



February 7, 2022

Dear Board of Trustees and Campus Community:

We are on an upward trajectory of success. That's a phrase I adapted from the City Manager of Kenmore. He also uses the phrase "relentless incrementalism", which is my favorite. In businesses like ours, we must be relentless in our pursuit of success because it often happens only incrementally. This month, I think we made a couple of very huge strides on our path.

We will introduce our new Trustee at the February meeting, Mr. Norm Seabrooks. We were able to convince the Governor to move quickly on replacing Trustee Roy Captain and we landed on someone who wants to be a true public servant and cares about education. Additionally, we will introduce Dr. Jashoda Bothra, our new Vice President for Administrative Services. Dr. Bothra will be an extended part of the Trustee family as she eventually guides us through finances and other issues. You'll hear more about her at the meeting as well.

We continue to move forward incrementally on our enrollment initiatives, our Strategic Plan, and our return to in-person operations. As you know, we allowed employees and students to take a step back into remote until the Omicron variant had passed. We expect to be back to our published schedule of in-person classes and support services as of the beginning of Spring Quarter. We are also building next year's class schedule in what we think will be the ideal ratio of in-person to remote options based on student demand.

Finally, we are incrementally moving forward on building the budget. We will share this year's progress report with you at the meeting and start getting ready for the coming year's budget season.

I look forward to seeing you at the meeting. A summary of my activities this month is below.

Respectfully, Eric

Campus

- Training and on-boarding of new VP
- Training and on-boarding of new Trustee
- Foundation meetings x3
- Constituent Leadership Training facilitated x3
- Budget Council
- CC5 Pre-design meeting

Community / State

- Bothell Kenmore Chamber of Commerce
- OneRedmond Board meeting
- Meeting with representatives from the Riverview School District
- WACTC
- Quarterly meeting for Small Business Recovery Advisory Council

UWB

- Meeting with Campus Violence Prevention Task Force

- Meeting with Campus Safety Task Force
- Monthly meeting with Chancellor Esterberg

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, Chari Davenport:

New Partnership with Riverview School District

The meetings and campus visit with the Riverview School District is blossoming into a wonderful new partnership. The Riverview team will be working with Cascadia and the Office of E&I to host an evening information session to promote the Cascadia Scholars Program for their Hispanic and Latinx families. Parents and students will be invited to learn more about Cascadia, what we offer, and about our programming. The Riverview team believes this is a positive first step to building a more comprehensive support system in partnership with Cascadia for the next school year and beyond.

E&I and Sustainability

The Office of E&I will be working with Stephan Classen, Assistant Director of Sustainable Practices, to connect E&I and Sustainability. Seeding will begin in March and we will plant, grow, harvest, and share through June, 2022! There will also be a series of workshops on the value of soil importance, the benefits of urban community gardens, and of course how we store (freezing and canning) our harvests. Below are a couple of links to get a better understanding about the connections between equity, diversity, and inclusion in sustainability!

- <https://www.sustain.ucla.edu/equity-diversity-and-inclusion-in-sustainability/>
- <https://sustainableseattle.org/programs/interweave/>

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

Campus Sustainability Recognition

In December Cascadia College was presented with the 2021 AASHE (Association for the Advancement of Sustainability in Higher Education) Campus Sustainability Award - for its Cornucopia Food Forest! Stephan Classen, Assistant Director of Sustainable Practices, coordinated the application process for AASHE's biennial STARS application (Sustainability Tracking Assessment Rating System).

Worker Retraining

Program Specialist Katie Rousso recently served as a panelist at a system-wide Worker Retraining meeting that addressed the maintaining and developing of relationships with partners and businesses during the pandemic. She also facilitated a recent rapid-response event for dislocated workers about education benefits and unemployment.

Teaching and Learning Academy (TLA) Author Event

The TLA's Faculty Book Circle has been discussing Linda Nilson's [Specifications Grading](#) this year. The author joined the group on January 26 for their culminating discussion of her text.

Citizens' Campaign

This [write up of the presentation](#) some students in Professor Erin Richards' state and local government class (winter of 2021) did about homelessness in Seattle was just published. "I am excited that I get to continue this work with the students in my state and local government class this quarter, and in helping to establish a Citizen Leadership Center at Cascadia which will hopefully make this kind of problem solving more accessible to our community" (Richards).

Disability Support Services

Disability Support Services (DSS) had a large increase in the number of students registering with their office. There was an 18% increase in students utilizing accommodations compared to Fall 2020. This came as a surprise since enrollment was down from Fall 2020. It is hard to pinpoint the exact reason for the increase in demand. The mental health crisis brought on by the pandemic is definitely a big contributing factor. With the increase in students requesting accommodations, there were a lot of services that had to be provided in a timely manner. Enough can't be said about the work Fi Walters (DSS's Program Coordinator) performed last quarter. She did incredible work during one of the busiest quarters we've ever experienced. We also can't thank our Faculty community enough for all the support and collaboration they gave us last quarter. We were also pleased with the feedback we received from our student survey, 94% of students who participated reported feeling "extremely comfortable" accessing DSS services. Thank you to everyone in Cascadia who contributed to DSS's effort during the fall quarter!

From the Vice President for Administrative Services and HR, Jashoda Bothra:

Information Resources

Completed phase 1 of network refresh on campus (fiber upgrades, new switching standards).
Resolved 501 cases/tickets to support students and employees.
Hardware replacements outcomes includes refresh of lab and employee laptop refresh.

Human Resources

Continuing to make progress on hiring for 9 vacant positions and actively recruiting for 4+ roles.
Payroll successfully completed January issuance of 2021 W-2 and is aligned with SBTC to issue refunds for WA Cares employees during February 10th cycle.
Benefits completed the 2022 open enrollment with additional benefit for employees to adjust long term disability insurance options offered by PEBB.

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

Facilities & Capital Projects/COVID-19

Shawna Pitts accepted the position of Interim Director of Facilities and transitioned the majority of her previous COVID-19 Response management duties to April Jahns, who joins Cascadia's exempt employee ranks. The campus experienced a spike in COVID-19 cases at the beginning of the quarter that subsided following the eased requirements for on-campus employee presence through Winter Quarter. KN95 masks were distributed to faculty and staff. Student masks will be distributed in February.

In Capital Projects, STEM 4 construction slowed drastically due to the Teamsters strike, and preparations for architectural selection for the predesign of CC5 are underway. Along with the weekly COVID-19 Update, a monthly Facilities & Capital Projects newsletter is in development to improve communication to the campus community.



Communication

The Communications team created several media releases this month. Subjects included Cascadia College [Foundation Scholarship 2022-23](#) and the [MLK Day Speaker Event](#).

Outreach

Working diligently to make these crucial connections, the team reached 183 prospective student leads via virtual class visits, campus tours, information sessions, live chat, inquiry emails, and zoom calls. The college has experienced growth in all social media platforms and increased engagement on Instagram by 1.38% with giveaways, mental health moments, and multicultural holiday celebrations.

Marketing/Web

Along with the Spring Registration and Foundation Scholarships campaigns, the creative team produced materials for the MLK Day Speaker Event for use on the website and in social media and email promotion. Webpage design and accessibility updates included [scholarships](#), [counseling](#), and [graduation](#).

Foundation

The Foundation team launched the Spring Quarter scholarships application cycle for the first time. Scholarships will be awarded to a broader range of students than even before – 125 awards in all, totaling about \$210,000. An additional \$50,000 to the Benefit HUB Emergency grant program, funded in partnership through a grant from the United Way of King County, will ensure every Cascadia student at risk of dropping out due to a financial crisis can receive the support they need. The Board welcomed its two newest members in January: Roy Captain, recent College Trustee, and Rob Karlinsey, City Manager for the city of Kenmore. The goal is to have ten (10) Board members by spring.

International Programs

On January 19, International Programs hosted a three-party meeting with Dr. Murray, Dr. James (UWB Vice Chancellor) and an agent who recruits students in China. This collaboration opportunity introduces a 1+1+2 model to a cohort of Chinese students who will begin studies in China, then continue at Cascadia with the aim to transfer to UWB. A remote Memorandum of Understanding signing will take place as the next step, and the cohort is scheduled to begin their study in Fall 2022.



Board of Trustees Meeting Agenda
Mr. Mike Kelley, Chair
Dr. Colleen Ponto, Vice Chair
Ms. Janet McDaniel
Dr. Meghan Quint
Mr. Norm Seabrooks

Regular Meeting
Wednesday, February 16th 2022
4:00 p.m.
Via ZOOM

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, February 16th 2022
4:00 p.m.
ZOOM**

AGENDA

- **CALL TO ORDER**

- **CONSENT AGENDA**

- Meeting Agenda
- Minutes from last meeting – January 19, 2021 (postpone until March)

- **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.

- **NEW EMPLOYEES/PROMOTIONS**

- Introduction of new Trustee Norm Seabrooks (EM)
- Introduction of New Employees/Promotions (EM)

- **INFORMATION ITEMS**

- Sabbatical Focus (KL)
- Faculty Focus (KL)

- **DISCUSSION / PRESENTATION ITEMS**

- Mission Fulfillment Byte (KL)
- Financial Workshop: 21-22 Update (WS/JB)

- **RECOMMENDED ACTION ITEMS**

- None at this time

- **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
- College President

- **OTHER BUSINESS OR ANNOUNCEMENTS**

- **NEXT MEETING**

- Next regularly scheduled Board meeting is Wednesday, March 16, 2022.

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.

Cascadia College Board of Trustees
NEW EMPLOYEES and/or PROMOTIONS

Subject: New Employees and/or Promotions

Background:

The Board has requested to meet all new employees to campus and become aware of those who have received promotions.

Details:

The following Trustees have joined Cascadia since the last Board meeting.

- Norm Seabrooks

The following employees have joined Cascadia since the last Board meeting.

- Dr. Jashoda Bothra
- Joella Bennett-Gold
- Joy Keren

The following employees have been promoted since the last Board meeting. Their transitions are below:

- There are none at this time.

Dr. Jashoda Bothra, Vice President for Administrative Services

Dr. Bothra received her Ph.D. in Adult learning from the University of Georgia and also holds an MBA in Sustainable Systems and Finance as well as a Master's in Career and Technical Education. She has spent most of her career working in finance, technology, and staff management for Cisco. She joins Cascadia with a passion for wanting to transition to higher education, for teaching, and for supporting the community college in her home town of Bothell.

Joella Bennett-Gold, Accounting Manager

Joella brings a diverse background in accounting, and has 13 years of progressive financial and accounting experience. She holds a bachelors from the University of Arizona as well as a Masters in accounting from the University of Arizona. Joella comes to us from BDO in Seattle WA, where she conducted business services outsourcing and served as a BSO Senior. Her work with various platforms, software, types of clients and ability to meet corporate deadlines and established goals have prepared her to be an excellent fit for the college and Finance Team!

Joy Keren, Customer Service Specialist 3

Joy Keren (she/her) is very excited to join the Enrollment Services team. Her educational background is in business management and Joy is coming to Cascadia from an Office Manager/Executive Assistant role. She is looking forward to bringing her customer service experience to her work with students and is excited to work with her new team! Joy's passions are being a foodie with her wife, cooking, foraging, art, volunteering in her community, and being a business nerd.

Cascadia College Board of Trustees
Information Items

Subject: Faculty Focus –Sabbatical Report

Justification: Cascadia's practice is to have faculty share out their sabbatical experiences in January of each year. During the 2020-2021, 8 faculty participated in sabbatical. As a result, we are providing reports using a combination of modalities: asynchronous and during meetings.

Background:

This month, **Peg Harbol, Tenured Faculty in Chemistry** shares her sabbatical with a presentation and affiliated slide deck.

Course-Based Undergraduate Research Experiences for General Chemistry Sabbatical Report – February 2022

Peggy Harbol, PhD, Cascadia College

I greatly appreciate the importance Cascadia College places on sabbatical leave. The generous support of the College, my Dean, and Natural Science colleagues made this sabbatical journey possible. Several Natural Science faculty undertook my roles in the Division so I could focus on sabbatical work: Sadie Rosenthal (Interim Division Chair Fall 2020), John Van Leer (Interim Division Chair Winter and Spring 2021), and Dr. Azizeh Farajallah (all things relating to General Chemistry course coordination and STEM4 planning). As Dr. Kerry Levett, Vice-President for Student Learning, described to me: sabbatical is not a time to work *more* or *harder* but a time to work *differently*, to have the time to think deeply. This advice helped me to enjoy the journey while moving toward the destination.

The focus of my three-quarter sabbatical leave was to research and begin development of Course-Based Undergraduate Research Experiences (CUREs) to embed into Cascadia's year-long General Chemistry Laboratory curriculum. In a CURE, the entire class is investigating the same problem – they may be pooling data collection or may be asking different questions about the same system. It involves elements of authentic research: using the literature, experiment development, data collection, and experiment iteration. Early on, I enlisted Cascadia full-time Chemistry faculty, Dr. Azizeh Farajallah, and Chemistry lab technician, Ryan Higgins, to collaborate in plotting a strategy to develop and implement such a program. It was clear from the beginning that CURE is a way to equitably apply undergraduate research opportunities and to encourage students from underrepresented backgrounds to remain in STEM studies – this is how Cascadia can play an active role in diversifying the Chemistry discipline. We decided students should have more agency in their lab learning early in the first quarter while preserving the lab skills required by the American Chemical Society (ACS) as well as ensuring a high probability of student success – the first quarter is too early for students to learn about failure as a learning opportunity!

CURE Focus

While attending Chemistry Community of Practice (CoP) meetings sponsored by our SBCTC, I learned of several Washington community college faculty who were carrying out CUREs in general chemistry. I interviewed 3 groups of faculties to learn what they were doing and how they were doing it. I also asked what they wished they knew before starting this adventure. The most important things I learned were:

- CUREs can work if we are creative with the equipment we already own
- To be sustainable, get buy-in from faculty colleagues and lab technicians
- Support the Associate Faculty
- Do not alienate the lab technicians or create more work for them
- Seek out a community or academic partner
- Students need way more check-points than you think: data collection, calculations, graphs, writing

- Create strict boundaries with achievable goals for everyone

In the Spring of 2021, there were a burst of CURE articles in the Journal of Chemical Education (JCE) as CUREs have come into the mainstream. There were articles from academic groups describing how they planned their CURE, their process, the outcomes they decided on, some sample exercises, as well as how they used the chemical literature in their classes. This was an extremely helpful shortcut for us so as not to reinvent the process but rather to tweak the work of others to fit our needs and circumstances.

Multiple meetings with Azizeh and Ryan resulted in an overall plan for a 3-quarter CURE sequence that progressively moves students from inquiry experiments in the first quarter, requiring students to take part in experimental design, toward more open-ended research project by their third quarter of general chemistry. The plan also includes progressive introduction and use of chemical literature as recommended by the ACS. We launched the new CURE program in Fall 2021!

I am fortunate to have enthusiastic collaboration partners in Azizeh and Ryan. Their creativity and diversity of ideas are ensuring a quality curriculum. Planning this CURE as a department rather than an individual faculty pet project improves the probability that it will continue and improve with iteration.

Additional Sabbatical Activities

As my sabbatical progressed, I pursued some writing and presentation activities of great interest to me. At the time the activities seemed only tangentially related to my professed project; however, they each advanced the CURE project by providing information or new collaboration opportunities. A few of these activities are discussed in the following section.

During Fall 2020, I involved myself in the intense work of converting the General Chemistry I lab curriculum to virtual labs since all of the teaching was to be remote. The other Chemistry laboratory curricula had been converted for Spring 2020, but this course was not taught at that time. I knew I was on sabbatical and not responsible for this work; however, I also knew my colleagues were very stressed. The conversion exercise had the dual benefit of supporting the General Chemistry Lab while helping me detail all the lab skills, problem-solving, and equipment supporting our current lab curriculum. This proved to be an important foundational activity for CURE planning.

Also in Fall 2020, writing ramped up for the article: [The American Chemical Society and two-year college chemistry faculty relationships](#), published in the June 2021 special edition of the journal, *New Directions for Community Colleges (NDCC)*. This article was co-authored with Cascadia Chemistry colleague, Dr. Azizeh Farajallah, and Dr. Robert Kojima from San Diego City Colleges, on the relationship between Chemistry faculty at two-year colleges (2YCs) and their professional organization, the ACS. Research for the journal article reconnected me with the [ACS Guidelines for Chemistry in Two-Year College Programs](#) and with the ACS laboratory expectations for undergraduates. This information was key guidance for informing our process in developing a CURE program that aligns with lab and research skills recommended by the ACS.

While working on the NDCC article, I became more acquainted with the Two-Year College Chemistry Consortium (2YC₃) organization. As a favor to Dr. Kojima, who was then Chair of 2YC₃, I co-presented a webinar at the virtual 2YC₃ national conference. Cascadia Associate Faculty, Dr. Charlie Barrows, and I presented a session on remote active learning strategies. This experience encouraged me to attend other professional development-type meetings that I often pass up during the school year due to demands on my time. I regularly attended CoP meetings where I had support for CUREs from other Washington state 2YC chemistry faculty.

Carrying sabbatical activities into the school year

The NDCC article publication led to additional opportunities to strengthen the 2YC-ACS relationship:

- An invitation to join the ACS Society Committee on Education subcommittee: Supporting Excellence in Education - Higher Education. I am honored to bring the community college voice to this sub-committee.
- An invitation to co-chair the next revision of the *Guidelines* for Chemistry in 2YCs and thereby placing Cascadia College on this national stage.
- Participation in an interdisciplinary workshop on strengthening relationships between 2YC faculty and disciplinary societies along with Dr. Azizeh Farajallah where we had the ear of the ACS Director whose group supports Chemistry higher education through faculty development. The director clearly valued our 2YC perspective.

The search for a CURE project for the second quarter of General Chemistry Winter quarter led to a collaboration with another Cascadia full-time faculty colleague and soil scientist, Midori Sakura. She generously gave of her time to teach us some soil chemistry, encouraging us to embark on a CURE investigating various soils on Cascadia/UWB campus for their geologically important cation exchange capacities. Another of our lab technicians, Kris Harrell, greatly supported us with advice and the physical toil of digging and hauling soil samples. Third quarter students will test water quality in the streams near campus during Spring quarter.

The introduction of a CURE into the General Chemistry Laboratory curriculum was only possible with the collaborative efforts of several full-time and associate faculty and lab technicians. The commitment to this venture as a way to begin addressing diversity and equity issues in STEM is inspiring and energizing in and beyond the classroom. Additionally, it is just more fun and satisfying to teach in the CURE environment.

Course-Based Undergraduate Research (CURE) in the General Chemistry Lab Curriculum

A Sabbatical Report, 16 February 2022

Peggy Harbol, PhD

Chemistry Faculty, Cascadia College

Natural Sciences Division Chair

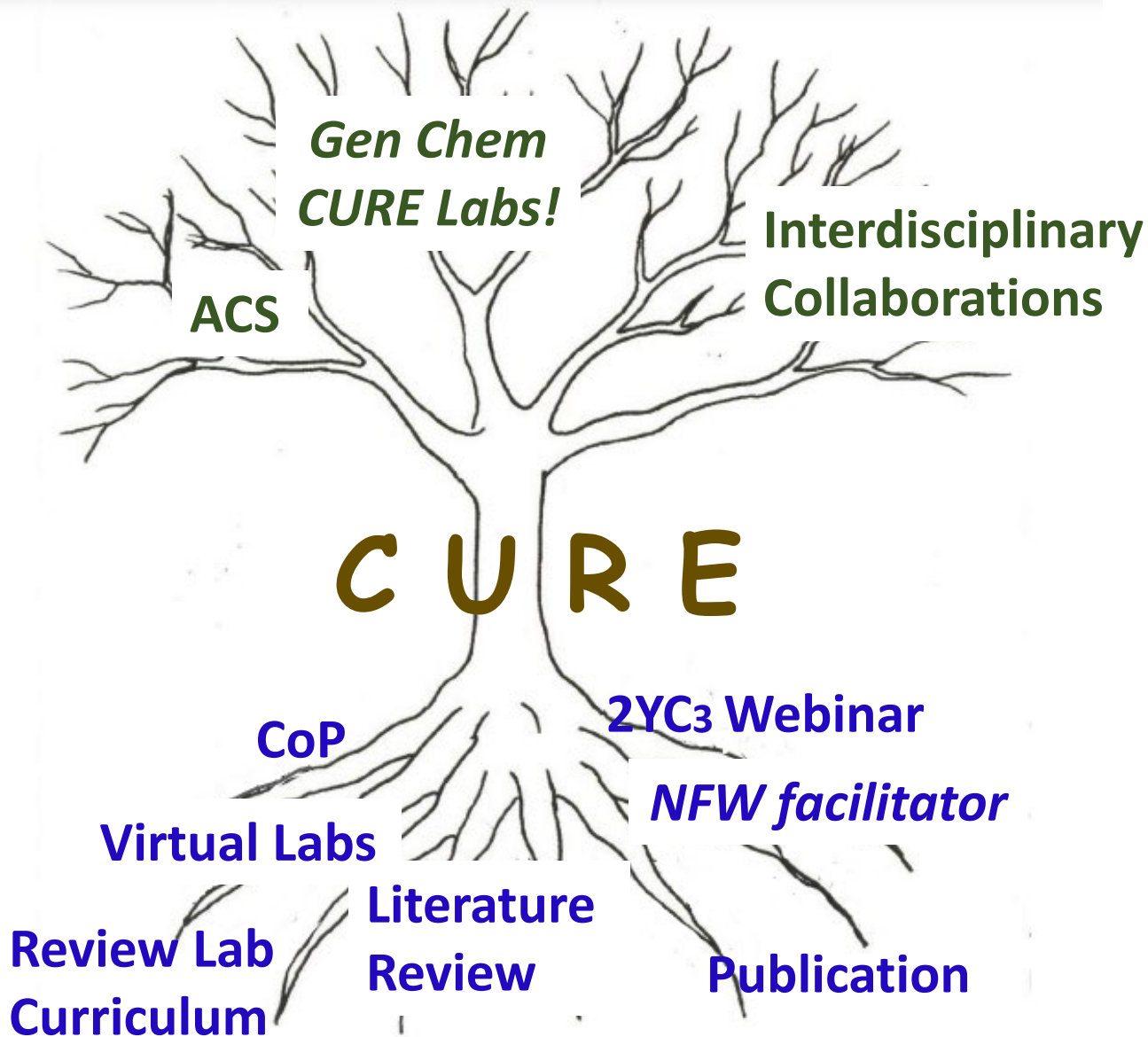
Thanks and gratitude to:

- Board of Trustees
- Kerry Levett, Ed.D., VP for Students Learning and Success
- Kristina Young, Dean for Student Learning
- Colleagues:
 - Azizeh Farajallah, PhD – General Chemistry coordination
 - Sadie Rosenthal and John Van Leer – interim division chairs
 - Ryan Higgins – Chemistry Lab Technician
 - Savita Srinivasa, PhD – Chemistry Associate Faculty

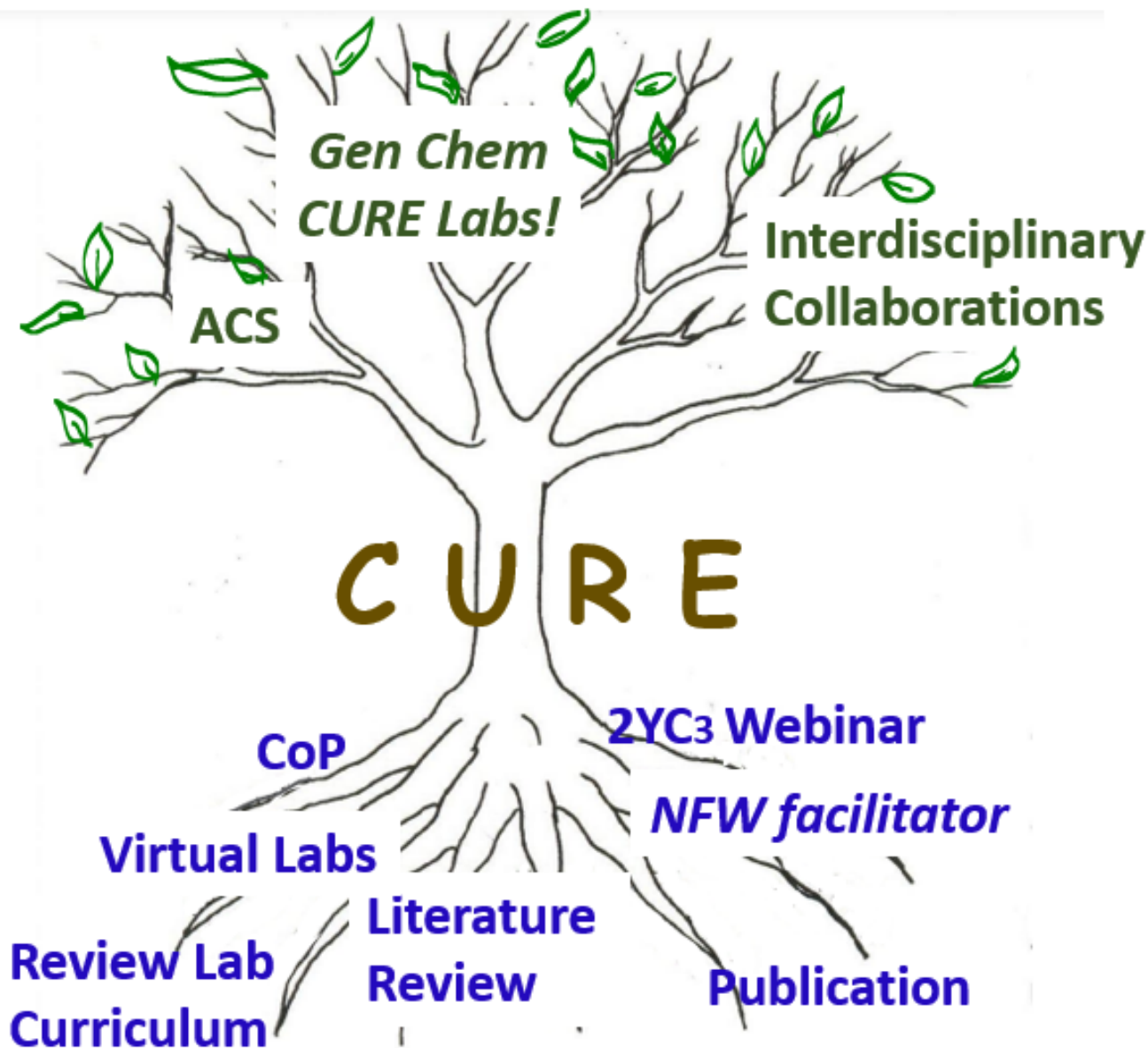
Why a CURE? Why start with Gen Chem?

- Undergraduate research experience that is course-based (EQUITY)
- Early introduction (STEM RETENTION; DIVERSITY)
- Address interesting questions (SCIENTIFIC PRACTICES)

Sabbatical Summary:

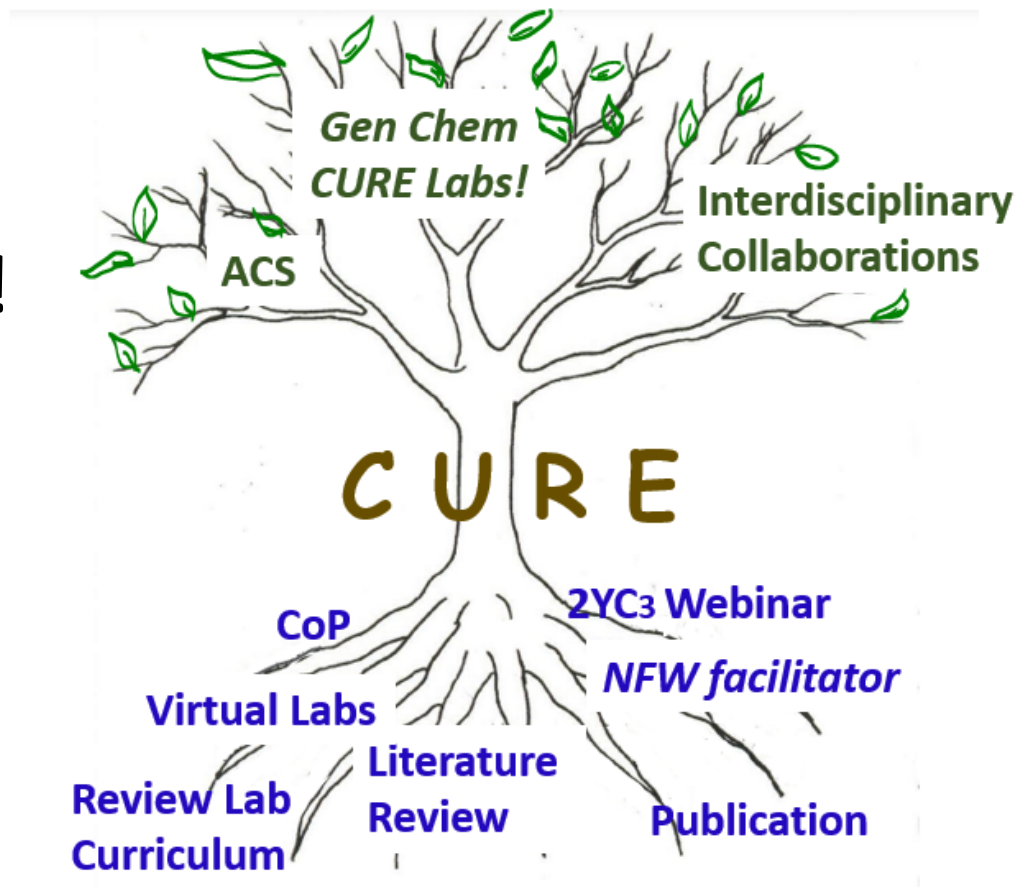


Sabbatical Summary:



- Much to celebrate
- More work to do

- Thank you for this opportunity to share!



Cascadia College Board of Trustees
Information Items

Subject: MoPan (Museum of Pandemic Culture)

Justification: An online showcase for the work of Cascadia’s students

Background: The Museum of Pandemic Culture is a collaborative online gallery of artwork, research, and writing, originally conceived by Professor Tasha Walston as a response from Humanities students to the pandemic, but—as 2020 progressed—widened to include issues such as politics, economics, mental health, globalism, climate change, and racial justice that were also touching students’ lives. ‘MoPan’ lives on in 2021, with new student work appearing every quarter from many disciplines in Cascadia’s Humanities division. Recently, the project expanded into Mobius and the Art Gallery and is being revisited in an upcoming conference.

Discussion:

Professor Tasha Walston will remind everyone what/where MoPan lives and give an update on the project's recent growth;
Professors Chris Gildow and Kathy Brown will share some student work and discuss some ideas for the future of the project.

<https://mopan.omeka.net/>

[Museum of Pandemic Culture](#)

From Barista to Amazon. This is a selfie of James Sessum, who lost his job as a barista due to the COVID-19 pandemic, taking a selfie next to a barista relief fund flyer that...

mopan.omeka.net

MUSEUM OF PANDEMIC CULTURE

TASHA WALSTON, CHRIS GILDOW, KATHY BROWN
CASCADIA COLLEGE FACULTY
HUMANITIES & ART

**BOT UPDATE
FEBRUARY 2022**




RECENT DEVELOPMENTS

1. New submissions
2. In-person Pandemic Playlist event
3. Conference work continues
4. Theme/focus expansion




RECENT SUBMISSIONS



New student work has helped MoPan continue to grow.

One example is [this piece](#) by Wendy Orbe from their American Cinema class.

Another is [this piece](#) by Laurence Hoehnle for his Figure Drawing class (his sculpture won a Golden Key award!).





PANDEMIC PLAYLIST EVENT

**STUDENTS IN HUMANITIES AND ART
FILLED UP THE GALLERY AND MOBIUS
WITH THEIR PANDEMIC-RELATED
WORK AT THE END OF FALL QUARTER.**













WHAT'S NEXT?

Kathy, Chris, and Tasha will present about MoPan at the upcoming "Transforming the Teaching & Learning Environment" conference. You can see a list of sessions [at this link.](#)



WHAT'S NEXT?

We also hope to continue to grow the museum beyond the Covid-19 pandemic theme.



**THANKS FOR
LISTENING.**



Cascadia College Board of Trustees
Information Items

Subject: Mission Fulfillment Byte

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 provides guidance clarifying their expectations for how colleges can demonstrate mission fulfillment through purposeful planning.

Criteria to demonstrate Mission Fulfillment	Target	Aspiration
The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.	The institution assesses progress toward achieving its mission fulfillment objectives over time, using longitudinal data and analyses. Both standardized and program-specific data and performance measures are used to inform unit planning, program review, and institutional plans.	Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.

Background:

Mission Fulfillment Bytes (MFB) provide a “close in” data examination of one of our mission metric areas. MFBs will focus on helping us to better understand how strategic actions are driving our mission metrics.

February Focus: Retention, Attainment, Competitions, and Transfer (see accompanying slide deck prepared by Dr. Michael Horn, Director of Institutional Effectiveness)

Dr. Kerry Levett, Vice President for Student Learning and Success, and Dr. Michael Horn, Director of Institutional Effectiveness, are available for questions.

CASCADIA COLLEGE

BOTHELL • OUR COMMUNITY'S COLLEGE

Mission Fulfillment Metrics:

Retention, Attainment, Completions, & Transfer

Office of Institutional Effectiveness

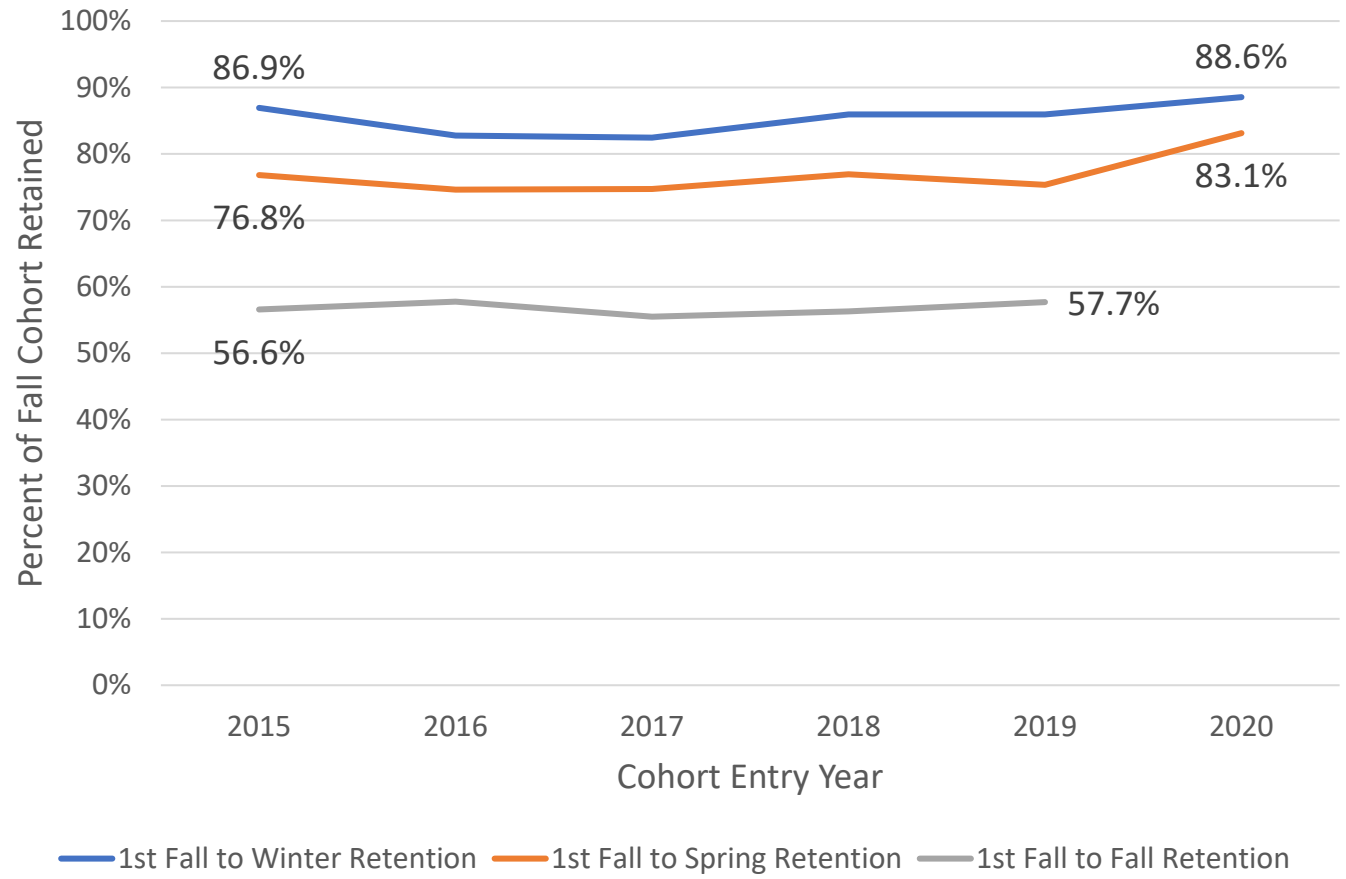
2/7/2022

Mission: Student Achievement

February 2022

- Achievement metrics are based on first-time ever college students enrolled in the Fall and seeking a degree or certificate.
- Comparisons of Fall cohorts help us understand trends in achievement, including differences among student groups.
- Our metrics are consistent with SBCTC's achievement metrics.
- Students excluded from this analysis are: College and Career Foundations (BEEdA) students, International, Applied Baccalaureate, and College in the High School.

Metric: Retention



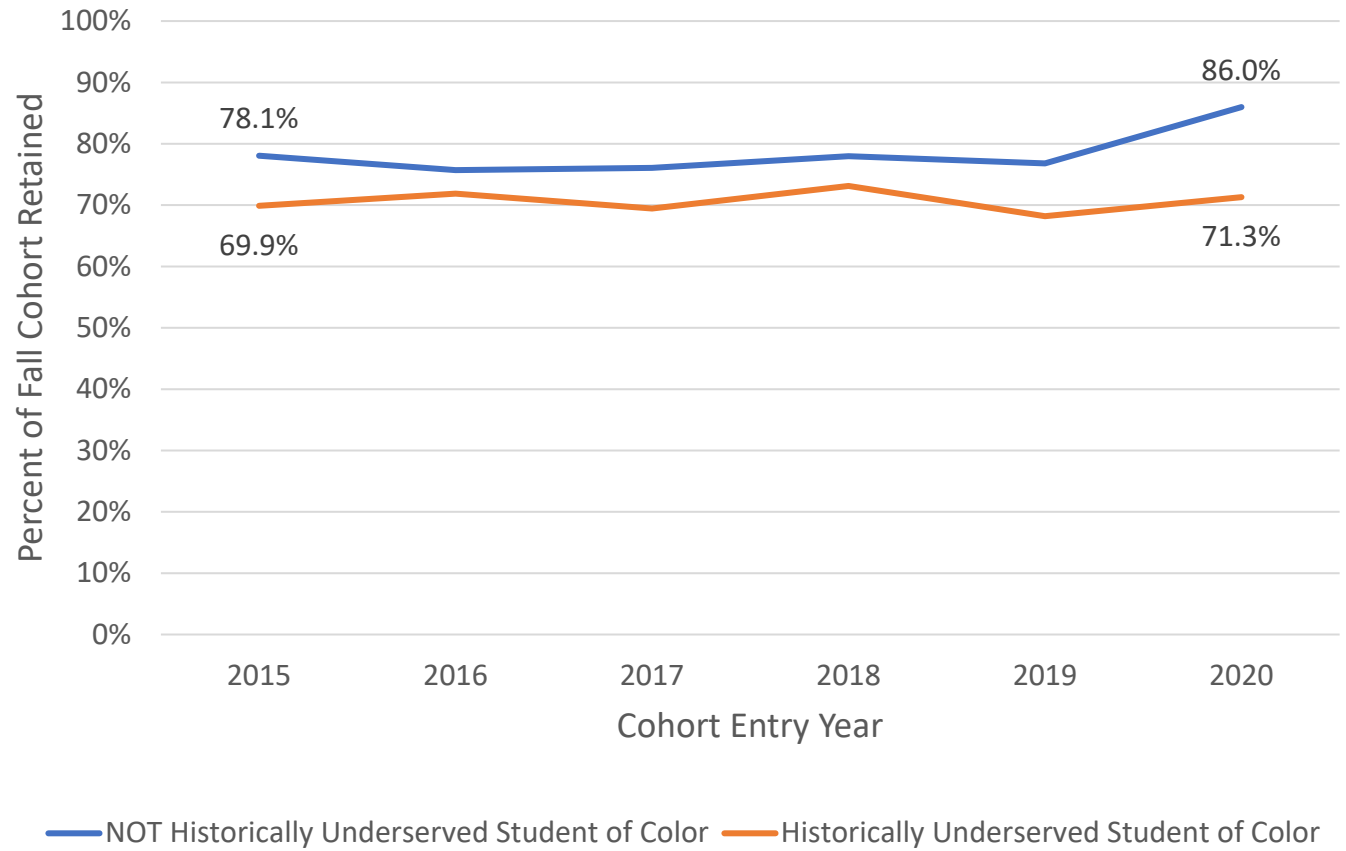
Student retention has moderately **increased since 2015**. Over this time period retention was up:

- Fall to Winter increased **1.7** percentage points to 88.6%
- Fall to Spring increased **6.3** percentage points to 83.1%
- Fall to Fall increased **1.1** percentage points to 57.7%

Students who enrolled *after* Cascadia’s shift to remote learning (2020 Choort) were **retained at a higher rate** than in the past.

- Fall to Spring retention was 83.1% for Spring, a six year high.
- Fall to Spring retention **dipped** slightly for the Fall 2019 student cohort, most likely a result of the pandemic.

Is Race/Ethnicity a Factor in Fall to Spring Retention?



Although overall retention increased with the 2020 student cohort, the **equity gap widened**. For *Historically Underserved Students of Color* (HUSOC), Fall to Spring retention:

- The gap widened **14.7** percentage points between HUSOC students (71.3%) and Non HUSOC students (86%).
- This was the largest gap in six years.

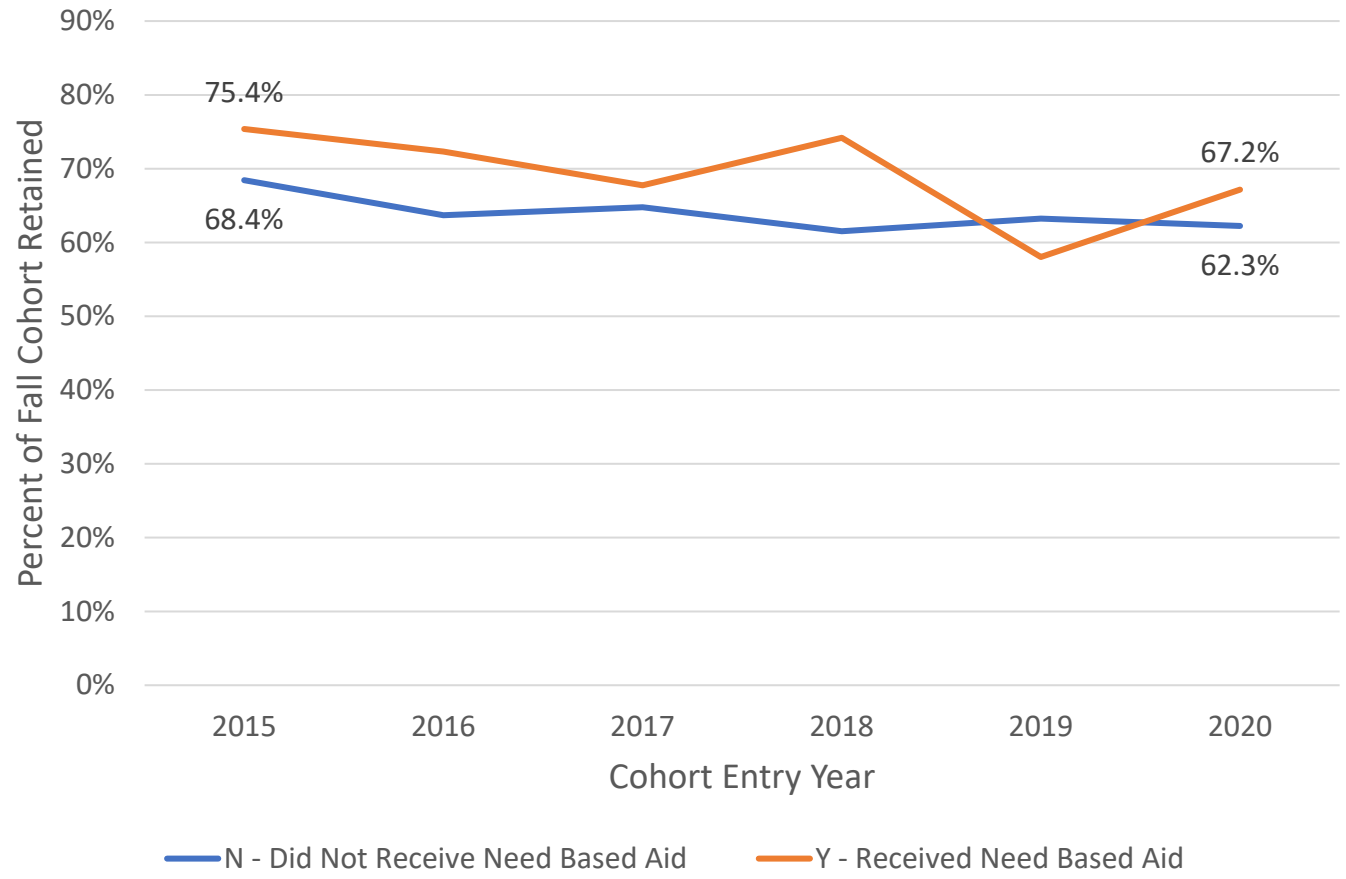
For the Fall to Spring retention **trend since 2015**:

- HUSOC retention has increased **1.4** percentage points
- Non HUSOC retention has increased **7.9** percentage points

HUSOC students include American Indian or Alaska Native, Black/African American, Hispanic/Latinx, Pacific Islander, and students with two or more race/ethnicities. Non HUSOC categories include White and Asian.

¹Students without a reported race/ethnicity are excluded from this view

Is Financial Need a Factor in Fall to Spring Retention?



Receiving Need Based Financial Aid at Cascadia is associated with a higher retention rate.

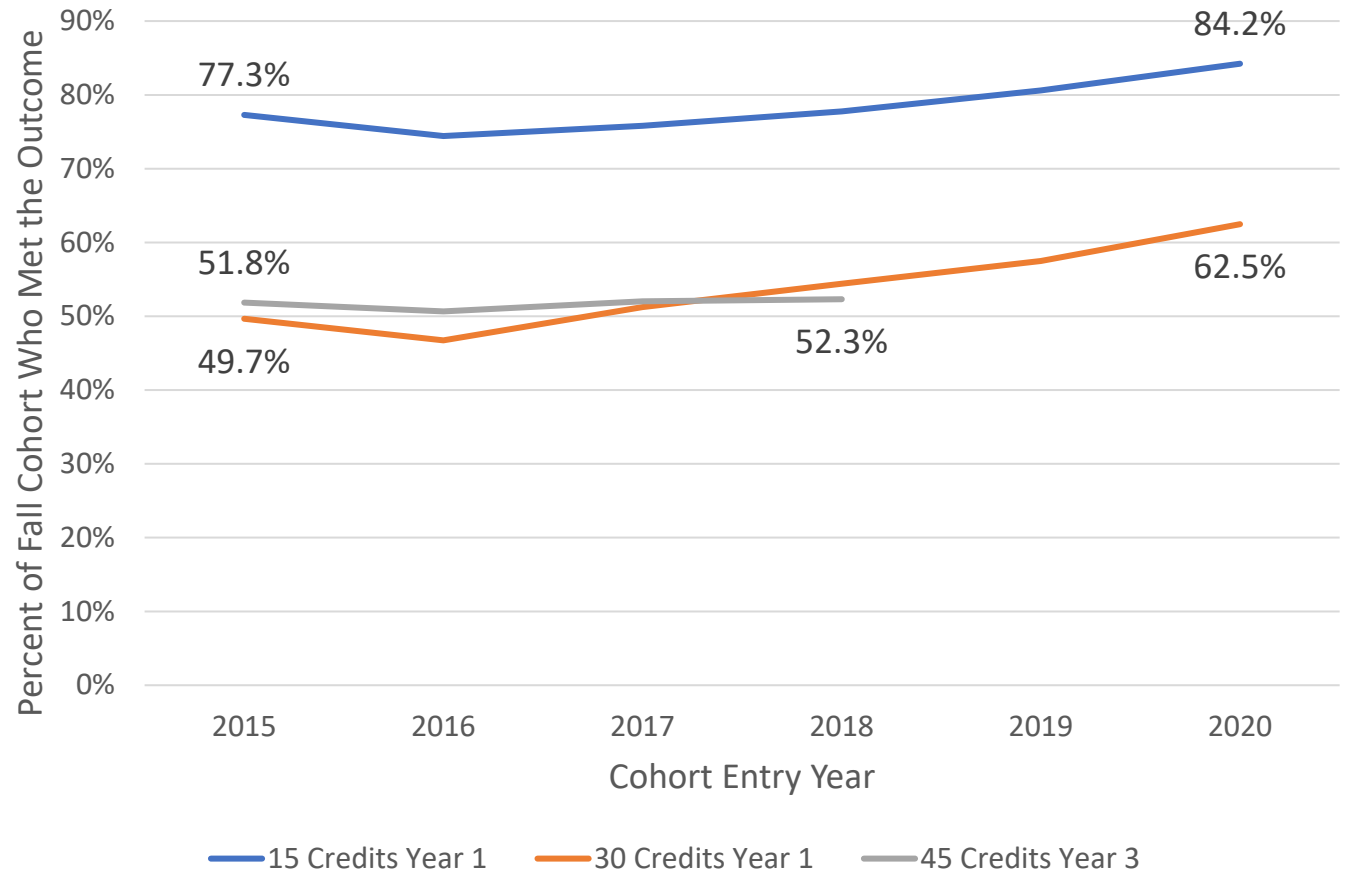
Retention for students who received financial aid was higher than for students who did not receive aid.

Fall 2019 cohort was one exception, most likely because students who received aid were more economically vulnerable to the onset of the pandemic.

The overall slight downward retention trend shown in this graph differs from the positive trend shown earlier because running start students were excluded, since they are ineligible to receive need based aid grants

¹Students who received Need Based Aid include Pell Grant, Opportunity Grant, and State Need Grant recipients

Metric: Credits Attained

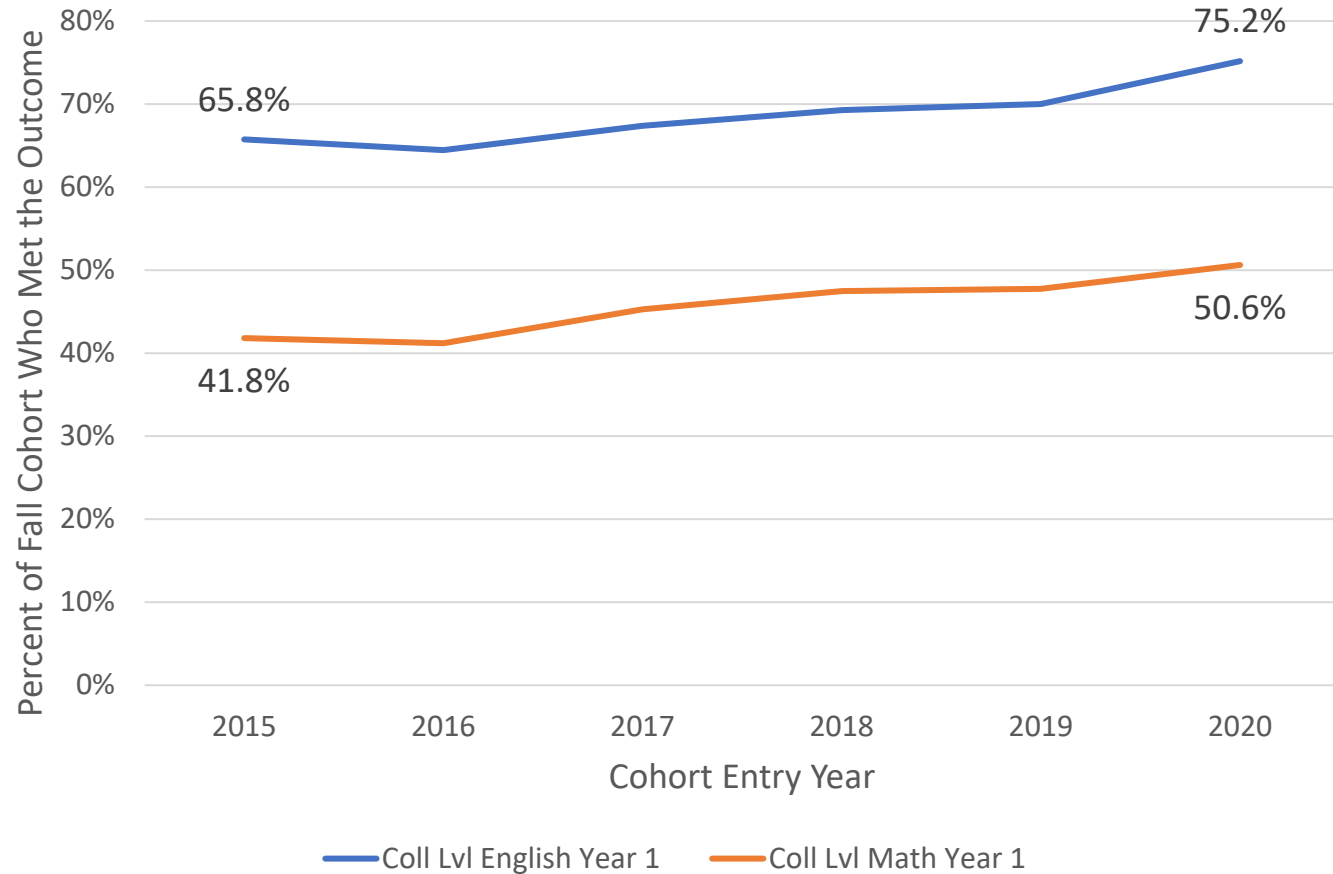


Students **achieving credit milestones** in the first year of enrollment has been trending **upward** for the past 5 years. The increases since 2015, were:

- Attaining 15 Credits in Year 1 was up **6.9** percentage points
- Attaining 30 Credits in Year 1 was up **10.7** percentage points

Attaining credit milestones by students' **third year** of enrollment (45 credits) , however, remains relatively **flat**.

Metric: College Level Math & English Attained in Year 1



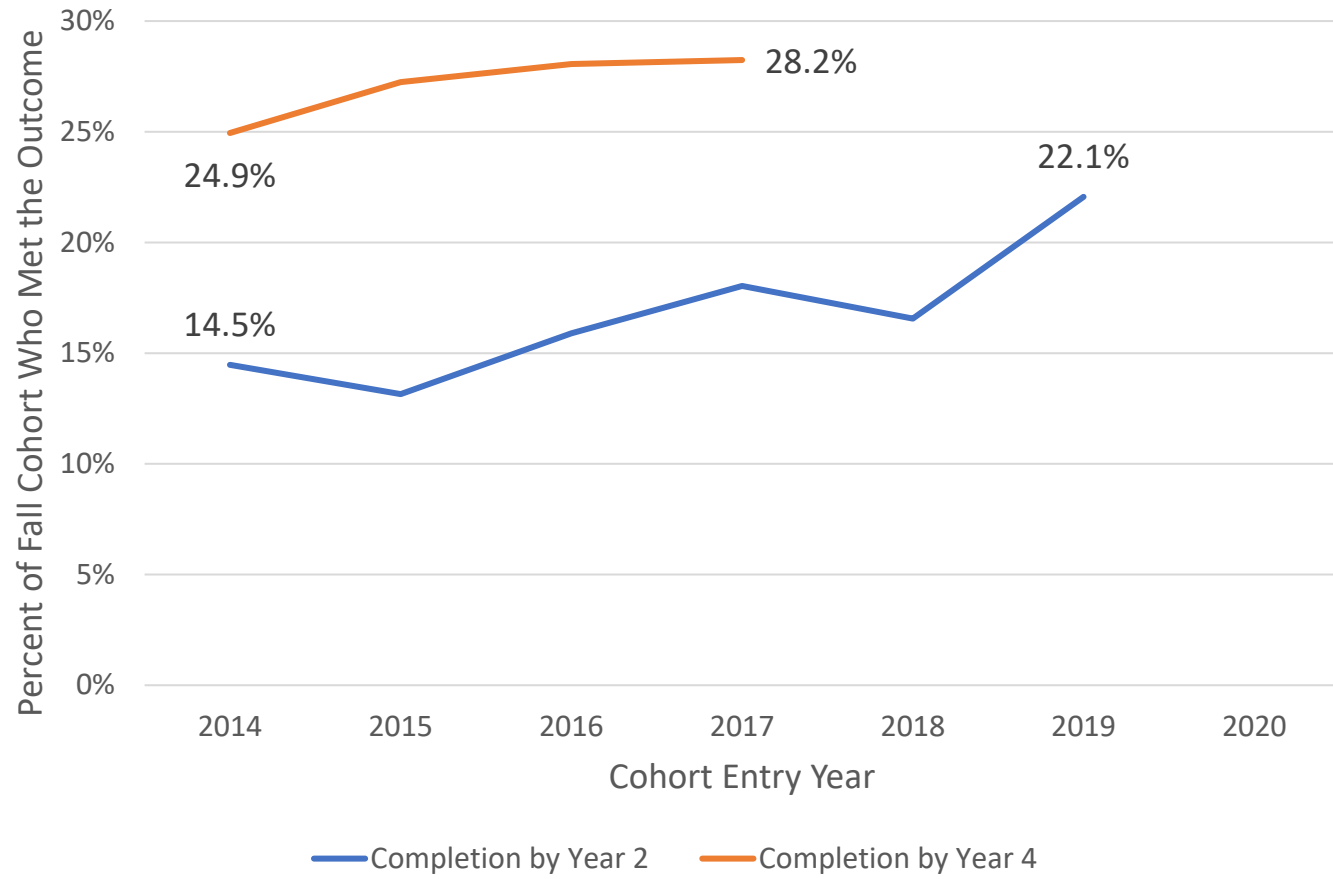
Completing a college-level math and English course is a key measure of achievement.

Since 2016, the percentage of students who earn college-level **math** or college-level **English** credit in their first year of enrollment has **increased yearly**.

From 2015 to the 2020 cohorts,

- College Level English attainment is up by **9.4** percentage points
- College Level Math attainment is up by **8.8** percentage points.

Metric: Completions

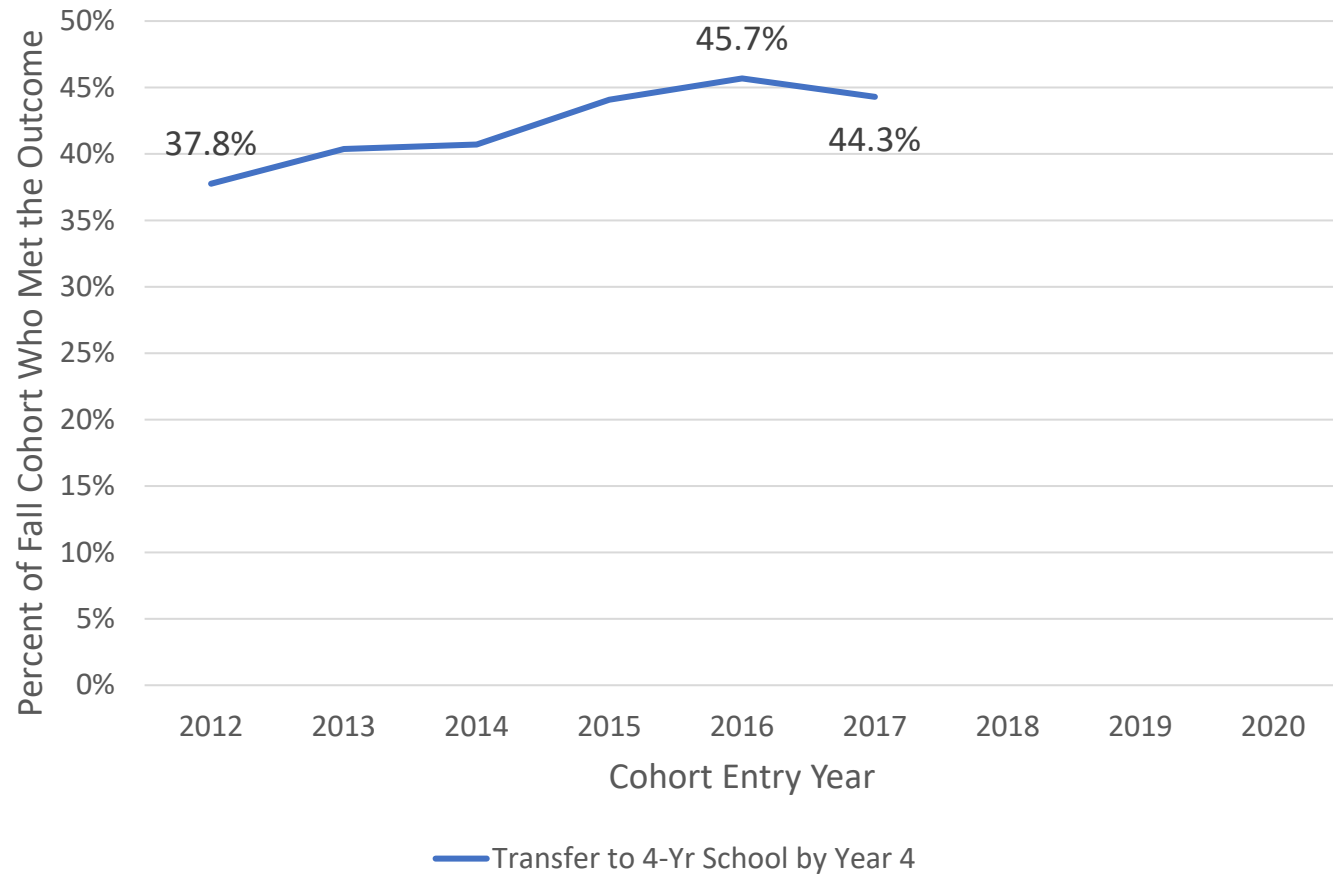


Since 2014 the percentage of students who **earned a degree or certificate** at Cascadia within 4 years of enrolling has **increased**. Over this time period:

- Students who completed an associate degree or certificate **within 2 years** of enrolling increased **7.6** percentage points to 22.1%.
- Students who completed an associate degree or certificate within **4 years** of enrolling increased **3.3** percentage points to 28.2%.

Completions in the 2019 cohort (22.1%) **increased despite students having attended a significant portion of their studies during the pandemic.**

Metric: Transfer to 4-Year Institution by Year 4



The percentage of students who **transfer to a four-year institution** after attending Cascadia has been on the **rise**.

To be included in this metric students must transfer within 4 years of beginning their enrollment at Cascadia.

The latest data are for students in the Fall 2017 cohort who enrolled at a four-year institution by Fall 2021.

Despite slipping, the Fall 2017 transfer rate is higher than four of the five preceding years, and **up 6.5** percentage points over 2012.

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: Monthly Financial Workshop

Justification:

The Board has the responsibility of staying up to speed on the college's financial situation and outlook.

Background:

The Board approved the college's budget in June 2021 and received a fall quarter update in October 2021. This presentation provides the Board with a February 2022 update.

Discussion:

Generally, the college is in good shape. We will review the current numbers, discuss the use of stimulus money, and project End of Year numbers. We will also lay out a plan for the next couple fiscal years.

Budget Development Process, 2022

1. Campus Budget Council – Meeting dates

January 25	March 22
February 8	April 5
February 22	April 19
March 8	May 3

2. Trustee Sub-Committee for Finance – Meeting dates

Thursday, Feb 3
Thursday, March 3
Thursday, April 7
Thursday, May 5
Thursday, June 2

3. Monthly Agendas

- February
 - Revenue & Expense Projections 21-22
- March
 - Reserve Account updates
 - Anticipated expenses: Bookstore, STEM4, Redmond Site, 22-23
 - Repair & Replacement Overviews
 - Labs
 - Facilities
 - IS Infrastructure
 - Budget Council's Work
- April
 - Budget Review, 22-23 (1.0)
 - Deficit Model, Reserves, Enrollment Initiatives
- May
 - Final Revenue Numbers, 21-22
 - Budget Review, 22-23 (2.0)
- June
 - Final State Allocation
 - Budget Review (3.0) and Approval

BUDGET SUMMARY

BOT APPROVED

	May 2020		July 2021		BOT APPROVED	
	20-21 Projected	20-21 Actual	21-22 Projected	EOY Estimate	Jun 2021	June 30 2022
REVENUES - Operating Budget						
SBCTC Allocation	\$ 11,088,295	\$ 13,872,854	\$ 13,294,154	\$ 13,481,683		
Tuition (State Students)	\$ 4,959,520	\$ 4,116,067	\$ 4,279,689	\$ 3,166,970		
Tuition (Contract Students)	\$ 6,938,413	\$ 6,940,566	\$ 7,088,597	\$ 4,962,020		
SUM	\$ 22,986,228	\$ 24,929,487	\$ 24,662,439	\$ 21,610,673		
EXPENSES - Operating Budget						
Anticipated	\$ 25,052,144	\$ 21,011,396	\$ 25,377,822	\$ 22,889,052		
Expected Adjustments		\$ 884,159		\$ (1,500,000)		salary savings
SUM	\$ 25,052,144	\$ 21,895,555	\$ 25,377,822	\$ 21,389,052		
REVENUES (minus) EXPENSES						
	\$ (2,065,917)	\$ 3,033,932	\$ (715,383)	\$ 221,621		

RESERVES - Protected Accounts	a/o 3/1/21	as of 1/08/22	FUND
Data Processing	\$ 1,274,885	449,250	443
Motor Pool	\$ 37,122	26,559	460
Associated Students	\$ 1,595,882	1,944,481	522
Parking	\$ 14,898,091	1,251,211	528
Aux Enterprise	\$ (17,757)	(7,865)	570
Grant-in-Aid	\$ (179,500)	1,131,430	846
Student Loan	\$ (144,977)	335,461	849
Long Term Loan	\$ 269,890	333,871	860
Bldg & Constr	\$ 485,067	-	057
Grants & Contracts	\$ 483,301	1,874,560	145
Student Tech Fee	\$ 852,419	875,666	148
Arc Fees	\$ 1,065,622	280,146	148

RESERVES - Available Funds			FUND
Fees	\$ 2,470,000	3,100,000	148
Cash Balance by fund	\$ 2,138,101	2,137,571	146
Cash Balance by fund	\$ 379,548	397,302	147
SUM	\$ 4,987,649	\$ 6,110,682	
STIMULUS FUNDS REMAINING	\$ 3,886,586	\$ 3,307,418	
Local Govt Investment Pool	\$ 2,168,408		841
Long Term Investments	\$ 6,355,000		841
SUM	\$ 8,523,408	\$ 8,523,408	

2021-22 Approved Expenses (see below)	\$ (2,098,274)	\$ (2,098,274)
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GRAND TOTAL \$ 15,299,369 \$ 15,843,234

RESERVES - 2021-22 Approved Expenses

	One-Time	On-going
Experiential Learning Coordinator		\$ 5,335
Office of E&I Funding		\$ 22,500
AASHE STARS Reporting		\$ 975
Foundation Development Specialist	\$ 27,000	\$ 54,000
Student Support Software	\$ 38,490	\$ 19,500
Faculty Sabbatical	\$ 50,000	
COVID 19 Memorial	\$ 5,000	
Marketing	\$ 50,000	
Labs R&R	\$ 76,784	
UW Bookstore Buyout	\$ 750,000	
STEM 4	\$ 550,000	
Skybridge Emergency	\$ 35,000	
Facilities R&R	\$ 516,000	\$ -
TOTAL	\$ 2,098,274	\$ 102,310

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Technology R&R	\$ 878,500	443
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STIMULUS - Revenue (Protected)	Students	Institution
Total	\$ 3,027,171	\$ 3,886,586
Spent	\$ (1,408,500)	\$ (579,167)
Remaining	\$ 1,618,671	\$ 3,307,419

*Report to the Trustees
February 2022 Meeting
Events & Advocacy Board
Cascadia College*



by Tamara Wood, Advocacy Chair

Events:

Overall, we have seen a great student turnout and participation at the beginning of Winter quarter. Students have been excited to attend in-person events and are in good spirits.

- Welcome Week Tabling: We gave away hot chocolate and cookie to-go kits to students to welcome them back into winter quarter. Tabling events have been a fantastic opportunity to chat and engage with the student body.
- Ghosts in the Truly House: We hosted a fun and spooky Instagram live virtual event with partnership with Truly house staff where we communicated with spirits from another astral plane.
- Involvement Fair: We had 50 students visit us at Involvement Fair to promote all the amazing clubs and resources we have available on campus. We featured 16 tables and created a fun game where students had to visit 5 different tables to get a special to-go prize of Crumbl cookies.
- ARC feature: EAB created an Instagram marketing promotion to feature and highlight the resources available to students at the Activities & Recreation Center (ARC). We visited The Health and Wellness Resource Center (the HaWRC), The Outdoor Wellness Leaders (OWLs), The Fitness Center and demonstrated the intramural activities. Many department leads took time to discuss what was available to students to promote the resources and features available.
- Casino Night: In partnership with UWB's CEB, we helped organize and host Casino Night which had 86 students participate. A vendor provided casino games with helpful dealers and a popular magician who was a big hit. We had raffle giveaways and gave away cake pops from Pinkabella as students left.

Advocacy:

I am continuing to serve on the Campus Safety Taskforce and Equity & Inclusion Student Advisory Committee, in addition to the Pandemic Memorial working group. I also met with Dr. Pamela Taylor from Circle Works to discuss opportunities to provide support resources for students in the future related to restorative justice we also discussed inclusive and collaborative models to help guide and inform my work on the Campus Safety Taskforce.

Coming up:

- Valentine's day tabling event on February 9th featuring customized Kody the Kodiak valentines
- Happy Little Accidents, a Bob Ross-themed paint party on March 1st

Cascadia Community College Federation of Teachers Local 6191, AFT



***Report to the Board of Trustees
Cascadia Community College
Meeting Date: February 2022***

❖ Contract Bargaining

We, the CCCFT Bargaining Team (Dave Shapiro, Lisa Citron, Sharon Saxton, and Greg Campbell) have begun our 2022-2025 CBA bargaining sessions with the Administrative Bargaining Team (Kerry Levett, Lyn Eisenhour, Erik Tingelstad, and Elizabeth Englund); we are meeting every two weeks during winter quarter and may move to more frequent meetings in spring. So far, so good.