February 13, 2019

Dear Board of Trustees and Campus Community:

We haven't had a snow year like this in quite some time. As you read in the Friday Letter, our process for closing the campus is not taken lightly and we know it causes disruption. However, everyone's safety is of the utmost importance and we know that as a large institution, keeping thousands of drivers off the road will probably save lives.

The month was busy with legislative lobbying. I spent a total of 7 days in Olympia since we last met. I also visited 3 city councils to deliver State of the College addresses. It's been a good round of making sure our stakeholders are supporting us.

For 2019, I think our largest efforts will be around ctcLink, good financial planning, and equity & inclusion work. That's not to say we don't have dozens of other projects; these are the "big three" that will need a lot of my attention. In the packet this month you'll find my updated 2019 work plan as we discussed at the last meeting for your information.

I look forward to seeing you next week!

Meet and Greets

Since we met in January, here is a list of my campus and community activities.

Campus
- ctcLink Steering Committee (x2)
- Cascadia College Foundation Board Retreat
- Professor Erin Richards Class Visits – Sharing Legislative Information (x2)
- Day of Inquiry & Assembly (DIA) – (130 employees in attendance)
- Dr. Peggy Harbol 10 Year Service Lunch
- Monthly Meeting with CSG President Seth Smith

Olympia/State
- WACTC Legislative Committee Meeting
- Testify at Hearing – House Capital
- Testify at Hearing – Senate Ways & Means
- Dave Habura – Cascadia College Start Up History
- Transforming Lives Dinner
- Legislative Meetings – January 22nd and 28th
- WACTC Monthly Meeting – Olympia
- Classified Co-Facilitator's Meeting
- WACTC Legislative Update Conference Call

Community
- UWB/Cascadia Co-Sponsored Legislative Event with 2 Legislators
- Possible New Trustee meetings (x2)
- Lake Washington School District – Engagement Forum (x3)
- Whitty Services – E-Team Team Building Meeting

- State of the City of Bothell Chamber Luncheon
- Bothell Chamber General Meeting
- Dr. Amy Beiter – Evergreen Health Care Meeting
- Bothell Chamber Executive Committee Meeting
- Dr. Jane Stavem – New Superintendent Lake WA School District Meeting
- City of Kenmore – State of the College Presentation
- Bothell Chamber Board Meeting
- Bothell Kenmore Chamber Board Retreat

UWB
- UWB/Cascadia – Equity Diversity Officers Meeting
- UWB Phase 4 STEM Building Planning Meeting

Senior Staff Reports
To be informative, yet mindful of your time, I have asked the senior staff to only share their top relevant items for your reading pleasure.

From the Vice President of Administrative Services, Terence Hsiao:

- Finalized the design and prepared the permit submission for the Facilities in the West Garage, if the permits are approved in a timely manner construction on the West Garage will begin in July.

- Information Services received 485 requests for assistance in January with 68 of them being for items impacting classes and resolved 472 requests with 64 of those being for items that impacted classes.

- ctcLink - Cascadia's staff are fully engaged in completing 28 PeopleSoft global design and configuration canvas courses that are prerequisites for attending 54 business process fit/gap review and configuration in person sessions between February 13th and May 8th, up to 60% of the PeopleSoft system requires determining the configuration requirements specific to our individual college business processes

- Finance has been responding to the State Auditor's Office requests for information as part of the Financial Statement Audit. The auditors have been on-site the past month.

From the Vice President of Student Learning and Success, Dr. Kerry Levett:

Erin Richards (Political Science Faculty) organized a class trip to the State Capitol on January 31st that included the Senate Higher Education and Workforce Committee hearing (Senator Guy Palumbo is the chair of this committee). The committee heard a bill, SB 5150 that grants authority to the Trustees of Community and Technical Colleges to hire a commissioned police officer to provide campus security. Two students from her State and Local Government class were brave enough to testify on this bill before the committee. You can see their testimony here. Note: Nancy Endicott's testimony begins at 22:34, Leif Geiring's testimony begins at 28:20.

Gail Alexander (Environmental Technology & Sustainable Practices Faculty) attended the BEST Center's 2019 Institute to learn more about building systems, i.e., building performance, energy management, and environmental controls.

Katie Rousso (Workforce Education) has been busy reaching out to local organizations regarding our prof-tech programs and funding opportunities. In January and February this included: Hero's

Café (Veteran Population), Redmond Community Court Resource Center, Everett Community Service (CSO) Office and the Everett Goodwill Training Center.

College Goal Cascadia Series
Financial Aid and College Relations hosted first session in the College Goal Cascadia series, assisting students and families with the financial aid FAFSA process. The next session is in March when students will complete the admissions application and placement, and then come again in May to do our Cascadia Orientation and Registration Experience and get registered for fall classes.

Winter Quarter Transfer Events for Students:
- **Transfer 101 Workshop:** January 23rd and March 7th
  Learn the basics for transferring to a 4-year school including: transfer school selection, admissions requirements and prerequisites, application deadlines and transfer resources.
- **Transfer Discipline Sessions:** Learn about the requirements for different degrees and about career pathways and helpful transfer tips for different degrees.
  - **Social Science Information Workshop:** Anthropology, Psychology, Political Science, Sociology - February 6th.
  - **Business Pathways Info Session:** March 6th
- **University Application Personal Statement Workshop:** January 24th
  This workshop will highlight strategies for developing critical elements of quality personal statements as well as common pitfalls to avoid. Second-year students nearing transfer readiness to submit transfer applications are especially encouraged to attend.

From the Executive Director of Human Resources, Martin Logan:

Human Resources
Collaborating closely with Student Learning, HR is supporting the hiring processes for Full Time Tenure-Track Faculty in both Math and Business & Information Technology (BIT). Also, we are happy to welcome Misty Anne Winzenried as our new Interim Dean as we prepare to do a full national search for a permanent replacement in the Academic Transfer program.

HR and Payroll processed the 2019 Minimum Wage Increase for employees. The employees impacted were part time hourly and students making under $12.00 in the following areas: International Programs, The Bock Learning Center and Student Success Services.

At the beginning of each quarter, HR assesses benefits eligibility for roughly 100 Associate Faculty based on their percent of Full Time Equivalent (FTE) at Cascadia College and other state educational institutions. This quarter we added two (2) Associate Faculty members to benefits and four (4) Associate Faculty lost benefits due to lower FTE.

Finally, members of the HR team were involved in ongoing preparations for the ctcLink Business Process Fit Gap workshops for the following areas: HR Core Business, Benefits, and Recruiting/Talent Acquisition Management. These mostly 2-day workshops are scheduled between February and April in Olympia and Longview.

Payroll
Payroll processed Cost of Living adjustments for all employees' effective January 1st. 201 Classified, Exempt and Part Time Student/Hourly employees received a 2% increase. In addition to this 21 of the Student/Hourly employees also received a minimum wage increase. 48 Full Time Faculty and 89 Associate Faculty received a .07% increase and payroll worked closely with Student Learning to produce and process Winter Quarter contracts for 89 Associate Faculty and 21 Full Time

Faculty with Moonlight assignments. Employees received their Cost of Living adjustments and first Winter quarter payments on January 25th.

From the Vice President of College Relations and Advancement, Meagan Walker:

Outreach/Marketing/External Relations
Prospective Student Outreach
Outreach hosted/attended 10 events yielding approximately 96 points of contact with prospective students, families, and counselors. Activities included Secondary Academy for Success and College Goal Cascadia, as well as a visit to Sultan Middle School. College Relations welcomed new part-time Program Coordinator and recent Cascadia graduate, Nina Jouval.

Event Promotion and Social Media
Over 60 email and phone inquiries were answered, and numerous social media messages were posted promoting campus and community events and emergency alert sign-up.

Design
Unique logos for English Language Program, Learning Technologies and Design Team, and Disability Support Services were created. The Visit Us page on the College's website was redesigned to improve accessibility and engagement, and many projects were completed for various groups across campus.

Transit and External Relations
The College participated in the City of Bothell's quarterly meeting, and continued discussions with Sound Transit about SR 522 Bus Rapid Transit at Shoreline City Hall, and University of Washington, Bothell on plans for new structures on campus.

Community Outreach
An OpEd piece co-authored by President Murray and President Morrison of Lake Washington Tech, calling for the state to invest in higher education, was published in two local newspapers, the Bothell/Kenmore Reporter and the Kirkland Reporter.

International Programs
15 new students were welcomed including five students for English Language Programs. Homeland Security approved the College's two newest baccalaureate programs: Sustainable Practices and Mobile Application. Recruitment is ongoing in Kazakhstan, Lithuania, South Korea, Indonesia, and UAE.

Foundation
In its strategic planning session, the Foundation Board decided on the scholarship allocation for 2019-20, its largest yet. The 2019-20 scholarship application season began with collaborative efforts to implement new strategies and close work with community organizations to obtain funding commitments. A new, fully accessible scholarship application was introduced. Thank you cards featuring student art work were sent in gratitude for a successful employee giving campaign.

We look forward to seeing you at the Board meeting on February 20th.

Respectively submitted,

Eric

Board of Trustees

Meeting Agenda

Dr. Julie Miller, Chair
Mr. Roy Captain, Vice Chair
Ms. Janet McDaniel
Mr. Mike Kelly
Ms. Nancee Hofmeister

Regular Meeting
Wednesday, February 20, 2019
4:00 p.m.

Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011

Cascadia College Board of Trustees
Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011

Meeting Agenda and Attachments

Wednesday, February 20, 2019
4:00 p.m. - Room CC2-260

A G E N D A

1. **CALL TO ORDER**

2. **CONSENT AGENDA**

   - Meeting Agenda
   - Minutes from our last meeting – January 16, 2019

3. **EXECUTIVE SESSION**
   No Executive Session is scheduled for this meeting.

4. **PUBLIC COMMENTS**
   Anyone wishing to speak to the items on this meeting agenda will be recognized when the item is being discussed. If you wish to speak to the Board, please sign your name on the sign-up sheet. Three minutes per person is allocated for this purpose.

5. **EMPLOYEES**
   - Introduction of New Employees/Promotions:

     President's Office
     John Eklof, Executive Director of Equity & Inclusion

     Student Learning & Success
     Dr. Misty Anne Winzenried, Interim Dean for Student Learning

   - Promotions – E-Team members will share staff promotions with the board:
     - No staff promotions to share with the BOT.

6. **INFORMATION ITEMS**

   - 2019 President's Work Plan (EM)

   - Recommendations for 2019-2020 Faculty Sabbaticals (EM)

- Second Quarter Financial Update (TH)

7. **DISCUSSION/PRESENTATION ITEMS**

- New Trustees Recommendations – (EM)

- Strategic Plan Deep Dive: Student Success: Reducing the Transitional Pipeline (KL)

- Enrollment Report/Update (EM/TH/KL)

  - DIA PowerPoint shared with employees on 1-31-19 (EM)

- International Program Markets (YZ)

- Capital Projects Update (TH)

8. **RECOMMENDED ACTION ITEMS**

9. **OTHER REPORTS**

- Cascadia Student Government (CSG)

- Cascadia Community College Federation of Teachers (CCCFT)

- Cascadia Classified Union Washington Public Employees Association (WPEA)

- Board Chair and Individual Board Members

- President

10. **OTHER BUSINESS OR ANNOUNCEMENTS**

11. **NEXT MEETING**

- Next regularly scheduled Board meeting is ***Wednesday, March 20, 2019***

The facilities for this meeting are free of mobility barriers. Interpreters for hearing-impaired individuals and taped information for visually impaired individuals will be provided upon request when adequate notice is given.

<div align="center">

Minutes
Regular Meeting
Cascadia College Board of Trustees
January 16, 2019

Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011

</div>

BOARD OF TRUSTEES
Chair Dr. Julie Miller, Vice Chair Roy Captain, Janet McDaniel, Mike Kelly, and Nancee Hofmeister present.

EXECUTIVE STAFF
Terence Hsiao, Dr. Kerry Levett, Marty Logan, Dr. Eric Murray, and Meagan Walker present.

Alan Smith (AAG) present.

Vicki Newton (recorder) present.

AREA REPRESENTATIVES
CCCFT Representative – Sharon Saxton, Senior 2 Tenured Founding Faculty present.
Student Representative – Seth Smith, CSG President present.
WPEA Representative – Marah Selves present.

AUDIENCE
Erin Blakeney, David Bucci, Glenn Colby, Gordon Dutrisac, Lyn Eisenhour, Dianne Fruit, Dr. Jessica Ketcham, Aloe Ketcham, Jared Leising, Shawn Miller, Tammy Miller, Dr. Jesús Pérez, Becky Riopel, Donna Sullivan, Dr. Erik Tingelstad, Debra Waddell, and Sharon Waymire were present.

1. **EXECUTIVE SESSION**
   The Board had a thirty minute Executive Session to discuss number **2** below:

   (1) to receive and evaluate complaints against a public officer or employee;
   (2) **to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee:**
   (3) to discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequences to the college;
   (4) to consider, as a quasi-judicial body, a quasi-judicial matter, between named parties;
   (5) to consider matters governed by the administrative procedures act, chapter 34.05 RCW; and/or
   (6) to plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposal made in on-going negotiations or proceedings.

   CONVENED TO PUBLIC SESSION AT 4:34 P.M.

2. **CALL TO ORDER**
   Chair Dr. Julie Miller called the meeting to order at 4:34 p.m.

3. **CONSENT AGENDA**

   Chair Dr. Julie Miller asked for approval of the consent agenda. Trustee Nancee Hofmeister made a motion to approve the consent agenda and Vice Chair Roy

Captain seconded the motion. Hearing no objections the consent agenda was approved.

4. **PUBLIC COMMENTS**
   There were no public comments.

5. **INTRODUCTIONS OF NEW EMPLOYEES**
   The following new employees were introduced to the Board:

   College Relations & Advancement
   Donna Sullivan, Senior Administrative Assistant

   Administrative Services
   Tammy Miller, Fiscal Analyst 3

   The Board welcomed the new employees and wished them well in their positions at the College.

   There were two promotions announced by E-Team members:

   Administrative Services
   Kimberlee Clark, Assistant Director of Facilities to Director of Facilities

   Student Learning & Success
   Stephan Classen, Instructional Classroom Support Technician to Assistant Director of Sustainable Practices

6. **INFORMATION ITEMS**
   Tenure Update
   President Murray gave the Board an update on the upcoming tenure process:
   - No later than April 1, 2019 four third-year tenure candidates' portfolios will be available for review by the Board of Trustees for the following faculty members:
     o Garth Neufeld – Psychology
     o Brent Schaeffer – English
     o Lelia Olson – Business & Accounting
     o Srividhya Venkatraman – Math
   - March 20, 2019: The Board will have a 1 hour, 30 minute Executive Session (20 minutes for each candidate) for the tenure candidates to have an interview with the Board.
     o After the candidates' interviews the TRC chair will give their recommendation to the Board (5 minutes for each TRC chair).
   - April 17, 2019: The Board will have a 15 minute Executive Session for the President and Trustees to have a final discussion on the tenure candidates.
   - May 22, 2019: The Board will have an action item for the four candidates to be considered for tenure.
     o If the vote is yes, and the tenure candidate is at the meeting, they will be publicly congratulated and a resolution will be read that has been signed by the Trustees.
   - June 11, 2019: At the End of the Year Celebration, the TRC Chair will chose a page from the Parker J. Palmer book "Let Your Life Speak" to read that pertains to the tenure candidate and the book will be given to the candidate recognizing their tenure accomplishment.
     o At this event the Board Chair (or other Trustees) will read the framed resolutions and present them to the tenure candidates.

7. **DISCUSSION/PRESENTATION ITEMS**
<u>2017-2018 Post Sabbatical Presentations:</u>
During the 2017-2018 academic year four faculty were approved for sabbaticals. As part of the sabbatical contractual requirements, they previously submitted final reports to the Board sharing the value of their leave as it relates to their initial sabbatical objective. The faculty noted below were present and each gave a brief presentation to the Board on their sabbatical experience and thanked the Board for this opportunity:

- Dianne Fruit, Founding Tenured Faculty – World Languages
  - Winter and spring quarters 2018.
- Jared Leising, Founding Tenured Faculty – English
  - Winter and spring quarters 2018.
- Dr. Jessica Ketcham, Tenured Faculty, Senior 1 – English
  - Fall quarter 2017.
- Dr. Jesús Pérez – History/Global Studies
  - Fall quarter 2017.

The Board was very impressed with the sabbatical reports this year as well as the individual presentations. They thanked each faculty member for their report and could tell that each experience held great value to the individuals.

<u>Guided Pathways</u>
Dr. Kerry Levett, VP of Student Learning & Success gave the Board a report on Guided Pathways. She presented two handouts: What is the Pathways Model?, Guided Pathways" Planning, Implementation, and Evaluation and gave a presentation titled A Linked Conversation: Cascadia Retention Data and Exploring Guided Pathways.

Points noted in the presentation were 1) clarify the path, 2) help students choose and enter a path, 3) help students stay on the path and 4) ensure that students are learning.

A copy of Dr. Levett's PowerPoint presentation can be made available upon request.

8. **RECOMMENDED ACTION ITEMS**
<u>Extension of the President's Contract</u>
After review and reflection of the terms of employment, the Board of Trustees took action on the President's employment contract.

Chair Dr. Julie Miller asked for a motion to approve the new evaluation period (July 1, 2018 to January 31, 2023) for the college president's annual contract renewal timeframe. Trustee Mike Kelly made a motion to approve the addendum to the contract and Trustee Nancee Hofmeister seconded the motion. Hearing no objections the 2019 Addendum to the President's Contract was approved by the Board of Trustees.

9. **REPORTS**
<u>Cascadia Student Government Report:</u> CSG President Seth Smith commented that the TAP Program assisted over 40 student with books and they are adding new popular books to the selection. Over 120 students came to the Kodiak connections and at the involvement fair next week the students would receive a passport booklet and receive free pizza. The new leaders program will allow students to job shadow student leaders to see if there is interest in joining the team next year.

<u>Cascadia Community College Federation of Teachers (CCCFT):</u> Sharon Saxton, Senior 2 Tenured Founding Faculty commented that the faculty were back from break and were busy assisting students with letters of recommendation to their next college.

<u>Cascadia College Classified Union Washington Public Employees Association (WPEA)</u>
<u>Report</u>: Marah Selves commented that they have trained two new stewards: C.J. Haas and Cameron Carpenter.

<u>Chair and Individual Board Members Reports:</u>
Trustee Mike Kelly updated the board on the conference call meeting he had with the State Auditor's Office and answered their questions so no entrance conference would be necessary. He will be available for the Exit Conference at the end of the audit and will report back to the Board once that meeting has taken place.

<u>President's Report:</u>
President Murray offered the Board an update on the Bock Learning Center. He will be doing a State of the College Address at the Bothell City Council and will be in Olympia visiting legislators for the new two weeks. E-Team members will be acting while he is away. He reminded the Board about the Transforming Lives Dinner on Monday, January 21st.

10. OTHER BUSINESS/ANNOUNCEMENTS

11. MEETING ADJOURNMENT

Chair Dr. Julie Miller adjourned the regular meeting at 6:17 p.m.

12. Minutes Approved and Adopted on February 20, 2019.

_____
Dr. Julie Miller, Board Chair

Attest:

_____
Dr. Eric Murray, President

Bdminutes011619

Cascadia College Board of Trustees

Introduction of New Employees/Promotions

Subject: Introduction of New Employees/Promotions

Background

It gives us great pleasure to introduce the following new employees and to update the Board on staff promotions:

New Employees

President's Office
John Eklof, Executive Director of Equity & Inclusion

Student Learning & Success
Dr. Misty Anne Winzenried, Interim Dean for Student Learning

A brief biography on each new employee is attached.

Promotions – There are no staff promotions to share with the Board.

Discussion

President Murray will acknowledge the respective supervisors who will introduce the new employees.

John Eklof, Executive Director of Equity & Inclusion (EDEI)

We are delighted to announce that John Eklof joined our college on January 18th as the new EDEI. His first few days were spent getting orientated and, on February 5, meeting for the first time with the Equity & Inclusion Council. It is part of the President's expectation that John will schedule time with each employee…probably in small groups…to get to know them and our campus.

John comes to us from the Bellevue School District where he has worked for the last 3 years as a Racial Equity Specialist. Besides being a motivational speaker, he also spent 4 years with South Seattle College as their Cultural Center Coordinator. He comes to us with two degrees from UW Seattle, a bachelor's in American Ethnic Studies and a Master's in Multicultural Education. His experience in helping to professionally develop the faculty of the Bellevue School District, in working with student High School-to-College programs, and in broadening people's understanding of equity and inclusion work are hallmarks of his career to date. Please join us in welcoming John to our Cascadia family.

Dr. Misty Anne Winzenried, Interim Dean for Student Learning

We are delighted to announce that Dr. Misty Anne Winzenried joined our college on January 28th as the Interim Dean for Student Learning (Transfer/Gen Ed). Misty Anne is coming to us from the UW and will start to transition to Cascadia with a light schedule on campus. She will then begin a full schedule on February 4th.

Misty Anne Winzenried earned her MA in Counseling from The Seattle School of Theology and Psychology and her PhD in Education from the University of Washington-Seattle. With fifteen years of experience teaching in higher education, Misty Anne has taught a wide range of writing, research, education, and psychology courses, often with an interdisciplinary focus. She comes to Cascadia from the Odegaard Writing & Research Center at UW-Seattle, where she directed the tutoring program for three years. Misty Anne's passion is supporting ongoing faculty development around teaching excellence and equitable teaching practices; she studies the teaching and learning of writing in the academic disciplines and has published scholarship in *Across the Disciplines* and *Composition Forum*. Outside of work, she can be found climbing mountains throughout the Pacific Northwest, cooking vegetarian meals, squeezing in a yoga class (which is not at all how one is supposed to practice yoga), and learning the rules of football from her first grader. Please join us in welcoming Dr. Winzenried to our Cascadia family.

Cascadia College Board of Trustees

Information Items

Subject: 2019 President's Work Plan

Background
Attached is the 2019 President's Work Plan (January 2019 through December 2019) that Dr. Murray shares with the Board of Trustees every year.

Discussion

President Murray will be available to answer any questions the Board may have on this item.

Cascadia College
President's Work Plan 2019
January 2019 through December 2019

SECTION 1:   **Academic Success**
Evaluate metrics that demonstrate continued and/or improved success of the college's academic mission.

Operational Success:
- Tenure process is well managed.
- Enrollment is monitored; short- and long-term mitigation strategies are considered/executed.
- Accreditation is in good standing.
  Bring the Self-Study to a close. Prep for March 2020 Site Visit.
- Yearly Strategic Plan action items are sufficiently completed.
  Bring the Strategic Plan to a close. Prep for writing of new plan.

Data:
- <u>Enrollment to Completion Rate</u> is improved.
- <u>Enrollment to Completion Rate</u> reflects ethnic diversity of college.
  Have measurable outcomes based on Equity & Inclusion work.

SECTION 2:   **Strategy and Vision**
Evaluate efforts designed to move the college forward in its operational success.

Operational Success:
- The college retains fiscal solvency with requisite reserves.
- Revenue opportunities are articulated, reviewed, and executed.
  Present to the Board a summary of this work in March 2019.
- Equity & Inclusion initiatives are successfully implemented.
  Create E&I Plan with measurable outcomes & timelines. Present summary of work in May 2019.
- Efforts made to align College's programs with community needs.
- Growth and space issues are managed.
  Keep the Board updated on capital project development.

Data:
- <u>Marketing Efforts</u> result in targeted gains.

SECTION 3:   External Engagement

Evaluate ROI on creating and maintaining relationships with external constituents.

Operational Success:
- External community and legislative efforts lead to direct benefits for college.
- School Districts are engaged.
- Engage on the state level as President-elect of WACTC

SECTION 4:   Management / Internal Relationships

Evaluate feedback from campus and/or community entities on effectiveness of President on issues such as communications, morale, HR, maintenance, guiding leadership team.

Operational Success:
- Maintain the implementation timeline of ctcLink, support change management, and target successful implementation under the current budget.
- Facilitate success of Executive Team completing their goals.
- Maintain President's timely/effective response to Trustees.
- Maintain shared governance for staff communication and cohesion.
- Support team in professional development and create succession plans.

Data:
- CESS (College Employee Satisfaction Survey) shows improvement from baseline in target areas.
  Next assessment Spring 2021.
- Faculty Survey shows improvement from baseline in target areas.
- Direct Report Feedback is constructive and healthy.
  360 Review is conducted this year.

Cascadia College Board of Trustees

Information Items

Subject: Recommendations for 2019-2020 Faculty Sabbaticals

Background

The following faculty applied for sabbaticals in the 2019-2020 academic year:

David Dorratcague, Tenured Faculty, Senior 1, English as a Second Language (ESL)
   Quarter: winter 2020
   Topic: Course Revisions: TILT & Accessibility

Natasa Kesler, Tenured Faculty, Biology
   Quarter: fall 2019
   Topic: Multimedia in Science Communication

David Ortiz – Founding Tenured Faculty, Communication Studies
   Quarter: fall 2019
   Topic: National Museums

Michael Panitz, Founding Tenured Faculty, Business & Information Technology
   Quarters: fall 2019; winter and spring 2020
   Topic: Return to Industry & Process Orientated Guided Inquiry Learning

After the review of the four proposals it was determined that the sabbatical achievements presented will further the goals in the strategic plan; consequently the sabbaticals have been approved by the College President, Dr. Eric Murray.

Attached is a brief summary of the four proposed plans. Upon their return, the faculty member will present a brief report to the Board.

President Murray will be available to answer any questions the Board may have on his item.

CASCADIA COLLEGE
Sabbatical Leave Application for 2019-2020

Faculty Name: David Dorratcague   Discipline: English as a Second Language (BEdA)

Date of 1st Tenured Contract at Cascadia: 2011-2012   Quarters Accrued Toward Sabbatical: 19

Previous Sabbaticals (if any): None   QTR: _____ YR: _____   QTR: _____ YR: _____

Sabbatical Leave Requested: ☒ 1 quarter ☐ 2 quarters ☐ 3 quarters

Quarter(s) requested for leave: (List 1st choice, 2nd choice, 3rd choice):

☐ Fall QTR, YR: ____; ☒ Winter QTR, YR: 2020; ☐ Spring QTR, YR: ____

Please attach a detailed proposal (not to exceed 3 pages) to be considered for sabbatical leave describing the merit of the sabbatical project in relation to your professional development plans your current and previous contributions to the college community and your proposal's relevancy to the College's academic plan (15.23.15).

Submit this application and your proposal to the Senior Administrative Assistant to VPSLS for Student Learning by January 15, 2019.

_____   January 11, 2019_____
Signature of Applicant   Date

Deadline: Due to Sr. Admin Asst. to VPSLS by 5:00 pm January 15, 2019.

(See Article 15.23 of the CCCFT Faculty Collective Bargaining Agreement for details on eligibility, procedures, and criteria for sabbaticals.)

For Office Use Only:
☐ Received Application; Date _____
☐ Notification Sent
☐ February 15 written recommendation made to President
☐ Copy of Proposal and Recommendation sent to President; Date _____

Revised 11/23/2015

January 11, 2019

Cascadia College

18345 Campus Way NE

Bothell, WA 98011

RE: Sabbatical Proposal for Winter 2020

To Whom It May Concern:

I am writing to request a one-quarter sabbatical for winter of 2020. Below, I summarize my plan for said quarter. After the summary, I respond to the four criteria that determine approval for sabbatical leave, as found in the CCFT CBA 15.23.14.

I plan to use winter quarter to review, revise, and redesign the assignments in my upper-level English as a Second Language (ESL) reading and writing course in our Basic Education for Adults (BEdA) program. This course has been the most challenging of my courses to teach, and although I believe I have helped students' English progression with this course, I am confident that I can further improve it for future quarters. I would like to use the redesign of this course to implement the Transparency in Learning and Teaching (TILT) framework as well as recent Accessibility strategies. Making headway in this course with TILT and Accessibility will help me better revise and improve my other ESL classes.

15.23.14 Criteria for Selection. The Chief Academic Officer or designee shall use four (4) criteria for selection of academic employees to receive sabbaticals:

15.23.14.01 the merit of the sabbatical project in relation to the applicant's professional development plans,

> A one-quarter sabbatical will better provide me the time and freedom to pursue how to help our BEdA ESL students better through a redesigned course, incorporating recent professional development in TILT and Accessibility. I have engaged in a number of professional development activities focused on digital literacy for English language learners, and TILT and Accessibility would help further my efforts to better support the progression and success of my students.

15.23.14.02 the applicant's current and previous contributions to the college community,

> I have served as Cascadia's lone full-time faculty for the ESL side of our BEdA program for the last decade. I have served as director of the Teaching and Learning Academy Steering Committee. I have provided leadership for my fellow faculty in our BEdA program, including leading professional development for Washington State Adult Learning Standards and the

College and Career Readiness Outcomes. I have revised COGs for our ESL classes. I have implemented Project I-DEA through a Gates Grant, which provided students with laptops for a flipped, hybrid, 18-credit, intensive ESL class. I currently serve on Faculty Council.

15.23.14.03 the proposal's relevancy to the College's academic plan, and

Two themes of Cascadia College's strategic plan are "Access" and "Assessment of Student Success." This sabbatical work will better help student access through the Accessibility strategies incorporated into my revised class. The TILT framework helps level the playing field for students who do not come from an academic background, which would greatly benefit my students, who are diverse not only in their various cultures and native languages, but also diverse in their range of academic experience.

The revised activities and assignments I will create will foster the assessment of student success in this class as well as promote academic readiness. This will prepare my students to transition to higher-level classes, such as Adult Basic Education, Developmental Math and English, and beyond to college-level classes.

15.23.14.04 whether or not the applicant has had a previous sabbatical. In instances where these criteria are equal, seniority shall be the determining factor.

I earned tenure in April of 2011, I have taught 19 quarters (not including summer) since then, and this – if approved – would be my first sabbatical leave.

Thank you for your consideration of my proposal for sabbatical for winter quarter of 2020.

Sincerely,

David E. Dorratcague

Senior I Tenured Faculty, BEdA ESL

CASCADIA COLLEGE
Sabbatical Leave Application for 2019-2020

Faculty Name: ___**Natasa Kesler**_____ Discipline: _____**Biology**_____

Date of 1st Tenured Contract at Cascadia: Fall 2015_ Quarters Accrued Toward Sabbatical: 19_____

Previous Sabbaticals (if any): None QTR: _____ YR: _____ QTR: _____ YR: _____

Sabbatical Leave Requested: **X** 1 quarter ☐ 2 quarters ☐ 3 quarters

Quarter(s) requested for leave: (List 1st choice, 2nd choice, 3rd choice):

First choioce - **X** Fall QTR, YR: 2019;
; Second choice ☐ Spring QTR, YR: 2020____
Third choice ☐ Winter QTR, YR: 2019__

Please attach a detailed proposal (not to exceed 3 pages) to be considered for sabbatical leave describing the merit of the sabbatical project in relation to your professional development plans your current and previous contributions to the college community and your proposal's relevancy to the College's academic plan (15.23.15).

Submit this application and your proposal to the Senior Administrative Assistant to VPSLS for Student Learning by January 15, 2019.

_____   _____1/7/19_____
Signature of Applicant   *Date*

Deadline: Due to Sr. Admin Asst. to VPSLS by 5:00 pm January 15, 2019.

(See Article 15.23 of the CCCFT Faculty Collective Bargaining Agreement for details on eligibility, procedures, and criteria for sabbaticals.)

For Office Use Only:
☐ Received Application; Date _____
☐ Notification Sent
☐ February 15 written recommendation made to President
☐ Copy of Proposal and Recommendation sent to President; Date _____

Revised 11/23/2015

Sabbatical Proposal: Using multimedia to Improve Science Communication
Merit of Project to Professional Development

Since the very beginning of my teaching career, I have been interested in the field of science communication. Strictly speaking, science communication refers to communication of science related topics to public. This very broad definition could very well include what we do as community college instructors and is especially relevant in community college science courses. We do, most of the time, communicate with non-experts. Expanded, this definition encompasses the use of specific skills, media, guided learning activities, dialogue that all result in an increased awareness, understanding and interest in the topic. For me it is obvious that the relatively new field of science communication is closely related to teaching, especially for those of us who are practitioners of active learning.

In my teaching career, I have always been drawn to use of technology. As a young instructor, my focus was on improving my classroom presence and active learning techniques but as I have gotten more proficient with those, I have turned my creative energy into developing online learning opportunities for students. Even though I teach face-to-face courses, I have received great feedback from students regarding our course online content they could access at their own time. Since our classroom time is limited, I have explored several ways to extend the guidance through the learning process for students, even when they were not physically present in the classroom. My students were provided with class specific accessible lecture recordings, as well as video recordings of guided solutions to our in class activities and more difficult practice problems. In addition, I have provided my students with thoroughly vetted online content specifically catered to meeting our learning outcomes. I have significantly increased my online presence even while teaching exclusively face-to-face courses.

Over the years, technology has occupied increasing space in students' lives. With development of new software and apps their lives have become more technology dependent. My goal was always to use students' proficiency with technology and work with them to focus it more on topics that matter for our course learning and career success. In my classroom, I encourage technology use and challenge students to discover creative ways to use simple apps they

already use (such as snapchat, Instagram, Facebook) to improve their engagement with course material. Over the years, I have been able to explore apps and websites and have learned how to use numerous software tools to improve my teaching. I have mastered several video editing, captioning and presentation tools and many anatomy, physiology, and biology related apps, however, I would like an opportunity to focus more intentionally on specific software and technologies I believe would be most useful to my students.

My sabbatical will be a learning experience in using different tools to improve online content of my courses. I am specifically interested in learning to use Adobe Captivate software. I have purchased the software with my PD funds and would love an opportunity to take an Adobe Captivate course and to begin to effectively use the software to create learning activities for my students.

The outcomes of my sabbatical would be:

1. Learn to use and optimize Adobe Captivate, gain creative inspiration to improve the content of my courses with a goal in increasing multimedia use in my teaching.

2. Create new course materials and convert number of PowerPoint Presentations into rapid eLearning tools in my Anatomy, Physiology and Biology related courses.

3. Use Adobe Captivate to integrate visual media into my lectures

Current and Previous Contributions to College Community

I am one of the two tenured Biology faculty and have been the faculty lead for Anatomy and Physiology courses (Biol&241 & Biol&242), Majors Biology (Biol&211) and Microbiology (Biol&260). I am currently working on developing materials for a master Nutrition course. Since earning my tenured status I have redesigned our Anatomy and Physiology sequence (from Anatomy and Physiology being taught separately with three meetings per week, to a more integrated model of Anatomy and Physiology 1 & 2 with labs meeting twice a week). I have completely redesigned our Microbiology course and written all the labs as well as created Master courses in Canvas for Biol&211, Biol&241, Biol&242 & Biol&260.

In addition to activities directly related to Biology, my most significant contribution to Cascadia has been as Director of Teaching and Learning Academy (Sept 2016-March 2018). During my tenure, among other things, I have collaborate with 5-Star Consortium colleges to create and

enrich shared resources for faculty professional development; I organized 5-Star new faculty orientation (Cascadia was hosting in Spring 2017), created a 5-Star New Associate Faculty Canvas site used by all our partner schools, created a TLA website & Cascadia Teaching Corner (our teaching blog). In addition to the above mentioned, here is the list of the major non-teaching activities I was involved in since earning my tenure status:

> 1.Student Learning Council (SLC); 2. Summer Work Group: Academic Plan, Accreditation; 3. Guided Pathways FLC; 4. Slow Professor FLC 5. Guided Pathways: Nursing Program Maps Workgroup; 6. TRC cohort 2016-2019; 7. Faculty Council representative; 8. Hiring committees – FT TT Business/Accounting Faculty, Associate Faculty Biology and FT TT Math Faculty.

Relevancy to Academic Plan

My proposal is relevant to the college's academic plan in the following areas:

- **Access:** by improving my online presence I would be able to work on increasing off-campus, online, and time-shifted scheduling to increase options for our students
- **Extending Academic Support for Students**: I would be implementing more of high impact instructional technology into my course content
- **Enhancing and Expanding STEM Education**: the use of new technologies and the newly generated course content will improve our ability to reach a larger student population interested in STEM and will improve quality of teaching in online and face-to-face STEM courses.

CASCADIA COLLEGE
Sabbatical Leave Application for 2019-2020

Faculty Name: David Ortiz   Discipline: Communication and Media Studies

Date of 1st Tenured Contract at Cascadia: 09/2003   Quarters Accrued Toward Sabbatical: 26_____

Previous Sabbaticals (if any):   QTR: __Spr_____ YR: __2010_____   QTR: _____ YR: _____

Sabbatical Leave Requested: X☐ 1 quarter ☐ 2 quarters   ☐ 3 quarters

Quarter(s) requested for leave: (List 1st choice, 2nd choice, 3rd choice):

☐ 3rd Fall QTR, YR: 2019; ☐ 2nd Winter QTR, YR: 2020; ☐ 1st Spring QTR, YR: _2020

Please attach a detailed proposal (not to exceed 3 pages) to be considered for sabbatical leave describing the merit of the sabbatical project in relation to your professional development plans your current and previous contributions to the college community and your proposal's relevancy to the College's academic plan (15.23.15).

Submit this application and your proposal to the Senior Administrative Assistant to VPSLS for Student Learning by January 15, 2019.

_____   _____
Signature of Applicant   *Date*

Deadline: Due to Sr. Admin Asst. to VPSLS by 5:00 pm January 15, 2019.

(See Article 15.23 of the CCCFT Faculty Collective Bargaining Agreement
for details on eligibility, procedures, and criteria for sabbaticals.)

For Office Use Only:
☐ Received Application; Date _____
☐ Notification Sent
☐ February 15 written recommendation made to President
☐ Copy of Proposal and Recommendation sent to President; Date _____

Revised 11/23/2015

Application for Reimbursable Costs to Support Sabbatical Activities: Awards for 19-20

E-Team has authorized up to $2,000 of reimbursable costs associated with specific sabbatical expenses. These funds comes from revenues received through Cascadia Colleges' international programs.

Deadline: Funding requests from faculty awarded sabbaticals in 19-20 should be submitted by February 15, 2019.

Review: Faculty sabbatical funds requests will be reviewed by the SL Dean, VPSLS and President.

Allowed Items: Cascadia employees can be reimbursed for travel costs to a specific site for her or he, professional development tuition and fees, and instructional equipment and technology required for sabbatical activities. Travel costs for family members and funds that provide an additional stipend for the Cascadia employee or family member are not allowable. Per Diem food costs are also not allowable.

Reimbursement Process: Individuals must submit receipts in order to receive reimbursement.

Application

Proposed Budget

Category	Estimated Budget
Estimated Travel Costs (for the faculty member only) • Transportation • Lodging	• Airline Tickets $360.00 • Seattle to Washington D.C.- round trip • Lodging for 5 days @ $160.00 = $960.00
Professional development (e.g., conference registration fees, course tuition)	NA
Equipment or technology to be used in the classroom (the equipment remains the property of Cascadia College)	• I will provide my own technology-laptop and camera
Other	• Fees for museums outside of Washington D.C. $100.00 • Transportation 5 days @ $30.00 =$150.00
TOTAL	• $960.00 for Lodging • $360.00 for Airline Tickets • $100.00 for Museum Fees (for Washington D.C.) • $150.00 for Transportation Total: $1,570.00

Provide a budget rationale (Please briefly explain the proposed budget)

The overall focus of the one quarter sabbatical is to learn more about current faculty resources available at national museums in Washington D.C. The funds for the sabbatical will cover air fare, lodging, transportation, and various fees for admission to museums in the greater Washington D.C. metro region. The funds will allow me to visit at least two museums a day for my five day visit to the nation's capital. Funds will also cover the use of public transportation to move throughout the metro area reducing my carbon footprint within the greater metro region.

Provide details of any other sources (if any) of financial support (e.g. Fulbright)

NA

Provide a brief explanation of the sabbatical activities that will these funds support?

My sabbatical will involve travel to National Museums in Washington D.C. to learn more about historical, cultural, and human rights issues by visiting the following museums:

Washington D.C.

The United States Historical Holocaust Museum

Newseum

National Museum of the American Indian

African American Museum of History and Culture

Library of Congress

National Museum of American History

I have used the various web sites associated with each museum in most of my courses. I believe visiting each museum in person and interviewing various curators, researchers, and specialists will allow me to integrate more accurately information and perspectives articulated by each site and source. I will focus each museum visit on a specific course I teach for Cascadia College.

CMST 203 (U.S. Media): I plan to visit the "Newseum" in Washington D.C. to gather additional information about media history and media issues impacting our society today. I am interested in learning more about media literacy. The Newseum's educational resources include various programs covering, "Understanding the First Amendment," "Finding Reliable Facts," and "Making Historical Connections."

HUM 150 (Cultural Studies): I plan to visit "The United States Historical Holocaust Museum," the "National Museum of the American Indian," the "African American Museum of History and Culture," and

the " National Museum of American History." Visiting and engaging with the information presented at these museums will allow me to update and expand my knowledge about cultural groups and historical events that influenced and shaped our country. The African American Museum of History and Culture displays several exhibits featuring "slavery" and "freedom." I plan to study and examine these exhibits for more in-depth coverage of slavery during the early 1800s to the present.

Visiting the Library of Congress will benefit all my courses. The opportunity to visit the Library of Congress will allow me to assist my students in their research efforts, including examining and applying both media resources (e.g. audio recordings of historical figures) and reference materials, including primary documents. The Library of Congress offers professional development opportunities for educators, including webinars and summer institutes to enhance faculty research and proficiency in the classroom.

CASCADIA COLLEGE
Sabbatical Leave Application for 2019-2020

Faculty Name: __Michael Panitz__ Discipline: ___Computer Science___

Date of 1ˢᵗ Tenured Contract at Cascadia: __2001__ Quarters Accrued Toward Sabbatical: _____

Previous Sabbaticals (if any): QTR: _____ YR: __2010-2011__ QTR: _____ YR: _____

Sabbatical Leave Requested: ☐ 1 quarter ☐ 2 quarters ☒ 3 quarters

Quarter(s) requested for leave: (List 1ˢᵗ choice, 2ⁿᵈ choice, 3ʳᵈ choice):

☐ Fall QTR, YR: ____; ☐ Winter QTR, YR: ___; ☐ Spring QTR, YR: ____

Please attach a detailed proposal (not to exceed 3 pages) to be considered for sabbatical leave describing the merit of the sabbatical project in relation to your professional development plans your current and previous contributions to the college community and your proposal's relevancy to the College's academic plan (15.23.15).

Submit this application and your proposal to the Senior Administrative Assistant to VPSLS for Student Learning *by January 15, 2019.*

_____ 1/14/2019
Signature of Applicant *Date*

Deadline: Due to Sr. Admin Asst. to VPSLS by 5:00 pm January 15, 2019.

(See Article 15.23 of the CCCFT Faculty Collective Bargaining Agreement for details on eligibility, procedures, and criteria for sabbaticals.)

In order to avail myself of the opportunities for study, scholarly activities, and creative activities that a sabbatical makes possible I would like to propose that I do one of two things. The first option would be for me to do a Return To Industry in which I work at a software-based company. The second option would be for me to comprehensively review, summarize, and apply advances in Computer Science education (both formal and informal) that have been published over the years and either rewrite or setting up a rewrite of our Computer Science curriculum. Both options build on and support my Professional Development plan, are in congruence with the College's values, and support the Strategic Plan for the College.

I'll discuss the Return To Industry (RTI) first. Even though I have contacts at several companies in the area, including Google and Code.org, the fact that the industry's hiring cycle is so far removed from ours means that there are fewer certainties about it. Indeed, it's possible that this option might not work out at all (in which case I'll go with the second option, below). For this option, the benefits to the College include: updating my technical and soft skills, developing a better understanding of the local software industry (knowing which companies exist, what they do, what they're like, etc), building my connections to these companies (which, in turn, can help our students get jobs), acquiring more prestige for the college (Cascadia will have a teacher who's worked at Company X), developing my job search skills (which would improve my skill at teaching our ProfTech job-search class, BIT 105: Careers in Information Technology), and acquiring more relevance in the eyes of the students. An RTI would directly contribute to our values of collaboration, access, success, innovation, and will enhance our attainment of many aspects of our Strategic Plan, including the assessment of student success (by ensuring that what we're teaching is relevant to industry), maintaining high levels of student engagement, student access (both to bachelor's degree and to local industry), and creating a learning-centered environment by enhancing and expanding STEM education. Further, I have consulted with my Dean (Dr. Erik Tinglestad) and if I'm successful in finding an Industry Based Professional Development Experience then the College can request up to $15,000 towards the cost of my salary and benefits through the Perkins Leadership Block program (Erik or I can provide more details upon request).

The second option would be to review, mentally process, and summarize the substantial body of research and best practices that are now available in order to apply those changes to the Computer Pathway / course sequence at Cascadia. The Computer Science course sequence of BIT 115→ BIT 116→BIT 142→BIT 143→BIT 265 would benefit from a substantial, 'end-to-end' revision, and I'm at a point in my career where I'm well positioned to enact 'big picture' changes to the entire sequence. Such a revision may entail fully redeveloping entire courses and/or developing a list of individual examples and/or 'model lessons' to use as templates during the quarter that the revised courses are delivered.

Further, since I started teaching a new field of research has emerged – "Computer Science Education Research", which specifically looks at how to best teach Computer Science. This research encompasses everything from best practices for teaching foundational Computer Science topics to strategies that specifically address topics like diversity, equity and inclusion (which I'm particularly eager to examine) in a field that's traditionally had problems in those areas. There's now a body of research around effective online instruction which didn't exist even a short while ago. Indeed, the field has matured to the point where 'research' includes not just individual papers but also entire books dedicated to improving Computer Science education.

Some topics for investigation might include (but are not limited to) POGIL (Process-Oriented Guided Inquiry Learning), using statistics / analytics in my classes to better assess student success, locating and incorporating OER (Open Educational Resources) materials into classes, participating in (and assessing the feasibility of student participation in) open source projects, the use of a graphical and/or mobile app-based programming environment (such as AppInventor) for BIT 115 (Introduction To Programming), best practices for managing the workload specific to teaching online courses (for example, finding and/or preparing suitable videos for online classes can be very time-consuming), making Computer Science more accessible to students with disabilities, and helping students learn how to use git (a popular version-control program used by professionals to develop software).

As part of researching best practices I'd like to talk to other Computer Science instructors in the area, both to gather tips and techniques from them, and to build a network of connections in the region. This will help our students by streamlining access to bachelor's degree attainment.

This option for my sabbatical is in alignment with Cascadia's values and Strategic Plan. It supports diversity, equity and inclusion (which are areas that I'm particularly interested in developing myself, professionally), collaboration, access, success, innovation, responsiveness, and creativity. It supports student access (by streamlining access to bachelor's degree attainment and to industry job placement), a learning-centered environment (by enhancing and expanding STEM education and by improving faculty and staff support)(there's never enough time to do this research & revision while doing day-to-day operations of the college), the assessment of student success (by maintaining high levels of student engagement, by promoting high levels of "academic challenge", strengthening students' success, and ensuring student learning), as well as institutional sustainability (by supporting employees).

Cascadia College Board of Trustees

Information Items

Subject: Second Quarter Financial Update

Background

It is the practice of the Board of Trustees to review expenditures against the college's budget on a quarterly basis. This report updates the Board through December 31st, 2018.

Discussion

Terence Hsiao, the VP of Administrative Services will be available to answer any questions the Board may have on this item.

Cascadia College
Summary Budget Report
As of December 31st, 2018

Operations

Revenue	Budget	YTD	P-YTD	YTD % of Budget	Variance from P-YTD	Percentage Variance from P-YTD
State Allocation	11,010,809	6,707,466	6,241,573	61%	465,893	7%
Tuition and Excess	5,556,321	3,017,125	3,595,193	54%	(578,068)	-16%
Running Start	3,821,571	1,569,249	1,153,343	41%	415,906	36%
Continuing Education	37,500	-	-	0%	-	N/A
College in the High School	49,175	98,475	77,025	200%	21,450	28%
Adult Basic Education Fee	16,959	7,714	8,709	45%	(995)	-11%
Computer and Technology Fees	21,350	11,995	12,834	56%	(839)	-7%
Distance Education Fee	218,200	148,661	215,394	68%	(66,733)	-31%
Science Lab Fees	60,712	33,027	37,097	54%	(4,070)	-11%
Assessment Fees	65,068	25,412	25,256	39%	156	1%
Application Fees	65,486	25,160	28,663	38%	(3,503)	-12%
Total Operating Revenue	20,923,151	11,644,284	11,395,087	56%	249,197	2%

Expense						
Student Learning	8,558,736	3,735,774	3,580,427	44%	(155,347)	-4%
Academic Support	2,377,611	958,052	884,234	40%	(73,818)	-8%
Library	1,082,794	539,291	115,768	50%	(423,523)	-366%
Student Success	2,664,545	1,422,287	1,093,658	53%	(328,630)	-30%
Institutional Support	3,728,494	1,644,672	1,548,568	44%	(96,105)	-6%
Plant Operations	2,733,508	1,302,836	490,709	48%	(812,128)	-166%
Total Operating Expense	21,145,688	9,602,913	7,713,363	45%	1,889,550	24%
Net Operating Revenue (Loss)	(222,537)	2,041,371	3,681,724	-917%	(1,640,353)	-45%

Bachelor of Applied Science in Sustainable Practices

	Budget	YTD	P-YTD	YTD % of Budget	Variance from P-YTD	Percentage Variance from P-YTD
Revenue*	121,022	46,908	83,329	39%	(36,421)	-44%
Expense*	174,054	31,335	68,283	18%	36,948	54%
Net Revenue (Loss)	(53,032)	15,573	15,046	-29%	527	4%

Does not include State allocation for FTE or vacant FT faculty position

International Programs

	Budget	YTD	P-YTD	YTD % of Budget	Variance from P-YTD	Percentage Variance from P-YTD
Revenue	3,591,940	2,257,521	2,422,647	63%	(165,126)	-7%
Expense	2,901,487	924,946	879,079	32%	(45,866)	-5%
Net Revenue (Loss)	690,453	1,332,576	1,543,568	193%	(210,992)	-14%

Events

	Budget	YTD	P-YTD	YTD % of Budget	Variance from P-YTD	Percentage Variance from P-YTD
Revenue	96,000	15,499	36,077	16%	(20,578)	-57%
Expense	114,000	46,636	56,356	41%	9,720	17%
Net Revenue (Loss)	(18,000)	(31,137)	(20,279)	173%	(10,858)	54%

Grand Total

	Budget	YTD	P-YTD	YTD % of Budget	Variance from P-YTD	Percentage Variance from P-YTD
Revenue	24,732,113	13,964,212	13,937,140	56%	27,072	0%
Expense	24,335,229	10,605,829	8,717,081	44%	(1,888,748)	-22%
Net Revenue (Loss)	396,884	3,358,383	5,220,059	846%	(1,861,676)	-36%

Cascadia College
Summary Budget Report
As of December 31st, 2018

Reserve Expenditures

Reserve Description	Budget	YTD	%
ctcLink Project	343,118	120,292	35%
Facilities Renewal	419,363	89,796	21%
Sabbaticals	270,000	-	0%
Student Support System (CRM)	-	2,900	N/A
Lab Equipment	47,704	7,385	15%
MOBAS Development	45,334	9,000	20%
"One Time" Expenses	144,745	-	0%
Technology Replacement	838,173	416,259	50%
Total Reserve Expenditures	2,108,437	645,632	31%

Current Grants (145 and State)

Grant Description	Grant ID	Amount
Worker Retraining - Proviso	001-AC1	239,073
Worker Retraining - Earmark	001-011	-
Opportunity Grants (ELTA)	08A-3E0	140,000
Opportunity Grants (GFS)	001-011	29,412
Basic Food Employment and Training Grant	130-BFET-19	51,485
BEdA Leadership Block Grant	130-BLB-18	4,074
BEdA Master Grant	130-BEDA-18	78,108
Job Skills Program Grant	130-JSP-18AR	196,560
Job Skills Program Grant	130-JSP-18AM	90,210
Job Skills Program Grant	130-JSP-18ZT	154,490
Job Skills Program Grant	130-JSP-19PS	37,920
Misc. General Grant	130-B2C-18	25,000
Perkins Leadership Block Grant	130-PLB-18	20,400

Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: New Trustees Recommendations

Background
After 10 years of service, Dr. Julie Miller will be stepping down from the Cascadia Board of Trustees, requiring a replacement trustee.

Also, after 5 years of service, Ms. Nancee Hofmeister will no longer be able to serve on the Board, necessitating the assignment of a second new trustee.

Attached is a summary sheet of information on possible new trustee candidates.

Dr. Miller and President Murray will discuss the candidates with the trustees and together they will come to a decision on which two candidates will be nominated and recommended to the Governor's office as new trustees for the Cascadia College Board of Trustees.

President Murray and Board Chair Dr. Miller will be available to answer any questions the Board may have on this item.

Possible Trustee Candidates

	Coffee w/ Eric	Sent Written Materials	Lunch w/ Eric & Julie	Submitted App
Candidate #1	x	x	Alexa's	Done
Candidate #2	x	x	Beardsley	Done
Candidate #3	x	x	Pen Thai	Done
Candidate #4	x	x	Pen Thai	Done
Candidate #5	x	x	Alexa's	Done

	Gender	Education	Job	City	Community Work	Immigrant	Obvious Diversity
Candidate #1	M	Ph.D	Dean/Higher Ed	Redmond	limited	no	no
Candidate #2	F	Ph.D.	Healtcare/Strategy Dev	Bothell	invested	no	no
Candidate #3	F	B.A.	City of Kenmore	Kenmore	invested	no	no
Candidate #4	F	M.B.A.	Finance	Kirkland	invested	no	no
Candidate #5	F	Ed.D.	Healthcare/Org Dev	Kenmore	invested	no	no

Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: Strategic Plan Deep Dive: Student Success: Reducing the Transitional Pipeline

Background
The attached PowerPoint presentation being presented to the Board is a collaboration of the Office of Institutional Research, Math, English, Enrollment Services and Transitional Studies.

Dr. Kerry Levett will be available to answer any questions the Board may have on this item.

CASCADIA COLLEGE

BOTHELL • OUR COMMUNITY'S COLLEGE

Student Success: Reducing the Transitional Pipeline

A Collaboration of the Office of Institutional Research, Math, English, Enrollment Services and Transitional Studies

Why this matters to students

- Fulfill our mission of open access
- Shorter time to goal completion
  - Access the job market quicker
  - Start at transfer destination quicker
  - Spend less
- Able to focus on their academic path and core education

What we have been doing in Placement

Year	Strategies
2009	First offered pre-fall refresher courses as option for students to accelerate their math placement
2012	Northshore Transcript Placement • This was the beginning of Cascadia using high school transcripts for math placement. We started with Northshore SD, since it was our largest feeder district, and we were working with them on a number of math initiatives tied to transition. 5 Star Consortium standardizes placement cut scores
2013	Placement Reciprocity Created math tracks: Calc and non-calc track,
2015	Smarter Balanced Assessment results used for math and English placement WAMAP for students who want to challenge initial placement
2016	Math placement via High School transcript expanded to all schools • Students typically place higher when high school transcripts are used rather than when we rely on standardized tests such as Accuplacer. High School transcript placement for English

Placement Strategies continued

Year	Strategies
2017	Implemented Guided Self Placement for Math • Students who place via Accuplacer are given guidance and the agency to self-place one level higher than the test places them. Expanded use of writing sample for English Placement PreFall math updated to allow direct placement into next level of math Offered first co-requisite math course - 085&107 (Math in Society pathway)
2018	Expanded High School transcript placement for English to allow for completion of 11th grade English Shorted Pre-College English pathway by having students complete pre-college and college English in one quarter. Expanded co-req math courses to include 095&141 (STEM pathway); plan to expand further in 2019 by offering 085&146 (stats pathway)

Impact for Students (English)

English Placement Methods Fall Start
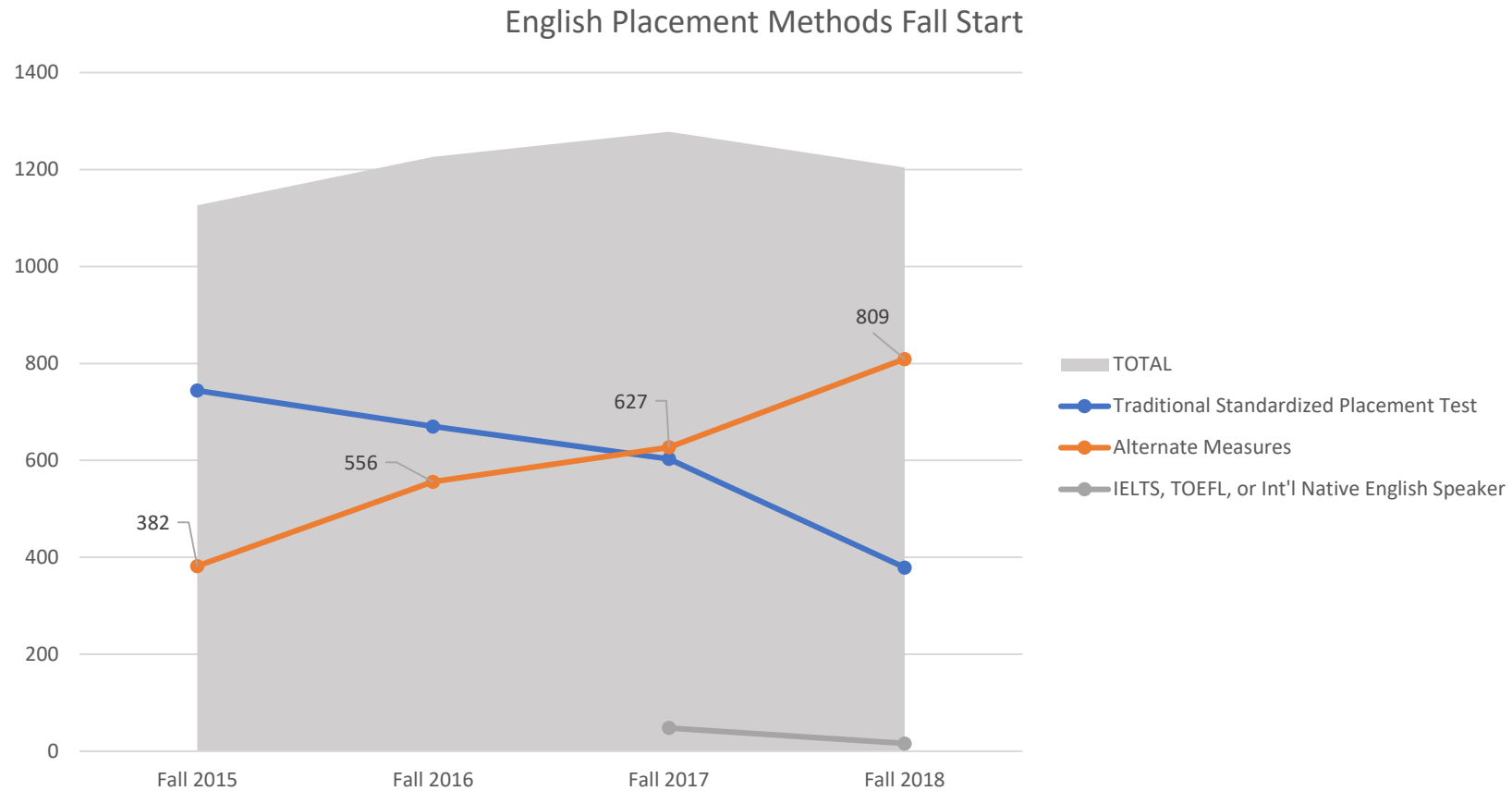
Alternative Measures - English

Row Labels	AP	COLL Transcripts	High School Transcript	IB	Placement Reciprocity	Smarter Balanced Assessment	Writing Sample
Fall 2015	8	293	0	0	4	2	75
Fall 2016	16	311	7	1	12	138	71
Fall 2017	8	235	93	1	16	250	24
Fall 2018	5	194	139	1	11	304	155
Grand Total	37	1033	239	3	43	694	325

Row Labels	IELTS, TOEFL, or Int'l Native English Speaker
Fall 2017	48
Fall 2018	16
Grand Total	64

IELTS, TOEFL, or International Students determined to be Native English Speakers

Indicator 1A-1a

Theme: Access

Subtheme: Expanding College Access for High School Students

Goal: Strengthening Opportunities for High School Students in Math

Indicator: Increase the Percentage of Students Placed by Alternate Measures (e. g., High School Transcript Analysis, WAMAP, Smarter Balanced, Other)

Indicator 1A-1b

Theme: Access

Subtheme: Expanding College Access for High School Students

Goal: Strengthening Opportunities for High School Students in Math

Indicator: Increase the Percentage of New State-Supported, Transfer-Degree-Seeking Fall Cohort Students Whose First Math Course is College-Level

Note: The high proportion of students in Fall 2018 who have no math enrollment is expected – many of these students have yet to take a math course

Indicator 1A-1b:

Increase the Percentage of New State-Supported, Transfer-Degree-Seeking Fall Cohort Students Whose First Math Course is College-Level

CASCADIA COLLEGE BOTHELL

Percentage of New, State-Supported, Degree-Seeking, Academic Transfer Students
Whose First Mathematics Course is College-Level

Legend:
- ☐ No Math Enrollment
- ☐ Pre-College (< 100)
- ☐ College-Level (>= 100)

	Fall 2014 (N=285)	Fall 2015 (N=250)	Fall 2016 (N=253)	Fall 2017 (N=244)	Fall 2018 (N=217)
No Math Enrollment	6.0%	8.8%	8.7%	11.5%	26.3%
Pre-College (< 100)	63.9%	66.4%	61.3%	56.6%	36.4%
College-Level (>= 100)	30.2%	24.8%	30.0%	32.0%	37.3%
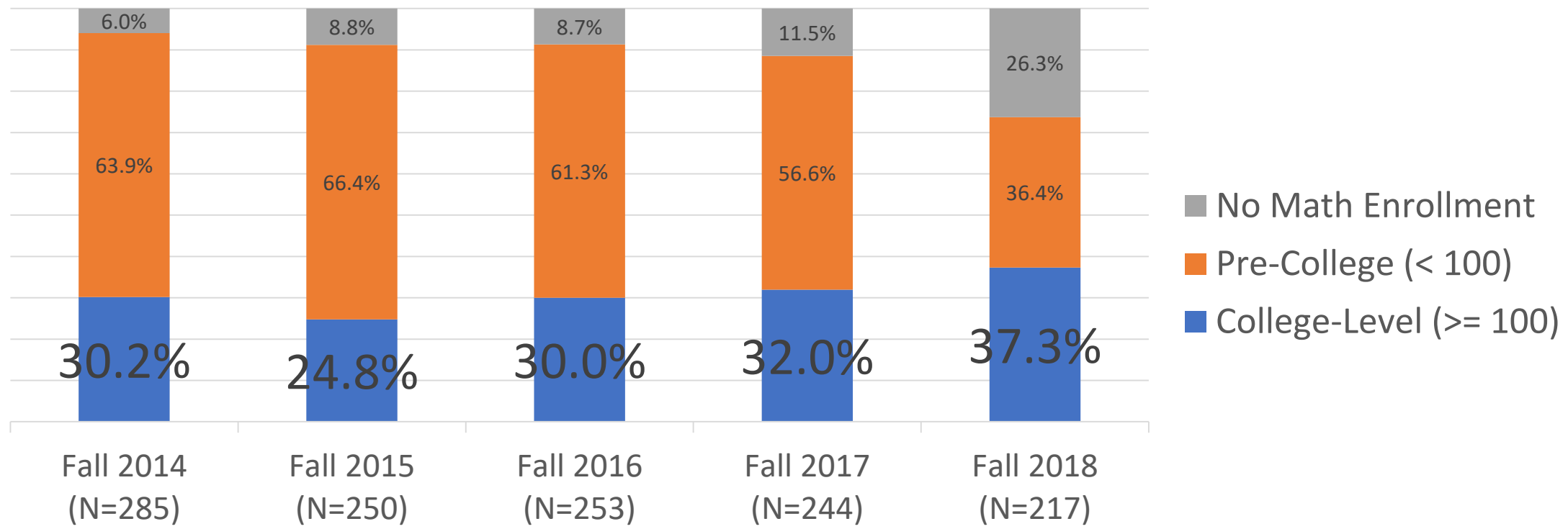
Indicator 1A-2b

Theme: Access

Subtheme: Expanding College Access for High School Students

Goal: Creating New Initiatives in English to Bridge the Gap Between High School and College

Indicator: Increase the Percentage of New State-Supported, Transfer-Degree-Seeking Fall Cohort Students Whose First English Course is College-Level

Note: The high proportion of students in Fall 2018 who have no math enrollment is expected – many of these students have yet to take an English course

Indicator 1A-2b: Data

Increase the Percentage of New State-Supported, Transfer-Degree-Seeking
Fall Cohort Students Whose First English Course is College-Level

Percentage of New, State-Supported, Degree-Seeking, Academic Transfer Students
Whose First English Course is College-Level

	Fall 2014 (N=285)	Fall 2015 (N=250)	Fall 2016 (N=253)	Fall 2017 (N=244)	Fall 2018 (N=217)
No English Enrollment	6.3%	8.8%	3.6%	7.8%	10.6%
Pre-College (< 100)	23.9%	26.0%	27.3%	9.8%	6.0%
College-Level (>= 100)	69.8%	65.2%	69.2%	82.4%	83.4%
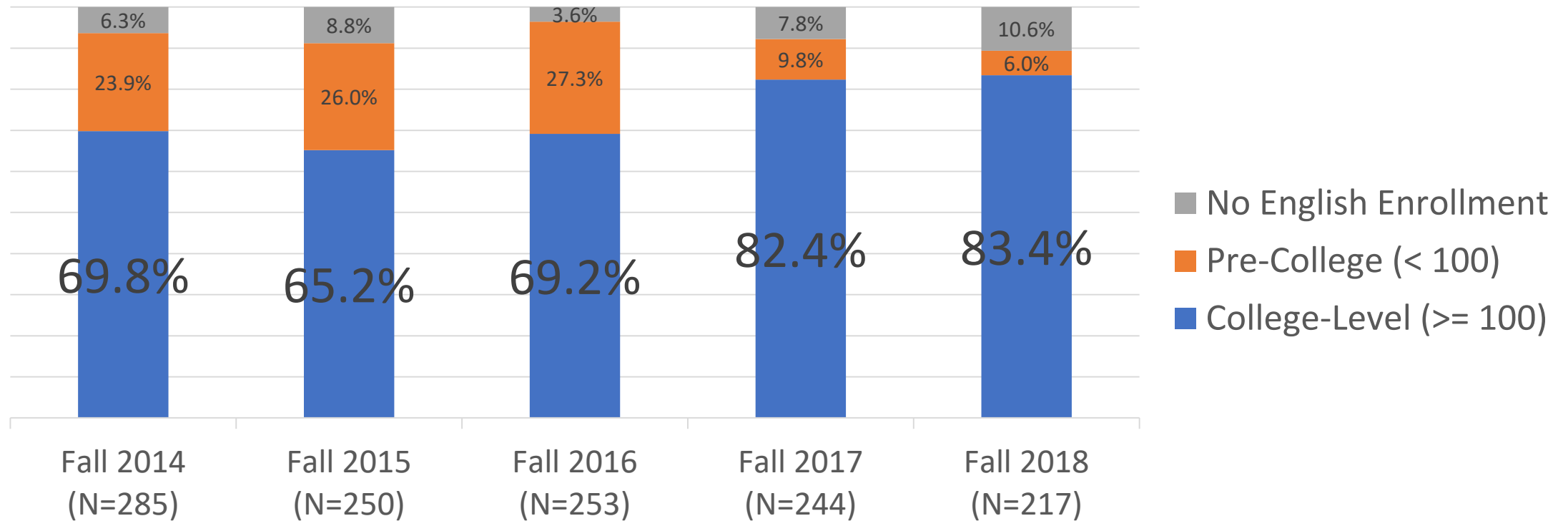
Indicator 1B-2a

Theme: Access

Subtheme: Promoting Pluralism and Social Justice by Expanding Access to College Programs

Goal: Improving Transitions from Adult Basic Education to College Coursework

Indicator: Increase the Percentage of ABE/ESL Students Who Transition to Credit-Bearing College Courses to the SBCTC Average

Indicator 1B-2a: BEdA

Basic Education for Adults (BEdA) courses are designed to help students move into college and/or careers. Basic Ed students who transition into college courses earn double SAI points for one year after their transition. System-wide initiatives and programs such as High School 21+, contextualized curriculum, and On-Ramps to IBEST are designed to increase transitions into college-level coursework. Tracking the percentage of students who transition from Basic Ed into college has been historically difficult but increasingly important.

Indicator 1B-2a Strategies

Actions completed in 2016-17 Restructured staffing in BEdA to include a full-time student advisor to assist students with career and college planning and transitions.

- Worked with CC Foundation to establish a BEdA Transitions Scholarship.
- Worked with pre-college math faculty to cluster Pre-College Math and Math Fundamentals classes so that students can start their math pathway/pre-reqs while still in BEdA.
- Collaborated with BEdA deans/directors statewide to pressure SBCTC to include transitions to other colleges in their calculations; SBCTC agreed and will start to include those transitions in their data.

Indicator 1B-2a: Date 1
Increase the Percentage of ABE/ESL Students Who Transition to Credit-Bearing College Courses to the SBCTC Average

Percentage of BEdA Students (Federally Reportable) Completing Any College-Level Credits (Any College) within Two Years
Source: SBCTC Basic Education for Adults Outcomes Dashboard

	2013-14 (N=297)	2014-15 (N=271)	2015-16 (N=316)	2016-17 (N=348)	2017-18
Cascadia College	4.7%	5.9%	4.8%	5.5%	
SBCTC System Total	17.4%	16.3%	18.1%	18.6%	
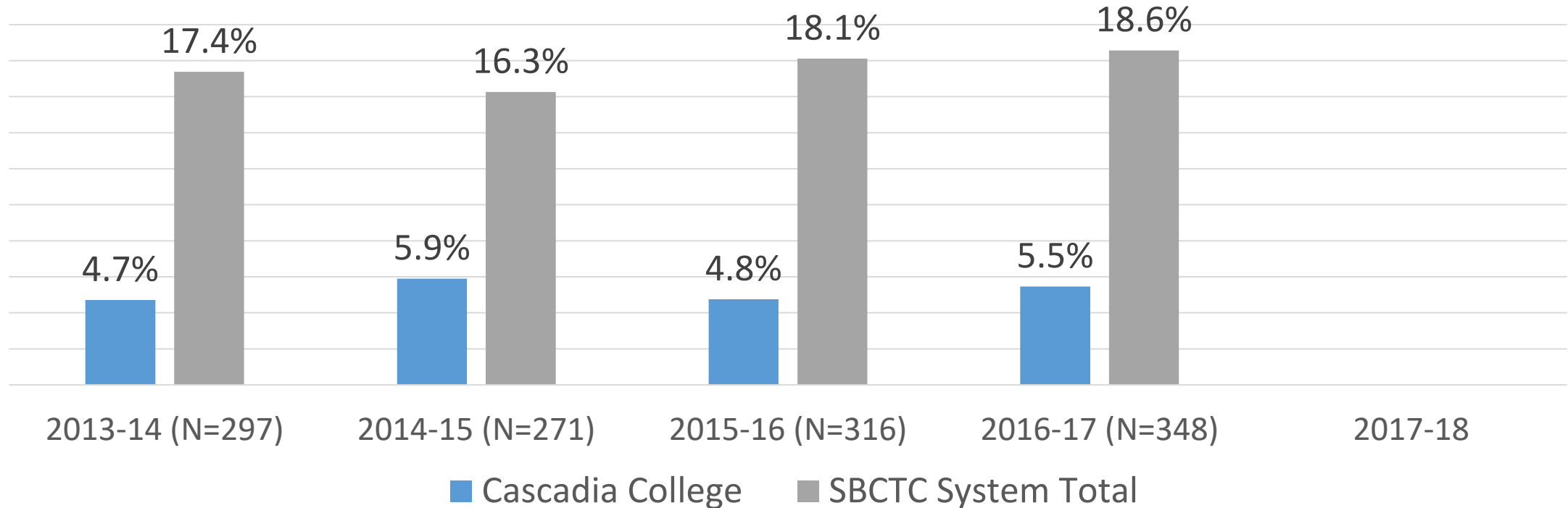
Indicator 1B-2a: Date 2
Increase the Percentage of ABE/ESL Students Who Transition to Credit-Bearing College Courses to the SBCTC Average

Percentage of BEdA Students (Federally Reportable) Completing Any College-Level Credits (Any College) within Two Years: ABE Only
Source: SBCTC Basic Education for Adults Outcomes Dashboard

- 2013-14 (N=68): Cascadia College 11.8%, SBCTC System Total 27.4%
- 2014-15 (N=66): Cascadia College 15.2%, SBCTC System Total 26.3%
- 2015-16 (N=107): Cascadia College 12.2%, SBCTC System Total 30.2%
- 2016-17 (N=89): Cascadia College 18.0%, SBCTC System Total 32.0%
- 2017-18

■ Cascadia College   ■ SBCTC System Total
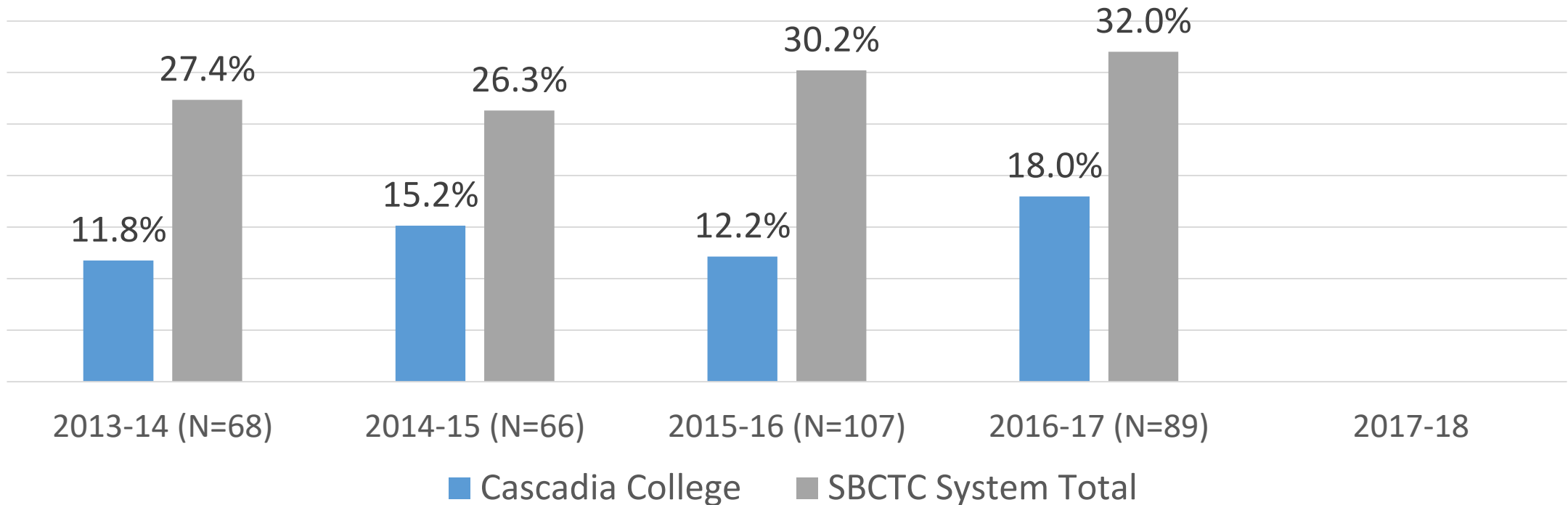
Indicator 1B-2a: Data 3

Increase the Percentage of ABE/ESL Students Who Transition to Credit-Bearing College Courses to the SBCTC Average

Percentage of BEdA Students (Federally Reportable) Completing Any College-Level Credits (Any College) within Two Years: ESL Only

Source: SBCTC Basic Education for Adults Outcomes Dashboard

■ Cascadia College   ■ SBCTC System Total
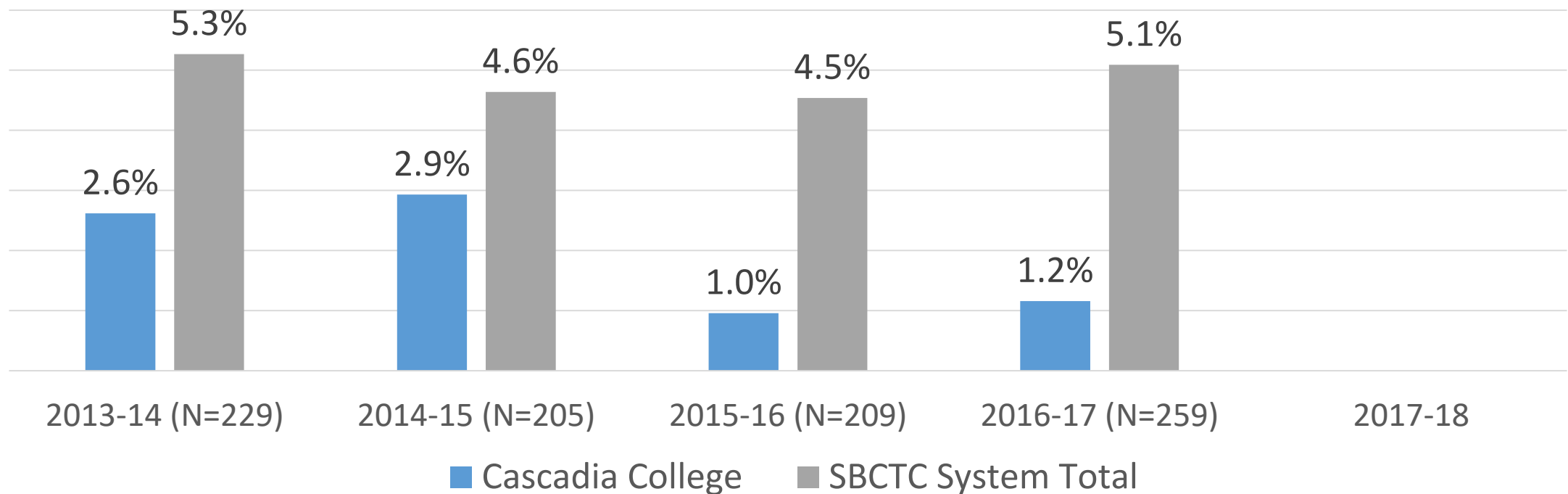
Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: Enrollment Report/Update and DIA Message to Employees

Background
Cascadia's enrollment patterns are changing, this presentation is intended to provide the Board with an understanding of the College's historic enrollment patterns, how they are changing and the degree to which the College can influence them.

Enrollment changes have financial implications which the campus community needs to respond to.

Two presentations are attached, the first relates to enrollment, the other is a presentation President Murray gave to all employees on 1-31-19 at the all-college Day of Inquiry and Assembly (DIA).

President Murray, Terence Hsiao and Dr. Kerry Levett will be available to answer any questions the Board may have on this item.

Enrollment Trends
at Cascadia

Overview

Historical enrollment view
Following national trends
It's complicated

Total Enrollment (FTE)
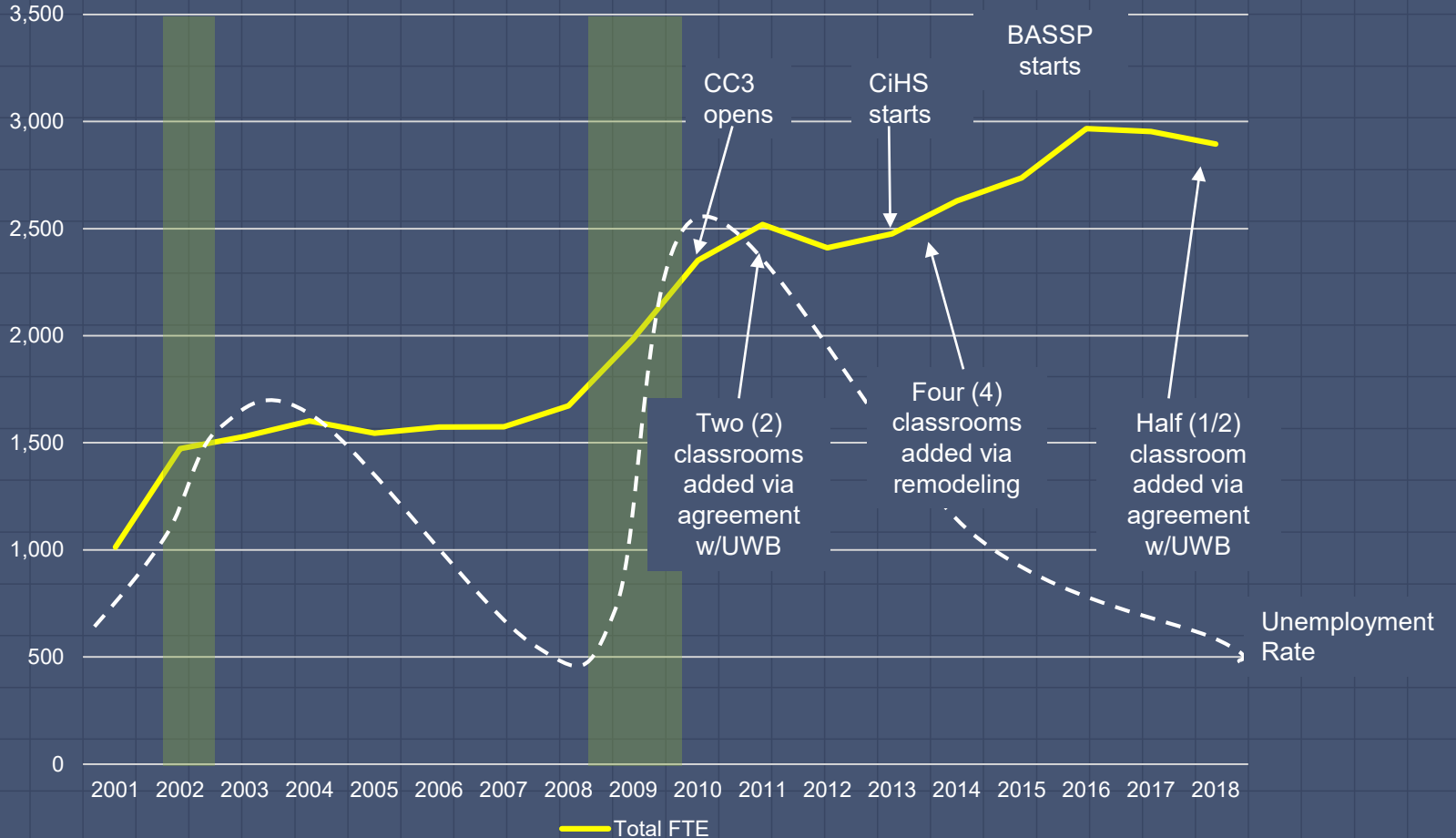
State vs. Total Enrollment
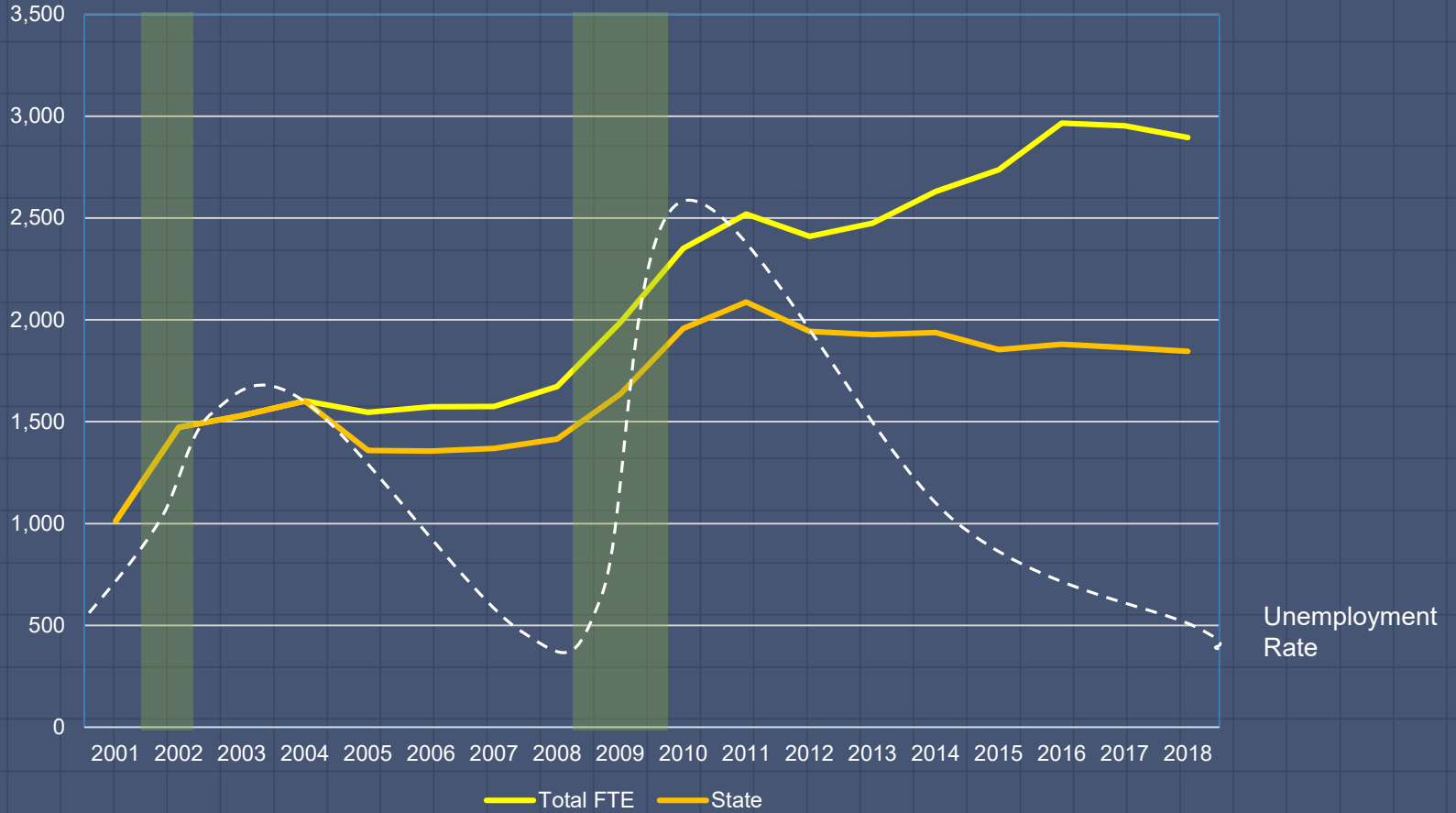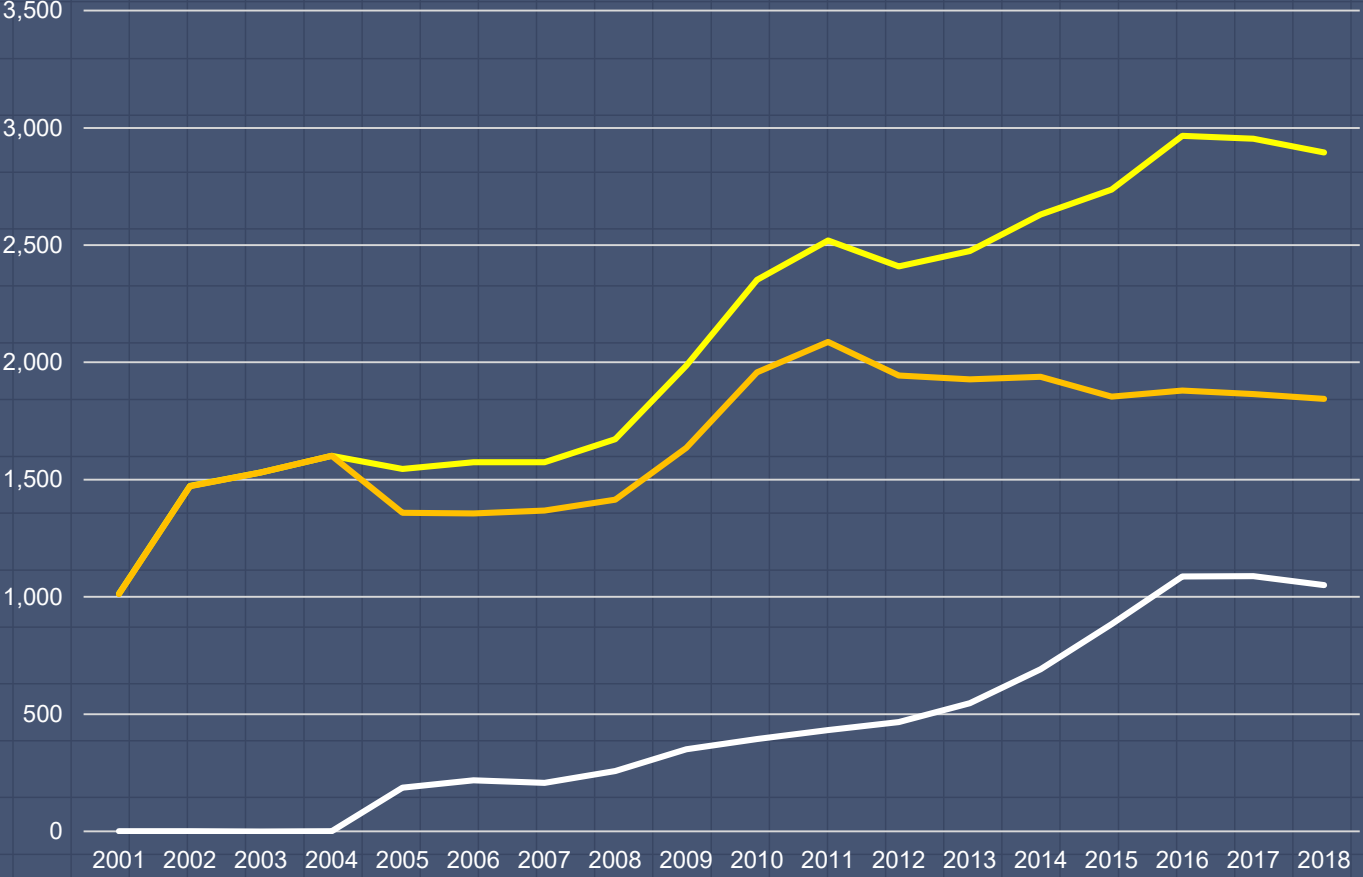
State vs. Non-State Enrollment (FTE)

State Enrollment Breakdown (FTE)
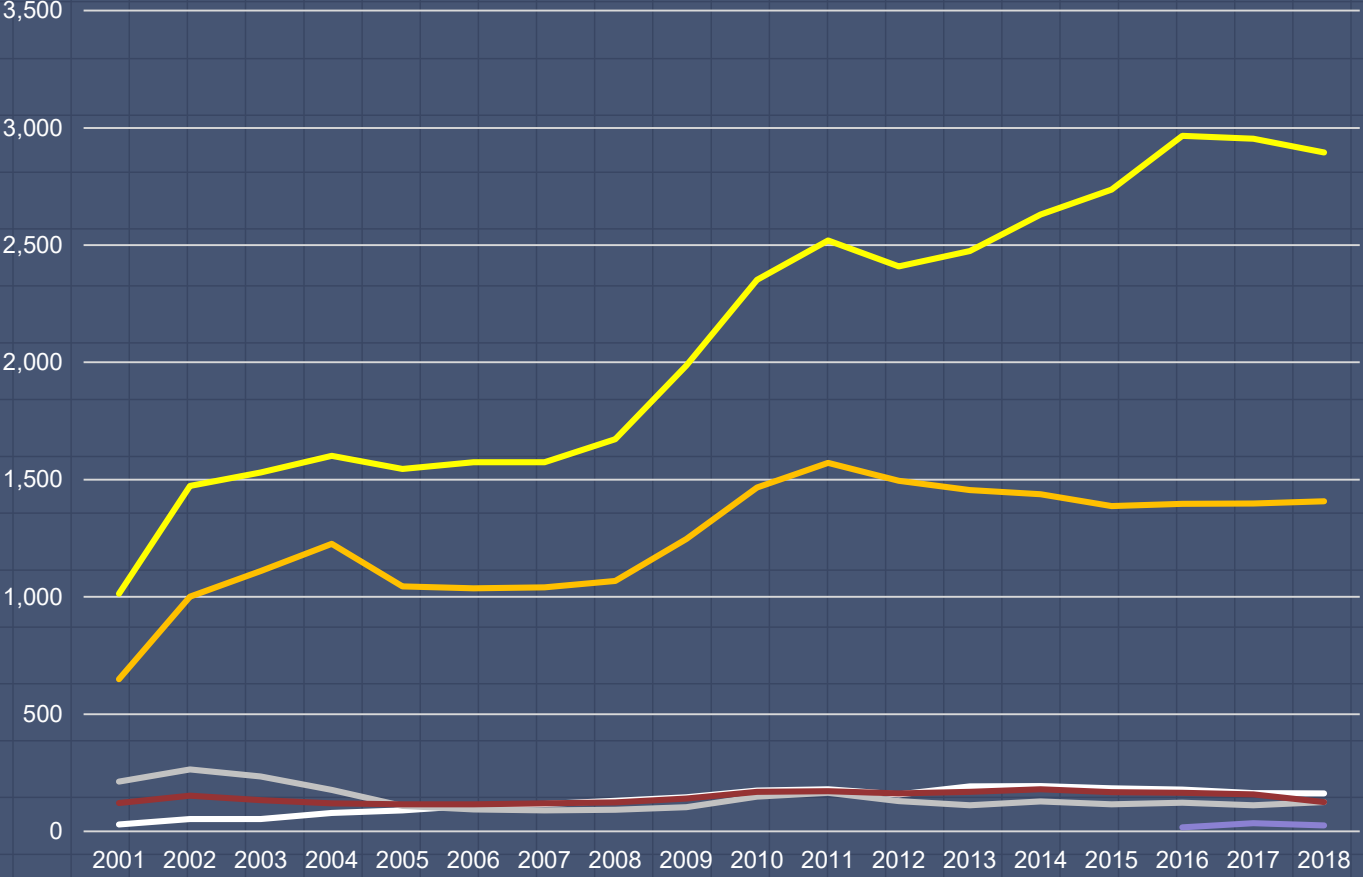
Legend: Basic Skills — Workforce — Applied Baccalaureates — PreCollege — Academic — Total FTE

Workforce Enrollment (FTE)

Workforce   Applied Baccalaureates
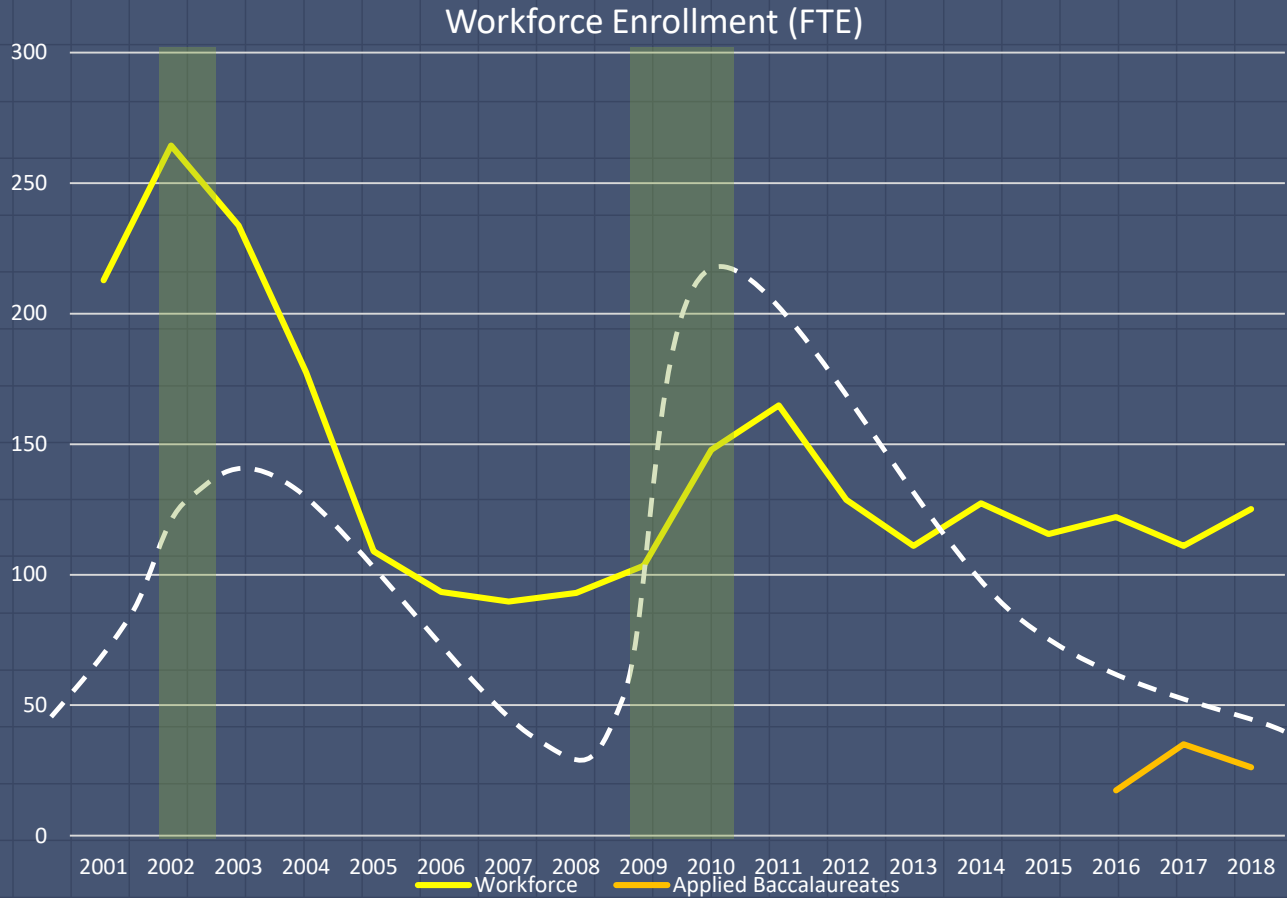
Workforce and Applied Baccalaureates (FTE)

Legend: Workforce — Applied Baccalaureates — Total FTE
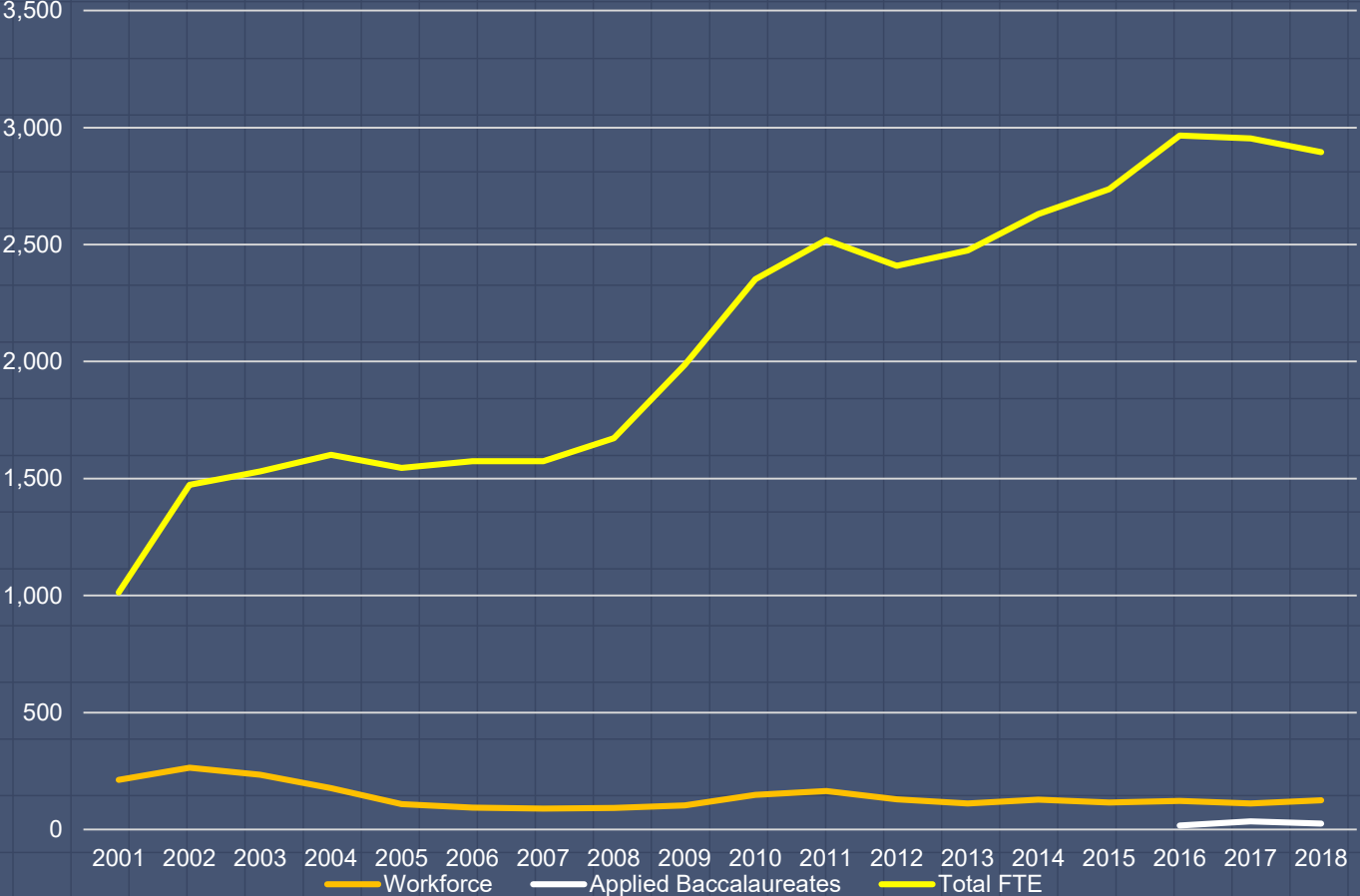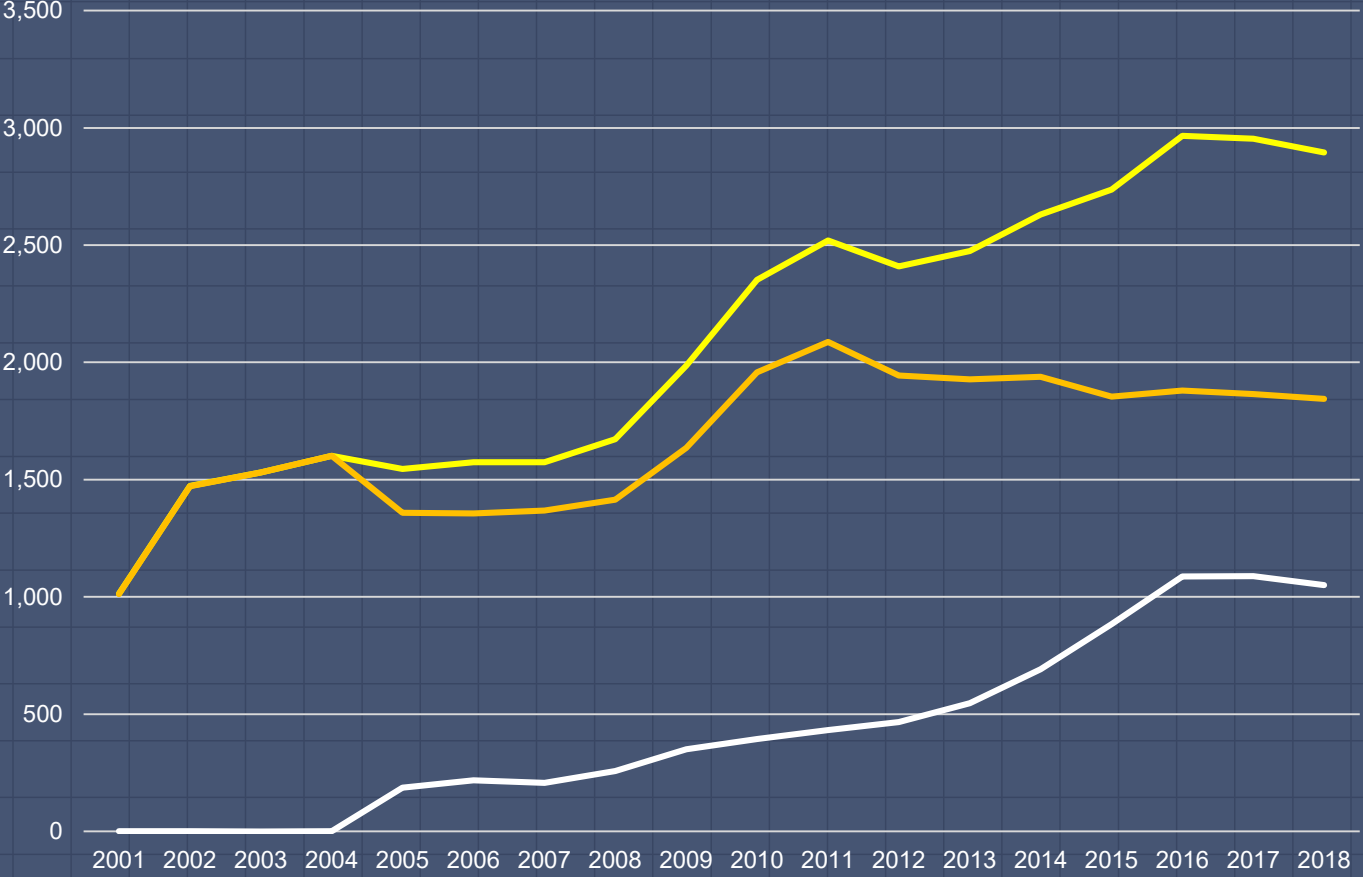
State vs. Non-State Enrollment (FTE)

Running Start and International (FTE)

International (FTE)

Strategy Shift America First
Growth → Diversification

Abdullah Scholarship ends

Legend: International — International Academic — ELP
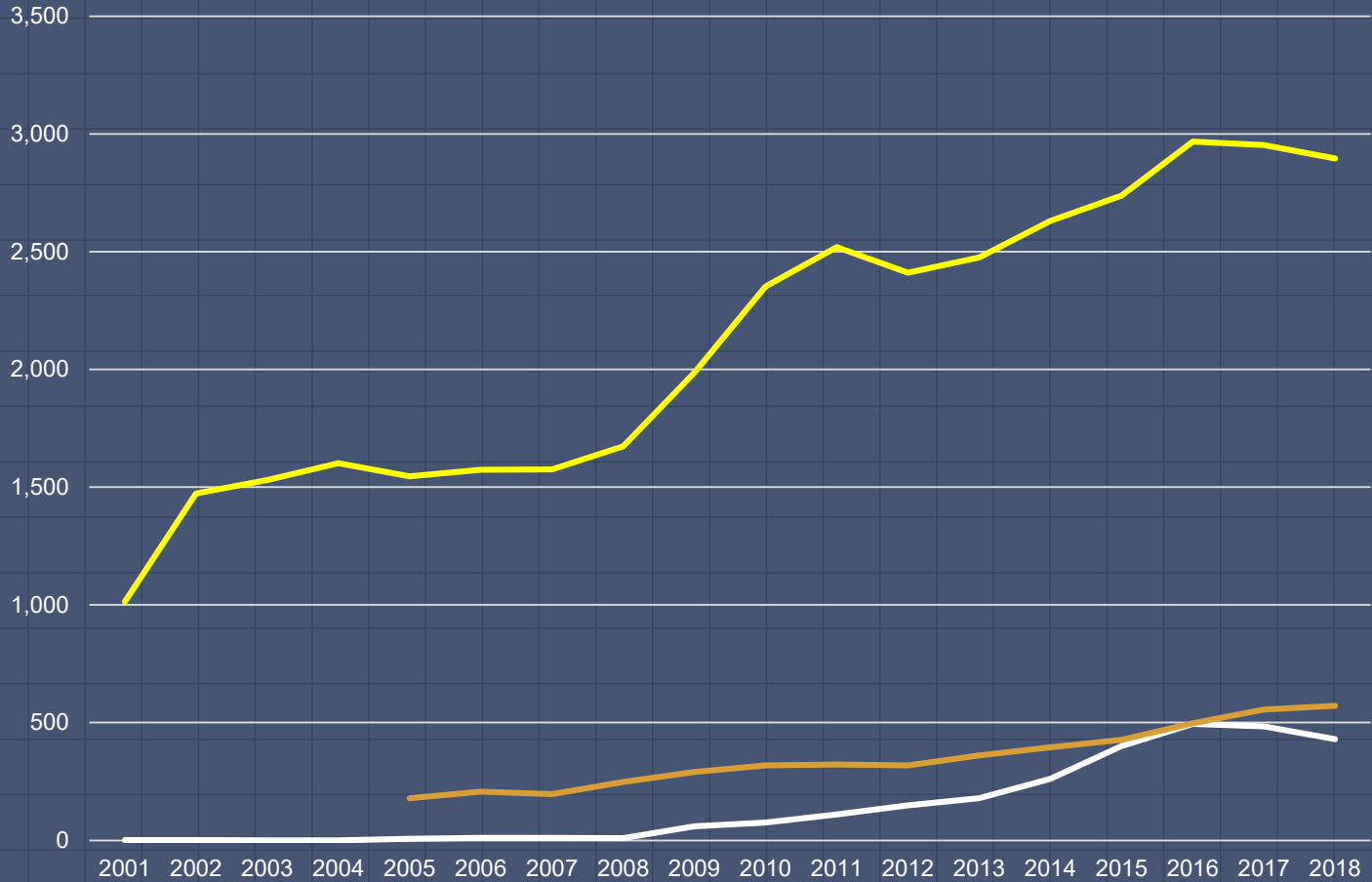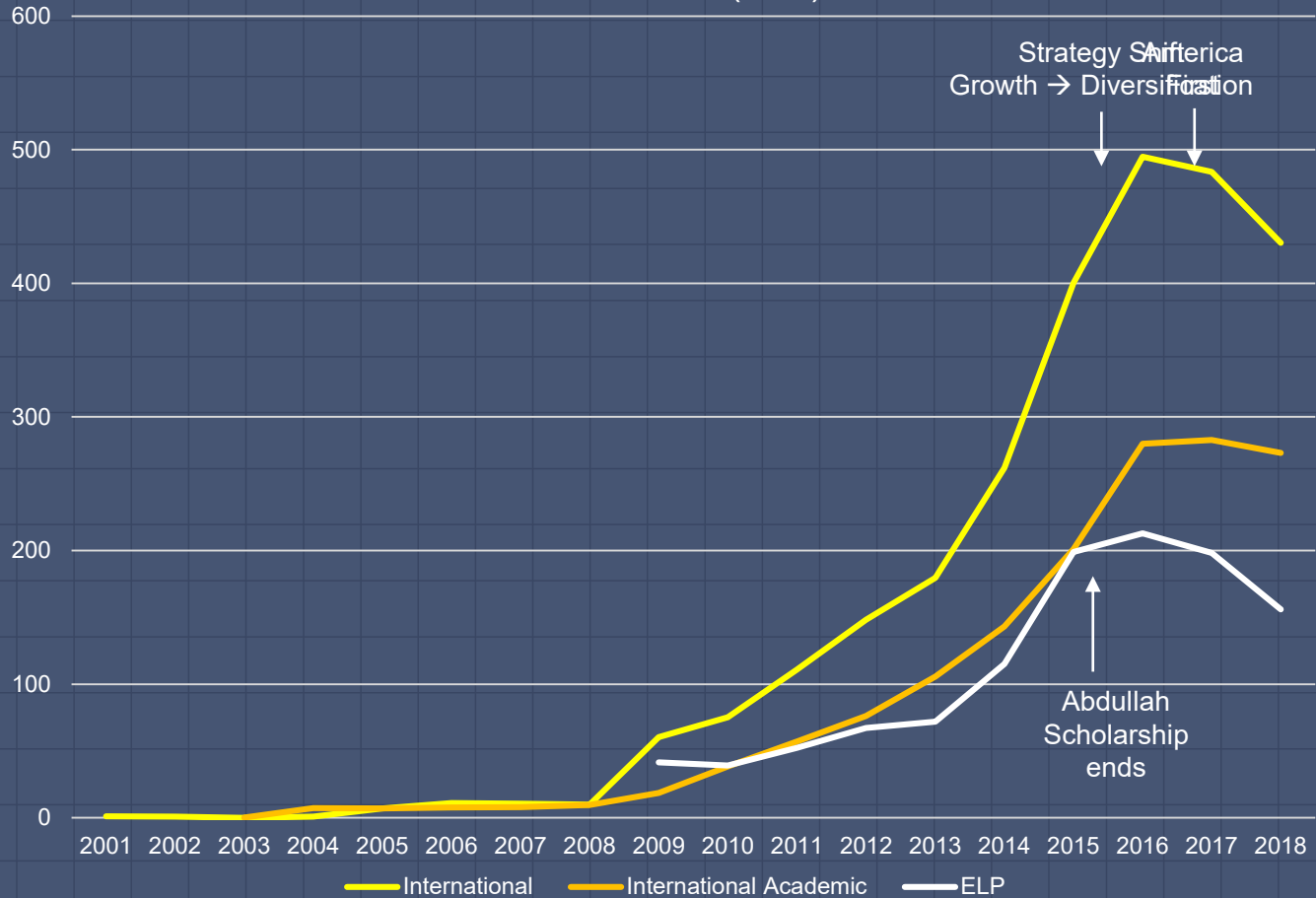
Financial View*

Student Category	Student Revenue per FTE	State Allocation per FTE	Total Revenue per FTE
International	$8,477	N/A	$8,477
Running Start	$6,658	N/A	$6,658
Bachelors	$5,383	$3,474	$8,857
State Funded AA Degree Seeking	$3,358	$2,612	$6,831
Adult Basic Education	$105	$3,474	$3,579

*Does not reflect ABE grants nor high demand premium for AA

Overview of Strategies

Research needed
Levers we can affect
Efforts in progress

Transfer	High School	International	Prof-Tech	Basic Ed
👪	👪		👪	👪
$$$		$$$	$$$	
🏃		🏃	🏃	🏃
🏫	🏫			
		🌐		

Transfer

Increase in seniors 2020-2024
Strong economy = enrollment reduction
Guided Pathways lead to improved retention
CC4

1
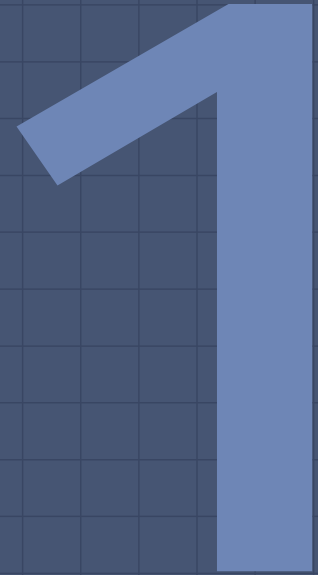
High School
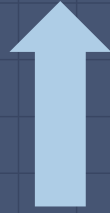
Producing more two-year degrees
Marketing opportunity: Connecting to...
- School districts
- Students
- Parents

2

International

Loss of students from China
Opportunities in new markets
Building an international ELP brand

3

Should we . . .?

Relationship of High School 10-12th grades and Running Start/State non-workforce enrollment?

State vs. Target enrollment and implications?

Show our 2019 projections?

Close with what?

Next Steps

- Fine tune our projections
- Plan to our budget seeking efficiencies and opportunities
- Manage to our budget throughout the year

CASCADIA COLLEGE

BOTHELL

18345 CAMPUS WAY NE · BOTHELL, WA 98011

Revenue

Capital
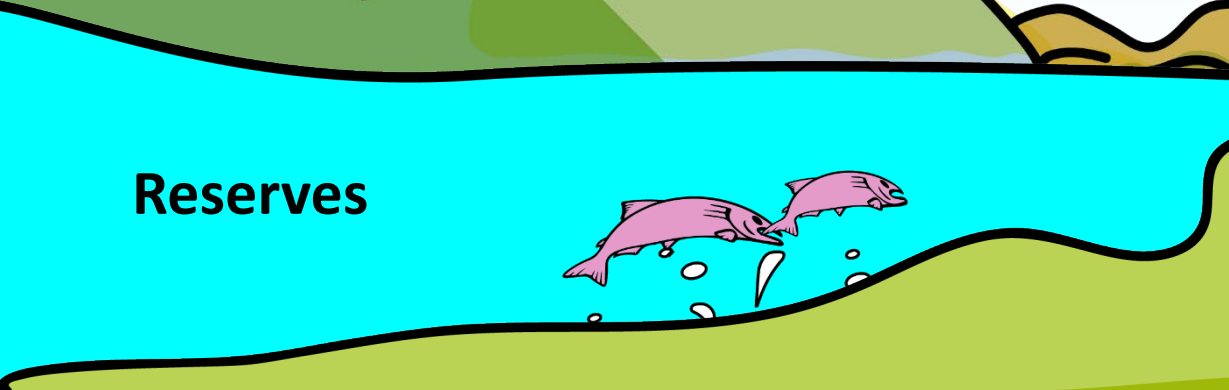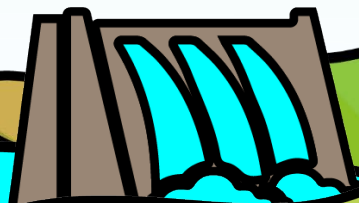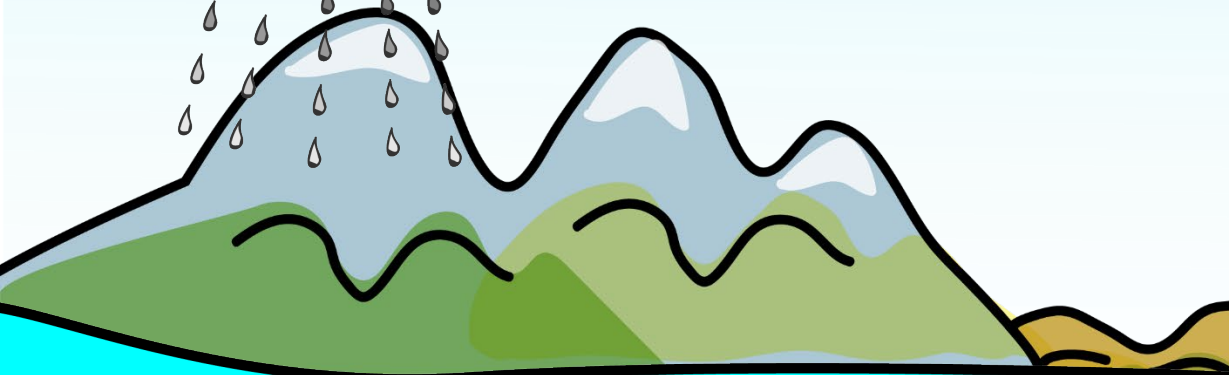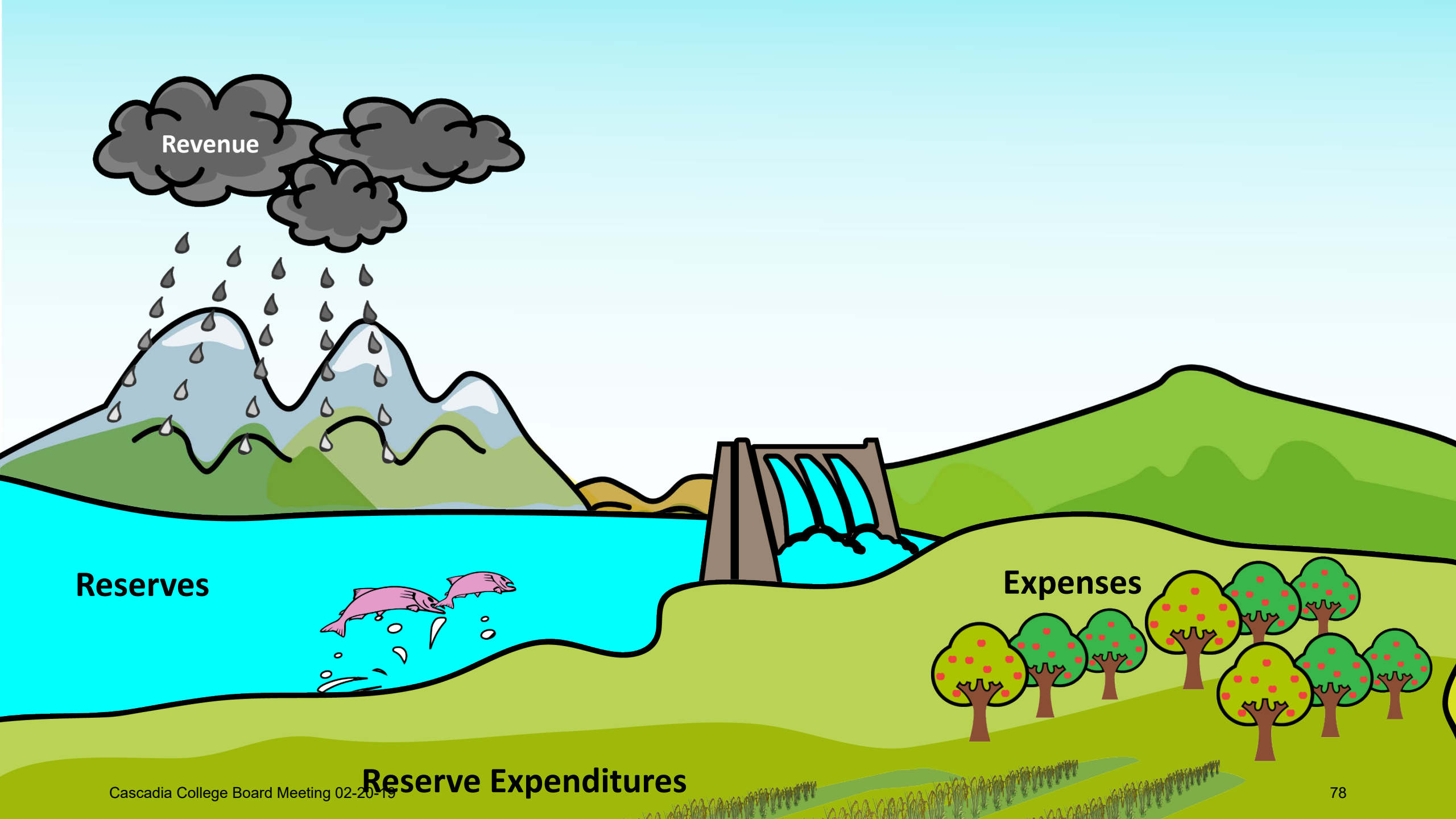
Reserves

Expenses

Revenue

Reserves

Expenses

Reserve Expenditures
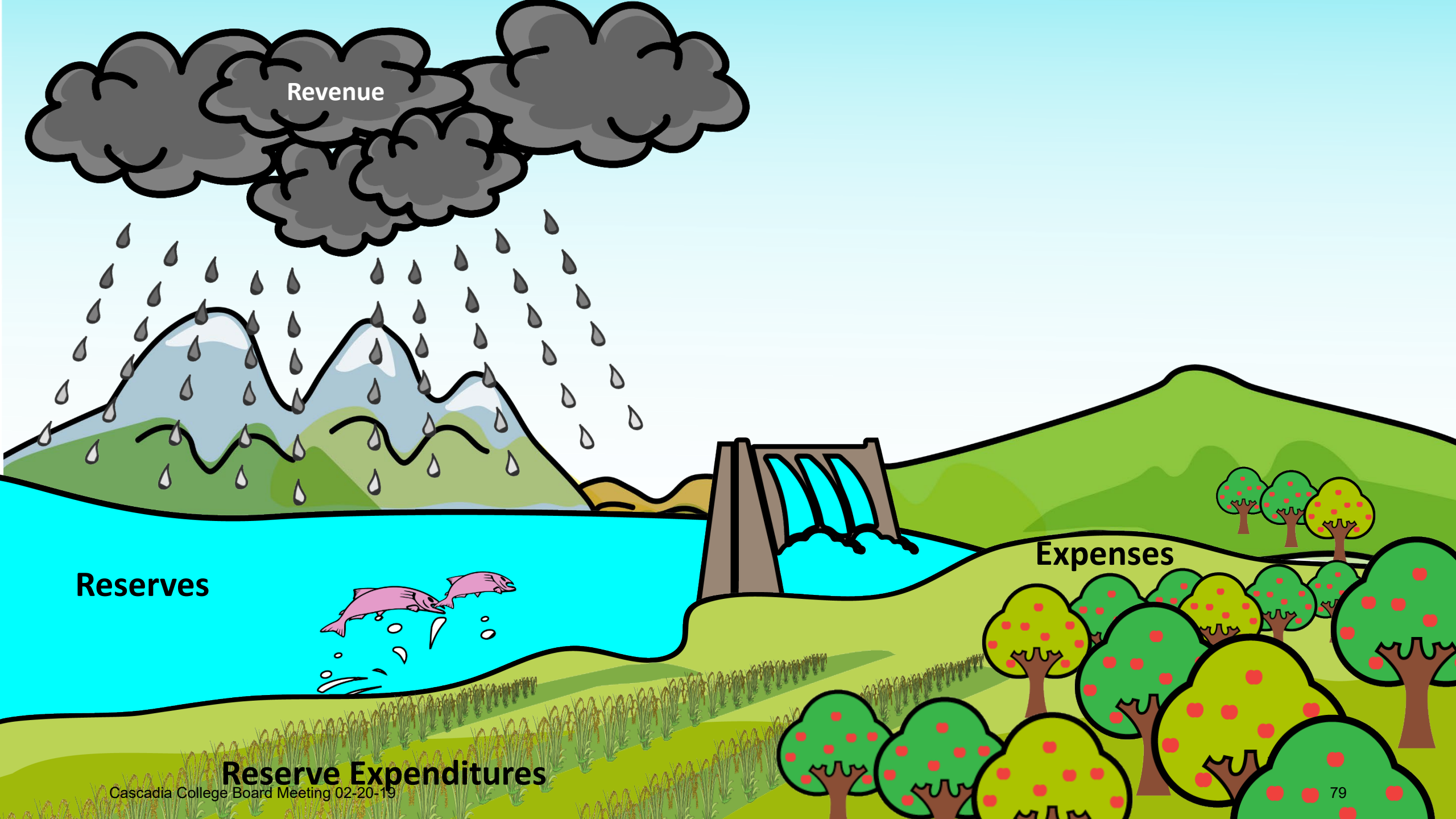
Revenue

Reserves

Expenses

Reserve Expenditures
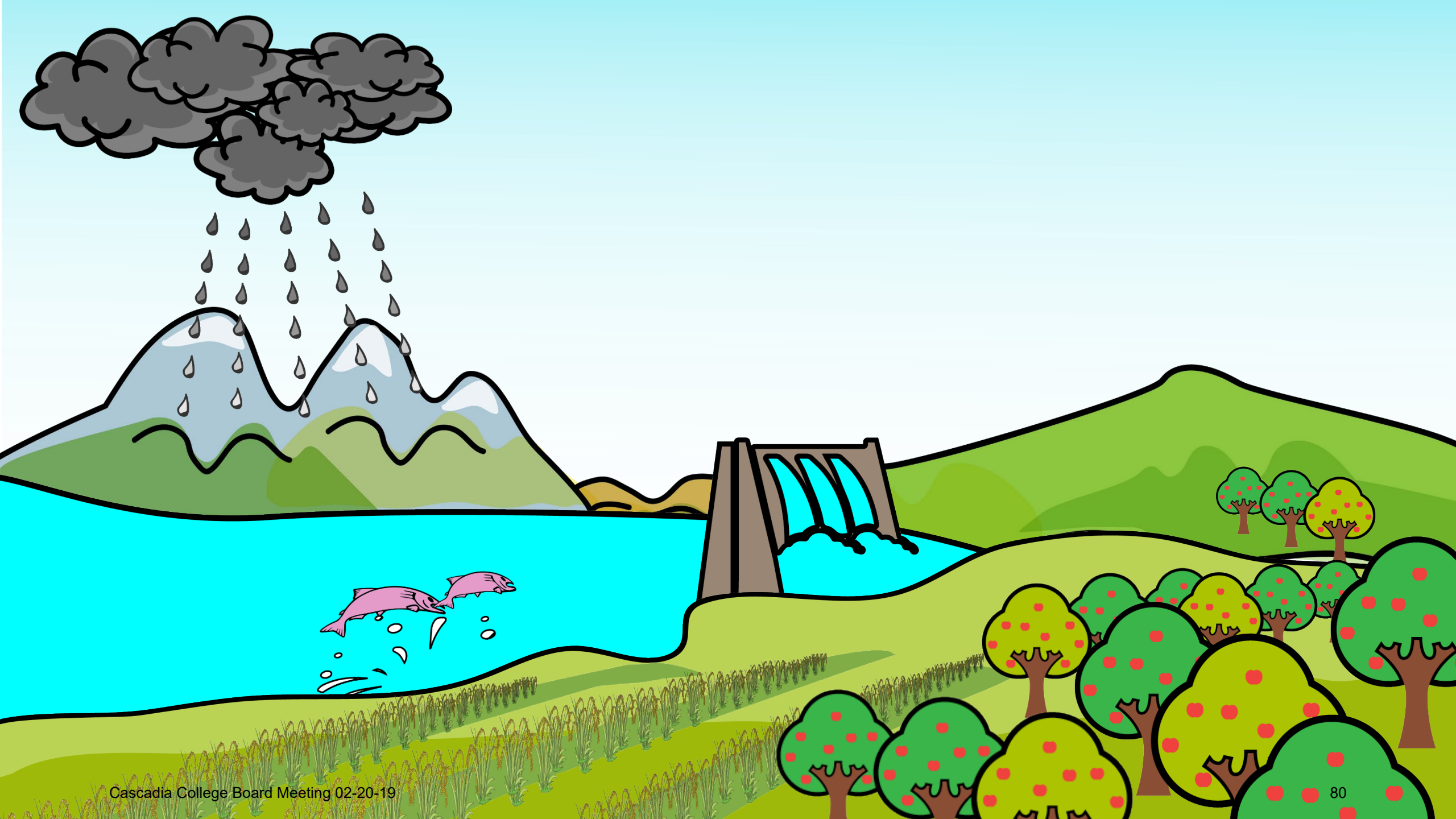
Expenses / Revenue
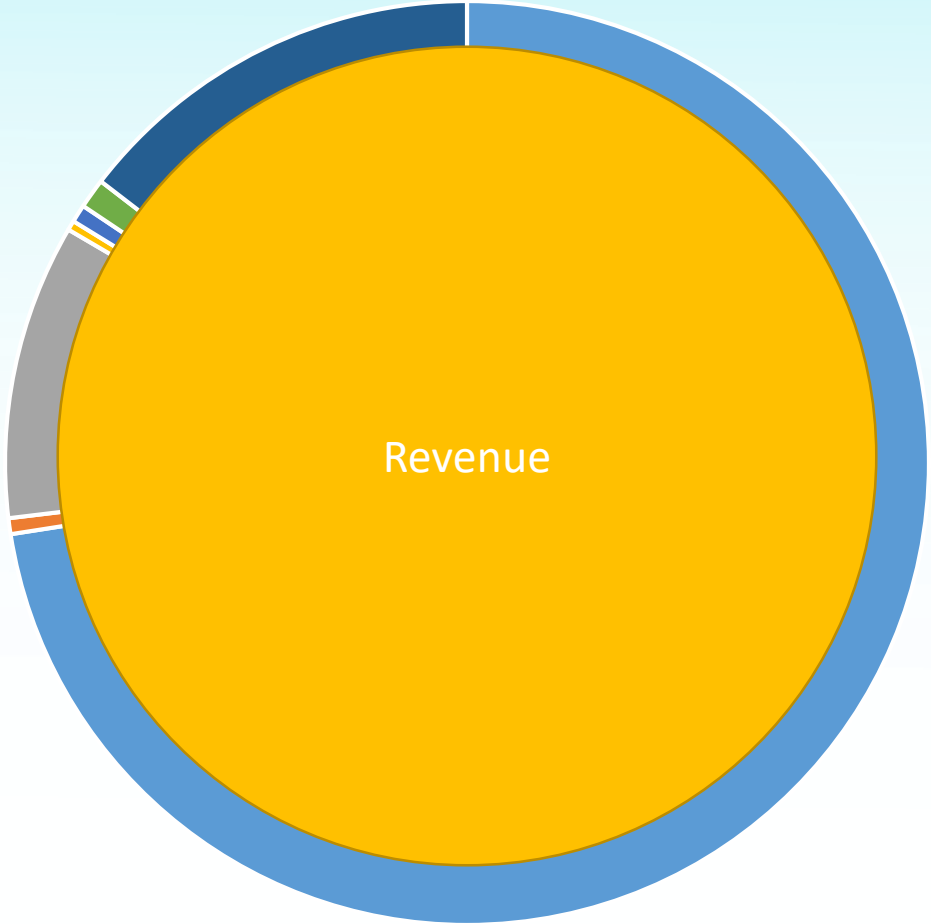
Compensation ■ Personal Services ■ Goods & Services ■ Travel ■ Capital & Equipment ■ Grants ■ UW Bothell

New Revenue Sources

Replacement Plan Changes

Operations Review

Action Plan Proposals

Sustainability
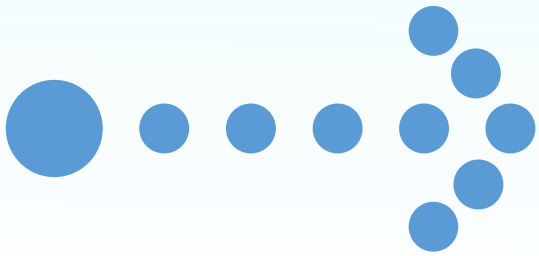
Guiding Principles

- Student Success

- Equity and Inclusion

- Sustainable Workloads

- Transparency

Path Forward

- Weekly Reviews – online information

- Assembly Updates

- Budget Council Review

- Departmental Feedback

Questions?
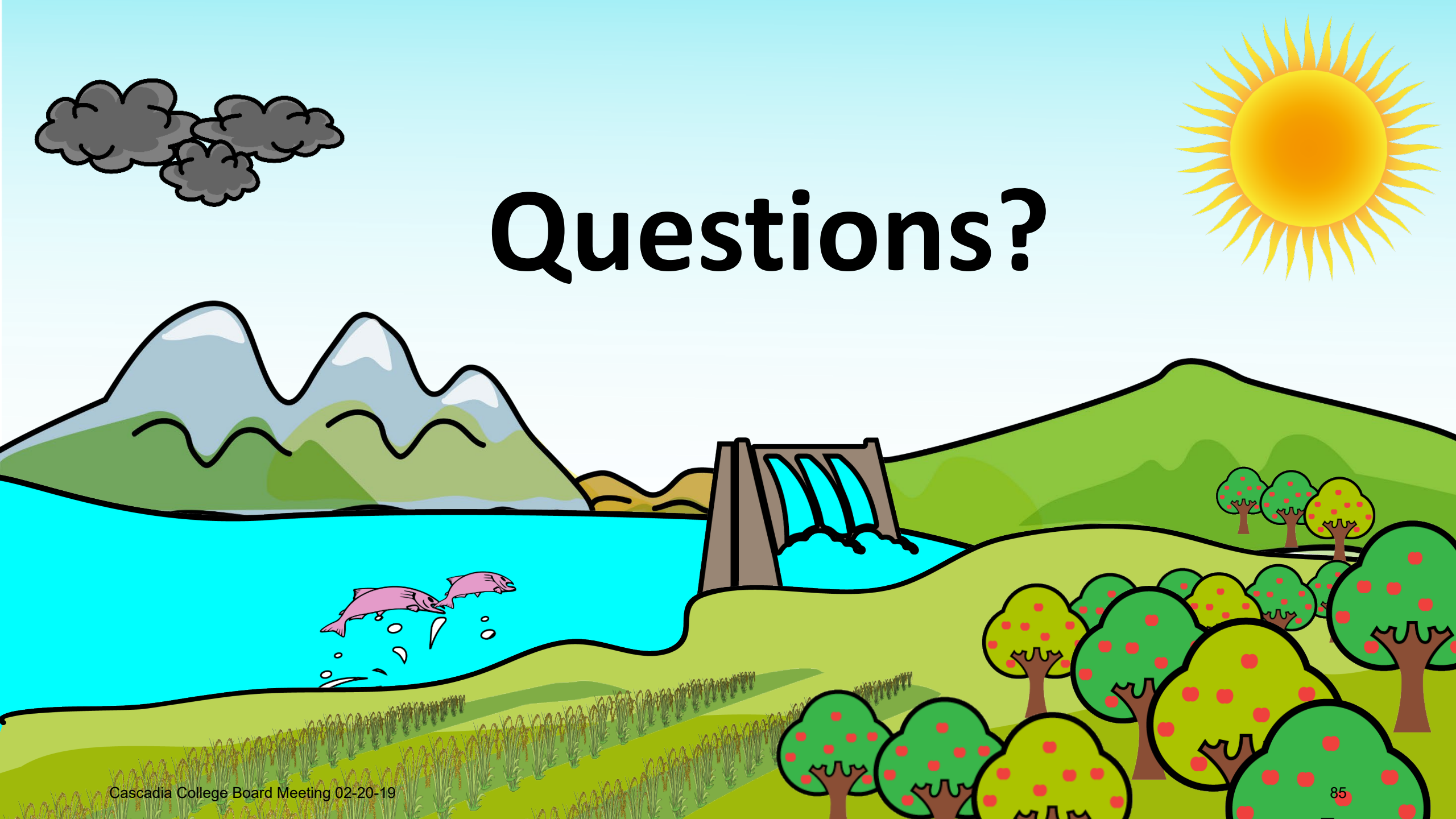
Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: International Program Markets

Background

In 2015-16, more than 60% of ELP enrollments were made up of Chinese students. The number of Chinese students enrolling has rapidly declined over the last few years, diminishing our numbers in the English program. While our international college enrollments have remained relatively stable, we will now begin to see them drop as a result of the dip in our ELP program. Historically, approximately 60% of students enrolled in ELP matriculate into our college program.

Yukari Zednick, Director of International Programs, will give the board an overview of the countries in which Cascadia is currently recruiting and/or planning to recruit. She will show how we are evaluating both our current, new, and prospective markets to determine which markets make sense for Cascadia to focus on.

Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: Capital Projects Update

Background

The purpose of the attached PowerPoint presentation is to update the Board on the status and issues associated with the College's current major capital projects, the Corporation Yard, the West Garage and the new STEM building.

Terence Hsiao, VP of Administrative Services will be available to answer any questions the Board may have on this item.

Capital Projects Update

February 20, 2019

New Corporation Yard

Current Corporation Yard
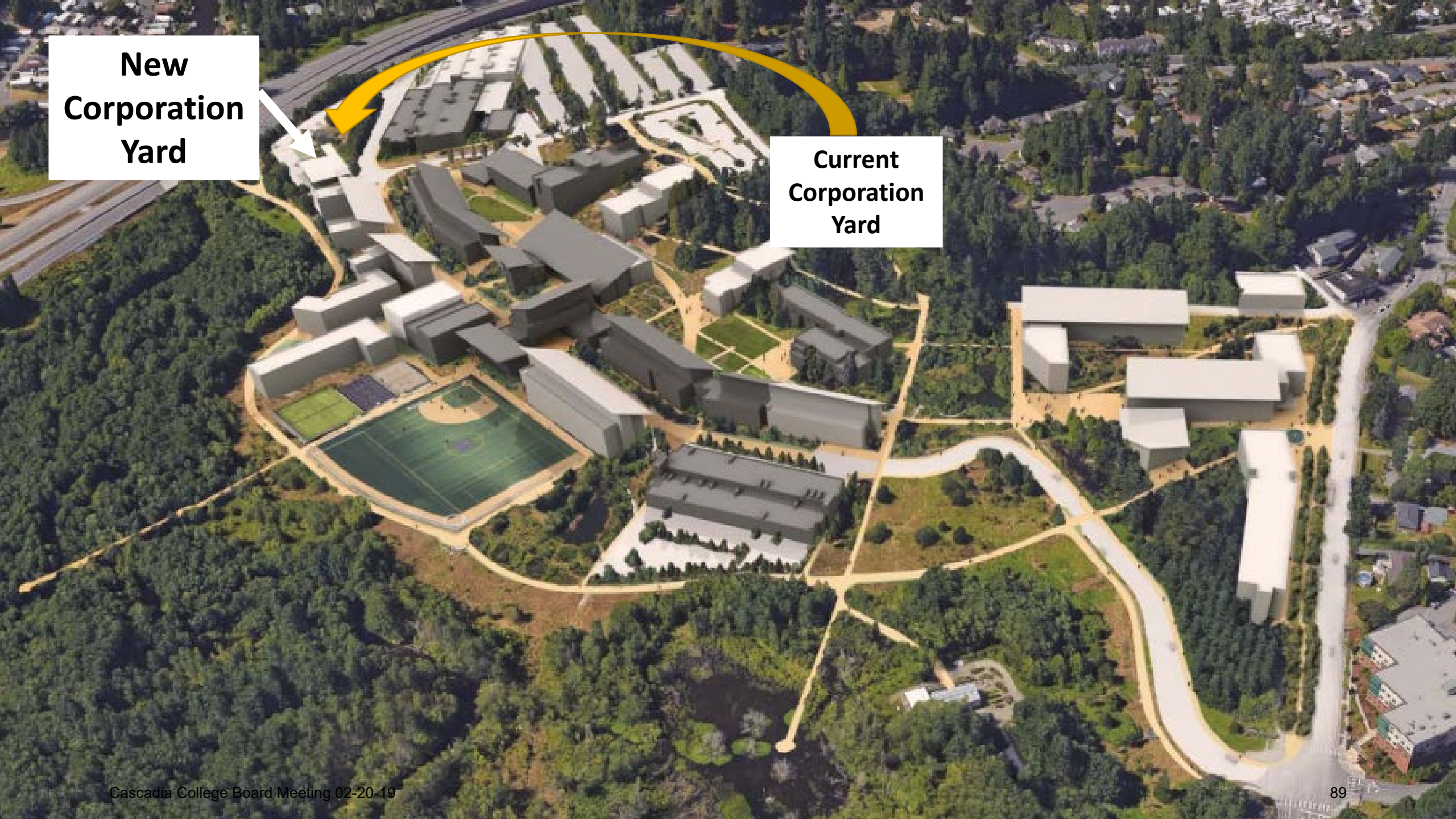
Corporation Yard

UW BOTHELL / CASCADIA COLLEGE CORPORATION YARD / NOVEMBER 9, 2018

West Garage

West Garage
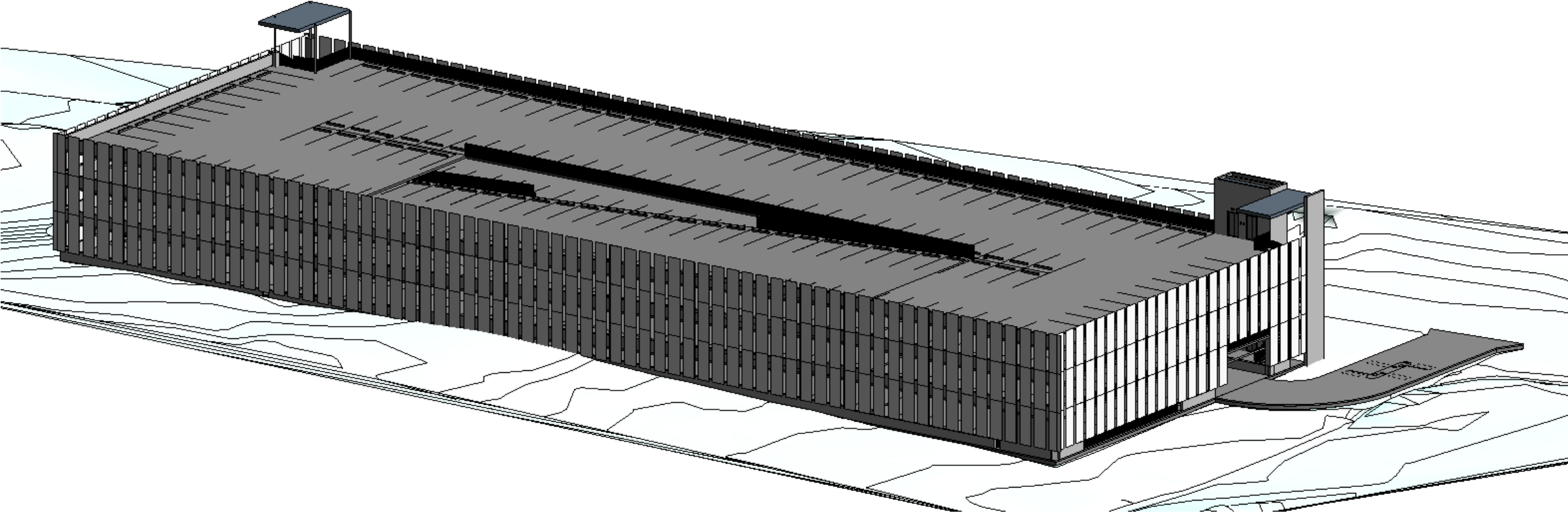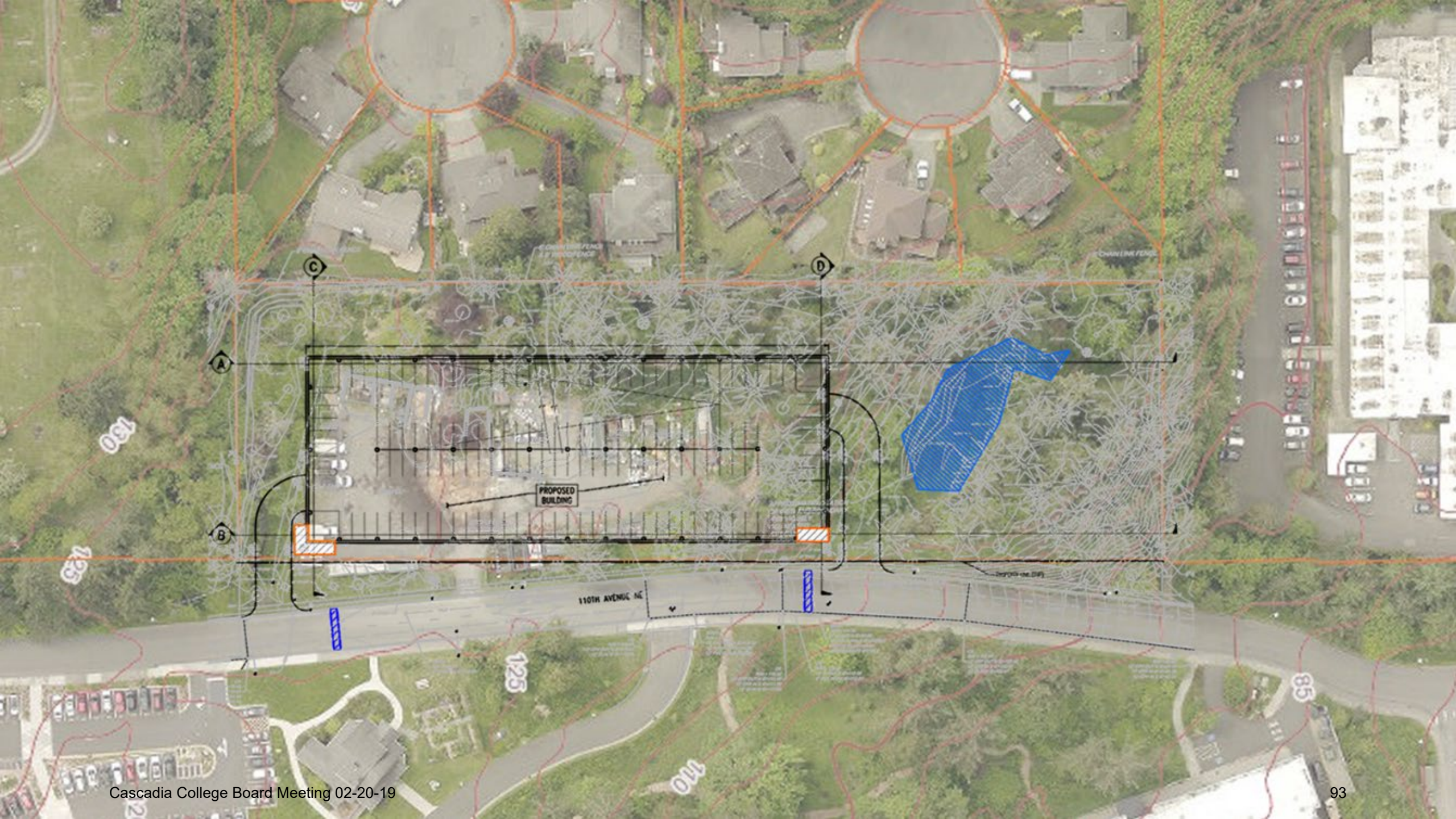
PROPOSED BUILDING

110TH AVENUE NE
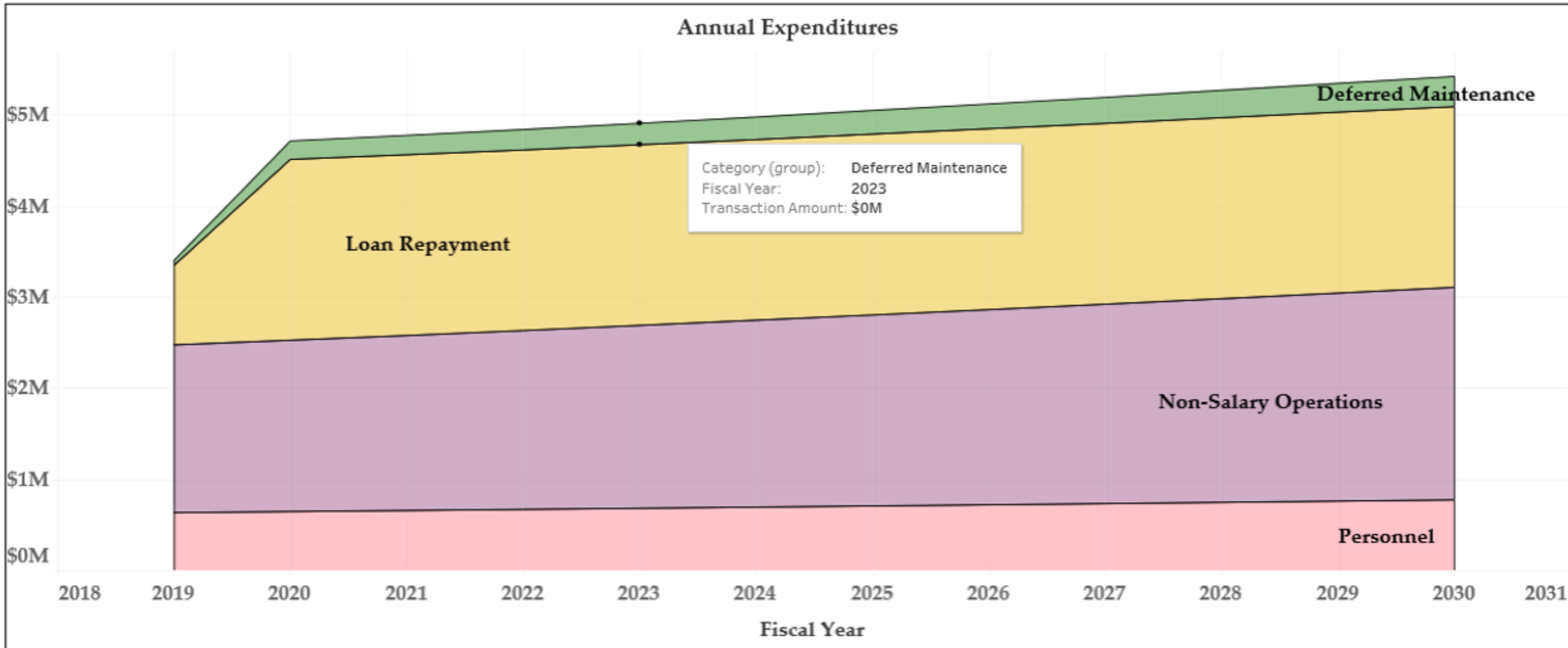
PATINA
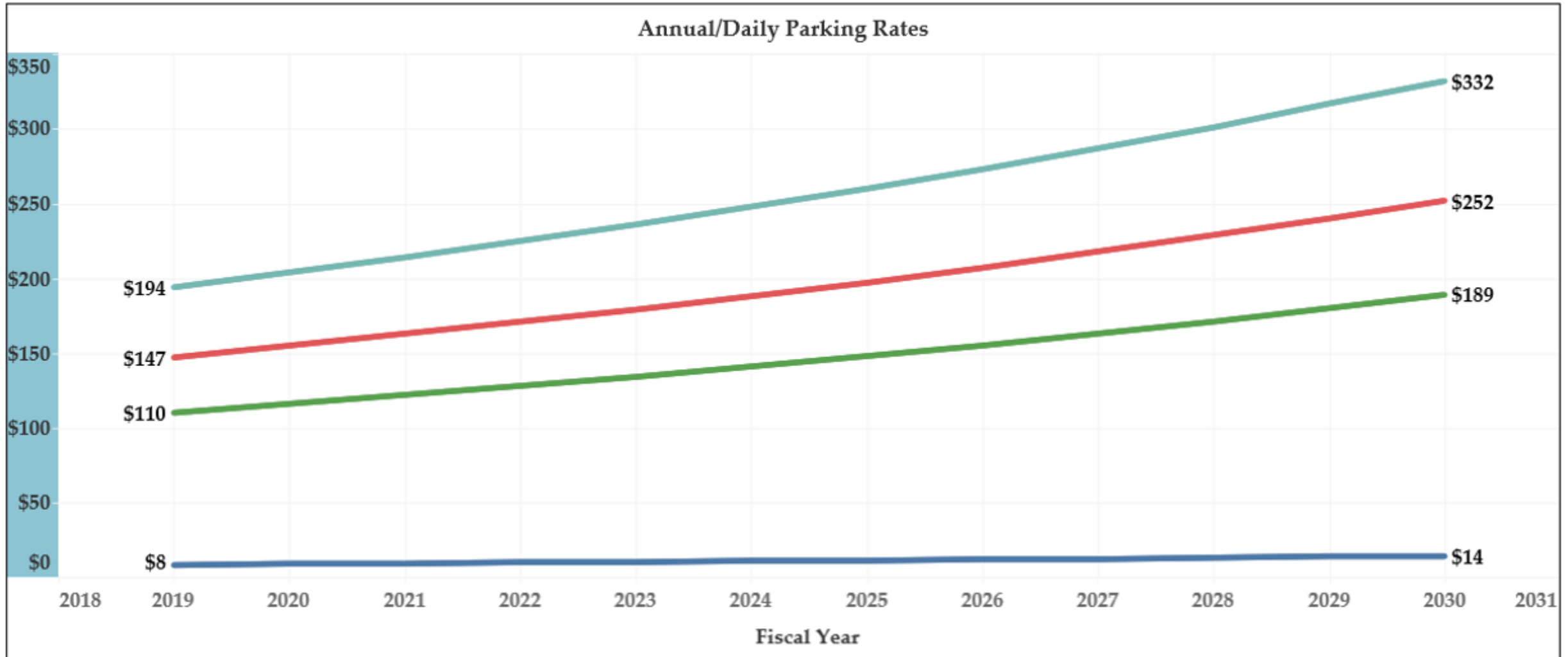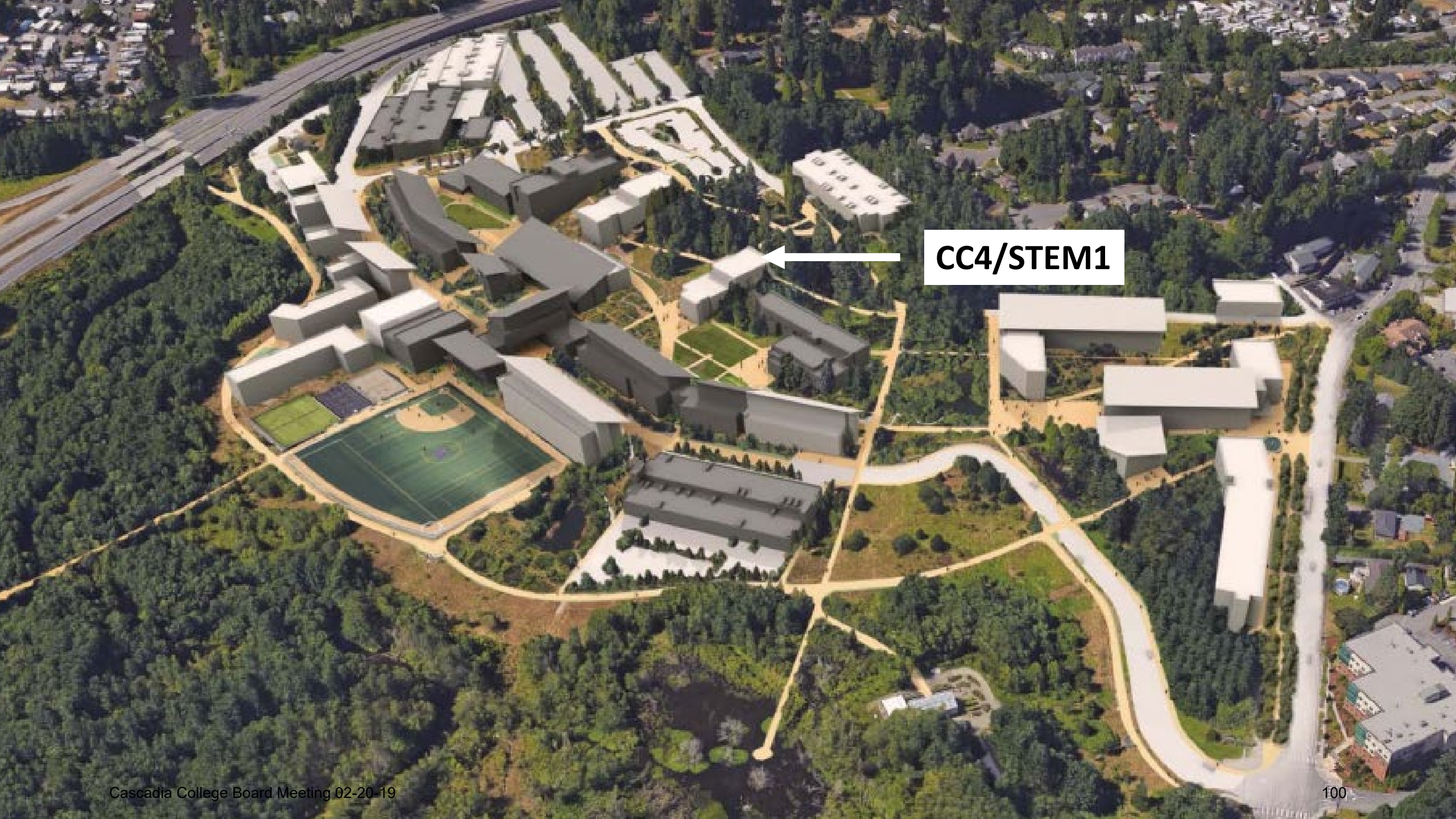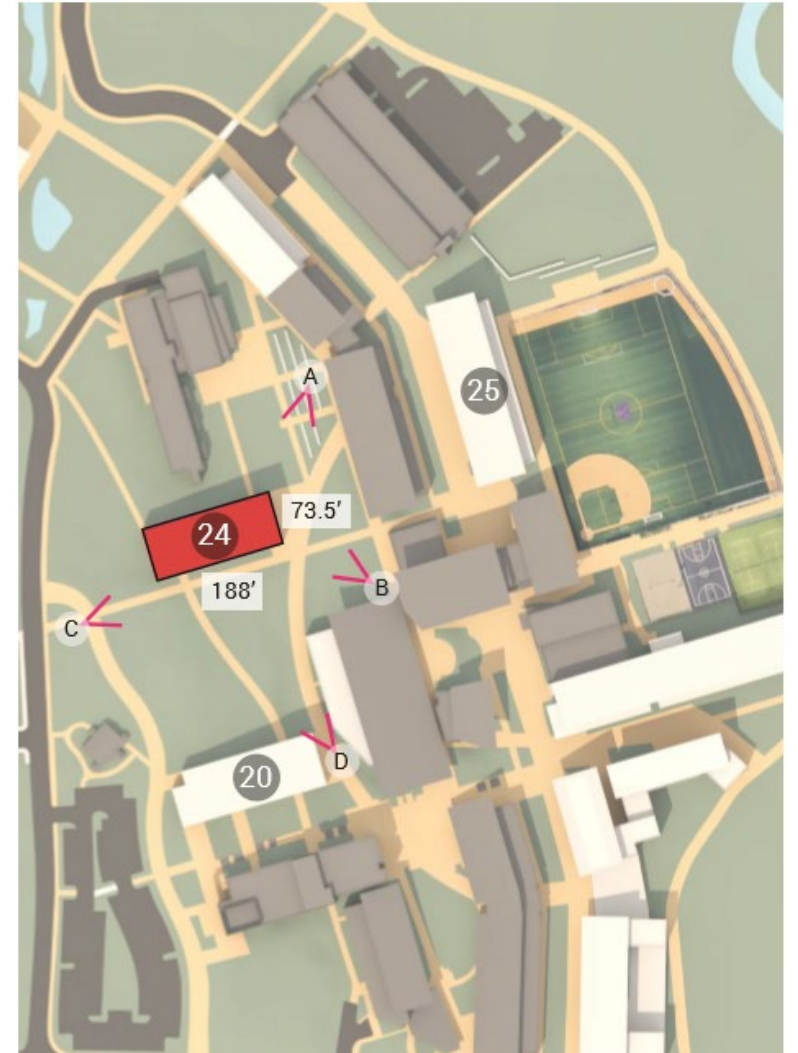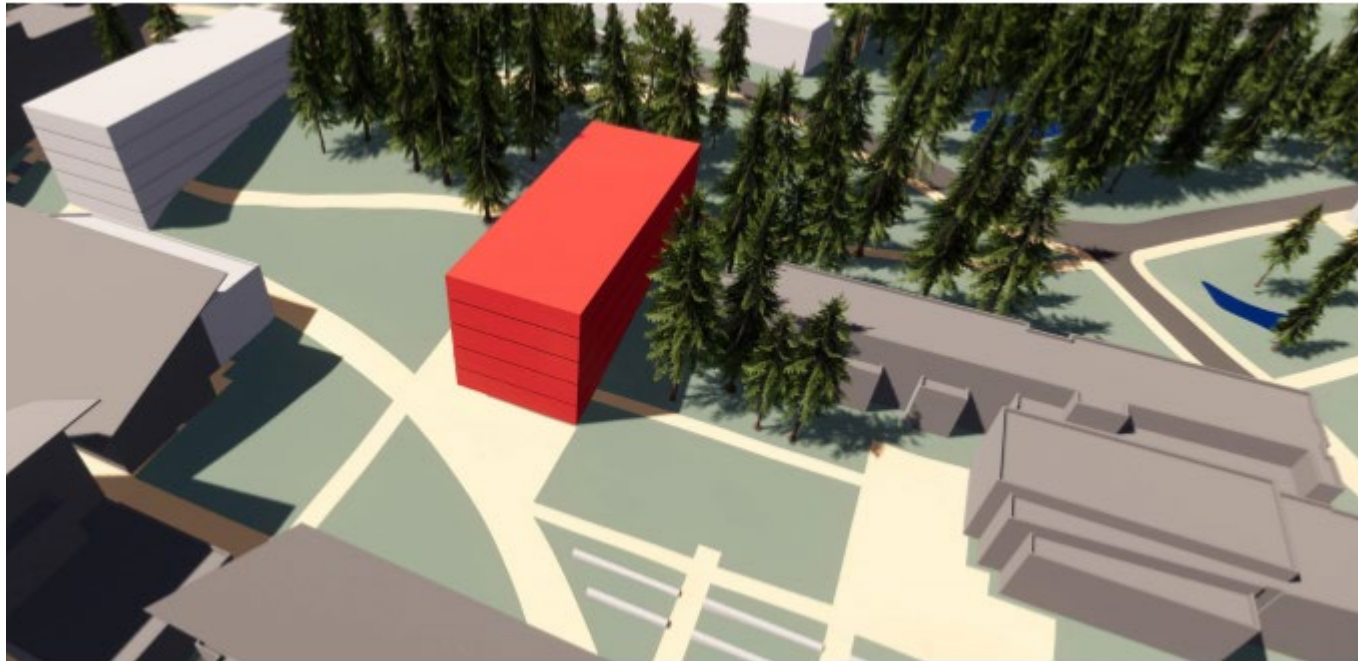
West Garage Financial Implications

Annual **Profit** or **Loss**
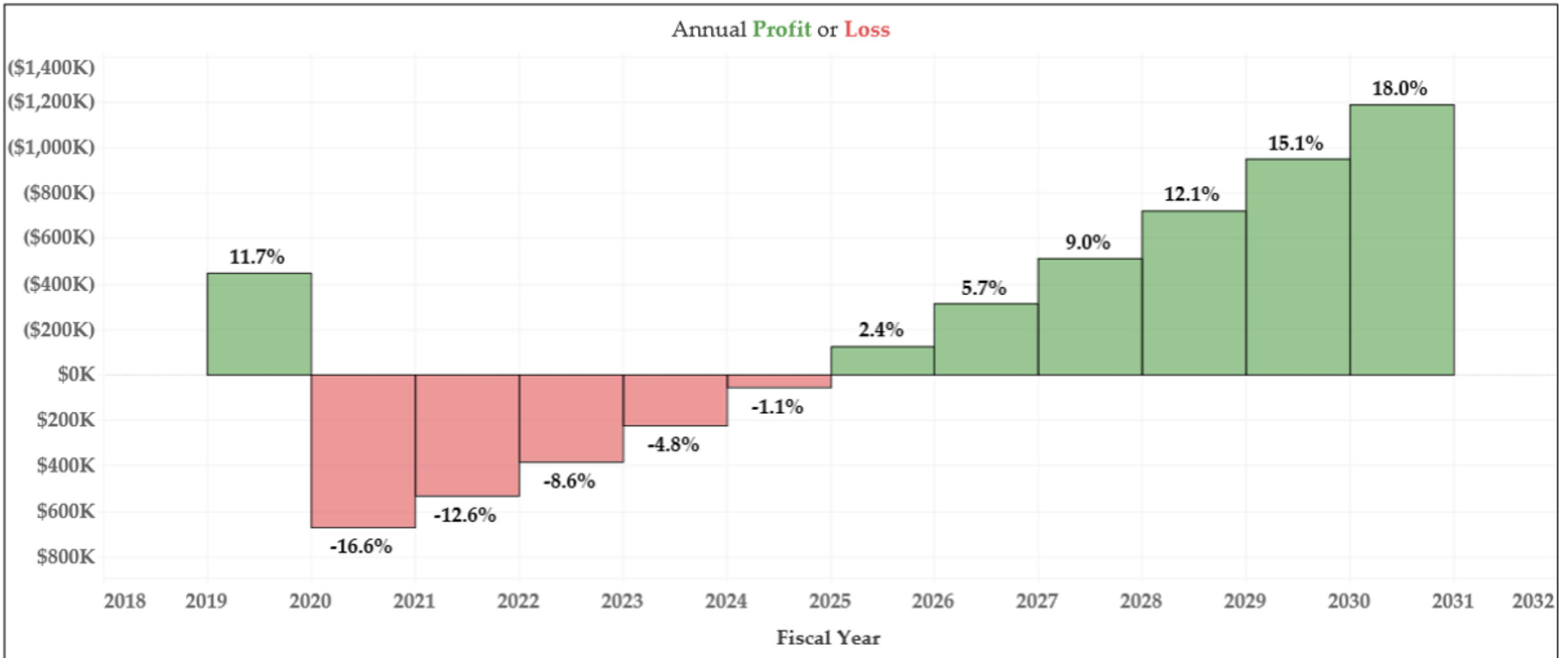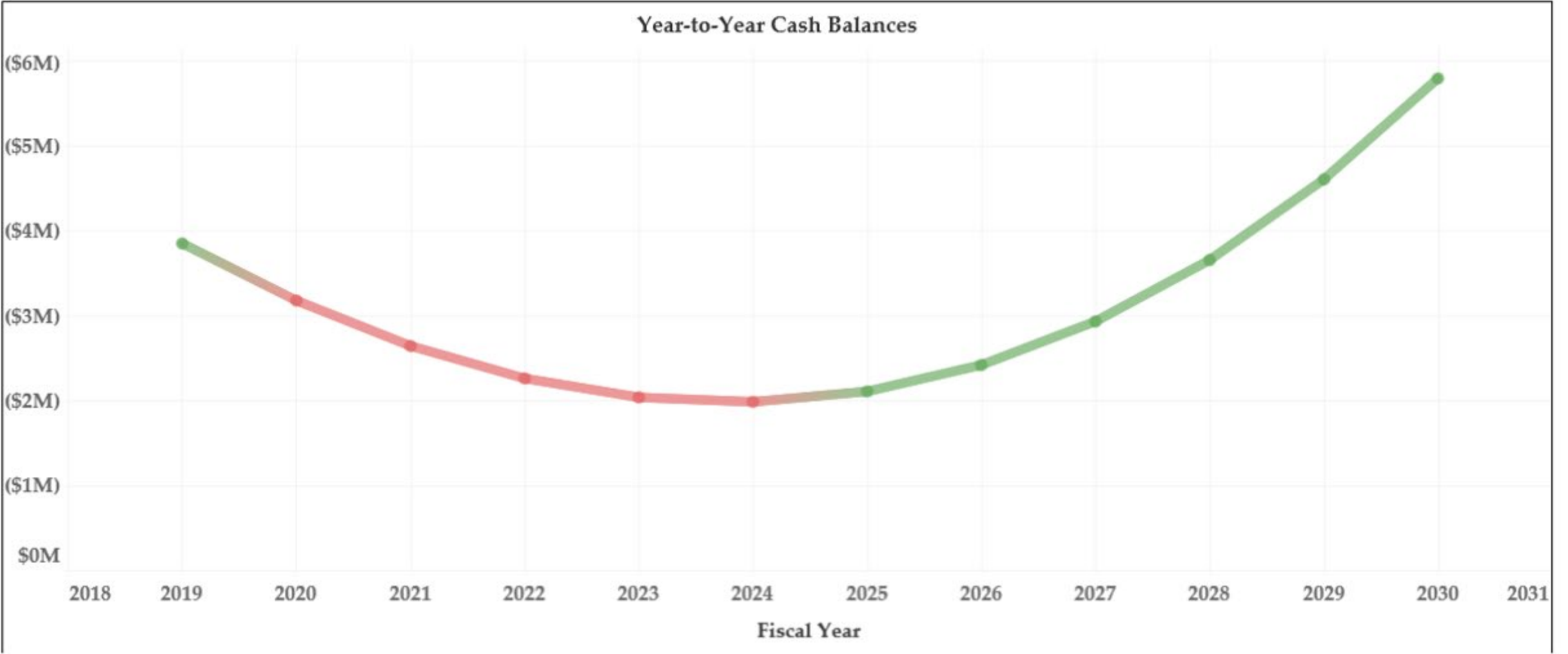
Year-to-Year Cash Balances

West Garage Financial Implications

Annual/Daily Parking Rates

CC4/STEM1

CC4 or . . . .

Max Allow: 65'
62' Above Avg

15'
15'
15'
15'
15'

Avg Grade Plane

73.5'

188'

STEM 1

Max Allow: 65'
61' Above Avg

15'
15'
15'
15'
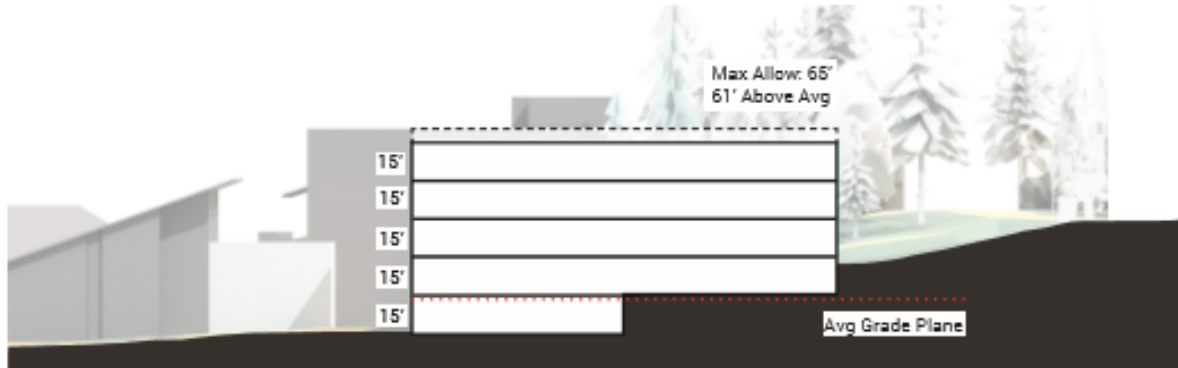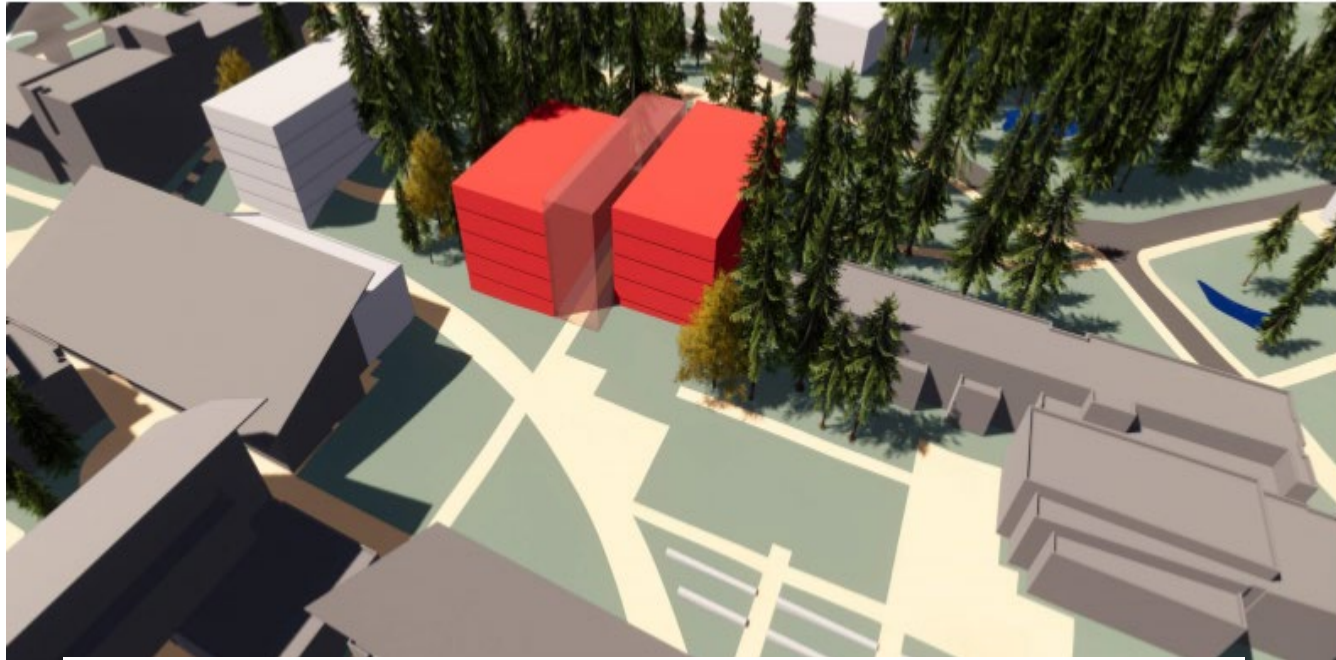15'

Avg Grade Plane

150'
24
183'
B
C
125'
A
25
20
D
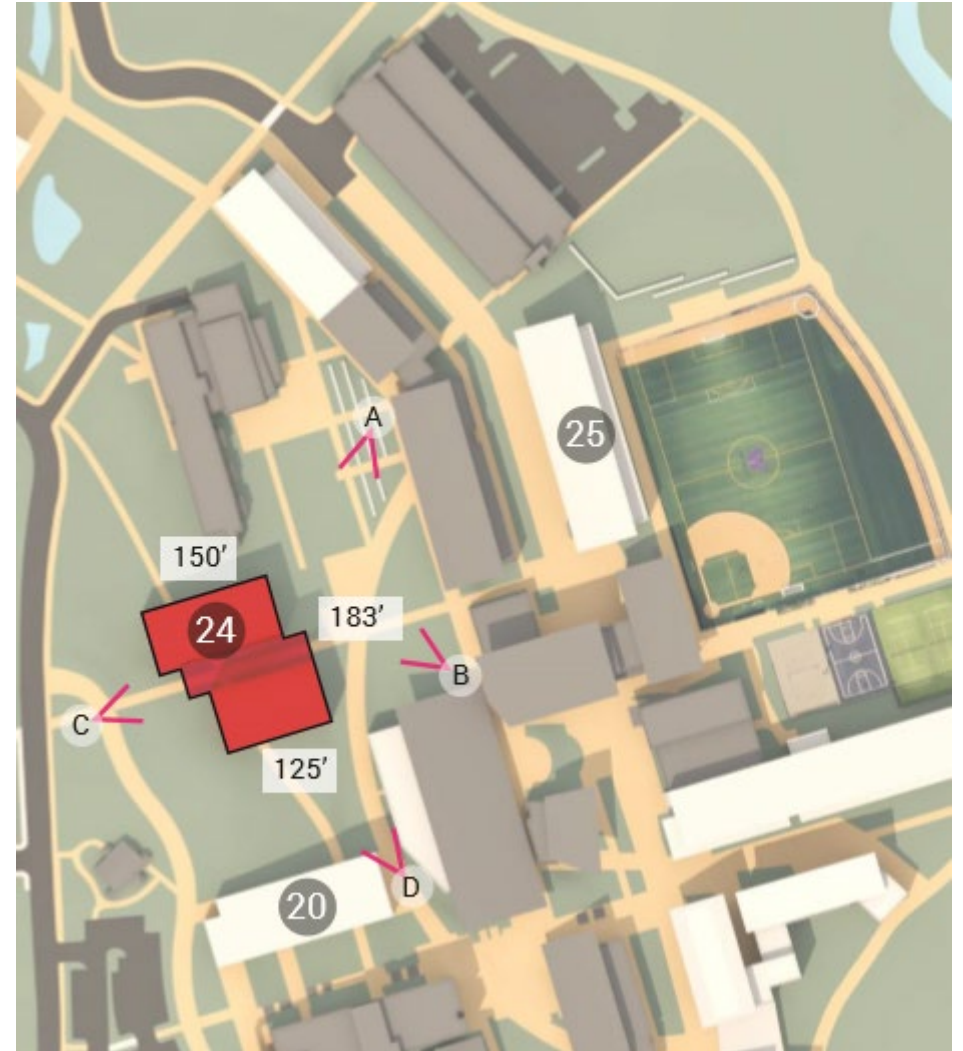
Cascadia Student Government (CSG)

Report to the Board of Trustees

Cascadia College

Meeting Date: February 2019

Cascadia Student Government has continued to stay busy as we are getting towards the middle of the quarter.

On Monday afternoons our Director of Sustainability and Director of Pluralism and Inclusion are tabling at different locations on campus to promote resources available to students from mental health, to taxes and everything in between.

On February 6th our Activities Board (in collaboration with CEB) put on casino night for our students in the ARC and did a fantastic job planning and executing the event. Unfortunately, our Director of PR and Technology has resigned from student government as of February 2nd.

On February 13th our Director of Government Relations joined President Murray in Olympia on advocating for the college and our priorities.

On February 14th our Vice President tabled to show love for Valentine's Day as well as promote safe sexual practices.

We are selecting our S&A budget committee students and are setting their meeting dates.

The Future Leaders Program will be launched and applications are open until February 25th.

Thank you,

Seth Smith, CSG President

Cascadia Community College Federation of Teachers

Local 6191, AFT

Report to the Board of Trustees

Cascadia College

Meeting Date: February 2019

❖ The Faculty are creating proposals for the college budget cycle and working on the annual course schedule for 2019-2020. Special considerations are being made to sequence students successfully through their specific learning pathways and to improve learning and teaching.

❖ The Steering Committee has been reaching out to faculty. We are improving communication and awareness.

Respectfully submitted,

Sharon Saxton - Senior 2 Tenured Founding Faculty

Washington Public Employees Association

UFCW Local 365

Report to the Board of Trustees

Cascadia College

Meeting Date: February 2019

WPEA has two new stewards:

- Cameron Carpenter, IT Tech 2, Information Services
- C.J. DeHaas, IT Tech 2, Information Services

This makes a total of 5 stewards available to support our members. Other stewards include:

- Marah Selves, Student Learning
- Julia William's, Student Success
- Kris Harrell, Science Labs

Thank you,

Marah Selves, Administrative Services Manager