skills, effective communication, teacher/student conflict, stress reduction, academic advising, confused, anxious or overwhelmed about the academic process, etc.)</td>
<td><strong>Guides students in the admission and enrollment processes</strong> (how to get started, deadlines, unofficial transcript review, etc.)</td>
</tr>
<tr>
<td><strong>Provides career counseling</strong> (exploration of the world of work, administration and interpretation of career assessments, etc.)</td>
<td><strong>Helps students with course selection and understanding placement test scores</strong></td>
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<tr>
<td><strong>Provides assistance with choosing a major</strong> (exploration of interests/values/experience and relation to potential major; advising undecided students)</td>
<td><strong>Provides assistance with navigating the registration process and graduation procedures</strong></td>
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<tr>
<td><strong>Provides short-term personal counseling</strong> (personal counseling related to educational success at EvCC)</td>
<td><strong>Explains transfer and professional/technical programs and degree requirements</strong></td>
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<td><strong>Provides crisis counseling</strong></td>
<td><strong>Provides university transfer information</strong></td>
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<tr>
<td><strong>Provides assistance with referral to college services, community agencies, and other professionals</strong></td>
<td><strong>Provides referrals to other college student services</strong></td>
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<tr>
<td><strong>Provides program advising for Human Services transfer students</strong></td>
<td><strong>Provides referrals to appropriate program advisors</strong></td>
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<tr>
<td><strong>Academic Warning</strong> (students who are struggling with regard to their academic performance)</td>
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<tr>
<td><strong>Learning Disability Screening</strong></td>
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<thead>
<tr>
<th>Counselors</th>
<th>Educational Planners</th>
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<tbody>
<tr>
<td>Brett Kuwada</td>
<td>Nancy Kolosseus</td>
</tr>
<tr>
<td>Christine Sullivan</td>
<td>Cathy May</td>
</tr>
<tr>
<td></td>
<td>Jennifer Melbo</td>
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</table>
Mandatory Advising: Assignment of Students 2010-2011

All full-time faculty who have been tenured by end of June 2010 will be assigned students who need an “educational plan” in academic year 2010-11 under the following mandatory advising policy. This plan fulfills the obligation of the faculty called for in the 5/26/10 Letter of Agreement.

Summer Quarter 2010 Enrollees:

Students whose first quarter is Summer 2010, will need an “educational plan” prior to registration for their 3rd Quarter, Winter Quarter. Registration for Winter Quarter begins November 9, 2010.

At any time prior to the end of Summer Quarter 2010, these students may request that Enrollment Services assign them a specific full-time tenured faculty, (but not a Library Media tenured faculty), or any full-time tenured faculty member from a specific department. Enrollment Services will make the assignments of “designated faculty” in order of request up to a maximum of 10 students per faculty. If there are more than 10 requests for a specific faculty member, those requestors will, whenever possible, be assigned to another faculty member in the same department.

After the end of Summer Quarter (August 13) but before the beginning of Fall Quarter 2010, Enrollment Services will assign each student enrolled for Fall Quarter 2010 as his or her second quarter, a full-time tenured faculty, other than a Library Media faculty, as their “designated faculty,” if the student does not already have one assigned.

If the student has indicated a major or primary area of student interest, Enrollment Services will assign a “designated faculty” from that department, whenever possible, up to a maximum of 10 total students assigned to any full-time tenured faculty. There will be no assignments to tenured Library Media faculty in Fall Quarter 2010.

By the first day of Fall Quarter 2010, Enrollment Services will provide in writing to each full-time tenured faculty, except Library Media Faculty, a list of students for whom they are the “designated faculty.” This list will include up to 10 students and will include student name, ID number, major (if known), contact information and quarter in which an “educational plan” is needed (i.e. Winter 2011).

Enrollment Services will also notify each student assigned a “designated faculty” with the name and contact information of that faculty and with an explanation of the student’s need to have an “educational plan” prior to enrolling for Winter Quarter 2011 and with a statement that it is the student’s responsibility to contact the faculty in a
timely manner, the sooner the better, to arrange an appointment. Faculty will make appointments at their convenience and are not obligated to make more than 2 such appointments per week.

“Designated faculty” are responsible for approval of an educational plan for each student assigned to them. How the plan is created is at the discretion of the “designated faculty.” For example, “designated faculty” may have students prepare the plan, which the faculty reviews, or the faculty and student may create a plan jointly, in person or online.

If an assigned student has not contacted the designated faculty, (or not contacted them in a timely manner) and made arrangements for his or her plan by November 1, the designated faculty will notify enrollment services with the name of the student and that student will be removed from the “designated faculty’s” list of students to create a mandatory educational plan and a new student will be assigned within 3 days. Up to 3 new “replacement” students may be assigned. If Enrollment Services is unable to assign a replacement student for such “no contact” and/or drop out students, then the designated faculty’s obligation to complete that plan is fulfilled.

**Fall Quarter 2010 Enrollees:**

Students whose first quarter is Fall 2010, will need an educational plan prior to registration for their 3rd Quarter, Spring Quarter 2011. Registration for Spring Quarter begins February 18, 2011.

At any time prior to the end of Fall Quarter, these students may request that Enrollment Services assign them a specific full-time tenured faculty or any full-time tenured faculty member from a specific department. Enrollment Services will make the assignments of “designated faculty” in order of request up to a maximum of 10 students per Library Media faculty and 20 (total Summer and Fall) students per all other full-time tenured faculty. If requests for a specific faculty member exceed the maximums, those requestors will, whenever possible, be assigned to another faculty member in the same department.

After the end of Fall Quarter (December 3) but before the beginning of Winter Quarter 2011, Enrollment Services will assign each student enrolled for Winter Quarter in his or her second quarter, a full time tenured faculty, as his or her “designated faculty,” but to the maximum of 10 per Library Media tenured faculty and 20 for other full-time tenured faculty.

If the student has indicated a major or primary area of student interest, Enrollment Services will assign a “designated faculty” from that department whenever possible up to the above maximum of total students assigned to any full-time tenured faculty.
By the first day of Winter Quarter 2011, Enrollment Services will provide, in writing to each full-time faculty, a list of students for whom they are the “designated faculty.” This list will include up to 20 students and will include student name, ID number, major (if known, contact information and quarter for which an educational plan is needed to enroll or if a plan has been completed (i.e. Winter or Spring 2011).

Enrollment Services will also notify each student assigned a “designated faculty” with the name and contact information of that faculty and with an explanation of the student’s need to have an “educational plan” prior to enrolling for Spring Quarter and with a statement that it is the student’s responsibility to contact the faculty in a timely manner, the sooner the better, to arrange an appointment. Faculty will make appointments at their convenience and are not obligated to make more than 2 such appointments per week.

“Designated faculty” are responsible for approval of an “educational plan” for each student assigned to them. How the plan is created is at the discretion of the “designated faculty.” For example, “designated faculty” may have students prepare the plan, which the faculty reviews, or the faculty and student may create a plan jointly, in person or online.

If an assigned student has not contacted the designated faculty and made arrangements for their plan by February 10th, designated faculty will notify enrollment services with the name of the student and that student will be removed from the designated faculty’s list of students to create a mandatory educational plan and a new student will be assigned within 3 days. Up to 3 new “replacement” students may be assigned. If Enrollment Services is unable to assign a replacement student for such “no contact” and/or drop out students, then the designated faculty’s obligation to complete that plan is fulfilled.

**Winter Quarter 2011 Enrollees:**

Students whose first quarter is Winter 2010, will need an educational plan prior to registration for their 3rd Quarter, Summer 2011 Quarter or for Fall Quarter 2011, if they choose not to attend Summer. Registration for Summer and Fall Quarters begins May 10, 2011.

At any time prior to Feb 18 (enrollment for their second quarter), these students may request that Enrollment Services assign them a specific full-time tenured faculty, or any full-time tenured faculty member from a specific department. Enrollment Services will make the assignments of “designated faculty” in order of request up to a maximum of 20 total students assigned to tenured Library Media Faculty and 30 total for other full-time tenured faculty. If there are more than the maximum student requests for a
specific faculty member, those requestors will, whenever possible, be assigned to another faculty member in the same department.

As these students enroll for their second quarter, Enrollment Services will assign each student a full-time tenured faculty as their “designated faculty.”

If the student has indicated a major or primary area of student, Enrollment Services will assign a “designated faculty” from that department whenever possible up to a maximum of 20 total students (Fall and Winter enrollees) for tenured Library Media faculty or 30 total students (Summer, Fall, Winter enrollees) assigned to any full-time tenured faculty.

By the first day of Spring Quarter 2011, Enrollment Services will provide in writing to each fulltime faculty except Library Media Faculty, a list of students for whom they are the “designated faculty.” This list will include up to 30 students (total for the year) and will include student name, ID number, major, if known, contact information and quarter in which an “educational plan” is needed for enrollment or if an “educational plan” has been completed (i.e. Winter, Spring, Summer or Fall 2011).

Enrollment Services will also notify each student assigned a “designated faculty” with the name and contact information of that faculty and with an explanation of the student’s need to have an “educational plan” prior to enrolling for Summer Quarter or Fall Quarter, if the student does not attend Summer Quarter, and with a statement that it is the student’s responsibility to contact the faculty in a timely manner, the sooner the better, to arrange an appointment. Faculty will make appointments at their convenience and are not obligated to make more than 2 such appointments per week.

“Designated faculty” are responsible for approval of an “educational plan” for each student assigned to them. How the plan is created is at the discretion of the “designated faculty.” For example, “designated faculty” may have students prepare the plan, which the faculty reviews, or the faculty and student may create a plan jointly, in person or online.

If an assigned student has not contacted the “designated faculty” and made arrangements for their plan by May 2nd, the “designated faculty” will notify enrollment services with the name of the student and that student will be removed from the “designated faculty's” list of students to create a mandatory educational plan and a new student will be assigned within 3 days. Up to 3 new “replacement” students may be assigned. If Enrollment Services is unable to assign a replacement student for such “no contact” and/or drop out students, then the designated faculty’s obligation to complete that plan is fulfilled.
**Spring Quarter 2011 Enrollees:**

Students whose first quarter is Spring 2011, will need an educational plan prior to registration for their 3rd Quarter, Fall Quarter 2011, if they attend Summer Quarter 2011, or Winter Quarter 2012, if they do not attend Summer Quarter 2011.

Assignment of Spring Quarter students who will need “designated faculty” will await the outcome of the negotiations of the new negotiated contract.

**Comments:**

Full-Time tenured faculty may, at their discretion, assist other students with their educational plans in addition to those for whom they are the “designated faculty.” However, that student’s “designated faculty” must review that plan. Only the assigned students count as part of the plan “quota” of 20 plans for tenured Library Media faculty and 30 for all other full-time tenured faculty per the LOA.

Enrollment Services must provide each designated faculty a list, as noted above, of assigned students at the beginning of Fall, Winter and Spring Quarters. A total of 20 students per Library Media tenured faculty and 30 students for all other full-time tenured faculty may be assigned in 2010-2011. Up to three substitute students per quarter may be assigned for students who drop out or fail to schedule. If sufficient students are not assigned according to these guidelines and time lines, then that “designated faculty’s” obligation to complete the required number of plans has been met.
Good afternoon!

My reason for writing is to share information with you about the College Council this year, its importance to college governance and decision-making, and several changes to be incorporated within its operations.

As you may know, during our accreditation visit this past April, members of the evaluation team met with many of the College Council members to discuss the role and history of College Council. One outcome of this visit was recommendation #3:

"The evaluation committee recommends that the administration and faculty define their respective roles in governance and that they demonstrate participation in institutional planning and the formation of policy. (Standards 1.B.3, 4.A2, 6.A.2, A.3, and Eligibility Requirements 7)."

In essence, the evaluation committee was acknowledging the efforts and involvement of the current Council but is encouraging the College to seek greater representation and participation from across the campus. This has been the goal of this Council for the past three years. No doubt we have struggled. Consider the complexity of issues before us today, especially as they relate to budget, and the high level of importance that the college render effective and fair decisions with the financial stresses we are facing.

As you will note in the attached description of College Council, more emphasis has been placed on the concept of "shared governance" with the Council selecting its own leadership, determining annual priorities, running meetings and greater connection to the Vice-Presidents in their weekly meetings. Membership has also been increased to facilitate broader representation.

You are one of the College employees who are currently being recruited for the Council because you've previously served as a Council member, and/or you've participated in the Leadership Academy. College Council is about leadership ...about effective institutional leadership and your participation would be valuable and appreciated.

Please give this request serious consideration. And send your name to my office (hopefully, by October 15, 2010) to verify your participation during this next year.

The first meeting for the Council is scheduled for October 18th, 2010 in the Board Room beginning at 2:00 PM through 3:30 PM. Subsequent meeting times will be determined by Council members.

Thank you.

President
Everett Community College
2000 Tower Street
Everett, WA 98201-1390
425-388-9573 (office)
425-239-9385 (cell)
dbeyer@everettcc.edu

Attachment: College Council
College Council

Introduction
The College Council, comprised of student and employee representatives, will serve in a college-wide shared governance role to the President and Vice-Presidents with respect to institutional planning, operations and communications.

- Membership should include:
  - Full-time faculty members
  - Part-time faculty members
  - Classified members
  - Exempt members
  - Associated Students Board (Selected by ASB Council)
  - Representatives should also include employees from the following areas:
    - Instruction
    - Student Services
    - Enrollment Services
    - Administrative Services
    - Institutional Advancement
    - Human Resources

All representatives will serve at least one year, not to exceed three, and will be nominated by their respective areas. Names of individuals will be forwarded to the Office of the President. Council membership should not exceed twenty-five participants annually and should represent the campus proportionately to employee groups.

The chair and vice-chair will be elected by Council Membership at the 2nd meeting each year and serve in this role for one year. The Office of the President will prepare and disseminate agendas and record minutes as approved by the Chair and membership.

The College Council will meet at least one time each month, to be determined by membership. The College President will attend all Council meeting. College Council will focus their meetings on the following items:
- Long-term and short-term planning
- Institutional Mission
- Review of Annual Budget
- Enrollment Management
- Institutional Image
- Student Satisfaction
- Institutional Climate

The Council Chair (or Vice-Chair) will attend VP meetings at least one time each month to report on Council deliberations and activities.
Board of Trustees  
October 19, 2010  
Board Room - Olympus Hall  
5:00 p.m.  

AGENDA  

(The first agenda item of each Board of Trustees meeting will consist of a briefing by the President. Topics will include works-in-progress, the timing of future agenda items, key contacts, and other information regarding the College. No board decisions will be made.)  

Art Reception  
4:45  

1) Briefing by the President  
5:00  
   o Introductions of new employees  
   o Brief update on the following:  
      ✓ Nursing Report – Dominican Republic  
      ✓ Budget – Monthly update and future projecting and planning  

2) Consent Agenda - Approval  
   Minutes from the September 21, 2010 Board meeting  
5:30  

3) Reports to the Board  
5:35  
   Student Representative    Stephanie Kermgard  
   Classified Representative  Max Phipps  
   Faculty Representative    Tom Gaskin  

4) Board Policy Governance  
5:50  

5) Resource Development Report  
6:05  

6) Long Range Financial Report  
6:20  

7) Executive Session  
6:40  

8) Adjourn  
7:10
View policies/procedures by section

- Administration
  - Business and Finance
  - Human Resources
  - Instruction
  - Operations
  - Students
  - Technology

Administration
- Public Agency Lobbying

Business and Finance
- Commercial Activity Policy
- EvCC2010 Reserve and Contingency Fund Policy
- EvCC2020P Budget Management (Procedures)
- EvCC2030P Purchasing (Procedures)
- EvCC2040 Investment of District Funds
- EvCC2050 Debt Service Limit Policy
- Policy for Use of Coffee and Light Refreshments
- Motor Pool Policy and Procedure
- Purchasing Procedures

Human Resources
- Administrative Sabbatical
- “Americans With Disabilities Act” Policy
- Affirmative Action / Anti-Discrimination Policy
- Communicable Diseases Policy
- Compensation for Unused Sick Leave
- Drug Free Campus Policy
- Emergency Campus Closure Advisory
- Family Policy
Department Head Duties
Supercedes 28.21 of Negotiated Agreement

- Department size determined by FTEF faculty (Full-time + Part-time) – see below
- Stipend or (optional reassigned time) determined by department size – see below
- Core duties covered by stipend would include and be limited to:
  1) Program planning – annual and three-year program reviews
  2) Budget planning – annual budget development in annual and three-year program review
  3) Annual class schedule development
  4) Coordinate hiring of adjunct faculty
  5) Coordinate observations of adjunct faculty with Dean
  6) Hold department meetings
  7) Provide input to dean and other administrators

<table>
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<tr>
<th>Dept Size*</th>
<th>FTEF (FT/PT combined)</th>
<th>Reassigned Time Option**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>&lt;10.0</td>
<td>1/6 of part-time rate = $2015.19</td>
</tr>
<tr>
<td>Medium</td>
<td>10 – 20.0</td>
<td>1/4 of part-time rate - $3016.75</td>
</tr>
<tr>
<td>Large</td>
<td>&gt;20.0</td>
<td>1/3 of part-time rate = $4018.31</td>
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</table>

*Assignment of department size would be based on previous year’s faculty (combined PT and FT) FTE count for that department.
**Fall, Winter, Spring

Excludes department heads for Counseling and Nursing, as these department heads have different duties. Stipends for these three positions would be negotiated separately.

Alternative (important if the administration cannot find anyone within a particular department to assume all department head duties):

The amount of stipends for these duties would add up to the stipends shown above based on department size.

Departments rotate or share duties and a stipend is paid for specific duties:
- Coordinate program planning – annual and three-year reviews
- Budget planning – annual budget development in annual or three-year program review
- Annual class schedule development or reference desk scheduling
- Coordinate hiring of adjunct faculty
- Coordinate observations of adjunct faculty with Dean
- Hold department meetings
- Providing input to dean and other administrators

All academic employees of the District shall be assigned per Section 28.10 to one of the following departments:

Agreed at CAC 6-3-08; revised 10-10-08 per CAC agreement; revised 11-12-08 per CAC agreement; revised 10-13-2010 per CAC
Adult Basic Education
Advanced Manufacturing
Arts and Journalism – Art, Graphics, Journalism, Music, Photography, Theatre
Aviation Technology
Business – Accounting, Business, Economics, Business Technology
   – Computer Literacy, Medical Coding, Medical Transcription
CIS: Computer Information Systems – Computer Systems
Cosmetology
Counseling – Human Development, Human Services
Early Childhood Education
Education
English
Fire Science
Health Sciences
Library Media Services
Life Sciences – Biology, Botany, Environmental Science, Nutrition
Mathematics
Nursing
PE, Health and Wellness
Physical Sciences – Chemistry, Engineering, Geology, Oceanography, Physical Science, Physics
Reading and Study Skills (Developmental Education)
Social Sciences – Anthropology, Geography, History, Philosophy, Political Science, Sociology, Psychology
Speech (Communication Studies)
Welding and Fabrication
World Languages

(Criminal Justice to be determined at Contract Administration Committee.)

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<thead>
<tr>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
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<tbody>
<tr>
<td>Advanced Manufacturing</td>
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Excludes Counseling and Nursing. Stipends or reassigned time options will be negotiated separately at CAC.

*Library Media Services Department Head will be placed at Medium. In addition to the number of department FTEF, placement reflects complexity of program review related to number of staff, statistical use measurements, size of discretionary budget, and equipment and planning associated with a facility and a campus-wide program. (Approved at 11-12-08 CAC meeting.)
<table>
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Agreed at CAC 6-3-08; revised 10-10-08 per CAC agreement; revised 11-12-08 per CAC agreement; revised 10-13-2010 per CAC
Board of Trustees
January 18, 2011
Board Room - Olympus Hall
5:00 p.m.

AGENDA

(The first agenda item of each Board of Trustees meeting will consist of a briefing by the President. Topics will include works-in-progress, the timing of future agenda items, key contacts, and other information regarding the College. No board decisions will be made.)

1) Briefing by the President
   o Budget Update

2) Consent Agenda - Approval
   • Minutes from the December 21, 2010 Board Meeting

3) Reports to the Board
   Student Representative  Stephanie Kermgard
   Classified Representative  Max Phipps
   Faculty Representative  Tom Gaskin

3) Accreditation Core Themes

4) University Center Status Report - Future Consideration

5) Faculty Professional Leave 2011/2012

6) Board Self Evaluation Report

7) Executive Session

8) Adjourn
AGENDA ITEM SUMMARY

ITEM NO.: 6
FOR: January 18, 2011

RESPONSIBLE PERSON/PHONE
James Shipman, Chair 425-388-9573

TITLE/REQUESTED BOARD ACTION:
Board Self Evaluation

DESCRIPTION: (Brief background, deadlines, and rationale)
The Board will report on the status of their annual self-evaluation

FUNDING AND RESOURCES:
Information only.

ANTICIPATED EFFECTS:

ATTACHMENTS:

Approval
**Board of Trustees Self-Evaluation**

**Results from all five board members**

The Board of Trustees shall conduct an annual self-evaluation each August. The purpose of the evaluation is to identify strengths and weaknesses of the Board and to meet accreditation requirements.

<table>
<thead>
<tr>
<th>SELF-EVALUATION: As a Board Member, I:</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Completely Agree</th>
<th>Results</th>
</tr>
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<tbody>
<tr>
<td>1. Have attended and participated in at least 80 percent of the regular and called meetings.</td>
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<td>2</td>
<td>3</td>
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<td>4.75</td>
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<tr>
<td>2. Come to meetings having studied the information and prepared to discuss the issues.</td>
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<td>3. Participate in board committees or assignments.</td>
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<tr>
<td>4. Have been flexible toward the acceptance of new ideas and the impact of changing times.</td>
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<td>5. Encourage high academic standards.</td>
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<td>6. Have supported the majority decisions of the board.</td>
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<td>7. Have attended college-related activities.</td>
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<tr>
<td>8. Have participated in trustee organizations whose activities relate to my duties and responsibilities.</td>
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<tr>
<td>9. Have recognized and observed my role as a policy maker and left administration to the president and staff.</td>
<td>1</td>
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<tr>
<td>10. Have reviewed appropriate sources of information prior to decision-making when possible.</td>
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<tr>
<td>11. Attend college activities.</td>
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<td><strong>4</strong></td>
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<tr>
<td>12. Support diversity on campus</td>
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<tr>
<td>13. Know the college programs and missions sufficiently well to assist in interpreting them to the community.</td>
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<tr>
<td>14. Become acquainted with administrators, faculty, and staff.</td>
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<tr>
<td>15. Maintain constructive relations with local and state government officials and organizations.</td>
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<tr>
<td>16. Channel comments of criticism and complaint directly to the president accurately, professionally, and promptly.</td>
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**POLICY:**
Please circle your choice

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<tr>
<th>As a Board, we:</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Completely Agree</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Have an agreed upon philosophy as to the distinction between policy and administration.</td>
<td>1 2 3 4 5</td>
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<td>18. Conduct Board meetings in an efficient, and businesslike manner as we consider matters of policy and when receiving information about college activities.</td>
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<td>19. Understand our obligations and responsibilities as trustees.</td>
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<td><strong>BOARD ORGANIZATION/POLICY/PLANNING:</strong></td>
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<td>As a Board, we:</td>
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<td>20. Have a climate of mutual trust and support between:</td>
<td>1 2 3 4 5</td>
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<td>a. Board and president</td>
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<tr>
<td>b. Board members</td>
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<td>21. Have a yearly board self-evaluation process.</td>
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<td>22. Have yearly presidential evaluations.</td>
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<td>23. Set goals for the president with the president.</td>
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<td>24. Provide a written report to the president of his/her evaluation.</td>
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<td>25. Prioritize our goals.</td>
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<td>26. Try to make them measurable.</td>
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<td>27. Conduct orientation programs for new board members that specifically include a segment about the organization's history and traditions.</td>
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<td>28. Participate in discussions about the effectiveness of our performance.</td>
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<td>29. Conduct Board meetings in a fair, efficient, and businesslike manner as we consider matters of policy and when receiving information about college activities.</td>
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<td>30. Understand our obligations and responsibilities as trustees.</td>
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<td>31. Take regular steps to keep informed about important trends in the larger environment that might affect the college.</td>
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<td>32. Set clear organizational priorities for the year ahead.</td>
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<td>33. At least once a year our board has a retreat or special session to examine our performance and determine how well we are doing as a board.</td>
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<td>34. Periodically sets aside time to learn more about important issues facing the college.</td>
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<td>35. When faced with an important issue, the board is provided with creative approaches or solutions to the problem.</td>
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Please circle your choice

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<th>Financial Management and Support:</th>
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<th>Somewhat Agree</th>
<th>Completely Agree</th>
<th>Results</th>
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<tr>
<td>As a Board, we:</td>
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<td>36. Work actively to support our college foundation by:</td>
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<tr>
<td>a. Adopting an operating agreement between the college and the foundation</td>
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<td>b. Serving on the foundation board (rotation basis).</td>
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<td>c. Assisting the foundation to meet its fund-raising goals.</td>
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<td>d. Receive periodic financial reports from the foundation.</td>
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### Program Specific Outcomes

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<td>Computer Systems</td>
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<td>Cosmetology</td>
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<td>Dev Ed (Reading/Study Skills)</td>
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## Program Reviews submitted – and projected schedule for 2010-11

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AGENDA

(The first agenda item of each Board of Trustees meeting will consist of a briefing by the President. Topics will include works-in-progress, the timing of future agenda items, key contacts, and other information regarding the College. No board decisions will be made.)

Approx. Time:

Art Reception

1) Briefing by the President
   • Introductions of new employees
   • Brief update on the following:
     Nursing Report - Dominican Republic
     Budget - Monthly update and future projecting and planning

2) Consent Agenda - Approval
   • Minutes from the September 21, 2010 Board meeting

3) Reports To the Board
   Student Representative: Stephanie Kenngard
   Classified Representative: Max Phipps
   Faculty Representative: Tom Gaskin

4) Board Policy Governance

5) Resource Development Report

6) Long Range Financial Report

7) Executive Session

8) Adjourn
AGENDA ITEMS SUMMARY

ITEM NO.: 6) FOR: October 19, 2010

RESPONSIBLE PERSON/PHONE:
Jennifer Howard, Vice President of Administrative Services
(425) 388-9232

TITLE/REQUESTED BOARD ACTION
1. Review the Long Range Financial Plan and the Executive Summary. No action is required at this time.

DESCRIPTION
1. The Board is provided a copy of the Long Range Financial Plan and Executive Summary. The Long Range Financial Plan (LRFP) provides the framework for Everett Community College's (EVCC) financial strategy over the next three to five years. The LRFP is also a source for data EVCC finances. The plan will be reviewed and updated each year by the Long Range Financial Planning Committee.

2. Committee members include Cheryl Schneider, Fiscal Tech Supervisor; Elliot Stem, Biology Faculty; Greg Walthew, Director of Accounting; Jeanie Goodhope, Media Services Librarian; Jeanne Leader, Dean of Arts and Learning Resources; Jennifer Howard, Vice President of Administrative Services; John Olson, Vice President of College Advancement and Executive Director of the College Foundation; Kathy Cook, Director of Disability Services; Margery Wyatt, Director of Information Technology; Max Phipps, Media Services Photographer; Molly Beeman, Administrative Services/Facilities Manager; Suanne Streby, Budget Director; Thom Watson, Facilities Director.

ATTACHMENTS
Long Range Financial Plan, 47 pages
Executive Summary, 3 pages

Approval [Signature]
INTRODUCTION
The Long Range Financial Plan (LRFP) provides the framework for Everett Community College’s (EVCC) financial strategy over the next three to five years. The LRFP is also a source for data EVCC finances. The plan will be reviewed and updated each year by the Long Range Financial Planning Committee.

DATA
The LRFP is divided into four sections describing the history of EVCC finances, operating budget revenues and other revenue sources, expenditures and anticipated challenges. The data describes EVCC’s financial stability over the last five years and provides projections into 2013. The committee realizes that financial projections in this economy are estimates at best. Possible outcomes are described as best case scenarios, worst case scenarios, and probable scenarios.

CURRENT STATUS
EVCC is financially stable. Our fund balance meets the board target of 8%, and our enrollments, resulting in tuition revenue, remain strong. The state allocation has been reduced by 4.5 million dollars since January 2009 and another one million dollar reduction in state allocation is anticipated during the 2010/2011 year. State revenues are below estimates which will result in additional reductions in the 2011-2013 biennium. EVCC absorbed the past reductions through a combination of increased revenues and reductions in expenditures including staff layoffs and non-renewals.

Revenue
In addition to the state allocation, EVCC collects revenues locally from tuition, fees, self-support classes and other sources. These local revenue sources have not yet surpassed the amount of the state allocation, but the trend continues to show a higher percentage of revenue from local funds and a smaller percentage of revenue from state allocation. Increasing local revenues and diversifying revenue sources have been the strategies of the college for at least three years, as shown in the Board’s financial support of the Corporate and Continuing Education Center, International Education recruiting, expansion in Monroe and the creation of self-support classes to serve increased student demand.

Additional sources of revenue contribute to EVCC’s financial stability. State capital funds support EVCC’s construction of the new health sciences building, scheduled to begin in the next fiscal year. Capital funding is also used for various replacements, repairs and upgrades across campus. Grants generate additional revenue, nearly doubling between 2009 and 2010. The use of the indirect cost rate increases the amount EVCC uses to support administrative costs associated with grant implementation and offsets the additional costs associated with pursuing grants. The College Foundation anticipates a Major Gifts campaign to support equipment purchases and scholarships totally between 5 million and 7 million dollars. EVCC’s bookstore is making a profit, increasing from about $300,000 in 2009/2010 to an estimated $1,285,890 by the end of 2012/2013. Parking revenues increased over the last three years and now fund lower cost bus passes for students and employees. Finally, the Corporate and Continuing Education Center, the recipient of Board investment funds, generates a return on investment of a quarter million dollars each year.
Expenditures
The LRFP compares EVCC expenditures with the average expenditures of the 34 Washington state community colleges in each program area. In instruction, EVCC spends approximately 60% of operating budget expenditures while other colleges spend closer to 51% of their total expenditure budgets on instruction. This may reflect an accounting difference, but this 10% difference is more likely a difference in emphasis. EVCC targets its resources to instruction. A higher than average amount spent on instruction impacts the amount available for other areas, resulting in EVCC spending less than other colleges in student services, administrative services and maintenance and operations.

After two years of significant budget reductions, much of what remains in EVCC’s budget is salary and benefits. Remaining budgeted expenditures in all other areas combined total less than what is spent on salary and benefits.

CHALLENGES
The LRFP describes financial challenges EVCC will experience in its future. The first is the anticipated reduction in state allocation. As described above, EVCC’s primary strategy to address this situation is to diversify its revenue stream. Additionally, EVCC will form more state support classes rather than self-support classes, so the student count (FTE) will be ‘counted’ toward our state enrollments. Assuming the state compensates EVCC for each student enrolled in a state supported class, EVCC would recoup additional funds, either through excess enrollments or through increased allocation based on increased enrollments.

The second challenge comes in EVCC’s tuition revenues. The state legislators increased tuition by 7% each year for two years, and the EVCC Board adopted the legislative approved amount. There was no perceptible negative impact on enrollment. However, continued increases may impact enrollments, which would impact EVCC’s revenues. Estimates project increases less than a 7% increase, closer to a 2% increase, which will increase revenue slightly, not impacting enrollments.

A third challenge is how EVCC will manage its fund balance. EVCC has maintained the conservative practice of using fund balance for one time purchases only. The Board of Trustees targets some funds for particular endeavors, such as Corporate and Continuing Education Center, Monroe expansion, and math initiatives. In the future, EVCC should maintain the 8% target and use any additional funds for equipment purchases, repairs and remodels, and other prioritized expenditures.

Projected health care cost increases will negatively impact the financial bottom line for all employers, including EVCC. Given past trends, costs could increase as much as 55% by 2019/2020. One strategy to address this is to be aware of the costs when hiring employees and attempt as much as possible to have employees work full time, and as possible, moonlight (faculty) and overtime (classified staff.) While this internal strategy may help, external decisions at the state level will also impact EVCC’s costs for employee health benefits, perhaps increasing the amount employees pay. This may result in turnover, as employees seek out better benefits in the private sector.

Facilities issues will significantly impact EVCC’s future financial situation. Increasing energy costs, sustainability, EVCC’s aging physical plant, land acquisition and capital construction are areas of focus. If EVCC is able to succeed at its sustainability goals, its energy costs will decline. Coordinating building use times, reducing the number of single occupancy vehicle trips to campus will help lower costs. However, new building construction will add to the costs. It is important to monitor and manage a new building’s projected energy costs, as was done in Gray Wolf hall, and possible reductions in energy use as a result of remodeling, as was done in Rainier.
The LRFP presents information about land acquisition and capital construction projections. One source of funds will be land acquisition funding associated with the state’s capital allocation for EVCC’s Learning Resource Center (library.) Other funds may come from the fund balance, as was done in 2009/2010. If these funding sources dissolve, EVCC’s aging buildings will limit program growth. As of 2009/2010, over 46% of the square footage on campus is past its 50-year useful life cycle and in need of significant repairs or upgrades. Creative financial solutions funded the Parks/Bistro project and the Rainier and library remodels, but other building needs remain unfunded. EVCC will look to the state capital funding process for support but should also look to other sources of revenue.

Equipment needs are addressed in the LRFP, including replacement schedules for instructional equipment. While little is budgeted annually for equipment purchases, the LRFP assumes that some unbudgeted revenue will be used to meet campus equipment needs from a prioritized list. The list is included in the LRFP and along with lists generated in program reviews, should provide the information needed to plan purchasing.

EVCC has an unfunded liability in the area of disability services. This recurring expense, mandated by federal law, is not accounted for in the annual operating budget. Each year, the total expended is covered in the operating budget close. This strategy has been successful for more than 10 years but does not reflect conservative financial planning.

Parking has been a problem for many years and this LRFP recommends no quick fix. However, one plan involves finding an outside vendor to fund construction of a parking facility. This may generate revenue. Currently, increased parking revenues are being used for reduced cost bus passes for students and employees.

**RECOMMENDATIONS**

Since the LRFP was written as a framework for future financial decisions, five global recommendations are suggested to guide future financial decision-making across campus. These five recommendations are listed below. EVCC will need to continue its fiscally conservative strategies to weather the financial challenges in its future.

(1) EVCC should continue its strategy to diversify and expand its sources of revenue beyond state allocations.
(2) EVCC should analyze its participation in state consortiums, committees and in other groups requiring membership dues. EVCC should decline renewal of the membership if the value is less than the expense.
(3) EVCC should plan its equipment purchasing. Schedules for equipment replacement are included in this document, but additional plans should be developed for furniture, carpet and instructional equipment replacements. Purchasing software should be used to make a paperless, efficient system. Purchasing should continue to consider green options for equipment as available and should continue to consider less expensive alternatives whenever possible.
(4) EVCC should develop a staffing succession plan. EVCC should continue its practice of evaluating positions that become available through attrition. Employees should continue to be offered professional development, especially in leadership and management strategies, so that as openings occur, current employees can be considered for promotion. This allows for restructuring using employee strengths in a cost-effective way. EVCC should consider increasing the use of overtime and, for faculty, moonlight assignments, to meet immediate staffing needs. (Successful examples of this strategy include our grounds keeping/weeding crew in spring 2009 and our inventory crew in August 2010.)
(5) EVCC should maintain its 8% fund balance. While the fund balance is seen by some as a ‘rainy day’ fund, the current financial difficulties may not be the worst EVCC will experience.
View policies/procedures by section

- Administration
  - Business and Finance
  - Human Resources
  - Instruction
  - Operations
  - Students
  - Technology

Administration
- Public Agency Lobbying

Business and Finance
- Commercial Activity Policy
- EvCC2015 Reserve and Contingency Fund Policy
- EvCC2020P Budget Management (Procedures)
- EvCC2030P Purchasing (Procedures)
- EvCC2040P Investment of District Funds
- EvCC2050P Debt Service Limit Policy
- Policy for Use of Office and Light Refreshments
- Motor Pool Policy and Procedure
- Purchasing Procedures

Human Resources
- Administrative Sabbaticals
- "Americans With Disabilities Act" Policy
- Affirmative Action / Anti-Discrimination Policy
- Communicable Diseases Policy
- Compensation for Unused Sick Leave
- Drug Free Campus Policy
- Emergency Campus Closure Advisory
- FAQs Policy
Budget and Accounting Services

Accounting Services is responsible for the Accounting and Budgeting functions within Everett Community College. Examples of what we do include creating, maintaining, and monitoring the College budgets, preparing periodic financial statements, banking and investing college funds, paying the bills, invoicing for services, tracking and taking payment for services, reimbursing employees for travel, internal control, capital construction projects, and providing accounting services for the Everett Community College Foundation.

Accounting services is located in Olympus Hall, Room 101, and Budget in Olympus 207. Contact numbers are (425) 308-9251 or (425) 308-9154. Our fax number is (425) 308-9102.

Our office hours are Monday through Friday, 7:30 a.m. to 4:30 p.m. (unless otherwise indicated).

Our mission is to be responsive, helpful, and efficient in serving the students, staff, trustees, external agencies, and others of the state of Washington. The Budget and Accounting Services Department is committed to the highest quality financial management and accountability.

Budget Development Information per Budget Year

- Budget 2011-12
- Budget 2010-11
- Budget 2009-10
- Budget 2008-09

Resources

- 2010/2011 Final Budget
- Post your Budget Ideas Here!
- Department Directory
- Organization Chart
- BSA Forms
- Expenditure & Revenue Reports
- FAQ's
- Travel
- Policies and Instructions/Procedures
- Petty Cash/Cash Accounts
- Grant & Contract Instructions & Forms
- Links

Expenditure Coding

- Sub-Object Codes
- Sub-objects per FAM
- Fiscal Affairs Manual
- 2010-11 Standard Coding & Exceptions

Looking for the Budget Management Application? View at: https://intranet.everetcc.edu/budgeting
Board of Trustees
December 21, 2010
Board Room - Olympus Hall
5:00 p.m.

AGENDA

(The first agenda item of each Board of Trustees meeting will consist of a briefing by the President. Topics will include works-in-progress, the timing of future agenda items, key contacts, and other information regarding the College. No board decisions will be made.)

1) Briefing by the President
   ○ College Planning

2) Consent Agenda - Approval
   ● Minutes from the November 16, 2010 Board Meeting
   ● Approval of fiscal policies:
     ○ Budget Management (Procedures)
     ○ Debt Service Limit Policy
     ○ Investment of District Funds
     ○ Purchasing (Procedures)
     ○ Reserve and Contingency Fund Policy

3) Reports to the Board
   Student Representative       Stephanie Kermgard
   Classified Representative    Max Phipps
   Faculty Representative       Tom Gaskin

4) Future Board Study Sessions

5) Adjourn
EVCC2050: DEBT SERVICE LIMIT POLICY

Original Date: November 2010
Policy Contact: President

POLICY
The college is required to manage debt for capital outlay purposes that is periodically reviewed, carefully controlled, and justified so as not to create an unreasonable drain on resources available for educational purposes.

General Policy
The board of trustees of Everett Community College, in accordance with RCW 28B.50.140 (6) and 39.94, authorize the incursion of debt for the purchase of real property or construction. The College will manage its resources to ensure adequate resources are available to meet debt service for long term and short term indebtedness. The board of trustees as represented by the board audit committee will review annually the college’s debt obligations to verify appropriate management of debt as compared to resources.

REVISION HISTORY
Original

APPROVED BY
Board of Trustees

APPROVAL DATE
Board of Trustees  
December 21, 2010  
Board Room - Olympus Hall  
5:00 p.m.

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   Student Representative  
   Stephanie Kermsgard  
   Classified Representative  
   Max Phipps  
   Faculty Representative  
   Tom Gaskin  

4) Future Board Study Sessions  

5) Adjourn
EVCC2040: INVESTMENT OF DISTRICT FUNDS
Original Date: November 2010
Policy Contact: President

POLICY
The president or president’s designee has been delegated the responsibility to invest funds not immediately necessary for the operation of the college. Under the director of the president or president’s designee, the director of accounting manages college investments to improve the college’s financial position within the limits imposed by the Public Deposit Protection Act, which delineates the types of investments appropriate for public agencies.

RELEVANT LAWS AND OTHER RESOURCES
RCW 39.58
State Administrative & Accounting Manual

APPROVED BY
Board of Trustees

APPROVAL DATE
December 21, 2010
EVCC2020P: BUDGET MANAGEMENT (PROCEDURES)

Original Date: 07/07
Current Revision Effective: November 2010
Policy Contact: Vice President Administrative Services

Budget Reports

The complete detailed annual budget (sub-object) shall be placed on reserve in the library and on the college intranet. The budget office shall provide a monthly report to the Board of Trustees Audit Committee outlining revenues and expenditures.

Changes to Existing Budgets

All changes to budgets, including increases, decreases or transfers, must be approved by the budget authority and requested via email to the budget office. The budget office will review and process the request and will forward requests to the president if the request compromises budget integrity.

Revenue Management

Revenue Forecasts

All departments must work with the budget office to prepare revenue forecasts for the current fiscal year each quarter of each fiscal year. Each forecast will be reviewed by the vice presidents, president and board of trustees.

Class and Student Fees

Departments shall be responsible for loss of revenue in the event a class fee or other fee is not included in the class schedule and, therefore, cannot be assessed. Departments shall take action to offset the loss of revenue.

Revenue Deficits

Vice presidents, deans, directors and budget authorities must notify the budget office immediately in the event of any anticipated or unanticipated potential or actual revenue deficit. In the event that revenue for a program is anticipated to be below the budgeted revenue amount, it is expected that the program will identify reductions in expenditures or take other action to compensate for the revenue deficit.

Monthly Revenue Reports

Monthly revenue reports shall be prepared by the accounting office and reviewed by the budget authority and vice president.
Expenditure Management

Expenditure Deficits
Vice presidents, deans, directors and budget authorities must notify the budget office immediately in the event of any anticipated or unanticipated potential or actual over-expenditure.

While the college budgets to the sub-object level, account balances are evaluated by object within categories. Any particular sub-object may be overspent so long as there are funds in the account at the object level. For example, overspending in EA may be accounted for with money in EG. During the fiscal year, expenditures will be monitored at the object level (ie: total E’s), and the budget office will notify the budget authority of any overspent accounts. Budget authorities who overspend accounts must act immediately to fix the overspent account by contacting the budget office and authorizing a transfer of funds from another budget under their control. It is the responsibility of the budget authority to monitor account balances accurately and not overspend.

Part-time Faculty Expenditures
Instruction, the budget office and human resources shall work to appropriately forecast and monitor part-time instruction costs. Deans and budget office will work together to ensure that funds are available before posting or hiring for the position. After verification that funds are available, deans shall approve part-time faculty contracts for direct instruction and any other assignment funded with sub-object AH.

Vacancy Savings (GAP savings)
Savings resulting from a vacancy after replacement or decision not to replace a position shall be transferred to a central account managed by the budget office. This account funds recruiting, substitution costs and other related expenditures. Savings resulting from faculty turnover are distributed according to the American Federation of Teachers faculty collective bargaining agreement.

RELEVANT LAWS AND OTHER RESOURCES
State Administrative & Accounting Manual

APPROVED BY
Board of Trustees

APPROVAL DATE
December 21, 2010