



June 6, 2022

Dear Board of Trustees and Campus Community:

We are approaching the last meeting of our year and then will enter our two month break in July and August. We'll have a lot to cover in this meeting, in particular the approval of the budget, but I also want to take a moment to celebrate that we managed through another difficult year.

We've come to learn that each year gets a bit more overwhelming. The pandemic has challenged us as an institution and while there have been some rocky roads...we stand financially stable with a solid strategic plan, good ideas for enrollment, and one of the most excellent faculty and staffs in the system. After just returning from my first in-person all-presidents meeting this month, the hurdles we face seem better managed than some/most of our sister institutions. I am proud that Cascadia has this stability and it comes in large part to your stewardship and guidance.

By the time we arrive at this meeting, Commencement will also have occurred in-person. Not only do we celebrate our own success at managing through the pandemic, we cannot undervalue the tremendous effort by our students to manage and achieve their degrees. Hooray for them.

I look forward to seeing you at Commencement and our June 15 meeting.

Respectfully, Eric

Note that Eric was in Germany from May 19-30 and in Wenatchee from June 1-3.

Campus

- Foundation-related meetings (x6)
- BOT Finance Sub-Committee
- Budget Council
- Navigators
- Veteran's Commencement Ceremony
- All Campus Commencement

Community / State

- WACTC meetings in Wenatchee
- Redmond "Energize Eastside" Hearing
- Kirkland City Council "State of the College" Address
- Bothell City Council "State of the College" Address
- One Redmond Economic Development Council
- Leadership Eastside Welcome and Lunch with the Eastside Mayors @ Cascadia
- Bothell-Kenmore Chamber of Commerce Board meeting

UWB

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

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:

Riverview School District – The Riverview team (in collaboration with Outreach and Marketing) brought 33 students to Cascadia on June 3, for a mini-student of color conference. Students attended workshops, met with two of our Faculty mentors, learned about financial aid (a popular question) and enjoyed a campus tour. The students were very engaged and asked a lot of questions.

Foundations of E&I Course – We will have two sessions of the Foundations of E&I beginning in fall 2022. With the conclusion of the fall course, more than one half of Cascadia employees will have completed this valuable series.

The remaining information from the Office of Equity & Inclusion will be in the ‘Year in Review’ presentation.

From the Vice President for Administrative Services, Dr. Jashoda Bothra:

HR/Payroll

- HR continues the search for multiple vacancies of four current positions, with multiple others waiting in the queue as prioritized by the E-team to begin this summer. The HR/Payroll team is happy to announce that the 2nd HR Generalist opening has been offered and they will start in early July.
- Payroll is working on the pre-payments of summer benefits in June for all faculty and cyclic staff that are not working during the summer yet qualify for continued benefits.
- Payroll is also managing the balloon payments for Full Time Faculty who elected this option in the fall. Under this option, faculty receive smaller paychecks during the academic year but receive a bigger “balloon payment” in June to help them financially during summer when they are not teaching.

FINANCE

- The finance team informed the executive team and NWCCU (Northwest Commission on Colleges & Universities) regarding the State Auditor Office’s guidance to forego the FY19-20 (due to lack of accounting balance details) and agree to our catch-up plan to complete the FY21-22 audit this fall followed by on schedule FY22-23 fiscal audit from January-March 2023
- Finance is engaged with the State Board accounting office (SBCTC), peer CTC experts and a private CPA firm that has assisted another CTC college to ensure we can close FY22 books successfully and be prepared for upcoming audits.
- With the departure of Brent Green, Joella Bennett-Gold (accounting manager) and Jashoda Bothra are managing day-to-day finance functions especially for year-end priorities and establishing training, clear roles, and responsibilities for all finance stakeholders.

IS

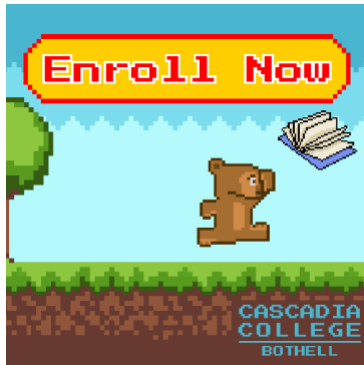
- Information Services staff worked to continue our infrastructure refresh with the replacement of some hardware that supports our campus virtualization and back-up systems.
- Since the beginning of fall quarter 2021, Information Services has received 4,565 requests for help from students and employees and has resolved 4,475. This is notably fewer requests coming in compared to the 2020-2021 school year where we received over

6,000 requests. The largest area of improvement has come in the reduction of students asking for assistance with their Cascadia Network Account.

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

Communications/Outreach/Marketing

The C/O/M team is continuously engaged in various projects and collaborations, with Spring emphasis on bringing Cascadia back into the community and in-person.



Communication

At the request of faculty, we provided promotions for the Spring gallery exhibit, *Intersections = Math + Art: Showing our Work*. Since it was open to the public, the team’s media release made its way into two publications: [Bothell-Reporter](#) and [Mukilteo Beacon](#).

Outreach

Through email, zoom visits and presentations, campus visits and tours, and other outreach events, the team connected with approximately 448 leads this month. Outreach is managing many in-person visits and events. In May the team attended/hosted events including Centro Cultural Mexicano Cinco de Mayo event in Redmond, Admissions Pop-ups at Inglemoor and Woodinville high schools, Lake Washington School District Students of Color Conference, Husky 5k/Pups & Cubs 1k – sponsorship and community visibility, Rose Hill Middle School campus visit, zoom class visit with an emphasis on healthcare and support from advising staff.

Marketing

May was focused on finishing and launching the first drop of the summer/fall digital campaign efforts (Time to Unpause/Press Play/Start your college quest), supporting the graduation program design/print, and several faculty requests for event promotions (Math + Art exhibit, NWBIO Conference, Wetland Day).

Facilities & Capital Projects

In the month of May, Facilities responded to dozens of requests, inquiries, and work orders; collaborated on several internal and external events; continued working with Finance office on backlog of invoices; facilitated an office move; and made progress toward filling vacant staff positions.

STEM 4

The concrete drivers’ strike has been resolved. It did set the project back in terms of both budget and schedule. The Project Management Team is pursuing a variety of potential opportunities to recover a portion of the budget that has been lost to the strike and inflation in materials and labor. Crews will soon replant the trees that were temporarily removed from the Food Forest.

CC5

The pre-design team for Cascadia’s Gateway Building has completed the discovery phase and is using the information collected to lay out offices and programs for a 33,000 GSF building. While that is a significant reduction in square footage compared to what the college originally submitted, the team is very pleased with the early design concept and is confident that this building is precisely what is

needed. The team presented to the Campus Design Review Team and Cascadia's Board of Trustees as well as conducting a second virtual lunch time presentation for employees.

Foundation

A message from Mark Collins, Director of Cascadia College Foundation:

On behalf of Alex Lee, Foundation Chair, and the rest of the Board, I want to thank the Trustees for providing us with an opportunity at last month's meeting to share this year's accomplishments.

Shifting from Stage I of the Foundation's strategic plan – which focused on building operating capacity – to Stage II, the Board made progress with its new member recruiting efforts and began working with staff to identify the best ways for the Board of Directors to join in fundraising efforts.

Work continued on preparing next year's budget and closing out this year. To that end, the Board received the initial draft of the FY23 budget; the College's Needs and Opportunities will be incorporated into the final version in July. Year-end program assessments are being conducted with various offices across the college with whom the Foundation partners. The data migration phase of our new donor management system project has begun, as well as work on the next Annual Report to the Community.

International Programs

Under the leadership of Heather Mueller (International Student Advisor), IP hosted a couple of in-person events on campus this May to build a community and foster a sense of belonging among international students. Admission has been busy with an increasing number of applications for Fall 22 intake. The search for Assistant Director of International Marketing continued in May and we hope to fill the position in June.

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

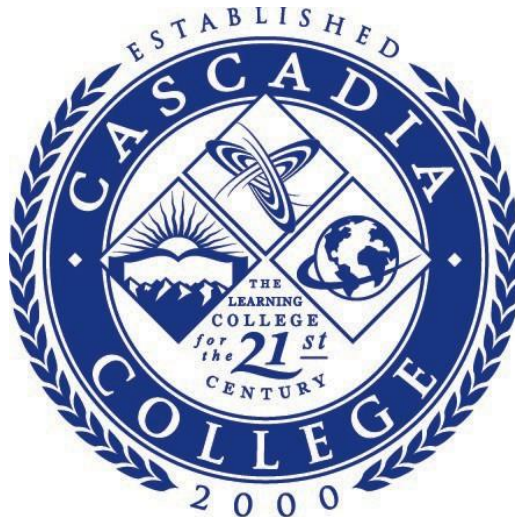
Student Success Services

- Student Success Services successfully applied for a grant to offer summer Running Start program to juniors and seniors for summer 2022. The timeline is quick, but our Student Success and Outreach/Marketing team are working hard to get the messaging out to high school students, families, and counselors to promote the program.
- Student Success Services has applied for a grant through the SBCTC for Supporting Students Experiencing Homelessness, with support from the United Way of King County and the Snohomish Housing Board. If approved, the grant would help to provide short term housing grants, services/funds for food and to support our Kodiak Cave services, laundry, storage, PO boxes, etc. to students who are experiencing homelessness and food insecurity.

Student Success Services By the Numbers:

- 63 students signed up to use the Kodiak Cave with a total of 161 grocery shopping trips (both in person and delivery)
- 116 students recently completed a food insecurity survey distributed to both Cascadia and UW Bothell students. Of those students completing the survey, 57% of students cut their meals because they are afraid they do not have enough food, 58% do not eat a balanced meal of protein, starch, veggie or fruit, and 48% skip buying food because they did not have money.
- 74 students completed appointments with a United Way Benefits Hub coach for emergency grants, housing support, transportation assistance, financial coaching and public benefits enrollment

- 75-100 students attended each of Student Life's in-person events during spring quarter.
- Student Accessibility Services (SAS) had a 21% increase in students requesting accommodations compared to the 2020-21 academic year. This was a considerable increase especially since the college's overall enrollment was down this year. It is difficult to truly quantify the reason for the increase however we believe the effects of the pandemic are a big contributor. In some ways we are encouraged by this statistic. More students know about our services and are accessing them. Two of our main goals have always been to ensure students can access our services with the least amount of barriers possible while de-stigmatizing the accommodation process. On the other hand, we want as many student as possible to access campus services without accommodations to provide a more inclusive and universally designed environment.
- The CARE Team also had a significant increase in students using their services. We had a 40% increase in cases reported compared to last academic year, with a total of 305 students, many of whom needed support related to mental health and financial support. Students applying for emergency grant awards had a significant increase as well. 102 students received emergency funding to help them stay enrolled in their classes (47 were awarded last year). We are tremendously grateful for the partnership Cascadia's Foundation has built with the United Way of King County which allows us to offer the emergency grant to students.
- 2,500+ students have applied for admission since 9/1/2022.
- 900+ Accuplacer exams proctored remotely since 9/1/2022.
- 300+ payment plans processed since 9/1/2022.
- 2,673 appointment requests for academic advising since 7/5/2022.
- 2021-2022 Aid Distributed:
 - \$1,817,000.00 = HEERF Funds Disbursed to 389 students
 - \$2,191,949.11 = Financial Aid Funds Disbursed (Federal, State, Outside Scholarships, Work Study Grants and Loans)
 - \$74,637.54 = WorkForce Funds (*administered by Financial Aid*)
 - \$129,894.21 = CC Foundation Scholarships (*administered by Financial Aid*)
 - \$81,912.98 = Emergency Funds (*administered by Financial Aid*)
 - **\$4,295,393.84 = TOTAL AID**



Board of Trustees Meeting Agenda
Mr. Mike Kelly, Chair
Dr. Colleen Ponto, Vice Chair
Janet McDaniel
Dr. Meghan Quint
Mr. Norman Seabrooks

Regular Meeting
Wednesday, June 15th 2022
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, June 15th 2022
4:00 p.m.
ZOOM**

AGENDA

1. CALL TO ORDER (4:00pm)

2. CONSENT AGENDA

- Meeting Agenda
- Minutes from our last meeting – May 18th 2022

3. 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.

4. NEW EMPLOYEES/PROMOTIONS

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

5. INFORMATION ITEMS

- None

6. DISCUSSION/PRESENTATION ITEMS

- The Office of Equity and Inclusion: A Year in Review – (CD)
- Monthly Finance Report – (JB)
- Mission Fulfillment Byte: Wrap up – (KL)

7. RECOMMENDED ACTION ITEMS

- 2022-2023 Services & Activities (S&A) Fee Allocation (2nd Read/Action)

- 2022-2023 College Budget (2nd Read/Action)
- CCCFT Contract (1st Read/Action)
- 2022-2023 Board Self-Assessment Process (1st Read/Action)
- 2022-2023 Board of Trustees Meeting Calendar (1st Read/Action)

8. 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

9. OTHER BUSINESS OR ANNOUNCEMENTS

10. NEXT MEETING

- Next regularly scheduled Board meeting is: TBD

11. EXECUTIVE SESSION

The Board will meet in a 1 hour and 30 minute Executive Session to discuss issue number 2 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 34.05 RCW; and/or
6. to plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposal made in on-going negotiations or proceedings.

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
May 18th 2022

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

BOARD OF TRUSTEES

Chair Mike Kelly, Vice Chair, Dr. Colleen Ponto, Janet McDaniel, Dr. Meghan Quint, and Norman Seabrooks.

EXECUTIVE STAFF

Dr. Jashoda Bothra, Chari Davenport, Dr. Kerry Levett, Megan Walker, and Dr. Eric Murray present. Alan Smith (AAG) present.

Lily Allen (recorder) present.

GUESTS

Alex Sohn, Mahlum Archetects.

AREA REPRESENTATIVES

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

Student Representative – Tamara Wood, EAB Advocacy Chair present.

WPEA Representative – Tonio Shimono, WPEA Member present.

AUDIENCE

Erin Blakeney, Lyn Eisenhour, Brent Green, Bryan Fauth, Donna Sullivan, Elizabeth Englund, Joella Bennett-Gold, Laura Hedall, Michael Horn, Noah Overby, Becky Riopel, Deann Holliday, Sara Gómez Taylor, Erik Tingelstad, Debra Waddell, Satarupa Joardar, Mark Collins, Brent Green, Melody Leung.

1. CALL TO ORDER

Board Chair Mike Kelly called the meeting to order at 4:16PM

2. CONSENT AGENDA

The Board Chair asked for approval of the consent agenda. Trustee McDaniel moved to approve the consent agenda. Trustee Quint seconded the motion. All in favor, the consent agenda was approved.

3. PUBLIC COMMENTS

There were no public comments.

4. INTRODUCTIONS OF NEW EMPLOYEES/PROMOTIONS:

None

5. RECOMMENDED ACTION ITEMS

Tenure

After having given reasonable consideration to the recommendations of the Tenure Review Committee and the District President, the Board of Trustees grants tenure to Nureni Adeyemo at Cascadia College. All in favor, no abstains.

Comments/Questions:

It has been an absolute pleasure reading your tenure materials. We are so happy that you are a part of the Cascadia community. Congratulations!

CC5 Change of Scope

Anne Schopf from Mahlum Architects presented the redesign of CC5.

The Project Management Team (PMT) has concluded stakeholder interviews. Based on feedback collected through engagement with students and employees, the PMT has determined that the college can meet its needs by constructing a 36,000 GSF that will consolidate all student services in one building.

The PMT recommends program changes as outlined below:

Maintained from original PPR	Added to original PPR	Deleted from original PPR
<i>Student services and offices</i>	<i>Additional services to support Guided Pathways</i>	<i>Formal academic spaces</i>
2 multi-use rooms for presentations/labs/classes	International Programs	10 classrooms
Advising	Outreach & Admissions/New Student Welcome Center	1 computer lab
Financial Aid	StopWatch Espresso	Learning Commons
Enrollment Services		Faculty Office Suite
College & Career Foundations		Workforce Lounge
Workforce		50% of informal learning space
Check-In Area		
Informal learning and gathering spaces		

Comments/Questions:

- Does it feel like a loss or does it feel like the right sizing?
 - Kudos to the team for great work. We are ending up with a more thoughtful building. Tighter design, better fit for now.
- Given that we are still partially in the pandemic, could we add more classrooms back or revisit getting more space when we are finally done with this?
 - I think we have options if we grow at a quick pace, but we can manage with what we have now. We've needed to be creative with space before if needed.

Chair Mike Kelly asks for motion to approve the above recommendation to approve 1) reducing the CC5-Gateway Building project from 61,600 GSF to approximately 36,000 GSF and; 2) changing building programming as described. Trustee Janet McDaniel makes a motion, Trustee Meghan Quint seconds the motion, all in favor, no abstains, motion passes.

6. INFORMATION ITEMS

Student Focus- Alex Sohn

Alex is a Woodinville High School graduate who has been taking courses at Cascadia for the past several years. His latest achievement is winning a prestigious internship at ISB (Institute for Systems Biology) - an international nonprofit that focuses on healthcare technology. The position was advertised nation-wide and was open to college and university students with experience in the field of biology with a focus on genomics and clinical data; along with computer science. The interview process was an in person multi-hour event where candidates had to problem solve, analyze data and program. In addition, they were given projects to work on at home and then given MORE sophisticated questions as additional homework.

Alex's talents were made for this work. He has a strong background in Biology and has worked on passion projects such as creating a python script to use machine learning for detection of pneumonia in patient chest x-rays, for the Radiology Society of North America (RSNA) Machine Learning Challenge.

Alex is a great example of a student who found a way to pursue his passion by taking community college courses while carving out a career in rapidly growing fields such as genomics and machine learning. Alex has been my student this entire school year so I also have to mention that in addition to being very smart he is also kind, considerate, a great collaborator and very hard working.

Comments/Questions:

Thank you so much for coming, good luck to you and your future endeavors.

Faculty Focus- David Dorratcague

Prior to Fall 2021, Cascadia offered two distinct programs to serve English language learners: the English Language Program (ELP) served international students, and English as a Second Language (ESL) classes served immigrant, refugee, and resident students. Due to declining enrollments and other challenges, a task force of faculty and staff designed a new program, English Foundations (EF), to serve both populations. English Foundations resides within the new College and Career Foundations (CCF) division, along with Adult Basic Education and High School+ offerings.

Benefits & Opportunities

- Diversity of student population (i.e., international, immigrant, native speakers, etc.)
- Diverse students benefit from each other's experiences, wisdom, tech skills
- An opportunity to re-envision and revamp our program (e.g., efficiency, streamlining)

- policies & processes, etc.)
- ABE/ESL students now have a direct pathway to college
- International students have the opportunity to learn English in context at Level 5 now, better preparing them for content courses at the college level
- An opportunity to see how much more beneficial the new program is in terms of meeting students' needs

Comments/Questions:

- The fundamental programs can be lacking in High School, I couldn't applaud your efforts more, this work is so important.
- Do we have some degree of program implemented?
 - We are just in our 3rd quarter so we don't have anything yet. But we would like to track student achievement points. Student reviews have been very positive.

7. DISCUSSION/PRESENTATION ITEMS

Update: Cascadia College Foundation

Mark Collins and Alex Lee presented and thorough update on the status of the foundation, below is an overall highlight.

Program growth since 2016

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Student Scholarships	43,008	64,407	102,722	107,078	127,077	131,490	142,000
Student Grants	0	0	0	0	28,096	40,666	92,479
Employee Awards	2,299	2,500	6,254	5,887	8,000	7,954	7,500
College Discretionary	3,415	3,566	4,220	4,781	1,144	3,013	4,187
Grant Transfer to College	400	733	6,111	0	5,000	0	121,000
Other Program Support	<u>33,451</u>	<u>25,713</u>	<u>32,972</u>	<u>46,908</u>	<u>53,835</u>	<u>42,149</u>	<u>61,623</u>
	\$ 82,573	\$ 96,919	\$152,279	\$164,654	\$223,152	\$225,272	\$428,789

Return on the College's in-Kind Investment since 2016

College Investment	\$ 50,853	\$ 73,954	\$ 93,430	\$ 85,707	\$101,004	\$110,505	\$145,353
ROI	62%	76%	63%	91%	121%	149%	134%
New Ratio	--	--	84%	62%	56%	54%	50%

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.

	<u>Stage</u> <u>One</u>	<u>Stage</u> <u>Two</u>	<u>Stage</u> <u>Three</u>	<u>Stage</u> <u>Four</u>
Projected Revenue	409,464	523,659	746,564	909,401
Projected Program Output	254,812	337,778	420,747	569,943
College Investment	144,668	181,508	225,848	245,188

Mission Fulfillment Byte

Michael Horn presented this month's Mission Fulfillment Byte. Below is a recap of the presentation.

WA Colleges saw some "recovery" in 2021 that was *not* shared by Cascadia

- WA colleges decline slowed, from 14% in 2020 to 8% in 2021
- Cascadia decline was unchanged at 21% in 2020 and 23% in 2021
- Cascadia saw steep increases in enrollment of Asian running start and international students (39% increase in 2020, 25% increase in 2021).

Non-Traditional, No Prior College or were Basic Education

- Steep declines were reversed in 2021 for WA colleges
- HUSOC enrollment was *up* 10% in 2021 for WA colleges
- Cascadia declines continued in 2020 (27%) and 2021 (32%)

Non-Traditional, Some College But No Prior Credential

- WA colleges decline was mildly reduced in 2021 (from 14% in 2020 to 5.3% in 2021)
- Cascadia steep declines continued into 2021 for all and HUSOC students

FINANCIAL WORKSHOP: 22-23 BUDGET REVIEW

Dr. Jashoda Bothra and Dr. Eric Murray discussed the recent standings of Cascadia's finances.

The BOT Finance Sub-Committee met on May 5 to review the above materials. The sub-committee will provide their perspective after staff has presented on these items. The colleges revenues are understood well. (Grade = A)

The colleges reserves are pretty well understood. We are still struggling with institutional and ctcLink knowledge, but confidence is high in the numbers (Grade = B+).

Expenses continue to be a challenge because ctcLink has limited our historical perspective as well as the ability to track 21-22 expenses. We expect that this all will change beginning July with the new budget cycle as requisite knowledge, experience, and stability has been attained. With the knowledge we have, we present the projected expenses, but plan to do a 6-month revisit to the numbers after a half-year of tracking. Our confidence in the numbers is currently medium. (Grade = C).

Next Steps:

May - Confirm Salary projections & current year balances & timeline to complete

encumbrances/open PO

June - July: FY21 year end (June 30th)

July-Aug: Confirm Salary & Benefits details by department

August - Review FY22-23 budget allocation & revenue accounts in ctcLink

September – Rollout allocations & start sharing monthly revenue & expense reports to refine budgets in Winter Quarter

FINANCIAL WORKSHOP II: ASSOCIATED STUDENTS 22-23 BUDGET

Becky Riopel and Tamara Wood presented the S&A Budget for 22-23. A highlight of significant budget lines are below:

Student Sustainability Coordinator – While this position was funded in the past, the committee reviewed the job description and determined it provided more administrative campus support than student support. Therefore, they did not see it as an appropriate use of S&A funds since it was not supporting student initiatives.

Cascadia Scholars – While the committee thought this was a wonderful program, S&A funds cannot be used to support outreach programs (i.e. not currently enrolled students). In addition, they did not see it as an appropriate use of S&A funds as the high funding amount of the request was only supporting a small group of students

Student Life professional staff positions – While typically funded in full, the assistant director and student life advisor positions were reduced by the amount Cascadia funded as part of their retention initiative in February 2022 with the understanding the college would provide these funds again for the 2022-2023 academic year.

8. REPORTS

Cascadia Events & Advocacy Board (EAB): Tamara Wood, Advocacy Board Chair, was present and a written report was submitted. We have Spring fest coming up and something is happening every day.

Cascadia Community College Federation of Teachers (CCCFT): Tenured Founding Faculty, David Shapiro was present and a ratification vote will begin next Monday for about 10 days. He feels confident that it will be ratified, and it will come to the Board in June for approval. New contract will go into effect July 1st. Collective Bargaining Agreement (CBA)

Mike: We always appreciate the collaborative approach and the effort you put into this process.

Cascadia College Classified Union Washington Public Employees Association (WPEA) Report: Tonio Shimono represented the WPEA and did not have anything to report.

Chair and Individual Board Members Reports:
No other reports or input

President's Report:

- Eric will be out of the country tomorrow through May 30th
- Next meeting in June mid-year review post meeting about an hour

- 10 years of service for Janet McDaniel. Personally and Professionally you helped me grow. You are a friend and a mentor, thank you so much. You've been a model Trustee

9. OTHER BUSINESS/ANNOUNCEMENTS

There were no other announcements.

10. MEETING ADJOURNMENT

Chair Mike Kelly adjourned the regular meeting at 6:15pm.

11. Minutes Approved and Adopted on June 15, 2022.

Mike Kelly, Board Chair

Attest:

Dr. Eric Murray, President
Bdminutes05182022

Cascadia College Board of Trustees
Discussion/Presentation Items

Subject: The Office of Equity and Inclusion – A Year in Review

Justification:

As we approach the end of the academic year, we are reflecting on the work of the Office of E&I and the goals related to the 2021-2022 Strategic Plan

Background:

It has been amazing to watch the Office of Equity & Inclusion grow over the past year. There are three departments within the Division of E&I: Cascadia Scholars, Diversity and Equity Center, Organization and Professional Development. We were fortunate to have a strong foundation to build upon and the work continues. The goal of our work is to support E&I on the Cascadia campus, support students, and help increase enrollment at Cascadia; this work is highlighted in this report.

Discussion:

Executive Director of Equity & Inclusion, Chari Davenport will be presenting a Year in Review of the Equity and Inclusion Department and will be available to answer questions.

The Office of Equity and Inclusion A Year in Review

Our Programs are Growing!





Why this Matters

Although the population of the United States is growing increasingly diverse, higher education, as a whole, does not reflect this diversity.

Thiem and Dasgupta, January, 2022



Cascadia Scholars

Our signature program, Cascadia Scholars, serves historically underrepresented groups by providing:

- Mentoring
- Resources
- Scholarships

The program works with these historically underrepresented groups to help connect educational goals to their academic and career journeys.



What's Next

- Two entry points - Fall and Spring
- Anticipation of 60 students
- Train 20 mentors (faculty and staff)
- Distribute \$35,000 in scholarship dollars
- Develop Peer to Peer Mentoring (Scholars mentoring incoming Scholars and mentors supporting new mentors)
- Increase in the workshops that are offered to Scholars



Diversity and Equity Center

The Diversity and Equity Center (The Center) presents a welcoming, equitable, and inclusive environment that promotes strong social connections and encourages students to be social change agents. The Center strives to serve:

- Students of color
- Immigrants/refugees
- Undocumented
- Marginalized
- Underrepresented
- LGBTQI+QTPOC



What's Next

- Hiring a new Program Lead
- Tracking the number of students who utilize the Center
- Continuing to develop resources and workshops



Organizational and Professional Development

This department facilitates equity-minded organizational development and advances a culture of collaborative and effective change. The position has significant responsibility for equity and inclusion programming, strategy, and communication. In addition, there is a collaborative relationship with Human Resources and helps to move work forward in both Equity & Inclusion and Human Resources.



What's Next

- Retention Plan
- Foundations of E&I Course and SBCTC
- Train the Trainer Program
- Additional workshops and trainings for the Cascadia Community
- Employee chats



Office of Equity & Inclusion

Overall, the Office of Equity & Inclusion is developing in so many ways. In addition to the work noted above:

- Internship Program
- E&I Advisory Council
- Student of Color Conferences



What's Next

- A new co-hort of four interns
- Two 'in-house' sessions of the Foundations of E&I
- A fourth Student of Color Conference / School District
- Ongoing coordination with Outreach and Marketing
- Securing additional funds for the Office of E&I



Student Impact

The Office of E&I offers an inclusive and welcoming environment that provides:

- Sense of belonging
- Higher self-esteem
- Improved and supported performance
- Greater potential to reach goals
- Success well beyond the academic journey



Campus Outcomes

The goal of our programs not only help students, but will provide:

- Increased Enrollment
- Revenue for the Office of E&I / Staff / STOC
- Revenue for scholarships
- Better understanding of E&I and global impact



Thank You





Reference:

Thiem, Kelsey C. and Dasgupta, Nilanjana. January, 2022
From Precollege to Career: Barriers Facing Historically
Marginalized Students and Evidence-Based Solutions
Social Issues and Policy Review. Vol. 16, No. 1, 2022, pp. 212-251
DOI: [10.1111/sipr.12015](https://doi.org/10.1111/sipr.12015)

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 BOT Finance Sub-Committee met on June 2 to review additional details for three incremental proposals to draw down from reserves for FY22-23 expenses to finalize the FY22-23 budget. The subcommittee will provide their perspective after staff have presented these items.

Discussion:

The BOT Finance Sub-Committee met on June 2 to review three incremental expense proposals (one year parking subsidy for all employees, additional counselor for students, and one-time bonuses for classified employees). The sub-committee will provide their perspective after staff have presented these items. During this meeting the board will confirm their approval of the FY22-23 budget to revisit again in January 2023, after we have Fall quarter enrolment revenue and expense actuals.

Parking Subsidy: Meagan Walker and Jashoda Bothra prepared a proposal for the eteam and BOT to consider waiving the annual parking costs (\$119,530). The proposal is to use our reserve to pay 3 day passes for ~250 employees and 5 day passes for ~40 employees. The annual subsidy estimates are based on 4 quarters of waivers for all employee types except 3 quarters for faculty.

Additional Counselor: The budget council and student representative requested the BOT to onboard an additional counselor on staff for one year (\$93,800). Access to an on-site counselor will help offset lack of service especially for BIPOC students, reduce longer wait times, fewer appointments, and negative impact on student health.

Bonus for Classified Staff: The executive team proposed a \$2,000 bonus (\$73,000) for all active classified staff in line with raises awarded to other employees over the past year.

All the above proposals will increase the annual deficit from \$1.6M to \$1.7M based on revenue projections of \$23M and \$24.7M of expenses. We plan to use the \$3M in stimulus money to cover eligible expenses. The budget plans include one-time-only costs, such as repair & replacement, STEM4 investments, and changes coming to the UW Bookstore space. The federal government requires that this stimulus money be spent by June 2023. Our general reserves continue to be in a healthy state. After the coming year, we will still have 67% of our operating budget in reserves, well above the system average of 20%.

CASCADIA
COLLEGE

ADMINISTRATIVE SERVICES

Budget Review 3.0

Proposal to the
Board of Trustees
June 15, 2022

www.cascadia.edu

Parking subsidy

Classified Bonus

Counselor



PARKING SUBSIDY OPTIONS FOR EMPLOYEES

- Increased presence on campus to support our students.
- Enables employee engagement to build an inclusive community
- Based on assumption that Cascadia covers all parking costs. The college to pay 3 day passes for ~250 employees and an additional 2 day passes for ~40 employees.
- The annual subsidy estimates are based on 4 quarters waivers for all employee types except 3 quarters for faculty

Time Period	Full Subsidy
--------------------	---------------------

One quarter	\$34,989
-------------	----------

One year	\$119,530
----------	-----------

Situation: The CARE team reports increased by 40% majority of them mental health related. Counseling center staff unable to support students due to staffing shortages & complicated intake process.

Proposal: Onboard a Master's Level Counselor One Year Term (FY23) to support students, train faculty & staff.

Costs: Salary \$70,000 Benefits: \$23,800 (calculated at 34%) **Total: \$93,800**

Benefits: Free & confidential services for students needed crisis support & counseling. Ability to refer to other agencies for long term support.

Risks: Longer wait times, less appointment times, impact on student health and learning abilities

BUDGET COUNCIL: ADDITIONAL COUNSELOR FUNDING PROPOSAL



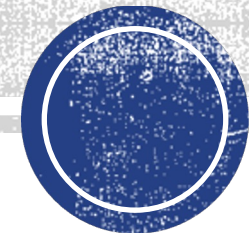
Employee Type	# of Team Members	FY22 Projections	Notes
Classified	37	\$2,676,109.07	Incl. 4.25% COLA & One Time Bonus
Associate Faculty	119	\$2,041,540.66	Incl. 4.73% COLS
Full Time Faculty	46	\$5,381,541.69	Incl. 4.73% COLA & \$250K raise
Exempt Staff	62	\$7,163,094.52	Incl. 3% COLA
P/T Hourly	28	\$362,834.51	Incl. 3% equity incr.
Totals	292	\$17,625,120.45	All incl. 32% benefits & KCPP

**FY22-23
SALARY &
BENEFITS +
ONE TIME
CLASSIFIED
BONUS OF
\$73K**



Type	Proposed FY22-23	% of total expenses
Salary & Benefits	\$17,625,120	71.1%
Goods & Services	\$7,001,945	28.5%
Budget Council Ongoing	\$40,035	0.2%
<i>Classified Bonus & Parking Subsidy</i>	<i>\$119,530</i>	0.5%
Totals	\$24,786,630	Exceeds \$23M revenue by \$1.77M

FY22-23
EXPENSES
3.0
(SCENARIO
2)

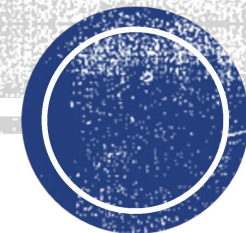


Expense Scenarios	Budget 2.0 Proposal	Add Classified Bonus	Parking & Bonus	Parking, Bonus & Counselor	Projected Revenue
					23,015,612
Salary & Benefits	\$17,552,120.45	\$17,625,120.45	\$17,625,120.45	\$17,625,120.45	
Goods & Services	\$7,001,945.00	\$7,001,945.00	\$7,001,945.00	\$7,001,945.00	
Budget Council Ongoing Items	\$40,035.00	\$40,035.00	\$40,035.00	\$40,035.00	
Parking Subsidy			\$119,530	\$212,530.00	
FY22-23 Operating Expenses	\$24,594,100.45	\$24,667,100.45	\$24,786,630.45	\$24,879,630.45	
Budget Deficit	\$(1,578,488.45)	\$(1,651,488.45)	\$(1,771,018.45)	\$(1,864,018.45)	

BUDGET DEFICIT SCENARIOS

SCENARIO # 2: Includes Parking Subsidy & Classified Bonus, Excludes Counselor			
	22-23	23-24	24-25
Available Cash	8,523,408		
Long Term Investments	8,526,408		
Stimulus	3,307,418		
Total	20,357,234	16,231,201	14,481,201
Approved March 2021	713,274		
Approved March 2022, R&R	647,674		
Total	1,360,948	750,000	750,000
Requesting Approval:			
<i>Sky Bridge</i>	35,000		
<i>UW Bookstore Buyout</i>	750,000		
<i>Budget Council</i>	16,537		
<i>Parking Subsidy</i>	119,530		
<i>Classified Bonus</i>	73,000		
Total	994,067		
Requesting to balance budget	1,771,018.45	1,000,000.00	500,000.00
TOTAL REMAINING RESERVES:	16,231,201	14,481,201	13,231,201
% of Operating Budget Y/Y \$25M	66%	59%	54%

**FY22-25
PROJECTION
BASED ON
\$24.59M
EXPENSES**



Cascadia College Board of Trustees

Discussion/Presentation Items

Subject: Mission Fulfillment 2021-2022 Summary Review

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.) and a disaggregated data infrastructure that monitors progress and change.

Background:

This is the first year of our strategic plan implementation. Work encompasses implementing strategic actions and initiatives as well as developing baseline mission metric data. Strategic initiatives and actions are assigned to an "strategic owner" to ensure the work is progressing. Mission metrics has been shared throughout the year in Mission Fulfillment Bytes.

The purpose of the summary review is to highlight the progress of work, identify adjusted timelines, and preview the content of the mission fulfillment data dashboards.

Accompanying documents:

- Strategic Plan 2021-2022 Summary Report
- Presentation slide decks

Mission metric data will be presented for discussion at the September retreat.

Discussion:

The discuss will center on highlight 2 areas of our core work"

- Equity Search Advocates, Elizabeth Englund, Director of HR & Payroll
- Student Success Technology, Gordan Dutrisac, Director of Student Advising & Support Services

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

Strategic Plan 2021-2022 Summary

This report demonstrates the work that has been completed on each initiative within each core area of our mission.

Accessible

Mission Outcomes	OBJECTIVE	OWNERS	INITIATIVE, ACTIVITY, PROGRAM	Measure: Short-Term Result	March update (Accomplished to date)	Year End Summary (specifically meeting Short -Top Results & Any success)
1. Increase student success 2. Increase student diversity 3. Increase equity outcomes	Create student accessible curriculum	Lyn, Natalie	Complete initial mapping work	# Maps completed by the target date	<ul style="list-style-type: none"> The Curriculum/Mapping committee (12 folks total, mix of faculty and advisors) has met five times since the beginning of the year, and multiple times in their subgroups We have completed 36 maps, with 25 left to complete in spring. We are in-progress and on target to complete initial work by end of spring. We're in the midst of the review process with Chairs/Deans, Chair of E&I, and divisions The co-lead (Natalie) has met with various campus constituents and stakeholders and has been available to the Cascadia Community via online Open Office Hours, as we continue to create accessible, equity-minded pathways for students 	<ul style="list-style-type: none"> The Curriculum/mapping committee had seven total meetings this year, and met multiple times in their subgroups Have Completed the initial round of mapping work (56+ maps) Have a timeline in place for Deans, Chairs and SLC approval Will be working over the summer to create a pre-fall/opening week activity for faculty to peruse/Review completed academic maps Have identified a list of questions/recommendations to bring forth to the GP Steering Committee Will be working closely with our New GP Associate Dean over summer and fall (I have no idea why this Font is in all Caps. Sorry!)
		Kerry, Meagan	Collaborate with External Relations to design a web application that connects areas of interest with academic plans and maps	Rate of web hits	<ul style="list-style-type: none"> Contracted with EAB Navigate to provide the platform to house academic plans. Implementation begins in spring 2022 and will carry over into 22-23. Met with the Web Development Team to discuss options for the external website. Outreach team committed to conducting vendor search in Spring 2022. Work will commence in 22-23. 	<ul style="list-style-type: none"> RFP process will commence in summer to identify Project leads will develop a project calendar by fall 2022.
1. Increase student success 2. Increase student diversity 3. Increase equity outcomes	Create a stronger student support network	Gordon	Develop a plan for intrusive and culturally relevant advising	Increase direct student support and participation of systemically non-dominant students	<ul style="list-style-type: none"> Assembled taskforce to review Cascadia's advising model Contracted with EAB Navigate to support Academic Early Alert system Updated academic advisor job description to attract more diverse candidates for advisor positions. 	<ul style="list-style-type: none"> EAB Navigate implementation including predictive analytics model nearly complete Early alert pilot occurred spring 2022 Advising began developing equity in our advising model following Dr. Frank Harris III's presentation at Spring DIA
		Erik	Implement and market expanded BFET program	Number of students enrolled in BFET program	<ul style="list-style-type: none"> Funding specialist met with key referral sources on campus to explain new requirements. 	<ul style="list-style-type: none"> The Funding Specialist responsible for this program left Cascadia early Spring quarter. A replacement position has been approved and we

					<ul style="list-style-type: none"> Information shared with students through announcement feature in Canvas. BFET enrollment is up 64% YTD through Fall 2021. 	hope to have the position filled before Fall quarter. Despite this, our BFET enrollment for the year is still well above the prior year. We will continue to explore new methods for connecting with eligible students to ensure that program FTE continues to improve.
		Sara	Implement CRM software to better communicate with prospective and current students	Increase # of student contacts through conversion of initial contacts to registrations.	<ul style="list-style-type: none"> TargetX CRM in-progress: Starting to build templates, forms, and pick lists Data integration is set to start 2/28 Soft launch w/ employee comm testing goal set for end of March Student email and inquiry form launch goal for Summer/Fall enrollment campaign (mid-late May) 	<ul style="list-style-type: none"> We ran into a few snags with data integration, but are working towards hiring someone to support the efforts and get data integration by end of July Soft launch with employees will start by end of July Prepare inquiry form to launch at Fall events

Equitable

MISSION OUTCOME	OBJECTIVE	OWNERS	INITIATIVE, ACTIVITY, PROGRAM	MEASURE: SHORT-TERM RESULT	MARCH UPDATE (Accomplished to date)	YEAR END SUMMARY (SPECIFICALLY MEETING SHORT - TOP RESULTS & ANY SUCCESS)
1. Increase student and employee diversity 2. Increase equity outcomes for students and employees	Create a sense of belonging and establish a support network	Chari	Launch the Cascadia Scholars Mentorship Program	# participants/term	<ul style="list-style-type: none"> Program has been launched with a current cohort of 15 Scholars Applications for fall term are open, priority deadline is June 1 Preparing for a second cohort in fall and a third in spring 2023 Additional faculty mentors are in place for the next cohort 	<ul style="list-style-type: none"> We have created two entry points for scholars, one in Fall and the other in Spring as we anticipate up to 60 students enrolling into the program We will have 20 mentors (faculty and staff) and have trained ten new mentors at this point. We have \$35,000 in scholarship dollars to distribute to incoming Scholars Cascadia Scholars will be featured in the upcoming Foundations Annual Report, which will be valuable as the Foundations works to increase scholarship dollars Peer to Peer Mentoring (Scholars mentoring incoming Scholars and Mentors supporting new mentors) We have increased the workshops that are offered to Scholars
		Chari	Establish employee affinity groups	# Affinity groups that meet for the year	<ul style="list-style-type: none"> Five employee affinity groups have been established and two additional groups are in progress 	<ul style="list-style-type: none"> Affinity groups have been meeting all year and the additional two group are established

1. Increase employee diversity 2. Increase employee equity outcomes	Ensure an equitable starting point for employees	Chari, HR	Remodel the hiring process through an E&I lens	<ul style="list-style-type: none"> # Of policies updated # Job descriptions updated with equity statements 	<ul style="list-style-type: none"> Policy updates are in progress Job descriptions are being updated with will include an Equity Advocate review 	<ul style="list-style-type: none"> 24+ Job Descriptions updated with Equity Statements (includes some Part-Time & Student searches without the full Equity Advocate Hiring Program)
		HR	Implement the Equity Advocate program for hiring committees	# of Advocates on the search committee	<ul style="list-style-type: none"> 1 Equity Advocate serves per competitive search process 13 fully trained Equity Advocates 3 additional Equity Advocates in process with training 	<ul style="list-style-type: none"> 24 searches had an equity advocate in 2021-22 11 fully trained Equity Advocates (fewer than in March due to resignations) More employees interested in Equity Advocate training after May DIA
1. Increase student and employee equity outcomes	Connect with Indigenous Community	Chari	Co-create a land acknowledgment with Indigenous Community	Integrate E&I knowledge, ideas, and concepts within the fabric of the institution	<ul style="list-style-type: none"> In Progress - Working with UWB Counterpart on Land Acknowledgement 	<ul style="list-style-type: none"> We will work with the new AIIS faculty on the land acknowledgement We are also working on a labor acknowledgement
1. Increase student success 2. Increase equity outcomes for students	Guarantee an equitable starting point for students	Lyn, Erik	Conduct an English and Math placement and success data review	# Of improvements to placement options	<ul style="list-style-type: none"> Created a Guided Pathways work group focused on placement; group has met 5 times so far this year. Data collection is in progress; was complicated by the switch from legacy to ctLink at the same time as the pandemic, making placement data comparisons challenging. On track to have proposals by end of 21-22 for changes to placement process. 	<ul style="list-style-type: none"> Work group met 8 times over the 21-22 academic year. Replaced summary language about placement purpose and process on the college website with more student-friendly language. Poised to implement qualitative data collection about students' placement experience via advisors during core. Initial quantitative data was produced at end of May; work group is reviewing to identify areas of concern and make recommendations. Final summary report and recommendations from the work group will be available by end of June.
		Lyn	Translate BEdA program materials into additional languages	Increase in BEdA prospective students	<ul style="list-style-type: none"> Deferred due to lack of funding. Have proposed using Guided Pathways funds to pay for translation services. 	<ul style="list-style-type: none"> Deferred due to lack of funding. Have proposed using GP funds to pay for translation services.

Superior Learning Experiences

MISSION OUTCOME	OBJECTIVE	OWNERS	INITIATIVE, ACTIVITY, PROGRAM	MEASURE: SHORT-TERM RESULT	MARCH UPDATE (Accomplished to date)	YEAR END SUMMARY (SPECIFICALLY MEETING SHORT - TOP RESULTS & ANY SUCCESS)
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<p>1. Increase student success 2. Increase equitable outcomes</p>	<p>Ensure Student Learning</p>	<p>Kristina</p>	<p>Collaborate with assessment committee and VPSLS to ensure alignment of work</p>	<p>Develop a continuous improvement focused assessment plan</p>	<ul style="list-style-type: none"> • Continuous Improvement: Pathway/program review plan synched student learning outcomes plan with student learning “achievement”/pathway review plan. • Continuous Improvement Plan shared with the Assessment committee. <i>Included shared responsibilities, timeline for cycle, and format for collection of data, its analysis, and its result in an action plan for equitable outcome improvement.</i> 	<ul style="list-style-type: none"> • The assessment committee led two sequential DIA workshops (asynchronous and live) building capacity for program assessment through drafting Area of Interest/Pathway student success indicators. • Revised and published student learning assessment rubrics for the four college-wide learning outcomes. • Revised and planned for migration of the Course Instructor Evaluation form and process.
<p>1. Increase student success 2. Increase equitable outcomes</p>	<p>Supporting Students toward Completion</p>	<p>Erin, Deann</p>	<p>Plan and deliver high school promotional events, add outreach positions</p>	<p>More students receiving aid</p>	<ul style="list-style-type: none"> • The Student Financial Services staff have attended 3 high school events (2 more are planned for this month) and 2 college 101 classes to discuss and promote financial aid, the application process and financial literacy. • Increased knowledge and solidifying processes in ctcLink will allow staff to spend more time reaching out to students if additional items are needed, etc., to award funds. • <u>HB 1835</u> is being proposed and would add positions as outreach specialists for financial aid completion for high school students. 	<ul style="list-style-type: none"> • The SFS staff additionally supported a LatinX event at Cedarcrest HS, along with an on-campus event where 40 Cedarcrest students will come to Cascadia for a mini conference. • Working with Admissions to contacting any student who included Cascadia’s school code on their FAFSA/WASFA but have not yet applied for admissions. • HB 1835 changed in legislation and was passed but does not add a position to our campus. Instead, funding was provided to each campus to then give to an organization to help in FAFSA/WASFA completion and in-turn recruiting for Cascadia.
		<p>Gordon</p>	<p>Plan a series of advisor-faculty summits</p>	<p>Participation rate</p>	<ul style="list-style-type: none"> • GP pathways workgroup have started discussing role of faculty within Cascadia • Scheduling first summit for Spring Quarter 	<ul style="list-style-type: none"> • Held first advisor-faculty summit on May 27th exploring formal and informal advising occurring on campus and discussed how to improve coordination between advisors and faculty
		<p>Gordon</p>	<p>Develop a new Satisfactory Academic Progress policy to provide more support for students on academic probation.</p>	<p>Number of students on academic probation who return to good academic standing</p>	<ul style="list-style-type: none"> • Surveyed best practices for SAP policies from other Washington CTCs. • Completing first draft for review in March • Advisors attended NACADA workshop on flipped advising model (January 2022) to help design more meaningful intervention. 	<ul style="list-style-type: none"> • New SAP policy development pushed to Fall 2022 • Following flipped advising workshop, advisors reviewed and redesigned advising touchstones (ex. STAQ assignment) to clarify learning outcomes for students
		<p>Gordon</p>	<p>Deepen shared understanding of how faculty and advisors work with student interventions</p>	<p>Increase student support participation</p>	<ul style="list-style-type: none"> • Progress Monitoring Workgroup is reviewing support models for improved cooperation and identify milestones to work with student interventions • Advising will partner with 4-6 Spring Quarter classes to pilot EAB Navigate’s Academic Early Alert system 	<ul style="list-style-type: none"> • Academic Early Alert pilot successfully tested the early alert process within navigate. Phase 2 of pilot will occur over summer testing additional functionalities of Early alert function • Identification of Milestones will continue into fall 2022

Submitted by: Dr. Kerry Levett, Vice President for Student Learning and Success

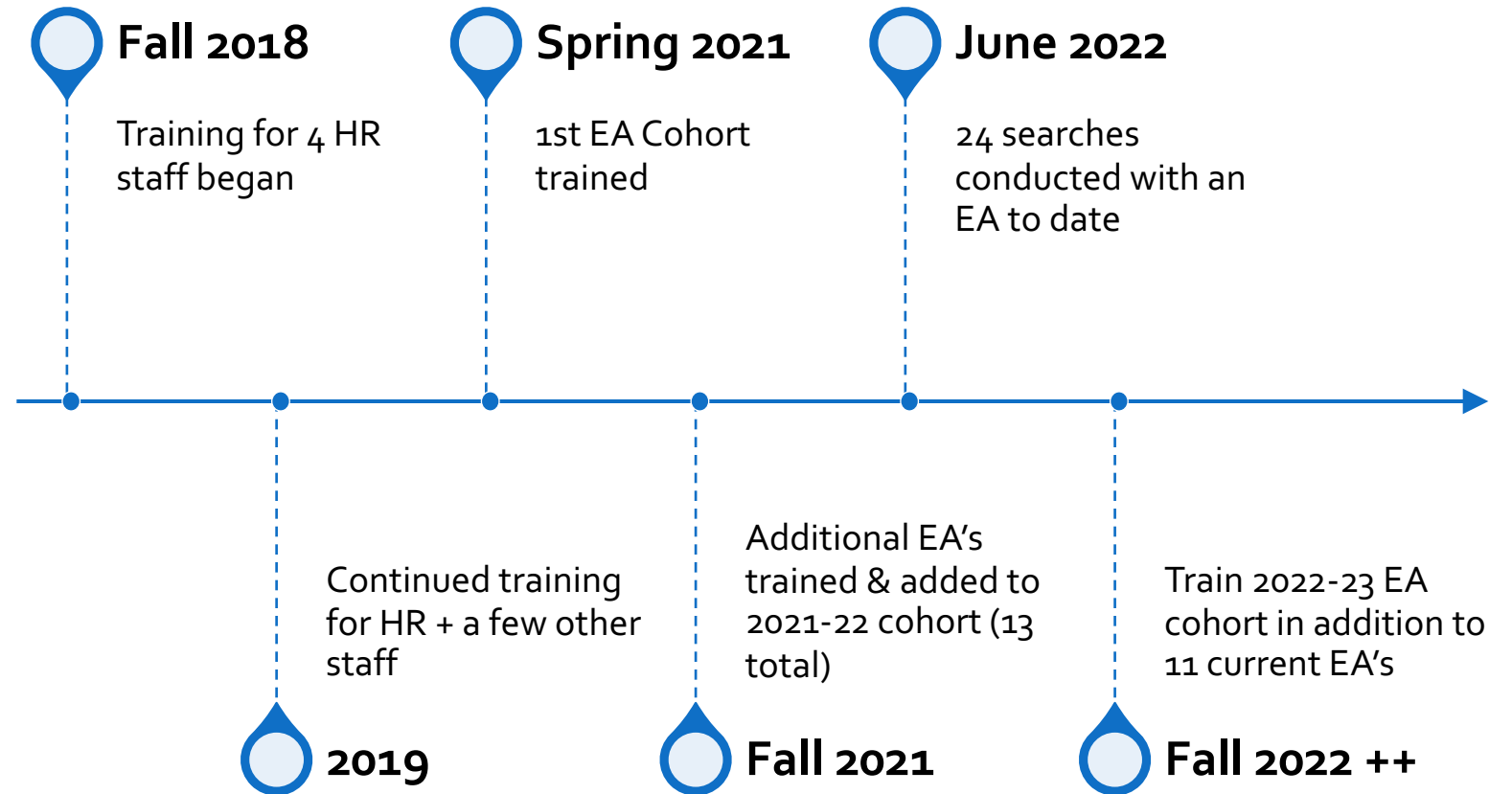
Equity Advocacy at Cascadia

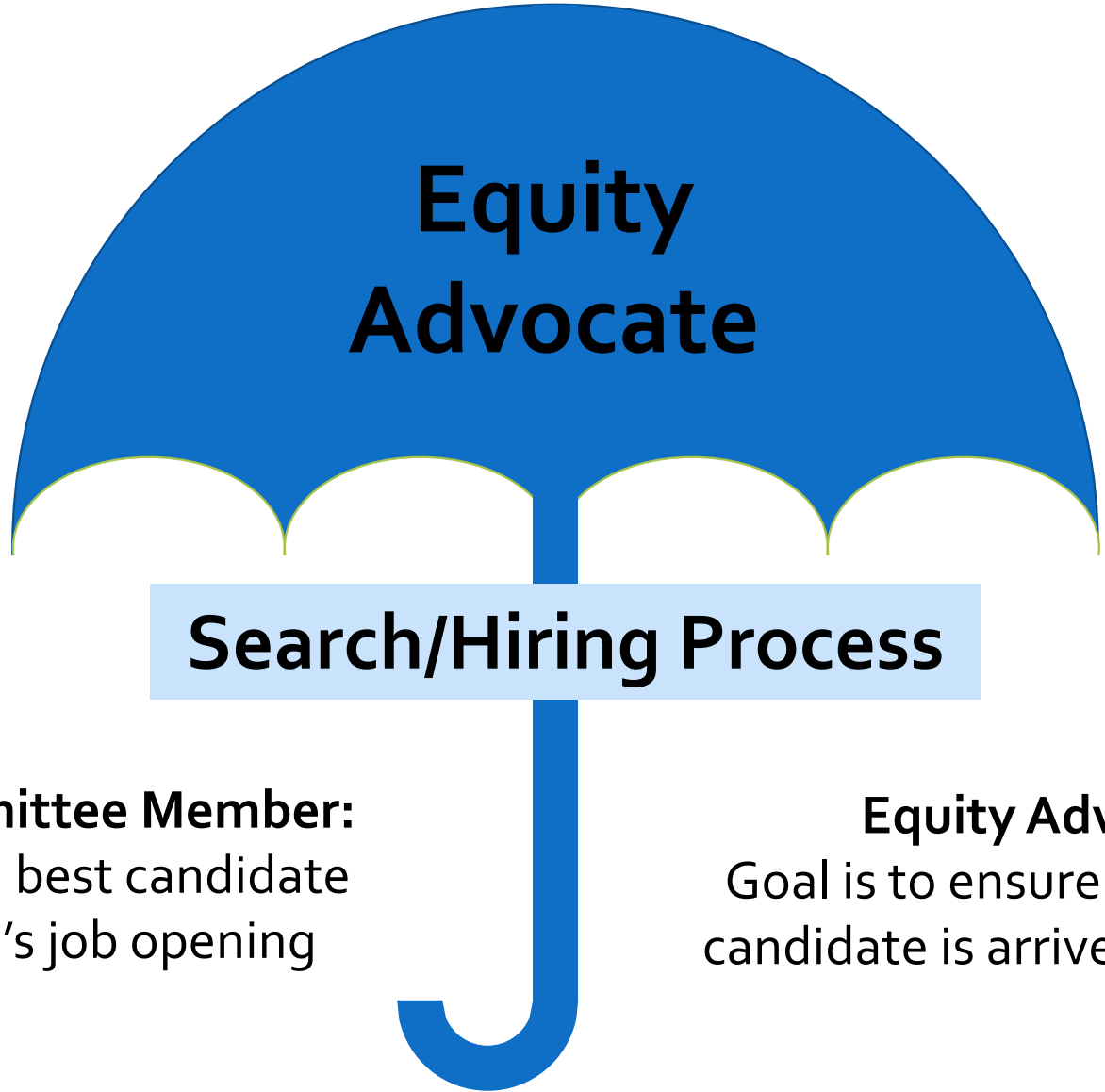
A First Year's Journey – June 2022

Guiding Values



Equity Advocacy: 2018-now





Equity Advocate

Search/Hiring Process

Search Committee Member:
Goal is to find best candidate
for Cascadia's job opening

Equity Advocate:
Goal is to ensure that the best
candidate is arrived at equitably

Success has meant:

- Search Committee confidently defended all interview and hiring decisions based on previously agreed-upon qualifications
- Equity Advocate used inquiry to clarify, encourage deeper discussion
- Learning occurred within the group (i.e. "I didn't know that before")
- Additional time is made for necessary conversations (guarding against a rushed process)

Looking Ahead

- Continue to have 2021-22 Equity Advocate cohort serve in 2022-23 (as desired)
- Train additional Equity Advocates to support searches for 2022-23 (share search volume)
- Discuss further expansion of "Equity Advocacy" beyond the hiring process

Keeping Students on the Path

UPDATE ON THE PROGRESS MONITORING WORKGROUP AND EAB NAVIGATE
IMPLEMENTATION FOR CASCADIA'S BOARD OF TRUSTEES JUNE 2022

Third Pillar of Guided Pathway

FOUR PILLARS OF GUIDED PATHWAYS



Why?

Promote student learning and persistence to their end goal

How?

Strong and coordinated advising and co-curricular supports embedded throughout student lifecycle

Existing Model of Support

Entry Advising – CORE

Orientation – Jumpstart

Student Success Class – College 101

Educational and Transfer Planning – College 101's STAQ Assignment

Advising touchpoints

Bock Learning Center

Cascadia Scholars

Student Engagement

The Center

Supplemental Instruction

Non-Academic Support – CARE Team, Counseling, Kodiak Cave, Health and Wellness Resource Center

Scholarships ,Workforce Funding, Financial Aid

What was missing?

Communication and Coordinated Support

- Siloed support
- Had to know that support existed
- Lack of coordination
- What's my role?

Student Level Data

- What is the student's end goal?
- What roadblocks are students facing?
- Who needs support and when?

Addressing the Gap - Holistic Support

Progress Monitoring Workgroup

- Began identifying procedures and opportunities to coordinate support for timely, appropriate and equitable interventions
- Began identifying areas to focus support for students who are falling off of their paths
- Advisor – Faculty summit to improve coordination of support for students

Addressing the Gap - Technology

EAB Navigate - Student Success Management System

- Connects students to campus supports and campus supports to each other
- Provide predictive analytics to help identify and assess the effectiveness of interventions for students in need of support.

What has been done to date

- Student Appointments with academic advisors
- Academic Early Alert system piloted Spring 2022
- New student check list for Fall 2022 cohort

What's next?

Launch EAB Navigate fall 2022

Review advising model

Identify indicators for intervention

Coordinate support across other units on campus

Cascadia College Board of Trustees
Presentation/Discussion Item

Subject: 2022-2023 Services & Activities (S&A) Fee Allocation (2nd Read/Action)

Justification:

Annually, the students serving on the Services & Activities (S&A) Fee Budget Committee and the Events & Advocacy Board (EAB) facilitate the request process for the use of the S&A Fees by various student groups and departments on campus. The process includes completing a detailed application and meeting with the S&A Budget Committee to present their request. The committee then shares their recommendations to EAB as another opportunity for student input. This is one of only 2 student assessed fees where the decisions are made by the students themselves and those recommendations are then sent to the Board of Trustees for final approval.

Background:

The Board will review suggested 2022-23 revenue and expenses from the student leadership. This is a first read by the Board, but the Board has the authority to move this directly to action if deemed appropriate.

The projected S&A fee allocation for the 2022-2023 academic year is \$520,189.47. Budget proposals and contingency fund requirements totaled \$705,080.36, requiring \$184,890.89 be removed to meet the target budget.

The S&A Budget Committee provided recommendations to the Events & Advocacy Board (EAB) regarding allocations. Per their recommendations, EAB has provided the attached spreadsheet showing requests and allocations.

Significant budget lines to note:

Student Sustainability Coordinator – While this position was funded in the past, the committee reviewed the job description and determined it provided more administrative campus support than student support. Therefore, they did not see it as an appropriate use of S&A funds since it was not supporting student initiatives.

Cascadia Scholars – While the committee thought this was a wonderful program, S&A funds cannot be used to support outreach programs (i.e. not currently enrolled students). In addition, they did not see it as an appropriate use of S&A funds as the high funding amount of the request was only supporting a small group of students

Student Life professional staff positions – While typically funded in full, the assistant director and student life advisor positions were reduced by the amount Cascadia funded as part of their

retention initiative in February 2022 with the understanding the college would provide these funds again for the 2022-2023 academic year.

Recommendation/Discussion:

The recommendation of EAB is that the Board of Trustees approve the proposed S&A budget allocation in full.

In accordance with the Associated Students of Cascadia College Financial Code (Article V, Section 10), the S&A fund balance can be accessed in situations of, “natural disaster, calamity, catastrophe and a revenue shortfall (i.e. decreased enrollment or reduction in state allocations)”. The students felt they could not cut any other requests without significantly impacting the broader student experience and therefore chose to allocate \$42,0001.68 from the fund balance to cover the remaining balance. If the actual S&A collection for 2022-23 is higher than projected, the fund balance would only be used to cover the remaining difference.

The 2022 – 2023 S&A budget allocation recommendation will be brought forward at the next regularly scheduled Board meeting for approval.

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Kelly			
McDaniel			
Ponto			
Quint			
Seabrooks			

Cascadia College Board of Trustees
Action Items

Subject: 2022-2023 College Budget (2nd Read/Action)

Justification:

It is the Board’s responsibility to approve the annual college budget.

Background:

Over the last few months, the college Budget Council, college administrative leadership, and Board of Trustees Finance Sub-Committee have worked through the revenue, reserve, and expense projection. June marks the final presentation of the budget and requires action by the Board.

Recommendation:

College leadership recommends that the Trustees “Move to Approve the college budget for 22-23 as presented.”

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Kelly			
McDaniel			
Ponto			
Quint			
Seabrooks			

Cascadia College Board of Trustees

Action Items

Subject: Ratification of the CCCFT Collective Bargaining Agreement, 2022-2025

Justification:

The Board of Trustees and the CCCFT engage in negotiations to develop three-year collective bargaining agreement. Both parties (CCCFT members, Cascadia College Trustees) approve the agreement prior to July 1 of the first year of the collective bargaining agreement.

Background:

The CCCFT and the Administrative bargaining teams completed negotiations in May 2022. The members of the CCCFT ratified the draft collective bargaining agreement 2022-2025 contract on June 2, 2022.

Resources: 2022-2025 CBA Ratification Vote

Sixty-nine (69) faculty responded to the question: “Do you support ratification of the 2022-2025 CBA between CCCFT and Cascadia College?”

38 (55%) voted “Yes, RATIFY”
31 (45%) voted “No, DO NOT RATIFY”

Note:

- A simple majority is required for ratification.

Collective Bargaining Agreement 2022-2025 Summary (Attached)

Collective Bargaining Agreement 2022-2025 DRAFT (Attached, Faculty Ratified 6.2.22)

Recommendation:

- The Administration Bargaining Team recommends that the Trustees approve the faculty-ratified version of the 2022-2025 CCCFT contract.
- David Shapiro, CCCFT Coordinator, and Kerry Levett, Administrative Bargaining Team Lead, will be available for questions.

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Kelly			
McDaniel			
Ponto			
Quint			
Seabrooks			

Changes in the CCCFT/Cascadia College 2022-2025 CBA (as compared to 2018-2021)

Two General Changes Throughout:

Changed gendered pronouns “his/her; he/him” to non-gendered “their.” Also changed “Chief Academic Officer” to “Senior Academic Officer.”

Article 1.15.1: New language to create new titles for faculty:

“For the purposes of external communication, including Cascadia’s public website, for business cards (or their equivalent), for publication purposes, for CVs, etc., the following titles will apply:

Fulltime tenure-track faculty = Assistant Professor

Fulltime tenured faculty = Associate Professor

Senior tenured faculty = Professor

Probationary Associate Faculty = Adjunct Assistant Professor

Full Associate Faculty = Adjunct Associate Professor

Priority Hire Associate Faculty = Adjunct Professor”

(Over the summer, we will be working to update the Cascadia public website to reflect these new titles.)

Article 5.06: Payroll Deduction

Modified existing language to reflect the Supreme Court’s *Janus Decision* from several years ago, that no longer permitted public employee unions to require union membership or a “representation fee” as a condition of employment.

Article 6.08: CIEs

Folded in the 2022 MOU that authorizes the Cascadia Assessment Committee to make changes to CIEs as the Committee deems appropriate: “CCCFT authorizes the Cascadia Assessment Committee to make revisions as deemed necessary by the Assessment Committee to the CIEs; agreement among Assessment Committee members as to those changes represents agreement on the part of CCCFT to those changes.”

Article 8.03.01-05: Division Chair/Program Lead

Minor changes to the language in this article to reflect the integration of the ELP program in CCF and to clarify the Chair selection process.

Article 8.05.03: Office Hours

Folded in the 2021 MOU that gives greater flexibility to faculty for setting office hours:

“Faculty shall be available to students for a minimum of 1 hour per week per course, (maximum required total: 4 hours) at times and in modalities accessible for students. Faculty should identify at least 50% of their availability as a set, scheduled time for synchronous communication with students; faculty shall indicate schedules and modalities for that time on their syllabi. Options for the remaining availability may include (but are not limited to) hours “by appointment,” email, and/or phone. Faculty shall submit information at the beginning of each quarter to the Student Learning Office about their regular availability to consult with

students, including their chosen options for synchronous communication with students. Full Time Faculty shall also post class schedule and office hours on his or her office door. Once office hours are submitted for any given quarter, faculty may reschedule office hours when appropriate. If changes are to be permanent, faculty will notify the Student Learning Office as per the procedures of this Article.”

Article 8.05.04.01: Tenured Faculty Workload Percentages

Changed the Tenured Faculty Workload Percentage from 75% Teaching, Learning, and Assessment to 80% Teaching, Learning, and Assessment to reflect the additional work faculty have taken on since 2018 in that aspect of our jobs. In conjunction with this, modified the percentage of “Other” to 15% Service to the Institution, 5% Professional Development. (Workload percentages for faculty in the tenure process stay the same).

Also clarified what tasks go into each of the 3 Areas with the following language:

“The workload percentages identified below in each of the three areas are standard expected workload percentage for full-time tenured faculty. Exceptions to these standard percentages can be approved by the appropriate Dean or VPSL.

Area 1 – Teaching, Learning, and Assessment – 80%

- Develop, prepare, and teach courses, including LMS design and use appropriate to course modality
- Course assessment/revisions
- Course/curriculum development
- Syllabi developed in accordance with college policies and posted to LMS by specified day/time
- Coordinate the administrative tasks associated with classes
- Interdisciplinary coordination/teaching
- Participate in assessment of student learning activities as guided by the Assessment Committee
- Other related activities

Area 2 – Service to the Institution – 15%

- Serve on a minimum of one college committee, council, or task force
- Participate in discipline related activities: curriculum development, committees, division/discipline meetings, recruitment, hiring, textbook ordering, COG reviews and revision, peer observations
- Participate in college wide initiatives (e.g. accreditation, Guided Pathways) and non-instructional day activities
- Academic, Career, and Student Organization advisement
- College- initiated service to the external community
- Development of new academic programs
- Preparing professional development plan for professional technical faculty as prescribed by WAC 131-16-070 and WAC 131-16-094

- Peer mentorship and support
- Other related activities

Area 3 – Professional development – 5%

- Attending professional conferences
- College or TLA sponsored PD
- Writing/research tied to faculty member’s discipline
- Tenure Portfolio development
- Independent study including courses or research to stay current in one’s discipline
- Community engagement activities not initiated by Cascadia
- Professional development/engagement with communities and/or organizations external to Cascadia
- Other related activities

Article 8.06: Moonlight Assignments

Minor change in the language to make it clear that all full-time faculty loads will be determined before full-time faculty have the opportunity to request a moonlight.

“Full-Time Faculty will be given the opportunity to teach a moonlight assignment *after all full-time faculty loads are determined, but* before associate faculty assignments are made.”

Article 8.09: E-Learning

Changed this article to be called: “Full-time Faculty Modality Expectations” (since that is really what it’s about). Clarifies the three modalities in accordance with how they are defined in ctcLink.

New language:

“The annual and quarterly class schedules are developed by deans, division chairs, and coordinators/leads in collaboration with advising and enrollment services. Schedules, including time of day and modality of classes, are based on anticipated student and program needs. After the schedule is built, the schedule is staffed, starting with FTF.

Modality definitions (for the purposes of this contract):

- **Web-enhanced (in-person):** Web-enhanced sections are scheduled to meet physically in person, face-to-face, for all of their scheduled contact hours, while using a learning management system such as Canvas, or other web-based tools, to supplement and enhance in-person learning.
- **Hybrid:** Hybrid sections blend physically in-person class time with online learning. Hybrid sections are scheduled to meet physically in-person for a minimum of 50% of their weekly contact hours. A class scheduled to meet physically in-person for less than 50% is considered an online class.
- **Online:** Online sections have 51%-100% of the instruction taking place online, with no scheduled physically in-person class meetings.

A Full-Time Faculty member will be limited to no more than two (2) online classes per quarter as part of their regular full-time workload. Any exceptions to that requirement must be approved by the appropriate Dean for Student Learning or the VPSL.

Additional online classes may be added above the regular full-time workload as a moonlight assignment in accordance with section 8.06. ”

9.04.03: 19-20 Compensation Changes

Excised this section as it's no longer applicable.

9.05 Associate Faculty Salary

Put this chart in an annual Appendix to the CBA, since it (typically) changes yearly.

9.06.04 Professional Development Rates

Increased these from the existing to the chart below.

9.08 High-Demand Funds

Folded in the 2021-2022 High Demand MOU, continuing the funding as agreed to in that memo (\$6000 base salary increase for eligible FTFs; \$100 increase on the AF HD pay schedule; “leftover” stipend at the end of the year for eligible FTFs.)

9.09 Salary Increases Beginning July 1, 2022

(see below, under Compensation Changes)

10.08 (Tenure) Candidate Self-Evaluations

Minor change to the language here to reflect the revised definitions of the three areas: 1) Teaching, Learning, and Assessment, 2) Service to the Institution, 3) Professional Development. (Areas stay the same for current Tenure Candidate; these will go into effect for the 2022 cohort).

11.06.01 (Post-Tenure) Candidate Self-Evaluations

Minor change to the language here to reflect the revised definitions of the three areas: 1) Teaching, Learning, and Assessment, 2) Service to the Institution, 3) Professional Development.

12.01 Full-time Temporary Faculty

Folded in the MOU that permits a third-year of a full-time temporary faculty in the case of non-state-supported (tenure eligible) faculty:

“In the case of a non-state-supported position (one which would not be eligible for Tenure, but rather for Permanent Status), the College may, and by decision of the Senior Academic Officer and approval by CCCFT, extend a non-state-supported full-time temporary position for a third year.

When such a third year for a full-time temporary position is approved, the Full-Time Temporary Faculty shall be eligible for thirty-three percent (33%) of the Full-Time three-year allocation of professional development.

The observation and evaluation process from Year 2 will be followed in Year 3.”

Article 13.1.3.5: Additional Responsibilities for Priority Hire Faculty:

Simplified the additional duties requirement with this new language:

“In each quarter (excluding summer) that they have a teaching assignment, a Priority Hire Associate Faculty must take part in a dean-approved professional development or service activity related to their work at the college.” Also added language to 13.1.3.2 that PH must specify disciplines in which they are applying for PH status.

Article 13.02.02 PH Seniority List

Added language to clarify that the PH Seniority List is subdivided by discipline.

Article 13.03 (PH) Class Assignment based on Hiring Pools:

Language to clarify that hiring pools are discipline-specific; having seniority as a PH AF in one discipline does not automatically confer PH seniority in another discipline.

Article 15.20: Personal Leave

Minor change to the language to clarify that when an FTF takes this “personal leave” day, it comes out of their compensable or non-compensable *sick-leave* balance as per the faculty member’s choice (assuming they do have some non-compensable leave, which not all faculty have, since it is an artifact of past State practice—all sick leave is now compensable). This has been practice all along; the CBA has just been unclear about it.

Article 15.23.02: Sabbatical Leave

Minor change in the language to clarify what has been past practice: The first sabbatical can be taken in the 7th year following hire; subsequent sabbaticals can be taken beginning six years following that.

“Upon approval of a sabbatical application, a tenured faculty member is eligible to take their first sabbatical leave after completing at least nine (9) quarters following tenure, not including summer quarters, quarters of approved leave or temporary annual appointment quarters at Cascadia College. Subsequent sabbatical leave may be applied for after fifteen (15) quarters, not including summer quarters, following the conclusion of preceding sabbatical.

Article 21.04: RIF Units

Removed ETSP as that unit no longer exists.

Compensation Changes

Additional Duties rates and Professional Development Additional Duties rates

We raised the Additional Duties rate from \$44 to \$50, which is essentially applying the COLAs we've received since 2018 to that original \$44 rate.

Here is the new chart of PD Additional Duties rates; again, we've essentially applied the COLAs to the preceding contract's rates (with some rounding).

Time	Rate
1 hour	\$43.00
1.5 hour	\$55.00
2 hour	\$67.00
3 hour	\$92.00
4 hour	\$123.00
6-8 hour	\$201.00

Here are the old rates:

Time	Rate
1 hour	\$38.00
1.5 hour	\$49.00
2 hour	\$60.00
3 hour	\$82.00
4 hour	\$110.00
6 to 8 hours	\$180.00

Disbursing the \$250K “Retention” Funds

We had five main considerations in our disbursement model:

1. Increase compensation for Associate Faculty, especially AFs who did not receive “high-demand” funds last year
2. Recognize and reward “time of service” for faculty
3. Address the disparity among annual salaries for full-time faculty at the same “level” (Tenure-track, Tenured, Senior Tenure 1, and Senior Tenure 2)
4. Address the fact that due to the “high-demand” legislation, about half of our faculty (both AF and FTF) got a raise last year while the other half didn’t
5. Establish full-time salary levels so that the median at each level (Tenure-track, Tenured, Senior Tenure 1, Senior Tenure 2, and post-Senior Tenure 2) goes up

With those in mind, here is how we have proposed disbursing the \$250K

- A \$25.00 “across-the-board” (for Probationary, Full, and Priority Hire) raise on the “high-demand” Associate Faculty pay schedule
- A \$50 raise on the Probationary and Full non-“high-demand” Associate Faculty pay schedule
- An \$85 raise on the non-“high-demand” Priority Hire AF pay schedule (this is consistent with our aspiration that 60 credits of AF pay equals the raise for the same “level” of full-time faculty; $\$5000/60 = \83.33 ; we rounded up a bit.)
- A \$750 annual salary increase for “high-demand” FTF at the Tenure-Track level
- A \$1000 annual salary increase for non-“high-demand” FTF at the Tenure-Track level (There are no non-“high-demand” FTF at the Tenure-Track level.)
- A \$1000 annual salary increase for “high-demand” FTF at the Tenure level
- A \$2000 annual salary increase for non-“high-demand” FTF at the Tenure level
- A \$1500 annual salary increase for “high-demand” FTF at the Senior Tenure 1 level
- A \$3000 annual salary increase for non-“high-demand” FTF at the Senior Tenure 1 level
- A \$2500 annual salary increase for “high-demand” FTF at the Senior Tenure 2 and Post Senior Tenure 2 level
- A \$5000 annual salary increase for non-“high-demand” FTF at the Senior Tenure 2 and Post Senior Tenure 2 level

Note that this model does address #3 above. One indicator is that now, the median salary goes up with each level, whereas prior to this model, Senior Tenure 1 had a higher median than Senior Tenure 2 (primarily because there is a higher percentage of “high-demand” eligible faculty in Senior 1 than Senior 2.). See below:

Level	Previous median	Current Median
Tenure	\$74,442.50	\$76,163.50
Tenure 1	\$80,446.71	\$80,831.20
Tenure 2	\$76,389.66	\$81,389.66
Tenure 2+	\$83,710.34	\$88,710.34

Cascadia College Board of Trustees
Action Items

Subject: 2022-2023 Self-Assessment Process

Justification:

It is the Board’s responsibility to approve their annual self-assessment process.

Background:

Incorporating minor improvements over the years, the Board has used the enclosed Self-Assessment as a means of assessing their effectiveness. This instrument has been used since 2010 and the college administers the tool, collects the data, and provides an analysis at the summer retreat in September.

This tool provides a guide for future directions of the Board and was analyzed in detail last year by Trustee Ponto and President Murray. Suggestions were given in January as to improved directions for the board, including:

- Community Involvement. The college president would continue to provide the Trustees with opportunities for community involvement when appropriate.
- Board Development. Other than continued local/state training for new Trustees, the Board was content with its level of development.
- Advocacy. The Trustees would be happy to engage in more advocacy when needed. Opportunities should be provided by the college president.
- Goal Setting. The board was content with their level of goal setting.

Recommendation:

College leadership recommends that the Trustees “Move to Approve the Trustee Self-Assessment Tool for 2022.”

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Kelly			
McDaniel			
Ponto			
Quint			
Seabrooks			



Intro

Introduction.

Thank you for joining the Board of Trustees self-assessment.

This assessment should take about 20 minutes to complete. It consists of questions organized into the following themes: Roles and Responsibilities, President Relationship, Board Meetings, Institutional Effectiveness, Future Professional Development, Trustee Satisfaction.

You do not need to complete the survey in one sitting.

Answers are saved automatically. At the end, a summary of

your responses will be displayed. Results will be compiled into a report and shared with the President, the Executive Assistant to the President, and the Board of Trustees.

Thank you for your your thoughtful reflection and feedback.

Roles and Responsibilities

Section 1 of 7. **Roles and Responsibilities**

In this section, please indicate your level of agreement or disagreement with each statement.

Q1. The Board understands and adheres to its roles and responsibilities.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q2. The Board relies on board policy in making decisions and in guiding the work of the institution.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q3. The Board ensures that the institution's plans are responsive to the community needs.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q4. Agenda items provide sufficient information to enable good board decision-making.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q5. The Board sets and communicates clear expectations for president performance.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q6. Board meetings and study sessions provide sufficient opportunity to explore key issues.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q7. Trustee development activities are available to the Board members.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q8. Comments on Roles and Responsibilities:

Board of Trustees / President Relationship

Section 2 of 7. **Board of Trustees / President Relationship**

In this section, please indicate your level of agreement or disagreement with each statement.

Q10. Board members' behavior exemplifies ethical behavior and conduct that is above reproach.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q11. New members participate in a comprehensive orientation to the board and college.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q12. The Board sets and communicates clear expectations for president performance.

Note: This question was already asked in Section 1 (Q5) so we will not ask it again here. Instead, your response to Q5 (**`{q://QID8/ChoiceGroup/SelectedChoices}`**) will be applied to both sections (themes).

Q13. The Board maintains a positive working relationship with the president.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q14. The board regularly reviews the president's contract to assure appropriate support and compensation.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q15. The Board regularly evaluates the president.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q16. Disagreements among members are carefully handled by the Board Chair.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q17. The Chair serves as the voice of the Board when dealing with the public and media.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q18.

The roles and responsibilities of the Chair are clear and supported by all trustees.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Do not know

Q19. Comments on Board of Trustees / President Relationship:

Board Meetings and Efficiency

Section 3 of 7. **Board Meetings and Efficiency**

In this section, please indicate your level of agreement or disagreement with each statement.

Q20. Trustees come to each meeting prepared and ready to debate issues fully and openly.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q21. Board members avoid conflicts of interest and the perception of such conflicts.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q22. Board meetings are conducted in an orderly, efficient manner.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q23. The Board's policy manual is up-to-date and comprehensive.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q24. The Board clearly delegates the administration of the institution to the president.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q25. The Board regularly receives and reviews reports on the financial status of the institution.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Do not know

Q26. Board policies and practices assure effective fiscal management and internal controls.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q27. The Board expects and supports faculty, staff, and student participation in college decision-making.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree

- Strongly disagree
- Do not know

Q28. The Board clearly understands its policy role and differentiates its roles from those of the president and college staff.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q29a. The Board honestly debates the issues affecting its community.

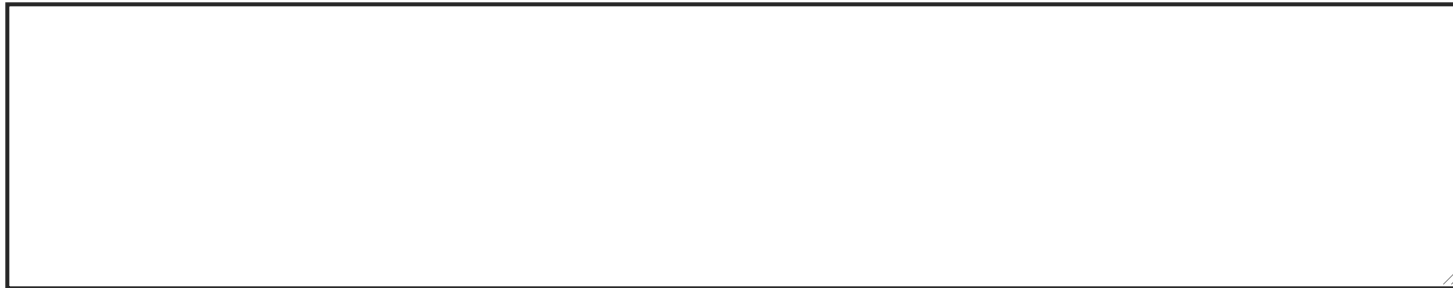
- Strongly agree
- Somewhat agree

- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q29b. The Board speaks with one voice once a decision or policy is made.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q30. Comments on Board Meetings and Efficiency:



Institutional Effectiveness

Section 4 of 7. **Institutional Effectiveness**

In this section, please indicate the level of consideration that has been given to each indicator over the last three years.

Q31. Student Achievement Data

- Highly considered
- Moderately considered
- Somewhat considered

- Not considered at all
- Do not know
- N/A

Q32. Program Review Reports

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all
- Do not know
- N/A

Q33. Trustee activity in the community

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all

Do not know

N/A

Q34. Data review (Transfer data, Graduation data, Retention data)

Highly considered

Moderately considered

Somewhat considered

Not considered at all

Do not know

N/A

Q35. Positive media coverage

Highly considered

Moderately considered

Somewhat considered

Not considered at all

- Do not know
- N/A

Q36. Enrollment Monitoring

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all
- Do not know
- N/A

Q37. Disaggregated student cohort data on successful completion of Basic Skills courses

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all

- Do not know
- N/A

Q38. Student data on completion and placement by occupational programs

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all
- Do not know
- N/A

Q39. Data on the effectiveness of customized and/or short-term workforce training

- Highly considered
- Moderately considered
- Somewhat considered

- Not considered at all
- Do not know
- N/A

Q40. Fostering success and equity

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all
- Do not know
- N/A

Q41. Employee satisfaction

- Highly considered
- Moderately considered
- Somewhat considered
- Not considered at all

Do not know

N/A

Q42. Comments on Institutional Effectiveness:

Readiness

Section 5a of 7. **Readiness - Level of Implementation**

In this section, please indicate the level of implementation for each statement.

Q43. The Board regularly receives and reviews reports on student outcomes (OAC, Measuring Up, Surveys).

- Completely implemented
- Mostly implemented
- Somewhat implemented
- Not implemented at all
- Do not know

Q44. Board members participate in trustee development activities.

- Completely implemented
- Mostly implemented
- Somewhat implemented
- Not implemented at all
- Do not know

Q45. The Board participates in an evaluation process that is used to help enhance its performance.

- Completely implemented
- Mostly implemented
- Somewhat implemented
- Not implemented at all
- Do not know

Q46. The Board measures its accomplishments against its goals.

- Completely implemented
- Mostly implemented
- Somewhat implemented
- Not implemented
- Do not know

Section 5b of 7. **Readiness – Level of Agreement or Disagreement**

In this section, please indicate your level of agreement or disagreement with each statement.

Q47. The Board is aware that the college routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q48. The Board is aware that there is alignment and extensive collaboration of efforts to improve student success.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q49. The Board is aware that the College has established a strategic planning and accreditation process based in data to create objectives for measuring student success.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Do not know

Q50. Decisions about budget allocations are based on evidencing effectiveness and support of mission fulfillment.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q51. The Board is aware that there is training available to the Board, faculty, and staff on using data and research to improve programs and services.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree

- Somewhat disagree
- Strongly disagree
- Do not know

Q52. Comments on Readiness:

Future Professional Development

Section 6 of 7. **Future Professional Development**

In this section, please answer each question.

Q53. Do you understand the role/responsibilities of the president?

- Yes
- No
- I would like more information

Q54. Do you understand the time commitment as a Trustee?

- Yes
- No
- I would like more information

Q55. Are you knowledgeable about Strategic Planning?

- Yes
- No
- I would like more information

Q56. Do you read and understand the organization's financial statements?

- Yes
- No
- I would like more information

Q57. Are you knowledgeable about the institution's programs and services?

- Yes
- No
- I would like more information

Q58. Do you advocate for the institution with local, state, and federal governing bodies?

- Yes

- No
- I would like more information

Q59. Do you understand your roles and responsibilities as a Trustee?

- Yes
- No
- I would like more information

Q60. Do you understand shared governance?

- Yes
- No
- I would like more information

Q61. Do you understand and support the mission of the organization?

- Yes
- No
- I would like more information

Q62. Comments on Future Professional Development:

Trustee Satisfaction

Section 7 of 7. **Trustee Satisfaction**

In this section, please indicate your level of agreement or disagreement with each statement.

Q63. The quality, amount, and frequency of information provided to the board is satisfactory.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q64. Overall I receive satisfaction serving as a board member.

- Strongly agree
- Somewhat agree

- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q65. Board members adhere to confidentiality.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q66. My contributions on the Board are valued.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree

- Somewhat disagree
- Strongly disagree
- Do not know

Q67. Overall effectiveness of board management and organization is satisfactory.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Do not know

Q68. My time as a board member is used effectively.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree

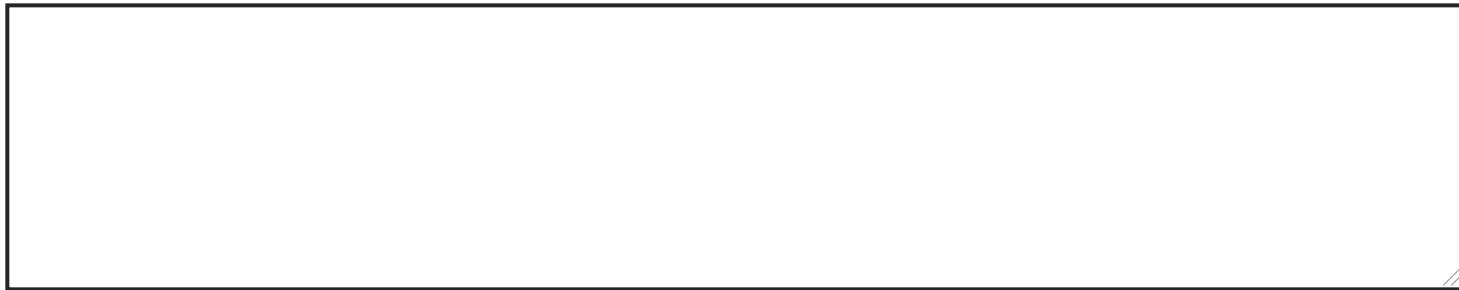
- Somewhat disagree
- Strongly disagree
- Do not know

Q69. My main area(s) of expertise that I contribute to the Board are:

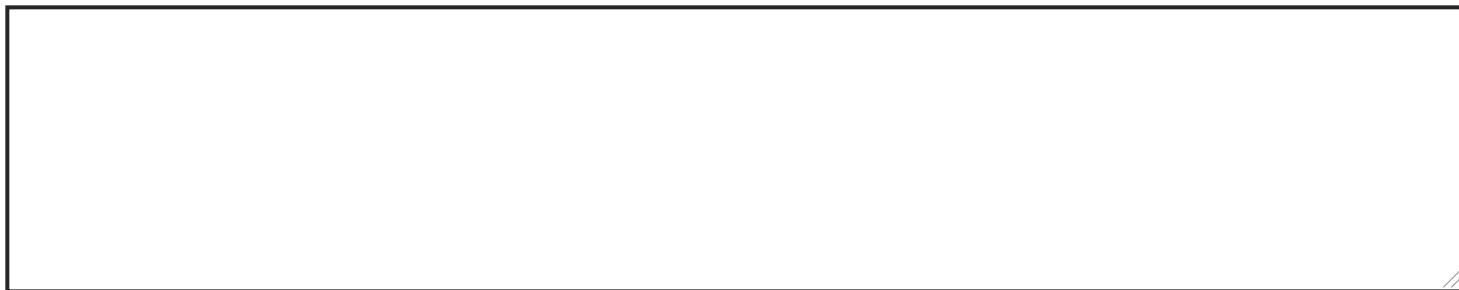
Please select no more than three (3) areas.

- My connections to elected officials as a way to advocate for the College
- Expertise in finance, budget, and management
- My significant experience in education and curriculum development
- Connections to business and industry
- Connections to the local community
- Construction and facilities management
- Raising funds for the College
- Other primary expertise not listed (please specify):

Q70. In what ways, if any, has your Board promoted or addressed student success at your institution in the past year?

A large, empty rectangular box with a thin black border, intended for the response to question Q70. A small diagonal slash is visible in the bottom right corner of the box.

Q71. Comments on Trustee Satisfaction:

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End

Thank You. Thank you for taking the time to complete this assessment. Results will be compiled into a report and shared with the President, the Executive Assistant to the President, and the Board of Trustees.

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Cascadia College Board of Trustees
Action Items

Subject: 2022-2023 Board of Trustees Meeting Calendar (1st Read/Action)

Justification:

According to policy, the Board must approve their annual schedule of meetings.

Background:

Attached are two calendars for the 2022-2023 academic year. The first calendar includes the Board meetings only. The second calendar includes additional events the Board attends, such as Transforming Lives.

Recommendation:

The President recommends to the Board the approval of the calendar.

Action:

Chair asks for motion: _____

Trustee makes motion: _____

Trustee seconds motion: _____

All in favor:

	Yes	No	Abstain
Kelly			
McDaniel			
Ponto			
Quint			
Seabrooks			

Draft 2022-2023 BOT Meeting Dates

Month	Date	Time	Location*	Item
July '22				<i>No board meeting this month.</i>
Aug. '22				<i>No board meeting this month.</i>
Sept.	Wed. 7 th	10:00-3:00	Eric's House	BOT Summer Retreat
Sept.	Wed. 28 th (4 th Wed.)	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Oct.	Wed. 19 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Nov.	Wed. 16 th	4:00-6:340	Cascadia CC2-260	Regular Board Meeting
Dec.	Wed. 7 th	4:00-6:00	TBD	<i>No board meeting this month.</i> BOT Winter Retreat <i>President's Self-Assessment</i>
Jan. '23	Wed. 4 th	4:00-6:00	Cascadia CC2-261	Special Meeting Presidents Evaluation Review by Trustees <i>EA Available for Support</i>
Jan.	Wed. 18 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Feb.	Wed. 15 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Mar.	Wed. 15 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Apr.	Wed. 19 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
May	Wed. 17 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
June	Wed. 21 st	2:30-4:00 4:00-6:30	Cascadia CC2-260	Executive Session: Presidents Mid-Year Review Regular Board Meeting

*Will conduct meetings via Zoom if needed.

Draft 2022-2023 BOT Meeting & Event Dates

Month	Date	Time	Location*	Item
July '22				No board meeting this month.
Aug. '22				No board meeting this month.
Sept.	Wed. 7 th	10:00-3:00	TBD	BOT Summer Retreat
Sept.	Wed. 28 th (4 th Wed.)	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Oct.	Wed. 19 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Nov.	Wed. 16 th	4:00-6:340	Cascadia CC2-260	Regular Board Meeting
Dec.	Wed. 7 th	4:00-6:00	TBD	No board meeting this month. BOT Winter Retreat <i>President's Self-Assessment</i>
Jan. '23	Wed. 4 th	4:00-6:00	Cascadia CC2-261	Special Meeting Presidents Evaluation Review by Trustees <i>EA Available for Support</i>
Jan.	Wed. 18 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Feb.	TBD		TBD	Transforming Lives Dinner
Feb.	Wed. 15 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Mar.	Wed. 15 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
Apr.			Info only	PDC Form F-1 Due <i>Trustees & President get notification via email.</i>
Apr.	Wed. 19 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
May	Wed. 17 th	4:00-6:30	Cascadia CC2-260	Regular Board Meeting
May	TBD		TBD	Academic Honors & Leadership Ceremony
June	TBD		TBD	End of the Year Celebration <i>Employee service awards.</i>
June	Fri. 9 th		Cascadia Field	Commencement <i>Line up 3:00 – ceremony begins at 4:00 pm</i>
June	Wed. 21 st	2:30-4:00 4:00-6:30	Cascadia CC2-260	Executive Session: Presidents Mid-Year Review Regular Board Meeting
July '21				No Board meeting this month.
Aug. '21				No Board meeting this month.

*Will conduct meetings via Zoom if needed.

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



by Tamara Wood, Advocacy Chair

Cascadia Board of Trustees,

I want to thank you all for the work and dedication you have shown to our institution of learning, and the trust you place in the student body. It is evident in the 10 months that I have been attending the Board of Trustees meetings that you all are invested and truly care about ensuring Cascadia College's continued success.

As Advocacy Chair, students have shared with me their hopes, joys, as well as their difficulties with coming back to school in-person. The students are resilient, but at this time more ever, we must seek to understand their struggles if we are to provide them with the determination to not only continue their education, but to also build emotional resiliency to become future leaders, creators, and dreamers in our communities. We seek to be seen and heard, to feel belonging and to feel safe within this community and I believe Cascadia is –and can continue to be- that community. Coming back to in-person classes, navigating social unrest, financial instability, dealing with an environmental future that is not guaranteed- these are all realities which can keep us from finishing our education. That is why I believe the Board and administration should seek to act with urgency to provide a holistic and sustainable plan for mental health in the upcoming school year.

As we navigate this crisis of enrollment, it is important to consider not only future students, but the current student body. Cascadia students now more than ever will be needing more mental, physical and emotional support. I urge the Board to focus on counseling, peer services, mentorship and holistic wellness support, as well as a universal student sick policy or waiver related to class absences. In addition, ensure that our shared services with UWB are not only available but more accessible to Cascadia students, as many are available but come with significant barriers to access. We must ensure that Cascadia students have full access to on-demand, and walk-in counseling in a Cascadia specific building and not just in UWB spaces with options for continued care (peer, referral, support groups) that are approachable and without barriers.

In relation to other community engagement initiatives, we never waned in our commitment to providing a vibrant campus experience for students. Spring quarter saw our highest numbers of student attendance for the entire year. It was a wonderful end to the year and a reminder that students truly enjoy spending time together in person.

Thank you for listening and I hope to continue to serve as an advocate for my fellow students as I continue my education through Winter 23 and possibly beyond as a UWB student.

In Solidarity,

Tamara Wood

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



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

❖ **Congratulations to Nureni Adeyemo**

Congratulations to Nureni Adeyemo for being awarded tenure by the Board of Trustees in the May meeting. And thanks to the Board for their thoughtful review of his materials and for their unanimous support of Nureni's tenure.

❖ **2022-2025 CBA ratified**

CCCFT members voted to ratify the draft Collective Bargaining Agreement (CBA) between the Cascadia Community College Federation of Teachers (CCCFT) and Cascadia College.