



April 14<sup>th</sup> 2021

Dear Board of Trustees and Campus Community:

I'm not sure if it is the sunshine or the light at the end of the COVID tunnel, but April seems filled with optimism.

Tenure interviews went well last month and I look forward to hearing the Trustees' evaluations in our April executive session. We have also started work on the budget and, as in most years, this will be a last minute dash in May and June to approve our final operating budget and reserve expenditures.

As we work to prepare the budget, it reminds me that ctcLink is still a struggle. The budget module is not yet active, different departments still struggle with programming, and it continues to take an immense amount of work to serve our students. I again commend staff for persevering through this. If there is a bright side, it's that the majority of colleges are getting onto the system and the struggles are state-wide. Hence, we have sympathetic partners and we're all working to help each other.

Lastly, Return-to-Work in fall is taking on momentum. Our class schedule will be published May 1 and this leads to more planning around how many staff should be present each day. We have a few months to iron out the details but the work is being accomplished. Looking forward, I expect that the Trustees and I will meet in-person in early September for our end-of-summer retreat.

Since we met in March here is a list of my campus and community activities:

#### Campus

- ETeam Book Club
- Navigators Council
- Classified Co-Facilitator Meeting
- Monthly Foundation Meetings
- March All Employee Drop-in
- Coffee for 4 with new and classified staff
- Budget Council
- BOT Budget Subcommittee

#### Community / State

- State of Northshore School District
- Bothell Chamber Board Meeting
- OneRedmond Board Meeting
- Joint Legislative Committee Meetings
- Woodinville City Council Meeting
- Kenmore City Council Meeting
- State Board Meeting
- WACTC

#### UWB

- Chancellor & President Monthly Meeting
- Campus Safety Town Hall

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

***From the Executive Director of Equity & Inclusion, John Eklof:***

**E&I Town Hall**

The next E&I Town Hall will be taking place on April 26th. Due to the recent rise in hate crimes targeting people of Asian descent, the Town Hall will focus on providing the critical context surrounding anti-Asian racism and how to be an effective ally and bystander.

**High School Student of Color Conference**

The Northshore High School Student of Color Conference was held on April 7th. There were over 40 students in attendance. Cascadia's E&I and Outreach departments were integral in the planning and execution of the event. Moreover, representatives from the Outreach department were able to field questions from students about attending Cascadia in the fall. As a follow up, the Outreach department will be connecting via email to all conference attendees about additional information regarding Cascadia.

**Equity Advocate**

We have eight employees going through the next round of Equity Advocate training on April 23rd. Once the training is complete Cascadia will have over ten employees in our pool of Equity Advocates which will help hiring committees apply an E&I lens during the entire hiring process.

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

**Professional Technical Education**

Cascadia **student Fabrice Kalvanda** was just awarded \$22,500 for the 2021-22 academic year from the Washington Opportunity Scholarship! Fabrice initially started with Cascadia as an ESL student before transitioning to the Web Application Programming Technology AAS-T degree. Next year he will begin Cascadia's Mobile Application – Bachelor of Applied Science program! Cascadia College / UW Bothell was just certified as a **Bee Campus USA affiliate!** Our campus is the 2nd in the state of Washington, and the first in Western Washington! This certification affirms our campus commitment to supporting pollinators (such as from the gardens and landscape features listed below), managing bee conservation with CCUWBee, and maintaining natural care efforts like our permaculture focus (and being a zero-pesticide campus)!

**Guided Pathways**

Cascadia has received our Guided Pathways work plan form for 2021-22 and will submit our plan to the State Board by May 17<sup>th</sup>. Our four priority areas for next year will be (1) Pathways, Programs of Study, and Program Maps; (2) Scheduling; (3) Placement; and (4) Progress Monitoring.

**Real World Problem Solving**

During winter quarter, students in **Erin Richards'** State and Local Government class had the opportunity to use a curriculum called "Power Civics", developed by the Citizen's Campaign, a national campaign whose mission is to expand the leadership and problem-solving capacity of America by offering colleges, high schools and citizens proven tools for direct participation in government problem solving and citizen leadership. Erin became associated with this group as she served on the selection committee choosing the first round of Citizen Leadership Centers which are community college based, public service programs that combine undergraduate and continuing

education leadership training with the offer of Civic Trustee service in college based Civic Trusts. Those ten centers were announced on April 7th.

For the final project in class, the students were required to identify a problem in their local community that they wanted to solve and then use the strategy given in Power Civics to create an evidence-based proposal to solve the issue. Students identified a run-down gas station in Woodinville, a sidewalk that needs to be built in Snohomish County, and the issue of chronic homeless in Seattle as the problems they wanted to solve, and they were able to present their solutions to a city councilwoman from Woodinville, a Snohomish County Commissioner, and a former city councilman and interim mayor from Seattle. All three groups received incredibly positive feedback from the current and former elected officials; the group who addressed building a sidewalk between two schools in Snohomish county has had their proposal taken up by the Snohomish County public works department, and The Citizen's Campaign has asked for the presentation made by the group who addressed homelessness in Seattle to add it to their national solutions database. All students in the class said after the project that they now feel empowered to participate in local government and make a difference in their community.

### ***From the Vice President for Administrative Services and HR, Martin Logan:***

#### Human Resources/Payroll

The HR Team facilitated the ongoing hiring processes for the Director of Finance and Foundation Development Specialist, both recruitments will continue on as they are "open until filled." Additionally, various Classified and Part-Time Hourly positions were filled with April start dates, including Fiscal Specialist 1 – Accounts Receivable, a PTH Marketing Program Assistant to help with the Cascadia website, and a PTH Fiscal Technician to support the Finance team. Looking ahead, the Director of Information Services (IS) will be posted in early April once the Equity Advocate and Search Committee participants are finalized. We are looking forward to our teams once again being fully staffed!

The Payroll Team, in collaboration with Student Learning, processed 63 Associate Faculty contracts and 23 Moonlight contracts for payment in Spring Quarter. Additionally, Payroll also recently completed this year's annual Spring IPEDS HR Survey.

#### Information Services

Information Services had a busy Winter Quarter! Some highlights:

- Equipment loans are still a popular service for both employees and students, even a year after we moved into mostly remote operations. During the quarter, 53 students and 40 employees requested to borrow equipment from Information Services. Monitors were the big item for employees while students are still primarily borrowing laptops for classwork.
- There were 1,252 new requests for Information Services during the quarter with about a third of those (450) being from students. Students continue to ask a lot of questions about getting logged into their Cascadia Network Accounts and getting assistance with ctcLink (which is also approaching its one year anniversary already!).
- Several projects were completed during the quarter including:
- Creation of new checkout services for monitors (for employees) and "Star Tablets" (for students).
- The replacement of old firewall equipment with new equipment that also allows for redundancy in the campus network infrastructure.
- The replacement of and upgrade of our storage and computer hardware for the campus virtual infrastructure to allow for faster, more secure access to campus resources.

- The implementation of SCCM to replace the more costly endpoint management tool that we had previously been utilizing.
- The replacement of student thin clients in multiple classrooms, the student breakout areas and the Bock Learning Center.

We're looking forward to the completion of some additional large projects in the month of April and in the Spring Quarter.

#### Finance

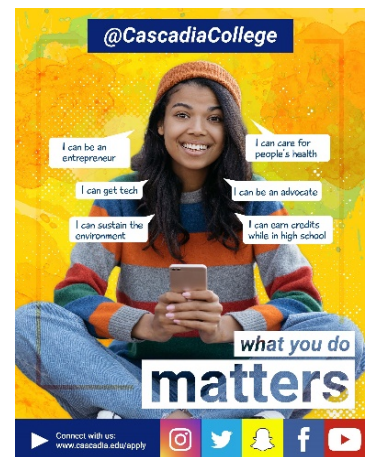
The Finance office is slowly working back up to full staffing, with the hiring of a part-time hourly position and a full time Fiscal Specialist 1. Work also continues on the annual financial statement audit and regular month end process. The team is beginning to prepare for the year end close out as well.

#### ***From the Vice President for External Relations & Planning, Meagan Walker:***

#### Communications/Outreach/Marketing

The team is continuing to promote enrollment through the [What You Do Matters](#) campaign, which is designed to speak to the idealism and social/environmental/political concerns of Cascadia's potential students. Engaging, relatable images and videos promoting relevant programs, services and opportunities were scheduled strategically throughout March utilizing multiple platforms. Through virtual office hours, high school visits and college fairs the outreach team made 85 prospective student contacts.

[Video testimonials of past award recipients](#) were created to encourage current and potential students to apply for Cascadia Foundation Scholarships. Many other cultural and informational events and programs were enthusiastically promoted throughout the month. The design team were also busy with the web site, including a spring quarter welcome banner, several mapping projects, and filling many requests for web maintenance assistance. To help with the growing website workload, the team welcomed Yasmine Shubber, part-time hourly web support.



#### Foundation

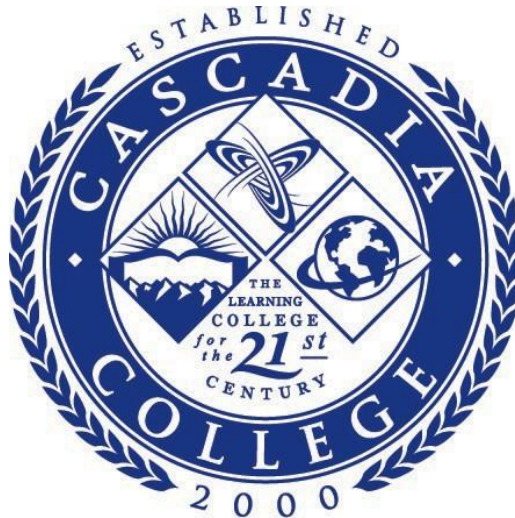
The Board's Stage One strategic plan activities continue to make steady progress. Board activity is increasing and has added yet another Board member. Stephanie Lizza recently joined Evergreen Health as Director of Community Engagement & Legislative Affairs. When she joins in the fall, Stephanie will bring a career of community engagement to the board.

Hiring is underway for a Development Specialist, and review is in process for a potential scholarship management platform to increase access for students and improve program management efficiency. The spring scholarship application phase shifted to the selection phase in March. After extending the deadline, and despite increased promotional efforts, one-third fewer than average submissions were received. Other community colleges in the state also saw declines, suggesting that many students are less inclined to begin planning for next year. Like last year, the pandemic restricts the ability to conduct interviews for this cycle. Committees will instead use a Canvas course to access, review, and score applications. This new model will help assess how selection committee volunteers will transition to an online platform.

### International Programs

In winter, International Student Advisors were grateful to receive Academic Advising training by Cascadia's wonderful team from Student Advising and Support Services readying them to take over these services for all international students this Spring quarter. IP held a virtual new student orientation for three days in late March and welcomed 6 new students.

Respectively submitted,  
Eric



**Board of Trustees Meeting Agenda**  
**Mr. Roy Captain, Chair**  
**Mr. Mike Kelly, Vice Chair**  
**Ms. Janet McDaniel**  
**Dr. Meghan Quint**  
**Dr. Colleen Ponto**

**Regular Meeting**  
**Wednesday, April 21<sup>st</sup> 2021**  
**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**

**Wednesday, April 21<sup>st</sup> 2021  
4:00 p.m.  
ZOOM**

**AGENDA**

**1. Executive Session**

**The Board will meet in a 15 (fifteen) minute Executive Session** to discuss number 2 below and/or any of the issues listed below:

1. to receive and evaluate complaints against a public officer or employee;
- 2. to evaluation 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
6. 34.05 RCW; and/or
7. 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.

**2. CALL TO ORDER (4:15pm)**

**3. CONSENT AGENDA**

- Meeting Agenda
- Minutes from our last meeting – March 17<sup>th</sup>, 2021

**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. NEW EMPLOYEES/PROMOTIONS:**

- Introduction of New Employees/Promotions:
  - None
- Promotions – E-Team members will share staff promotions with the board.
  - None

## **6. INFORMATION ITEMS**

- SBCTC Strategic Plan
- NWCCU Accreditation Recommendation Updates

## **7. DISCUSSION/PRESENTATION ITEMS**

- Faculty Focus: Networking Infrastructure Program
- Cascadia College Foundation Strategic Plan
- Risk Management Matrix
- Strategic Plan Mission Fulfillment Metrics
- Monthly Finance Report: Fiscal Workshop

## **8. RECOMMENDED ACTION ITEMS**

- Lab, Facilities, Technology Replacement Budget (1<sup>st</sup> Read/Action)
- Strategic Plan (2<sup>nd</sup> Read/Action)

## **9. OTHER REPORTS**

- Cascadia Events & Advocacy Board (EAB)
- 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, May 19<sup>th</sup> 2021

*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.*



**Minutes  
Regular Meeting  
Cascadia College Board of Trustees  
March 17<sup>th</sup> 20201**

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

**BOARD OF TRUSTEES**

Chair Roy Captain, Vice Chair Mike Kelly, Janet McDaniel, Dr. Meghan Quint and Dr. Colleen Ponto present.

**EXECUTIVE STAFF**

John Eklof, Dr. Kerry Levett, Marty Logan, Meagan Walker and Dr. Eric Murray present.

Alan Smith (AAG) present.

Lily Allen-Richter (recorder) present.

**AREA REPRESENTATIVES**

CCCFT Representative – David Shapiro, Senior 2 Tenured Founding Faculty present.

Student Representative – Angela Tang EAB Advocacy Chair present.

WPEA Representative – Marah Selves, Administrative Services Manager present.

**AUDIENCE**

Haley Green, Aaron Smith, David Berner, Kim Clark, Becky Riopel, Lyn Eisenhour, Deann Holliday, Erin Blakeney, Mark Collins, Donna Sullivan and Kristina Young

**1. CALL TO ORDER**

Chair Roy Captain called the meeting to order at 5:02 PM

**2. CONSENT AGENDA**

**Chair Roy Captain asked for approval of the consent agenda Trustee Janet McDaniel made a motion to approve the consent agenda and Trustee Vice Chair Mike Kelly seconded the motion. Hearing no objections, the trustees approved the consent agenda.**

**3. PUBLIC COMMENTS**

No public comments for the agenda.

**4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:**

- Aaron Smith, Customer Service Specialist 3 Enrollment Services

**5. INFORMATION ITMES**

**Capital Project Update**

- Meagan Walker and Kim Clark were available to answer any question the Board may have on the provided report.

## 5. INFORMATION ITEMS (continued)

### Capital Project Update (continued)

#### Comments/Questions:

- What opportunities did the pandemic provide?
  - Ease of access for construction to take place.
  - It has presented an interesting topic of pre-design and design of STEM 4. It has allowed us to think a bit different regarding design
- Conceptual illustrations looks really great, everything looks very clean and modern.
- How often would you like to hear updates on STEM 4 and Husky Village? And What kind of details?
  - If a community member asks us, it would be great to know some information, but a bullet point is also
  - It would be nice to see the milestones in one graphic. Visuals are great.
  - High level overview, whatever is easiest for you.
  - Frequency would be quarterly

## 6. DISCUSSION/PRESENTATION ITEMS

### Strategic Plan Overview

- In addition to the PowerPoint and attachments provided by Dr. Kerry Levett, highlights are listed below:
- Mission Statement:
  - We are the community's college. We deliver accessible, equitable and superior educational experiences to inspire every person to achieve their educational and career goals.
- Guiding Principles for our Planning
  - Focus on what matters most for demonstrating mission fulfillment.
  - Accept that planning is a living process: The plan is evolving and will continue to evolve.
  - All of our work is important, not all of our work is strategic.
- Toward Mission Fulfilment
  - Access.
  - Equity.
  - Superior Educational Experiences.
- Our Strategic Plan Components
  - College Outcomes.
  - Planned Work.
  - Strategic Objectives.
  - Intended Results.
- College Outcomes for Mission Fulfillment
  - Increase Student Success.
  - Increase our Diversity.
  - Increase Equity outcomes for our students and employees.
- Next Steps
  - Confirm funding for work to demonstrate resource alignment towards mission fulfillment.
  - Complete our data network, starting with baseline data.
  - Identifying regional and national peers.
  - Codify an annual continuous improvement planning process.

**Trustee Vice Chair Mike Kelly left the Meeting at 5:30pm as planned.**

#### Comments/Questions:

- The Board will take this next month and then in May would be seeking It is a great plan

## 6. DISCUSSION/PRESENTATION ITEMS (continued)

### Finance Workshop, Budget Council

- With our current state of continued mandated funding by the Legislature and multiple rounds of stimulus funding from the federal and local level, we have attempted to capture the various categories of how budget decisions are being made at Cascadia
- Information will be discussed at first budget council meeting, March 30, 2021
- Budget Council Timeline:

DATE	PROCESS	BOT ACTIONS
March 11 through April 16	Develop and Post Campus Budget Requests	Presentation on Reserves & Repair/Replacement Plans <b>APRIL BOT MEETING</b>
	Comment and Feedback Period	
Tuesday, March 30	Budget Council Meeting #1	
Friday, April 16	Budget Requests Due	
Tuesday, May 4	Budget Council Meeting #2 Budget Request Presentation to Budget Council	Review 1) One-Time-Only Purchase Requests, 2) Repair & Replacement Requests, 3) 1st Draft of College Budget <b>MAY BOT MEETING</b>
Wednesday, May 5	Eteam reviews Budget Requests	
Friday, May 28	Budget Council Meeting #3	
Wednesday, May 16		Adoption of Budget by BOT <b>JUNE BOT MEETING</b>

- One time only expenses:
  - Marketing
  - Foundation Staffing
  - Equity & Inclusion
  - Repair and Replacement

### Comments/Questions:

- Onetime expense on growing the equity and inclusion department.
- The Foundation is willing to start this position to help them grow and will be bringing additional information to our meeting next month.

## 7. RECOMMENDED ACTION ITEMS

None

## 8. REPORTS

Cascadia Events & Advocacy Board (EAB): Angela Tang, Advocacy Board Chair was present and doesn't have anything to add to her report.

Cascadia Community College Federation of Teachers (CCCFT): David Shapiro, Tenured Founding Faculty was present and would like to read his letter into the record:

*[Dear Cascadia Board of Trustees and President Murray,*

*I would like to offer some thoughts to the Cascadia BOT, the campus community, and the Washington State Legislature about 2019 House Bill 2158, which appropriated \$20 million dollars for so-called "High Demand" program faculty salaries. The admirable*

## 8. REPORTS (continued)

### Cascadia Community College Federation of Teachers (CCCFT):

*aim of this legislation was to establish, to the extent possible, “salaries that are comparable to industry professionals, and no less than the average salary identified by the college and university professional association for human resources or a similar organization.”*

*Speaking personally, and as a member of the American Federation of Teachers Local 6191—The Cascadia Community College Federation of Teachers—I applaud the Washington State Legislature for a bill to increase faculty salaries, but at the same time, I would like to go on record as stating my unequivocal dismay at and rejection of the way in which this bill has singled out certain disciplines as being more valuable than others and which has resulted in some faculty at Cascadia (and around the state) receiving more money for doing the same job as their colleagues—a clear violation of the basic equitable principle of equal pay for equal work.*

*As a faculty union, we have just completed about a one-year long process of negotiating how Cascadia’s “high demand” funds are to be disbursed, in keeping with the legislative constraints of SB 2158. It is a great credit to Cascadia faculty (both who are eligible and not eligible to receive these funds), that we were able to do so with a minimum of divisiveness among our college community. But this does not mean that faculty—eligible and non-eligible—do not feel pain, frustration, and even anger at the way “high demand” funds have been required to be allocated.*

*The idea that some professions are “worth more” than others and that therefore, educators who teach in those professional areas deserve greater compensation, is not only misguided, patently false, and inconsistent with the day-to-day reality of higher education, it is also hurtful to faculty across the institution, and perhaps most importantly, disrespectful of students studying and learning in those undervalued fields.*

*The issue is particularly poignant as Cascadia, where one of our guiding principles and core values is integrated education. A student pursuing a degree at Cascadia, in whatever field of study they have chosen, will take classes in STEM fields as well as in the Humanities, Arts, and the Social Sciences. In many cases, they will take these classes together, in “Learning Communities” that combine STEM and non-STEM disciplines.*

*Therefore, to somehow contend that the STEM teaching component of this integrated education experience is “higher demand” than the learning which takes place via literature, philosophy, political science, history, sociology, fine art, foreign language, communication studies, psychology, and other non-STEM fields makes no sense whatsoever; to be honest, it’s entirely ludicrous.*

*A student who graduates with a degree from Cascadia has had the benefit of a holistic approach to learning, one which results in a well-rounded education, not just in technical skills, but in what it means to be a well-rounded human being in the complex society in which we live. And that entails a comprehensive curriculum that includes and equally values all the fields of study it comprises.*

*Additionally, there are practical considerations that make the allocation of funds specified by SB 2158 deeply problematic.*

*Most importantly, the effect of the bill will have consequences contrary to its main goal, which is to retain faculty.*

## 8. REPORTS (continued)

### Cascadia Community College Federation of Teachers (CCCFT):

*To begin with, it's unlikely that the amount of money that the bill allocates to faculty in the "high demand" fields will, in fact, be sufficient to retain those faculty should they be looking outside of higher education for employment. Case in point: at Cascadia, eligible fulltime faculty will be receiving something on the order of a maximum of \$8000 additional compensation. Certainly nothing to sneeze at, but not nearly enough to make up the difference between what, for example, a college Information Technology teacher earns and what that same Information Technology teacher, should they go to work as a Systems Analyst at Amazon would earn. In fact, there's an argument to make that the entire \$300K dollars that Cascadia received from SB 2158 should be given to just one faculty member in Information Technology; then, they, at least, would be making a comparable salary to their peers in industry.*

*Consequently, if more money is supposed to be the main reason that a faculty member in one of the eligible fields isn't leaving higher education to go work in industry, then the additional salary that faculty member will receive as a result of SB 2158 will be woefully inadequate to keep them.*

*Further, SB 2158 will almost certainly result in faculty who are not eligible to receive funds leaving higher education. The bill not only fails to retain these faculty, it will drive them to find jobs outside academia, jobs that will pay them, contrary to the assumptions of SB 2158, significantly higher salaries than they earn as college teachers.*

*Point being: the reason that faculty in higher education have gone into higher education isn't primarily money; it's the passion for our subject matter and for sharing this subject matter with students in ways that enhance their lives as learners. Compensation matters, of course, but it matters above all for the message it communicates. And if that message is that some disciplines matter less than others, the effect is deeply damaging to the entire project of higher education, for faculty and students alike.*

*Finally, it's important to note that the funding model embedded in SB 2158 is consistent with a broader devaluation of the Humanities, Social Sciences, and the Arts, in general, which is demoralizing and dehumanizing for any number of reasons. Perhaps above all is that the great technical achievements made possible through the STEM disciplines—for example, telecommunications, vaccines, space travel—are empty without the humanizing collaboration of their non-technical counterparts.*

*As my own STEM colleague, Dr. Chris Byrne, asked so insightfully, "What good is building communication devices if we don't know how to communicate? What's the point of medical breakthroughs if we don't understand how to live a life worth living? Why explore distant planets if we aren't able to create a just and equitable society here on planet Earth?"*

*We must find a way to equally value all academic disciplines because we are all part of a greater good, each of us contributing in our own vital way.*

*Consistent with this is a much smaller, but perhaps more practical point. Leaders of the very industries considered "high demand" by SB 2158—notably computer science and medical technology, seen as the ongoing economic drivers of our region—consistently say that what they are really looking for in new graduates are so-called "soft skills," the very sort of collaborative, critical thinking, and creative mindset fostered*

## 8. REPORTS (continued)

### Cascadia Community College Federation of Teachers (CCCFT):

*best by the study of the disciplines not eligible for HB 2158 funding. The irony here would be humorous were it not so devastating.*

*With all of this in mind, I would like to conclude by saying, that as a founding faculty, a union member, in my role as President of the Cascadia Community College Federation of Teachers, as a citizen of the state of Washington, as a professional educator with over two decades of teaching in higher education, a philosopher, a humanist, and someone who cares deeply about my colleagues and above all the students whom we serve, I appeal to the Washington State Legislature as a whole, and especially the legislators who sponsored and supported SB 2158, as well as our College President Eric Murray and our Cascadia Board of Trustees for whatever influence you may have, to please reconsider the constraints on the allocation of SB 2158 "high demand funds" going forward.*

*Should the monies in 2019 SB 2158 be continuing beyond fiscal year 2020-21, I implore you, with all my heart, to remove the current constraints and make this funding available to all faculty, in all disciplines. For the good of students, faculty, and higher education as a whole, it's the only fair, equitable, practical, and human course to take.*

*Thank you,*

*David A. Shapiro*

*Founding Faculty, Philosophy, Cascadia College*

*President, Cascadia Community College Federation of Teachers]*

Chair Roy Captain also wanted to comment and thank Dave Shapiro for submitting his additional letter with his report. Chair Roy Captain would like to urge President Eric Murray to make appropriate change as needed to help with issues that may come up similar to this in the future.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Marah Selves, Administrative Services Manager was present and commented that they had a positive outcome regarding suspended operations with the administration.

### Chair and Individual Board Members Reports:

Nothing to report.

### President's Report:

- Great Tenure review process
- Fall Planning has been intense. Trying to make a decision 6 months ahead without having all the information is tough.
- One thing I have decided is once the schedule is set, we are sticking to it. We can add courses if needed, but we need to allow
- We need to start moving to in person meetings. We have enough stimulus funding to help cover us.

## 9. OTHER BUSINESS/ANNOUNCEMENT

None

## 10. MEETING ADJOURNMENT

Chair Roy Captain adjourned the regular meeting at 6:08 PM

## 11. Minutes Approved and Adopted on March 17<sup>th</sup>, 2021

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Roy Captain, Board Chair

Attest:

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Dr. Eric Murray, President  
Bdminutes031721

## **Cascadia College Board of Trustees**

### **Information Items**

**Subject:** SBCTC Strategic Plan

**Justification:**

It is important for the Trustees to know about the Strategic Plan of the system's governing board.

**Background:**

The state's community and technical colleges belong to a branch of state government led by the State Board for Community and Technical Colleges. Like the local Board of Trustees, the State Board is appointed by the Governor and has certain realms of established oversight. Those realms include establishing policy and goals for the system.

The SBCTC has published its next Strategic Plan. The college presidents have been systematically learning about the Strategic Plan so as to understand the individual college's role in the implementation of the plan.

Included are three documents:

- A one page overview of the plan's Goals and Strategies
- The official public Strategic Plan
- The internal SBCTC chart of action items associated with each strategy.

There is an expectation that each local college will embrace the goals and strategies and weave them into local strategic planning. Cascadia has done this well and kept the SBCTC's plan in mind during the entire strategic plan development process.

Note that equity issues are among the most frequent and highest of priority for the SBCTC.



## SBCTC GOALS

- 1. Achieve educational equity for students who are historically underrepresented in higher education.**  
Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian. Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.
- 2. Improve completion rates** for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships.
- 3. Increase access and retention among populations who can benefit the most** from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.

## SBCTC STRATEGIES

**Strategy 1:** Implement actions, policies and investments that produce equitable outcomes.

**Strategy 2:** Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

**Strategy 3:** Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.

**Strategy 4:** Strengthen advocacy and community partnerships.

**Strategy 5:** Improve the college system's long-term financial sustainability and infrastructure.



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

2020-2030

# STRATEGIC PLAN



# INTRODUCTION

Washington's community and technical colleges were designed around a remarkable idea: that education past high school should be available to everyone, regardless of their economic or academic backgrounds. Today, this vision is more important than ever. A high school diploma for most is no longer enough to earn a good living and lead a comfortable life. People need education past high school just to get started in a well-paying job, and continuous skill-building to keep up and get ahead. At the same time, employers need skilled workers to stay competitive and thrive. However, however, only 56 percent of adults in Washington have a certificate or degree past high school.<sup>1</sup>

In 2013, the Washington Student Achievement Council issued a Roadmap Report to increase educational attainment in Washington.<sup>2</sup> In 2014, Gov. Inslee signed legislation endorsing the goals proposed in that report.<sup>3</sup> The two educational attainment goals are:

- All adults ages 25-44 will have a high school diploma or equivalent, and
- 70 percent of adults ages 25-44 will have a postsecondary credential.

The call to increase educational attainment in Washington became more urgent in 2016, when the Washington Roundtable issued a report that found that most of the 740,000 job openings in the coming years will require education past high school. The Washington Roundtable set a goal that by 2030, 70 percent of Washington students will earn a postsecondary credential by the age of 26.<sup>4</sup>

Washington's community and technical colleges are central to meeting the state's education goals because we serve as a nexus between high school, higher education and the workforce.

Each year, about 363,000 students come to our colleges to find the educational path that's right for them — whether it's to train for a career, learn a skilled trade, earn an industry certificate or apprenticeship, or transfer to a university.<sup>5</sup> We train healthcare workers, IT technicians, welders, construction workers, engineering technicians, nurses and educators. Thirty-nine percent of graduates from Washington's public universities start at a community or technical college.<sup>6</sup>

However, we have more work to do.

As Washington's largest system of public higher education, community and technical colleges need to improve completion rates so our students reach their personal goals and our state reaches its goals for a skilled and educated citizenry.





This strategic plan establishes three goals for our system:

1. Achieve educational equity for students historically underrepresented in higher education.
2. Improve completion rates for all students across all types of programs.
3. Increase enrollment and retention among populations who can benefit the most from college access.

Measurable outcomes will be reported every year to drive improvements throughout our college system.

This strategic plan emerged from a collaborative process that included students, presidents, trustees, educators and business leaders. We thank them for their vision.

**State Board for Community and Technical Colleges**

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Jan Yoshiwara, executive director,  
State Board for Community and  
Technical Colleges

# OUR VISION

This strategic plan aligns with a vision statement approved by the Washington State Board for Community and Technical Colleges in June 2019:

***“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”***

The vision statement reflects the diverse nature of our students, who represent all ages, backgrounds, incomes, races and ethnicities. They work, raise families, pay bills and care for their loved ones. In any given class, a student can be sitting side-by-side with a 16-year-old Running Start student, a worker who is training for a new career, and a 50-year-old veteran. How well we serve these students will shape the future of our state’s families, communities and businesses.

Our goal in this strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. This is both a moral and practical imperative. People who earn a college credential tend to earn higher incomes, participate more fully in their communities, and reap the benefits of a thriving economy. However, SBCTC research shows our colleges are producing white graduates at a higher rate than graduates of color.

Additionally, both the Washington Student Achievement Council and the Washington Roundtable warn that reaching state education goals will be impossible without closing equity gaps. As our state becomes more diverse, equity gaps will hold more people back and impede progress toward our state’s educational goals.

As the doorway to college first-generation college students and students of color — 47 percent of our students are students of color compared to 32 percent of the general population — community and technical colleges face an urgent need to close equity gaps.<sup>7</sup>





# OUR GOALS

This strategic plan calls upon our community and technical college system to achieve three goals:

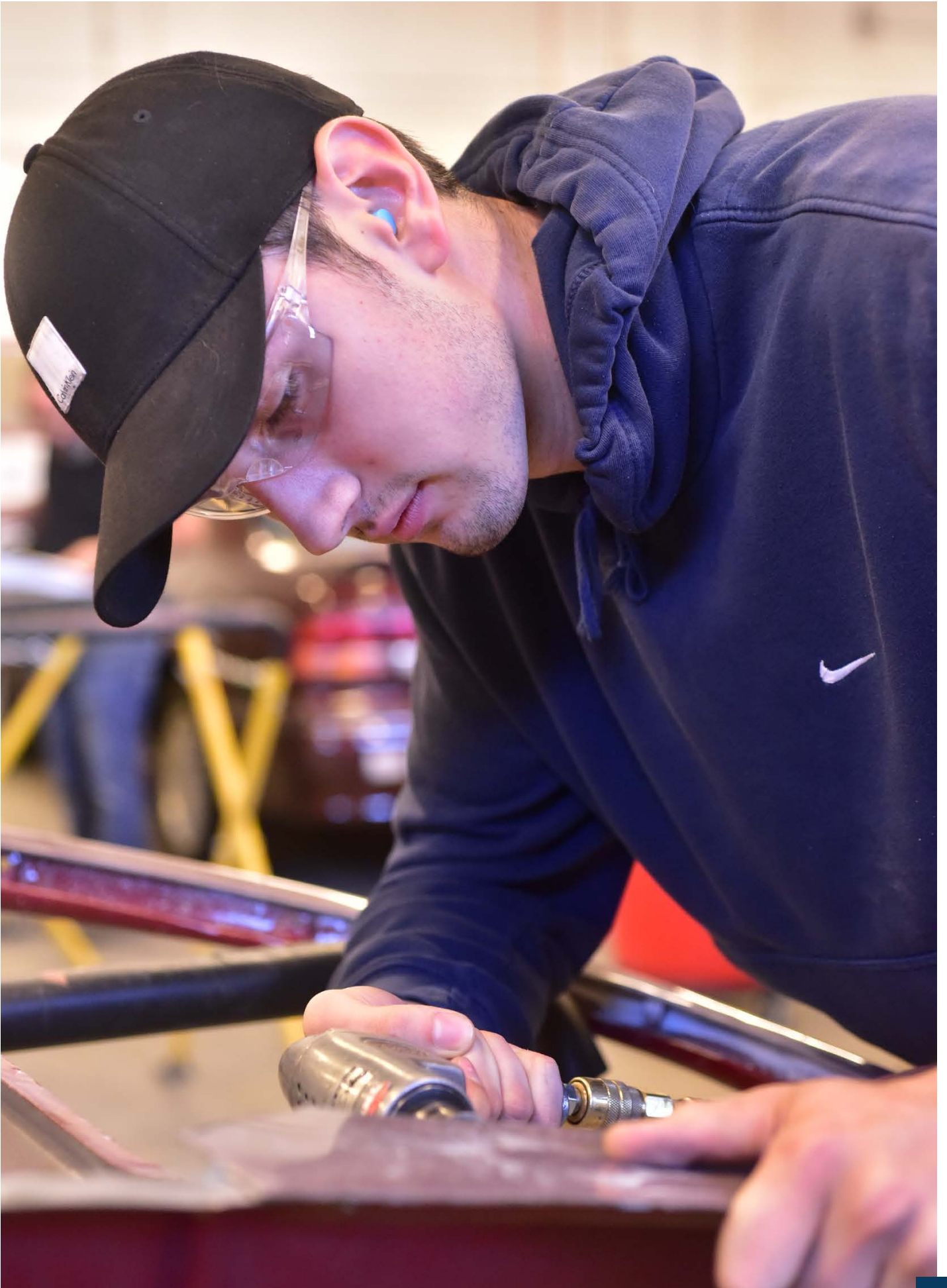
**1. Achieve educational equity for students who are historically underrepresented in higher education.**

- Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian.
- Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.

**2. Improve completion rates** for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships.

**3. Increase access and retention among populations who can benefit the most** from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.







# OUR STRATEGIES

The following strategies will advance the three goals previously outlined.

## **Strategy 1: Implement actions, policies and investments that produce equitable outcomes.**

- Using the new vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system.
- Develop a ladder of professional development opportunities that lead to leadership positions. Cultivate future, equity-minded leaders with faculty and staff at all levels, from frontline staff to aspiring mid- and senior-level college administrators.
- Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction.
- Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system.
- Implement accessible technology for students, faculty and staff.

## **Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.**

Guided Pathways involves fundamentally redesigning the college experience for all students — from advising and support services to course sequencing and program maps. Advisers help students choose a path, stay on the path and get a degree or certificate. This work is especially important for students of color, low-income students, and those who are the first in their families to go to college. Guided Pathways is a way to make sure that students who enter our college system receive the proper supports that guide them, in a structured manner, through to completion.

- Develop new partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap.
- Ensure that every career pathway — health care, for example — reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor's degrees and apprenticeships. This enables students to see the broad horizon of professional opportunities in the field and how credentials align with certain careers.
- Embed equity strategies throughout the implementation of Guided Pathways.
- Expand technical assistance to colleges on Guided Pathways.
- Expand partnerships with private foundations and research organizations to scale Guided Pathways across all 34 colleges and evaluate outcomes.
- Identify accountability metrics for college implementation focused on increasing student completions across student demographics.

Career Launch is part of Governor Inslee’s Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies.

- Increase the number of students who engage in work-based learning as part of their college program.
- Expand technical assistance to colleges implementing Career Launch programs.
- Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skill gaps.

**Strategy 3: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.**

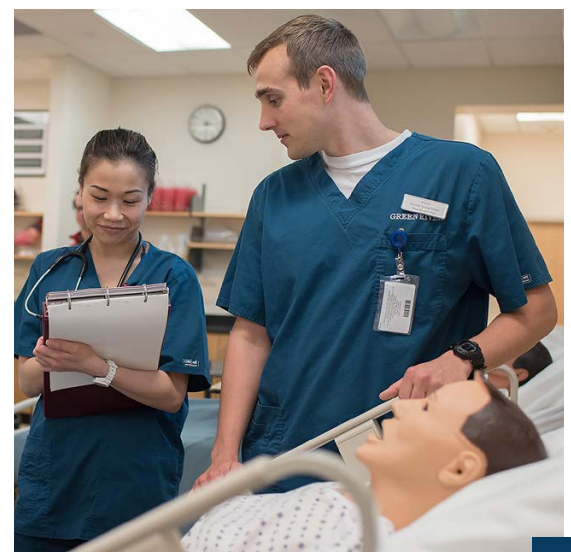
- Implement the college system’s strategic enrollment plan.
- Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs.
- Help more low-income Washingtonians — those straight out of high school as well as low-wage working adults — complete financial aid applications for the new Washington College Grant.
- Transition more basic skills students into college-level programs, with full and strategic use of state and federal financial aid.

**Strategy 4: Strengthen advocacy and community partnerships.**

- Hold the 2019 vision statement at the core of the college system’s advocacy work.
- Continue to build upon, and implement, the system’s strategic advocacy and messaging plan.
- Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders.
- Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities. These connections will help ensure we respond to the emerging needs of our students and the employers who hire them.
- Build and strengthen relations with other government agencies, the Legislature, and the Governor’s Office.

**Strategy 5: Improve the college system’s long-term financial sustainability and infrastructure.**

- Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.
- Identify funding strategies and potential fund sources to do bigger and better things for our students and the economy, including expanding programs and services and providing competitive compensation.
- Establish financial health and stability indicators and recommend professional development for new college leaders.



# ACCOUNTABILITY

This strategic plan establishes aspirational goals, metrics and targets through the year 2030.

## Metrics

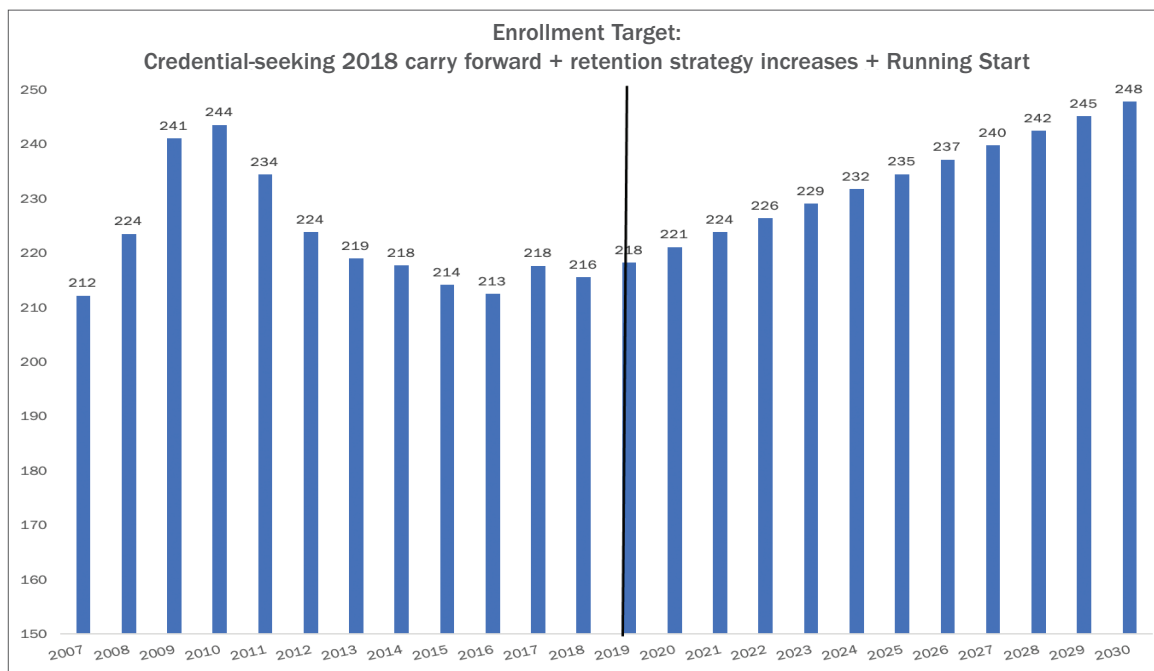
To track progress toward the college system’s goals of achieving equity, improving completion rates and increasing access, the State Board will regularly examine the following metrics.

- Access — the number of students enrolled in community and technical colleges.
- Intermediate outcomes — shorter-term metrics nationally known to propel students toward program completion:
  - Completion of college-level English and college-level math in the first year of college.
  - Retention rates from first to second term and first year to second year of enrollment.
- Completions of associate and applied bachelor’s degrees, certificates, apprenticeship and successful transfer to a university.
- All metrics are disaggregated by student demographics including race and income.

These metrics are based upon recommendations to the Workforce Education Investment Oversight Board for tracking the impact of new state investments in higher education. These metrics are also consistent with those used for the college system’s Guided Pathways data dashboard and in the college system’s performance funding system, the Student Achievement Initiative.

## Goals and targets

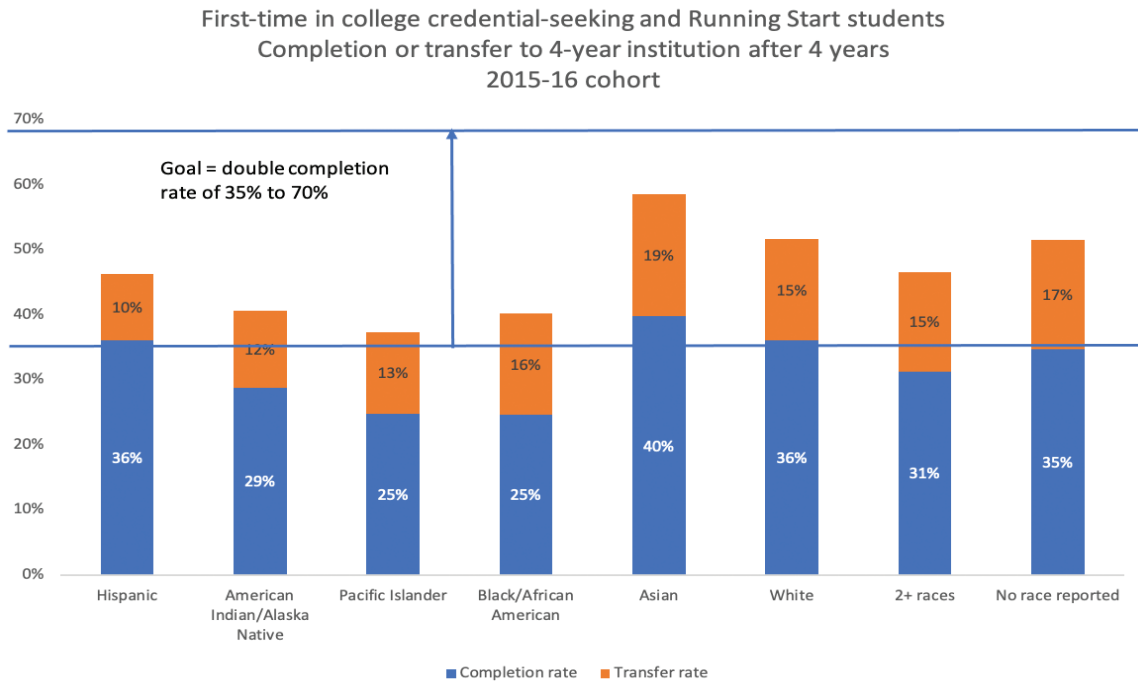
**Increase access and retention among populations who can benefit the most from college access: young adults, working adults, low-income people, people of color, immigrants and single parents.**



Enrollment projection/target: Credential-seeking headcount 2018 carry forward + Running Start linear forecast + retention (in thousands)

- Projections of credential-seeking students hold constant at 2018 enrollment levels, PLUS
- Simple linear forecast of 2012 to 2018 to estimate increases in Running Start, PLUS
- 500 more students per year from an assumed increased retention rate of 1% per year for new students from the previous year

**Double completion rates and achieve educational equity for students who are historically underrepresented in higher education.**



Source: Policy Research Common Reporting (FTEC dataset): first-time ever in college or new to institution, first-time Running Start

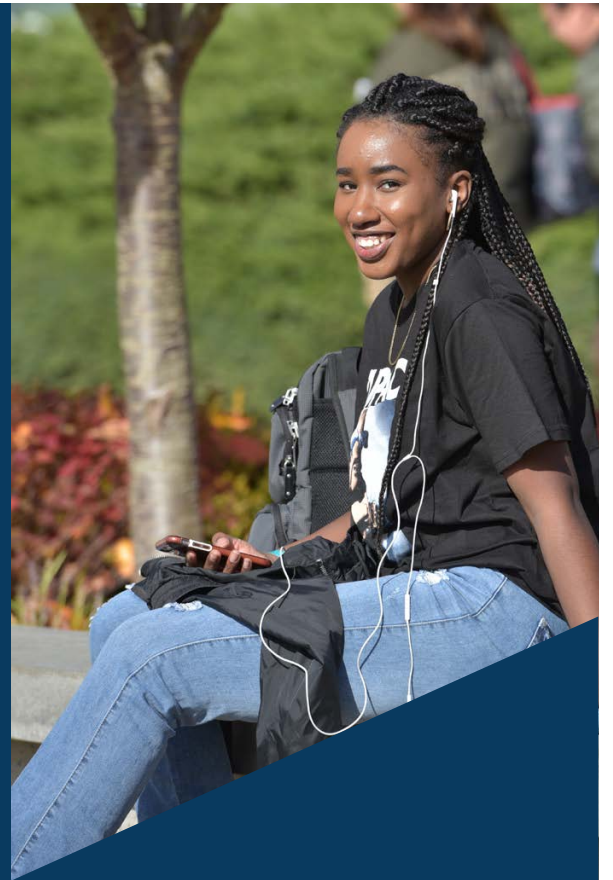
**Factors considered in the goals and targets**

The goals and targets expressed in this strategic plan consider the following factors:

- State and business community goals to close gaps between education attainment and the needs of the state’s economy by 2030.
- The goals and targets are stretch goals, aspirational but achievable if the actions in this strategic plan are implemented.
- All students who contribute to achieving the state’s educational attainment goals are included in the metrics.
- Annual targets are not straight-line projections to the 2030 goals but calculated to increase gains as the Guided Pathways and Career Launch efforts gather momentum.
- Completions are expected to rise faster than enrollments, consistent with the recommendations of the Strategic Enrollment Task Force.
- Enrollments must increase for all demographic groups, but completions must improve faster for underrepresented students of color to achieve the targets.

**Endnotes**

- 1 Washington Student Achievement Council dashboard: *Statewide Attainment Goals Set the Course*. Retrieved from [wsac.wa.gov/roadmap/attainment](http://wsac.wa.gov/roadmap/attainment). Data from 2017, the most recent year available at the time this publication went to press.
- 2 Washington Student Achievement Council. (2013). *The Roadmap: A Plan to Increase Educational Attainment in Washington*.
- 3 Washington State Legislature Engrossed Substitute House Bill 2626.
- 4 Washington Roundtable and The Boston Consulting Group. (2016). *Washington Kids 4 Washington Jobs*.
- 5 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year*.
- 6 State Board for Community and Technical Colleges (2018). *The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor’s Degree Institutions — Class of 2016*.
- 7 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year and Office of Financial Management Estimates of April 1 Population by Age, Sex, Race and Hispanic Origin*.



**COMMUNITY AND  
TECHNICAL COLLEGES**  
*Washington State Board*

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Washington's community and technical colleges comply with all federal and state rules and regulations and do not discriminate on the basis of race, color, creed, religion, national origin, age, sex, sexual orientation, marital status, disability, or status as a veteran or Vietnam-era veteran.

Published April 2020

SBCTC Strategic Plan Implementation Plan

	Timelines	Actions	Outcomes/Metrics
<p><b>Strategy 1:</b> Implement actions, policies and investments that produce equitable outcomes.</p> <p><b>Board Presentation:</b> February 2020</p> <p><b>Staff lead:</b> Ha Nguyen</p>	<p><b>ACT Conferences:</b> Winter and Spring 2021</p>	<p><b>Using the new system vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system.</b></p>	<p>Increased awareness and understanding of system vision across higher level leadership roles; increased levels of engagement, advocacy, and support for equity efforts; increased retention rates for BIPOC presidents, faculty and staff</p>
	<p><b>WACTC Presidents Academy:</b> Fall 2020</p>	<p><i>Work with WACTC and ACT Equity Committees to implement professional development for trustees and presidents.</i></p>	<p>Participation levels in equity focused professional development activities and workshops.</p>
	<p><b>Board Presentation:</b> February 2021</p>	<p><i>Work with diversity and equity officers across the 2-year and 4-year sectors to build collaborative equity efforts.</i></p> <p><i>Collaborate with the Social Justice Leadership Institute, and Faculty of Color and Administrators of Color mentoring programs to support professional development opportunities for college employees of color.</i></p> <p><i>Support a racial healing professional development series and employee resource groups for SBCTC agency staff.</i></p>	<p>Participation levels in professional development activities for college employees of color.</p> <p>Increased collaboration among college and university Equity and Diversity leaders to advance equity efforts statewide.</p>
	<p><b>Fall 2020 - Spring 2021</b></p>	<p><b>Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction.</b></p> <p><i>Work with WACTC Equity committee to reconvene college system representatives to complete Financial Aid policy audits.</i></p> <p><i>Support racial equity review training for SBCTC agency leadership and staff.</i></p>	
	<p><b>February 2021</b></p>	<p><b>Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system.</b></p> <p><i>Review of equity resource bank with rubric for excellent practices. Integrate current equity inventory into emerging and/or existing State Board initiatives, i.e. Promising Practices Exchange.</i></p>	
<p><b>Fall 2020 - Spring 2021</b></p>	<p><b>Implement accessible technology for students, faculty and staff.</b></p>		

SBCTC Strategic Plan Implementation Plan

	Timelines	Actions	Outcomes/Metrics
<b>Strategy 2:</b> Implement research-based strategies that are proven to improve completion rates for all students, including Guided Pathways and Career Launch programs.  <b>Board Presentation:</b> October 2020	Spring 2021	<b>Enhance current partnerships and develop partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap.</b>	Increased number of partners/industries involved with the statewide conversation on skills gap and workforce needs.
		<b>Ensure that every career pathway reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor’s degrees and apprenticeships.</b>	Increased retention rates, completion of college level math and English, disaggregated by race and income.
<b>Staff Lead:</b> Carli Schiffner	Spring 2021	<i>Complete and implement Credentials of Value work.</i>	Increased completion rates towards 70% goal, including completion rates for students of color.
	Spring 2021	<i>Analyze BAS degree completions, time to degree, and employment upon graduation.</i>	
	Spring 2021	<i>Develop common learning outcomes for seamless transfer of pre-calculus mathematics across CTC and 4-year colleges.</i>	
	Spring 2021	<i>Increase communication with K-12 and transfer institution partners about pathways.</i>	
		<b>Embed equity strategies throughout the implementation of Guided Pathways.</b>	
	Spring 2021	<i>Colleges implement equity goals designed to impact equity gaps into 2021-22 work plans.</i>	
	Summer 2020	<i>Increased engagement by college faculty and staff in placement policy and practice redesign efforts with an improved understanding of equity implementations.</i>	
		<b>Expand technical assistance to all colleges on Guided Pathways.</b>	
Fall 2020	<i>Expand coaching support to all colleges.</i>		
Spring 2021	<i>Survey colleges to evaluate impact of Guided Pathways coaches. Integrate results into coaching support model for 2021-22.</i>		

SBCTC Strategic Plan Implementation Plan

**Expand public and private investments and research organization partnerships to scale effective implementation of Guided Pathways across all 34 colleges**

Spring 2021 *Assess financial investments appropriated for Guided Pathways and Career Launch programs.*

**Review accountability metrics for assessment of intermediate measures of progress toward improved completions and closing of equity gaps.**

**Career Launch is part of Governor Inslee’s Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies.**

Growth in number of Career Launch programs and number of colleges with Career Launch endorsed programs.

Fall 2020 *Increase the number of students who engage in work-based learning as part of their college program.*

Fall 2020 *Expand technical assistance to colleges implementing Career Launch programs*

Spring 2021 *Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skills gaps.*



SBCTC Strategic Plan Implementation Plan

	Timelines	Actions	Outcomes/Metrics
<p><b>Strategy 3:</b> Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.</p> <p><b>Board Presentation:</b> February 2021</p> <p><b>Staff Lead:</b> Carli Schiffner</p>		<b>Implement the college systems strategic enrollment plan.</b>	Increased enrollments by student headcount, FTES, program, race, age, employment status.
	Fall 2020, Winter 2021	<i>Implement Direct Admissions Initiative in partnership with high schools and colleges.</i>	Increased number of students completing college financial aid applications
	Winter 2021	<i>Activate website showcasing promising practices for enrollment growth.</i>	Increased number and diversity of students enrolling in Running Start and other dual enrollment programs.
	Fall 2020, Winter 2021	<i>Increase statewide discussion on seamless transitions to institutions of higher education in Washington State.</i>	Increased number of students utilizing Ability to Benefit to enroll in college programs.
		<b>Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs.</b>	Increased number of students transitioning from IBEST.
	Winter 2021	<i>Launch statewide Dual Credit Awareness Campaign, addressing gaps in participation for students of color and low income students.</i>	
		<b>Help more low-income Washingtonians -- those straight out of high school as well as low-wage working adults -- complete financial aid applications for the new Washington College Grant.</b>	
	Winter 2021	<i>Implement College Affordability Awareness Campaign—highlighting the Washington College Grant, completion of FAFSA, and Ability to Benefit</i>	
	<b>Transition more basic skills students into college level programs, with full and strategic use of state and federal financial aid.</b>		
Fall 2020, Winter 2021	<i>Work with basic skills faculty and college financial aid staff to implement Ability to Benefit exemption from US Dept of Education.</i>		

SBCTC Strategic Plan Implementation Plan

	Timelines	Actions	Outcomes/Metrics
<b>Strategy 4:</b> Strengthen advocacy and community partnerships.		<b>Hold the 2019 Vision Statement at the core of the college system's advocacy work.</b>	Legislative advocacy remains a year-round priority of all sectors of our system: the State Board, presidents and trustees.
	<b>Board Presentation:</b> December 2, 2020	Summer, Fall, Winter 2021  <i>In written and verbal advocacy work, reiterate our dedication to closing equity gaps and our role in serving people for whom a college credential can make the most difference for themselves and their families. Ensure our operating budget requests and accompanying one pager and talking points reflect this messaging.</i>	We are at the decision-making table: The Governor's Office, legislators and other stakeholders/partners turn to us as essential partners – we are part of their thinking.
<b>Staff Leads:</b> Arlen Harris, Laura McDowell		<b>Continue to build upon, and implement, the system's strategic advocacy and messaging plan.</b>	There is wide recognition that our colleges/students are pivotal to achieving statewide education goals
	Summer, Fall 2020	<i>Update and implement the Legislative Outreach Plan with the Long-Term Advocacy Task Force, college presidents, trustees and State Board members. Adjust as needed leading up to, and through, legislative session.</i>	There is wide recognition that we are a gateway of opportunity for students of color and the key to creating a more just and inclusive economy.
		<b>Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders.</b>	Our system speaks with a coordinated voice: Lawmakers know where we stand on key issues and we hear our own messages echoed back to us.
	Summer, Fall, Winter 2021	<i>Regularly engage in advocacy strategy discussions with State Board, presidents, trustees, faculty and Long Term Advocacy Task Force.</i>	We demonstrate how our system wide priorities translate to each legislative district.
	Fall, Winter 2021	<i>Continue student legislative intern program. Identify student leaders who can testify. Attend student agenda-setting meetings and invite student leaders to attend the WACTC Leg Committee meetings as appropriate.</i>	We cultivate subject-matter-experts within our system and leverage existing connections between system members and lawmakers.
Summer, Fall 2020	<i>Identify subject matter experts within the college system who can testify, as well as those who have personal connections with legislators.</i>	Those who connect with legislators or testify reflect our diverse students.	

SBCTC Strategic Plan Implementation Plan

**Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities.**

We strategically activate to advance legislative priorities and respond quickly to harmful proposals.

Summer, Fall  
2020

*Hold individual and organization-wide meetings with business and labor leaders, universities and key education advocacy organizations.*

Winter 2021

*Convene work group of system leaders of color to develop outreach and engagement strategies for communities of color.*

**Build and strengthen relations with other government agencies, the Legislature, and the Governor's Office.**

Year around

*Have regular contact with staff in the Governor's office, legislators and legislative staff. Serve as a trusted source of data to help shape public policy. Help organize legislative work sessions.*

Summer, Fall  
2020

*Represent the college system on task forces that intersect with our system's priorities.*

SBCTC Strategic Plan Implementation Plan

	Timelines	Actions	Outcomes/Metrics
<b>Strategy 5:</b> Improve the college system's long-term financial sustainability and infrastructure.		<b>Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.</b>	Increased share of college facilities in good to excellent condition.
	June 2021	<i>Track and report capital investment in college system including funding spent on technology and Career Launch equipment.</i>	Identify pros, cons of alternative fund sources to support college operations and next steps.
<b>Board Presentation:</b> May 2021		<b>Identify funding strategies and potential fund sources to do bigger and better things for our students and the economy, including expanding programs and services and providing competitive compensation.</b>	Reduce the number of colleges with concerning fiscal health metrics.
<b>Staff Lead:</b> John Boesenberg	August 2021	<i>Facilitate college system exploration of additional funding sources that support colleges and students.</i>	
		<b>Establish financial health and stability indicators and recommend professional development for new college leaders.</b>	
	July 2020	<i>Work with college representatives to develop fiscal health measures and present to college presidents and business officers.</i>	
	May 2021	<i>Monitor fiscal health measures for each district. Engage with college if trend raises concerns.</i>	
	June 2021	<i>Provide fiscal health measures training for college leadership. Build training into a sustainable process.</i>	

# Cascadia College Board of Trustees

## Information Items

**Subject:** NWCCU Accreditation Recommendation Updates

**Justification:**

The NWCCU Evaluation of Institutional Effectiveness (Y7) process yielded 3 recommendations on which to focus the work of the College. A mid-cycle report (2023) is required to include progress made on each recommendation. In order to ensure that the College meet the NWCCU expectations, the Board of Trustees will review an annual progress report from the Vice President of Student Learning and Success (the College’s Accreditation Liaison Officer) and the Director of Institutional Effectiveness.

**Background:**

The April 2020 peer evaluation of Institutional Effectiveness yielded 5 commendations and three recommendations. Kerry Levett, Vice President of Student Learning and Success, was tasked with crafting our response. Coordinating with Michael Horn, Director of Institutional Effectiveness, work was assigned to various entities, overseen by the Institutional Effectiveness Council. Tasks were delegated to committees, teams, and individuals to address each of the recommendations.

Kerry Levett and Michael Horn are available to answer questions.

### NWCCU Accreditation Recommendations – Progress Update April 2021

#### Recommendation 1: ...(1.B.1; 1.B.2)

use an ongoing and systematic evaluation and planning process to inform decision making and resource allocation, toward improving institutional effectiveness and achieving mission fulfillment.

Status	Action	Responsible	Notes
✓	Re-establish an overarching planning council, the Institutional Effectiveness Council (the charter was provided for the EIE review).	Kerry Levett Michael Horn	The IEC meets bi-monthly.
✓	Conduct a college wide-mission state review	Kerry Levett	Adopted by Trustees
◎	Develop a new mission integrated strategic plan	Kerry Levett	Scheduled for Trustee action April 2021
	Align department/unit plans to strategic initiatives	Michael Horn	Scheduled for 2021-2022
◎	Review the Budget Proposal Council charter considering stronger alignment between strategic goals and resource allocations.	Kerry Levett Martin Logan	Scheduled for Spring 2021
	Develop framework for annual Institutional Effectiveness report	Michael Horn Kerry Levett	Scheduled for summer 2021

#### Recommendation 2: ...(1.C.5; 1.C.7)

engage in an effective system of assessment to evaluate the quality of learning in its programs. These assessment efforts should be used to inform academic and learning support-planning and practices to continuously improve student learning outcomes.

Cascadia has strong alignment of our student learning outcomes (Institutional learning outcomes, or ILOs). However, we have not effectively assessed learning at the program level and have the challenge of ubiquitous transfer degrees rather than programs.

Status	Action	Responsible	Notes
◎	Adopting a Guided Pathways framework will help to group students into assessable cohorts.	Lyn Eisenhower Gordon Dutrisac	Integrated into the Strategic Plan, required annual workplans for SBCTC
✓	Consult with an external expert on program assessment in community colleges	Kerry Levett	
✓	Defining “program” for assessment purposes	Assessment Committee Kristina Young	
	Clarifying student learning outcomes, program outcomes, and competencies	Kerry Levett	Scheduled for 2021-2022
◎	Develop a draft program assessment process	Assessment Committee Kristina Young	Draft 1 completed Spring 2020 Draft 2 completed Winter 2021
◎	Develop structural support for the program assessment process	Assessment Committee Kristina Young	Target build parallel to GP development, but no later than end of Spring 2022
◎	Identify a pilot program to conduct a pilot review	Assessment Committee Kristina Young	Target start: summer 2021, initial report due fall 2021
◎	Develop and implement a draft 5-year review cycle	Assessment Committee Kristina Young Michael Horn	Pilot year 2021-22 Full cycle beginning 2022-23

### Recommendation 3: ... (1.D.2; 1.D.3)

establish and share widely a set of indicators for student achievement that are disaggregated and compared to regional and national peer institutions in a manner that identifies and removes barriers to academic excellence and success (equity gaps), and promotes student achievement.

We developed a Student Achievement Framework (SAF) that includes standard data points disaggregated by student subpopulations. Our transition to a new enterprise records system delayed developing new student achievement dashboards. We are now receiving data and checking for accuracy.

Status	Action	Responsible	Notes
✓	Student Achievement Framework indicators will serve as the primary indicators for the strategic plan and college outcomes	Michael Horn	2020-2021
◎	Create new dashboards, with legacy and current data, that supports our SAF	Michael Horn	2020-2021
◎	Identify draft college-wide indicators	Kerry Levett Michael Horn	
✓	Integrate indicators in emerging strategic plan		
	Identify regional and national peer institutions	Michael Horn	Summer 2021

	Develop baseline data for our Student Achievement Framework (SAF)	Michael Horn	Spring 2021
	Develop new SAF dashboards	Michael Horn	Summer 2021
	Develop initial annual report summarizing SAF data with comparators	Kerry Levett Michael Horn	Summer 2021

**Status Symbol Key:**

- ✓ Item completed
- ⊙ Item in progress

## **Cascadia College Board of Trustees**

### **Discussion/Presentation Items**

**Subject:** Faculty Focus: Networking Infrastructure Program

**Justification:**

Faculty Focus – Instructional Update

**Background:**

Cascadia's Networking Infrastructure Technology Program was approved as an endorsed Career Launch program at the end of Fall 2020. This endorsement from the State Board's Career Launch Endorsement Review (CLER) team qualified Cascadia to become an Amazon Web Services (AWS) Educate associate partner.

The Cloud Computing Career Launch Program is a partnership between AWS Educate, Washington's technology employers and technology education programs.

**Discussion:**

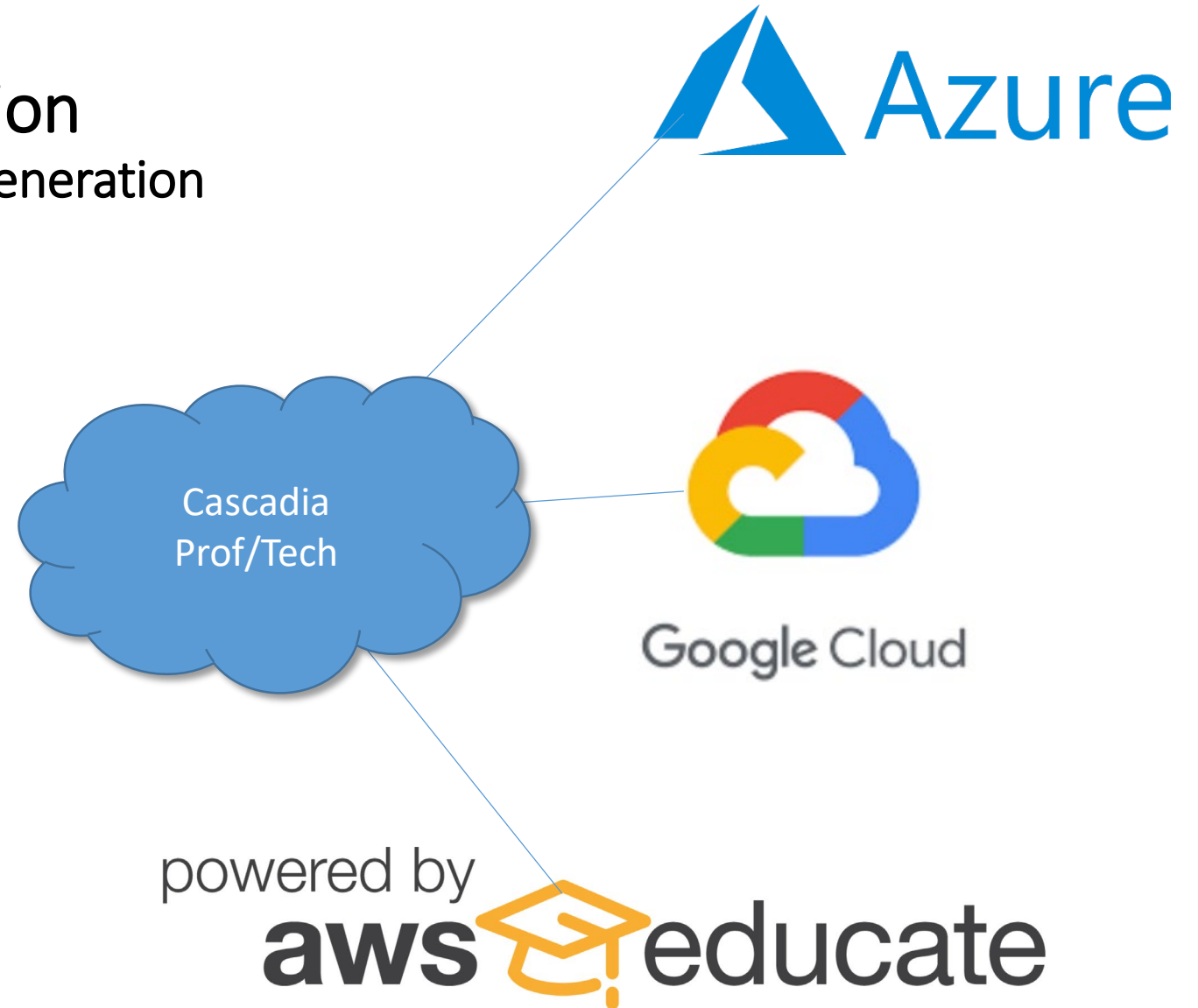
Chris Cuneo, lead faculty for the Networking Infrastructure Program, will share how this consortium benefits Cascadia's students, the Networking faculty and the program itself.



# Cloud Integration

Progressing to the next generation

- Introduction
- Program Cloudification
- Student Benefits
- Faculty Advancements



# Introduction

- Cloud computing has become one of the leading hard skills
- Business and cloud environments are impact the demands on the industry
- IT partners and cloud skill standardization
- Industry certifications for IT Professional’s worldwide
- Job skills and competencies



# Program Cloudification

- Gap analysis and cloud skills integration
- Skills integration and isolation with courses
- Enriching learning experience
- Curriculum and supporting current IT industry

AWS Educate Curricular Gap Analysis Self-Study					
Inventory competencies and indicate which are achieved or needed.					
Competency Model		Achieved	Needed	List courses that align to competencies	List courses that competencies
<b>1.1 Entry-Level Architecture</b>					
<b>1.1.0 Cloud Computing</b>					
1.1.1	Assess and evaluate the technical benefits of implementation of a cloud computing architecture.	X		BIT 100 – Introduction to Information Technology	
1.1.2	Recommend cloud applications to solve specific technical business problem.		X	BIT 100 – Introduction to Information Technology	
1.1.3	Describe basic/core characteristics of deploying and operating in the cloud.		X	BIT 101 - Desktop Support	
1.1.4	Identify sources of documentation or technical assistance (for example, whitepapers or support center articles) to help solve technical issues.		X	BIT 101 - Desktop Support	
1.1.5	Retain core cloud services and their business value.		X	BIT 101 - Desktop Support	
1.1.6	Evaluate the financial impact of cloud migration against business goals.			BIT 100 – Introduction to Information Technology	
<b>1.2.0 Cloud Security</b>					
1.2.3	Explain the shared responsibility model.		X	BIT 145 - Security Essentials	
1.2.4	Explain Cloud security and compliance concepts.		X	BIT 145 - Security Essentials	
1.2.5	Identify cloud access management capabilities.		X	BIT 145 - Security Essentials	
1.2.6	Identify resources for security support.		X	BIT 145 - Security Essentials	
<b>1.3.0 Cloud Architecture</b>					
Analyze business needs and recommend methods of					

# Student Benefits

- Latest job skills, industry qualifications, and career paths
- Reachable goals for community college level training
- Business relations, internship opportunities, and potential career avenues



# Faculty Advancements

- Skills advancement = curriculum competencies = employer needs
- AWS Educate platform availability
- Seamless goal integration for the courses and program
- First hand experience for lab application



**Cascadia College Board of Trustees**  
**Discussion/Presentation Items**

**Subject:** Cascadia College Foundation Strategic Plan

**Justification:**

The Trustees will be asked to consider helping to fund a second position for the Cascadia College Foundation.

**Background:**

Foundation Director, Mark Collins, and Foundation Chair, Alex Lee, will review the progress the Foundation has made over the past six years in terms of developing systems and ensuring compliance while simultaneously growing the Foundation's scholarships and programs. The Foundation is now at a point where it is ready to grow its capacity for fundraising to support the college's strategic plan initiatives but in order to do so, it will need to add an additional employee.

**Discussion:**

Use of reserves to support a second position for the Foundation with a five-year commitment.



# Growing the Cascadia College Foundation



# Presentation Overview



- Objective
- Ready for growth
- Strategic plan summary
- Status check
- Request and ROI

# Objective

Expand student enrollment  
and increase retention

# Ready for Growth

1

2000-2013

Large,  
inefficient  
garden

2014 – 2020

Small  
highly  
efficient  
garden

2021- 2026

Larger,  
highly efficient  
garden



# Ready for Growth

1

Why?

Students in greater need than ever before

We see an opportunity to help

# Strategic Plan Summary

## 2

- Grow operating capacity
- Align new programs with college needs
- Employ new development strategies
- Four stages

# Strategic Plan Summary

## 2

### **Stage One: Grow operating capacity**

- Recruit and train larger engaged board
- Add one FTE employee to operations
- Invest in technology

### **Stage Two: Full alignment w/ college**

- Link program design and assessment
- Implement portfolios model for relationship development and fundraising

# Strategic Plan Summary

## 2

### **Stage Three: Expand fundraising**

- Cultivate new donors in mass through comprehensive annual campaign

### **Stage Four: Prepare for what's next**

- Grants development
- Major gifts
- Next strategic planning cycle

# Status Check

3

## Stage One: fall quarter 2021

- Four new board members + two in fall
- Scholarship program management software
- New Development Specialist for limited time

## Stage Two: late fall 2021

- College investment

# Our Request



## College investment

75% -- Development Specialist: 5 year commitment

# ROI for Your Investment



Expanded program portfolio – in scope and value

Programmatic “output” exceeds college costs

Community connectedness & brand awareness

More students enroll and are retained

Ongoing evaluation of plan effectiveness

Report to Board of Trustees: beginning 2022-23

# Q & A



Appendix:

### Foundation Program growth since 2014

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<b>Student Scholarships</b>	51,755	27,200	43,008	64,407	102,722	107,078	127,077
<b>Student Grants</b>	1,241	0	0	0	0	0	28,096
<b>Employee Awards</b>	2,175	2,000	2,299	2,500	6,254	5,887	8,000
<b>College Discretionary</b>	8,604	1,511	3,415	3,566	4,220	4,781	1,144
<b>Grant Transfer to College</b>	100	600	400	733	6,111	0	5,000
<b>Other Program Support</b>	<u>41,752</u>	<u>12,880</u>	<u>33,451</u>	<u>25,713</u>	<u>32,972</u>	<u>46,908</u>	<u>53,835</u>
	\$105,627	\$ 44,191	\$ 82,573	\$ 96,919	\$152,279	\$164,654	\$223,152

### Return on the College's in-Kind Investment since 2014

<b>College Investment</b>	\$107,108	\$ 65,611	\$ 50,853	\$ 73,954	\$ 93,430	\$ 85,707	\$101,004
<b>ROI</b>	-2%	-32%	62%	31%	63%	91%	121%

### What we expect from the Strategic Plan

The Foundation Board commits to surpassing its historical program output ratio (return on the College's investment) by funding new and innovative support for Cascadia's students – and raising the College's capacity for student services. As the College and Foundation partner to develop and administer new programs, beginning in stage two, the College can anticipate receiving a positive return of 32% or higher.

	<u>Stage One</u>	<u>Stage Two</u>	<u>Stage Three</u>	<u>Stage Four</u>
<b>Projected Revenue</b>	409,464	523,659	746,564	909,401
<b>Projected Program Output</b>	195,183	255,077	300,932	321,788
<b>College Investment</b>	254,812	337,778	420,747	569,943
<b>ROI</b>	31%	32%	40%	77%

## **Cascadia College Board of Trustees**

### **Discussion/Presentation Items**

**Subject:** Risk Management Matrix

**Justification:**

Information to show Trustees how Cascadia addressed regulatory requirements for risk management in the 2020-2021 academic year.

**Background:**

In 2006, the state asked its agencies to begin assessing their risk management commitment and activities. Over time this became an executive order. While the state does not dictate a specific tool or template, Cascadia did employ a template the previous two academic years. This year due to a number of emergent issues, we took a different approach whereby we carried over what the college had ranked as its highest risks in prior years and added the new risks posed by ctcLink, COVID, and the 2020 elections.

We then plotted the risks in a matrix to illustrate in which of our plans, initiatives, or policies each was being addressed.

The presentation was submitted by Meagan Walker.

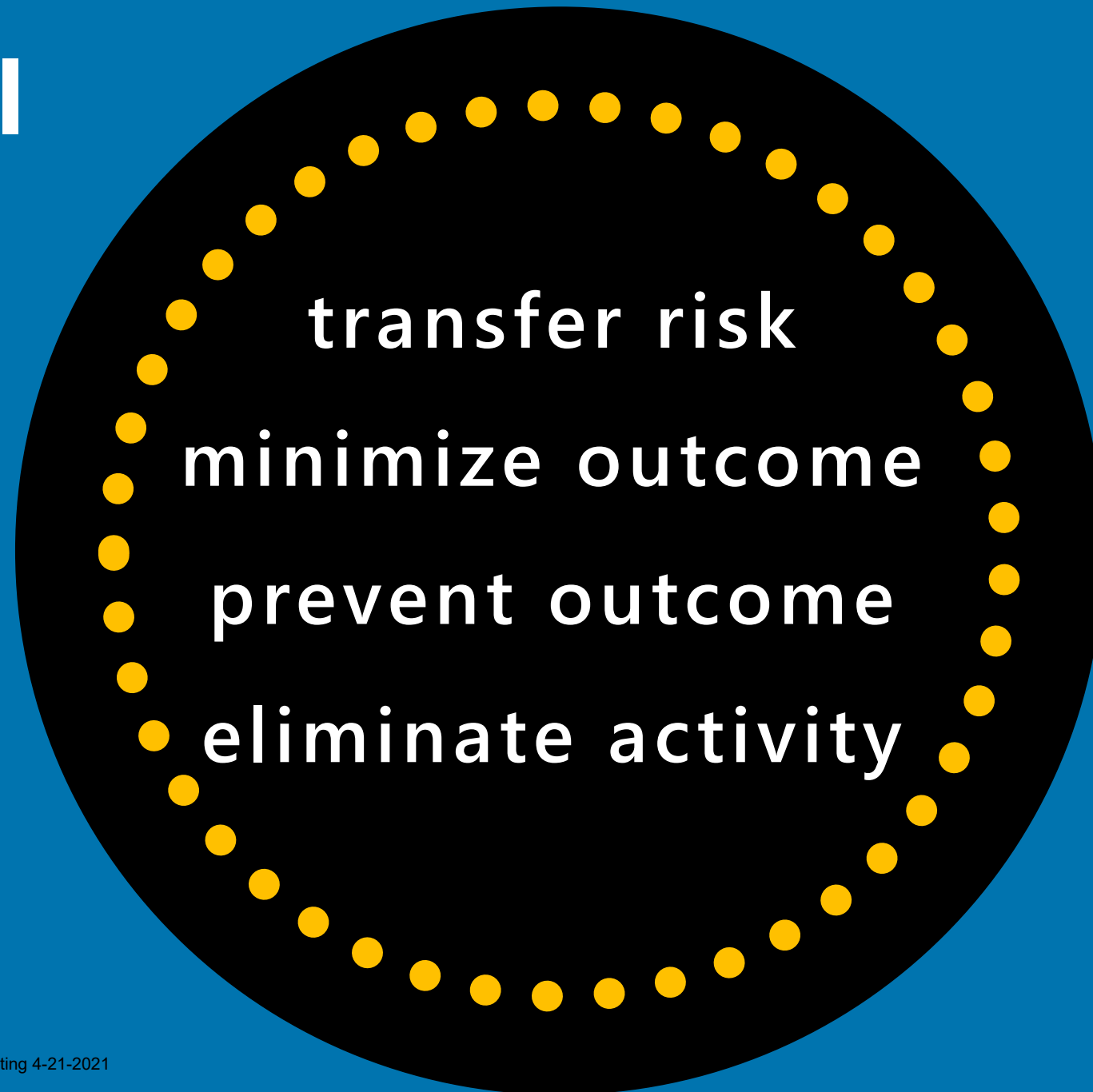
**Discussion:**

Do the Trustees have any questions about the college's risk management or want for us to consider other criteria?

# Cascadia's Enterprise Risk Management

identify, assess and address 360-degrees of risk

# The Goal



# The Process



brainstorm  
prioritize  
develop responses



2019-2020

This year has been different.

# natural

Earthquake

Storm

Snow/Ice

COVID Pandemic

Campus All-Hazards Plan

Campus All-Hazards Plan

Campus All-Hazards Plan

Cascadia COVID Plan and vEOC

# human

Suicide or death

Bomb threat

Active shooter

Hazmat

Discrimination complaint

Civil disturbance

Social media abuse

CARE Team Plan

Campus All-Hazards Plan

Campus All-Hazards Plan

Environmental Health & Safety Plan

E&I Plan and Campus ADA Plan

Board Policies

Cascadia Social Media Policy



# financial

Low enrollment  
Loss of state funding  
Facilities repair  
ctcLink failure

Financial Model  
Financial Model  
Campus Facilities Repair & Repl.  
ctcLink Plan and IS Plan

# technical

Electrical failure

IS Plan

Information breach

IS Plan

IS infrastructure failure

ctcLink Plan and IS Plan

Generator failure

IS Plan



2020-2021

What about this year?

# Questions?

**Cascadia College Board of Trustees**  
**Discussion/Presentation Items**

**Subject:** Strategic Plan Mission Fulfillment Metrics

**Justification:**

In order to demonstrate mission fulfillment, the NWCCU requires institutions to set and articulate “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.” (Standard 1.B.2.)

The Board of Trustees’ role is to approve the strategic plan, including the data structure, and to evaluate the effectiveness of the plan in demonstrating mission fulfillment.

**Background:**

The emerging Strategic Plan (2021) data architecture is supported with metrics designed to directly demonstrate mission fulfillment as they directly link to our mission statement. This approach represents a novel paradigm in demonstrating mission fulfillment. In consultation with our NWCCU Liaison, Pam Goad and Kerry Levett discussed the following:

- Reviewed the approach as a more effective way to demonstrate mission fulfillment, and
- Strategized about how to provide an bridge from a more traditional approach to this new paradigm in our 2023 Mid-Cycle report.

Pam supports Cascadia leading the way with new approach and commended us exploring how to embody the intent of the new standards.

**Discussion:**

The presentation slide deck outlines the rationale for this approach, provides sample metric data, and previews content for upcoming meetings.

Kerry Levett, Vice President for Student Learning and Success, will introduce the construct and rationale of using mission fulfillment metrics.

Michael Horn, Director of Institutional Effectiveness, will present a data overview of the three outcomes.



# Introducing Mission Fulfillment Metrics

Data Source: Institutional Effectiveness 4/9/2021

# Presentation Overview

---

Advance      Advance the construct of  
mission fulfillment metrics

---

Review      Review sample mission  
fulfillment metrics

---

Discuss      Path forward

---

Preview      Preview next steps

---

# Our bold journey to mission fulfillment with metrics



Clears a path for a better way demonstration mission fulfillment



Integrates the intent of NWCCU



Highlights our new mission



Utilizes specific and relevant metrics



Creates opportunity to be agile in response to contextual realities and learning through the continuous improvement process



# Building the data infrastructure: Categories of mission fulfillment metrics

- **Access (Enrollment)**
  - Access refers to the number of students enrolled, with a focus on assessing enrollment gaps across ethnic and other student groups. The following indicators are also assessed across Programs.
- **Achievement Milestones**
  - Educational achievement *Milestones* are recognized accountability and mission fulfillment indicators in postsecondary education. We track the following milestone metrics, each reported by race/ethnicity and other groups, ***with a focus on assessing equity gaps across student groups.***

# Continued: Categories of mission fulfillment metrics

- **Sense of Belonging**
  - Students who report a higher sense of belonging at the end of their first year do better and persist more in their second and third years. Sense of belonging will be assessed using a yet to be developed Climate/Engagement survey.
- **Student Learning Outcomes**
  - Student Learning Outcomes indicator metrics ensure that Cascadia monitors and continuously improves learning. These outcomes are: Learn Actively; Think Critically, Creatively, & Reflectively; Communicate with Clarity and Originality; Interact in Diverse and Complex Environments.
- **Organizational Learning and Growth**
  - Cascadia's ability to continuously improve is supported by employee growth. Assessing mission fulfillment must necessarily include indicators of the organization's reduction of internal equity gaps and capacity for continuous improvement in a dynamic environment.

# Example Mission Fulfillment Metrics

Enrollment by ethnicity

Achievement Milestones: Retention, Completion, and Transfer Gains

# Data Notes



## Outcomes

Data are limited to outcomes through Fall 2020. A more comprehensive report will be delivered this August.



## Cohorts

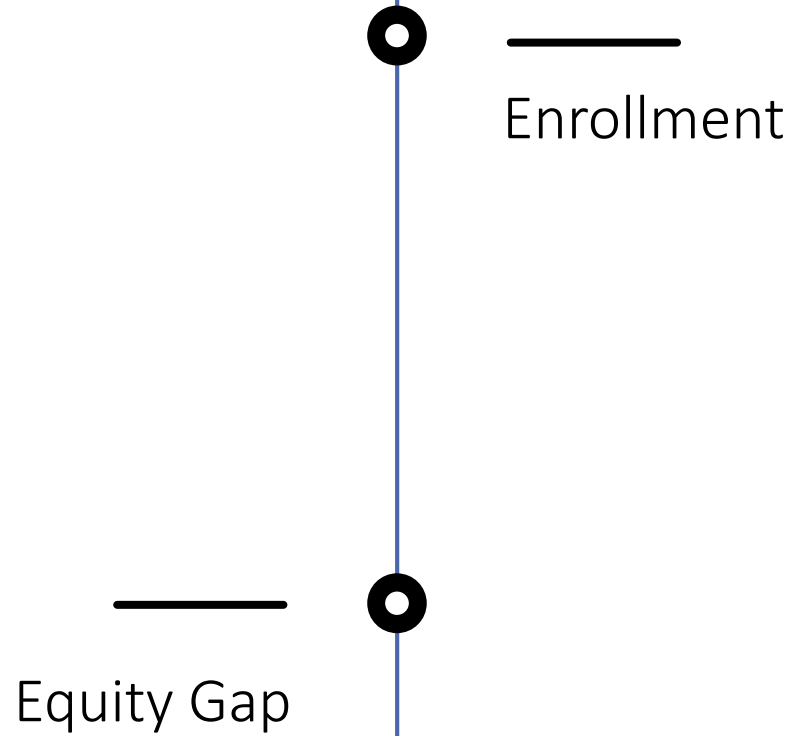
Cohorts are First-Time Ever college students, who started in Summer or Fall, and were seeking an award program.



## Students of Color

The following categories were used to identify Students of Color (SOC): American Indian and Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or Pacific Islander.

# Students of Color



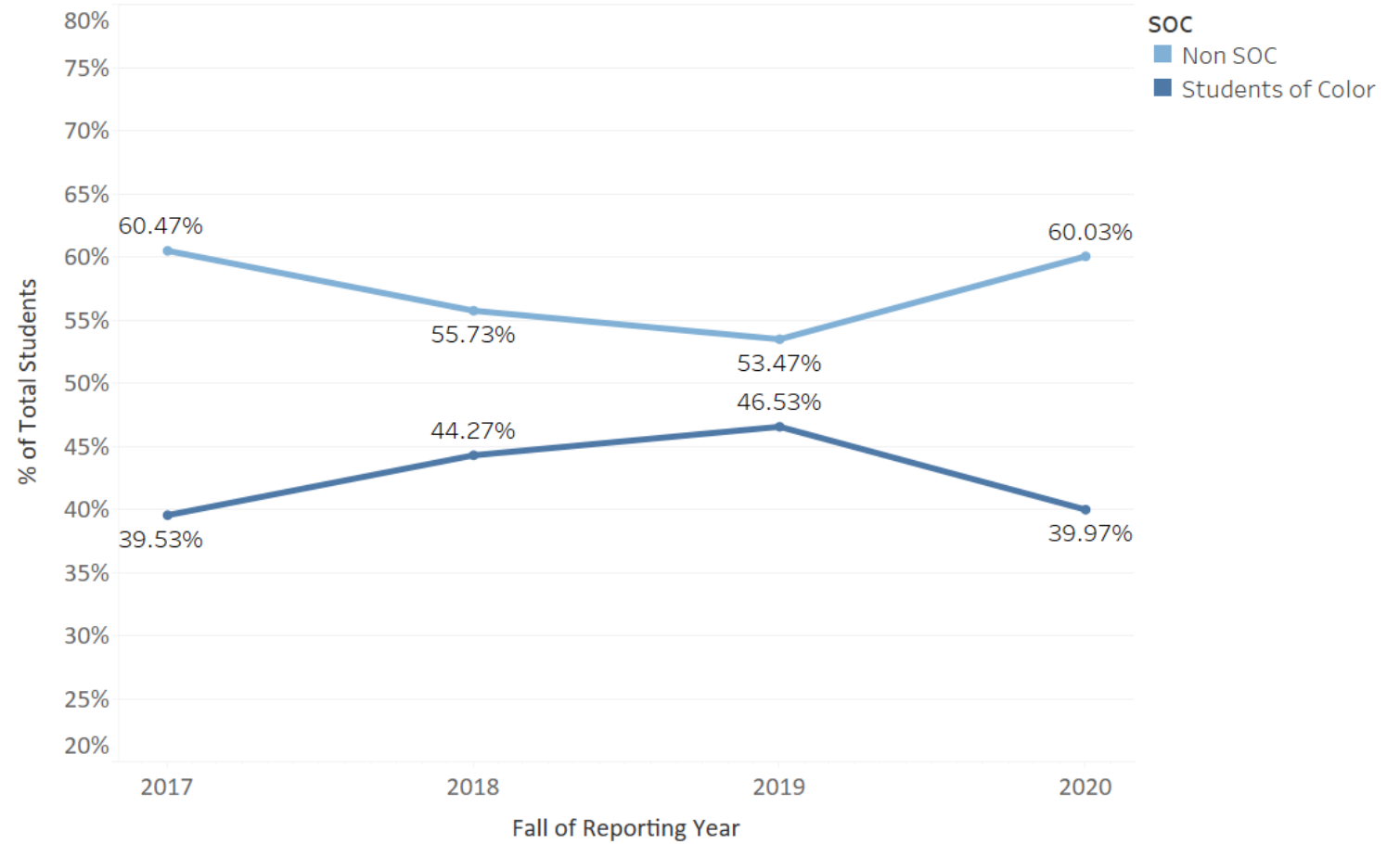
# Race, Ethnicity Enrollment Trends

Race Ethnicity	Year of Reporting Year Date			
	2017	2018	2019	2020
Hispanic or Latino	4.35%	5.00%	5.26%	4.50%
American Indian or Alaska N..	0.73%	0.43%	0.78%	0.16%
Asian	12.06%	15.86%	17.64%	15.59%
Black or African American	3.99%	3.97%	2.34%	2.09%
Native Hawaiian or other Pa..	0.45%	0.09%	0.39%	0.48%
Other or not reported	11.70%	9.66%	7.21%	5.47%
Two or more races & other	13.33%	14.66%	16.76%	14.95%
White	53.40%	50.34%	49.61%	56.75%

# Proportion of Students of Color by Cohort

Corresponding to the 1<sup>st</sup> year of the pandemic\*:

- The proportion of Students of Color decreased 6.6%.
- The prior *decreasing equity gap* for college access, was reversed.



\* Pandemic began in early 2020

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline>

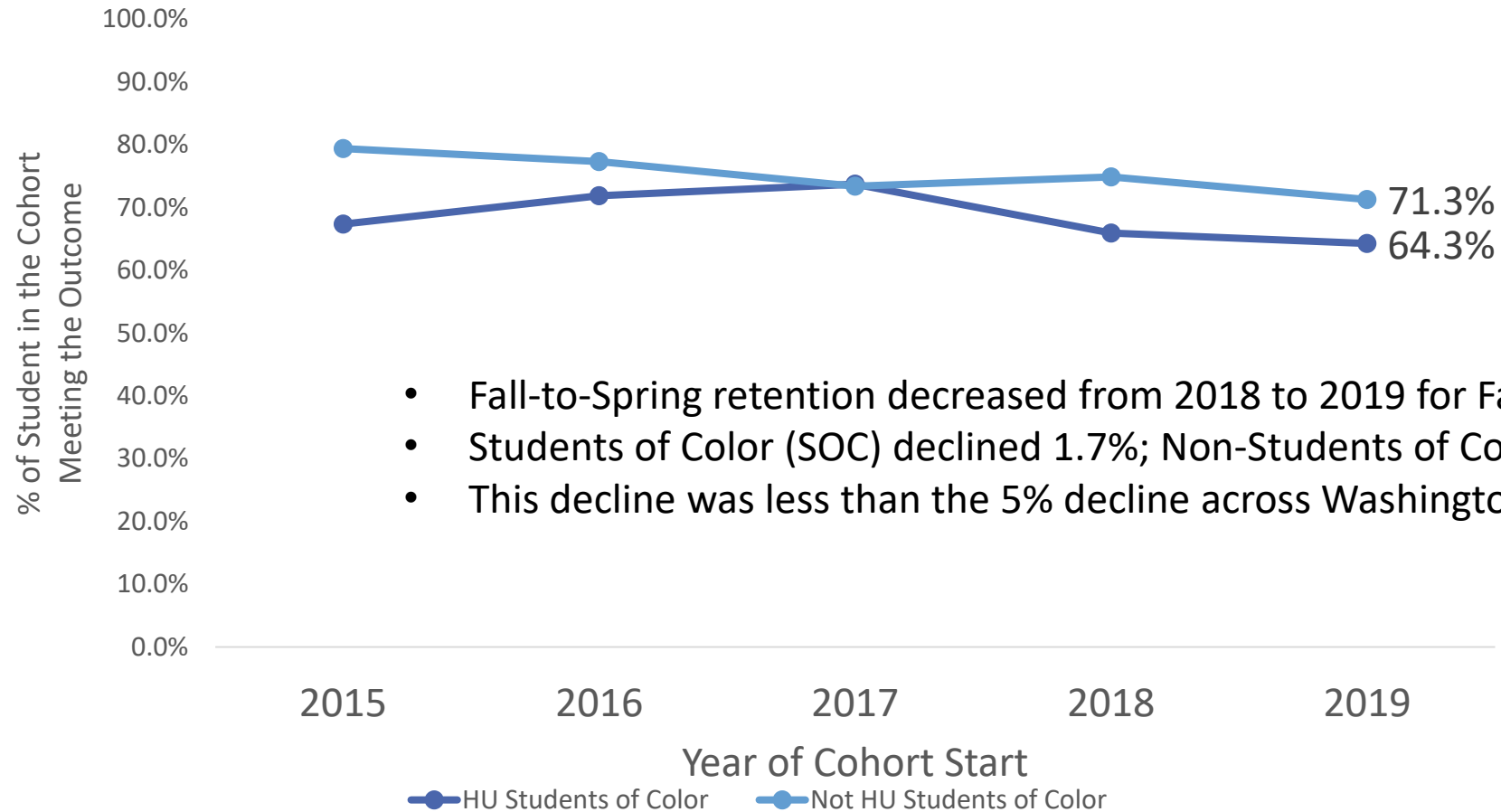
# Retention Declines

Fall 2019 to Fall 2020

Fall 2019 to Spring 2020

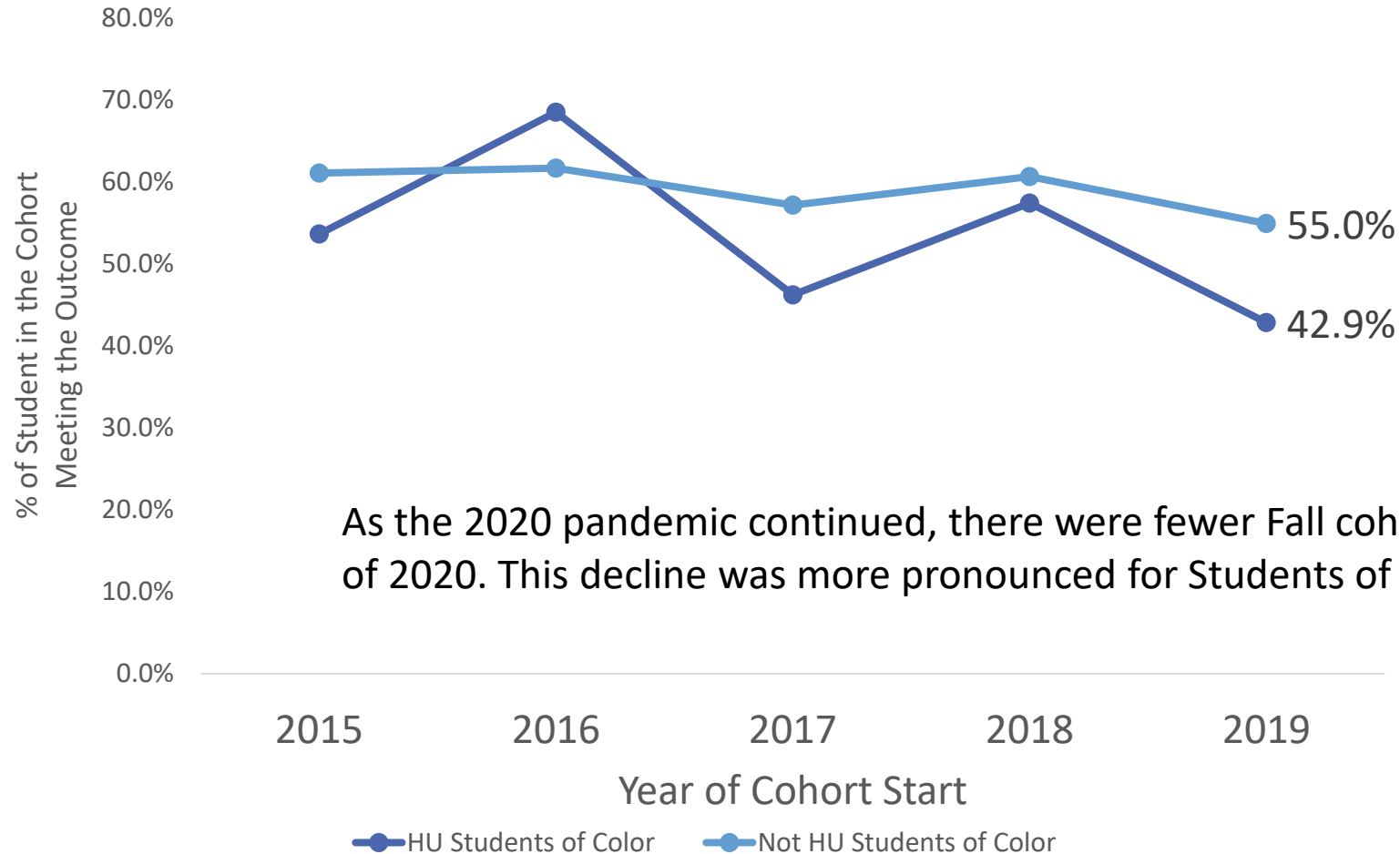


# Fall to Spring Retention/Completion Decline



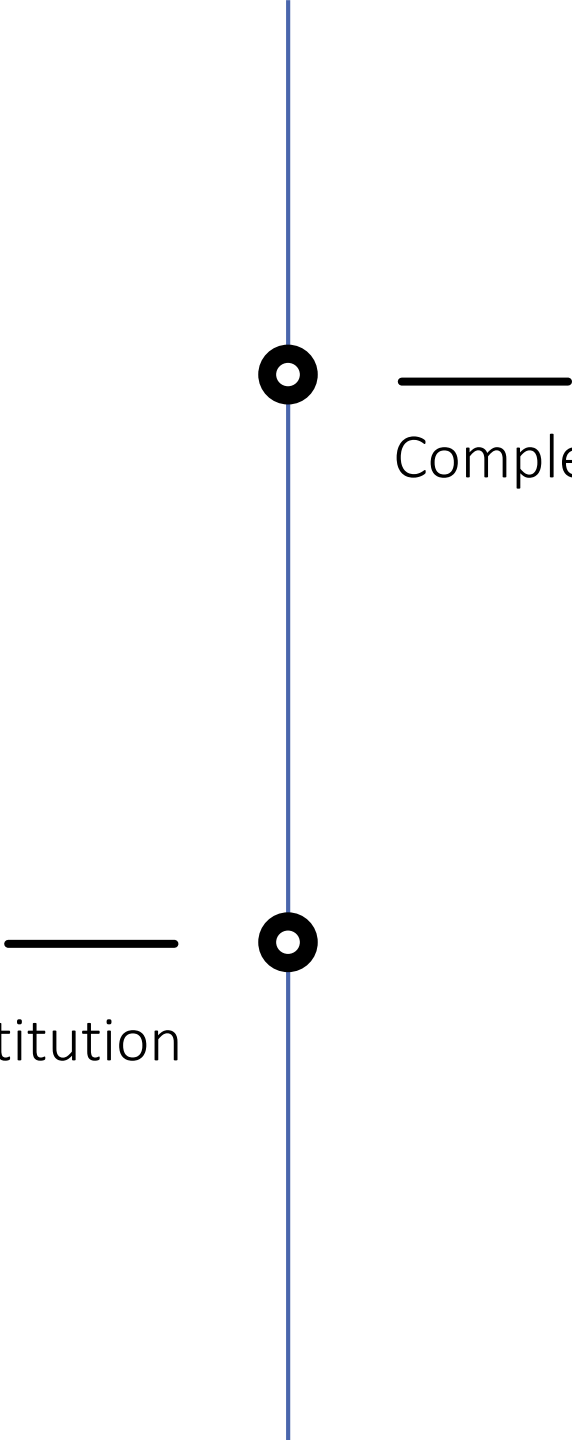
- Fall-to-Spring retention decreased from 2018 to 2019 for Fall cohorts
- Students of Color (SOC) declined 1.7%; Non-Students of Color dropped 3.6%
- This decline was less than the 5% decline across Washington’s CTC system.

# Fall to Fall Retention/Completion Decline



As the 2020 pandemic continued, there were fewer Fall cohort students returning in the Fall of 2020. This decline was more pronounced for Students of Color.

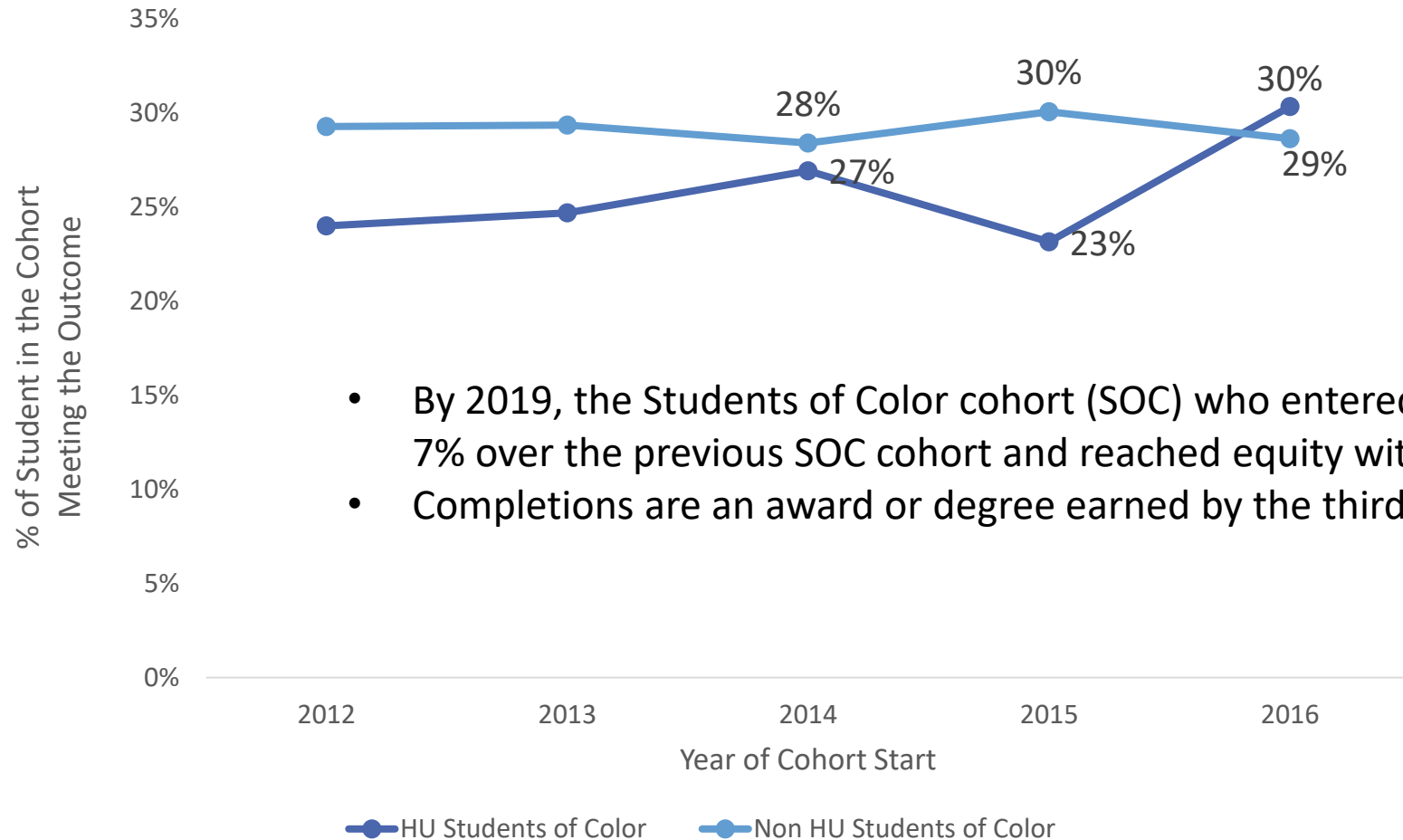
# Completion and Transfer Gains



Completion of an award or degree

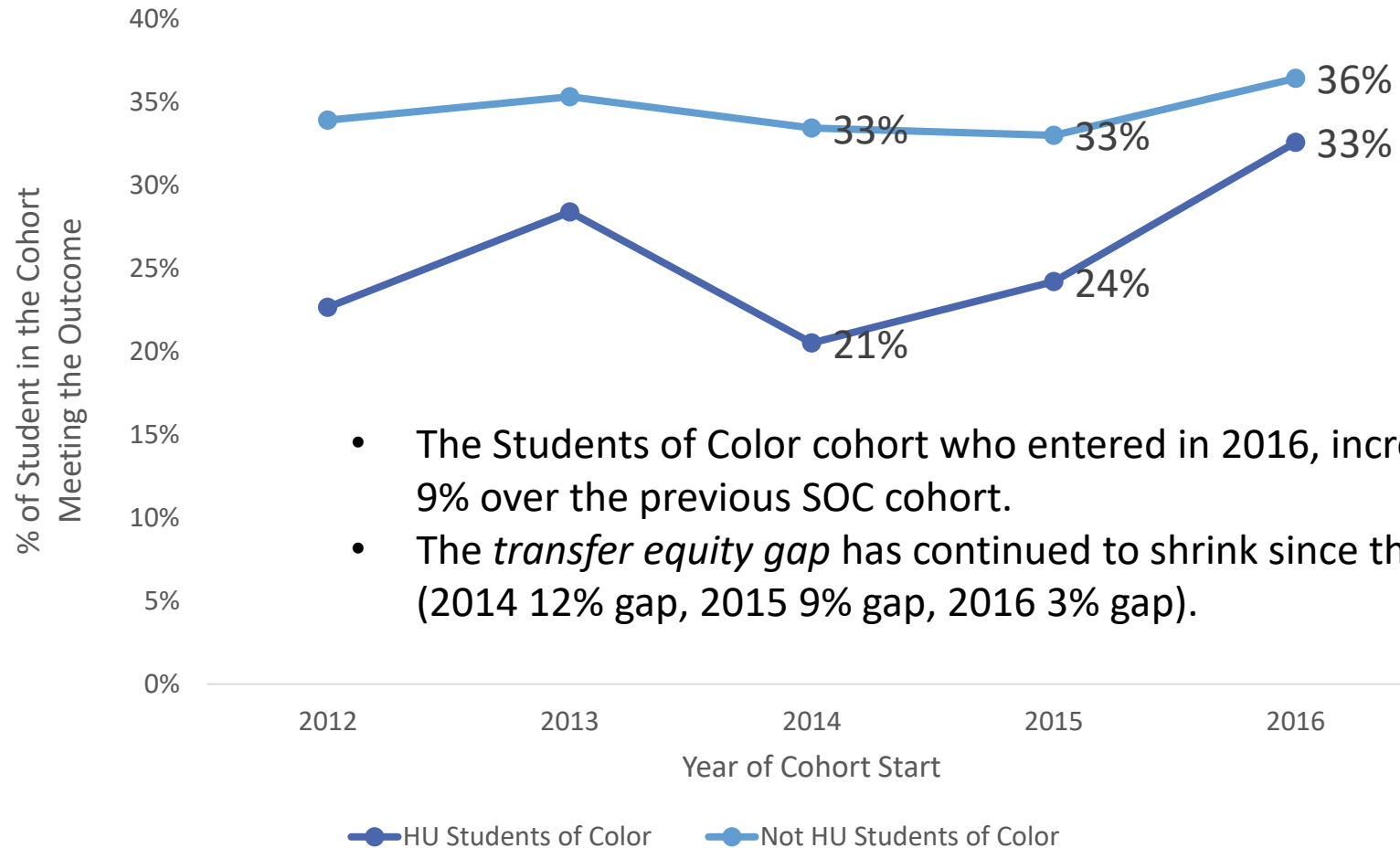
Transfer to a four-year institution

# Completion by Year 3



- By 2019, the Students of Color cohort (SOC) who entered in 2016, increased completions by 7% over the previous SOC cohort and reached equity with non-SOC.
- Completions are an award or degree earned by the third year after entering Cascadia.

# Transfer to a 4-Year College



- The Students of Color cohort who entered in 2016, increased their transfer completions by 9% over the previous SOC cohort.
- The *transfer equity gap* has continued to shrink since the 2014 SOC fall cohort (2014 12% gap, 2015 9% gap, 2016 3% gap).

# Takeaways from the Data



For years prior to the pandemic, *Students of Color enrollment* had steadily increased, but during the pandemic has dropped.



Fall cohorts have demonstrated reductions in the *equity gap* for completions of awards/degrees and transfers.



*Students of Color completions* are close to or at par, with non-students of color in terms of awards/degrees and transfers.

Outcomes and Diversity Spring 2021

Institutional Effectiveness 4/9/2021

# Next Steps

## May

- Present metric sets for each category
- Demonstrate actions mapped to metrics

## June

- Overview continuous improvement cycle "calendar"
- Review updated strategic plan

## Summer retreat

- Dive deeper into the mission fulfillment metrics

**Cascadia College Board of Trustees**  
**Discussion/Presentation Items**

**Subject:** Monthly Finance Report: Fiscal Workshop

**Justification:**

To ensure financial transparency with the Board of Trustees.

**Background:**

Regular updates are provided to the Board to keep them up to date on the Colleges' budget/finances. This month we are providing a Fiscal Workshop which includes a snapshot of the operating budget, and updates of protected accounts, stimulus funds, reserves, fees, and replacement plans.

**Discussion:**

Martin Logan, VP for Administrative Services & HR will be available to answer any questions the Board may have on this item.



# FISCAL WORKSHOP

April 21, 2021

# FISCAL WORKSHOP

1. Operating Budget snapshot
2. Reserves Update
3. Stimulus Funds
4. Fees Update
5. Replacement Plans (see packet, each VP provided update)

# OPERATING BUDGET SNAPSHOT

<b>REVENUES - Operating Budget</b>		<b>19-20 Projected</b>	<b>19-20 Actual *</b>	<b>Difference</b>	<b>20-21 Projected</b>	<b>20-21 Actual</b>	<b>21-22 Projected</b>
	SBCTC Allocation	\$ 11,874,638	\$ 12,288,247	\$ 413,609	\$ 11,088,295	\$ 13,626,124	
	Tuition (State Students)	\$ 5,120,781	\$ 4,785,701	\$ (335,080)	\$ 4,959,520	\$ 4,772,625	
	Tuition (Contract Students)	\$ 8,253,312	\$ 6,744,940	\$ (1,508,372)	\$ 6,938,413	\$ 7,127,460	
	Other	\$ 958,400	\$ -	\$ -	\$ -		
	SUM	\$ 26,207,131	\$ 23,818,888	\$ (1,429,843)	\$ 22,986,228	\$ 25,526,209	
<b>EXPENSES - Operating Budget</b>		<b>19-20 Projected</b>	<b>19-20 Actual *</b>		<b>20-21 Projected</b>	<b>20-21 Actual</b>	<b>21-22 Projected</b>
		\$ 26,145,138	\$ 24,298,879	\$ (1,846,259)	\$ 25,052,144	\$ 25,695,463	
<b>REVENUES (minus) EXPENSES</b>		<b>19-20 Projected</b>	<b>19-20 Actual *</b>		<b>20-21 Projected</b>	<b>20-21 Actual</b>	<b>21-22 Projected</b>
		\$ 61,993	\$ (479,991)	\$ (416,416)	\$ (2,065,917)	\$ (169,254)	

# RESERVES UPDATE

<b>BALANCES - Protected Accounts</b>			<b>a/o 3/1/21</b>
Data Processing	443	\$	1,274,885
Motor Pool	460	\$	37,122
Associated Students	522	\$	1,595,882
Parking	528	\$	14,898,091
Aux Enterprise	570	\$	(17,757)
Grant-in-Aid	846	\$	(179,500)
Student Loan	849	\$	(144,977)
Long Term Loan	860	\$	269,890
Bldg & Constr	057	\$	485,067
Grants & Contracts	145	\$	483,301
Student Tech Fee	148	\$	852,419
Arc Fees	148	\$	1,065,622
<b>RESERVES - Available Funds</b>			
Fees	148	\$	2,470,000
Cash Balance by fund	146	\$	2,138,101
Cash Balance by fund	147	\$	379,548
	SUM	\$	6,299,656
Investment Income			
Local Govt Investment Pool	841	\$	2,164,986
Long Term Investments	841	\$	7,098,288
	SUM	\$	9,263,274

## RESERVES – SUGGESTED EXPENSES

<b>RESERVES - Suggested Expenses</b>		One-Time	On-going
E&I			
Student Support Software			
Labs R&R			
IS R&R Plan			
Facilities R&R			
Guided Pathways			
Foundation			
Sabbaticals			
Marketing			
	SUM	\$ -	

# STIMULUS FUNDS

<b>STIMULUS - Protected Accounts</b>	
	<b>Institutional</b>
HEERF I	\$ 578,115
HEERF II	\$ 2,051,497
GEER	\$ 357,639
HEERF III	\$ 3,665,000
<b>Total</b>	<b>\$ 6,652,251</b>

# STIMULUS – SUGGESTED EXPENSES

<b>STIMULUS - Suggested Expenses</b>	<b>One-Time</b>
20-21 Operating (Balance Budget)	
20-21 COVID-Related	
21-22 Operations	
21-22 COVID-Related	

# FEES UPDATE

					Net Revenues	Bal Forward	
		Rev	Exp		over Expenses	fr FY 19/20	Current
College in the High School		\$ 78,475	\$ (33,227)		\$ 45,248	\$ 160,448	\$ 205,696
Adult Basic Education Fee							
Computer & Technology Fees		\$ 15,366	\$ (255)		\$ 15,111	\$ 62,543	\$ 77,654
Distance Education Fee		\$ 230,785	\$ (143,346)		\$ 87,439	\$ 227,149	\$ 314,588
Science Lab Fees		\$ 62,490	\$ (4,605)		\$ 57,885	\$ 7,598	\$ 65,483
Assessment Fees (Std't Rev)		\$ 24,089	\$ (30,048)		\$ (5,959)	\$ 97,541	\$ 91,582
Pay Plan Fee		\$ 2,680	\$ -		\$ 2,680	\$ 14,130	\$ 16,810
Misc Student Fees		\$ 580	\$ -		\$ 580	\$ 18,505	\$ 19,085
Late Registration		\$ 100	\$ -		\$ 100	\$ 13,400	\$ 13,500
Application Fees		\$ -	\$ -		\$ -	\$ 497,443	\$ 497,443
Intern't Std't Application		\$ 1,200	\$ -		\$ 1,200	\$ 153,404	\$ 154,604
Investment Interest Earned		\$ 36,103	\$ -		\$ 36,103	\$ 308,381	\$ 344,484
		\$ 373,393	\$ (178,254)		\$ 195,139	\$ 1,400,094	\$ 1,595,233



## Cascadia College

### Board of Trustees Action Items

**Subject:** 2021-2022 Repair & Replacement Budgets

**Justification:**

The Board will need to approve both the 2021-22 operating budget and expenses from reserves. This item begins the process of suggesting what could be expended from reserves.

**Background:**

As the detailed budget review begins, the Board will ultimately need to determine (by June) how much money can be expended from reserves (one time only expenditures) and if they are comfortable with the projected operational budget (the base or “on-going” budget). This year will be a bit different as we now have stimulus money available to help offset lost revenue. This may allow the college to not have to dip into reserves as much as in the past.

At the May meeting, a complete list of items to be covered from reserves will be suggested. This list will include how much leadership recommends we spend on repair and replacement, new marketing initiatives, etc.

A large component of the suggested reserve expenditures comes in the form of repair and replace schedules (R&R) in three categories:

- Labs (Exhibit A) Levett
- Facilities (Exhibit B) Walker
- Information Services and Technology (Exhibit C) Logan

Each VP is responsible for one R&R plan, comprising a total of 3 exhibits. Each exhibit will convey the needs and the current available resources. For example, there are certain dedicated lab fees that can help defray the cost of the Lab R&R request, thereby reducing the impact on the general reserves. Alternatively, there are no dedicated accounts for Facilities, meaning the entirety of the R&R plan must come from general reserves.

As described in this meeting’s Budget Workshop, the college currently has in excess of \$6M in the general reserves.

**Recommendation:**

Review the R&R plans and understand the possible impact on the general reserves. Retain this information as we formalize the entire reserve expenditures that will be suggested next month.

**Action:**

None recommended at this time.

Exhibit A  
Science Labs

This plan provides for scheduled replacement of the models, simulations, and demonstrations that are part of day-to-day instruction, as well as the lab equipment used by students. The schedule also provides for the maintenance and eventual replacement of major equipment such as microscope sets and freezers. We have deferred maintenance and replacement on a number of items for the last two years. With the as yet undetermined programming needs and consequent facilities/equipment for STEM 4, projections beyond 2022-2023 are difficult and would be inaccurate resulting. Consequently, a three year projected plan of needed equipment needed to maintain safe labs meeting the course learning outcomes is presented.

**Background:**

The College's Science Lab Maintenance Plan aims at sustaining the level of support the College provides for students in STEM programs. The plan is based on an inventory of equipment across the labs and an assessment of the condition of the equipment. The schedule for repair and replacement is acknowledged as approximate. The plan also acknowledges that STEM 4 plans may greatly impact the budget asks once these plans become more concrete in terms of structure and program.

The first table below is representative of our "Ideal" budget. This includes enough to cover all projected equipment repairs and replacements. It also includes the reserves for big ticket (over \$10,000) items.

The second table is representative of our "Critical" budget. This includes enough to cover the absolutely necessary purchases, with the caveat that items not replaced during these cycles will have to be purchased in the following years. It also does not include the reserves for big ticket items.

*Table 1 Proposed "Three-year plan"\* (STANDARD with depreciation reserves)*

<b>Category</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Durable Equipment</b>	\$49,672.52	\$36,245.77	\$59,756.55
<b>Maintenance</b>	\$10,175.00	\$10,496.30	\$10,175.00
<b>Subtotal</b>	\$59,847.52	\$46,742.07	\$69,931.55
<b>Tax</b>	\$5,625.67	\$4,393.75	\$6,573.57
<b>Shipping</b>	\$11,311.18	\$8,834.25	\$13,217.06
<b>Total</b>	<b>\$76,784.37</b>	<b>\$59,970.07</b>	<b>\$89,722.18</b>

Table 2 Minimum, no depreciation reserves

<b>Category</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Durable Equipment</b>	\$29,702.78	\$19,481.68	\$36,960.71
<b>Maintenance</b>	\$10,175.00	\$10,496.30	\$10,175.00
<b>Subtotal</b>	\$39,877.78	\$29,977.98	\$47,135.71
<b>Tax</b>	\$3,748.51	\$2,817.93	\$4,430.76
<b>Shipping</b>	\$7,536.90	\$5,665.84	\$8,908.65
<b>Total</b>	<b>\$51,163.19</b>	<b>\$38,461.75</b>	<b>\$60,475.12</b>

Exhibit B

Facilities Renewal Plan

Background

Two years ago, we decided to push the facilities renewal plan back one year. We did move forward with a very modest request in 2019-20 so that we would have pieces of furniture to use as replacements or for new employees.

This year's request is organized in two columns: **Original** denotes all the items initially requested for 2019-20 which would allow us to maintain our facilities in the condition we are accustomed to and; **Critical** indicates that these items are necessary because existing furniture is either out of stock but frequently needed, broken, in very poor condition. Items with asterisk mean indicate stock items. Items without an asterisk indicate they are replacement items.

In addition to the request below, Cascadia will have expenses during the 2020-21 fiscal year related to ADA interiors and joint facilities maintenance that we are not yet able to calculate.

Requested for 2020-21					
Category	Type	Original	Cost	Critical	Cost
Furniture	Office chairs*	20	11,091	5	2,773
	Classroom chairs*	15	14,456	5	4,819
	3-Drawer Pedestals*	5	2,607	5	2,607
	LB1-215 chairs	38	9,213	38	9,213
	LB1 215 tables	18	12,852	18	12,852
	LB1 215 ADA table	1	1,182	1	1,182
	Computer chairs for seven labs	230	84,618	230	84,618
	Replacement tables for LLC	2	1,732	0	0
	L-shaped desks with pedestals*	6	10,402	3	5,201
Painting	CC3 lobby and center stairs	n/a	13,310		0
	CC3 3 <sup>rd</sup> floor hallways	n/a	38,610		0
	CC3 LLC	n/a	1,800		0
	CC1 and CC3 kitchens	n/a	2,180		0
	CC2 LL Bock Learning Center	n/a	13,871		0
	LBA 1 <sup>st</sup> floor hallway	n/a	12,155		0
<b>Total</b>			<b>230,079</b>		<b>123,265</b>
Carry-Over			106,814		

**2021**

Category	Type	Areas	Quantity	Cost
Furniture	Single garage	CC1-230, CC1-231, CC1-210, CC1-211	29	\$ 32,480
	Single ADA garage	CC1-230, CC1-231, CC1-210, CC1-211	4	\$ 4,928
	Double garage	CC1-230, CC1-231, CC1-210, CC1-211	64	\$ 111,616
	Double ADA garage	CC1-230, CC1-231, CC1-210, CC1-211	4	\$ 7,944
	Office Chairs	Replacement chairs	10	\$ 5,550
	Classroom stool chairs	Replacement chairs	10	\$ 9,638
	U shaped desks w/ped	CC1/2 2nd and 3rd floor staff/faculty desks	14	\$ 47,152
		<b>Subtotal</b>		<b>\$ 219,308</b>
Carpet	Carpet	CC1 2nd floor Classrooms (not 202), Faculty Office/hallways, and 220 bullpen		\$ 36,526
		CC1/2 3rd floor Classrooms (not Chem or Bio labs or lab prep areas), Offices, Offices suites/hallways, Bullpen, lunchroom.		\$ 37,066
		LBA 1st floor (all areas)		\$ 18,167
		<b>Subtotal</b>		<b>\$ 91,759</b>
Painting	Standard White	CC3 Classrooms		\$ 30,245
	Standard White	CC1 1st floor Kodiak Conference and Workroom		\$ 1,788
	Standard White	CC1/2 2nd & 3rd floor classrooms and conference rms		\$ 55,562
	Standard White	CC Bullpens		\$ 10,439
		<b>Subtotal</b>		<b>\$ 98,034</b>
			<b>Total</b>	<b>\$ 409,101</b>

**2022**

Category	Type	Areas	Quantity	Cost
Furniture	Misc	CC1 Kodiak corner - office furniture and open area	1	\$ 175,000
	2D file cabinet	Replenish stock	6	\$ 3,033
	3D file cabinet	Replenish stock	6	\$ 4,146
	Classroom tables	Replenish stock	5	\$ 3,570
	Office Chairs	Replacement chairs	10	\$ 5,550
	Classroom stool chairs	Replacement chairs	10	\$ 9,638
		<b>Subtotal</b>		<b>\$ 200,937</b>
Carpet	Carpet	CC2 2nd floor offices and suite for 280 and 281		\$ 42,328
		<b>Subtotal</b>		<b>\$ 42,328</b>
Painting	Standard White	Special Areas: CC1-004		\$ 2,717
	Standard White	Special Areas: CC1-002		\$ 2,574
	Standard White	CC3 BO areas/conference rm/meditation rm		\$ 6,595
	Standard White	CC3 3rd floor lobby and hallways		\$ 11,530
	Standard White	CC1 1st floor Kodiak hallways and Lobby		\$ 12,370

		<b>Subtotal</b>		<b>\$ 120,442</b>
			<b>Total</b>	<b>\$ 363,707</b>

**2023**

Category	Type	Areas	Quantity	Cost
Furniture	LBA 1st floor	All offices	8	\$ 121,963
	U shaped desks w/ped	CC1/2 LL and 1st floor staff/faculty desks (not Kodiak)	21	\$ 70,728
	Office Chairs	Replacement chairs	10	\$ 5,550
	Classroom stool chairs	Replacement chairs	10	\$ 9,638
		<b>Subtotal</b>		<b>\$ 207,879</b>
Carpet	Carpet	Kodiak Corner		\$ 49,578
		<b>Subtotal</b>		<b>\$ 49,578</b>
Painting	Standard White	CC1/2 LL & 1st floor hallways, bathrooms, BO areas, and Vista		\$ 24,954
	Standard White	CC3 Lobby, 1st floor, and 2nd floor hallways		\$ 42,471
	Standard White	CC3 All bathrooms		\$ 5,005
		<b>Subtotal</b>		<b>\$ 72,430</b>
			<b>Total</b>	<b>\$ 329,887</b>

**2024**

Category	Type	Areas	Quantity	Cost
Furniture	Computer classroom	Replace existing CC3 desks	84	\$ 129,600
	Computer classroom	Replace existing CC3 ADA desks	4	\$ 5,440
	BO area	Single computer desks	18	\$ 18,180
	BO area	Single ADA computer desks	2	\$ 2,400
	BO area	CC3 BO center tables	6	\$ 4,236
	U shaped desks w/ped	CC1/2 2nd and 3rd floor staff/faculty desks	26	\$ 87,568
		<b>Subtotal</b>		<b>\$ 247,424</b>
Carpet	Carpet	Mobius/Chair storage/Ticketbooth		\$ 66,578
		<b>Subtotal</b>		<b>\$ 66,578</b>
Painting	Standard White	CC1/2 2nd & 3rd floor hallways, bathrooms, BO areas, and vistas		\$ 37,582
	Standard White	CC1/2 LL & 1st fl classrooms and conference rooms		\$ 37,752
		<b>Subtotal</b>		<b>\$ 75,334</b>
			<b>Total</b>	<b>\$ 389,336</b>

Exhibit C

Information Services Renewal Plan

Background

Two years ago, Cascadia moved from a four-year to five-year replacement plan to decrease annual spending. This plan provides for the minimum required replacements in the upcoming year. We were able to cut \$335,000 out of last year by holding off on our phone system replacement. This project will resume this year and we are currently at the bidding stage meaning the number referenced below is still a projection.

The funding source for this is a dedicated fee account that can be used for no other purpose. The balance of that account is over \$1.2M. No general reserves would be used.

Martin Logan, VP for Administrative Services & HR will be available to provide more data and answer any questions the Board may have on the summary below.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Wireless Infrastructure		\$ 50,000.00	\$ 75,000.00			
Networking		\$ 50,000.00	\$ 100,000.00			
Ongoing	\$ 9,811.20	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Field Replaceable Units	\$ 35,000.00					
Classroom AV replacements		\$ 360,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00
Server Updates		\$ 200,000.00	\$ 200,000.00			\$ 200,000.00
Phone System			\$ 250,000.00			
Roundtable	\$ 10,000.00					
Employee Desktops	\$ 108,714.43	\$ 76,000.00		\$ 66,000.00	\$ 66,000.00	\$ 66,000.00
Employee Mobile Desktops			\$ 112,000.00	\$ 112,000.00	\$ 112,000.00	\$ 112,000.00
Total w/Desktop Option	\$ 360,340.71	\$ 739,500.00	\$ 878,500.00	\$ 319,500.00	\$ 319,500.00	\$ 519,500.00
Total w/Mobile Option		\$ 663,500.00	\$ 990,500.00	\$ 365,500.00	\$ 365,500.00	\$ 565,500.00

**Cascadia College Board of Trustees**  
**Action Items**

**Subject:** Cascadia Strategic Plan

**Justification:**

*The Northwest Commission on College and Universities' (NWCCU) Standards for Accreditation support the organization's mission to accredit institutions of higher education on a seven-year cycle by applying evidence-informed standards and processes to support continuous improvements and promote student achievement and success.*

The NWCCU standards begin by requiring institutions to articulate their purpose through a mission statement and planning process that demonstrates fulfillment of that mission (see Appendix A: NWCCU Standard The Board of Trustees' role is to approve a college strategic plan.

**Background:**

Work on the new strategic plan began almost two years ago as work around Equity & Inclusion was planned launched, followed by Guided Pathways. Strategic enrollment management work began shortly thereafter. These three domains of work became known as our strategic chapters. Early work was presented throughout the last year.

With the adoption of a new mission statement, the strategic work has been refocused to better represent mission fulfillment. The components and layout were presented at the March 2021 Boards of Trustee meeting.

Accompanying documents:

- Strategic Plan

**Recommendation:**

Approve the Strategic Plan as Cascadia College's plan for demonstrating mission fulfillment.

**Action:**

Chair asks for motion: \_\_\_\_\_

Trustee makes motion: \_\_\_\_\_

Trustee seconds motion: \_\_\_\_\_



All in favor:

	Yes	No	Abstain
Captain			
Kelly			
McDaniel			
Ponto			
Quint			



**Cascadia Events & Advocacy Board (EAB)  
Report to the Board of Trustees  
Cascadia College  
Meeting: April 2021**

Dear Trustees,

As we reach the last quarter of this school year, EAB has been working to provide a variety of events to students that fit into their busy schedules. This includes moving events away from the typical Zoom format to different social media platforms that may be more frequently used by students, such as Instagram or Discord.

The Cascadia College Discord server has been getting regular interaction from students, with our different channels providing a conversation area for a variety of interests. One of our first events this quarter was Discord Gameday. Students were able to join the Discord voice channel (similar to a phone call) and played games with everyone. This differed greatly from our past events as it had a much more casual atmosphere, allowing students to simply relax and get to know each other. We are also holding weekly Study Social events through Discord as well. Students simply join a voice channel and have the opportunity to student in the company of their peers.

Another event EAB had was Club Instagram Live interviews, as a part of our Spring Involvement Fair. Clubs had a period of time to discuss their club on a live video, hosted through Instagram, where students had the opportunity to ask the clubs questions in real time. The last part of the Spring Involvement fair was a speed friending event, that gave students the chance to get to know other students as well as clubs/organizations on campus in an efficient way.

One focus of EAB this quarter is specifically advocacy, so we are making an effort to create events that give students a space to share their opinions and concerns about events happening on campus. There are two weekly events that are aimed towards this goal— Advocacy Question of the Week and Kodiaks for Change. The Advocacy Question of the Week is a weekly question that is posed to students every Monday, that covers a variety of topics. It is posted on Instagram and the Student Life Canvas Page for students to leave their comments. Kodiaks for Change works will be focused on providing resources to students. These resources allow students to learn more about specific social issues and provide them with action items to take. The first topic of

this series will be environmental justice in honor of Earth Day. The goal of these weekly events is for students to see advocacy as part of their daily lives and integrate it into the way they interact with the world.

An event that we are looking forward to is the Kodiaks Round Table focusing on the topic of Racial Justice on April 14th. This will be a student-led round table discussion on how students can take action towards campus and community change. Blair Imani will be a featured guest speaker at this event, and students will have the opportunity to submit questions for her. This event supports the diversity, equity, and inclusion values of the college and will provide a safe space for students to share thoughts on social issue topics.

In the March Board of Trustees report, a student check-in survey was discussed. This was a follow up to the open letter, to continue discussions about the online learning experience for students and receive further feedback about their academic experience. A full report of the responses from that survey is attached.

Sincerely,  
Angela Tang  
EAB Advocacy Chair



## Summary of the Events and Advocacy Board’s Winter 2021 Check-in Survey

Reported by Angela Tang, EAB Advocacy Chair

### Overview

- 31 student Responses
- Survey available through the Student Life Canvas for two weeks from February 5 - 19
- Advertised through the Student Life Canvas announcements and Kody’s Weekly (the Cascadia Student Life newsletter)
- 51.6% disagree/strongly disagree that they are less stressed during Winter Quarter than Fall 25.8% report that the experience this quarter is worse than Winter Quarter; 48.4% say the experience is better this quarter; the remaining 25.8% report no difference this quarter compared to previous quarters.

### Asynchronous non-STEM vs. Asynchronous STEM classes \*

	Asynchronous non-STEM	Asynchronous STEM
I have adequate clarification of what to expect from asynchronous classes (deadlines, learning and engagement).	23.5% disagree 23.5% agree 47.1% strongly agree	33.3% neutral 33.3% agree 33.3% strongly agree
Classes are more difficult than in-person.	50.2% disagree 23.5% agree 5.9% strongly agree	41.7% agree 25.0% strongly agree

\*Based on previous feedback from the Fall Quarter Pulse survey, students were asked to separate their STEM and non-STEM responses. Non-STEM classes had 17 responses while STEM had 12 responses.

### Level of Agreement (% of Students who Agree or Strongly Agree)

Communications	
I am able to interact effectively with my instructor(s) this quarter.	64.5%
The feedback I am receiving from my instructor(s) is helping me to succeed.	64.5%
I am satisfied with the office hours that my instructor(s) provide.	64.2%
My questions or concerns are addressed in a timely manner by my professor.	73.2%

<b>Accommodations</b>	
My instructor(s) are understanding of connectivity issues.	64.2%
My instructor(s) are flexible when it comes to due dates.	29.1%
I have a healthy-work life balance.	38.8%
I feel comfortable asking my professor for accommodations.	41.9%

<b>Teaching</b>	
My instructors have a good sense of my level of understanding of the course material.	51.1%
I am able to keep up with course assignments and requirements.	71.0%
I have the resources necessary to complete coursework in this remote instruction.	78.2%
I have enough support from my instructor(s) to succeed.	70.2%
I have a clear sense of course expectations	54.2%

**Themes from write in answers**

- There were more opportunities for collaboration during Winter compared to Fall Quarter.
- Some students noticed more accommodations and due date leniency.
- Student lack of motivation and stress are continuing challenges.
- Many students faced personal issues that affected their school work.

**Highlights of Student Responses**

Are there any changes you have seen during Winter Quarter (compared to Fall Quarter)?

- “One difference I’ve noticed is check point due dates. (When we are working toward a big assignment I appreciate due dates for each part which helps me make sure I am keeping up with the timeline of when it needs to be done). I’ve also noticed [a] weekly overview video, email, or announcement. This is helpful in knowing what is going to be happening in the coming week.”
- “I feel like there are more opportunities for collaboration between the student and teacher, and there are more ways for us to email the teacher if we need assistance with a problem or concept.”
- “yes, last quarter my biology class had no zoom sessions or office hours and this quarter there is a consistent office hour that is super helpful.”

### What challenges are you facing this quarter?

- “Asynchronous classes give little to no instructions on how to do assignments. If the majority of the class does bad on an assignment, then they give instructions afterwards.”
- “This quarter I am having more difficulty concentrating and learning the concepts that are being taught. This could be because a) my own issues, or b) the way the course is being taught and how the teacher relays the information to us.”
- “I am unable to stay focused in zoom class for 2 hours. [It’s] hard to stay focused for so long without any breaks and being lectured for a long period of time.”

### Anything else you would like professors to know?

- “That if they are not conducting a synchronous class, they need to provide lectures online.”
- “[Consistent] due dates are so helpful. Timely grading is also definitely helpful as I try to adjust to the expectations.”
- “I would like professors to be more lenient in their usual policy and make efforts to be more engaging especially [through] meaningful discussion boards.
- “Some of them are doing a great job trying to make things easier for us students and we greatly appreciate it but some are acting as if nothing has changed and there's no reason to struggle [at] this time.”

### **Final Summary**

In EAB’s Fall Quarter open letter to faculty, students asked for more clarification of what they should expect from asynchronous classes related to deadlines, learning, and engagement. We also encouraged all faculty to provide a variety of office hours in order to address any student concerns in a timely manner. Flexibility from professors, in regards to internet difficulties or other personal issues, was also an ask from students.

Based on the feedback we received through the Winter Quarter check-in survey, we noticed that there was an overall positive response from students. A majority of students have seen improvement in their communications with their professors, receiving adequate feedback in a timely manner about their concerns. Students have also noticed how understanding their professors have been during this time and appreciate their attempts to support students.

However, the persisting challenges continue to be due-dates flexibility and the work-life balance of students. The difficulty in maintaining focus in an online environment perpetuates the lack of motivation and stress in students. We would like to thank the faculty who listened to the student concerns shared during Fall Quarter. We appreciate your efforts to improve the learning experience at Cascadia College.

## Cascadia Community College Federation of Teachers Local 6191, AFT



*Report to the Board of Trustees  
Cascadia Community College  
Meeting Date: April 2021*

### ❖ **Spring quarter 2021**

CCCFT members are busy with the start of Spring quarter 2021. We continue to accept the challenges of creating meaningful and engaging learning experience for all our students under the ongoing pandemic conditions that faculty, staff, and students facing.

### ❖ **Re-entry planning**

CCCFT members continue to work with Administration and our colleagues in WPEA to plan for post-pandemic re-entry; flexibility and creativity are key; safety is paramount.



**Washington Public Employees Association**

**UFCW Local 365**

***Report to the Board of Trustees***

***Cascadia College***

***Meeting Date: April 2021***

WPEA had a member meeting where we discussed the leave option for vaccinations, and questions about re-entry in the fall.

Members are busy with the start of the quarter information for students and faculty.

E-Team and WPEA had a meeting to discuss suspended operations. WPEA clarified contract stipulations and agreements were made. Conversations will continue annual to ensure common understanding, preparations for professional development and planning. Additionally, quarterly conversations are planned with WPEA and E-Team.

Thank you,

Marah Selves, M.Ed, Administrative Services Manager