



2024

Year Seven Evaluation of Institutional Effectiveness

Prepared for the Northwest Commission on Colleges and Universities



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YEAR SEVEN EVALUATION OF INSTITUTIONAL EFFECTIVENESS (EIE) REPORT

Prepared for the Northwest Commission on Colleges and Universities

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Table of Contents

Title Page	2
Table of Contents	3
Institutional Overview	4-5
Preface	6-14
Standard 1.A: Mission	15-16
Standard 1.B: Improving Institutional Effectiveness	17-35
Standard 1.C: Student Learning	36-55
Standard 1.D: Student Achievement	56-70
Conclusion	71-74
Addendum	75-79



Top: First day of class in September 1941. Bottom: First day of a history class in September 2011, the college's 70th year.

Institutional Overview

Everett Community College is one of 34 community and technical colleges governed by the Washington State Board of Community and Technical Colleges. The college is administered by a five-member [Board of Trustees](#) appointed by the Washington state governor.

The college was founded in 1941 as Everett Junior College, with the college's first students taking classes at a converted elementary school. The college moved to its present site in north Everett in 1958. The campus now includes 18 buildings, most named after the peaks of the Cascade and Olympic mountain ranges.

As of 2024, Everett Community College educates nearly 15,000 students every year at several locations throughout Snohomish County, with most students and faculty at the main campus and online. EvCC also offers classes at [Aviation Maintenance Technology at Paine Field](#) in Everett, [School of Cosmetology in Marysville](#) and [Ocean Research College Academy](#) on the Everett waterfront.

Students range in age from 12 to 85 with the largest number of students between 18 and 24 years old. Thirty-nine percent of EvCC's students are students of color. Seventeen percent receive need-based financial aid.

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 to learn for fun. EvCC is best known for its advanced manufacturing, healthcare, arts, engineering and business programs.

From training in area hospitals to water quality research, EvCC students receive real-world education to prepare them to transfer to a four-year school or go to work. The college offers [associate degrees](#) in Arts and Sciences, Science, Business, Applied Science, Technical Arts, Fine Arts, and General Studies, and a bachelor's of applied science degree in Accounting. [Certificates of completion](#) are awarded in more than 30 technical and career fields. Students can also enroll in [English as a Second Language](#), [high school completion](#), and [General Education Development](#) programs. In 2022-23, EvCC awarded 1,166 associate degrees, 539 certificates and 63 adult high school diplomas.

EvCC also offers a wide variety of professional development and career training options through the Corporate & Continuing Education Center. Courses can be customized and delivered on-site for employers throughout Snohomish County and the Northwest. The college is the home of the Washington State [Center of Excellence for Aerospace and Advanced Manufacturing](#), which unites industry, labor and higher education to create a highly skilled workforce.

EvCC faculty and staff work closely with business and industry experts, community leaders and other educational institutions to provide students with relevant, challenging experiences inside and outside of the classroom.

According to an independent socioeconomic study of EvCC alumni, EvCC students are measurably better off as a result of their education. Students who leave with a two-year college degree earn, on average, twice as much as adults without a high school diploma and 35 percent more than those with a high school diploma or GED. Eighty percent of EvCC students stay in the region to work after they leave college.

In Fall quarter 2023, the college employed 877 employees, including faculty, classified staff, administrative staff, part-time faculty and staff, and student workers.



Preface: Update on Institutional Changes

Since our 2017 Self-Evaluation report, Everett Community College (EvCC) has been impacted by dramatic shifts in the higher education landscape and, partly in response to these changes, has undertaken a series of substantive internal changes. Collectively, these changes have both challenged and strengthened the institution, pushing the college to sharpen priorities, develop more adaptive systems, and better recognize, and proactively respond, to our students.

A STRATEGIC VISION FOR EQUITY

In December 2021, the EvCC Board of Trustees adopted [*Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*](#), which laid out a specific framework for strategic prioritization, systemic adaptation and responsive action at EvCC. The plan has not only provided the college with a consistent focus amidst so much change; it has also articulated precise goals and objectives for leading equity-minded change. Shifting the college from a reactive to a proactive mindset, the plan

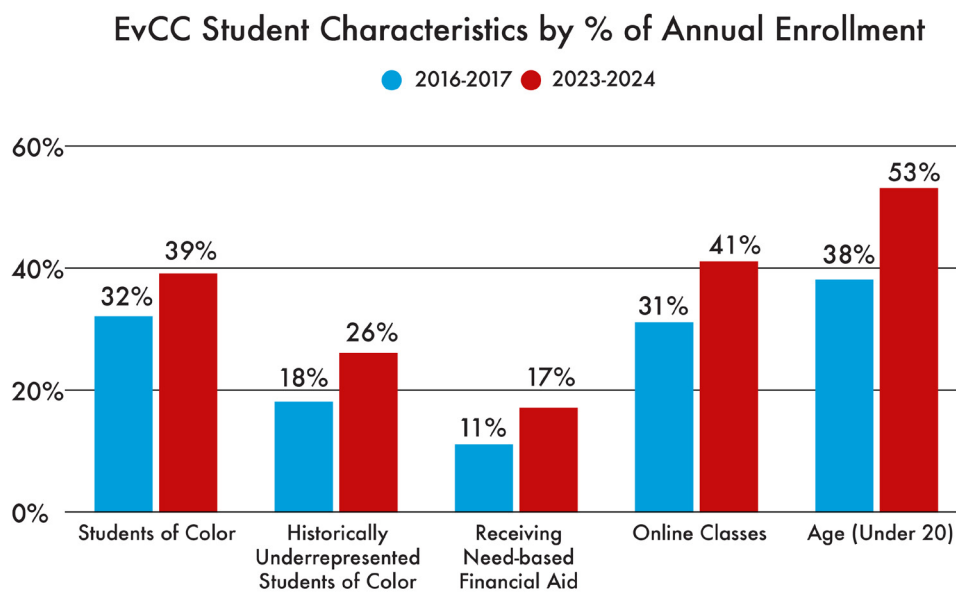


takes as a given the college’s responsibility to *initiate* change by interrogating taken-for-granted beliefs and reshaping institutional practices. Four equity-minded priorities – Belonging, Student-Readiness, Sustainability, and Career Connected – drive the strategies that are designed to help the college better understand, and more effectively respond to, the aspirations, assets, and challenges of students for whom the pathway to and through higher education has been anything but smooth.

In 2024, the barriers and challenges to higher education for students are arguably higher than they were at the time of EvCC’s last peer visit, making the college’s strategic commitment to equity even more mission-critical than it was in 2017. The COVID-19 pandemic exposed the life and death stakes of structural inequalities, especially those tied to race and ethnicity. The already high Consumer Price Index in Snohomish County continues to rise about 4% a year. DEI initiatives have become fodder for polarized politics, even in relatively liberal Washington. The impact of AI in both education and employment are just beginning to be felt and will likely grow even more disruptive – in both positive and negative ways – over time. Growing distrust in public institutions has been paralleled by a heightened skepticism about the value of higher education. These and other factors are the uneven conditions shaping each student’s decision to enroll at EvCC (or not), persist through completion of a credential (or not), and engage deeply (or not) with the learning opportunities the college offers.

DEMOGRAPHIC CHANGES

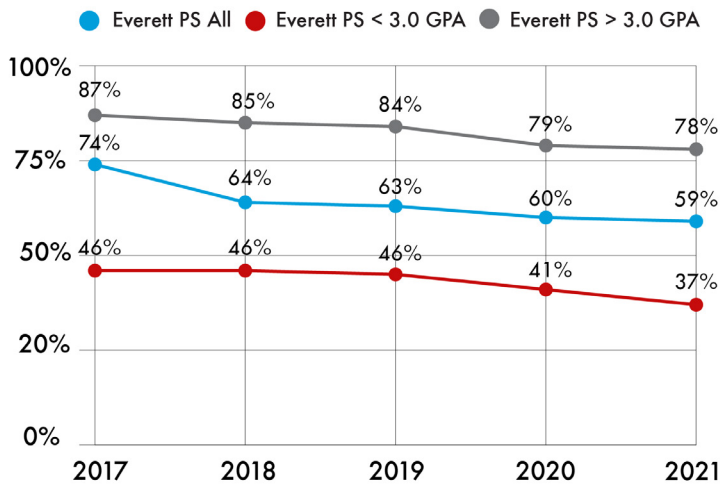
Figure 1:



Not surprisingly, EvCC’s student demographics are also changing (Figure 1). Compared to 2016-17, EvCC’s current student population is more racially diverse, more likely to be receiving some kind of need-based financial aid, more likely to be taking online classes, and more likely to be under 20 years of age (largely as a result of the growth of dual credit programming in Washington state).

Figure 2:

Percentage of Everett Public Schools High School graduates enrolled in postsecondary education within one year of graduation (by GPA)



EvCC’s current student enrollments, while important, only partly reflect the ongoing changes in Snohomish County that will ultimately have an impact on the college’s mission to serve as an educational and economic resource for the people of Snohomish County. Although Washington and Snohomish County boast relatively high levels of educational attainment, the state and county have long struggled with a surprisingly weak college-going culture,

an issue which has been exacerbated by the pandemic. Outcome trends from EvCC’s largest high school partners hint at increasing levels of educational alienation among high school graduates in Snohomish County over the past five years. Figure 2 reflects the most recent available data on high school graduate outcomes from Everett Public Schools (EPS), the college’s largest high school partner. The gray line shows the percentage of EPS high school graduates who enrolled in postsecondary education within one year of graduation, while the blue and red lines show the impact of high school GPA on this outcome. High school GPA is the biggest differentiator for postsecondary enrollment immediately after high school; a startling 63% of high school graduates with a GPA under 3.0 do not enroll in postsecondary education for at least a year after graduation. Because the economic effects of a college degree accumulate over time, EvCC’s mission obliges the college to design postsecondary opportunities that can welcome, engage and honor these students and their irreducible value as learners.

INSTITUTIONAL CHALLENGES

In addition to these changes to the external environment that have impacted the college’s core mission, EvCC has undergone a number of internal changes that have also shaped the approach to mission fulfillment. Like all other colleges, EvCC pivoted in response to disruptions of the COVID-19 pandemic; yet, unlike all other colleges, the demands of the pandemic were exacerbated by simultaneous local challenges: a fiscal crisis, the implementation of a new enterprise management system and website, and transitions in executive leadership.

Fiscal Challenges

Prior to the pandemic, EvCC's leadership had approached fiscal management from a growth mindset, based on the strategic calculation that the college needed to position itself for unlimited growth and new opportunities. Yet, as even the college's [2017 NWCCU peer reviewers](#) noted well before the onset of the pandemic, this calculation led to budgeting practices that were unsustainable (p. 41-44). In particular, as indicated on [EvCC's unrestricted reserves dashboard](#), the college's unrestricted reserves were depleting at an alarming rate, leaving the college especially vulnerable to the fiscal impact of the pandemic. While COVID relief funds mitigated this impact, the college's reserves dropped to a low of 8% (\$5,543,742) of the college's operating budget in Fiscal Year 2021.

Recognizing that colleges across all sectors need to be more fiscally prepared for emergencies and for the uncertain impact of long-term changes in the higher education economy, EvCC's executive leadership has taken aggressive measures to replenish institutional reserves with the goal of reaching a threshold of 25% of the college's annual operating budget (three months operating funds). As a result of these measures, EvCC's unrestricted reserves rebounded to 21.7% (\$16,159,271) of the college's operating budget in Fiscal Year 2023 and will likely see a slight increase at the close of Fiscal Year 24.

Such prudent stewardship has required a level of fiscal discipline and careful risk management that is relatively new for the EvCC community. While the college had to make the difficult decision to adjust staffing with multiple layoffs in Fall 2020, EvCC has since then been able to maintain and strategically grow staffing without further depletion of reserves. Among the strategic decisions the college has made to more effectively manage resources and meet student needs are a reassessment and reduction of the college's extended physical footprint and the consequent decision to invest in EvCC's centrally located main campus. Similarly, college leadership, particularly under President Crawford, has taken a critical approach to college staffing, assessing both filled positions and vacancies to ensure that all faculty, staff and administrators are positioned for success, and more importantly, for facilitating student success. Finally, the leadership in the Instructional division is using real-time data to develop new course scheduling protocols that are both more student-centered and more fiscally responsible, resulting in over a 50% reduction in canceled classes and an increase in aggregate course fill rate from 70% to 85%, an enrollment ratio identified by a [report](#) from Ad Astra, a scheduling software company, as optimum for student centered scheduling. EvCC will be contracting with Ad Astra to help implement best practices in student-centered course scheduling.

These combined efforts to build back a strong fiscal foundation for EvCC are critical to the college being able to meet Goal 3.1 of *Charting a Path Forward to Equity*: "Implement a financial stewardship model that promotes transparency, accountability and strategic alignment with equity and social justice values." As the college reserves continue to grow, EvCC will be able to dedicate more resources to support the other goals of the strategic plan, especially the elimination of equity gaps in student success throughout the student life-cycle.

New Enterprise Management System

In November 2022, EvCC was among the fifth cohort of Washington community and technical colleges to transition from a 40-year-old legacy enterprise management system to ctLink, a Peoplesoft product that is the mandated enterprise management system of the Washington State Board for Community and Technical Colleges. While the overall transition went smoothly and resulted in more robust business processes and more accurate information in many areas, some critical service areas were more adversely affected. As outlined below, the most impactful of these adverse effects were in financial aid and in advising.

Financial Aid: As has been true for all SBCTC institutions when they converted to ctLink, EvCC experienced processing slowdowns that resulted in significant delays in financial aid awards; this correlated with a drop in Pell awards to EvCC students from 30% in 2020-2021 to 22% in 2022-2023 [IPEDS Data Feedback Report \(DFR\)](#). EvCC's financial aid team has worked to gradually improve processing speed; further, the college's new Vice President of Strategic Enrollment Management and Student Success has hired consultants to take a more holistic look at EvCC's financial aid practices with the goal of more effectively funding all students with financial need.

Advising: The challenges of integrating third-party software with ctLink meant that EvCC's Student Success platform, Starfish, was functionally unavailable to students and faculty for almost a full calendar year, temporarily resulting in less effective advising practices and slowing the momentum of EvCC's multi-year advising redesign. Starfish is now fully integrated with ctLink and has been particularly valuable not only in terms of advising effectiveness but also as a source of operational and actionable data. Having completed data integration, Technology Services and Advising leadership are working through the remaining challenge of resolving functional redundancies and ensuring data integrity across systems.

On the whole, the transition to ctLink has been both necessary and positive for the college; even in the case of more disruptive challenges, such as the ones listed above, the college has responded to these disruptions not simply by troubleshooting but by engaging in systemic process improvement to support robust and responsive service delivery.

Executive Leadership Transitions

As is the case with many institutions of higher education, Everett Community College has seen several transitions in leadership since our 2017 self-evaluation. Most impactful has been presidential turnover, with two new presidents and an interim president succeeding the long tenure of President David Byer who retired shortly after the 2017 peer visit. As explained in EvCC's [2023 Policies, Regulations and Financial Review](#), EvCC's current President, Dr. Chemene Crawford, assumed her presidency in July 2023 and has focused on building the structures, systems and resources that will most directly support student success and the strategic plan. Part of this process involved making additional changes to the Executive Leadership Team; new appointments on the leadership team included a new Vice President of Human Resources, Joshua R. Ernst; a new Vice President of the

reimagined division of Strategic Enrollment Management and Student Success, Brandon Dyer; Executive Director of College Advancement and EvCC Foundation, Kristen McChonaha; and Director of Communications and Public Information Officer, Christopher Woodward.

Understandably, these relatively rapid transitions in leadership – especially when contrasted with a previous presidency unusual for its longevity – have created a feeling of instability among some faculty and staff. Throughout the multiple transitions, however, the college, aided by the consistent leadership of the Board of Trustees, has maintained its commitment to its mission, to student success and to equity, as articulated in the college’s strategic plan. In addition, new leadership has necessarily brought the kind of fresh vision that enables objective assessment and informed change. Over the past five years, EvCC’s presidents and their leadership teams have recognized that some long-established institutional practices and structures no longer serve the college or its students as they once did and have led fundamental changes to instructional programs, shared governance, budgeting processes and, most recently, financial aid procedures. Despite the inevitable disruptions then, the series of leadership transitions has resulted in a college that is more nimble, resilient and responsive.

In keeping with this theme of more effectively positioning the college for strategic effectiveness and forward-looking innovation, Dr. Chemene Crawford, the college’s 19th and current President, is committed to rebuilding the college’s organizational structure, beginning with the Division of Student Services – renamed Enrollment Management and Student Success – in Fall 2023. In the 24-25 academic year, the Division of Instruction will shift from its current structure to a more layered management model that will allow administrative leadership both to be more engaged in day-to-day oversight of instructional practice and to develop long-term sustainable programming in support of student success and economic mobility.

EvCC Website

EvCC’s public website is outdated, sits on a platform that will soon be obsolete, and lacks the robust functionality necessary for the college to communicate effectively with its stakeholders. This impacts enrollment and recruitment as well as the college’s capacity to represent institutional effectiveness for both internal and external stakeholders in a transparent and meaningful way. In Winter 2024, EvCC contracted with Madison Avenue Collective, a web design firm, to conduct an assessment of the website. Included in the issues captured in their [report](#) were the following: a complicated site structure that resulted in a disorienting user experience, inconsistent navigation cues, text-heavy content, over reliance on academic jargon, outdated information, and a poorly functioning search tool. These specific problems, as well as the user feedback cited in the report, indicated to the leadership not only that EvCC’s web content was not effectively showcasing the college, but that the user experience of the site was negatively impacting the college’s core mission. Over the next academic year, EvCC will engage in a comprehensive website redesign focusing on enhanced user experience and updated security.

INSTITUTIONAL ACHIEVEMENTS

As EvCC continues to work through the challenges of the post-pandemic academic landscape and to advance the goals of *Charting a Path Forward to Equity*, the college can celebrate a number of strategic accomplishments. Three in particular are worthy of mention here:

Cascade Learning Resource Center (CLRC): The most recent capital project, the [Cascade Learning Resource Center](#), opened in Spring 2023. The 65,000-square-foot facility replaced the college’s aging Library Media Center and also houses the Tutoring Center, Writing Center, eLearning, Instructional Media Services and the Center for Transformative Teaching in a collaborative environment. The intentional integration of these services within a single learning resource space materializes the theoretical connections between services and strengthens the network of instructional support the college offers students. Centered on the needs of all EvCC learners, the CLRC provides a variety of flexible spaces to support project-based and collaborative learning, instructional experimentation and innovation, and community and social engagement.

Title III Strengthening Institutions Grant: In October of 2022, EvCC was awarded a Title III Strengthening Institutions award in order to advance three broad goals: to improve affordability and access to resources; to increase flexibility in how and when credit is earned; and to develop of practices and policies to ensure seamless transitions between pre-college and college-level work and between learning and work. These goals align with both the specific goals and priorities of EvCC’s strategic plan and with the plan’s overarching premise; like those goals, the Title III grant recognizes that that EvCC must fundamentally redesign its structures and practices in order to ensure that the college’s increasingly diverse students feel valued, can access meaningful and manageable pathways to credentials, and can use those credentials for economic empowerment and mobility. Thus, the Title III funding aligns with several of the goals of the strategic plan, specifically Goal 1.1.1, 2.2.2, and 4.1.1. The college has also applied for \$300,000 Minor Works funding from the state to replenish a campus space to house the new Career and Experiential Learning Center, one of the core priorities of the grant.

Shared Governance: As described in EvCC’s *Policies, Resources and Financial Review*, the college successfully launched a new shared governance model in the 2022-2023 academic year. Developed over a [three-year collaborative design process](#), EvCC’s new governance model is composed of a central deliberative body — the Campus Council — supported and informed by a series of functional standing committees and three constituent senates. As outlined in the third goal under the Sustainability priority in *Charting a Path Forward to Equity*, shared governance is strategically critical to EvCC, both as a specific objective (3.2.2: *Implement shared governance to promote transparency, trust and accountability in the decision-making process*) and as part of a larger goal to *build institutional capacity for equity and social justice through structures, systems, and processes that promote enfranchisement, inclusivity, and dialogue*. As will be highlighted in Section 1.B.4 and elsewhere in this report, the Campus Council has been especially effective in further enfranchising students and spurring dialogue between their student government representatives and faculty, staff and administrative leadership.

MOVING FORWARD

The COVID-19 crisis and the years immediately following it have impressed upon every higher education institution, including EvCC, the importance not simply of an emergency capacity to pivot, but of an ongoing commitment to systemic change in response to dynamic student needs. EvCC's 2022-2027 strategic plan, *Charting a Path Forward to Equity*, explicitly articulates the college's obligation to adapt, innovate and redesign higher education so that it serves the needs of communities across Snohomish County.

Amidst all the changes of the past few years, EvCC's faculty and staff have embraced the challenge laid out in the strategic plan and are committed to building equitable postsecondary opportunities that respect and serve students' goals. Ultimately, *Charting a Path Forward to Equity* establishes a framework for mission fulfillment that is both forward-looking and grounded in institutional accountability.

The strategic plan is also, therefore, the lens through which this report assesses Standard One. Aligning the college's approach to meeting accreditation expectations with the strategic plan's overarching premise, EvCC has reviewed and renewed each of the Standard One elements through an equity lens. In the spirit of *Charting a Path Forward to Equity*, EvCC's Year Seven Evaluation of Institutional Effectiveness (EIE) highlights intentional and iterative processes of institutional inquiry, experimentation and recalibration. The college is committed to these processes because they are the best way for the college both to meet the NWCCU Standard and to enact equity with and for the students we serve.

RESPONSE TO RECOMMENDATIONS

EvCC had no outstanding recommendations from its 2017 Self-report and peer evaluation as these were successfully resolved during the 2020 Mid Cycle report and evaluation.

In March 2024, EvCC received NWCCU's response to the college's *Policies, Resources and Financial Review*. That response included the following two findings:

Finding Type 1 (Provided evidence suggests that the institution needs improvement):
2.E The college presented a state audit but not an independent audit. Also, the PRFR team notes the college's goals and current progress regarding reserves.

EvCC Response: The Washington State Auditor's Office (SAO) is contracted by the College to conduct an independent audit of our financial statements specifically for accreditation compliance. This is considered an independent audit because the State Auditor in Washington is a separately elected official; the SAO does not report to the Governor's Office and is independent of executive oversight. Both the Washington State Constitution (Article III, section 20) and state law ([RCW 43.09.050](#)) support this. Please refer to SAO's website ([What We Do | Office of the Washington](#)

[State Auditor](#)) for more information about this role. You can also speak directly to Jim Brown, Assistant Director of State Audit and Special Investigations from SAO, if you have further questions: [Office of the Washington State Auditor](#), (564) 999-0782 or brownelj@sao.wa.gov.

Finding Type 2 (Insufficient evidence, unable to evaluate)

2.G.7: The college provided a thorough description of their process for ensuring that the distant student is the one who is registered and that the process is secure. The question of notification of charges related to the identity verification process is not addressed. There is no mention of regular and substantive interaction policies (referred to in NWCCU's Distance Education Policy).

EvCC Response: EvCC does not charge students for identity verification. For the past 18 months, EvCC's Director of eLearning worked with a faculty team to finalize the college's Online Education Standards policy with a primary focus on regular and substantive interaction. EvCC's Board of Trustees approved the policy in a special session on July 30, 2024. EvCC's approved [Online Education Standards](#) policy is posted to the college's Policy Library webpage.

Evidence for Preface

- *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*
- Four Equity-Minded Priorities
- WSAC: *Exploring Challenges in Postsecondary Access*
- Seattle Times: *Enrollment plummets at Washington's Colleges, especially among men*
- High School Graduate Outcomes
- NWCCU 2017 Peer Review
- EvCC's Unrestricted Reserves Dashboard
- Ad Astra Report
- IPEDS Data Feedback Report (DFR)
- *2023 Policies, Regulations and Financial Review*
- MAC - EvCC Findings and Recommendations
- Cascade Learning Resource Center webpage
- Three-year collaborative design process
- What We Do | Office of the Washington State Auditor
- Office of the Washington State Auditor
- EvCC Online Education Standards Policy



Standard 1.A: Institutional Mission

1.A: The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Everett Community College's commitments are clearly articulated in its mission statement: "We educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society." While the statement ensures continuity of both purpose and promise, effective mission fulfillment demands ongoing realignment and adaptation of practice, particularly in a post-pandemic socioeconomic context that continues to disproportionately and negatively impact communities of color. In this context, the college's mission statement is more than a static abstraction; it is instead an active commitment to meet the shifting dynamics and multiple demands of our historical moment.



As reflected in [Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027](#), the college has chosen to meet this historical moment by investing in a mission fulfillment strategy grounded in equitable outcomes for each EvCC student. The plan places equity at the core of the college’s mission while also acknowledging the substantive changes necessary to honor the promise embedded in the college’s mission statement. The plan is driven by [four equity-minded priorities](#) that together interrogate and reshape taken-for-granted institutional practices.

Belonging: The first priority in *Charting a Path Forward to Equity* commits the college to creating an equitable campus culture where each student is valued, welcomed, and actively supported. Creating this kind of culture of Belonging demands both the recognition of each student’s authentic and irreducible value as a learner and the deliberate cultivation of communities of learners within and among the diverse communities EvCC serves.

Student-Ready: The second priority establishes that “educating, equipping and inspiring” requires the college to engage in comprehensive, evidence-based transformation that goes beyond offering particular credentials or developing specific curricula. Instead, as the plan articulates, student-readiness means “rebuilding the current modes and systems of instruction and student services to expand equitable access and opportunities for all students, staff, and faculty to learn.”

Sustainability: The third priority recognizes mission-fulfillment, if it is to be both meaningful and actionable, must be sustained by purposeful financial stewardship, investment in human resources, and cultivation of equity-minded leadership.

Career-Connected: The fourth priority specifically addresses the mission promise that an EvCC education will equip students to “contribute to their diverse communities and thrive in a global society.” Although neither the word “contribute” nor the word “thrive” should be reduced to only economic outcomes, these verbs function in the mission statement as an active acknowledgement of the role the college must play in economic mobility and community vitality.

With these four priorities serving as a timely blueprint for contextualized action, EvCC’s strategic plan affirms the college’s mission, emphasizes its values, tests its core strengths, and refocuses its goals. Most importantly, the plan guides the difficult work of shaping EvCC’s mission to its current moment.

Evidence for 1.A

- Four Equity-Minded Priorities (college website)
- *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*



Standard 1.B: Improving Institutional Effectiveness

Part 1: Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

EvCC's continuous process for planning and assessment of institutional effectiveness is grounded in the college's strategic plan and the [Board of Trustees' annual priorities](#). Strategic plans are developed in five-year cycles through a comprehensive and inclusive planning process that intentionally engages all stakeholders in establishing priorities, goals and objectives. Each year, the Board of

Trustees use the strategic plan to develop their annual priorities over the summer, sharing them with the President and college campus in the fall.



EvCC’s current strategic plan, [Charting a Path Forward to Equity](#) was developed in AY 2020-21 and adopted by the Board of Trustees in December 2021. The plan centers equity as the college’s overarching strategic goal, where equity is defined as “The process by which individuals are provided access to the correct amount and types of resources, opportunity, and support needed to achieve equal footing with others. It differs from equality, which focuses on the equal distribution of resources rather than equal outcomes.” Based on this [strategic definition of equity](#), the plan measures institutional effectiveness as the degree to which EvCC provides resources, opportunities and support that lead to equitable student outcomes.

The plan thus serves as the basis for the college’s ongoing and systematic evaluation of institutional effectiveness by:

- 1) Centering equity as a key determinant of institutional effectiveness, resource allocation, and student learning and achievement.
- 2) Providing a blueprint for institutional effectiveness by identifying clear goals and objectives aligned to [four key priorities](#): Belonging, Student-Readiness, Sustainability and Career-Connected.

EvCC uses a variety of planning and evaluation tools to assess institutional effectiveness. The [EvCC Strategic Multiple Measures Table](#) lists the tools EvCC has used to track progress in both meeting the goals of the *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027* and in supporting the Board of Trustees’ annual priorities. Intentionally centering the strategic plan in ongoing and systematic evaluation of institutional effectiveness, EvCC has aligned each tool with one or more goals of the strategic plan. These tools include EvCC’s strategic management tool, 4DX, which is designed to track progress on strategic goals and objectives at the unit level. Insights generated from these instruments/measures are shared with appropriate campus constituents depending on the sensitivity and applicability of the information. The phrase *4DX Unit Indicators* in the multiple measures table references the [Strategic Plan/4DX College Tracking Document](#), posted on the college’s intranet, which aligns specific unit goals and activities with relevant goals and objectives of the strategic plan.

REFLECTION AND MOVING FORWARD

EvCC’s multiple assessment tools provide a broad but somewhat fragmented picture of institutional effectiveness aligned with the goals and objectives of the strategic plan. In an effort to establish a more integrated approach to measuring and assessing institutional effectiveness, EvCC adopted

Franklin Covey's *The 4 Disciplines of Execution* (4DX) in Fall 2022 as its primary strategic management tool. Building from the goals and activities developed by individual units across the college through 4DX, the Strategic Planning Steering Task Force used logic modeling to identify a series of key performance indicators that will be used to consolidate measurement activities. The role of 4DX and the process for developing KPIs is further explained in 1.B.2.

Evidence for 1.B.1

- Board of Trustees' annual priorities *Charting a Path Forward to Equity*
- Strategic Definition of Equity
- Four Key Priorities
- EvCC Strategic Multiple Measures Table
- HEDS Campus Climate Survey
- EvCC Unrestricted Reserves Dashboard
- SBCTC Fiscal Health Measures
- Independent State Financial Audits
- Campus Council Minutes
- Perkins Performance Indicators (1P1: Post Completion)
- Perkins Comprehensive Local Needs Assessment
- Strategic Plan/4DX College Tracking Document

Part 2: Meaningful Goals, Objectives and Indicators

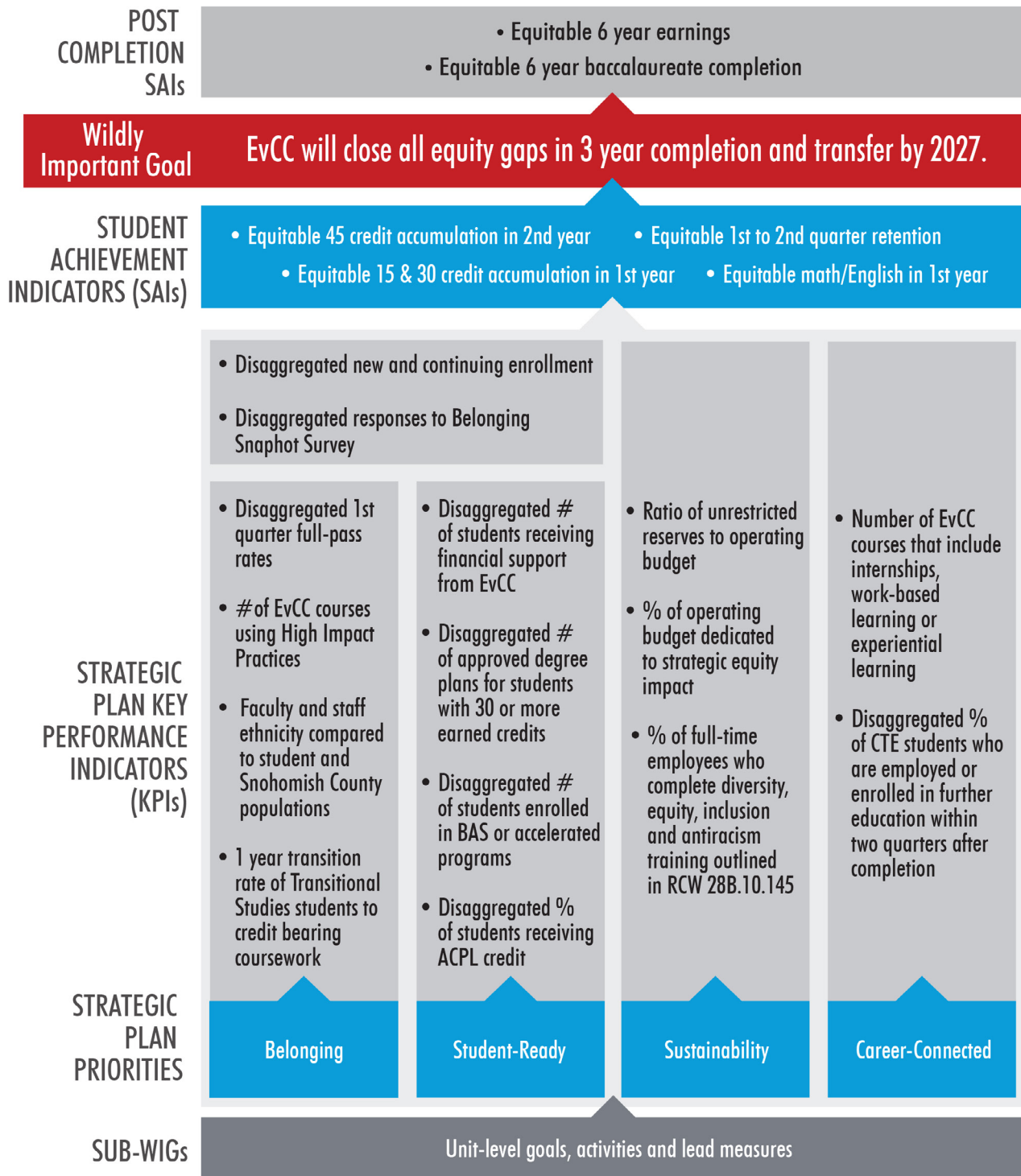
1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

STRATEGIC FRAMEWORK FOR ASSESSMENT OF MISSION FULFILLMENT

EvCC's goals, objectives and indicators for mission fulfillment are articulated through its strategic planning process; the college's current strategic plan, [*Charting a Path Forward to Equity*](#), identifies the institution's goals and objectives in each of four strategic priorities: Belonging, Student-Ready, Sustainability and Career-Connected. The college's strategic effectiveness is assessed at two levels: Key Performance Indicators (KPIs) and Student Achievement Indicators (SAIs). Progress in each strategic priority area is measured through a series of KPIs, which then lead to improvement in Student Achievement Indicators. As illustrated in the [*EvCC Integrated Strategic Measurement Framework*](#) (Figure 1), the strategic plan's core premise is that progress in meeting these goals and objectives will lead, not only to *improved* student achievement, but also to more *equitable* student achievement as well. Based on this hypothesis, EvCC distilled the multiple goals and objectives in the 2022-2027 strategic plan into a singular, aspirational Wildly Important Goal (WIG): *EvCC will close all equity gaps in three-year transfer or completion by 2027.*

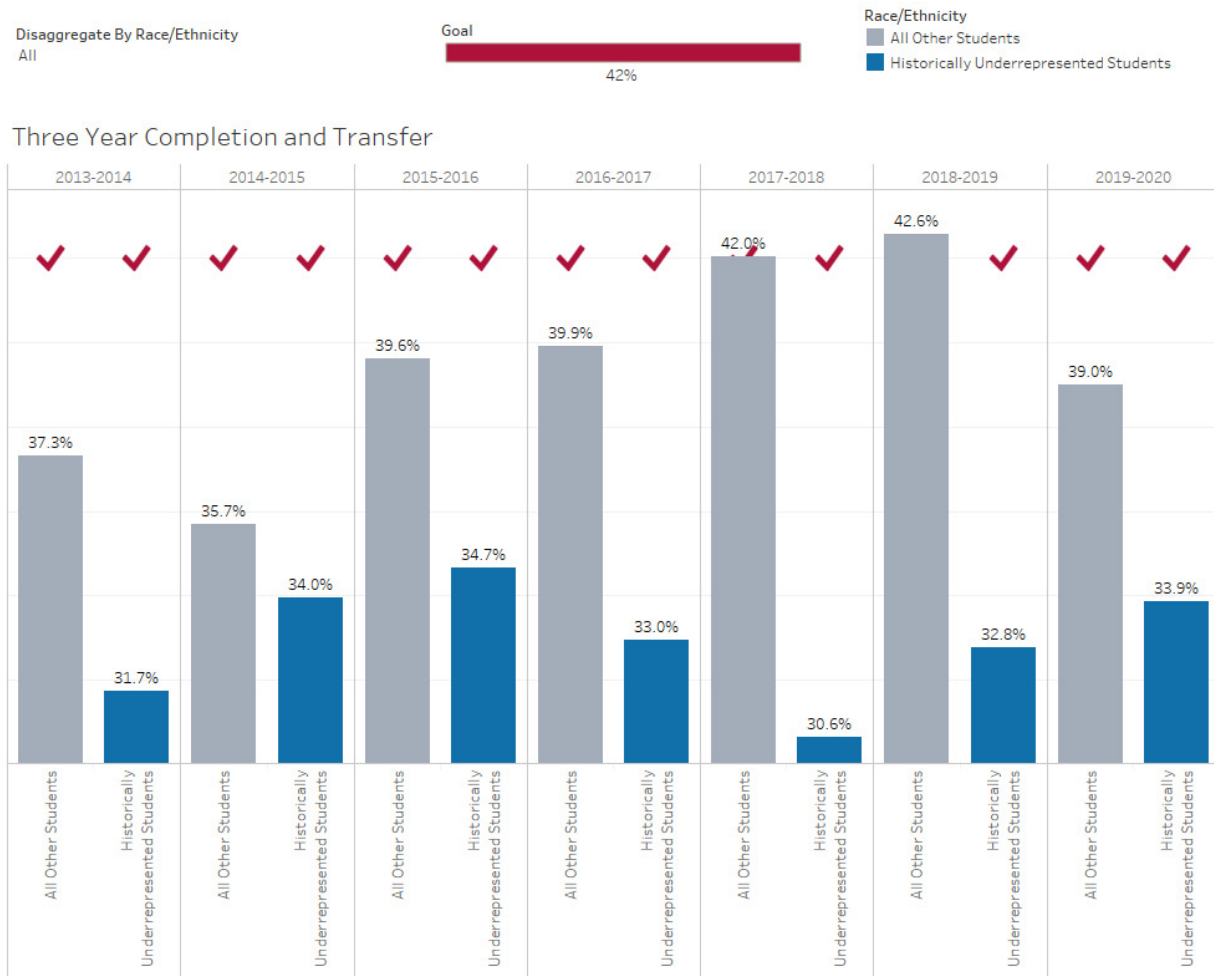
Figure 1

EvCC Integrated Strategic Measurement Framework



As indicated on this framework, EvCC’s WIG serves as the overarching indicator for the success of the strategic plan and, indeed, of the college’s institutional commitment to equity. Because of its importance, the WIG is tracked annually through a Tableau dashboard (Figure 2) available through EvCC’s intranet. The dashboard can be filtered to highlight the gaps between and among different racial groups. Leading indicators for the WIG include improvements in a series of well-defined Student Achievement Indicators which are themselves predicated on progress in the institution’s Key Performance Indicators.

Figure 2



STUDENT ACHIEVEMENT INDICATORS

EvCC’s evidence-based Student Achievement Indicators are a consistent, meaningful and appropriate measure of institutional effectiveness; they are intentionally aligned with the goals and objectives of EvCC’s strategic plan and with evidence-based metrics for student success. As indicated in Figure 1, progress in the college’s WIG is dependent upon both ongoing improvements in a series of SAIs and in reducing the equity gaps within each indicator.

EvCC continues its longstanding practice of measuring student achievement through the following disaggregated indicators, the majority of them shared across all institutions within Washington State Board of Technical and Community Colleges (SBCTC). More specifically, the college tracks progress in each of the following evidence-based SAIs:

- Equitable first quarter to second quarter retention
- Equitable completion of 15 credits in the first year
- Equitable completion of college level math/English within the first year
- Equitable completion of 30 credits within the first year
- Equitable completion of 45 college level credits by the end of second academic year
- Equitable completion of credential (3 and 4 years)
- Equitable baccalaureate completion
- Equitable six year earnings data

These indicators were selected based on well-documented research on the impact of early momentum from the Community College Research Center (CCRC); each metric functions as an incremental milestone toward completion and post-completion outcomes.

Consistent improvement at each point along this continuum of metrics — while necessary — is, however, insufficient for mission fulfillment at EvCC. Given that EvCC has explicitly defined mission fulfillment in terms of the college’s Wildly Important Goal of closing all opportunity gaps in 3-year completion or transfer by 2027, mission fulfillment can only be measured by consistent improvement at each point along the continuum *combined* with a complementary reduction in equity gaps. Section 1.D will describe in greater detail how EvCC tracks and learns from these student achievement data; they are noted here simply to highlight their relationship to the college’s larger framework for managing and measuring institutional effectiveness.

KEY PERFORMANCE INDICATORS

As noted in 1.B.1 in this report, the college has long used a multiple-measures approach to assessing institutional effectiveness. However, the college’s adoption of the strategic plan in December 2021 demanded that EvCC not only align routine measurement practices with the strategic plan, but also identify consolidated metrics for tracking year to year improvement in strategic effectiveness. Figure 1 above illustrates the logical relationship between strategic priorities and institutional effectiveness, positing that equitable student achievement, as measured by select student achievement indicators, will result from intentional efforts to make progress in the goals and objectives for each of the four priorities identified in *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*.

The process of selecting key performance indicators for the plan began with EvCC’s adoption of Franklin Covey’s *The 4 Disciplines of Execution* (4DX) as its primary strategic management tool. EvCC adopted 4DX based on the tool’s capacity to mobilize college resources around a single, compelling indicator: EvCC’s Wildly Important Goal (WIG) to close all equity gaps in three-year transfer or completion. The 4DX implementation is coordinated by EvCC’s Associate Director

of Change Management with the support of [EvCC's Strategic Plan Steering Task Force](#). A 4DX comprehensive website is posted to the college's intranet and includes such resources as a 4DX dashboard, an explanation of 4DX coding protocol, a review of the concepts and disciplines of 4DX, and additional 4DX examples and resources.

The 4DX framework served as a catalyst for all functional units across the college to identify unit-level indicators that are appropriate in the context of their specific roles and meaningful in their alignment with one or more objectives of the strategic plan. Every division, department and unit at the college has identified function-specific goals (or subWIGs), and attendant meaningful indicators for those goals, that will ultimately contribute to the elimination of equity gaps at the college. This [Strategic Plan/4DX College Tracking Document](#) tracks the unit specific subWIGs and links them to the progress of a specific goal in the strategic plan. A living document available to all members of the college community through the intranet, the spreadsheet provides unit-level visibility and accountability for the shared work of the strategic plan and indicates opportunities for alignment and collaboration across units.

Because EvCC's implementation of 4DX prioritized grassroots strategic engagement and autonomy, the Strategic Planning Steering Task Force delayed efforts to integrate the wide range of subWIGs into overarching key performance indicators. Once unit level subWIGs were established across the college, EvCC's Strategic Planning Steering Task Force used logic modeling to roll those activities up into the institutional KPIs identified in Figure 1. As also illustrated in Figure 1, the task force further teased out the causal hypotheses embedded in the Key Performance Indicators by mapping them to the Student Achievement Indicators and the Wildly Important Goal, resulting in a comprehensive framework for measuring institutional effectiveness. Most KPIs and all SAIs are tracked annually as independent elements within institutional assessment; in AY 24-25, the college will begin formally tracking and sharing these within the new EvCC Integrated Strategic Management Framework pictured in Figure 1.

NATIONAL AND REGIONAL PEER CONTEXT

Regional and National Peers

The adoption of *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027* prompted EvCC to revise its identification of state, regional and national peers. EvCC selected regional and national peers based on four key criteria: Carnegie classification, size (between 3,000–8,000 FTE), strategic alignment, and participation in a national data sharing initiative. The college assesses strategic alignment based on two sub-criteria: the peer institution's strategic plan has an explicit equity focus, and the peer institution has adopted Guided Pathways. Based on this selection protocol, EvCC has identified nine regional and national peers.

Currently, EvCC uses annual customized [Data Feedback Reports](#) from IPEDS to benchmark institutional effectiveness based on IPEDS indicators. In Summer 2024, EvCC joined the Voluntary Framework of Accountability (VFA) and the National Community College Benchmarking Project

(NCCBP) in order to enhance the college’s benchmarking capacity across a wider range of disaggregated indicators, including critical early momentum metrics and, when available, measures of Belonging.

State Peers

EvCC identified state peers based on their position in the state-wide implementation of Guided Pathways. In Washington, two separate initiatives were involved in early efforts to implement and scale Guided Pathways: one supported by the American Association of Community Colleges (AACC) and one supported by College Spark Washington (CSW). Each initiative had two cohorts of college participants; EvCC was one of five members of the first CSW cohort in 2016 who were joined by a second CSW cohort in 2018. Based on such criteria as similar maturity levels of implementation and similar CSW funding provided in the early stages of Guided Pathways implementation, EvCC [benchmarks its Student Achievement Indicators](#) against those of the nine member institutions comprising CSW cohorts 1 and 2. Sections 1.D.3 and 1.D.4 of this report will describe in greater detail how EvCC uses state benchmarking data to support continuous improvement of the college’s Student Achievement Indicators.

REFLECTION AND MOVING FORWARD

Over the past two and a half years, the implementation of EvCC’s strategic plan has been a valuable exercise in institutional learning: about how to push strategy to the grassroots practitioner level, about how to measure impact at the institutional level, and about how to manage the often uneasy relationship between the two.

Since EvCC’s Board of Trustees approved the college’s 2022-2027 strategic plan in late 2021, the college committed to engaging all members of the campus community in implementing and measuring the goals and objectives of that plan. The college began by prioritizing inclusive participation, using the 4DX methodology to bring strategy close to practice and encouraging each of the college’s functional units to develop function-specific activities in support of the strategic plan. This preliminary phase of the strategic plan’s implementation galvanized the college community, leveraging practitioner expertise and insight not only to meet the strategic plan’s specific goals and objectives but to achieve a singular, overarching purpose: the college’s Wildly Important Goal of closing all equity gaps in three-year completion and transfer by 2027.

Yet the broad and differentiated engagement that was a consequence of 4DX also made it difficult for the college to measure strategic progress effectively. The 4DX process resulted in such an abundance of highly granular measures – often with only a tacit connection to the strategic plan – that it became harder and harder to distinguish impact from activity. The Strategic Planning Steering Task Force addressed this problem by using logic modeling to distill institutional key-performance indicators (KPIs) from among the wide range of unit-level activities and metrics produced through 4DX. This resulting comprehensive framework will allow the college to better assess the strategic impact of unit-level activities by mapping them to KPIs and ultimately to Student Achievement Indicators (SAIs). In addition, EvCC’s decision to participate in national data sharing partnerships will allow the college to more effectively benchmark both SAIs and KPIs against national peers.

Moving forward, EvCC will build on the institutional learning outlined above. Critical to the college's collective learning will be providing sufficient time, capacity and incentive for the kind of collective and systematic reflection that can challenge assumptions and critique normative practices.

Evidence for 1.B.2

- *Charting a Path Forward to Equity*
- EvCC Integrated Strategic Measurement Framework
- EvCC's Strategic Plan Steering Task Force
- Strategic Plan/4DX College Tracking Document
- IPEDS Data Feedback Reports
- Student Achievement Benchmarks

Part 3: Comprehensive Planning Processes

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

EvCC is committed to inclusive and comprehensive planning processes that support institutional effectiveness and facilitate strategic allocation of resources. These broad and often multi-year college-wide processes are described in this section of the report while more routine, unit-specific or function-specific planning processes are integrated with the monitoring activities described in 1.B.4.

The most important of the college's comprehensive planning activities is the development and implementation of the college's five-year strategic plan, which is directly linked to the college's annual operating budget development process, to the Facilities Master Planning process, and to Strategic Enrollment Planning (SEP). In addition, the college utilizes inclusive planning processes for developing and implementing large institution-wide grants or state allocations that add significantly to the college's capacity to allocate resources for specific strategic goals. These processes are described below.

STRATEGIC PLANNING

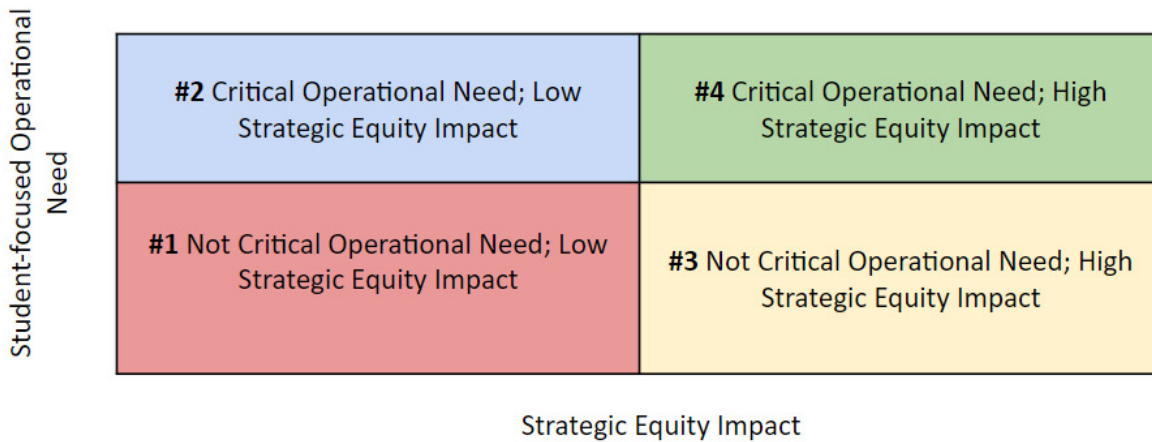
As illustrated throughout this Year Seven EIE report, EvCC's Strategic Plan guides EvCC's institutional mission framing, goal-setting, resource allocation and self-assessment. The process for developing the plan was comprehensive and purposefully included multiple opportunities — preliminary discovery conversations, surveys, and targeted engagement sessions — for stakeholders to provide interactive and iterative feedback. Launched in November 2020, the plan was led by a six-member Core Strategic Planning Team comprising EvCC faculty, staff, administrators and student leadership and facilitated by an external consultant who helped to coordinate the process, facilitate engagement sessions and compile data. The final plan, *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*, was approved by EvCC's Board of Trustees on December 14, 2021.

ANNUAL BUDGET DEVELOPMENT

EvCC’s [2023 Policies, Regulations and Financial Review](#) described at length both the college’s long-standing commitment to bottom-up, iterative budget development processes and the deliberate recalibration of those processes in 2022 to promote greater inclusivity and transparency, to allocate resources for maximum strategic equity impact, and to provide a framework for assessing the effects of budgetary decision-making.

One of the most critical elements of the new process is the implementation of a Critical Needs/Strategic Equity Impact evaluation tool (Figure 3). The tool prompts both budget requesters and budget reviewers to plot requests along two axes (Critical Operational Need and Strategic Equity Impact) resulting in four categories of prioritization: Low Critical Operational Need/Low Strategic Equity Impact; High Critical Operational Need/Low Strategic Equity Impact; Low Critical Operational Need/High Strategic Equity Impact; and High Critical Operational Need/High Strategic Equity Impact. Toward the end of the budget development process, budget authorities present their requests to the Extended Budget Advisory Group, using a PowerPoint template based on this quadrant. In order to support the continuous improvement of this evaluative budgeting process, the Vice President of Finance and her team have developed a series of supportive resources for the college community, including this [budgeting video tutorial](#) on lessons learned/best practices in developing and presenting high cost budget requests.

Figure 3



In the three years that EvCC has been experimenting with this model, there has been marked improvement in the quality of the budget requests. For example, the presentations from the Fiscal Year 2025 budget development process included a request for additional assistance in the [Center for Disability Services](#) (CDS), a request for funding to support the relaunch of [EvCC’s Nursing Assistant \(NAC\) program](#) using an Integrated Basic Education and Skills Training (I-BEST) framework, and a request for [faculty positions](#) in the Department of Communications and Social Sciences. Each of these requests reflects a commitment to using new resources for equity-minded institutional change rather than operations-as-usual. The CDS position focuses on outreach and service to BIPOC students, the

NAC program is specifically targeted to low-income, multilingual students, and the request for new faculty positions in Communications and Social Sciences is grounded in equity-minded curricular reform and community-building.

EvCC's Budget Advisory Group, comprising representatives across roles and divisions at the college, plays a substantive role in budget development, firstly by making [annual recommendations](#) to the Executive Leadership Team in order to strengthen and clarify budget development processes and secondly by helping to assess high-cost budget requests presentations via their participation in the Extended Budget Advisory Group.

FACILITIES MASTER PLAN

As promised in EvCC's *2023 Policies, Regulations and Financial Review*, the college launched a new Facilities Master Planning process in January 2024 with a proposed completion date of April 2025. Working with the consulting architectural firm McGranahan PBK, the college has implemented a comprehensive, iterative stakeholder engagement process. As is exemplified in the [EvCC 2024 Campus Plan presentation](#) from a June 2024 Community Open House, the engagement process is substantive and involves community leaders and members, industry representatives, faculty and staff. The process is overseen by a steering committee comprising representatives from across the college. The college has completed the initial phase of the master planning process and has identified six broad themes related to the utilization of campus space: Safety and Security, Movement, Identity, Relationships, Efficiency, and Access. In the next phase, a variety of functional working groups will discuss these themes in detail. EvCC's Associate Vice President of Campus Operations provides regular updates on the plan to the campus community.

STRATEGIC ENROLLMENT PLANNING

As part of the college's strategic focus on long-term sustainability, Goal 3.1.3 of *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027* calls for the college to "Develop a comprehensive long-term Strategic Enrollment Management and Retention Plan founded in equitable practices, based on regular environmental scans, predictive modeling and targeted investment/program development." In order to meet this goal, EvCC's new Vice President of Strategic Enrollment Management and Student Success has overhauled the college's internal enrollment planning structures and processes. During the pandemic, strategic enrollment resources were largely dedicated to mitigating enrollment losses that were a direct result of COVID-19. While this was a necessary response to an unprecedented circumstance, EvCC's enrollment management team became locked in a reactive cycle of addressing quarterly or even weekly enrollment numbers and focusing almost exclusively on outreach and recruitment. This approach left the college vulnerable to long-term existential changes in the higher education landscape that were masked by the urgency of pandemic response.

With the arrival of a new Vice President for Strategic Enrollment Management and Student Success, the framework for strategic enrollment at EvCC has been recalibrated with a dual function. The first function is data-informed [strategic enrollment planning](#) focused on long comprehensive situational

analyses and long-range predictive forecasting. EvCC's newly constituted Strategic Enrollment Planning core team will engage with functional working groups to develop a multi-year Strategic Enrollment Plan that aligns academic programming, fiscal sustainability, environmental forecasting, and market analysis with *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*. That plan will then be turned over to the college's Strategic Enrollment Management Committee, who are responsible for the second function of enrollment management: tracking and implementing the plan.

TITLE III STRENGTHENING INSTITUTIONS PROGRAM GRANT

In August 2020, EvCC began a year-long process to develop a [Title III Strengthening Institutions Program](#) application focused on improving the college's capacity to meet the needs of underserved and too often overlooked nontraditional students (in part because the majority of them are not represented in accountability data, such as IPEDS). Using a design thinking framework, the Title III planning team began with this comprehensive design question: *How might we support economic mobility for non-traditional students who have historically struggled at EvCC and those who do not see community college as a viable path for themselves?*

To answer this question, the Title III planning team engaged in substantive research and multiple college-wide conversations. These sessions resulted in the identification of three goals intended to dismantle both material and ideological barriers for non-traditional students: improved affordability and access to resources, flexibility in how and when credit is earned, and development of seamless pathways between pre-college and college and between work and learning. After further all-campus inquiry sessions, the Title III team built a [logic model](#) that provided the actionable framework for meeting these goals. In October 2022, EvCC was awarded the Title III SIP grant. EvCC's [Title III at a Glance](#) provides a brief overview of the major goals, objectives and activities funded by the grant, many of which directly align with the goals and objectives of the Strategic Plan.

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

Like all recipients of funds under the 2018 Strengthening Career and Technical Education (CTE) for the 21st Century Act, informally known as Perkins V, EvCC completes a Comprehensive Local Needs Assessment (CLNA) every two years. The development of the CLNA includes consultation with multiple stakeholders (students, faculty, local industry representatives) through surveys, facilitated conversations, and data sharing.

While the college approached earlier CLNAs largely as exercises in compliance, EvCC has recently grounded the CLNA in a more inquiry-driven strategy focused on learning how to best align Perkins funds with the always evolving needs of CTE students. To this end, the college restructured the Perkins planning team prior to the launch of the 2024 CLNA, moving it under the leadership of EvCC's Director of Workforce Funding. This decision emphasized the critical importance of the CLNA as a blueprint for a comprehensive and integrated CTE funding strategy rooted in student success and

economic mobility. Strategies emerging from the [2024 completed CLNA](#), many of which align with both the college’s strategic plan and the Title III Strengthening Institutions program grant, include strengthening career supports and work-based learning, increasing I-BEST supported CTE pathways for English Language Learners (ELL) special populations, and developing and promoting Academic Credit for Prior Learning (ACPL) in CTE pathways.

GUIDED PATHWAYS STEERING COMMITTEE

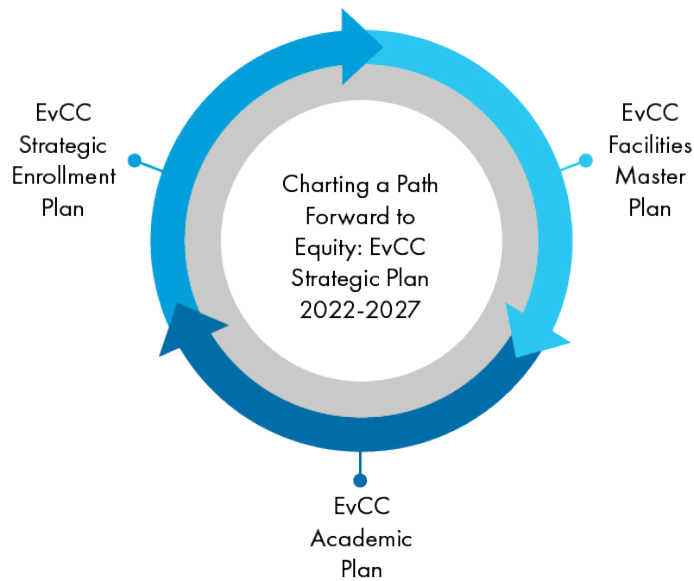
The Guided Pathways Steering Committee, a standing committee of EvCC’s Campus Council, promotes cross-campus engagement and purposeful action around institutional reform, disaggregated data analysis, and redesign of the student experience. To that end, the committee plans and assesses whole-institution adoption of equity-minded Guided Pathways essential practices at EvCC, including the redesign of the college’s advising model, the implementation of Starfish, and the expansion of corequisite courses in Math and English. The committee also works closely with SBCTC’s Student Success Center to develop biannual comprehensive [work plans](#).

As is the case with Title III funded initiatives, many of the essential practices funded through the state Guided Pathways allocation explicitly align with the goals of the strategic plan (see for example, Goal 1.1.1, Goal 2.2.2 and Goal 4.1.1). In the past year, the committee participated in a statewide assessment of Guided Pathways implementation facilitated by the Washington State Institute on Public Policy (WSIPP) and documented in the WSIPP’s 2024 [Guided Pathways: Preliminary Report on Implementation and Student Outcomes](#).

REFLECTION AND MOVING FORWARD

As the examples above illustrate, EvCC continues to build institutional capacity for comprehensive, purposeful planning. Notably, many of the goals and objectives in EvCC’s 2022-2027 Strategic Plan are closely aligned to those articulated in EvCC’s Title III grant, the college’s 2024 Perkins V Comprehensive Local Needs Assessment, and the workplan of the Guided Pathways Steering Committee. This alignment lends confidence to the validity of EvCC’s various strategic initiatives, given that different stakeholders using different inquiry processes and reviewing different data ultimately come to similar conclusions both about the critical need for institutional redesign and about the strategic direction that redesign should take.

Moving forward, the college will build on this capacity for comprehensive planning in three ways: first, by not just including students in these activities but fully *partnering* with them as co-creators of EvCC’s future; second, by intentionally integrating discrete, large-scale planning activities into a coordinated and intentional planning process aligned to the strategic plan; and third, by enhancing the college’s collective ability to engage in data inquiry.



During 2024-25, EvCC has a unique opportunity to advance these goals. As noted above, the college has launched the first phase of the Facilities Master Planning Process and a new Strategic Enrollment Planning process. In the upcoming year, these processes will be complemented by an additional campus-wide planning effort: the creation of the college's first comprehensive Academic Plan. Rather than isolated projects, these planning activities will be treated as fundamentally interdependent parts of an integrated planning whole centered on EvCC's Strategic Plan, aligned with the goals and objectives of EvCC's Title III SIP

grant and informed by the findings of the Perkins V Comprehensive Local Needs Assessment. EvCC's leadership will work together to engage the college community in both shaping and coordinating the plans according to a holistic vision grounded in equity and informed both by shared data and substantive stakeholder engagement.

Evidence for 1.B.3

- *2023 Policies, Regulations and Financial Review*
- Budget Development Video Tutorial
- Center for Disability Services High Cost Budget Request
- EvCC's Nursing Assistant (NAC) program High Cost Budget Request
- Faculty positions High Cost Budget Request
- EvCC's Budget Advisory Group Recommendations
- EvCC 2024 Campus Plan presentation
- Starting an Enrollment Plan "Planning" Process
- Title III Strengthening Institutions Program Recommendations
- Title III logic model
- Title III at a Glance
- 2024 Perkins Comprehensive Local Needs Assessment
- 2024-2026 Guided Pathways Annual Comprehensive Work Plan
- *Guided Pathways: Preliminary Report on Implementation and Student Outcomes.*

Part 4: Monitoring and Planning

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

EvCC uses multiple mechanisms for monitoring internal and external environments and for using that information to shape planning and decision-making. Described below are the elements of EvCC’s shared governance as well as their role in tracking current and emerging patterns/trends/expectations and in ensuring that their findings shape the college’s assessment of its strategic position and future direction. EvCC’s use of benchmarking data will be described in Section 1.D of this report.

BOARD OF TRUSTEES

EvCC’s five-member Board of Trustees, appointed by the Governor of the state of Washington, convenes monthly in meetings that are open to the Public. During these meetings, college leadership reports to the board on issues like [enrollment](#), [staffing](#), and [finances](#). These reports provide context for the Board’s decision-making and especially for their list of [annual priorities](#). Summaries of these reports are included in the [meeting minutes](#) posted to the Board of Trustees public website.

LEADERSHIP TEAM

Since she began her tenure at the college on July 1, 2023, President Chemene Crawford, in keeping with the practice of previous presidents, meets with her executive leadership team every Tuesday and her extended leadership team once a month. However, she has been intentional in recalibrating the purpose and scope of these weekly meetings to ensure they support informed decision-making. In addition to reviewing weekly reports on budget and enrollment, the leadership team discusses the implications of national postsecondary trends, reviews statewide reports and national research, and engages in periodic “data dive” exercises to improve the leadership’s collective capacity to understand, interrogate and act on complex data.

STRATEGIC PLANNING STEERING TASK FORCE

As noted in 1.B.2, EvCC’s Strategic Plan Steering Task Force oversees the implementation of the EvCC 2022-2027 Strategic Plan, *Charting a Path Forward to Equity*, using the 4 Disciplines of Execution. Appointed by the President, Task Force members are responsible for monitoring and reviewing implementation status and for providing regular status updates to the college community. The Task Force also coordinates with the Associate Director of Change Management and Process Improvement to produce an annual [Strategic Plan Progress Report](#) which is shared with the Board of Trustees, Campus Council and the Extended Leadership Team. The progress report is also posted to EvCC’s public website.

CAMPUS COUNCIL

Since EvCC’s 2017 Year Seven Report, the college expanded its governance model in accordance with Goal 3.2.2 of our Strategic Plan: *Implement shared governance to promote transparency, trust and accountability in the decision-making process*. Developed over a [three-year collaborative design process](#), EvCC’s new shared governance structure comprises a central deliberative body,

the cross-functional Campus Council, three independent senates (one each for faculty, staff and students) and nine standing committees. This structure represents the first time in several years that multiple different voices, with different campus roles and responsibilities, were brought to the same table to discuss shared challenges and opportunities. Though only in its second full year of operation, EvCC's Campus Council has already established its value as an internal monitor, primarily because of the active engagement of student leadership in its deliberations. In both 2022-2023 and 2023-2024, a representative from the Student Senate served as co-chair of the Campus Council alongside an Instructional Dean. This arrangement provided an unprecedented opportunity for students to bring their voices to the attention of the members of Campus Council and through them, to the college community more broadly.

The Campus Council's standing committees play a critical role not only in planning and monitoring within their own area of responsibility but in communicating these efforts to the campus community through regular reports to Campus Council. Below are brief descriptions of the standing committees that have a monitoring and/or planning function within the college's governance structure:

Assessment Committee: The faculty-driven Assessment Committee coordinates and monitors the assessment of student learning at EvCC. In the past five years, the Assessment Committee has emphasized continuous improvement of the college's learning outcomes assessment processes; they have gathered substantive and regular feedback from faculty across the college in order to ensure that faculty feel supported in this work. As a result of these feedback loops, the Assessment Committee has prioritized ongoing professional development to ensure EvCC's assessment protocols align with national best practices; rather than creating a series of standalone assessment training sessions, the Assessment Committee adopted a just-in-time approach to faculty professional development in assessment by embedding critical concepts, peer coaching and iterative practice into EvCC's Assessment Canvas Shell.

Budget Advisory Group: The Budget Advisory Group (BAG) is an advisory body to the President and a voting member of the EvCC Campus Council. Broadly representative of EvCC personnel, the BAG develops, innovates, makes [recommendations](#), and communicates about budget and finance-related matters to EvCC leadership, personnel, and the broader community. The BAG plays a central role in the annual budget development process as its members participate in the evaluation of new high-cost budget requests as described in 1.B.2 above.

Equity and Social Justice Committee: Using an antiracist framework, the Equity and Social Justice Committee liaises with Campus Council and existing committees to analyze where EvCC can make improvements in serving disproportionately impacted students, faculty and staff, including but not limited to those who are marginalized by race, financial hardship, prior academic experiences or other historically underserved identities. The ESJ Committee's most critical monitoring function is in their participation in the implementation of [Washington Senate Bill 5227](#), which requires diversity, equity, inclusion and antiracism training and assessments at institutions of higher education. Within this function, the ESJ committee participated in the identification of EvCC's [first biannual climate assessment](#), the Higher Education Data Sharing Consortium's [Diversity and Equity Campus Climate Survey](#), and helped to coordinate the follow-

up listening sessions after we received the results. Members of the ESJ committee also created the “Belonging at EvCC” training module required by the bill. Finally, the ESJ Committee supports the Trojan Partnership Program (described below) as well as the Faculty Equity Fellows initiative.

Instructional Council: EvCC’s Instructional Council is a permanent college body organized to review and make recommendations to the Vice President of Instruction and the President regarding the college curriculum and programs of study. The Council ensures that curricula serve students in accordance with their academic and professional goals, the Strategic Plan, industry needs, and state and federal compliance. The majority of voting members serving on the IC are faculty members.

Technology Advisory Group: The Technology Advisory Group (TAG) is the primary information technology governance body on campus. They work with the Executive Director of Technology Services to evaluate hardware and software on campus in order to ensure technology resource decisions are aligned with EvCC’s mission and the strategic plan. TAG also provides a critical platform for cross-campus communication and transparency about technology inventory, availability and usage; within this function, they ensure collaboration and representation from across campus in regards to how funds are allocated and to assess technology needs campus-wide.

REFLECTION AND MOVING FORWARD

EvCC’s next steps for 1.B.4 are similar to those for 1.B.3: to further develop the college’s capacity for collective monitoring by integrating disparate efforts, explicitly connecting them with relevant data analyses, and most importantly, engaging students as thought and vision partners in these ongoing efforts.

The latter focus resonates with two specific goals in *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*:

Goal 1.1 Establish structures and practices that promote students’ development of social and academic belonging.

Goal 2.1 Build an intentional and supportive environment for students that reinforces that every student is known, respected, and valued.

Over the past two years, two promising initiatives have emerged that support Goals 1.1 and 2.1 and that together serve as reminders of both the critical necessity and the powerful potential of meaningful student participation in college-wide planning and monitoring. These initiatives are described below:

Trojan Partnership Program: Inaugurated in Fall 2022, the Trojan Partnership Program (TPP) embodies EvCC’s commitment to collaboration, inclusivity, and student-centeredness.

Supported by funding from Senate Bill 5227, the program actively engages students in shaping campus climate assessments, training, and other equity-focused initiatives. The TPP's Student Learning Analysts (SLAs), employed by the college, conduct various activities such as facilitating student listening sessions, administering surveys, analyzing data and conducting scholarly research, all with a focus on enhancing campus climate and fostering a culture of belongingness.

Over the past two years, SLAs have completed projects such as an inquiry into the [students' understanding of EvCC's Equity and Social Justice Core Learning Outcome](#) and an analysis of [student perspectives on academic integrity](#). SLAs also designed and implemented a student survey, which was followed up by student-only focus groups; SLAs then analyzed data from both surveys and focus groups and presented their analyses in a [Year-End Report](#) to the Campus Council.

Student Equity and Empowerment Taskforce: In December 2023, the Campus Council's student co-chair initiated a three-month critical conversation within the council about the ways in which college policies and practices left students – especially minoritized students – feeling powerless, vulnerable and silenced. As a result of this conversation, the Campus Council created a Student Equity and Empowerment Task Force, charging them with making broad recommendations to the President and Campus Council about how to ensure student equity and empowerment across all functional areas of the college, including curriculum design and classroom practices and policies.

In Spring 2024, the Student Equity and Empowerment Task Force began this work by creating a working definition of student empowerment at EvCC:

Student empowerment is the process through which students gain autonomy and practice self-determination, enabling them to take charge of their educational and personal development. This involves fostering confidence, making informed decisions, advocating for their interests and asserting their rights. Through self empowerment and the facilitation of supportive environments by the college, students may overcome perceptions of a lack of ability, influence and power to recognize their unique strengths and actively engage in shaping their academic and personal journeys.

Working from this definition, the Student Equity and Empowerment Task Force developed a draft series of [recommendations](#) that were presented to the Campus Council in Spring 2024.

The value of the Trojan Partnership Project and the Student Equity and Empowerment Task Force is that they represent responsive, deliberate, and substantive institutional efforts to engage students and learn from their experiences. They also offer a richer, more reciprocal opportunity for student participation than such familiar models of student engagement as student representation (for example a student serving on a curriculum committee) and student input (for example, the CCSSE). Building and supporting student partnerships to improve institutional effectiveness is mission critical; the stories students tell offer a necessary supplement, even a corrective, to EvCC's routine planning and monitoring activities. For example, a common theme that has surfaced across all these projects

is the ways in which EvCC’s taken-for-granted institutional language tends to unnecessarily mystify practices and policies in ways that exclude and even harm students.

Moving forward, the college’s openness to listen and respond to such insights will play a determinative role in EvCC’s capacity to improve Belonging and Student-Readiness, the first two priorities in *Charting a Path Forward to Equity*. More importantly, student partnerships are a foundation for both deep learning and meaningful action; as the members of the Student Equity and Empowerment Task Force noted: “The college does not empower students. Instead the college and students work together as partners to discover and share the power inherent in community action.”

Evidence for 1.B.4

- Strategic Enrollment Planning 7.16.24
- Human Resource Updates 7.16.24
- Budget Update 7.16.24
- 2023-2024 Board of Trustees Annual Priorities
- Board of Trustees Meeting Minutes
- Strategic Plan Progress Report
- Shared Governance Three-Year Collaborative Design Process
- EvCC’s Budget Advisory Group Recommendations 6.6.24
- Washington Senate Bill 5227
- EvCC’s Campus Climate Assessment
- Higher Education Data Sharing Consortium’s Diversity and Equity Campus Climate Survey
- Trojan Partnership Program Student Learning Analysts, *Student Perspectives on Academic Integrity*
- Trojan Partnership Program Student Learning Analysts, *Year-End Report*
- Student Equity and Empowerment Task Force Recommendations



Standard 1.C: Student Learning

Part 1: Content and Rigor

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

EvCC offers credentials with appropriate content and rigor that are consistent with our mission, ensuring that each student is equipped to meet their personal and professional goals. Depending upon their goals, EvCC students may choose to complete a high school credential, professional/technical certificate or degree, a transfer degree or a baccalaureate degree.

The content and structure of all EvCC programs is developed by program and disciplinary faculty and overseen at the institutional level by EvCC's Instructional Council (IC), a standing committee of EvCC's Campus Council. Per [its bylaws](#), EvCC's IC must comprise a majority faculty voting membership. The IC's purpose is to make recommendations to the Vice President of Instruction, the President and the Board of Trustees regarding the college curriculum and programs of study. The Council ensures that curricula both serve students in accordance with their academic and professional goals and adhere to institutional policies including the strategic plan, industry needs, and state and federal guidelines. The decisions of the IC are tracked using the [Instructional Council scorecard](#), which also ensures that their decisions are reflected in all sources of information regarding EvCC's programs.

In addition to the institutional role of the Instructional Council, a series of extra-institutional checks are in place to ensure that EvCC's credentials are accurately titled in alignment with recognized fields of study and that their content and rigor are appropriate to their purpose and their disciplinary and/or industry context. As outlined in the [EvCC Credential Standards](#), these mechanisms vary depending on whether the degree is the outcome of a high school completion program, a transfer program, professional/technical program or baccalaureate program.

Note on Program Definition: Since the college's last self study and site visit in 2017, EvCC has clarified its language to more closely align the college's definition of an instructional program with NWCCU's definition: "A postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential." Prior to this change, the word "program" had been used variably to refer to multiple kinds of course groupings, including a department's course listings, a set of related disciplinary course offerings, a recommended pathway or course map, an internally designated "major," a specific transfer pathway (both articulated and unarticulated), and others. These variable definitions underscored the ambiguities surrounding EvCC's instructional programs, especially the college's transfer programs, and risked undermining not only the content and rigor of those programs but also stakeholder trust in what might be learned and achieved through them.

In early 2021, the Vice President of Instruction recommended that in order to be defined as a program, any sequence of courses must result in a transcribed degree. Because this decision primarily impacted the college's general AAS-General Direct Transfer Agreement (DTA), a DTA Task Force made a series of additional [recommendations](#) to the college's Instructional Council, which were approved by the council in October 2021. The recommendations created a formal institutionally-sanctioned disciplinary or interdisciplinary designation within the DTA called an "emphasis." Because the state's enterprise management system allows for institutional emphases to be represented on student transcripts, a DTA emphasis falls within the new institutional definition of program. The Instructional Council also issued a series of [guidelines](#) for developing an emphasis that established broad parameters for what constitutes an emphasis within the DTA and set the expectation that all emphases must be approved by EvCC's Instructional Council.

Together, these decisions were designed to resolve stakeholder confusion and ensure that appropriate levels of institutional and faculty oversight could be applied to the structure, content and rigor of all programs of study at EvCC.

REFLECTION AND MOVING FORWARD

EvCC is committed to the academic integrity of its degree programs and follows well-established policies and practices to ensure that programs' content and rigor lead to high quality credentials. At the same time, Goal 2.1.1 of [Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027](#) obligates the college to "Reexamine policies, practices, and processes to alleviate barriers to student engagement and success." In furthering this goal, EvCC acknowledges and is working to address the ways in which a frequently unexamined concept like "rigor" relies on deficit-based paradigms that both exclude students – often from historically underrepresented communities – and undervalue or misrecognize their knowledge, skills and abilities. This kind of deep inquiry into taken-for-granted assumptions is challenging, but the college will build upon preliminary action steps like the ones identified below.

Designing Inclusive STEM Pathways: In accordance with Goal 1.1.1 of the strategic plan, EvCC's STEM faculty have designed innovative introductory STEM Pathway courses ([STEM 101](#), [102](#), and [103](#)) that focus on community-centered and project-based learning experiences. The courses do not require prerequisites, offering accessible, high-quality opportunities for early STEM exploration. Preliminary results have been positive; students successfully complete these STEM 100 series courses at an average rate of 79%. In addition, students from STEM 102 have entered their work in the college's annual STEM poster fair in both 2023 and 2024; competing against advanced STEM majors, the STEM 102 students, most of whom have pre-college needs, placed first in 2023 and third in 2024.

Creating "Equity-First" Computer Science: An especially resonant mechanism for interrogating content and rigor is Washington state legislation authorizing community colleges to offer Bachelor of Applied Science degrees ([RCW 28.B.50.810](#)) and Bachelor of Science in Computer Science degrees ([RCW 28B.50.825](#)). The latter legislation, in particular, provides as its rationale the low rate of computer science bachelor's degrees awarded to Black, Hispanic and Native American students and its consequent finding that "the state can do a better job of training Washington residents to secure these living wage jobs of the future." In Fall 2023, computer science faculty at Everett Community College, together with their colleagues at Shoreline Community College, submitted a [Statement of Need](#) to the state board seeking approval to design and develop a joint BS in Computer Science. The framework represents a wholesale reconceptualization of content and rigor, replacing "weed-out" math and physics coursework with "equity-first" program content that is interdisciplinary, real-world situated and grounded in community and identity. In February 2024, the SBCTC approved EvCC and Shoreline to move forward with developing the proposal in greater detail, with a tentative launch date of Fall 2025.

Supporting Alternative Grading Strategies and Revising Student Learning

Outcomes: An additional component of reimagining rigor has been a critical examination of traditional grading practices. In 2022, EvCC's Center for Transformative Teaching (CTT) sponsored a faculty book club reading of *Grading for Equity*, which gave rise to a faculty learning community and

CTT-created resources like using [alternative grading strategies](#) in the Canvas Learning Management System. Moving forward, EvCC is looking into adding a course attribute for alternative grading practices, so that the college can better assess the overall impact of this important work.

These examples highlight the importance of the college's ongoing commitment to rethinking content and rigor through the lens of EvCC's mission to "educate, equip and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society." EvCC is committed to a mission-centric definition of content and rigor that not only respects disciplinary standards and industry guidelines, but engages in ongoing inquiry about how students across demographic categories navigate programmatic content and experience programmatic rigor.

Evidence for 1.C.1

- Instructional Council bylaws
- Instructional Council scorecard
- EvCC Credential Standards
 - ◊ Career College and Readiness Standards
 - ◊ English Language Proficiency Standards for Adult Education
 - ◊ WA State Office of Superintendent of Public Instruction Graduation Requirements
 - ◊ Washington State Graduation Requirements
 - ◊ Intercollegiate Relations Commission
 - ◊ ICRC Handbook
 - ◊ Joint Transfer Council
 - ◊ RCW 28.B.50.252
 - ◊ College Advisory Committee Procedures
 - ◊ RCW 28.B.50.810
 - ◊ RCW 28.B.50.825
 - ◊ SBCTC's Multipart Bachelor's Degree approval process
- DTA Task Force recommendations
- Instructional Council guidelines
- *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*
- STEM 101 Syllabus
- STEM 102 Syllabus
- STEM 103 Syllabus
- RCW 28.B.50.810
- RCW 28B.50.825
- BS in CS Statement of Need
- Alternative Grading Strategies Canvas

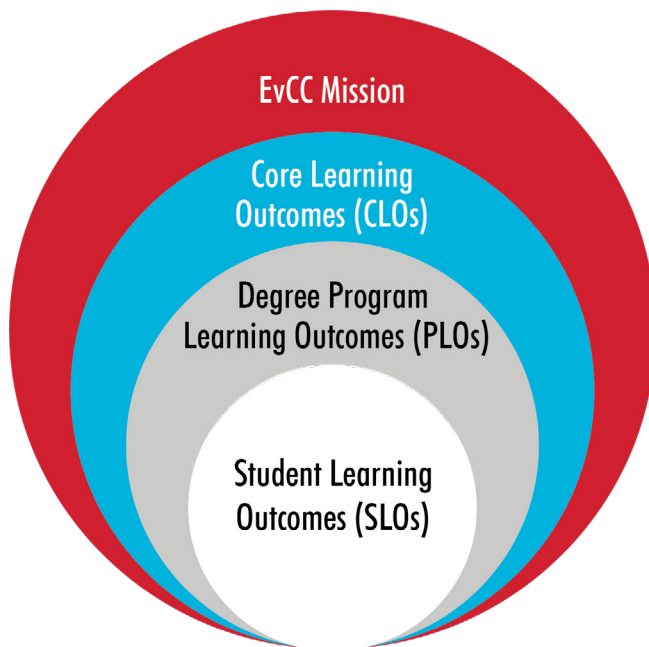
Part 2: Published Learning Outcomes

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

STUDENT LEARNING AND LEARNING OUTCOMES

EvCC awards credit and credentials based on clearly articulated outcomes and demonstrated student learning at the course, program and institutional levels. From specific Student Learning Outcomes (SLOs) at the course level through Program Learning Outcomes (PLOs) particular to each degree program to broad Core Learning Outcomes (CLOs) required of each EvCC graduate, learning is designed to support the overarching institutional mission to “educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society.”

Student Learning Outcomes (SLOs): As documented in [EvCC’s Course Record Forms](#), all EvCC courses are required to include SLOs. Course development and/or revision – including the articulation or revision of SLOs – begin at the department level, after which new or revised course record forms are brought to the division faculty for approval before moving on to Instructional Council, a standing committee within EvCC’s shared governance with authority over the college’s curricula. Each course record form includes a section that maps the course, when applicable, to PLOs, CLOs, or both; the form also documents whether the PLO or CLO is introduced or assessed in that course. SLOs are assessed by the instructors of record for the course.



Program Learning Outcomes (PLOs):

EvCC’s PLOs are developed by faculty who teach in degree programs and are assessed during the newly revised program review process described in 1.C.5. Ideally, PLOs are mapped to each course within the program curricula, although curriculum mapping has been most detailed, precise and explicit in highly structured professional and technical programs like Welding and has been more tacit in less structured programs like the AAS DTA-General. All degree program PLOs are published in [EvCC’s college catalog](#) (p.86-99 and 187-367). In addition, PLOs are included in the [degree program curriculum](#).

[checklists](#) that are posted to the college website (for example, [AAS DTA Curriculum Checklist](#), [BAS Accounting Curriculum Checklist](#), [Medical Assistant ATA](#)).

Core Learning Outcomes (CLOs): EvCC’s faculty have identified three institutional core learning outcomes (Analytical Thinking, Communication, and Equity and Social Justice) that every graduate of EvCC is expected to meet. As described in Section 1.C.6, CLOs are currently assessed at the department level by department faculty using shared institutional rubrics and documented in an annual Learning Outcomes Plan and Assessment (LOPA) housed in Canvas and supported by EvCC’s Assessment Committee. All three CLOs are published in EvCC’s college catalog (p.8).

BREADTH, DEPTH, SEQUENCING AND SYNTHESIS

EvCC’s transfer degrees include distribution requirements that ensure students transferring to a four-year college or university have the appropriate breadth of learning to pursue their baccalaureate. Based on the purpose of the transfer degree, distribution requirements may be broad and extensive, as in the [AAS Direct Transfer Agreement](#) in which distribution requirements comprise a minimum of 60 of the total 90 credits. EvCC’s [new PLOs](#) for the AAS General DTA reflect the broad goals of a well-rounded transfer curriculum, while SLOs for courses in the distribution areas mostly reflect discrete foundation-level learning with few, if any prerequisites.

EvCC’s Associate of Science Transfer (AS-T) degrees are designed to support “pre-major” transfer students in science and engineering and require less breadth but greater depth. In the [Associate of Science Transfer-Track 1](#), the distribution expectations are reduced to 30 in order to allow for greater depth of carefully sequenced learning in the biological sciences, environmental/resource sciences, chemistry, geology, and/or earth science. EvCC’s AS-T Track 2 major-ready transfer degree ([AS-T Computer and Electrical Engineering Track 2](#), [AS-T Civil and Mechanical Engineering Track 2](#)) similarly limits distribution requirements, requiring more depth in mathematics, additional study in both core science and engineering classes, and specific courses in the field of specialization. The depth and sequencing of learning in these programs is reflected in clear prerequisites and in the increasing sophistication of SLOs for sequenced courses (for example [Math 151](#), [Math 152](#) and [Math 163](#)).

EvCC’s professional and technical degrees are primarily designed to provide specialized in-depth instruction in technical fields in order to prepare students for immediate entrance into the workforce. As such, EvCC’s Associate of Technical Arts (ATA) degrees are tightly sequenced and provide less room for breadth of study. Technical programs that lead to an Associate of Applied Sciences Transfer (AAS-T) degree, however, do include a minimum of 20 credits of college-level general education. PLOs for both EvCC’s ATA and AAS-T degrees reflect their specialized focus (for example, [Advanced Manufacturing Technology: Mechatronics ATA](#); [Information Technology AAS-T](#)).

REFLECTION AND MOVING FORWARD

EvCC's degree programs are awarded on the basis of students successfully meeting learning outcomes at the course, program and institutional level. As such the college is responsible for ensuring that courses and programs are designed in such a way that students can meet those outcomes. This critical responsibility links the practice of identifying learning outcomes at every level to the Goal 2.1.1 of EvCC's strategic plan goal 2.1.1: *Reexamine policies, practices, and processes to alleviate barriers to student engagement and success.*

Moving forward, the college's new program review process (see 1.C.6 in this report) will include such intentional reexamination, primarily through a critical focus on substantive program curriculum mapping, a process that will be especially critical for the college's most popular – and most loosely structured – transfer degree, the AAS-DTA. More precise curriculum mapping will help program faculty better understand how the different levels of learning outcomes interact with each other to produce integrated and deep learning. Undertaking this work through an equity-minded lens will also surface the ways in which interconnected outcomes reinforce and/or create learning barriers for nontraditional students, students of color and low-income students.

In taking on this kind of comprehensive curriculum mapping, faculty can build on the good work that is already happening within some of EvCC's structured programs. For example, faculty in engineering and computer science currently use disaggregated outcomes data to rethink taken-for-granted assumptions about the necessity of established course sequencing patterns for overall student learning. A similarly reflective approach informs revisions to the program curriculum for EvCC's [Information Technology ATA](#) and is at the heart of the joint Everett Community College/Shoreline Community College [Statement of Need](#) for an "equity-first" Bachelor of Science in Computer Science (See 1.C.1). Moving forward, analyses of prerequisites and course sequencing will be further informed by EvCC's newly created Consecutive Course Pairs Tableau dashboard, which allows subject matter faculty to track the longitudinal impact of course sequencing decisions and of such sequencing reforms as co-requisite instruction.

Evidence for 1.C.2

- EvCC's Course Record Forms
- EvCC's college catalog
- Degree program curriculum checklists
- AAS Direct Transfer Checklist
- BAS Accounting Curriculum Checklist
- Medical Assistant ATA
- Associate of Science Transfer-Track 1
- AS T Computer and Electrical Engineering Track 2
- AS-T Civil and Mechanical Engineering Track 2
- Math 151 Course Record
- Math 152 Course Record
- Math 163 Course Record
- Advanced Manufacturing Technology: Mechatronics ATA

- Information Technology AAS-T
- Information Technology ATA
- BS in CS Statement of Need

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

All EvCC courses have clearly stated Student Learning Outcomes (SLOs) that are identified in internal course information forms and included in all course syllabi. In Fall 2023, following a year-long pilot, EvCC required all faculty to use Simple Syllabus, a software that helps to standardize syllabi with templates, increases accessibility, and provides opportunities for instructors to easily embed images and videos. This includes a public [syllabus library](#) where current and future students can see the SLOs for the course as well as the institutional Core Learning Outcomes (CLOs) that will be assessed in the course. Many, but not all, syllabi also list PLOs that are assessed in the course or not (i.e. [HLTH 210: Principles of Pharmacology](#)).

Degree Program Learning Outcomes (PLOS) are published in the catalog (p.86-99 in the Curriculum Guide Appendix to the catalog (p.186-367), and in [degree program curriculum checklists](#) posted on the college website. Institutional [Core Learning Outcomes](#) (CLOs) are also published in the college catalog (p.8) and on the college website.

EvCC's redefinition of "program" (see 1.C.1 in this report) has necessitated a comprehensive update of EvCC's course catalog, website, course record forms, and curriculum checklists, removing references to "programs" that were really just interest areas, disciplines or course clusters managed by a particular department. The college is still working to ensure that course record forms, syllabi and curriculum checklists accurately reflect the college's new and more precise programmatic language.

REFLECTION AND MOVING FORWARD

Ultimately, EvCC's goal is to clarify for internal and external stakeholders the expectations for, and relationship between, different kinds and levels of learning at the college. While articulating and sharing SLOs, PLOs and CLOs is a necessary step in this direction, EvCC is committed to a more comprehensive articulation of its curricular design, learning outcomes and learning assessment. More importantly, the mere identification and publication of learning outcomes does little to dismantle the kinds of systematic power relations that pervade higher education, often resulting in barriers to learning for underserved student populations. Goal 2.1.1 in [Charting a Path Forward to Equity: Everett Community College Strategic Plan 2022-2027](#) calls upon the college to "Reexamine policies, practices, and processes to alleviate barriers to student engagement and success." In this context, the ongoing practice of what the college chooses to share, and with whom, about its assessment practices is ripe for re-examination.

Moving forward, EvCC will enhance communication about Learning Outcomes by adopting the principles of the [Transparency Framework](#). The framework was developed by the National Institute for Learning Outcome Assessment (NILOA) to help institutions of higher education answer the question: *How might assessment of learning efforts be made more visible?* EvCC has based our [new public-facing assessment website](#) on the first three core elements of the Transparency Framework and will continue to expand those elements moving forward. Additional elements of the framework will be added to the website as part of the college's larger website redesign, an 18-month institutional project designed to streamline and simplify EvCC's web presence. By thus inviting stakeholders into conversations about learning at the college, EvCC's dual goal is to embrace the college's accountability to the mission of "educating, equipping and inspiring" students and to demystify the process of doing so.

Evidence for 1.C.3

- Syllabus Library
- HLTH 210: Principles of Pharmacology
- Degree Program Curriculum Checklists
- Core Learning Outcomes (CLOs) *Charting a Path Forward to Equity: Everett Community College Strategic Plan 2022-2027*
- Transparency Framework
- Assessment Website

Part 4: Admissions and Graduation Requirements

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

EvCC publishes standard admissions procedures in the college catalog (p. 15-16) and on the college website at EvCC's [How to Apply](#) webpage. The page includes a series of dropdown boxes for different categories of students (new matriculating students, dual credit students, adult basic education students, English language learners, and international students) which provide admission requirements and links to application processes. In addition, as part of the college's work with Achieving the Dream and Guided Pathways essential practices, the college instituted a seven-step [Get Started Checklist](#), which requires new students — with few exceptions — to complete [New Student Orientation](#) and [Entry Advising](#) in order to be eligible to register for classes.

Currently, EvCC offers two programs with selective admissions processes: the Associate of Arts and Sciences in Nursing and the Bachelor of Applied Science in Accounting. Information about the admissions processes for these programs are posted online at [Nursing Admissions Procedures](#) and [BAS Accounting: How to Apply](#).

EvCC's completion requirements are most easily accessible to students and the public through the online [college catalog](#). In addition to the broad overview of all programs in the catalog, pathway and/or program pages on the website lead students to curriculum checklists noting completion requirements for all degrees and certificates.

Evidence for 1.C.4

- EvCC's How to Apply Webpage
- Get Started Checklist
- New Student Orientation
- Entry Advising
- Nursing Admissions Procedures
- BAS Accounting: How to Apply
- College Catalog

Part 5: Assessment and Continuous Improvement

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

EFFECTIVE SYSTEM OF ASSESSMENT

EvCC has an established system for evaluating the quality of learning in all its programs and is committed to the ongoing improvement of that system in the context of the college's mission. Student Learning Outcomes (SLOs) are defined and assessed at the course level; institutional Core Learning Outcomes (CLOs) have been identified and are assessed across disciplines (see 1.C.6 below) using common rubrics; and Program Learning Outcomes (PLOs) are well-defined. However, the college's assessment processes at the program level have been uneven, inconsistent and confusing for the last several years. EvCC's faculty-led Assessment Committee has recently recalibrated the college's program review processes with the goal of establishing a more meaningful, manageable and equity-minded assessment model.

EvCC's 2017 Year Seven Accreditation report described the program review model in place at that time: a three-year integrated assessment cycle in which department faculty assessed course-level SLOs, seven college-wide CLOs and what were then called Program Specific Outcomes (PSOs). Although the model yielded some positive examples of practice, it was too unevenly and inconsistently implemented to generate meaningful improvements in student learning. During the COVID-19 pandemic in March 2020, EvCC paused the three-year program review model, splitting its elements into an analysis of student success data in the Annual Resource and Planning process and including an option to assess PLOs during the annual Learning Outcomes Planning and Assessment (LOPA) process that had been introduced to assess CLOs.

The temporary annual approach to program assessment only exacerbated the inconsistencies of program review. Some departments routinely assessed PSOs as well as CLOs, some assessed only CLOs, some assessed only PSOs, while others conflated the two. As the Assessment Committee considered how they might reinstate a systematic process for reviewing PLOs, they decided not to return to the previous three-year program review model; instead, the decision was made to adopt a new multifaceted program review model that would more closely align with such institutional developments as the adoption of a new strategic plan focused on equity, the revision of the college's budgeting process, and the revised institutional definition of "program." In addition, the lessons learned from EvCC's implementation of the revised CLOs, particularly CLO 3: Equity and Social Justice, prompted the Assessment Committee to reflect on the effectiveness of the college's outcomes assessment framework overall, particularly in terms of its relationship to the college's commitment to equitable student learning and success.

The Assessment Committee directed a working group of faculty and administrators to propose a meaningful, manageable and equity-minded process for assessing programs under EvCC's revised definition of "program." Working through Fall quarter 2023 and Winter quarter 2024, the working group designed a quadrennial [program review process](#) that was approved by EvCC's Assessment Committee on Feb. 26, 2024. Student voice and experience is central to this new process, which also includes disaggregated qualitative and quantitative data analysis, a peer faculty support team, a plan for learning improvement, and multiple opportunities for reflection. The process will be managed through a scaffolded Canvas shell that builds upon the successful launch of the CLOs Canvas shell (see 1.C.6 below).

CENTRAL ROLE OF FACULTY

As is outlined in Article 14.5 of the [Collective Bargaining Agreement \(CBA\) of the EvCC Board of Trustees and AFT Everett Higher Education Local 1873](#), the responsibility for developing and assessing the college's curricula – at both the course and program levels – rests with EvCC's faculty. Article 14.5 also stipulates that this work should be undertaken within the context of the college's commitment to equitable student success and to continuous improvement in teaching and learning.

Course and program proposals are developed by relevant subject matter faculty. Proposals for courses and programs, as well as for changes to current courses and programs, are brought before EvCC's Instructional Council (IC), a majority faculty standing committee of EvCC's cross-functional Campus Council. The IC votes on each course and program proposal; a majority affirmative vote results in the proposals being recommended to the Vice President of Instruction for inclusion in the college's catalog.

Article 14.5 of the CBA specifies that all faculty members at EvCC are responsible for a three-pronged, disaggregated, assessment process:

At the course level, assess student work using appropriate methodologies that promote further learning; at the program or department level, disaggregate, review and assess student learning outcomes with the goal of continuous improvement and reduction of opportunity gaps.

These contractual assessment responsibilities are met by both individual faculty members and by faculty teams. SLOs are assessed at the course level by the faculty instructors of record. CLOs are assessed by department faculty while PLOs are assessed by faculty who teach in the program under review.

EvCC's assessment practices for CLOs and PLOs are overseen and supported by the faculty-led Assessment Committee, a standing committee of EvCC's cross-functional Campus Council. The Assessment Committee maintains a document repository in a shared Google drive.

REFLECTION AND MOVING FORWARD

EvCC's assessment practices, including the new program review process, reflect the college's ongoing efforts to more effectively contextualize assessment within EvCC's mission. Centering on the improvement of curricula, learning design and student experiences and outcomes, the revised process establishes a renewed, equity-minded and mission-specific framework for effective and systematic assessment of learning in EvCC's programs.

As EvCC launches a more robust process for assessing PLOs and continues to improve assessment of SLOs and CLOs, the college is committed to ensuring that assessment practices are grounded in the college's strategic commitment to equity. More specifically, several goals/objectives (1.1.1, 1.1.3, 2.1.1) in [Charting a Path Forward to Equity](#) inform three core criteria for "an effective system of assessment" at EvCC: first, that "the quality of learning in EvCC's programs" is dependent on their capacity to both promote inclusion/belonging and to dismantle barriers to student success; second, that faculty professional development in both assessment practice and equity-mindedness/anti-racism is critical to supporting faculty's central role in program development and assessment; and third, that assessment practices must be attentive to the ways in which default institutional systems – including some assessment practices – exclude and marginalize more than they nurture and include.

Evidence for 1.C.5

- Program Review Process
- Collective Bargaining Agreement of EvCC BOT & AFT Everett Higher Ed Local 1873
- [Charting a Path Forward to Equity: Everett Community College Strategic Plan 2022-2027](#)

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

All degree-seeking students are required to meet three [Core Learning Outcomes \(CLOs\)](#): Analytical Thinking, Effective Communication and Equity and Social Justice. The three CLOs are assessed using common institutional rubrics; the rubrics for [Analytical Thinking](#) and [Effective Communication](#) were adapted from AACU's Value Rubrics for these competencies, while the [Equity and Social Justice rubric](#)

was designed and later revised by a faculty workgroup. Every academic department is responsible for identifying when and how the three CLOs outcomes are introduced and assessed within their disciplines and is required to submit a Learning Outcomes Planning and Assessment (LOPA) form annually to their Deans and to the faculty-led Assessment Committee.

Since EvCC's 2020 Mid-Cycle Report, the college's faculty-led Assessment Committee has focused on building a more iterative and reflexive CLO assessment practice; this work is grounded in the committee's commitment not only to improving student learning and the assessment of student learning, but also to ongoing reflection about what it means to take on these tasks in the context of an institutional mission grounded in equity. As a result of their ongoing continuous improvement efforts, the Assessment Committee has modified the two-year cycle for CLO assessment outlined in the mid-cycle report.

The primary change has been to provide more flexibility in how department faculty engage in each annual assessment cycle. This change was based on department faculty feedback regarding how the committee could best support them, not simply as subject area experts, but as learners in equity-minded assessment practices and protocols. Rather than assessing the three CLOs on a fixed two-year cycle, faculty are responsible for assessing each CLO at least once over a six-year period. Departments identify which CLO they plan to address in any given year; having made this decision, department faculty then choose one of three possible assessment activities: planning for assessment; collecting and assessing student artifacts; or designing a learning intervention based on the previous year's assessment. Departments submit their assessment plans in the fall quarter, implement their activity in the winter quarter and reflect and report on the activity in the spring quarter. At every stage in the process, the Assessment Committee provides feedback and support.

The revisions to EvCC's CLO Assessment practices emphasize faculty agency and recognize the importance of ongoing, substantive reflection both to effective assessment and to the improvement of student learning. More broadly, assessment at EvCC has gradually shifted from a checklist framework common to compliance models to a more inquiry-driven practice, guided by open-ended faculty questions and emerging insights. For example, EvCC's Business faculty chose the option of Planning for Assessment of CLO 3 and used the 2023-24 assessment year to discuss, develop, pilot and document an authentic and scalable model for assessing CLO 3. The new process thus recognizes the importance of authentic faculty development and collective conversation to outcomes assessment, particularly in the context of an institutional mission grounded in equity.

To further illustrate the point, LOPAs submitted over the past few years capture faculty wrestling with common assessment challenges like assessing a common outcome across disciplinary difference, mapping an institutional core learning outcome to both student learning outcomes and to the broader mission of EvCC, and navigating the space between equity and social justice as a loose course theme and equity and social justice as a learning outcome. Most importantly, the LOPAs reflect faculty members taking full responsibility for student learning (i.e. English LOPA 2021-2022, Early Childhood Education LOPA 2022-2023, Math 2023-2024 LOPA). Taken together, these and other LOPAs reinforce the value of intentionally providing space and time for collaborative faculty reflection in the assessment process.

REFLECTION AND MOVING FORWARD

The introduction of EvCC's revised Core Learning Outcomes prompted EvCC's Assessment Committee, in collaboration with department faculty across the college, to assess and ultimately recalibrate the college's assessment practices through an equity-minded lens. CLO 3, in particular, provided a metacognitive opportunity to shift the focus from the practical and procedural innovations outlined above to asking deeper questions about the purpose of assessment, the risks and benefits it entails, and the ways in which those risks and benefits are distributed in an inequitable system. For EvCC, equity-minded assessment demands ongoing reflection about the ways in which assessment practices themselves can reinforce barriers to student success. EvCC is therefore committed to assessment processes grounded in the fundamental interdependence of student learning with faculty and staff learning.

Moving forward, a critical piece of this dynamic is enhancing student participation in the assessment process. In 2023, student learning analysts from EvCC's Trojan Partnership Program (TPP) submitted a report, [*Student Awareness and Future Learning of Everett Community College's CLO3*](#) in which they reported on their research into how students are introduced to EvCC Core Learning Outcomes (CLO). The TPP conducted a small survey of 56 students; their key finding was that most students were unaware of the CLOs. The report went on to make recommendations about how the college might more effectively introduce students to CLOs during orientation and in required College Success courses.

The insights of the student learning analysts are invaluable for assessment practices because they provide a perspective that is too often overlooked in assessment contexts. More importantly, their work demonstrates that students can be valuable thought partners in the shared goal of improved student learning; one of the most notable aspects of the TPP report is the high value the students themselves ascribe to CLOs; as they put it, "The importance of CLOs, especially CLO #3, must be valued by all students, regardless of how long they have been attending EvCC or how recently they started."

Evidence for 1.C.6

- Core Learning Outcomes Webpage
- EvCC Rubric for Core Learning Outcome 1: Analytical Thinking
- EvCC Rubric for Core Learning Outcome 2: Effective Communication
- EvCC Rubric for Core Learning Outcome 3: Equity and Social Justice
- EvCC 2020 Mid-Cycle Report
- EvCC Business and Technology Department, CLO 3 Assessment Planning Notes
- EvCC English Department, 2021-22 Learning Outcomes Planning and Assessment
- EvCC Early Childhood Education, 2022-23 Learning Outcomes Planning and Assessment
- EvCC Math Department, 2023-24 Learning Outcomes Planning and Assessment
- Trojan Partnership Program Student Learning Analysts, *Student Awareness and Future Learning of EvCC's CLO #3: An Analysis and Recommendation Report*

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

EvCC's assessment processes are designed to generate actionable insights that will inform academic and learning support planning and practices in order to improve student outcomes. In addition to the the results generated through EvCC's Learning Outcomes Planning and Assessment (LOPA), EvCC uses additional tools (such as the college's Institutional Research Office and Starfish, EvCC's Student success platform) to generate insights into how the college might better promote and support student learning.

ACADEMIC PLANNING AND IMPROVEMENT

Faculty use the results of the annual LOPA described in 1.C.6, to design interventions at the level of a course, course sequence or course cluster. For example, based on the previous two years of assessment activities, the English department revised the student learning outcomes (SLOs) for the college's foundation course, English 101, and submitted [the revised outcomes](#) to EvCC's Instructional Council in Fall 2022. EvCC's Welding department used their [2022-23 LOPA](#) to expand opportunities for including equity and social justice content across the welding curriculum. Finally, EvCC's Early Childhood Education program used their [2022-23 LOPA](#) to more effectively scaffold assignments linked to CLO #3.

EvCC's Institutional Research (IR) office publishes a wide range of disaggregated student learning outcomes data, including course success rates, on the college's intranet Tableau site; these data are used by individual faculty, departments and programs, and the Office of Instruction to identify patterns and prompt reflection and redesign. Individual faculty have access to their course success rates over time, which can be filtered for race, gender, Pell eligibility and modality. Departmental and program faculty review aggregate course success rates in Tableau and/or request customized reports from IR. Analysis of these data have resulted in changes as minor as the the addition of pre-nursing courses on Saturdays ([Life Sciences 2021-2022 Annual Resource Plan](#)) to more substantive revisions of program curricula ([CIS/IT Program Change](#)) to the introduction of equity-minded interventions like the STEM 100 series (see 1.C.1 above). The latter intervention replaced disciplinary gateway courses in some STEM fields with broader, low-barrier entry-level courses focusing on project and community-based learning, just-in-time skills development, and inclusive pedagogical practice.

LEARNING SUPPORT SERVICES

EvCC's participation in the statewide implementation of Guided Pathways has focused on improving student outcomes through institutional transformation, especially in learning support services. The State Board for Community and Technical Colleges provides annual planning and reporting tools that support and document EvCC's design, assessment and revision of core Guided Pathways Essential Practices. As outlined briefly below, EvCC uses these tools and the college's student success platform, Starfish, both to ensure students receive support and to inform improvements to Guided Pathways Essential Practices like intrusive advising, student referrals, and placement protocols.

EvCC's multi-year effort to redesign advising, under the auspices of Guided Pathways, is explicitly linked to the college's student achievement indicators in Goal 2.2.1 of [Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027](#): *Implement an advising model that leads to student access, persistence, success, completion, and successful transfer and/or placement.* The college's Advising and Student Success Technology teams pull data from Starfish, EvCC's student success platform, in order to map the relationship between advising practices and the college's student achievement indicators across different populations of students. These data are compiled into [annual reports](#) that are shared across the Instruction division, but can also be shared quarterly within programs in order to set targeted improvement goals. Based on data showing a clear correlation between student persistence and student engagement with Degree Planner, Starfish's interactive advising tool, EvCC has established a key performance indicator (KPI) that measures the disaggregated percentage of enrolled students with 30 or more credits who have an approved degree plan.

Starfish has also created an opportunity for EvCC to offer a proactive and integrated learning support service experience for students. Starfish's suite of direct referrals, flags and early alert tools is designed to enhance student engagement and facilitate better outcomes through structured outreach.

Referrals in Starfish serve as a tracking mechanism to connect students with assorted services and support networks. EvCC faculty can use Starfish to directly link students with a variety of campus learning support services including Pathways Coaches, Integrated Basic Education and Skills Training (I-BEST) assessment and support, and the Writing Center. The college is just beginning to gather data linking the Starfish referral system to persistence, but early indications show some positive impact.

Starfish also links specific groups of students to targeted learning support through its Success Networks, which establish specific relationships aimed at supporting students. Current support networks aligned to learning support services include ATB, Athletics, BRIDGES/IBEST, Center for Disability Services, Diversity & Equity Center, Early Achievers, E-STEM Scholars, International Education, MESA, TRiO/Passport for TRiO, Workforce Funding, and Youth Re-Engagement. All networks participate in a mid-quarter progress survey sent to faculty in order to monitor student engagement and progress. Approximately a quarter of the completed progress surveys since Winter 2023 raised a "I'm worried and here's why" flag. Members of support networks received notifications about flags and are expected to engage with their students to ensure they have the support they need. The persistence impact of the "I'm Worried and Here's Why" flags vary with most quarters showing a small positive impact.

In their [2023-24 Trojan Partnership Program Year-End Report](#), EvCC's student learning analysts presented survey data showing that a majority of students experienced college resources as disorganized and disconnected. EvCC's Starfish Referral and Support Network tools have the potential to provide students with a more seamless, interconnected educational experience in which learning support services are both personalized and networked to their needs. However, increased participation and improved communication in Starfish are crucial for maximizing their effectiveness. Moving forward, EvCC's leadership will continue to focus on increasing utilization of Starfish across the college.

EvCC is also in the process of implementing Operational Analytics in Starfish as a case management tool. The Operational Analytics function creates a customized retention model that draws from 85 different factors to produce unique retention scores for students. This will be launched on a limited scale with mandatory anti-bias training provided by EAB, parent company of Starfish. Pathway coaches are the intended initial users, with potential expansion to advisors and other support networks. While 100% faculty/staff engagement with Starfish remains the long-term goal, a case management model based on meaningful retention scores will at least ensure that the students who would benefit most from timely learning support will be effectively connected to those services.

EvCC's placement protocols have also changed to align with the college's commitment to Guided Pathways Essential Practices. Based on the evidence-based recommendation of the English department and on encouraging results from a pilot, EvCC replaced Accuplacer testing with a Directed Self-Placement (DSP) protocol. DSP was designed to introduce students to self-assessment, increase student self-efficacy, and contribute to increasing the pass rate for college-level English in one year, one of the college's student achievement indicators. Since the launch of the new placement process, the college has seen an increase in completion of college-level English in the first year. The English department's placement team meets regularly to track the longitudinal results of DSP and to make ongoing revisions, such as the replacement of a long-form DSP with a rapid form. The department maintains a robust log of its decision-making regarding placement processes in a shared Google document. Based on the success of the change to English placement, EvCC's Math department will be reviewing and revising math placement practices in 2024-25.

Entry advisors are well-versed in the variety of placement options and present all options to each student. Students may use high school and college transcripts, directed self-placement, ACT/SAT, Accuplacer, AP, IB, Cambridge, Smarter Balanced Assessment, and GED test scores. EvCC will also honor placement from all other community and technical colleges in Washington state. As placement dictates first-quarter course options, working with students — particularly historically underserved students — to identify the most beneficial placement option increases the likelihood that they will take a program-specific course during the first term. Guidance from entry advisors also helps students navigate the complexities of placement as the college works to make these practices equity-focused and appropriate.

REFLECTION AND MOVING FORWARD

EvCC is committed to improving student learning outcomes by using assessment to better understand the range of factors (curriculum and course design, pedagogical practice, advising, placement practices, and supplementary supports) that enable student learning and ensure student success. EvCC faculty use both learning outcomes assessment and student achievement data to make small adjustments at the course level, more substantive changes at the program level, and — through initiatives funded by the state Guided Pathways allocation and the Title SIP III grant— comprehensive changes that have the potential to impact students across the college. As EvCC launches a new

instructional program review process, the college will focus on scaling and integrating these continuous improvement efforts, on more effectively linking them to learning support services, and on building mechanisms to engage students in their design and assessment.

Evidence for 1.C.7

- Course Record for English 101 reflecting revised SLOs
- EvCC Welding Department 2021-22 Learning Outcomes Planning and Assessment (LOPA)
- EvCC Early Childhood Education, 2022-23 LOPA
- Life Sciences Department 2021-22 Annual Resource Plan
- Computer Information Systems/Information Technology Program Change Proposal
- EvCC Student Success Technology, Starfish Annual Report (Winter 2024)
- Trojan Partnership Program Student Learning Analysts, 2023-24 Year End Report

Part 8: Acceptance of Credit

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

EvCC's transfer-of-credit policies are designed to support seamless and cost-effective student mobility across higher education systems in order to ensure efficient credential completion based on each student's goals and needs. Recognizing the documented impact of flexible transfer and Academic Credit for Prior Learning (ACPL) policies on equitable student outcomes, EvCC is working to ensure that these policies and practices are responsive to the diversity of learning experiences that students bring to the college, while at the same time ensuring the appropriate mechanism for evaluation and assessment of those experiences.

TRANSFER OF CREDIT

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

Academic Credit for Prior Learning

Approved in Spring 2023, the revised [Academic Credit for Prior Learning \(ACPL\) policy](#) is informed by research demonstrating the impact of ACPL and aligns with the [Ten Standards for Assessing Prior Learning](#) developed by the Council for Adult and Experiential Learning (CAEL). The CAEL standards listed below are explicitly designed to protect the integrity of the ACPL process:

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
3. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
4. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
5. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
6. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

REFLECTION AND MOVING FORWARD

EvCC's policies on transfer of credit and ACPL provide transparency regarding how students may receive transfer credit or credit for prior learning, but they are insufficient to improve student outcomes – much less close equity gaps – without a corresponding investment in resources and a re-examination of processes, practices and taken-for-granted-assumptions that impede student access to – and mobility across – higher education. As such, Standard 1.C.8 intersects with Goal 2.1.2 of EvCC's strategic plan: *Scale equity-minded support services that center the experiences of students disproportionately impacted by college delivery systems.*

This necessary relationship between scaled equity-minded support services and ACPL is grounded in research from CAEL and the Western Interstate Commission for Higher Education (WICHE); in the influential study, *The PLA Boost* (2020) and the follow-up analysis, *Equity Paradoxes in the PLA Boost* (2021), CAEL and WICHE researchers demonstrated that not only did Black and lower-income adult students receive strong boosts to credential completion from ACPL credit, but they also were the least likely to receive such credit, not because of limitations in their experiential learning but because of limited, underdeveloped or under resourced opportunities for ACPL in the institutions, such as community colleges, in which they were most likely to enroll. Drawing on these insights and their applications, EvCC is leveraging Title III funds to build a robust ACPL infrastructure at the college. This includes providing students with a dedicated ACPL specialist to support them in the process, expanding ACPL opportunities, diversifying methods of assessing prior learning, developing targeted promotion and marketing of ACPL opportunities, fostering a community of practice among faculty and staff to support and evaluate ACPL, ongoing tracking of ACPL awards, and assessment of ACPL practices.

Evidence for 1.C.8

- EvCC's Transfer Credit Options Webpage
- Academic Credit for Prior Learning (ACPL) Policy
- Ten Standards for Assessing Prior Learning
- CAEL blog, The PLA Boost
- CAEL blog, Equity Paradoxes in the PLA Boost

Part 9: Graduate Programs

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

EvCC does not offer any graduate programs.



Standard 1.D: Student Achievement

Part 1: Admission and Recruitment

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

RECRUITMENT AND ADMISSIONS

EvCC's [Recruitment and Outreach Team](#) works with local K-12 partners, community-based organizations and local industry partners to ensure that citizens of Snohomish County, no matter where they are in their educational journey, are both aware of EvCC learning opportunities and supported in taking advantage of them. The Outreach team offers regular information sessions and application workshops, both face-to-face and virtually. Prospective students can also request customized group, family or individual campus tours.

Per Washington State Administrative Code ([WAC 131-12-010](#)), admissions criteria for the state's 34 technical and community colleges are broad and inclusive, stipulating only that successful applicants must be 18 years of age or older and possess a high school diploma or GED; students who do not meet these criteria may still access college programming through the college's [high school dual credit options](#) or through the college's [Transitional Studies](#) division. Beyond adhering to these core open admissions practices, EvCC is committed to continually evaluating and restructuring its admissions procedures to remove barriers to access and success. Working within the Guided Pathways Essential Practices framework, EvCC has adopted a series of innovations to help clarify the path for prospective students and applicants; these measures include establishing eight pathways based on disciplinary clusters, mandating both new student orientation and entry advising for new students, and redesigning developmental education in Math and English, including the adoption of multiple measures for placement.

For example, in July 2021 the college discontinued the use of Accuplacer for English placement, adopting the [Rapid Directed Self Placement-English \(RDSPE\) Form](#) instead. Validated through a pilot study, the RDSPE is a short, three-part questionnaire that prompts students to reflect on their reading and writing readiness and then use the holistic scoring chart to choose the English placement that works best for them. Once students have completed the form, they are given the option either to submit their preferred placement or to seek further guidance from a Faculty Entry Advisor. In the three years since its implementation, students have benefitted from the simplicity of the free, low-stakes RDSPE process, and there has been no statistical difference in the placement accuracy of RDSPE versus the Accuplacer. More importantly, the new placement protocol, in combination with increased offerings in co-requisite English, has resulted in an increase in the percentage of entering students who achieve the early momentum metric of completing college English in the first-year. Based on the success of the change to English placement, EvCC's Math department is participating in a statewide Math Placement Project grant, funded by College Spark Washington. The ultimate goal of the grant is to develop common, transparent, and student-centered math placement practices across the state.

ORIENTATION AND ENTRY ADVISING

All new EvCC students are required to complete orientation before registering for classes. To meet this requirement, students have the option of an online self-guided orientation or of participating in small, synchronous online orientation workshops facilitated by EvCC staff.

The majority of new students must also schedule a mandatory appointment with a faculty Entry Advisor; instructional programs that are [exempt from Mandatory Entry Advising](#) conduct either specialized supplemental orientations or provide targeted entry advising to new students. EvCC's entry advising practices are grounded in the principles and practices of Washington state's [Guided Pathways](#), specifically the expectation that equity-minded educational planning is mandatory and easily accessed, allowing students to make informed program choices. Broadly speaking, Entry Advisors facilitate the process of entering a pathway by informing new students about college programs and policies, interpreting placement scores, identifying placement-appropriate courses, and collaborating with students to create first-quarter enrollment that aligns with their goals and optimizes the likelihood of first-quarter success. Entry Advisors also provide students in transfer pathways with detailed information about EvCC's transfer degrees, information that can be further customized when students complete their specific transfer plan with their faculty program advisors. In the past year, EvCC affirmed its commitment to entry advising as critical to student success and early momentum by converting five temporary faculty entry advisors into tenure-track roles for a total of nine tenured or tenure-track entry advisors.

For most students, the objectives of the entry advising session are further elaborated upon and expanded in [College 101](#), a two-credit college success course required for most students; as outlined in this [sample course syllabus](#), the course is organized around four common learning outcomes designed to give each student the ability and the tools to chart, navigate and finance their educational pathway from entry through completion.

TIMELY AND ACCURATE INFORMATION

Timely and accurate information about degree requirements is provided in the college catalog and in [curriculum checklists](#) posted to the college website. Students seeking transfer to a baccalaureate program can also access a [Transfer Guide for the AAS-DTA](#) or find more specific transfer information in the curriculum checklists for specialized transfer degrees, such as for the [AS-T in Computer Science and Mechanical Engineering](#). These information sources, however, are largely static; students gain a more actionable and relevant understanding of how to apply degree requirements through EvCC's degree planning process, in which students work with their faculty program advisors to design customized degree programs. Most students begin customizing their degree plans in College 101.

EvCC's student success platform, Starfish, helps enrolled students translate static and abstract degree program requirements into personalized, concrete plans of study. As explained in [Building a Degree Plan in Starfish](#), the extent to which students can customize course selections within their program depends upon the requirements of that program. Both program requirements and course information (including title, description, units, schedule, prerequisites, and attributes such as distribution and/or diversity) are pulled into Starfish from ctLink, so that when students are building program-specific degree plans, they may only select courses that meet program requirements. Even within a highly customizable program like the AAS-DTA, students' choices within Degree Planner are circumscribed by pre-coded distribution requirements, applicable prerequisites, and transfer requirements for

EvCC's most prescriptive transfer degrees. The value of the Starfish degree planning tool in allowing students to assert even a limited degree of agency over their degree plans is borne out by [Starfish data](#) showing that students who have created a plan in Degree Planner show higher rates of persistence than students who have not.

Starfish, and particularly its degree planning tool, is therefore a critical resource for students. EvCC is working to enhance Starfish's capacity to deliver automated information and resources related to students' enrollment behaviors and degree programs.

REFLECTION AND MOVING FORWARD

EvCC is committed to the success of every prospective and enrolled student and recognizes that informed self-efficacy is critical to that success. Moving forward, the college will extend the concept of "orientation" beyond a single event or transmission of critical information to an extended process that sets students up for first-quarter success (defined as students successfully completing all courses for which they enrolled in the first quarter). This commitment is grounded in institutional data (see 1.D.2 below) showing the strong correlation between first-quarter success and all subsequent student achievement indicators. Initiatives in support of this less time-bound, more holistic orientation model include the following:

- Design and implementation of specialized College 101 classes (such as STEM 101) that are tied to EvCC's meta-major Pathways
- Introduction of first-quarter Pathways Communities, which are linked first-quarter, Pathway-specific courses designed both to optimize chances of first-quarter full-pass rates for enrolled students and also to create a sense of academic and social belonging in the Pathway
- Application of EvCC internal data on course "toxic" and "tasty" course pairs at Entry Advising to support optimal first-quarter course selection (Note: toxic and tasty courses refer to courses that when taken together are more likely to yield successful outcomes and course pairings that are more likely to yield unsuccessful outcomes. IR compiled longitudinal data on these pairings in a Tableau dashboard.)
- Expansion of I-BEST opportunities for eligible first-quarter students
- Redesign of course scheduling protocol to support student-centered, evidence-based course scheduling and ensure that optimal combinations of courses are available to new students

With these initiatives, EvCC will reinforce information provided on the website and in the catalog with just-in-time, interactive reinforcement that will have greater immediate relevance for students.

Evidence for 1.D.1

- Recruitment and Outreach Team
- WAC 131-12-010
- High School Dual Credit Options

- Transitional Studies Webpage
- Rapid Directed Self Placement-English (RDSPE) Form
- Mandatory Entry Advising Exemptions
- Guided Pathways
- College 101 Webpage
- Sample Course Syllabus
- Curriculum Checklists
- Transfer Guide for the AAS-DTA
- AS-T in Computer Science and Mechanical Engineering
- Building a Degree Plan in Starfish
- Starfish Annual Report

Part 2: Shared Student Achievement Indicators

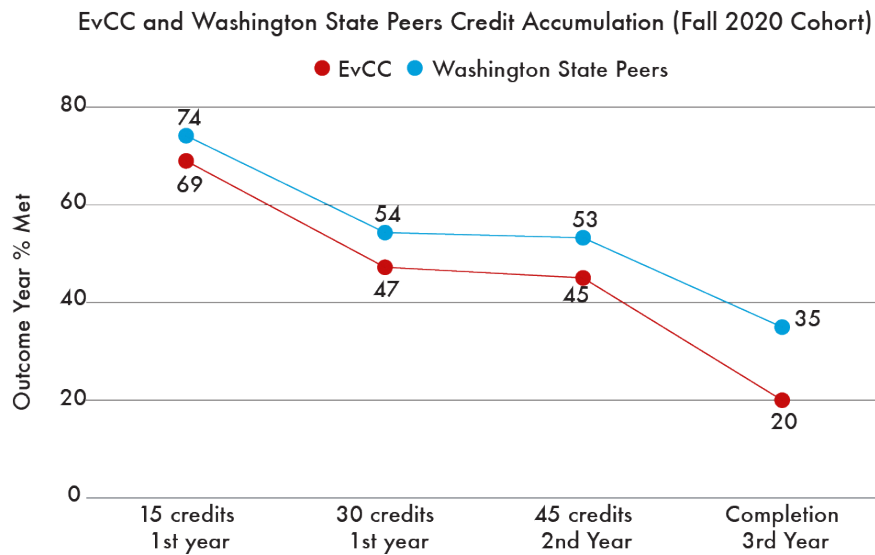
1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

STUDENT ACHIEVEMENT INDICATORS

EvCC continues its longstanding practice of measuring student achievement through the following disaggregated indicators:

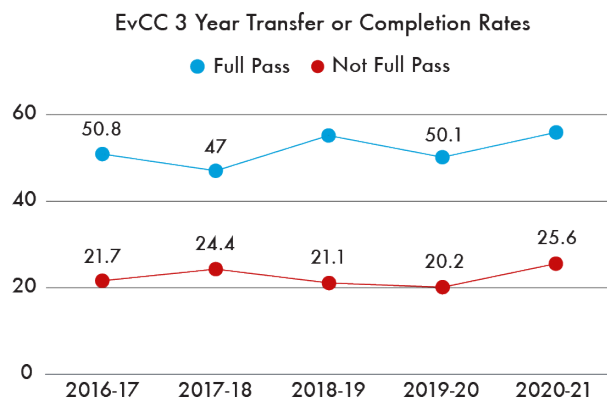
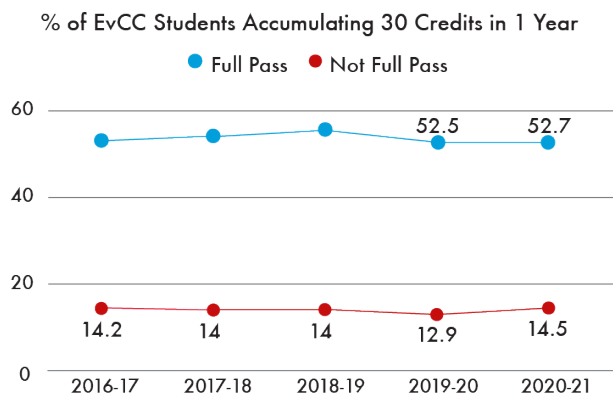
- Equitable first-quarter to second-quarter retention
- Equitable completion of 15 credits in the first year
- Equitable completion of college level math/English within the first year
- Equitable completion of 30 credits within the first year
- Equitable completion of 45 college level credits by the end of second academic year
- Equitable completion of credential (3 and 4 years)
- Equitable baccalaureate completion
- Equitable six-year earnings data

All but the last two post-completion indicators are based on well-documented research on early momentum metrics from the Community College Research Center (CCRC); each student achievement metric functions as an incremental milestone toward completion and post-completion outcomes

Figure 1:


EvCC has chosen to focus particularly on early momentum metrics because of statewide data showing that the college lags slightly behind state peers in the earliest core metric: completion of 15 credits in the first year. However, Figure 1 shows that for the Fall 2020 cohort, the gap between EvCC and state peers continues to grow at the next two credit accumulation checkpoints (30 credits

and 45 credits) and is widest at the 3-year completion metric. In addition, across all State Board for Community and Technical Colleges (SBCTC) institutions, data shows that students who do not achieve 15 or 30 credits in the first year are much less likely to ever reach those milestones. State peer benchmarking data also emphasizes the importance of disaggregated early momentum metrics for historically underrepresented students since the early momentum gaps between EvCC and its state peers are even larger for historically underrepresented students than they are for non-historically underrepresented students.

Figure 2:

Figure 3:


EvCC's focus on early momentum is thus based on the hypothesis that proactive intervention early in students' college journeys will improve outcomes, including completion, later in their journeys. This hypothesis is further supported by EvCC internal research, based upon research from the City University of New York (CUNY), indicating an apparent correlation of first-quarter success (defined

as successful completion of all first-quarter courses for which a student is enrolled) between credit accumulation and completion rates (Figures 2 and 3). Based on both the state peer benchmarking data, and on EvCC data on first-quarter full-pass rates, the college selected first-quarter full-pass rates as a strategic Key Performance Indicator (KPI), aligned to the strategic plan priorities of both Belonging and Student Readiness.

INTERNAL SHARING OF STUDENT ACHIEVEMENT INDICATORS

Student Achievement Indicators (SAIs) are tracked by EvCC's Institutional Research (IR) department and are shared in the [Tableau Completion and Transfer Outcomes Dashboard](#) on the college's intranet. Locally developed and maintained, the dashboard includes tabs for Completion and Transfer, Global Completions, Completion of College English in the First Year, and Retention and Persistence (which includes credit accumulation over time). Each of these tabs include several filters, so that the data can be disaggregated by multiple characteristics and combinations of characteristics. In addition to standard filters for race (duplicated and unduplicated), gender, age, and need-based aid, the dashboards include filters for metrics particular to EvCC's strategic focus, such as first-quarter full-pass rates; first-quarter GPA; dual credit enrollment; pre-college status (disaggregated by developmental course work, Transitional Studies coursework and I-BEST coursework); modality; program; and caregiver status.

The goal of EvCC's comprehensive Student Achievement Indicator dashboard is to provide actionable data at the local level. As such, institutional data dashboards, although often using the same or similar indicators, use slightly different data parameters to track local progress than are used for benchmarking against the college's peers. These variations are explained further in 1.D.4.

CONTEXT OF REGIONAL AND NATIONAL PEERS

The adoption of EvCC's new strategic plan in December 2021 and the hiring of a new President in July 2023 prompted EvCC's leadership team to reassess the college's process for identifying institutional peers. To identify regional and national peers, the leadership team adopted the following criteria: Carnegie Classification (public), urbanicity (suburban or city), size (between 3,000 and 8,000 FTE), strategic alignment (an institutional strategic plan grounded in whole or in part in equity), participation in at least some Guided Pathways Essential Practices, and finally membership in either the [Voluntary Framework of Accountability \(VFA\)](#) or the [National Community College Benchmarking Project \(NCCBP\)](#).

Using these criteria, EvCC has identified 11 national and regional peers representing all regions except the Southeast United States. EvCC benchmarks itself against these peers using Integrated Postsecondary Education Data System (IPEDS) data. However, while IPEDS data provides a high-level annual snapshot that allows for broad comparisons between EvCC and its regional/national

peers, the data provided in the IPEDs customized Data Feedback Reports is ultimately insufficient to be actionable, particularly with regard to critical early momentum metrics. In order to better understand the college's performance in a national context, EvCC has recently joined two national data sharing projects: the NCCBP and the VFA. Each of these tools brings distinct advantages and functionalities that promise to enhance EvCC's benchmarking capacity moving forward.

EvCC uses a separate process for benchmarking against its nine state peers, largely because of the robust comparative data provided by the Washington SBCTC. SBCTC hosts a public dashboard for comparing any one institution's performance-based funding points against a selected group of peers; SBCTC also provides a password-protected dashboard in which members of any SBCTC institution can compare themselves against a selected peer group on a series of core student achievement indicators. EvCC uses the information on the protected site to benchmark the college's selected SAIs relative to state peers. EvCC's state peers were selected based on their historical relationship to the statewide implementation of Guided Pathways (see 1.B.2).

Evidence for 1.D.2

- Tableau Completion and Transfer Outcomes Dashboard (Screenshot)
- Voluntary Framework of Accountability (VFA)
- National Community College Benchmarking Project (NCCBP)

Part 3: Benchmarking for Equity and Continuous Improvement

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

STUDENT ACHIEVEMENT BENCHMARKS

EvCC's Institutional Research (IR) Office maintains a [Student Achievement Benchmarks](#) webpage where internal and external stakeholders can find information on the college's Student Achievement Indicators (SAI) benchmarked against state peers. Comparative data provided by SBCTC is used to create benchmarking reports that track three-year trends in each SAI, measuring these against the aggregate performance of the college's nine state peers. The data shared in these reports is disaggregated based on a variety of filters such as race/ethnicity, gender, age and reception of need-based aid. The publicly shared report also identifies performance gaps for each disaggregated indicator.

Benchmarking EvCC's progress relative to regional and national peers is necessarily less robust due to current limitations in available data. EvCC uses Integrated Postsecondary Education Data System

(IPEDS) data for comparison with national and regional peers; while IPEDS institutions do not report on the same SAI that EvCC tracks, they do report on a select number of EvCC's Key Performance Indicators (KPI), including disaggregated FTE and number of students receiving financial support. The IR office creates and posts a customized [IPEDS Data Feedback Report \(DFR\)](#) that compares these and other metrics against those of 11 national peers. Because of the limitations of the DFR report, EvCC has joined both the VFA and the NCCBP in order to be able to access and share more meaningful benchmarking data.

DATA-INFORMED CONTINUOUS IMPROVEMENT

EvCC uses disaggregated SAIs, currently benchmarked against state peers, to inform planning and resource allocation. In particular, the college focuses on early momentum metrics and their impact on longer term outcomes like credit accumulation, transfer and completion.

For example, while EvCC trends slightly ahead of state peers in completion of college-level Math in the first year, the college has long lagged behind its state peers on completion of college-level English in the first year. Thus, over the past four years, the college has invested in addressing the latter gap, both by implementing a revised placement process (replacing Accuplacer testing with a rapid directed self-placement process) and by developing and scaling co-requisite models of English 101. As a result, EvCC has seen steady improvement in the rate of students passing college-level English in the first year. Even as that rate continues to lag behind state peer institutions who are seeing similar improvement, early data indicates that EvCC has reduced the benchmarking performance gap for the 2022-23 student cohort to its lowest since the college began Guided Pathways work in 2016. This is likely a function of the significant investment made into scaling of co-requisite English in 2023-24.

Importantly, both the SBCTC protected data dashboards and EvCC's Tableau dashboards can be disaggregated in multiple ways, including race and gender, thus ensuring that equitable outcomes remains a focus of the college. Analyzed through an equity lens, EvCC's local data on completion of college-level English in the first year indicates persistent equity gaps between the percentage of white students and the percentage of historically underrepresented students who meet this SAI. On a more positive note, the average annual rate of improvement (ROI) for this indicator for Black students (5.55%) is more than double the average annual ROI for white students (2.38%). This suggests that the college is moving in the right direction, even though the overall percentage of Black students completing college-level English in the first year still lags behind the percentage of white students completing college-level English in the first year (39.7% versus 48.6% in the 2022-23 cohort). Moving forward, the college will analyze the degree to which eligible Black students are benefitting from opportunities to enroll in co-requisite English based on the hypothesis that increasing the number of Black students who take advantage of co-requisite English may help to further reduce the equity gap in completion of college-level English.

EvCC also uses the benchmarking process to design meaningful interventions by identifying gaps in lagging SAIs and then unpacking them with meaningful institutional data. As noted in 1.D.2 above, EvCC lags behind its state peers in credit accumulation, and the gap grows with each credit

accumulation milestone (15 credits, 30 credits and 45 credits). These gaps are better understood when contextualized within data pulled from EvCC’s local data warehouse, which includes a category for first-quarter success outcomes. Together the state peer credit accumulation benchmarks and EvCC’s internal data on the impact of first-quarter success (also summarized in 1.D.2 above) supports EvCC’s strategic investment in increasing first-quarter success based on the hypothesis that increasing first-quarter full-pass rates will increase overall credit accumulation in the first year. As part of this investment, EvCC is funding a First Quarter Pathways Community initiative, to be launched in the 2024-25 academic year. The initiative includes substantial funding for faculty development (outlined in more detail in this [Powerpoint presentation](#)). Facilitated by EvCC’s Center for Transformative Teaching, the faculty development plan builds on best practices in High Impact Practices and antiracist pedagogy; more importantly it is informed by local data on “tasty and toxic” course pairings in order to ensure that linked courses within a Pathway community are intentionally selected in order to optimize full-pass rates in the first quarter.

REFLECTION AND MOVING FORWARD

EvCC has met the minimum institutional obligation to benchmark critical metrics – especially the college’s SAs – against regional, national and state peers and to use that process to spur improvement. However, the college recognizes the need to make the benchmarking process more visible, robust and systematic. Moving forward, the college’s goal is to make benchmarking a core institutional feature of setting aspirations, contextualizing claims and assessing initiatives.

As important as meaningful benchmarking is, data-informed improvement requires more than an annual benchmarking report, however comprehensive. While benchmarking reports can help to identify broad areas for improvement, the improvements themselves are dependent upon practitioner access to data, robust localized data collection, and institutional capacity for equity-minded data inquiry and reflective practice. Moving forward, EvCC is committed to supporting each of these determinants of data-informed improvement. Section 1.D.4 of this report will explain in more detail the college’s protocols for local data collection and its commitment to equity-minded interpretive practice; the remainder of this section will briefly outline the college’s efforts to improve practitioner access to actionable data.

At EvCC, practitioner access to meaningful data has been facilitated by the integration of EvCC’s IR data warehouse with Starfish, the college’s student success platform and production environment. More specifically, IR’s degree seeking cohort was pushed into the Starfish environment as a student group; this initial deployment was followed by additional student group deployments, including a Transitional Studies student group. To understand why this is consequential, it’s necessary to appreciate the difference between research and production data. Typical research data is used only by IR staff, while production data is used by staff and faculty in the course of their job duties. This standard division of labor has been further exacerbated at EvCC by the implementation of ctLink because the process of designing data queries in ctLink (People Soft Query) is so complex and requires both statistical expertise and proficiency with PeopleSoft.

Ensuring that data can be accessed through Starfish, therefore, establishes the systemic conditions necessary for distributed, collaborative and timely data-informed responses across the college. It provides a standard value between Starfish and ctLink that mitigates data variation between the two systems, as well as a common definition of racial equity across different types of querying and reporting. Most importantly, because its interface is easier to use and more accurate than ctLink's query function, Starfish creates opportunities for improved situational awareness for faculty and staff, contextualized operational decision-making, and real time intervention.

To facilitate these processes, EvCC's Student Success Technology team has developed training materials that outline how to access Starfish's [basic](#) and [advanced](#) reporting functions. For example, departments (including Athletics, Workforce Funding, the Tutoring Center, and the Writing Center) have successfully integrated monitoring and reporting processes for their student cohorts. Pathways Success Coaches have the ability to review momentum data customized to students in their pathway in order to prioritize and differentiate outreach and support; similarly, faculty Program Advisors can run a query to easily identify advisees who have not yet completed a degree plan, a predictor of persistence and a strategic key performance indicator for the college. Importantly, all Starfish reports can be disaggregated by race and gender, so that equity gaps are not only visible at the summary level (through Tableau) but are highlighted in real time to function-specific end users. Moving forward, the college will work with EAB (Starfish's parent company) to add reporting options linked to both first-quarter full-pass rates and credit accumulation.

Evidence for 1.D.3

- Student Achievement Benchmarks
- IPEDS Data Feedback Report (DFR)
- Pathway Communities Powerpoint Presentation
- Starfish's Basic Reports Instructions
- Starfish's Advanced Reports Instructions

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

TRANSPARENT METHODOLOGIES

The goal of EvCC's locally managed comprehensive Student Achievement Indicator dashboard is to collect actionable data at the local level. As was noted in 1.D.2, the Washington State Board for Community and Technical Colleges (SBCTC) provides a remarkably robust system-wide First Time Entering Students Outcomes (FTESO) dashboard that effectively supports EvCC's benchmarking practices with state peers. However, because the SBCTC system does not fully meet EvCC's strategic data needs, EvCC maintains a local data warehouse and locally defined student cohorts that – while measuring the same or similar indicators – use slightly different data inclusion parameters than

are used at the state level and for benchmarking against the college's peers. The rationale for the parameters of any given data set varies based on the purpose of the dashboard, but in general the goal is to ensure that the data can be as actionable as possible by meeting the following criteria:

- **Currency of the data:** As noted in 1.D.2 above, EvCC pulls state peer benchmarking data from SBCTC and national peer benchmarking data from IPEDS and, moving forward, the National Community College Benchmarking Project (NCCBP) and the Voluntary Framework of Accountability (VFA). All these data sets are released from these sources at lagged intervals, in most cases of one year or more; by contrast, EvCC's local cohort data has functionally no lag and can be updated as frequently as required. The capacity to provide timely data supports EvCC faculty and staff at the program and/or department level who require a mix of historical data and current data in order to evaluate impact of ongoing efforts.
- **Alignment with EvCC program requirements:** Over the past several years, and in alignment with Guided Pathways Essential Practices, EvCC has undertaken a number of curricular reforms to support transition from pre-college and Adult Basic education course work to and through credit-bearing course work and credential completion. These reforms included curricular alignment of Adult Basic Education and pre-college courses and, when appropriate, acceptance of below-100 Math and English in some career and technical education programs. As a result, some EvCC degree-seeking students who are following approved curricula are not recognized as full-time, degree-seeking students in SBCTC's First Time Entering Student Data set. However, for local tracking and assessment purposes, EvCC does recognize these students as full-time, degree-seeking. Within EvCC's local data set, 100% of degree-seeking students are covered by local cohort protocols.
- **Data flexibility/responsiveness:** Using EvCC's local cohort, and based on institutional priorities, IR staff can and do add new fields and data not available in SBCTC's FTESO data sets. For example, IR added first-quarter success outcomes and student family status as filters to EvCC's local data.

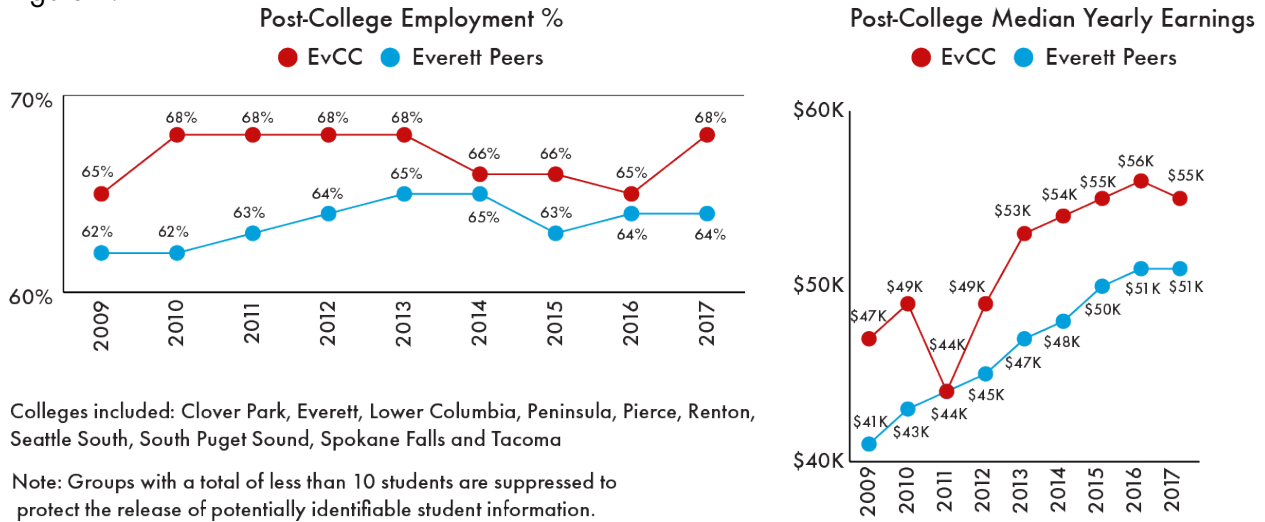
EvCC's IR Office documents all decisions regarding data parameters and definitions both in an internal shared drive and in a series of "READ ME" documents posted to relevant Tableau workbooks.

DATA INFORMED DECISION-MAKING AND IMPROVEMENT

EvCC's faculty and administrators partner with the college's IR office to collect and interpret local data and develop strategies for improving student success overall, while also ensuring the reduction and eventual elimination of ongoing equity gaps. The college's annual budget development process (see 1.B.3) requires both requesters and assessors of new high-cost resources to use data to justify

and ultimately evaluate the strategic equity impact of the new resource. In addition, the college also uses data to inform the distribution of additional funding like the state’s Guided Pathways allocation, Perkins V funding and Title III funding.

Figure 4:



Data on EvCC student 6-year earnings data (Figure 4) illustrates how the college specifically uses disaggregated, high-level data, benchmarked against state peers to ensure continuous improvement with a strategic focus on equity. At an aggregate level, the college is performing well, exceeding state peer institutions in both the percentage who are employed and in median earnings after six years. However, when disaggregated by gender, EvCC’s advantage disappears for women, particularly for Black and Hispanic women. Moreover, both EvCC’s aggregate advantage on this indicator relative to state peers — and the inequitable distribution of that advantage by gender and race — are connected almost exclusively to high value certificates rather than to degrees. The most likely reason for the gender gap in 6-year earnings, therefore, is because EvCC’s highest wage-earning CTE certificates are in traditionally male-dominated fields.

In response to this data, EvCC has made a successful effort to gradually increase the number of women enrolling in these fields; according to the most recently available Perkins V data, the percentage of women enrolling in traditionally male career pathways at the college has grown from 11% in 2017-18 to 27% in 2021-22, with notable enrollment growth in Computer Information Systems, Engineering Technology and Welding. EvCC will continue to invest in attracting female-identifying students to male-dominated, high wage professional education by using Perkins special funds to launch an EvCC [TrailBlazers](#) pilot in Fall 2024.

In addition to increasing the number of women enrolling in male-dominated fields, EvCC also seeks to reduce the gender gap in six-year earnings by strengthening current career paths in female-dominated fields, especially at the certificate level. Based on a [Snohomish occupational analysis](#) from Lightcast, EvCC made the decision to re-invest in the [Nursing Assistant Certificate I-BEST](#) program, which has been on pause for a number of years due to concerns about low wages and lack of advancement opportunities. However, local labor demands after the COVID-19 pandemic

have considerably mitigated these concerns. EvCC's primary clinical partner, Providence Regional Medical Center Everett (PRMCE) offers starting wages of \$22.30 through \$38.40, not including shift differentials and other premiums. PRMCE has also established a pathway with local NAC programs for students to obtain their required clinical hours and get paid for them. Perhaps most importantly, PRMCE has a long-standing partnership with the EvCC Nursing program and has expressed interest in supporting future NAC students and their advancement in the healthcare field. EvCC's goal is to leverage these local labor market factors, together with the evidence-based student success rate of Washington's Integrated Basic Education and Skills Training (I-BEST) model, to create a one-quarter pathway into the healthcare workforce for underemployed women in Snohomish County. The college is equally committed to working with its healthcare industry partners to ensure ongoing educational opportunities leading to meaningful career advancement for students who complete the NAC program.

REFLECTION AND MOVING FORWARD

EvCC is committed to using disaggregated data to inform and implement strategies and allocate resources to close equity gaps. This commitment requires not only that disaggregated data be widely available, discussed and acted upon at both the practitioner and institutional levels, but also the college must engage in broad institutional learning in support of equity-minded data inquiry and interpretation.

In 2021-22, EvCC faculty and staff were encouraged to participate in a campus-wide read of McNair et al.'s *From Equity Walk to Equity Talk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (2020). The shared reading was critical in the development of [Charting a Path Forward to Equity](#) and was supplemented with several campus-wide events including a November 2021, [Data Summit](#). During the summit, attendees reviewed three case studies, including data on Math 141 success rates, on EvCC's pre-nursing pipeline and on student use of support services. Based in part on an exercise in the Center for Urban Education's [Equity-Minded Inquiry Series: Data Tools](#) (2020), the goal of the summit was to illustrate one of the core premises of the book: *Simply consulting or examining data is insufficient. The perspective that practitioners use to interpret equity gaps, the questions that their interpretations lead them to ask, and what follows these questions matter as well* (p. 54).

Moving forward, EvCC will continue to promote and institutionalize the equity-minded data inquiry practices emphasized in McNair et al.'s book and introduced at the 2021 Data Summit. These practices include:

- Focusing on institutional practices and practitioner behavior rather than perceived student deficits
- Using data categories and filters that illuminate differences among discrete groups rather than subsuming them under broad categories like "underrepresented minority"
- Contextualizing high level student achievement indicators by collecting finer-grained quantitative and qualitative data at the level of the course, program or service

- Reflecting on data with the goal of taking remediating actions at the practitioner and institutional levels

Since November 2021, these practices have shaped, albeit unevenly, EvCC’s continuous improvement efforts, particularly those linked to meeting the college’s Wildly Important Goal of closing all equity gaps by 2027. Problem-solving “close to practice” was central to the college’s implementation of 4DX (see 1.B.2), and asking critical questions of college norms is a core practice in EvCC’s Campus Council (as explicitly mandated in Article III of the [Campus Council Bylaws](#)) and in [grant-funded faculty development activities](#) related to the implementation of EvCC’s Core Learning Outcome (CLO) 3: Equity and Social Justice. In addition, a commitment to the principles of equity-minded inquiry at the practitioner level led to promising innovations such as the STEM 100 series (see 1.C.1) and to the Trojan Partnership Program (see 1.B.4). Finally, equity-minded inquiry is at the heart of EvCC’s new instructional program review process to be launched in Fall 2024.

Evidence for 1.D.4

- EvCC Trailblazers Pilot Summary (Fall 2024)
- Snohomish occupational analysis
- Nursing Assistant Certificate I-BEST Budget Presentation
- *Charting a Path Forward to Equity*
- Data Summit
- Center for Urban Education’s Equity-Minded Inquiry Series: Data Tools
- Campus Council Bylaws
- College Spark EEF Proposal



Conclusion

Everett Community College’s commitment to continuous improvement with respect to Standard One is not solely a matter of compliance but a matter of strategic necessity and mission fulfillment. The paragraphs below celebrate EvCC’s strengths within each of the four Standard One elements and identify opportunities for strengthening those elements in the next assessment cycle.

1.A: Mission Fulfillment

Strengths: Amidst multiple internal and external challenges and changes, EvCC’s mission has been a consistent driver of institutional performance. In the last three years, the college’s mission was given renewed energy and focus by the adoption of [*Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*](#). The plan leverages the mission-driven commitment of the college’s faculty, staff and administration, directing this shared value toward concrete action. More importantly, the plan

sets the college's mission in the context of higher education norms and practices that have too often failed to account for — much less to serve — minoritized, non-traditional and low-income populations. As such, the strategic plan links mission fulfillment not to a fixed set of practices but to a responsive, equity-minded and nimble institutional capacity to adapt to the needs of EvCC's multiple communities.

1.B Institutional Effectiveness

Strengths: Grounded in a mission-driven commitment to equity, EvCC utilizes planning practices and measurement tools that work together to assess and resource institutional effectiveness. These tools and practices include a new budget development process focused on both fiscal sustainability and strategic equity impact, EvCC's new and evolving model for shared governance, and the development of formal mechanisms for engaging students as thought partners in assessing institutional effectiveness.

Over this accreditation cycle, employees across the college embraced EvCC's strategic plan and its singular metric: the Wildly Important Goal of closing all equity gaps in three-year transfer and completion outcomes by 2027. From an initial focus on employee-driven, unit-level activity, the college created logic models that ultimately resulted in EvCC's [Integrated Strategic Measurement Framework \(ISMF\)](#). The framework is a bottom-up, inclusive system of strategic progress and accountability that begins by operationalizing strategy at the practitioner level, then links practitioner activities to Key Performance Indicators (KPIs), tracks the impact of KPIs on disaggregated and equitable Student Achievement Indicators (SAIs), and finally measures success by the elimination of equity gaps in completion, transfer and post-completion outcomes.

Opportunities: Having engaged the campus community in the development and implementation of EvCC's new strategic plan, and having finalized the ISMF, the college is poised to build on this groundwork. The ISMF will be used to provide routine reporting on institutional effectiveness to multiple campus stakeholders. These reports will then be incorporated into EvCC's planning and decision-making practices. The ISMF will also be integral to EvCC's expanded peer benchmarking process, particularly as the college begins its participation in two national data sharing frameworks that will themselves increase the scope and scale of benchmarking metrics.

1.C Student Learning

Strengths: In keeping with the reflexive mandate of *Charting a Path Forward to Equity*, EvCC's assessment practices are continuously evolving to better align with the college's strategic commitment to equity. Over this accreditation cycle, EvCC has focused on developing equity-minded practices for learning outcomes assessment. More specifically, EvCC's Assessment Committee implemented assessment of the college's revised Core Learning Outcomes (CLOs). As captured by the Learning Outcomes Planning and Assessment (LOPA) activities housed in Canvas, this system encourages deep, iterative reflection on the relationship between learning outcomes and course or program design, on the roles of various stakeholders in assessment, and on action-oriented inquiry.

Grounded in these practices, faculty have used the results of student learning assessment to redesign assignments, courses and curricula; for example, faculty in STEM fields created the innovative STEM 100 course sequence, designed specifically to welcome historically marginalized students into the STEM Pathway.

Opportunities: EvCC’s Assessment Committee approved a new quadrennial [program review process](#). Centering on the improvement of curricula, learning design and student experiences and outcomes, the revised process establishes a renewed, equity-minded framework for effective and systematic assessment of learning in EvCC’s programs. Designed to facilitate guided inquiry that includes both faculty *and* students, and building on initiatives like the Trojan Partnership Program, EvCC’s program review meets the college’s obligation to assess learning in all its programs and also creates the opportunity for a systematic analysis of differential power dynamics in higher education as these are replicated within individual programs.

1.D Student Achievement

Strengths: Over this accreditation cycle, EvCC has focused on collecting and sharing disaggregated data and on optimizing the impact of that data by building an infrastructure for bringing data close to practice. EvCC has taken substantial steps forward in gathering and sharing actionable student achievement data, both through Tableau dashboards and through reports on the college’s [Student Achievement Benchmarks public webpage](#). EvCC’s Institutional Research (IR) team also improved the college’s technical capacity to provide practitioners with self-service access to data by linking the college’s data warehouse to the Starfish Student Success Platform.

Finally, EvCC’s IR team conducts original research and data analyses that lead to promising student success initiatives. For example, EvCC data indicating the significant impact of first-quarter full pass rates – coupled with EvCC data on “tasty” and “toxic” course pairings (courses that when taken together are more likely to yield successful outcomes and course pairings that are more likely to yield unsuccessful outcomes) – have informed our pilot design for first-quarter Pathway communities.

Opportunities: Having built a robust data infrastructure that includes enhanced data access for end users, EvCC has an opportunity to scale data access, data inquiry and data-informed decision-making across the college. Over the next assessment cycle, EvCC will build on the tools it has put in place by:

- Sharing interactive benchmarking data with an intuitive user interface
- Triangulating multiple disaggregated data sources, including qualitative data, to reflect the complexity of teaching/learning and to offset bias
- Sharing disaggregated data with students, empowering them to become both consumers and interpreters of their own data
- Identifying opportunities for regular, systematic and shared disaggregated data sense-making
- Providing ongoing professional development in equity-minded data inquiry

These activities will further establish the conditions for equity-minded and data-informed decision-making at all levels of the institution.

Final Reflection

As EvCC continues to assess and improve the elements of Standard One, the college will also honor its responsibility to remain flexible and responsive to the insights of students and community members, to the demands of equity and the complexities of teaching and learning, and to the dynamics of learning in a rapidly shifting post-secondary landscape. EvCC's strategic plan, *Charting a Path Forward to Equity*, lays out specific strategic goals and objectives for mission fulfillment, but it also presupposes a habit of mind centered on deep inquiry and reflective practice. Even as so much work remains to be done, EvCC can justly celebrate an evolving culture of equity-minded institutional change and data-informed practices. Mobilized by a shared commitment to the four priorities of the college's strategic plan, the members of the EvCC community will approach the next accreditation cycle with hope, with confidence, and with a profound sense of commitment to each student and each unique story that ultimately drive the college's collective purpose.

Evidence

- *Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027*
- EvCC's Integrated Strategic Measurement Framework
- EvCC Revised Program Review Process (March 2024)
- Student Achievement Benchmarks Webpage



Distance Education Addendum

NWCCU has authorized Everett Community College to offer many of its transfer degrees and a small number of its technical technical degrees fully online. The college takes seriously its obligation to ensure that students taking exclusively or mostly distance education receive the same quality of learning experience as students in face-to-face or hybrid modalities. This addendum provides evidence that EvCC remains in compliance with NWCCU's Distance Education Policy.

Distance Education Consistent with Mission

In order to fulfill our mission and support the diverse needs of our students, Everett Community College offers students opportunities to learn in multiple modalities. In particular, hybrid and distance education courses are essential to meet the needs of non-traditional students who have

difficulty attending campus-based courses. Students have consistently requested increased online programming and services. Since the end of the remote emergency instruction protocols that dominated during COVID-19, a substantial number of students (41%) enroll in online sections for some or all of their classes.

Regular and Substantive Interaction

EvCC's [Online Education Standards](#) policy clearly states the college's expectations regarding Regular and Substantive Interaction (RSI) in EvCC's online courses. To support faculty in complying with this policy, EvCC's eLearning team has created an RSI Toolkit in Canvas. The toolkit includes a definition of RSI including examples, an RSI checklist and an RSI tracking table. In addition, eLearning has prepared a one page [RSI primer](#) and a one-page [RSI Essential Practices](#).

Learning Outcomes and Achievement

Students enrolled in distance education programs are subject to the same standards and policies as students taking campus-based classes and are expected to meet the same student learning outcomes, program learning outcomes and core learning outcomes (see 1.C of this report). Student learning outcomes are assessed at the program and institutional levels according to standard college assessment practices (see 1.C.5 and 1.C.6 of this report).

Courses, certificates and degrees offered in whole or in part through distance education programs are subject to the oversight of the College's Instructional Council and state guidelines (see 1.C.1 of this report).

EvCC has identified a common set of student achievement indicators that are applied equally to online and campus-based instructional courses and programs. EvCC's Tableau dashboards display quarterly course success rates and annual student momentum metrics and can be filtered by modality

Resources

Canvas

Canvas is the web-based learning management system used for classes at EvCC. Canvas is a full-featured and reliable platform for teaching that offers numerous features for distributing course materials, creating and submitting assignments, evaluating learning, and facilitating interactions in every type of class. eLearning provides support for Canvas and other eLearning supported educational technologies to students, faculty and staff.

Student Support

EvCC's [eLearning team](#), part of the college's Center for Transformative Teaching, provides direct support to students in-person, by email, by phone, through live chat, and via Zoom appointments through EvCC's student success platform, Starfish. Prior to the start of each quarter, eLearning provides expanded support hours (including weekends) to assist students in accessing their classes,

answering questions and making referrals. eLearning provides sessions prior to the start of the quarter (called Welcome Week) where students can get logged into Canvas, learn how to use Canvas to complete coursework and other technology tips and tricks for success. The [Canvas Resource Guide](#) is publically available 24/7 with similar information. In-person or Zoom classroom visits are also available by request. Links to support information, contact information and the Canvas Resource Guide are automatically added to each Canvas course navigation under “Canvas Support,” in the global navigation under “Resources” and on the [EvCC eLearning webpage](#).

Faculty Development and Support

EvCC’s [eLearning](#) team includes a Director of Educational Technology and two instructional designers. The team is broadly responsible for supporting the use of technologies that promote and enhance teaching and learning. In addition to directly supporting students, the team provides multiple [faculty development opportunities](#), including one-on-one consultation on course design and innovative learning technologies. eLearning also develops and oversees the college’s online teaching certification process.

All EvCC faculty are required to demonstrate foundational competence in online teaching, primarily through successfully completing eLearning’s asynchronous course, *Fundamentals of Online Teaching*. Faculty receive a stipend for completing the 25-hour course. The course outcomes delineate the competencies that faculty must demonstrate in order to be able to teach online classes at EvCC:

1. Create an accessible syllabus based on the EvCC syllabus template.
2. Assess accessibility of course and make a plan for revisions.
3. Compose a plan to fulfill the federal requirements for regular and substantive interaction.
4. Create student communities and opportunities for student interaction that cultivate a sense of belonging.
5. Apply the principles of effective course design to reduce barriers and cognitive overload
6. Map lessons and assessments to student learning objectives.
7. Create assessments that are relevant to students’ lives and/or career interests.
8. Design assessment explanations using the components of purpose, task and criteria.
9. Use Canvas gradebook settings to effectively calculate grades and communicate course standing to students.
10. Use media tools (like Panopto and Zoom) in compliance with FERPA and ADA standards.

Faculty who do not complete the *Fundamentals of Online Teaching* course may be certified by one of two alternative methods: showing evidence of Quality Matters training or training equivalent to our Online Fundamentals course completed in the last five years or complete a course review and consultation with one of our instructional designers.

Student Verification

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

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

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

In Fall 2023, EvCC made Multi-Factor Authentication (MFA) mandatory for all employee users of the ctclink Enterprise Management System. In Winter 2024, the college made ctclink MFA mandatory for students as well as employees.

EvCC does not charge students for identity verification.

Student Privacy

Information about EvCC's privacy policy can be found on the [college website](#). EvCC's required student orientation contains information about FERPA regulations.

Evidence

- [Online Education Standards](#)
- [Regular and Substantive Interaction Primer](#)
- [Regular and Substantive Interaction Essential Practices](#)
- [eLearning Team Webpage](#)
- [Canvas Resource Guide](#)
- [eLearning Information for Students Webpage](#)
- [Faculty Development Opportunities](#)
- [How to Activate Your ctLink Account Webpage.](#)
- [EvCC Privacy Policy Webpage](#)



2024 Year Seven Evaluation of Institutional Effectiveness

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment.

Contact the following people with inquiries or complaints regarding discrimination, Title IX compliance, or Americans with Disabilities Act compliance:

Equal Opportunity Director: EqualOpportunity@everettcc.edu, 425-388-9271; ADA Coordinator: ADAcoordinator@everettcc.edu, 425-388-9232;

Title IX Coordinator: TitleIXCoordinator@everettcc.edu, 425-388-9271. All offices are located in Olympus Hall 111, 2000 Tower St. Everett, WA 98201.

For more information, visit the Equal Opportunity and Title IX website: EverettCC.edu/EqualOpportunity

APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

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



Institutional Report Certification Form

On behalf of the Institution, I certify that:

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

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

Everett Community College

(Name of Institution)

Dr. Chemene Crawford

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

Aug 12, 2024

(Date)